Inclusive Education in Zambia: The Kalulushi Trial Inclusive Program

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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 Mwice 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.

To my son Nick Silwamba, who missed me each time I went to University to work on my thesis. He is my strength, my rock. His humour has helped me remember to work hard. I will love you for ever, Nick

To my departed brother, sisters and brother-in-law who have not seen me complete this study.

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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.

CHAPTER ONE
INTRODUCTION

1.1 Background information

Inclusive education has been defined as a philosophy based on democracy, equality and human rights (Stainback & Stainback, 1996). The concept of inclusive educational programming is based on the premise that students with exceptional abilities and backgrounds benefit both academically and socially in a learning environment where they are served alongside typically achieving peers, as opposed to being segregated. Hence, inclusive education is based on the philosophy that all children can learn and that they belong in the mainstream school, participating in class and school activities. Diversity is valued; it is believed that diversity strengthens the class and offers all of its members greater opportunities for learning. An inclusive school is one that educates all students in the mainstream. Educating all students in the mainstream means that every student is enrolled in the nearest local school. It also entails that all students are provided with appropriate educational opportunities within the mainstream school setting.

According to Naicker (1999, p.14) and Hornby (1999, p.152) countries worldwide have committed themselves to inclusive education during the World Conference on *Education for All.* It was during this conference that the *Salamanca Statement*, endorsed by 92 countries and 25 international organisations was promulgated. During that conference, the following statement, which depicts real commitment to inclusive education was clearly articulated,

> We the delegates of the World Conference on Special Needs Education representing 92 governments and 25 international organisations hereby affirm our commitment to Education for All, recognising the necessity and urgency of providing education for all children, youth and adults Framework of Action on Special Needs Education, that governments and organisations may be guided by the spirit of its provisions and recommendations" (UNESCO, 1994).

The right to education for everybody, including students with a disability, is no longer a subject of debate. As it is agreed that equal access in education is the key to personal

and national development, countries are being urged to invest in education as a priority. Denying children the opportunity to go to school creates a bleak future for them, as it minimises their opportunity for meaningful participation in society.

Bellamy (1999) views the right to education as the single greatest measure to spur development and multiply benefits to children with disabilities. Education enhances children's ability to express and act upon their needs, concerns and hopes for the future. Hasley (1989) in fact named the twentieth century "the Century of the Child" as children's voices began to be listened to.

Although there is a general world-wide acceptance of inclusion 'in principle', the contexts in which it is implemented, for example in developed or developing countries, are somewhat different. In developed countries, some people speak of inclusion as though it were a universally accepted movement and not something that is evolving. However, as Kauffman (1994) indicated, the inclusion movement is surrounded by often acrimonious debates. Individuals in favour of inclusion cite the current general education system and its methods of organising for inclusion as contributors to students with disabilities (Zigmond & Baker, 1995). Pro-inclusionists have characterised opponents as segregationists (Wang & Walberg, 1988), and compared the current system of special education to slavery (Stainback & Stainback, 1987) and apartheid (Lipsky & Gartner, 1987). Advocates/proponents of inclusive education suggest that regular and special education should be moved into one general system (Stainback, Stainback & Forest, 1989; UNESCO, 1994a; Wedell, 1995). They argue that providing education services to all students in the same placement is a fair, just, equitable and moral imperative. Opponents propose that inclusion should be viewed as one placement alternative within a continuum of services required to cater for the needs of all students (Council for Exception al Children, 1993; Fuchs & Fuchs, 1994; Vaughn & Schumm, 1995). Critics of the inclusion movement (Kauffman & Hallahan, 1995) doubt that effective support can be provided in the same educational placement for students. Shanker (1994) argued that including all children with disabilities, regardless of the severity and nature of their difficulties, may merely replace one injustice with another.

The new paradigm poses a challenge to mainstream schools and teachers as they have to meet the diverse learning needs of all children in their neighbourhood. They have to ensure that effective learning takes place so that all children can be afforded the

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opportunity to go to school like their peers without disabilities. The implication is that mainstream schools and teachers have to adapt the curriculum and adopt strategies that will ensure maximum participation and achievement by all children. Teachers will need to use different instructional strategies, thus moving away from the traditional "one size fits all" mentality.

Inclusion in developing countries is complex because of local factors that developed countries do not experience (Kisanji, 1998). There is progress towards inclusion of students with disabilities in mainstream schools in some developing countries (Kristensen, Omagor & Onen, 2003), while other countries have not made progress (Muuya, 2000). There is a small amount of empirical research on inclusive practice in African countries. One study (Tibebu, 1995) showed that teachers' attitudes towards integration depend on the nature of disability group. Another study (Mushoriwa, 2001) revealed that while students with vision impairment are included in mainstream schools, they remain socially and academically excluded because of the attitudes of teachers and students without disabilities. Institutional access alone or change of site does not necessarily mean that students with disabilities are included (Francis & Mutukrishna, 2004). In some countries, teachers and students are not initially involved in decision-making and experience limited resources, and many of them show resistance to inclusion (Arbeiter & Hartley, 2002).

Although parents have concerns that students without disabilities can be cruel to their peers with disabilities, evidence suggests that students with disabilities are warmly accepted by their peers (Inclusion International, 1998). Other studies have found that some countries have not made progress in inclusion to a point where it matches the aspirations of national policy or across the world (Muuya, 2002), and in some cases governments have shown commitment to the well-being of people with disabilities, but their provision for students with disabilities remains unrealizedunrealised (Abosi, 2000). In a South African study, parents felt that the emotional climate of special education was better than in mainstream schools, particularly with regard to teachers' patience and caring attitude (Nyewe & Green, 1999, p.14).

Taken together the results of these studies suggest that inclusion, while perceived positively from a philosophical perspective, is perceived from a practical perspective as a highly controversial practice (Gannon, 1991). However, while the debate

continues the reality is that Zambia and other African countries are moving towards the placement of students with disabilities in mainstream schools.

Despite the research in some African countries, their findings cannot be generalizedgeneralised to the Zambian context because of the way Zambian practices have been shaped by specific policies and culture. There is a need, therefore, to study the views of stakeholders on inclusive schooling in Zambia (Kalulushi district) in order to gain the insight of practices of inclusion with a view to highlighting the bridges and barriers for effective implementation of inclusive education.

As in the developed world, most developing countries including Africa have endorsed, signed, and /or ratified the *United Nations Convention of the Child (1989),* the *Jomtien Education for All Resolution (UN, 1990)* and the *Salamanca Statement and Framework for Action on Special Needs Education* (UNESCO, 1994a). By endorsing these resolutions governments have committed themselves to action for change in favour of the rightful status in society of children with disabilities, and in favour of equal access to education. The *Jomtien Education for All* (World Education Charter for All, 1989) charter committed countries to achieve education for all by the year 2000. However, even before the wave of United Nations resolutions of the late 1980s and early 1990s, some countries had already committed themselves to providing education to children with disabilities, though these provisions were in segregated settings.

The first major educational policy commitment pertaining to special education in Zambia is contained in the *"Educational Reforms" (GRZ 1977).* The policy focused on education as an instrument for individual and national development. With regard to Special Needs Education, the document states:

> All handicapped children like any other children, are entitled to education. They should receive basic and further education by full time study as any other children. Further, since the handicapped children are a special case, there should be 'positive discrimination' in their favour in the provision of facilities and amenities for educational purposes (p 23).

While the first Zambian *Educational Reforms* (1977) had the good intention of providing education to children with disabilities, they reflected the medical model of disability because the focus was on the difference between students with disabilities and mainstream school students. The document did not mention whether full time

education would be provided in mainstream schools. Generally, the *Educational Reforms* (1977) implied that children with disabilities were a special group and that they should be treated differently.

The second important Zambian document was *Focus On Learning* (Ministry of Education, 1992). It emanated from the World Declaration on *Education for All* in 1990 in Jomtien, Thailand. The conference stressed the importance of access to educational opportunities: "every person–child, youth and adult–shall be able to benefit from educational opportunities designed to meet their basic learning need" (Art.1 Jomtien declaration). The Ministry of Education's 1992 policy accordingly stressed the need to put resources in place for students with disabilities and for the development of schools for all students with disabilities.

The third major policy which was a product of consultation involving other ministries, international donors, and Non Governmental Organisations was *Educating Our Future* (Ministry of Education, 1996). The document focused on the entire field of formal education with particular attention to democratizationdemocratisation, decentralizationdecentralisation and productivity on the one hand, and curriculum relevance and diversification, efficient and cost-effective management, capacity building, and cost sharing on the other. *Educating Our Future* (Ministry of Education, 1996) marked advancement in the provision of educating students with disabilities in comparison to other two policy initiatives. In relation to special education, it endorsed the inclusion of students with disabilities in mainstream education, a policy which is in line with current thinking about the concept of inclusion. *Educating Our Future* was heavily influenced by

the 1994 *Salamanca Statement* which urged governments to:

> Adopt as a matter of law or policy the principles of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise (UNESCO, 1994b, p.ix).

The *Salamanca Statement* insists that all children should be educated in the school in the community closest to their homes/families and that teaching should move away from the "teacher-centred" to "child-centred approach". Thus the *Salamanca Statement Framework of Action for Special Needs Education* advocated for a re-examination of the whole education system in terms of (1) where education should be provided and (2) the role of the teacher, school management and teaching strategies.

The adoption of the *Salamanca Statement* and *Educating Our Future* (Ministry of Education, 1996) marked an important advance in the provision of education to children with disabilities in Zambia. *Educating Our Future* policy (1996) states that:

1. The Ministry of Education will ensure equality of educational opportunity for children with disabilities.

2. The Ministry is committed to providing education of particularly good quality to children with disabilities.

3. The Ministry will improve and strengthen the supervision and management of special education across the country.

However, *Educating Our Future* has been beset by a number of practical problems, the most pronounced being that of limited resources, both financial and human. Structural adjustment programs are also frustrating efforts to implement resolutions in support of the rights of the child. The Structural Adjustment Program (SAP) adopted by the government in the early 1990s transformed the economy into a liberalised one (Central Statistical Office, 1993). It meant, among other things, a reduction in the percentage of total resources devoted to social services such as education and health. Both intended and unintended effects of structural changes have led to numerous problems in providing quality education for all students. The amount spent on education has fallen substantially in real terms since SAP commenced. In recent years, education has accounted for about 2.5 per cent of GDP compared with 5-6 per cent in the mid 1980s (Kelly, 1998).

Further challenges derive from Zambia's demographics. Zambia is a land-locked country located in Central Africa, surrounded by eight countries. It is administratively divided into nine provinces and 72 districts. It has 73 ethnic groups and seven major languages, namely, English, Nyanja, Lunda, Luvale, Kaonde, Tonga, and Bemba. English is the official language used in the media and workplace, as well as in schools as a language of instruction. Kalulushi is the smallest district situated 15 kilometres west of Kitwe in the Copperbelt province which has six districts and a population of 1, 581, 221. The 2000 population central statistics, however, stand at 75,000. The birth rate per annum in the district is 3%. Kalulushi district has an area of about 1,115 square kilometres. A large part however, is Zambia Consolidated Copper Mines (ZCCM) land. Kalulushi was chosen for the inclusive education project because of its

geographical location and diversity. Kalulushi has urban, semi-urban and rural settlements and so was chosen as a location for a trial of inclusion by the Ministry of Education with the technical assistance of the Danish International Development Agency (Danida) in 1998. The Ministry of Education's intention in supporting the current research was to gauge different people's reaction to the planned inclusion of children with disabilities in regular classrooms.

1.2   Statement of the problem

This study investigates the views of stakeholders with regard to inclusion of students with disabilities in mainstream schools in the Kalulushi district. Students with disabilities are afforded the right to be educated in mainstream schools under the policy *Educating Our Future* (Ministry of Education, 1996). The current research is based on an inclusive education initiative that was implemented in Kalulushi district in 1998. The Zambian government, like other governments in developed countries and Africa, has been influenced by a strong vision of inclusion as the best way to provide education to students with disabilities. The origins of the study lie in the recognition by the Zambian government that within the world community there is a move to include children with disabilities in regular classrooms. The government has clearly seen such practices as providing a way forward towards greater inclusion. Given the above stance on inclusion and the concerns that follow educational implementation and change, it became compelling to explore the views of stakeholders who may not be part of the decision-making at various levels of educational development, especially since many educational programs have been found to fail because of lack of stakeholders involvement. For example, the Self Help Education Program, the Practical Skills Program, and the Grade Four Reading Competence all failed through lack of consultation.

It was against this background that the Zambian Government, with the assistance of consultants from Denmark, implemented inclusion in Zambia. The Danish International Development Agency (Danida) provided financial and technical assistance to support the implementation of a pilot project on inclusive education in Zambia.

The study involved the identification by the Ministry of Education of schools that are

practising inclusive education in the Kalulushi district. These schools represent a range of geographic locations and socio-economic circumstances within the district. For example, schools involved in the research are drawn from <mark>Urban, Semi-Urban and Rural</mark> parts of the Kalulushi district . Administrators, principals, teachers, students, parents and community members contributed to the study.

1.3   Purpose of the study

The study presents an analysis of the judgments that stakeholders bring to bear on inclusion in their district, and affects stakeholders' experiences of segregated schooling. The study also aims at identifying the contribution of stakeholders' views in moves towards inclusion. It is my concern that any implementation of an educational innovation should reflect the views of all stakeholders, and take into account their concerns. The study set out to examine how administrators, principals, teachers, students, parents and community members viewed the opportunities for greater inclusion in the pilot project and where they perceived barriers and issues requiring attention. The approach of the study in targeting stakeholders' views echoes previous research bringing varied voices into the evaluation of inclusive education. For example Seery, Davis & Johnson (2000, p.273) examined similarities and differences in the views of parents and professionals, emphasising their hopes and concerns about inclusion. Similarly, Le Roy and Simpson (1996, p.34) argued the need to reflect on all stakeholders' views in order to identify developments that might lead towards progress in inclusion.

1.4   Limitations of the study

There are some considerations as to the validity of this study which must be taken into account when interpreting findings and making conclusions. This study was limited mainly to stakeholders in Kalulushi. Although the sample of schools was representative of the Kalulushi district, generalisation of the findings to other districts must be done with great caution. The data collected in this study can give only a limited of stakeholders' opinions about inclusion. Other districts in Zambia were not taken into account because they had no inclusive schools at the time of the study. As inclusion is a service delivery options in Kalulushi it is important to do more research

when other districts in the Copperbelt province implement inclusive education. Transport to take some participants to central locations for interviews was also another limiting factor resulting in several stakeholders being unable to participate.

1.5   Significance of the study

The views of stakeholders about the inclusion of students with disabilities in mainstream schools are critical to the success of the inclusion program. The Zambian government may experience stakeholders' resistance to the inclusion of students with disabilities in mainstream schools. Consequently, in order to assist the government, accommodating the views of stakeholders during the implementation process is important. The Zambian government needs to understand not only that stakeholders have these different views or attitudes, but also more importantly, understand and acknowledge the reason(s). This information is helpful to the government and stakeholders for two reasons. First, it informs both the government and stakeholders as to what local inclusion practices are in the classroom. Second, it provides stakeholders first hand knowledge of the support and services needed by all students in order to provide an effective inclusion program within mainstream schools. Having a more crystallised understanding of what is needed to make inclusion work, the government may find it necessary to review the support and other services offered to stakeholders.

This study will help Zambia to make better decisions about teaching children with disabilities in inclusive classrooms. The study is significant because it addresses the concerns and issues related to inclusion. Furthermore, this study is designed to (a) take account of lessons learnt from the inclusion of students with disabilities in mainstream schools in the last four years of inclusive practices and (b) to document and develop useful practices which other districts can learn from or emulate as they prepare to include students with disabilities in mainstream schools.

Principals need to be knowledgeable about inclusion. From an administrative standpoint, knowledge of mainstream school principals' perception of inclusion is very valuable information. When administrators have an understanding of effective policies and practices of inclusion they are in a better position to provide the necessary support and/or services in order to bring success to inclusion. School

administrators, especially school level principals, "must not only keep abreast of the trends and changes in the field, but must take an active leadership role" (Patterson, Marshall & Bowling, 2000, p.14). Principals have the authority or ability to truly assist in the inclusive practice. Smith and Smith (2000, p.175) found that principals' roles as norm setters in a school to be so important that the strongest single predictor of teaching effectiveness in inclusive classrooms was subjective school norms embodied in the principal's attitude about inclusion.

The involvement of teachers in implementing inclusion is crucial. The success of inclusive practices is dependent, in part, on mainstream teachers' perceptions of special needs, the educability of students with special needs and the extent of their willingness to make adaptations to accommodate individual differences (Jelas, 2000). The collaborative role of teachers, parents and other professionals has been emphasised in the literature as a critical feature for success of inclusion (Villa & Thousand, 1992). Thus if teachers responsible for the implementation of inclusive practices have unclear perceptions of their role, it may seriously undermine the efforts and maintenance of restructuring programs toward inclusion (Jelas, 2000, p.187).

Parents are instrumental in the success of any educational innovation. Parents can work with education bureaucrats and community members to create and support inclusive education programs, offer insights into their children's abilities and needs, communicate regularly with teachers, share information and encourage others to support inclusion (Reichart, Lynch, Anderson, Svobodny, Di-Cola & Mercury, 1989). Because parents are particularly affected by the impact of inclusion, they can also be instrumental in providing feedback on academic, social, and behavioural development of their children, assessing the effectiveness of inclusion practices and policies and practices that are in need of revision. (Ryndak, Downing, Jacqueline, & Morrison, 1995). Dauber and Epstein (1991) asserted that "regardless of parent education, family size, student ability, or school level, parents are more likely to become partners in their children's education if they perceive that the schools have strong practices to involve parents" (p.11). Giorcelli (1996) also stressed that "the solemn undertaking parents seek on enrolment day is that we provide to their sons and daughters an education that is comprehensive, nourished by a flexible and inclusive curriculum, based on critical current knowledge about teaching and learning, and built on a strong foundation of equality and social justice principle" (p.5).

While there is a well established body of knowledge about the way parents experience life with a child with a disability, the children's own account of their lives are largely missing (Robinson & Stalker, 1998, p.7). The views of students are equally critical in the implementation of inclusion. For instance, one study noted that some students with disabilities in an inclusive classroom may report a stronger sense of belonging, feeling safe or accepted, or viewing other students as kind, than are students without disabilities (Hogan, McLellan, & Bauman, 2000, p.251). Interestingly some students with disabilities report greater levels of interpersonal conflict at school, isolation and loneliness (Hogan, et al), yet there is also evidence that indicates negative attitudes are manifested in bullying and teasing behaviour at school (Fisher, 1999, p.462). Therefore, taking into account student views on the experiences of inclusion is vital to the successful development of inclusive practices.

The review of the research on attitudes, status, and acceptance indicates that, although the attitudes of the general public and typically developing students may have become more accepting through media exposure and the implementation of policies, the attitudes of teachers and students without disabilities have in many instances become negative through their contact with students with disabilities in mainstream schools. However, combining educational programs with contact over time is the most effective approach to improve attitudes of students without disabilities towards their peers with disabilities. To determine the necessity for such measures, the views of the typically developing peers were included in this study.

Community involvement is influenced by a variety of contextual factors. The school, district, state and national policy environments contribute to the perception of the importance of community involvement, to the way schools define what the various roles and relationships should be, and to the explicit policies that have been developed (Rutherford & Billig, 1995). The diversity within communities, cultures, and economies, make uniform conceptualisation of a school community partnership difficult. Given the interdependence of teachers and the community, however, the inclusive school could find ways to accommodate community concerns about inclusion in their local community. Factors within the school setting itself may also serve to inhibit community involvement if the community is not directly involved in the initial stages of inclusion. Because of the concern and issues relating to inclusion

in Kalulushi, it is important to take on board and accommodate community members' views and concerns in the study.

1.6 Definitional terms

Clear terminology is essential to any serious evaluative investigation of inclusive education. The following definitions of terms are applicable to this study:

Attitude

Noncognitive or affective traits indicating some degree preference toward something (McMillan, 1992).

Educational strategies

Techniques that are utilised by the regular and/or special education teacher to teach children with disabilities in a mainstream setting (Armstrong, 2000).

Inclusive Education

The practice of providing a child with a disability with his/her education within general education classroom, with the support and accommodation needed by that child. This inclusion typically takes place at the child's neighbourhood school (National Information Center for Children and Youth with Disabilities, 1995, p.3)

Inclusive School Environment

An educational setting that involves child's attendance in the same school as siblings and neighbours, membership in general education classrooms with classmates of similar age having individualised and relevant learning objectives, and being provided with the support necessary to learn (York, 1994, p.3)

Individualised Education Program

The mandated document developed by parents and school staff that describe the child's current educational functioning, as well as specific long term and short term educational objectives.

Least Restrictive Environment

The Education of All Handicapped Children Act (PL 94-142) was reauthorised in 1990 and renamed IDEA, PL 101-476 (Individuals with Disabilities Education Act 1997). A provision for students with disabilities requesting schools to ensure that to the maximum extent appropriate, children with disabilities, including children in public or private schools, are educated with children without disabilities; and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (IDEA, 1997).

Mainstreaming

The practice of integrating children with disabilities in general education class placements on at least a part-time basis. The concept is based on the assumption that children should meet the required standard of skills in a mainstream class (Rogers, 1993).

Regular Education Initiative

A phrase used by Madeline Will (1986) to describe the educational movement which had as its focus the merging of special and general education into a unified, inclusive system.

1.7   Organisation of the thesis

This thesis is organised into six chapters. The introductory chapter provides a background and an overview of the origins, influences and local and international policies on inclusive education for students with disabilities in Zambia.

Chapter 2

In this chapter, the literature relating to the definition of inclusion, its interpretation, the various discourses of disability and advocacy, and the theoretical arguments for or against inclusive education are reviewed. The chapter also examines the legal sources

of inclusion, both binding and non-binding agreement, the policies of prominent professional and disability organizations, and the findings of prominent researchers.

Chapter 3

This chapter reviews the history and attitudes towards people with disabilities in Africa and Zambia, and the impact of early missionaries and their interests in caring for people with disabilities. The chapter also examines historical and current perspectives on the provision of special education, policy frameworks and their social economic and political impact.

Chapter 4

In this chapter, the design and procedures of the research are explained and justified. The chapter describes the procedures used in collecting and analyzing the data. The chapter also contains an overview of the grounded theory used to collect and analyze the data, and discusses issues relating to the reliability and validity of the data.

Chapter 5

In this chapter, the research findings are presented. The findings are presented in tables according to the categories that emerged during the process of data analysis from all the stakeholders involved with inclusion in the Kalulushi district. They are:

(1) Participation and performance of students with disabilities included in mainstream schools; (2) Participation and acceptance of students with disabilities in structured and unstructured activities; (3) Peer support provided to students with disabilities; (4a) teacher practices and behaviour; 4(b) teacher training; (5) parental involvement in inclusion activities; (6) community involvement in inclusion activities; (7) government participation; (8) resources, and (9) contextual issues affecting inclusion.

Chapter 6

The chapter provides an in-depth discussion of the research regarding the views of stakeholders in Kalulushi about the implementation of inclusive education. The chapter also discusses the practice of inclusion with reference to research and practice in other developed and developing countries. The chapter also provides a summary of the research about the views of stakeholders on inclusion. A set of recommendations

to guide implementation practices of inclusion is suggested for future implementation of inclusion in other districts**.**

CHAPTER TWO
LITERATURE REVIEW: INCLUSION

2.1 Introduction

Teaching is dynamic complex process defined by specific contexts (Guskey, 1994) impacted in turn by political, economic and social parameters. Inclusion is an argument that underpins the accomodation of diversity in the pursuit of an education for all children. It is part of a much larger picture than just placement within the regular classroom in the neighbourhood school. It attempts to locate education in the broader context of equality, freedom, democracy and community benefit derived from interaction of all members of a society. To gain an understanding of the background against which the inclusive classroom must be created; of what inclusion means, and what special education in an inclusive classroom looks like and how it functions, a review of the literature of inclusion was initiated. The previous chapter provided a mainstream context in which to discuss inclusion for students with disabilities. The current chapter provides the background for Chapter 3 (which focuses on inclusion and the experiences of people with disabilities in developing countries such as African nations and Zambia in particular). This chapter examines the origins of inclusion, interpretations of inclusion, derivation of inclusion, international agreements related to inclusion, the inclusion debate, evidence regarding student outcome and factors that support inclusion.

2.1.1 Origins of inclusion

In the late nineteenth century, societal attitudes were generally based upon medical and deficit models, giving justification to expanding the institutions for students with special needs (Lipsky & Gartner, 1997). The medical model and its "fix on pathology" (Deno, 1970, p.229) viewed the problems of learning, behaviour, and socialisation as being inherent in the child, and remediation was understood in terms of treating the disease (Wolfensberger, 1972). The deficit model presupposed deficiencies in all areas, and remediation by specialists in a special setting was deemed necessary. As a result, there was a "lengthy period of institutional segregated

education for persons with disabilities" (Karagiannis, Stainback & Stainback, 1996, p.18). This attitude carried over well into the twentieth century.

One of the major catalysts for reform of disability services in the 60s was the principle of normalisation, fully enunciated by Nirje (1969) and popularised by Wolfensberger (1972). Prior to the 1960s, the majority of students considered to have learning disabilities was simply excluded from mainstream schools. Residential institutions and special schools remained the norm for educating students with disabilities. Students with epilepsy or developmental disability were generally denied educational services of any type and resided primarily in mental institutions, both in Australia and overseas. For example, Chainama Hills and Ndola Central Hospitals in Zambia had special wards for children with developmental delays. The role of early residential institutions was to provide care and supervision rather than education (McRae, 1996). According to Sigmon (1983), "almost all children who were wheel-chair bound, not toilet trained, or considered uneducable were excluded because of the problems that schooling them would entail" (p.3).

Using strategies developed by the United States Civil Rights movement, people with disabilities were able to mount effective political lobby initiatives which culminated in the USA with the enactment of legislations (USA PL 94.142). The civil rights movement of the 1960s had a major impact on society's attitudes towards segregation of minority groups. As a result of this socio-political perspective, students with disabilities began to receive increased attention (Lipsky & Gartner, 1997). According to Wolfensberger (1972), these attitudinal changes occurred "largely out of an awakened commitment to the ethical requirement that individuals should be provided with access to a decent public education" (p.1). Parmenter (1999) also pointed out that "the impetus of the popular acceptance of the normalisation principle was the revelation of the pitiful state of people, generally with an intellectual disability or a psychiatric illness, who were incarcerated in state institutions around the world (p.323). In 1968 Dunn published literature which clearly questioned segregated placements and heralded a move away from special schools. He stated that:

(a) no available evidence suggested that the academic progress of mentally retarded children in special, separate classes was better than the academic progress of mentally retarded children in regular classrooms;

(b) labels accompanying special class placement were stigmatising;

(c) regular education was capable of providing effective individual instruction to slow or mentally retarded pupils; and

(d) self-contained classes for mentally retarded children also tended to segregate black children from the white children, as black children were disproportionately enrolled as a result of virtually complete reliance on IQ testing for placement decisions.

The advent of compulsory education in the United States of America (1975), in Australia (1986), and in Zambia (1977) resulted in the establishment of special classes which provided services to these students outside of the regular classroom (Dunn, 1968). During the 1950s and 1960s students with disabilities had been assigned to special schools. One argument for special school placement was that the academic needs of these students could be better met in smaller classes with specially trained teachers and specially designed curriculum materials. Further, it was believed that special school placement improved the social development of students with disabilities. These and other findings had a major impact on educators' thinking regarding special education, and throughout the 1950s and 1960s the numbers of students in special classes grew steadily (Madden & Slavin, 1983).

It was gradually realised however, that children's difficulties in learning were a result of the interaction of multiple factors such as environment, poverty, lack of stimulation and a number of factors related to school, such as poor educational provision, inappropriate teaching and wrong assessment. Consequently, many western countries passed laws to improve educational opportunities for students with disabilities, and many of these laws focused on integration. For example, in the United Kingdom, section 10 of the Education Act 1981 maintained that whenever possible and appropriate, the education of children with disabilities should take place in ordinary schools. In 1978, the issue of integration was raised again by the publication of the findings of the Committee of Inquiry into the Education of Handicapped and Young People (The Warnock Report, 1978). Subsequently, the 1981 Education Act in the United Kingdom eliminated the categorisation of children. Chapter 60, paragraph 1.1 of the Education Act states that "a child has Special Educational Needs if he has learning difficulties which call for special provision to be made for him", that is, he or

she has significantly greater problem in learning, or a disability which interferes with learning. In the United States of America, the enactment of Public Law (PL 94-142) in 1975 directed the states to plan for all handicapped children, to protect the rights of handicapped children and their parents in regard to placement, and to provide as much education of each handicapped child as possible in mainstream schools rather than in segregated settings. In other words, the states and districts were required to implement integration (Salend, 1984).

In Australia, as in other developed countries, inclusive education practices have developed from international legislation which is based on ensuring the rights of all students to receive an equitable education. The Disability Services Act (Australian Commonwealth Government, 1986) and the Disability Discrimination Act (Australian Commonwealth Government, 1992) cover the area of education and ensure that educational services are provided to students with disabilities. The Disability Services Act aims at ensuring that the services "further the integration of persons with disability in the community and complement services available generally to persons in the community" (p.2). The *Disability Discrimination Act (1992)* (DDA) and the *Disability Standards for Education* are exerting a major influence on education in Australia. The Disability Standards have been in draft form for over seven years and have not yet been passed as subordinate legislation to the DDA, they have already focused the education sector on the possible implications and requirements of the DDA (Shaddock, 2005). The Disability Discrimination Act (1992) section 22 aims at protecting the rights of individuals with a disability so that:

(1) It is unlawful for an educational authority to discriminate against a person on the grounds of the person's disability of any of the other person's associates: (a) by refusing or failing to accept the person's application for admission as a student; or (b) in terms of condition on which it is prepared to admit the person as a student.

(2) It is unlawful for an educational authority to discriminate against a student on the ground of the student's disability or a disability of any student's associates: (a) by denying the student access, or limiting the student's access, to any benefit provided by the educational authority; or (b) by expelling the students; or (c) by subjecting the student to any other detriment.

(3) Promote acceptance of people with disabilities.

2.1.2   The development of segregated education

The development of segregated special education programs might be considered a step toward educational inclusion because prior to this, children with significant learning needs had been totally excluded from schools. Public laws in many countries had simply stated that children who were deemed "ineducable" were not entitled to educational services. This practice of exclusion did not end quickly or easily under the special education paradigm, however.

Separate schools and classes evolved, and "the educational community and society as a whole were proud of their facilities for students with special needs" (Pijl & Meijer, 1994, p.xi). However, Russo, Morse, and Glancy (1998) have argued that whether or not these placements were construed as "being "intentional or unintentional discrimination," the end result was "to remove the disabled from social mainstream" (p.8). Ferguson (1987) suggested that "what remains constant is the category of exclusion" (p.53). Biklen and Bogdan (1977) define this exclusion as handicapism: "a set of practices that promote unequal and unjust treatment of people because of apparent or assumed physical, or mental disability" (p.206). Bogdan and Knoll (1995) claimed that, when using the handicapism paradigm, "a person with a disability is seen as not a client or recipient of special services but, rather, as a member of a traditionally discriminated-against minority" (p.695). Handicapism continues to underlie prejudicial attitudes, stereotypical views, and discrimination in society towards people with disabilities today.

2.1.3   The dual systems of regular and special education

For over two decades special education services in developed countries was the means of addressing the educational needs of students with disabilities thought to be "special" by professionals and advocate groups or charitable organisations. While special education is often regarded as a subsystem of regular education, it has become, in practice, a dual or parallel system to that of regular education (Stainback & Stainback, 1984). Special education grew rapidly in the late 20th century (Wang, Reynolds & Walberg, 1987), complete with its own teachers, administrators, programs and budgets. Special education's inability to correct its own system, as pointed out by Fuchs and Fuchs (1994), is due in part to its organizational, physical, administrative and psychological separateness from general education.

Stainback and Stainback (1984) contend that maintaining a dual system of education does little to foster acceptance, friendship, participation, and diversity that are part and parcel of the movement today to educate all students with disabilities in integrated settings. While admitting that there are indeed differences among students, these researchers assert that teachers should not use this as an excuse to continue to segregate students of different abilities. Rather, teachers should address these differences through adaptations or modifications in the students' educational experiences.

If teachers were to engage in careful planning, suggest Stainback and Stainback (1984), the educational needs of students with disabilities could be addressed within a unified system of education. In such a system, individual student differences would not be denied but rather would be recognised and accommodated. In their opinion, the time has come to refrain from establishing criteria for those students who either belong or do not belong in general education settings and instead to focus attention on empowering the general education community with the resources required to meet the needs of all students.

General education initiatives are keys to promoting inclusion of students with disabilities. Such initiatives include student-centred learning, student assessment, school-to-work programs and service learning (Jorgesen, 1998). The implementation of these reforms includes changes to the curriculum, instructional methods, scheduling, tracking or grouping, departmental structures, school organisation and resource allocation.

Summary

In many countries in the world, prior to the late 1960s and 1970s, children with disabilities did not receive an education or were educated in residential facilities administered by charity organisations, social welfare and medical personnel. Children with intellectual disabilities in asylums did not learn the social norms of the general population and were hidden from public scrutiny and governments did not have anything to do with people with disabilities. At about this time, Dunn (1968) published the now classic indictment of special class settings, marking the American challenge to segregation in special classes. Based on Dunn's criticism of special classes, writers such as Stainback and Stainback (1984) advocated for the merger of

special and general education because segregated settings did not prepare children with disabilities for adult life. With the passage of various policies and legislation at international and national levels, countries were required to establish procedures to ensure that all students with disabilities were provided with equal opportunities in inclusive schools.

2.2   Interpretations of inclusion

2.2.1   Inclusion

Inclusion has been a controversial and misunderstood policy. Related terms with a longer history include mainstreaming, integration, normalisation, least restrictive environment, deinstitutionalisation, and regular education initiative. Some of these terms are sometimes used interchangeably; others are used to make distinctions. Admittedly, much of the confusion over the issue of inclusion stems from the usage of these related terms when important differences in meaning exist. The inclusion concept promotes a more radical and systematic approach and highlights practical participative applications. Stainback et al (1992) use the term "inclusion" to refer to the education of all students in classes and in neighbourhood schools. Stainback et al (1992) adopted the term 'inclusion' because it communicated a "need to be included in the educational and social life of their neighbourhood schools and classrooms, not merely placed in the mainstream" (p.3). Stainback et al (1992) add that inclusive schools bring "a change of perspective, since the goal is no longer to assist only children with disabilities but rather to take into account the support needs of all children and staff members to help them succeed in the general education activities" (p.4).

Stainback and Stainback (1996) proposed a whole range of supportive activities for the regular classroom and the complete elimination of segregated services by transferring all resources to the regular class. Alper (1996) supported the views of Stainback and Stainback (1996) that "inclusion includes physical integration, social integration, and access to normalised educational, recreational, and social activities that occur in school" p.3). The position held by advocates of inclusion for a restructured, unified system of education, designed to meet the diverse needs of all students in the regular classroom, is based on a philosophy of "belonging" regardless

of the nature or severity of the disability or whether the students meet the general education curriculum (Karagiannis, Stainback & Stainback, 1996; Lipsky & Gartner, 1997; Villa & Thousand, 1995; Wang, 1996).

The qualities of inclusion are assumed in statements such as: "Educating all students in regular education…is simply the morally and ethically right thing to do" (Stainback, Stainback & Bunch, 1989, p.3), and "Segregation has no justification; it is simply unfair and morally wrong to segregate any students, including those defined as disabled, from the mainstream of regular education" (p.4).

A suggestion by Sailor, Anderson, Halvorsen, Doering, Filler & Goetz (1989) gives a practical argument for inclusion. He demonstrates the importance of social interaction for many students. In addition, Sailor asserts that many students with severe disabilities cannot apply pro-social behaviours learned in isolated settings in separate environments. However, Sailor et al. champion a broader value to inclusion:

> At the leading edge of these instructional models, the education of students with severe disabilities has shifted from a state of benevolent segregation and protectiveness to a state of social belonging and challenge in a mainstream social context (p.56).

They further argue for the elimination of special education as a separate entity for similar reasons:

> A unification of regular and special education is called for to reintegrate children into regular schools and classrooms and to ensure that children with severe disabilities are no longer secluded from mainstream life experiences during and after their school years (p.71).

Inclusion is more than a special education trend; it is an expression of a broader concern safeguarding the rights of all students. It means that individuals are not restricted because of their disabilities which cannot be altered or changed. An inclusive school, then, is one that is structured to serve a wide range of students; the environment is flexible and organised to meet the unique needs of all students. Winzer (1996) stated that "in an inclusive school, everyone belongs, is accepted, supports and is supported while having individual education needs met" (p.169). Giorcelli (1996) pointed out that "it is important in any consideration of inclusivity not to be lured into thinking that including children both socially and academically is a matter of using particular or set standard methodologies". "This simplistic belief will not

automatically solve the problems of alienation and the personal distancing that some students place between themselves and the educational process" (p.9).

2.2.2   Mainstreaming

'Mainstreaming' was the first term to be used to describe the primary implication of the law/legislation (Wilcox & Wigle, 1997). An early definition of mainstreaming provided by Maynard (as cited in Birch, 1974), states it is "based on the principle of educating most children in the same classroom and providing special education on the basis of learning needs rather than of handicaps (p.iii). Birch (1974) believed that mainstreaming involved more than students with disabilities spending part of their day in general education classes. He thought that students were to be assigned to the general education teacher, and go to the resource room only for essential instruction.

The term 'mainstreaming' is not found in any law or legal document. The term came from the desire to get children with disabilities into the mainstream society, which was a major objective for most individuals with disabilities. It is a term used in many different ways, some appropriate, many inappropriate. One of the inappropriate ways is that some interpret and use 'mainstreaming' and 'least restrictive environment' as synonymous (Aufsesser, 1991; Gorsse; 1991).

Lipsky and Gartner (1989, p.62) and Rogers (1993, p.1) mention that "mainstreaming" means the primary placement of a child in the regular classroom for educational purposes, while 'integration' means the location of children with disabilities on school campuses. Birch (1974), Stafford and Green (1996), Wigle and Wilcox, (1997) and Salend (1998) point out that mainstreaming assumes that children with disabilities share the same physical space with those without disabilities only when they are able to do the same activities as everyone else with minimal modifications. Further, the primary responsibility for these children's education remains with their classroom teacher, provided no policy or funding structural adjustments are deemed necessary.

For some children with severe disabilities, mainstreaming means that their opportunities to be with non-disabled peers are limited to a couple of times (lunch and recess) whilst others may have been integrated into other programs. This would be in keeping with Salend's (1994) definition of mainstreaming "spending any part of the

school day with regular school peers;" "social and instructional integration;" and "carefully planned and monitored placement of students" (p.11).

According to Birch (1974), however, mainstreaming involved more than requiring children with mild intellectual disabilities to spend part of the school day in general education classes. Rather, children were to be assigned to general classroom teachers. The child would then go to the resource room only for essential instruction. General and special teachers would share responsibilities for instructing children and for the achievement of those children. Birch (1974) thought mainstreaming to be carefully designed, balanced, and individualised teaching arrangements beneficial to children with a variety of learning needs. Birch (1974) saw mainstreaming as the best alternative to self contained classrooms but also maintained that mainstreaming was not applicable to every child. Both mainstreaming and individualisation were considered to be desirable concepts but not easily attainable for every child with a disability. Despite the challenges in promoting practices, "mainstreaming has been a valuable step in the evolution of effective education" (Friend & Bursuck, 1996, p.15).

2.2.3   Integration

Integration is a term that has a host of definitions. Integration is considered to be the process of moving to a less restrictive environment and involves part-time placement in a general education classroom, while inclusion is viewed as full time membership in a general education classroom (Foreman, Arthur-Kelly, & Pascoe, 2004). Little and Weber (1991) refer to integration as the "de-institutionalisation-cum-integration movement" (p.81). Sailor et al. (1989) define integration as the "physical placement of students with extensive needs on regular campuses" (p.4), and Andrews and Lupart (1993) argue that integration represent a "philosophical shift to promote education for handicapped students in the least restrictive environment" (p.34). In its implementation, different terms have been used. The United Kingdom kept to "integration", while "mainstreaming" and later "regular school initiatives" were used in the United States of America. In all these cases the aim has been to provide for students with disabilities in the most appropriate environment, to reduce the effects of the dual system of education.

Regular education for all is based on a number of assumptions about people and learning. First each student has the right to belong and should be welcomed as a full

member of his or her neighbourhood school. Second, each student has the right to grow and develop in relationships with peers who have diverse skills. Third schools should strive to be communities that value diversity. Unfortunately, in most cases, 'integration' and 'mainstreaming' have resulted in mere placement.

On the international level, there is a difference between developed and developing countries in the way integration has been carried out. In the United States of America, Public Law 94-142 gave all children with a handicap access to free, appropriate education in the least restrictive environment. In the United Kingdom, the Warnock Report (1978) had one main recommendation, "Special Needs Education" of individual children. The role of mainstream schools in providing special education and replacing categorisation by specific handicaps was also spelt out in the Warnock Report and adopted in subsequent policies in the United Kingdom. As mentioned in Chapter 1 1.1, the Zambian Education Reforms (1977) gave students with disabilities an opportunity to be integrated in regular schools where special treatment was to be provided because of the nature of their disabilities. All these legal frameworks/policies recognise the importance of valuing people with disabilities, and reinforced the interpretation that integration is primarily a legal term (Stainback and Stainback, 1985).

Integration implies more than the physical placement of students with diverse needs in one place or classroom. For schools this means not only maintaining an appropriate ethnic balance demographically, but also seeking ways of fostering social and academic interactions. In addition, students with disabilities who are educated outside the regular education classroom are excluded from general education curriculum instruction, as they are pulled out from the classroom to be seen by specialists focusing on addressing specific disabilities rather than focusing on the development of skills content (Sailor et al., 1989). Furthermore, the opportunities for students with disabilities to interact with their non-disabled peers can enhance post-secondary education participation in the community.

"Integration" used by special teachers conveys the idea that children with disabilities ought to be desegregated from "pull-out" programs, self contained classrooms, special schools, or institutions, and integrated into the realm of regular classrooms. In 1968, two influential pieces of educational research were published (Dunn, 1968; Rosenthal & Jacobson, 1968) and both questioned the role of special education and its excessive

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use of segregated learning environments for students with disabilities. Dunn argued that special education for students with mild intellectual disability is unjustifiable. He proposed that these students learn more when in classrooms with peers without disabilities, and labelling and grouping students into special classes was damaging to their self-concept. Dunn considered the educational placement of students with mild disability and concluded that:

> Separating a child from other children in his neighbourhood or removing him from the regular classroom for therapy or special class placement probably has a serious debilitating effect upon his self image….Removing a handicapped child from the regular grades for special education probably contributes significantly to his feelings of inferiority and problems of acceptance (p.9).

Dunn (1968) recommended that many disability labels be abolished and that students with mild intellectual disability be maintained in regular classes with special education teachers teaching them within the same environment.

2.2.4   Least restrictive environment

Radziewicz and Tigerman-Faber (1998) are of the opinion that the *least restrictive environment* is the mechanism by which the student's individual needs are matched with an educational placement appropriate to meet the needs of the learner who experience difficulties in learning and development (p.6). Radziewicz and Tigerman-Faber (1998), Alper, Schloss, Etschedt and MacFarlane (1995) and Kochhar and West (1996) contend that special classes, separate schooling or other removals of students with disabilities from regular educational environment should occur only when the severity of the barriers or difficulties are such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily.

McDonnell, McLaughlin and Morrison (1997) argue that *least restrictive environment* "is rooted in the belief that the approach will remove stigma from students with disabilities, enhance and normalise their social status, facilitate modelling of appropriate behaviour, provide a richer educational environment, be more flexible and cost-effective, and enhanced broader public acceptance of people with disabilities" (p.59). Their argument helps the community to accept and believe that people who experience disabilities as barriers to learning and development share equal dignity and human rights. They have the power to reason and can benefit the community in the

best way possible. Socialising with people who experience barriers to learning and development creates feelings of comfort, establishes friendships, mutual respect and recognition of individual diversity among all the people.

According to Doorlag and Lewis (1995) "*the least restrictive environment* for students with disabilities is the appropriate placement closest to mainstream education"(p.19). This implies that only students who experience barriers to learning and development who can benefit from it should be placed in the regular classroom (Tigerman-Faber & Radziewicz, 1998, p.8). Carr cited in Tigerman-Faber and Radziewicz. (1998) argues that "the regular classroom is not the least restrictive environment for children with disabilities." This presupposes that not all learners who experience barriers to learning and development experience such barriers in the same manner. The same applies to their progress. They can not progress exactly in the same way.

McDonnell et al. (1997) put forward the view that "the use of *least restrictive environment* for these students is not whether they can access the general education classroom, but whether appropriate types and levels of support will be provided in the general education classroom or partially in a specialised environment such as a resource room, pull-out program, special classroom, or separate school" (p.59).

If access to general classroom is ignored, as stated in the previous paragraph, appropriate types and levels of support will be difficult to realise. It is incumbent that students with disabilities have access to their educational environment before support is mentioned. The institution may have the necessary assistive devices, but if the students have no access to the education environment, the support and assistive devices remain dysfunctional. It is important for students with disabilities to have access to a challenging curriculum and high quality instruction (McDonnell et al., 1997, p.60).

Borich and Tombari (1995) view *least restrictive environment* as a phenomenon referring to "objective mainstreaming the greatest degree of freedom, self-determination, dignity, and integrity of body, mind, and spirit for the individual while he or she participates in treatment or receives services" (p.12). From the above one could deduce that *least restrictive environment* is a situation where learners who experience mild to moderate barriers to learning and development, can in the best way possible, benefit together with their age appropriate peers without disabilities.

2.2.5 Regular Education Initiative (REI)

Although not necessarily part of the inclusion movement, "the biggest push" for changes in the delivery of special education services may have come in 1986 in a keynote speech address by Assistant Secretary for the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Madeline Will (Appalachian Educational Laboratory, 1996, p.8). Her call for general and special education to share the responsibility for educating students with disabilities was based on research by Reynolds and Wang (1983) that indicated a lack of success for students served in special education programs. She claimed in her speech that the "pull-out" approach used to educate students with disabilities was failing to meet the needs of these students (Will, 1986). Such an approach placed responsibility of educating students with disabilities on special teachers in special programs. Special programs not only removed students with disabilities from general education environment, they also did not coordinate their instruction with that going on in the general curriculum. She further stressed that school administrators must combine special and general education resources to meet the needs of an increasing number of students failing through conventional educational methods. Will insisted that the needs of these students with disabilities could be met through coordinated educational services in general school settings. Her claims, however, were controversial and not widely supported by research (Fuchs & Fuchs, 1994).

Other supporters of the Regular Education Initiative advocated for the restructuring of the educational system to eliminate the dual system which emphasised that there are two types of students in our schools, special ones and general ones (Gartner & Lipsky, 1987; Stainback & Stainback, 1984). Additionally, Stainback & Stainback, (1984) pointed out that a dual system establishes "artificial barriers among educators that promote competition and alienation" (p.107). Under one unified system like the one proposed by Will, it was hoped that the unique educational needs of all students would be recognised and accommodated in the general education environment. There would not be a separate environment where students with disabilities would receive an education unequal to that given to students without disabilities (Gartner & Lipsky, 1987). Stainback and Stainback further claimed that merging special and general education would "help ensure that all students not only receive an appropriate

education, but that they receive it as an inherent right and not as a 'special' provision"
(p.104).

Opponents question whether the restructuring or reorganisation as suggested by Will
(1986) and Reynolds et al. (1987) can be sensitive to the individual differences of
students with disabilities and cautioned systems not to threaten the servicesstudents
must have to meet their educational needs (Keogh, 1988). Proponents of the Regular
Education Initiative (1981) believe all students, without exception, could receive an
appropriate public education in regular mainstream classrooms that are carefully
redesigned and supported to enable inclusion of all students. Efficacy reviews by
Carlberg and Kavale (1980), Dunn (1968) and Madden and Slavin (1983) supported
this issue. They indicated that special classes were inferior to regular class placements
for students with below average IQs and that setting itself is not the primary variable
affecting performance. Those who opposed the REI supported the retention of
separate special education classroom and instructional programs for some students
with severe disabilities requiring extensive modification of their education.

In the United States of America advocates of REI turned to the federal legislation and
subsequent court interpretations to assist them to place students with disabilities in
mainstream settings whenever appropriate. According to Fuchs and Fuchs (1994),
these advocates consisted essentially of two groups: (a) advocates of students with
disabilities, behaviour disorders, and mild to moderate intellectual disability; (b)
supporters of students with severe intellectual disabilities. It was not long before REI
followers were condemning both resource centres and self-contained classrooms as
"ineffective, stigmatising and segregationist" (Kauffman & Hallahan, 1995, p.6).
While most REI supporters did not advocate an end to special education as others had
done, what they did suggest, however, was a different role for special education
teachers:

> We need to move special teachers [of students with disabilities] into
> mainstream structures as co-teachers with general teaching staff
> where both groups share instruction. The special education teachers
> can…lead in such matters as child study, working with parents, and
> offering individualized, and highly intensive instruction to students
> who have not been progressing well (Reynolds, 1989, p.10).

Fuchs and Fuchs (1994) suggested that it seemed only logical that the REI goals
would be appealing to leaders of general education reform. The REI was directed to

strengthening regular education classroom teaching and learning by infusing special education support services, and thereby making such settings more sensitive to students' diversity. It turned out that general education reformers had little interest, if any, in the REI. Such lack of interest, according to Sapon-Shevin (1987), may have been due to the fact that special education tended to be viewed as a separate concern for the nation because of regular education teachers' interest in excellence rather than equity.

While in the 1980s the REI concept focused on the instructional needs of students with mild to moderate disabilities, in the 1990s advocacy efforts expanded this to incorporate all students, including those with severe disabilities in general education classrooms in neighbourhood schools (Villa, Thousand, Meyers & Nevin, 1996). Such schools are often referred to as "heterogeneous" or "inclusive", where students with disabilities are provided with all the necessary supports to enable them sustain themselves in general education environments. As some schools began to experiment with this integration effort, a leading advocacy group, the Association for Persons with Severe Handicaps, called for the education of students with severe disabilities in regular education environments (Stainback & Stainback, 1995).

The REI identified issues of concern for special education teachers which included indefensible labelling of students, inappropriate funding system, development of bureaucracies serving each of the various of students, adaptations of regular education learning environments, and an extension of services to children who were not officially identified as having a disability. Generally, there are some issues associated with categorical views of disabilities, and the continuation of a dual system of service delivery in schools.

Summary

The related terms (Mainstreaming, Integration, Least Restrictive Environment, and Regular Education Initiative) reflect attempts to include students with disabilities in mainstream schools. Generally, there is no official definition of inclusion. *Integration* involves the physical placement of students with disabilities from separate schools into neighbourhood schools in separate classrooms. Social integration occurs in some option classes and at the common school times, while instruction occurs mainly in the separate class. *Mainstreaming* involves a move towards regular classroom placement

for an increased amount of instructional time, for students with mild disabilities who can still be successful with study. The *least restrictive environment* was mainly concerned with the provision of a continuum of services to students with disabilities who cannot benefit from the general education classroom while proponents of the *regular education initiative* identified issues of concern for special education teachers. *Inclusion* is a philosophical belief based on the practice of providing educational experiences for all students in their neighbourhood school, with opportunities for students to be educated in regular classrooms. Inclusion is not a program or strategy, rather an underlying assumption or belief that all individuals are valued and belong with their peers.

2.3   Derivation of inclusion

2.3.1. Introduction

A shift from current special education practices which operate within a model that focuses on students' deficits to an inclusive model that is based on a rights model is indeed a revolutionary change. In order to understand the different views of inclusion in Zambia, and to place these in perspective, it is important to discuss some of the theoretical underpinnings of inclusion. This section explores the concept of inclusion with particular reference to the principle of normalisation, and the rights, efficacy, and pragmatic discourses.

2.3.2   The principle of normalisation

During the 19th century, institutionalisation became the primary method of coping with people with mental and physical disabilities. By the early 20th century those with physical disabilities who were not institutionalised remained within their communities and attended the local school until physical or academic obstacles caused them to drop out. As medical specialisation increased and the ideology grew that only specialists could provide appropriate services, the movement towards segregated treatment centres with school facilities expanded, until even children with mild disabilities were forced to attend special schools (Stainback & Stainback, 1995; Law & Dunn, 1993).

Although without controversy, the normalisation movement has focused analysis on the effects of segregated and special services, which can accentuate an aspect of a

person until it is seen to be their primary characteristic and determines not only their self-perception but the reactions of others to them (Wolfensberger, 1980). Consequently, it is maintained that segregated schools and classrooms should be replaced with environments that include students both with and without disabilities (Stainback & Stainback, 1995). According to its original formulation by Nirje (1980), normalisation means "making available to all intellectually disabled people patterns of life and conditions of every day living which are as close as possible to the regular circumstances and ways of life of society" (pp.33-34). This implies a focus on means and methods rather than outcome (Wolfensberger, 1983). Nirje believed that normal patterns and conditions of life involve both structural and social conditions as these have inherent value through the enhancement of an individual's experience and control.

Normalisation does not mean making people with an intellectual disability 'normal'. People are not expected or forced to act as if normal or to conform in all respects to society's statistical norms for all dimensions of behaviour. It is about providing opportunities and support to permit a lifestyle similar in nature to that of other members of society including similar opportunities for individual variation and, most importantly, choice. In essence, it is acceptance that a person with a disability should have the same rights and responsibilities as another person.

Inclusionary proponents commonly argue that inclusion is a values issue more than research or educational issue (Pearpoint & Forest, 1992; Biklen 1989). Identity is defined by the circumstances and conditions of our existence, therefore normalised conditions can help promote the experience of self as an emotionally alive and physically active person with valid desires and choices. Normal life conditions include both normal structural conditions such as physical facilities and temporal rhythms as well as normal social conditions including normal economic security and contact with the opposite sex. Above all, these conditions incorporate flexibility and freedom of choices.

Normalisation in general has had strong international influence on service provision for people with disabilities. In developed countries, administrative and legislative agencies have instigated major changes in special education and human services. Underlying this discourse also is an economic rationalisation which challenges service provision. The 1980s has resulted in a move away from issues, inequalities and

pursuits of rights, to efficiency and outcomes as proof of secured rights. Special education holds a new position within a new social order which emphasises accountability and outcomes. The social order of special education, its form and content, has also changed to one of inclusive education.

In summary, the normalisation principle is an approach which seeks valorisation of individuals with a disability and other marginalised groups. It is founded upon a humanistic-oriented value system, which is based on principles of equality, freedom of decision and choice, and right of self-determination. The normalisation principle can be understood as a reform concept, a paradigm shift in the theoretical and practical work with people with disabilities. While traditional approaches can be characterised as medically-oriented and dominated by professionals, new approaches are more pedagogically-oriented and envisaged as "service-user determined, bottom up" initiatives. In the next subsection, the various discourses on inclusion will be explored in detail.

2.3.3   The rights discourse

The rights discourse emphasises that individuals with disabilities have the fundamental human right to be educated, ideally alongside non-disabled peers. This basic right is based on the ethical principles of fairness and social justice (Lipsky & Gartner, 1999; Skrtic, 1991). So, if one justification for inclusion is the right of children to an education, this education must take place in a setting in which no particular group of children is excluded. This perspective derives from a view of education as the means of achieving a more just and equitable society (Artiles, 2000). In this discourse, education is seen as the driver of social change and the remover of stigmas associated with separatist provision. The rights discourse is committed to extending participation to all children. It stresses equal opportunity, self reliance and independence. This is in line with one of the major themes of the *Salamanca statement* that:

> Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system (Salamanca Statement, 1994).

Some Western countries like Australia have enacted legislation which embraces rights-based discourse rather than a custodial discourse and which seeks to address issues of social justice and discrimination (Clapton, 1996). The legislation also embraces the conceptual shift from a disability being seen as an individualised "medical problem" to rather being about community membership and participation, and access to regular societal activities such as employment, education, recreation and so on.

In evaluating the rights-based discourse, Fitzgerald (1996) commented that it was a well intentioned, political strategy that had also become a way of constructing disability by locking people with disability into an identity which is based upon membership of a minority group. Entitlements thus become contingent upon being able to define oneself as a person with a disability. Within this framework, the conceptual barrier between "normal" and "abnormal" goes unchallenged, so that one may have entitlements legislatively guaranteed; 'community', which cannot be legislated for, remains elusive (Clapton, 1996).

Similarly, Miles (1995) while asserting that the rights discourse at a strategic level, has brought some additional entitlements to people with disabilities, notes that it has not significantly altered the way in which disability is constructed, and so, despite legislative changes, some people's lives have not necessarily changed. The rights discourse fails to meet these challenges, because, rather than seeking to dismantle the entire concept of disability, it actually relies upon such construction to support its claims for rights and entitlements (Branson & Miller, 1989).

On the other hand, the rights-based discourse has its proponents. According to Dyson (1999), the rights discourse is derived from structural analyses that suggest societal inequalities are reproduced in educational systems. Individuals and groups who posses cultural capital have advantages over marginalised or oppressed people in terms of educational or labour opportunities since educational systems are built upon the knowledge and values of dominant groups. When applied to special education, this critique asserts that segregated parallel systems further privilege certain groups by marginalising children deemed to be problematic or difficult. The existence of this system, in turn, validates the professions that legitimate criteria to define deviancy and thereby eliminates the necessity to restructure societal conditions. Therefore, special education placement decisions are inextricably linked to issues of equity and

social justice. The rights discourse would suggest that the maintenance of a segregated special education system is incongruous with the establishment of a socially just educational system, and ultimately with the achievement of a democratic society.

Despite criticism of including children with disabilities in regular classrooms by Kauffman and Hallahan (1995) and Shanker (1994), particularly with regard to equity issues regarding students with disabilities, it should be acknowledged that competing definitions of social justice permeate this discourse community and the special education field (Christesen & Rizvi, 1996). The issue of equity complicates the implementation of inclusion, and it adds to an already complex process. For example, current reforms of education based on notions of free market and choice are in turn grounded in individualistic principles which define social justice merely as fairness for individuals. In such a definition, social justice is no longer seen as linked to past group oppression and disadvantage judged historically, but represented simply as a "matter of guaranteeing individual choice under the conditions of a free market" (Rizvi & Lingard, 1996; p.15). But within the rights and ethics discourse, social justice is defined as access and redistribution of resources in general education for children with disabilities. Unfortunately, as Rizvi and Lingard (1996) argue, "this distributive view is limited for it does not account adequately for either contemporary politics of difference, or the various complex ways in which exclusion and discrimination are now practiced, in both their individual and institutional forms" (p.21).

The main point of the rights discourse is that children with disabilities, like all children, have the right to an education that assists them in reaching their potential. The rights discourse suggests that in the educational process, children with disabilities should be educated in the mainstream education system because membership and participation are the rights of all children and that schools must expend considerable effort to ensure that children feel a sense of belonging and that they experience the opportunities and benefits of participation.

2.3.4 The efficacy discourse

The practice of inclusion alongside the rights and ethics rationale has been related to efficacy. The *Salamanca Statement* (1994) argues, "inclusive schools can be seen to bring greater social benefits, as being more effective educationally, and being more

cost effective than segregated schools" (p.4). This discourse is based on research that has found that children with disabilities placed in segregated programs do not exhibit greater educational gains than comparable peers educated in integrated contexts (Artiles, 2000).

In addition, much of the analysis of special education has focused on the way special education is delivered in segregated settings in mainstream schools. Some argue that there is nothing "special" about special schools and that large spending on resources is targeted on a few students, which maintains separate educational structures.

Inclusion of children with disabilities into regular classrooms has been largely the result of intensive advocacy for integration of people with disabilities into all areas of community life (Sobsey & Dreimassis, 1993).

Research suggests that integrated education is actually more effective than segregated alternatives, although relatively little attention has been given to empirical studies comparing inclusive education with segregated alternatives. Studies by Dunn (1968), Carlberg and Kavale (1980), and Kavale and Forness (1998) indicates consistent educational and social advantages for children with disabilities educated in integrated classrooms. Similar studies by Forest (1986), Bricker, (1985) and Dunn (1968) indicated that non-disabled children incur no harmful educational effects and some experience positive social benefits from integration. Carlberg and Kavale (1980) reported similar findings based on a meta-analysis of students which met their criteria. They found significant differences between integrated and segregated placements suggesting that special education placements were inferior to regular class placements for children with low functioning (below average IQ) but superior to regular class placements for children with behaviour disorders, emotional problems, and learning disabilities. Carlberg and Kavale (1980) concluded that special class placement is an inferior alternative to regular class placement in benefiting children removed from the educational mainstream.

Bricker (1985) found that children with severe disabilities communicate and interact more with other children in integrated settings as opposed to segregated settings. Bricker also documented more positive social behaviours in integrated settings. Positive effects regarding integration and social participation were also found among

pre-school children. A similar study by Strain (1984) also reported that greater social participation occurs in integrated as opposed to segregated settings.

Bricker and Thorpe (1984) studied the relationship between the level of integration and educational achievement for children with disabilities as measured by the proportion of individual education plan goals that were achieved. The rates of interaction with children who were not disabled were used to find out their individual education plan (IEP) objectives. Their results indicated that the degree of integration, as measured by interaction with non-disabled children, was a significant predictor of the educational progress, as indicated by the number of completed tasks that children achieved, regardless of the functional level of the child.

Wang, Anderson and Bram (1985) conducted a meta analysis in which they compared integrated and segregated settings. The results showed a significant advantage in educational performance for all children placed in integrated settings. In addition, their results indicated that children with disabilities who spent 100% of their time in a regular classroom performed better than their peers who were integrated on a part-time basis.

Strain (1983) pointed out that the presence of children with disabilities did not have a negative impact on non-disabled children. This view was supported by Kishi (1988) who found that children who participated in social interaction programs had more positive attitudes towards children with disabilities. Murray (1987) also found that teenagers who socialised with peers who had disabilities benefited from their presence by being aware of the individual differences and diversity.

Sobsey and Dreimanis (1993) concluded that the advantages of inclusive education are likely to result from greater environmental relevance, more instructional time, normalised expectations, greater availability of models, and the need for fewer educational transitions. We have seen that the efficacy perspective suggests that inclusive schools are more effective and cost efficient and they provide more social benefits (Benner, 1998). Separatist education can only be justified if it provides something different and better. Studies do not appear to support the notion that children in special education settings do better than similar children in included settings, and thus the additional cost of separatist settings cannot be justified. The efficacy perspective thus provides a practical rationale for inclusion.

In addition to the discourses (discussed above) which provide a rationale for inclusion, visions of how systems ought to be realised have been proposed. Dyson (1999) labelled these discourses political and pragmatic. The political discourse is concerned with developing forms of resistance and it focuses on struggling against the interest groups (e.g. professionals) that uphold the traditional special education system. Struggles can be pursued in a myriad of ways, such as actions undertaken by persons or groups to create inclusive systems or programs, coalitions with other marginalised groups to achieve inclusion goals, or the deconstruction of traditional special education's assumptions, premises, and values.

When inclusion is realised, it comes about within a political reality. Segregated education has its own vested interests and it is necessary to struggle to overcome these. This may require direct action, in which individuals and groups identify the barriers and overcome them within their own particular situation. Alternatively, it may take the form of attacking the ideas and assumptions that underpin segregated education. This is the political dimension of the realisation dimension.

2.3.5 Pragmatic discourse

Dyson's concept of a pragmatic stand in the development of inclusion has already been identified as having particular relevance to the current investigation. While there has been a consistent association between discussion of inclusion and school reform more generally (Ainscow, 1991; Fuchs & Fuchs, 1994; Stainback & Stainback, 1992) there has also been a call for more attention to be paid to specific practices which have contributed to the success or failure of inclusion.

Effective School reform

While some have argued that one objective of the inclusive schools movement is the elimination of special education (Fuchs & Fuchs, 1994) others have focused on the close association between two educational movements: inclusive education and effective schools. Fundamental to the effective schools movement is a recognition that not only those with disabilities but all students deserve the most effective education. In addition, the effective schools movement seeks to avoid additive approaches but instead to reconceptualise schools for the benefit of all (Ainscow, 1991; Reynolds, 1995). It has been noted, however, that there is less clarity in directions for current

school reform than was suggested by early school effectiveness studies. Reynolds (1995) commenting on the effects of increasingly diverse population, has suggested that schools will have an increased influence as higher proportions of students are represented. He has cautioned that, given recent community pressure for academic outcomes, this increased influence makes students with students with disabilities increasingly vulnerable.

Nevertheless, a number of approaches has been described which schools could take to become more effective learning organisations for all students. These include a conceptualisation of schools with a common mission as problem-solving organisations in which there is an emphasis on learning and in which the teacher is a effective practitioner (Ainscow, 1991). Because a characteristic of most effective schools is their capacity to include all students in meaningful learning, these researchers focus on the features of those schools and use those features to conceptualise the effective inclusive school. It is significant that many of the recommendations of Ainscow (1991) and Reynolds (1995) have as their source research not specifically connected with special education. It is clear, however, that attempts to develop inclusive schools in isolation from more general reform may have significant implications for teacher stress, school morale, and teacher preparation (Baines & Masterson, 1994).

Effective Classroom Practices

A theme running parallel with the effective schools movement and the reform of schools as learning organisations has been attention to specific practices which facilitate effective inclusion in the classroom (Ainscow, 1991; Barry, 1995; Stainback & Stainback, 1992). Effective practices are those which can be implemented in a regular classroom but which recognise differing levels of student ability, motivation, and learning strategies and which reflect the intention of the inclusive schools movement that all students be considered permanent members of a regular class. Co–operative learning, peer tutoring and other forms of student collaboration, for example, have been described as instructional techniques which have the capacity to address the learning needs of students who are excelling, achieving at average levels or are at-risk of failure (Ainscow, 1994; Villa & Thousand, 1992).

Similarly, different forms of teacher collaboration such as collaborative consultation and team teaching are frequently mentioned as effective means of facilitating learning in inclusive contexts (Davis & Kemp, 1995). In a study of effective inclusionary practices conducted by Vaughn and Schumm, perspectives of students and teachers were sampled across elementary and secondary schools using surveys, interviews, and observations (Vaughn & Schumm, 1996). This investigation sought to identify the most efficient practices that were feasible, likely to be sustained over time, and which would positively influence the performance of all students. The researchers noted this focus on feasibility, sustainability, and effectiveness was a consequence of teachers focus on meeting the needs of the class as a whole rather than on implementing specific instructional practices that might meet the needs of target students. These distinctions between instruction which addressed the needs of the whole rather than the individual have been made by others (Baker & Zigmond, 1995) and appear to reflect a common feature of regular education. From the perspective of the student with a disability, Vaughn and Schumm observed that this acceptance of the student into the whole group had both negative and positive aspects; students are not singled out but few accommodations are made and academic progress is limited (Vaughn & Schumm, 1996).

Summary

Major factors driving inclusion developed from several perspectives. Advocacy organisations, individuals and social policy analysts all contributed to an understanding of the driving forces of inclusion. Normalisation is a principle that strongly supported the inclusion of persons with intellectual disabilities in mainstream society. It suggested processes whereby this could occur and thereby provided a basis for deinstitutionalisation. The rights discourse is evident in legislation and policies which state that individuals with disabilities should be educated alongside their peers without disabilities. The rights discourses calls for a social change towards treating people with disabilities as equal members of the community; it criticises the dual system of education because of its dominant role of marginalising people with disabilities. The efficacy discourse focuses on practical aspects of special education and maintains that teachers in mainstream education can use regular instructional strategies such as co-operative learning and peer tutoring to teach students with

disabilities. Efficacy studies suggest that there is nothing "special" about special education and question the practice of segregated schooling.

2.4 International agreements related to inclusion

2.4.1 Introduction

The concept and practice of inclusion has been the focus of a number of significant influential international agreements. Although not every country subscribes or adheres to these agreements, there is no doubt they exert considerable pressure for countries to comply or conform. This view was also noted by Shaddock (2005) who in writing specifically about students with autism wrote that "despite the inadequate research base, inclusive practice is supported by international covenants and agreements, is being adopted by educational systems, and is increasingly the preferred option of parents of children with disabilities, including many parents of students with autism (p.24).

The most significant of these agreements, with emphasis placed on legal as opposed to discretionary agreements, are:

(1)   Declaration on the Rights of Mentally Retarded Persons (1971).

(2)   Declaration on the Rights of Disabled Persons (1975).

(3)   World Program of Action Concerning Disabled Persons (1982).

(4)   UN Convention on the Rights of the Child (1989).

(5)   World Conference on Special Needs Education (1990).

(6)   UN Standard Rules on Equalization of Opportunities for Disabled Persons (1993).

(7)   The *Salamanca Statement* (1994).

International human rights instruments protect the rights of all persons with disabilities through the principles of equality and non-discriminatory practices. International human rights instruments which have provisions explicitly concerning persons with disabilities are: Universal Declaration of Human Rights (article 25), and Convention on the Rights of the Child (article 23). In the following paragraphs both binding and non-binding agreements are explored. Conventions are stronger than

declarations because they are legally binding for governments that sign them. Conventions create international norms and standards and uphold them.

2.4.2   Binding agreements/treaties

United Nations Convention on the Rights of the Child (1989)

The United Nations Convention on the Rights of the Child clearly articulates that children have a right to education and, with a view to achieving this right progressively and on the basis of equal opportunity, states should therefore:

(a) Make primary education compulsory and available free to all children.

(b) Encourage the development of different forms of secondary education including general and vocational education (Article 28).

Furthermore, article 29 of the Convention states that the education of the child shall be directed to (i) the development of the child's personality, talents and mental and physical abilities to their fullest potential, and (ii) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the charter of the United Nations.

Despite the recognition that segregation in the education setting is against the principles of human rights, the exclusion of students with disabilities from mainstream schools, which is tantamount to the exclusion of those students from the community, still continues in some countries. A significant means of promoting the rights of students with disabilities is to teach the value of all people and the best way of showing that a people are valued is by including them. Jones and Marks (1997) assert that:

> The evidence is that not only are students with disabilities who are segregated denied the opportunity to learn accepted social behaviour and to gain acceptance of peers, but for those segregated environments there are generally low educational expectation and high degrees of abuse. There is also evidence of the benefits to those students without disabilities who learn together with students with disabilities. They learn to adapt their behaviour, the speed of speech, and the rules of the game to accommodate the needs of others. They learn to provide support, to extend friendship and to accept those who are different from themselves. They learn that disability itself is socially constructed and that the child in their class is just like themselves though the student may function differently (p.190).

It is not enough, however, to place the students in a segregated setting in a mainstream school or to place a student who is not resourced appropriately for active inclusion. Inclusive education involves a commitment of resources and, more importantly, a commitment of will. Students want to be educated in an appropriate environment, and given the likelihood that a student who has experienced segregation will have low-self esteem, the transition from a "special" school to mainstream needs to be carefully planned and the teachers and other stakeholders appropriately prepared. Schools must find the means of overcoming prejudice, as fear of difference is not a sufficient basis for the denial of rights.

Although this Convention does not specifically mention inclusive education, it does assert the rights of children to an education. As many believe (as discussed earlier) that segregated education is restrictive and limited, the Convention on the Rights of the Child is a strong endorsement of the rights of all children, including those with a disability, to an inclusive education.

The Salamanca Statement (UNESCO 1994)

From an international perspective, it is clear that discrimination is unlawful. The United Nations has taken the lead in calling for the elimination of discrimination against children with disabilities in education, producing a body of publications including the *Salamanca Statement* (1994) and *Education for All* (1990) policy initiatives. The World Conference on Special Education: Access and Equality in Salamanca, Spain 1994 provided a detailed international statement (the *Salamanca Statement*), placing children with disabilities within the wide framework of the *Education for All* movement launched in Jomtien in 1990.

The *Salamanca Statement* (1994) specifically declared the need and urgency to provide education for all children with disabilities within the regular education system. It states this as the most effective means of combating discriminatory attitudes, creating welcoming communities, and providing an effective and efficient education. The statement calls on governments to adopt as a matter of law or policy the principle of inclusive education. Most recently, *Education For All* (2000) stated that: "The development of inclusive schools as the most effective means for achieving education for all must be recognised as a key government policy and accorded a

privileged place on the nation's agenda." The *Education For All* statement (1990) states that:

(a) The child's education shall be directed at developing the child's personality and talents, and mental and physical abilities to their fullest potential.

(b) Education shall prepare the child for active and responsible life as an adult, fostering respect for the basic human rights and developing respect for the child's own cultural and national values and those of others.

UNESCO's action in the field of inclusive education has been set explicitly within the educational framework adopted at the Salamanca Conference in 1994.

"Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions" (Article 3, *Salamanca Framework for Action*). Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating and building inclusive welcoming communities and achieving inclusive education for all; moreover, they provide an effective education for the majority of children and improve efficiency and ultimately the cost-efficiency of the entire education system (Article 2, *Salamanca Statement*). In general the *Salamanca Statement* reviewed the research and concluded that inclusion of students with disabilities in general education contexts resulted in:

(a) Higher frequency of interactions with non-disabled peers.

(b) Larger and more enduring non-disabled peer networks.

(c) Improved child's social and communication skills.

(d) Gains in some academic areas.

(e) Cooperative learning and peer tutoring are among the favoured instructional arrangements although mixed results have been obtained about the impact of mixed ability grouping on the learning of children with disabilities.

(f) Variations in relationships and status are similar to friendships observed among non-disabled children.

(g) Contingent upon the types of assistance provided, adults can be positive mediators of friendships between children with disabilities and their non-disabled peers.

(Source: Artiles, 2000)

This framework stems from the messages of the Jomtien World Declaration of Education for All (1990) and was reaffirmed in the Dakar Framework for Action (2000).

> "In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly. Education systems must be inclusive, actively seeking out who are not enrolled, and responding flexibly to the circumstances and needs of all learners" (Education for All, para. 33).

United Nations Children's Emergency Fund (1995)

The goal of the United Nations Children's Emergence Fund is to support all children to fulfil their right to education, meet their basic learning needs, realise their full potential, and participate meaningfully in society. The aims are for effective rights-based, child-friendly learning environments, protect children through:

(a) quality primary schools and equivalent education programs

(b) expanded opportunities for adolescent education, participation, and development

(c) supportive families and communities that enable children to acquire a quality basic education.

The United Nations Children's Emergence Fund estimates that 90% of students with disabilities can join regular education programs if appropriate needs are met. Not only are mainstream schools expected to educate all students with mild disabilities who may require little support, but the internal policy emphasises that all students with disabilities should be educated in mainstream schools. This requires measures in order to meet the needs of all students with disabilities. Those requirements which comprise physical access, including materials, are necessary for inclusion because access itself is a key aspect of the right to education.

2.4.3   Non-binding agreements

Agreements that are non-binding are those that can be implemented at each country's discretion. For example, a country that lacks the necessary resources to implement a recommended practice could excuse itself from such an agreement. General Assembly resolutions are non-binding, but act as an indicator of issues in the international community. The following are some of the non-binding agreements relating to inclusion.

Declaration on the Rights of Mentally Retarded Persons (1971)

This instrument confers the right of people with intellectual disabilities "to receive such education as will enable them to develop their ability and maximum potential" (para 2). Even where an individual has severe impairment or disorder and may not be able to communicate in a manner which suggests that they have a voice regulating their own lives, it has been shown that with appropriate education most people with disabilities are able to express their 'choice' when they are afforded an opportunity (UN, Resolution, 2856 of December 20th).

Declaration on the Rights of Disabled Persons (1975)

This instrument declares that "disabled persons are entitled to the measures designed to enable them to become as self-reliant as possible" (para. 5) and that "Disabled persons have the right to education, vocational training and rehabilitation and other services which will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration or re-integration" (para. 6).

World Program of Action Concerning Disabled Persons (1982)

This instrument calls on governments to adopt policies "which recognise the rights of disabled persons to educational opportunities with others" and governments more explicitly to ensure that "the education of disabled persons should as far as possible take place in general education system" (para. 120). The instrument specifically supports the inclusion of students with disabilities in mainstream schools. According to this instrument, all students, regardless of the degree of impairment, are entitled to be included in mainstream schools with appropriate services. The implications of this instrument are that regular schools should be more inclusive in order to fight discrimination and create welcoming environments for all students that will eventually build an inclusive society or community.

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) set out an international standard for policy making and action concerning people with disabilities. Countries are advised that "States should recognize the

principle of equal primary, secondary and tertiary educational opportunities for all children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system." Rule (6) also urges governments to pay special attention to early childhood education at the pre-school level. Where ordinary schools cannot yet adequately make provision, special education may be considered, but it should be aimed at preparing the child for inclusion in the mainstream. Such a separate placement should have the same aims and standards as the ordinary sector, including resources equal to those without disabilities. Governments should aim for gradual inclusion; in some instances, special education may be appropriate for some children, though special classes and units in the mainstream should be considered. Rule (6) states that general educational authorities are responsible for the education for persons with disabilities in integrated settings," and that "education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization."

Summary

This section has summarised both binding and non-binding international policies and declarations which are applicable in many countries. International legislation or policies support and guide inclusive systems which empower people with disabilities by recognising their presence and participation in our communities. In any circumstance, the creation of an inclusive school or community requires a combination of good policies, public awareness, resources and the good will of the society and its policy-makers.

2.5 Inclusion policies of major organisations

Major international organisations in the disability field have also sharpened the meaning of inclusion through recent position statements on the concept and practices of inclusion. These are now presented, commencing with organisations that support inclusion. Some of these organisations are perceived to be strongly pro-inclusion while others are moderate supporters.

2.5.1 The Association for Persons with Severe Handicaps (1992)

Founded in 1975 in the USA, The Association for Persons with Severe Handicaps (TASH) is a strong advocate for inclusion. TASH advocates on behalf of people with severe handicaps to insure that all individuals with severely handicapping conditions gain access to dignified, pleasurable community-based, inclusive settings.

TASH's 1992 definition of inclusion begins with the educational and moral imperatives that children with disabilities belong in general education classrooms and that they receive the supports and services necessary to benefit from their education in general education classroom settings. TASH believes that inclusive education is based on current understandings about how all children and young people are educated, and embraces an acceptance of all children into the school community as active, fully participating members. A commitment to inclusive education views diversity as the norm and assures effective teaching and necessary supports to each child in the general education setting.

TASH's view of inclusion highlights the following characteristics:

(a) High expectations for all children.

(b) Teachers use heterogeneous groupings and a variety of age-appropriate instructional strategies based upon the child's learning styles.

(c) Teachers treat each child as uniquely an important individual.

(d) Program philosophy emphasises the value of diversity, social justice, multiculturalism and belonging for everyone.

(e) Access for all children to campuses and classrooms, including co-curricular and extra curricular activities that are free from prejudice and other physical and psychological barriers.

2.5.2 The ARC (1991)

The American Retarded Citizens (ARC) is another United States' national organisation of, and for, people with intellectual and related developmental disabilities and their families, and is devoted to promoting and improving supports and services for those people. These services include early intervention, health care, a free appropriate public education and supports for their families. The association also

fosters research and education regarding the prevention of intellectual disability in infancy and youth. The association was founded in 1950 by a group of parents and other concerned individuals. The ARC (1991) affirms that the legal rights of children with disabilities must be protected and supported. The ARC (1991) believes that all children with disabilities have the right to be fully included in all aspects of school and community life, and that there is a need to create options and explore opportunities for children with disabilities in inclusive settings. ARC's fundamental principles on inclusive education are as follows:

(a) Children with disabilities have the right to attend the same neighbourhood schools, classrooms, extra-curricular and recreational activities, and community programs as they would if they did not have a disability.

(b) Children with disabilities belong in age-appropriate integrated environments and/or classrooms with peers who are not disabled.

(c) The value system of the school and community needs to incorporate inclusion and be based on the belief that "all children belong ".

(d) Great expectations are for everyone. Children with disabilities and their families have dreams, visions and anticipations. They need to be encouraged to believe in their own strengths, and assume control over their futures with choices and fulfilment.

(e) Each child has the right to receive an individualised education which provides choices, acknowledges strength and capacities, meets the child's needs and offers all the supports necessary to ensure successful experiences and achievement of his/her potential.

(f) All schools should value all children and their families and include them in all aspects of school life.

(g) Each child should be educated with appropriate supports and services in an age-appropriate classroom with peers who are not disabled.

(h) Each child has the right to receive an individualised education program which provides choices, meets the child's needs, offers the necessary behavioural and other supports, provides access to the general curriculum with appropriate modifications, and includes the child in regular school schedules and activities.

The ARC (1991) recognises that to achieve these principles for children with disabilities, additional resources are required. To this end, the ARC is committed to working independently and with others. It is the belief of the ARC that while the achievement of the goals presented in their position statement will significantly and positively enhance the quality and impact of the education received by all children with disabilities, the ultimate effect will be to substantially improve the education of all children.

2.5.3 Council for Exceptional Children (1993)

The Council for Exceptional Children (CEC) is the largest international professional organisation dedicated to improving educational outcomes for individuals with exceptionalities, children with disabilities, and/or the gifted. The CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved children with exceptionalities, and helps professionals obtain conditions and resources for effective professional practice.

The CEC, issued a statement on inclusion at their annual convention in 1993. The Council's policy on inclusive education and community settings is comprehensive in nature and, perhaps more specifically than other policy statements to date, focuses on both the child and community perspective, albeit in the context of schools. The CEC's goals for children with disabilities include:

> Education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large. The concept of inclusion is a meaningful one to be preserved in our schools and communities. Children with disabilities should be served whenever possible in inclusive neighbourhood schools and community settings

The CEC believes that a continuum of services must be available for all children. It also believes that the concept of inclusion can be realised when all children with disabilities are served in general education classrooms in inclusive neighbourhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained staff with appropriate practices according to the individual needs of the child. The CEC would be considered a moderate supporter of inclusion because the organisation also believes that a continuum of educational

services is needed if all children are to receive an appropriate education, and a continuum implies the existence of specialised settings.

2.5.4   Division of Early Childhood Education (DECE 1993)

The Division of Early Childhood Education (DECE), a division of the CEC, is a non-profit organisation advocating for individuals who work with or on behalf of children with disabilities/special needs, birth through age eight, and their families. Founded in 1973, the CEC is dedicated to promoting policies and practices that support families and enhance the optimal development of children. Children with disabilities include those who have special needs and development delays, are gifted, or are at risk of future developmental problems. Since its inception, it has agitated for quality services for families.

The DECE (1993) states that inclusion supports the right of all children, regardless of abilities, to participate actively in natural settings within their communities. The DECE describes natural settings as those in which the child would spend time had he or she not had a disability, including nursery schools and pre-schools including the home. Access to and participation in the age-appropriate general curriculum is central to the identification and provision of specialised services.

To implement inclusive education the DECE (1993) supports: (a) the continued development, implementation, evaluation, and dissemination of inclusion supports, services, and systems that are of high quality for all children; (b) the development of pre-service and in-service training programs that prepare families, service providers, and administrators to develop work within inclusive settings; and (c) collaboration among key stakeholders to implement flexible fiscal and administrative procedures in support of inclusion. Ultimately, the implementation of inclusive practice must lead to optimal developmental benefit for each individual child and family.

2.5.5   The American Association on Mental Retardation (AAMR 2000)

The AAMR strongly supports legislation that provides public educational services for children with intellectual disabilities. The AAMR believes that all educational services should be provided in a setting that is maximally integrative. The statement states that:

(a) Placement in inclusive environments with the same age peers should not be for social reasons only. Educational programs in inclusive settings must meet individual needs of each using instructional strategies and curricular which is reflective of best practice in the field of special education.

(b) Persons with intellectual disability who have complex needs should not be denied educational services based on existing medical conditions, or impaired cognitive functioning.

(c) Educational and social/emotional needs are best met through placement in general classroom in neighbourhood schools with same age-peers.

AAMR supports inclusive education and believes that there is no reason to segregate disabled children in public education systems. Instead, education systems need to be reconfigured to meet the educational needs of all children.

2.5.6 National Association of School Boards of Education (NASBE 1992)

The National Association of School Boards of Education's study group on Special Education (NASBE, 1992) published a paper entitled: *Winners all: a call for inclusive schools*. The document called upon education boards to provide quality leadership in facilitating the creation of inclusive schools. The report described inclusion to mean that "children attend their home school with their age-peers and the proportion of children labelled for special services is relatively uniform for all".

The emphasis was that children who have disabilities should not be in isolated classes, and that, to the maximum extent possible, included children receive support services in their general classroom. Furthermore, the document made three summary recommendations: (a) stakeholders must have a vision to educate all children, (b) stakeholders should encourage and foster collaborative partnerships and joint training programs, and (c) stakeholders should sever the link between funding, placement, and handicapping label.

2.5.7 The National Education Association

The National Education Association is committed to equal educational opportunity, the highest quality education, and a safe learning environment for all children. The association supports and encourages appropriate inclusion characterised by:

(a) A full continuum of placement options and services within each option. Placement and services must be determined for each child by a team that includes all stakeholders and must be specified in the Individualised Education Program (IEP).

(b) Appropriate professional development, as part of normal work activity of all teachers and support staff associated with the program. Appropriate training must also be provided for administrators, parents, and other stakeholders.

(c) Adequate time, as part of normal school day, to engage in coordinated and collaborative planning on behalf of children.

(d) Class sizes that are responsive to child needs.

(e) Staff and technical assistance that is specifically appropriate to child and teacher needs.

The association also states that inclusion practices and programs which lack these fundamental characteristics are inappropriate and must be abolished.

2.5.8 Learning Disability Association

The Learning Disability Association (LDA) of America is a non-profit organisation of parents, professionals, and persons with learning disabilities, concerned about the welfare of individuals with learning disabilities. The Association uses such terms as "full inclusion" " full integration" " unified system" and " inclusive education" to describe policy/practice in which all children with disabilities, regardless of the nature or severity and need for related services, receive their education within the regular classroom in their home school.

The LDA supports inclusive education for children who can succeed in the mainstream, but does not support inclusion for children who may need alternative instructional environments, teaching strategies, and/or materials that cannot or will not be provided within the context of a regular classroom environment.

The LDA believes that decisions regarding educational placement of children with learning disabilities must be based on the needs of each individual child rather than administrative convenience or budgetary considerations, and must be the result of a cooperative effort involving teachers, parents, and the child, when appropriate. The LDA believes that the placement of all children with disabilities in the regular classroom is as great a violation of the Individuals with Disabilities Education Act (IDEA) as the placement of all children in separate classrooms on the basis of their type of disability.

2.5.9   Inclusion International 2000

Inclusion international supports inclusive practices regardless of the severity of their disabilities. The policy on inclusion highlights the implications of the convention for children who have a disability and advances the position that the realisation of human rights for children who have a disability requires the adoption of inclusive practices. At its general Assembly meeting Inclusion International adopt the following policy position on the rights of children with disabilities and their families: that governments, donor agencies, civil society organisations, employers, families and communities should be encouraged to advance the rights and inclusion of all children by investing and promoting the following five point policy:

(a) Establish inclusive values, rights, and approaches for healthy child development;

(b) Make elimination of child and family poverty a priority;

(c) Ensure needed child and family support at home and in the community;

(d) Foster inclusive communities;

2.5.10 International Council for Education of People with Visual Impairments-(ICEVI) and World Blind Union 2003

The International Council for Education of People with Visual Impairments is a global association of individuals and organisations that represents teachers of the blind, children and youth throughout the world. ICEVI promotes equal access to appropriate quality education for all visually impaired children and youth so that they can achieve their potential. Conscious of the inequalities in educational opportunities

for children with vision imaprments in developing countries including Zambia, the ICEVI:

(a) Affirmed the human right of all children who are blind or have low vision to equal access to appropriate education as provided in the Convention on the Rights of the Child (1989);

(b) Support inclusive education as one of the alternativemodels of service delivery, on condition that all necessary steps are taken to first put in place the required number of teachers trained in the special needs of the blind and low vision children and the essential support system, the necessary equipment and low vision devices.

(c) Urge all governments, which have not yet done so, to include the special educational needs of children with vision impairments in their respective National Educational Plans for achieving Education for All by 2015 which were submitted to UNESCO by the end of 2002, as agreed and committed to at the World Education Forum, April 2000.

(d) Request all governments to also ensure adequate financial provisions for the successful implementation of the above plans for children with vision impairment.

2.5.11 Canadian Association for Community Living (CACL)- 1993

The Canadian Association for Community Living's (CACL) goal and vision statement emphasises about a community where the resources and supports are available for all children to "that they go with their neighbourhood friends to their neighbourhood schools where they further their growth and development together". The CACL adopted the following position on education in 1993:

(a) Every child shall have the right to share and accept in all facets of ongoing education that will meet his/her unique needs;

(b) To attend regular classrooms in the school that other children attend;

(c) Receive an education program based on, but not restricted to, individual goals;

(d) To receive adequate supports to ensure equitable opportunity for success and; To receive co-ordinated planning and assistance in all transitional phases.

2.5.12 The Integration Alliance (United Kingdon) 1992

The Integration Alliance supports inclusive education for all students with disabilities. The Alliance demanded that segregated and restrictive special education system be dismantled and replaced by one, fully supported, inclusive education system by the year 2000. The statement on inclusive education states that:

    (a) Adequate resources to address the needs of students with disabilities, learning difficulties or in need of emotional support be provided within a diverse, mainstream education system; and

    (b) The funding for such resources to be guaranteed by central government.

Summary

Major international advocacy organisations for people with disability in North America strongly support inclusion, except the Council for Exceptional Children (CEC) and the Learning Disability Association (LDA). These organisations support inclusion of students with disabilities but advocate for a continuum of services, implying that inclusion should be provided to students with disabilities who can meet the demands of the general education classroom. The Association for Persons with Severe Handicaps (TASH), the National Association of State Boards of Education (NASBE), the ARC and others interpret inclusion as a model of education provision where students with disabilities are taught in a regular classroom regardless of the severity of the disability. They believe that inclusion can: a) improve the socialisation of students with disabilities, b) provide students with disabilities access to mainstream educational resources, and c) accomplish enhanced educational opportunities at a reasonable cost.

2.6 The inclusion debate

2.6.1   Arguments for inclusion

Kilham (2001) pointed out that "it is hard to pinpoint the legacy of the International Year of Disabled People, but it is tempting to suggest that IYDP promoted a more positive attitude towards people with disabilities (p.28). The International Year of Disabled People (IYDP) in 1981 sent a clear message in terms of human rights for

people with disabilities that students with disabilities did not want their future decided by others or limited according to their disabilities. Rather, they had the right to demonstrate the most positive significant ability through their personality not their disabilities, and had the right to receive education to develop their skills. The United Nations Conventions on the Rights of the Child in 1990 also embodied this right (Foreman, 2001; Jenkinson, 1997).

Besides the legal mandate or policies to provide education to students with disabilities in 'normal environments', one needs to consider other benefits. Advocates for inclusion assert that those students without disabilities benefit from the opportunity to interact with students with disabilities. There is an increased appreciation of differences and that disabilities are not the same for all. There is richness and diversity that can be taught as students without disabilities interact within the diversity of their community and society. Exposure to students with disabilities provides a rich learning experience in understanding different disabilities.

Proponents of inclusion argue that all children should be educated together, and that whatever resources are needed can be supplied within general education classroom (Foreman et al., 2004, p.183). Leading proponents for the merger between special and general education, Stainback and Stainback (1984), provided two rationales for inclusive education. First they argued against separate systems, asserting that each student is unique and deserves individualised programming. Presently, students with disabilities can benefit from general education but there is no reciprocal trend to involve general education students in special education offerings. Combining the two systems increases curricular options and provides all students with access to individualised programs. For example, students previously taught in general education can benefit from larger print materials and social skills class. Jenkinson (1997) added that some general education students can benefit from specialised speech and language programs. Second, Stainback and Stainback emphasised the competition and duplication found in dual systems. This breakdown of professional relationships extends into colleges, universities, educational research, and direct service programs. This breakdown prevents professionals from pooling their expertise and resources. York, Vandercook, MacDonald, Heise-Neff & Caughey, (1992) maintained "that collaboration between regular class teachers and special education teachers have been

seen by both groups as a positive outcome of placement of students with severe disabilities in mainstream classes".

Rogers (1993) supported the Stainbacks by stating that the resources in inclusive schools should be more efficiently used to reach the maximum number of children. All children with disabilities have the right to equal opportunity in the regular classroom, and need the regular class environment and stimulation of typical peers in order to gain functional life and work skills and develop social relationships (Thousand & Villa, 1991). This view was supported by Snell (1991) who stated that "the three important reciprocal benefits from inclusion are: (a) the development of social skills, (b) the improvements in attitudes that non-disabled peers have for their peers with disabilities, and (c) the development of positive relationships" (p.137-138).

Fuchs and Fuchs (1998a) stated that for inclusion to work, major changes in the role of special teachers must be accompanied by an equally fundamental change in the nature of teaching and learning. Two beliefs underlie Fuchs and Fuchs (1998b) statements. First, they believe that the provision of meaningful support to teachers working with children with disabilities will enhance skills which are necessary for their development. Second, they believe that children with disabilities should learn and play alongside their non-disabled peers. Meaningful change as elaborated by Ferguson (1995, p.285) requires nothing less than a joint effort to reinvent schools to be more accommodating of all dimensions of human diversity. Stainback and Stainback (1992) wrote that "from a holistic, constructivist perspective, all children simply engage in a process of learning as much as they can in a particular subject area; how much and exactly what they learn will depend upon their backgrounds, interests, and abilities"(p.72). Furthermore supports should be central, not peripheral, to the mainstream of education, and in this manner benefits of inclusive schooling will reach all children, teachers and society in general (Stainback & Stainback, 1996).

According to Skrtic (1994), inclusion is more than a model for special education service delivery. It is a new paradigm for thinking and acting in ways that include all persons in a society where diversity is becoming the norm rather than the exception. Skrtic (1991) asserts that educational equity is a precondition for excellence in the post-industrial era, for collaboration means and taking responsibility for learning, learning collaboratively with and from individuals with varying interests, abilities, skills, and cultural perspectives. Ability grouping and tracking has no place in such a

system (p.181). Skrtic (1991) recognises that many students were identified as having a disability simply because their needs had not been accommodated in the regular classroom system. This recognition led to the claim that it was time for a complete restructuring of education systems so that they would be able to meet the needs of all children. Hence proponents were striving to make ordinary classrooms into communities in which all children could grow, learn, and contribute (Forest & Lusthaus, 1990).

Skrtic believes that pragmatism is the tool whereby special education can experience positive growth and renewal. Pragmatic strategies are useful in deconstructing and reconstructing knowledge, practices, discourses and institutions under conditions of uncertainty (p.44). Skrtic emphasises that the goal is education or a process of remaking ourselves by re-describing our practices, discourses, and institutions in alternative theoretical and meta-theoretical languages (p.45).

Erwin and Soodak (1995) used qualitative methods to examine the perspectives and experiences of parents who were interested in inclusive education for their children. Results indicated that parents desired inclusion for their children because they believed their children deserved the opportunity to be full members of society. Parents in this study also reported employing strategies, some involving advocacy groups to obtain general education placements for their children.

Supporters of inclusion believe students with disabilities benefit from the opportunity to interact with their peers without disabilities and are afforded a broader range of experiences in regard to differences and similarities. In a less restrictive environment they have more role models and natural supports to learn from. With their peers, development of social skills and increased opportunities to interact with others are evident. They may explore more school and community activities because their friends are also involved. Supporters for inclusion cite stronger social norms and higher educational expectations as benefits for students with disabilities when they are included with their nondisabled peers (Alper, Schloss, Etscheidt & McFarlane, 1995; Gearheart, B.R., Weisham & Gearheart, G.J. (1992).).

Schnorr (1997) used qualitative research methods to investigate the issue of class membership and belonging in mainstream schools. She looked at how general education students perceived membership and became members in a secondary

school. She compared these typical interaction patterns with the participation of students with disabilities and discussed implications for enhancing membership of students with disabilities. Schnorr's study found similar views about peer interaction and friendships among students. He also noted that high school classes offer students with disabilities more preparation for and gain membership in peer groups. Peck, Donaldson, and Pezzoli (1990) interviewed students without disabilities to determine their perceptions of benefits they had experienced as a result of developing relationships with students with disabilities. Students without disabilities reported they experience good relationships with their typically developing peers.

Supporters cite the fact that those students without disabilities benefit from the opportunity to interact with students with disabilities. There is an increased development of appreciation for differences and that disabilities are not the same for all. There is an increased richness and diversity that can be experienced as students without disabilities interact within diversity of their community and society. Exposure to students with disabilities provides a rich learning experience in understanding different disabilities. Students may also come to understand that every child can learn and that people are more alike than they are different.

Rainforth (1992) described the way teachers were affected by the inclusion of students with disabilities in their classes. In this study, teachers expressed overwhelmingly positive effects of the inclusion. Some of the benefits they noted were increased knowledge about disabilities, new skills and materials that benefited all children, renewed understanding and commitment to the belief that all children can learn well, use of collaborative problem solving, and increased flexibility.

Teaching in inclusive classrooms is often a monumental change for many teachers who have been trained to work in dual systems that include special and general education. Inclusive education seeks to build school reform which requires mainstream and special education staff to work and plan collaboratively, meeting the needs of all students. Principals are key facilitators in ensuring teachers are kept abreast of inclusion developments, being available to respond to concerns and facilitating ways to develop teaching teams that are positive. Administrators need to be mindful of teachers' instructional styles and personalities when developing effective teaching (Morton, 1995). Building collaborative teams between regular and special education teachers can improve instruction for all students and improve staff

skills. Collaborative skills also allow teachers to be more open to parents to join collaborative teams with common goals. As students with disabilities are placed in general education classrooms, additional staff, including special education teachers, are included in the educational environment, increasing opportunities for additional resources to be used for the class as the teaching staff collaborate for the education of all students.

Bunch and Valeo (1997) conducted in-depth interviews with regular classroom teachers, school administrators, resource teachers, and special class teachers to determine teacher attitudes toward inclusion. They found that teachers held generally positive attitudes regarding professional ability to accept primary responsibility for included students and the need to develop collaborative relationships between regular and special education teachers. Participants also articulated potential benefits of inclusive experiences for all students. However, teachers were concerned about workloads, adequacy of professional development, and administrative support in inclusive settings.

Ferguson's (1999) study "High School Students' Attitudes Toward Inclusion of Handicapped Students in the Regular Classroom" in the United States of America investigated students with physical and intellectual disabilities. There were 99 grade 9 participants and 97 grade 12 of which 81 were female and 115 were males. The range of academic ability of students was typical of a community comprised of middle-income families with students of all ability levels grouped in the same class.

Specifically, Ferguson (1999) examined peer-tutoring programs to determine student attitudes. Peer-tutoring programs involved a four week orientation to learn skills, techniques, and procedures to assist students with disabilities. Also, the potential peer-tutors met with the students whom they would work with. The findings suggested that real differences in attitudes do result from participation in a peer-tutoring program. Sixty seven per cent of peer tutors suggested they liked inclusion while only 37% of non-peer tutors liked inclusion. Also, 75% of peer-tutors' attitudes became more positive toward students with disabilities compared to 54% of non-peer tutors. Finally, 76% of peer-tutors felt that students with disabilities benefited academically from inclusion in contrast to 62% of non-peer tutors.

In addition, students with disabilities who are educated outside the regular education classroom may miss core curriculum instruction, as they are pulled out from the classroom. Specialists focus on addressing specific disabilities rather than focusing on the development of skills and content (Sailor et al., 1989). Furthermore, the opportunities for students with disabilities to have interactions can enhance post secondary education participation in the community which is the ultimate goal of inclusive education. Segregated settings do not usually prepare individuals for integrated communities, including employment opportunities. Segregated settings also reduce opportunities for students without disabilities to develop skills, attitudes and values to work and get along with others in a complex society, including students with disabilities (Hardman, Drew & Egan, , 1996).

In a review article, Buysse and Bailey (1993) outlined three reasons advocating pre-school integration. First, since young children have not yet formed biases about groups or individuals, the probability of overt teasing or rejection is minimised. Second, early exposure to children with disabilities will increase the likelihood of acceptance by typically developing children. Third, early placement of children in community settings creates an expectation on the part of society that integration is the norm, allowing children with disabilities to succeed in typical settings. In their review of the literature, Jenkins, Speltz & Odom (1985) noted that the presence of normally developing children in the same classroom as children with disabilities children enriched the environment. It was suggested that the setting enhanced the development of the child with a disability through the availability of typically developing models during free play, through the opportunity to observe and participate in appropriate patterns of communication, and through social reinforcement of the child's appropriate behaviour.

In a study conducted by Foreman, Arthur-Kelly, Pascoe and Smyth King (2004) they stated that students with disabilities regardless of their impairment could be included in mainstream classes. Foreman et al. (2004) found that students with disabilities in mainstream classes interacted with staff and their peers as opposed to segregated settings where staff spent most of the time attending to personal care of their students. Their findings were supportive of earlier research by Hunt et al. (1994), which found that the level of interaction of students with disabilities was higher in mainstream classes than in segregated settings.

2.6.2   Arguments against Inclusion

Inclusive education is not without its critics. The literature review suggests that there has been an increase in inclusion programs, but not all advocacy groups favour including all students in mainstream schools. According to Borthwick-Duffy (1996) "the group that TASH represents is far from united in their perceptions of the efficacy of the full inclusion model" (p.319). Jenkinson (1997) concluded that "The inclusive schooling movement has therefore not been universally accepted by either professional or parent groups concerned with the education of students with severe disabilities" (p.41).

Fuchs and Fuchs (1994) reported that advocates for students with learning disabilities claimed these students "sometimes require an intensity and systematic instruction uncommon to general education classroom" (p.304). As well, they reported that advocates of children with hearing and visual impairments "support special schools on grounds that general education cannot be trusted to provide specialised services to their children, and that it deprives many students of necessary cultural and socialization experience" (p.304). Jenkinson (1997) also referred to the strong opposition from members of the deaf community to full inclusion as the only option. Jenkinson (1997) stated that students who are deaf lack normal opportunities for communication with peers in the same language and this type of communication is important for normal social and emotional development. "Positive attitudes of students with disabilities in mainstream, acceptance by peers, opportunities for participation and the availability of resources and support staff may not be enough for many students to develop as fully as possible" (p.157).

Lack of support for inclusion by many advocacy groups (Borthwick-Duffy (1996); Fuchs & Fuchs, 1994; Shanker, 1994-1995; Kauffman, 1995) suggests inclusion cannot meet the unique learning needs of all students. The communication difficulties of a deaf child, mentioned above, are just one of the many instances. According to Fuchs and Fuchs (1994), "whereas full-time placement in the regular classroom will be appropriate for many children with disabilities, it will fall considerably short of a heavenly experience for others, a prospect that will not go unchallenged by a majority of the disability community" (p.12). Shanker (1994) proclaimed that "many–including those for blind, deaf, attention-deficit disordered and learning-disabled–believe a one-size-fits all approach will be disastrous for the disabled children themselves" (p.19).

Centra (1990) cited in Mastropieri and Scruggs (1995, p.232) found that when students with disabilities were interviewed they "generally felt much more positively toward their special education teachers than toward their general education class teachers, and rarely considered resource room stigma a serious concern" (p.16). Intrinsically, inclusion discriminates against students who are convinced that their educational, social, and emotional needs can be better met in special education classes Borthwick-Duffy (1996).

Shanker (1994) suggested that students with disabilities may lose their support when they enter inclusive environments if adopting inclusive schooling is a cost saving measure. Similarities have been noted between the policies of inclusion and deinstitutionalisation, where support is supposed to follow students. Unfortunately this is not always a reality.

Kauffman (1995) and Shanker (1994) have emphasised the need to maintain separate classes and services and argued that inclusionists had overlooked this provision of the Individuals with Disabilities Education Act (IDEA, 1997). Kauffman (1999) has strongly argued against the inclusion of children with disabilities in regular classroom. His argument is that inclusion in general education provides physical access but not instructional access for most children. He further argues that physical access to a place could restrict access to the instructional procedures that are most effective for children with learning problems. Kauffman (1999) criticises proponents of inclusion as having expectations that are disconnected from reality as mentioned in this sub-section. According to Hallahan and Kauffman (1988), although advocates for integration may have referred to research when appropriate, their emphasis was more on the philosophical conviction that integration was desirable because it was more ethical than segregating students with disabilities from their peers. The following quote from Biklen (1985) exemplified this position:

> The question of whether or not to promote mainstreaming is not essentially for science. It is a moral question. It is a goal, indeed a value, we decide to pursue or reject on the basis of what we want our society to look like (p.3)

Peck, Donaldson and Pezzoli (1990) examined the sources of resistance to the development of integrated pre-schools among parents, administrators, and teachers and found that the movement toward integrated programs was viewed as a threat to

the local "negotiated order" (p.361). That is, various stakeholders feared that integration would result in a loss of their control over aspects of the programs and thus, they resisted change. Research suggests that teachers feel they lack the knowledge, skills, and confidence to cope with inclusive classrooms. They also feel that classes will be too large and diverse to meet the needs of each student. Many teachers of students with diverse needs support inclusion in theory, but although they consider the necessary adaptations to be desirable, they are not feasible (Schumm & Vaughn, 1991, Smith, 1993, Schuumm & Vaughn, 1995). In addition to concerns about adaptations, teachers also expressed concern regarding the need for smaller class sizes to which all students would benefit from inclusion, and the lack of teacher preparation (Vaughn, Schumm, Jallad, Slusher and Saummel, 1996). Vauhn et al (1996) concluded that the majority of teachers had strong negative feelings about inclusion, and that teachers felt that decision-makers were out of touch with classroom realities. A majority of teachers continue to favour ability grouping, and only a minority believe that students with disabilities are best served in inclusive classrooms (King & Peck, 1992; cited in Smith 1993).

Many researchers, teachers, and parents have identified lack of resources as a blockage to successful inclusion (Schumm & Vaughn, 1995). Schools that have implemented inclusion programs have faced an increase in financial expenditures (Mclaughlin & Warren, 1993; Vaughm & Schumm, 1995). Resources that may be needed for students with disabilities include additional teachers, as well as materials, books, and other items. Other opponents to inclusion argue from the same perspective by insisting that the handicapped label is beneficial in a political sense. They justify the current system of special education on the political grounds that it targets resources and personnel to designated students. This targeting is essential if students with disabilities are to receive instructional assistance in the context of the resource allocation in schools (Morset & Kauffman, 1993).

Given the different levels of economy in individual countries and the fact that expenditure on resources in education are being cut, there is little money to support any new education models (Smith, 1993). We can continue to talk about multi-level teaching, and cooperative learning, but if there is no money to train teachers and provide them with the curriculum and staff resources, then inclusion will be harmful instead of beneficial (Smith, 1993).

2.7 Evidence regarding student outcomes

2.7.1 Academic benefits

Research has shown that inclusion has had a positive academic impact on students. In this section, positive academic impact is viewed in two ways: (1) positive impact on the child with a disability, and/or (2) neutral impact on those without disabilities. When students were assigned to cooperative learning groups in mathematics, there did not appear to be a significant difference for those groups which included a disabled child and those which did not (Hunt, Staub, Alwell, & Goetz, 1994).

Advocates claim many benefits for students with disabilities. Students with disabilities benefit academically and from daily interaction with peers without disabilities. A more diverse curriculum is likely to be offered in a general education setting. Lawrence-Brown (2004) observed that all students have strengths and weaknesses, and that all students can be taught how to deal with them. In addition, the needs of a student with a disability are not different from a student without a disability, permitting a more normal life for all family members and eventually more normalised functioning as an adult in the community (Bruder, 2000). However, while curriculum approaches are providing teachers with new tools for responding to diversity in general, and while they seem to be particularly appropriate for some students, for example those with mild intellectual disability, they may be inadequate for some students (Shaddock, 2005).

Benefits of inclusion for typically developing student include: a curriculum that is more flexible and responsive to individualised needs, the presence of support services, and the collaboration of additional teaching in the classroom and improved teacher training and techniques (Freagon, 1993). The research of Goodlad and Lovitt (1993) and Oaks and Lipton (1990) demonstrate that "all students learn best" when cooperative learning, problem solving, active participation of the students, and accommodation of individual learning styles are utilised in schools. These teaching strategies are required in an inclusive classroom because they encourage students to work hard. Students are more likely to take risks because inclusion fosters an environment that requires " a sense of community among teachers and students, a shared mission, and the ability to successfully collaborate with others (Layman, 1993, p.1).

In addition, students with disabilities who are educated outside the regular education classroom miss core curriculum instruction, as they are pulled-out from the classroom. Specialists focus on addressing specific disabilities rather than focusing on the development of skills content (Sailor et al. 1989) . Furthermore, the opportunities for students with disabilities to have interactions with their non-disabled peers can enhance post secondary education participation in the community. The goal of inclusion is to teach students to be successful members of society.

Waldrom and McLeskey (1998) reviewed the reading achievement levels of students with disabilities included in the general education classroom and those who were taught in a resource centre. The results indicated that the students with disabilities educated in the general education classrooms showed significant improvement in reading compared to those educated in the resource centre. In a similar study, Sharpe, York and Knight (1994) found that having a child with a disability included in the general education classroom did not lead to a significant decline in the academic or behavioural performance of students without disabilities on measures of standardised tests or teacher evaluations. The authors concluded that there is no reason for students with disabilities to be excluded from a general education class, although they would need additional support in an inclusive setting.

The effects of inclusion have also been studied from both a parental and a peer perspective. Survey results indicate that the parents of students both with and without disabilities feel that inclusion has not resulted in harmful effects to students without disabilities (Peltier, 1997). Similar results have been found with peers. Helmstetter, Peck and Giangreco (1994) surveyed a sample of high school students who were involved in inclusive settings. The students were from rural, suburban and urban settings. According to the study, "these students did not believe that their participation in inclusive classrooms had caused them to miss out on other valuable educational experiences" (Peltier, 1997, p.235).

Stainback and Stainback (1996) give the following definition of cooperative learning practices as it relates to teacher-mediated outcomes, "the instructional component, relates to the creation of a classroom learning atmosphere in which students of varying abilities and interests can achieve their potential". Cooperative learning has gained widespread acceptance as a promising practice in general education and studies have shown that cooperative learning activities can promote academic

achievement of students with disabilities (Yager, Johnson, Johnson & Snider, 1985). Madden and Slavin (1983) reviewed cooperative learning strategies conducted over periods ranging from two weeks to two years. They found positive outcomes in achievement and self-esteem using cooperative learning strategies with students with disabilities.

Cooperative learning operates under the principle that learning is interactive (Downing, 1996). This is a departure from traditional lecture and workbook approaches, in which students work independently. The cooperative model involves students actively assisting each other in the learning process. To facilitate positive interactions, teachers ensure that cooperative groups are heterogeneous, with students of mixed abilities. The possibilities for student to interact with each other are evident in the four components of cooperative learning described by Johnson and Pugach (1991), possible interdependence, individual accountability, small group skill development and face-to-face interactions, and teaching strategies in which curriculum and instruction correspond to the way children naturally learn.

2.7.2   Social benefits of inclusion

The effects of inclusion from a social perspective have also been investigated. Socially, inclusion may benefit students both with/without disabilities. One of the purposes of inclusion is to have all students, irrespective of disability status, feel that they belong to a particular classroom. For many students, receiving an education is not as important as *how* the educational services are delivered. Inclusion provides the opportunity to develop friendships that may not be attainable if students with disabilities are segregated from other students. The general education peers can also act as role models for their friends. "…appropriate role models not only provide the opportunity to learn how to behave in situations, but also allow for an increased number of shared, real life experiences with others the same age" (Neary & Halvorsen, 1995, p.5). This view was supported by Foreman et al. (2004) by stating that "interaction with peers, the impact of various curricular and instructional approaches, and partner behaviours all represent opportunities for participation and development with students with disabilities and their peers without disabilities (p.184). It is argued that these experiences are critical to the social development of students, which lead to the student becoming an active member of society. Without

these experiences, students may risk widening the gap between themselves and their peers without disabilities (Fuchs, Fuchs, Roberts & Bowers, 1996; Neary & Halvorsen, 1995).

This reasoning is supported by research. In an inclusive setting, students of differing abilities have the opportunity to appreciate the fact that not all children are created equal, and this exposure has assisted the development of social networks and friendships (Salend & Duhaney, 1999; Peltier, 1997). Hunt and Goetz (1997) also report and evaluate the findings on "social relationships and friendships in inclusive classrooms". Their findings showed that some students with disabilities were more popular and some were not. In a similar study, Tapasak and Walter-Thomas (1999) evaluated perceptions of students in an inclusive program after a one-year implementation. Students with disabilities were enrolled in regular education on a full-time basis. Students with disabilities in regular classrooms and their peers without disabilities all felt good about being together in a classroom. At the end of the school year it was determined that the self-perceptions of the students with disabilities had improved. Furthermore, their teachers felt that there were increases in the social skills of students with disabilities.

Students with disabilities benefit from the opportunity to interact with their peers without disabilities and are afforded a broader range of experiences in regard to differences. They have the role model and natural supports to learn from. With their peers, development of social skills and increased opportunities to interact with others are evident. They may explore more school and community activities because their friends are involved. Advocates for inclusion cite stronger social norms and higher educational expectations as benefits for students with disabilities when they are included with their same non-disabled peers (Alper et al., 1995, Gearheart et al., 1996). In sum, the benefits are both academic and social.

Segregated settings do not usually prepare individuals for integrated communities, including employment environments. Students in segregated settings have reduced opportunities to interact and develop skills, attitudes and values to work and get along with others in a complex society, including students with disabilities (Hardman, et al., 1996). A broadening range of experiences is provided for students in regard to differences and similarities. Peers without disabilities are able to develop skills to deal with differences in others when students with disabilities are placed in their regular

classrooms. This often improves students' self-esteem and interpersonal behaviours. Inclusion can help everyone accept differences and understand that to create a community one needs to accept and value students with/without disabilities as a contributing member of the community. Inclusive practices allow for friendship development with an increased group of peers that are local in the community. Therefore, inclusion focuses on strengths rather deficits.

Some teachers carefully arrange their physical environments to facilitate peer interaction and support. The proximity of a student with a disability to his/her peers will directly affect the opportunities for peer interaction (Stainback, 1992). Lewis and Doorlag (1999) report that verbal communication tends to move across tables rather than around them. Williams and Downing (1998) found that students favoured a classroom structure where students were seated in groups of four. Learning centres, reading nooks, and games areas also impact on peer interactions. This helps students with/without disabilities to learn to communicate and understand difficulties that some students experience. Above all there is increased language development among some students with disabilities.

Some teachers use literature friendship themes as an effective tool to increase motivation and generalise friendship skills (DeGeorge, 1998). The books can be used as a catalyst for discussions and problem solving as well as resources for language arts assignments. Literature that focuses on specific issues critical to students with disabilities allows teachers to build disability awareness, increased self-awareness and promote discussion (DeGeorge, 1998). This tends to build confidence self-esteem in students.

Some teachers involve students in role-playing various friendship or social skills scenarios. Variations have included using puppets, videos and adult demonstrations (Kosteinik & Soderman, 1998). Providing non-verbal roles during drama activities is a possible educational activity that has been found to increase interactions between children with/without disabilities (Goldstein, Wickstrom, Hoyson, Jamieson, & Odom, 1988). Some teachers choose to teach students without disabilities about communication strategies that might encourage social exchanges with students with disabilities. These strategies may include information about their communication system, adaptive devices, conversational books, and interpretive exchanges when necessary (Hunt, Davis, Wrenn, Hirose, & Goetz, 1997). The foregoing section

outlines some ways that students without disabilities may be interacting with students with disabilities in and outside classroom. These interaction may help to develop the social competence of students with disabilities, as well as the social competence of students without disabilities.

Hanline and Halvorsen (1989) were interested in "parent perception of integration transition process" (p.487). The participants in the study were parents from 13 families, whose 14 children ranged from 4 to 22. Eleven of the students had severe disabilities. The parents of students with disabilities "discussed the positive impact of their children's self-esteem and talked about their children being less intimidated, and more comfortable with people" (p.490). As well, one half of the students had friendships with students without disabilities which extended outside the school hours. Rynkdak, Downing, Jacqueline and Morrison (1995) interviewed parents who stated that "since their children were included in general education classes, classmates without disabilities showed more respect for and acceptance of their child, and offered to help their children with classwork" (p.152). Hanline and Halvorsen (1985) concluded, "the majority of parents also observed benefits to nondisabled students such as improved attitudes toward disabilities" (p.490).

Students without disabilities can act as natural supports in general education classrooms. Teachers are recognising the significance of this largely untapped resource. York and Tudidor (1995) found that student discussions about inclusion were highly focused on social and interactive aspects of schooling. These student groups talked about how they could be involved in facilitating greater inclusion of their peers with disabilities. Compared with the adult groups, students were more open to greater degrees of inclusion. Furthermore, in a study by Salisbury, Evans and Palombaro (1997), teachers successfully taught elementary students to use a collaborative problem-solving process to eliminate their fears with respect to various issues related to the inclusion of students with disabilities. Students successfully assumed the role of problem-solver, identifying solutions to address the physical, social, academic, and staffing problems with the inclusion of students with disabilities in their classrooms.

In a summary of research into the outcomes for students without disabilities. Staub (1996) concludes that studies have shown no slowdown in the learning of students without disabilities in inclusive classrooms, and that the presence of students with

severe disabilities has had no effect on levels of allocated or engaged time from their teachers. In fact, a growing body of research suggests that students without disabilities can gain a number of important benefits. Staub and Peck (1995) have identified five positive themes: (a) reduced fear of human difference accompanied by increased comfort and awareness, (b) growth in social cognition with such skills as tolerance, patience, communication, and support, (c) improvement in self-concept, (d) development of personal moral and ethical principles, and (e) warm and caring friendships. A study by Kish and Meyer (1994) indicate that these benefits associated with relationships with peers with disabilities have been found to persist far beyond the time that students are actively involved with each other.

2.7.3 Academic disadvantages

There are many potential problems for students without disabilities. The most obvious is the fact that with students with disabilities in the classroom, less of the teacher's time and attention is made available to students without disabilities. Teachers need to work with students at various levels of ability, making it difficult to cover all material at a rate that is appropriate to all. Disruptions to the learning environment also threaten how well students learn. Kauffman, Lloyd, Baker and Riedel (1995) stated:

> Students with disabilities may be severely anti-social, aggressive, and disruptive; they may be socially rejected, isolated, withdrawn, and non responsive; they may show signs of severe anxiety or depression or exhibit psychotic behaviour; they may vacillate between extremes of withdrawal and aggression; and they nearly always have serious academic problems in addition to their social and emotional difficulties (p.542).

In some cases students with severe emotional disabilities not only provide a distraction, but they may also pose a threat to safety (Kauffman et al., 1995). Students with disabilities suffer certain limitations when included into general education classrooms. Vaan (1997) stated, "we have found that for some children, full inclusion in the regular classroom is not the best setting to learn what they need to achieve their fullest potential" (p.31). In the "inclusion" classroom, students with disabilities do not always get the attention they need either. The teacher's time and energy can only go so far. In looking at all the evidence, positive and negative, inclusion does have some negative effect on students without disabilities. How the effects are realised varies greatly, depending on how strongly the key players feel about inclusion.

2.7.4 Social disadvantages

The social status of students with disabilities is crucial with regard to inclusion. This aspect of social competence is usually measured using sociometrics. The sociometric literature consistently reveals that students with disabilities are less accepted and more frequently rejected than their peers (Gresham, 1997). Miller and Clark (1991) caution that teachers may risk blaming the victims of stereotyping for their rejection by others. Because of prevailing stereotypes, students without disabilities may behave in relatively unfriendly or patronising fashion toward their peers with disabilities (Miller & Clark, 1991). Children with disabilities also may confirm negative expectations by behaving inappropriately. Their social status or self image may discourage them from behaving in a socially appropriate manner, even when they have the skills to do so; for they may behave in a way that anticipates rejection and thereby provoke it (Miller & Clark, 1991).

T.W. Farmer and E.M.Z. Farmer (1996) discuss some additional issues in assessing social status. They note that students with low social acceptance are not necessarily socially isolated. They found that most mainstreamed elementary students were members of peer clusters which probably contributed to more favourable views of their own social acceptance. Classroom social networks may be maintained by formal institutional processes such as pull-out programs or informal processes of peer selection based on factors such as preferences and reputations. A child's social network promotes both continuity and change in behaviour and personality. As children develop, they tend to be selected into new social networks that are similar to their previous ones. A problem arises when students with disabilities become embedded in a social network that promotes or complements their problematic behaviour (T.W. Farmer & E.M.Z. Farmer (1996), 1996). In a study by Pavri and Luftig (2000) students with learning disabilities felt loneliness more so than did their peers without learning disabilities and were more controversial in their social status and less popular.

Ysseldyke and Algozzine (1990) define labels as clues that help organise our knowledge, perceptions and behaviour. "They carry with them certain expectations, some good and bad" (p.89). This point has particular implication within classroom context. Kagan (1990) states that:

> The labels that teachers assign to students affect how teachers
> classroom events and how they respond to students. Once the label
> is firmly attached to a student, a teacher tends to adjust his or her
> recollection and anticipates with the label (p.109)

This quote implies that when a teacher labels there is the potential for negative stigmatisation by the teacher and the peers.

The inclusion of students with disabilities in mainstream classrooms is becoming popular. One claimed advantage of including students with disabilities in a mainstream classroom is the academic benefit. Learning in an inclusive environment provides for many an opportunity to grow academically. In inclusive environments have allowed students with disabilities to realise academic potentials they never thought possible, even grasping abstract concepts. The literature review shows that those students in inclusive settings made academic progress.

The most significant benefit attributed to inclusion practices seems to be social development. Being involved in the same learning activities as their peers without disabilities allows students with disabilities to develop better interpersonal skills and increased social connections give them more opportunities for forming relationships with their peers. The review of the literature shows that in an inclusive environment there is greater demand for appropriate social behaviour as well as opportunities for observational learning interactions and higher levels of play.

Despite the benefits that research claims inclusion has on students with disabilities, some researchers, parents and other practitioners are still opposed to the idea. Their major concern for those involved in inclusion is that the individual academic needs of students with disabilities cannot be met in a mainstream classroom. Generally, it is felt that students with disabilities will be disadvantaged because schools and practitioners are not ready to include the. Some parents and special education experts argue that mainstream schools are failing to adapt the curriculum to accommodate students with disabilities, and that the process of inclusion will lead to finding another system of teaching in the future and students with disabilities will suffer from poor academic performance more especially in Zambia where the curriculum is examination oriented.

Social disadvantage is one of the major concerns of some parents. Parents are often concerned that their child will be teased or taunted by their peers without disabilities.

While the literature review indicates social benefits other researchers have reported that students with disabilities are isolated and experience frustration of inclusion. Research seems to contradict itself, and no conclusions can accurately be drawn from it. Some light on the debate in developing countries by examining one of the assumptions of inclusive education-namely that there is an agreement among stakeholders including students with disabilities in mainstream schools. That is, the attitudes of stakeholders and hence the outcomes of inclusion are dependent on how it is implemented. Zambia implemented inclusive education in a context which is very different from developed countries which have good economic performance, infrastructure, resources health services and teacher training programs.

Hence this research is carried out at the opportune time and important for Zambia and Kalulushi in particular. It is not enough to place students with disabilities in mainstream classrooms and let the class teacher have the full responsibility for the education of all students. It is essential that Zambia, which has introduced inclusive education for all students with/without disabilities, establishes a well-structured support system. A system and organisation that can meet all students' special and diverse educational needs in inclusive school settings.

Summary

Inclusion is the philosophy and practical application underlying a single system of education which supports and includes all students whatever their needs. Some of the major rationales supporting inclusion include the prevention of discrimination, the lack of support for segregated and pull-out models of education, and the benefits of students learning from each other and also learning about the diversity in their communities. Although inclusion has many benefits, some arguments have emerged against this model, including teachers being overwhelmed by unprepared for the diversity of needs, students both with and without disabilities not receiving support and services which they deserve, and lastly the resources not being made available to optimally implement inclusion. However, the literature review also suggests that being educated in an inclusive classroom benefits all students in the class and facilitates more appropriate behaviour because of expectations in the general education classroom. Therefore it is important to explore the claimed factors that support inclusive education in section 2.8.

2.8   Factors that support inclusion

2.8.1   Introduction

Researchers have identified variables associated with successful inclusion. They are realistic funding; changes in physical environment; resources, materials and time; resource personnel; changes in pre-service training and in-service training; administrative and organisational factors; classroom teacher commitment; personal factors; parent and community involvement in the change process and change dynamics. It is evident that providing support to students with disabilities is not only the requirement of necessary resources at the school level. It is recognised that the organisational structure at the school level also determines the amount and type of resources teachers and students can use in teaching and learning. The following sections provide additional factors that can lead to successful inclusion of students with disabilities.

2.8.2 Realistic funding

Danielson (1999) said "Special education policy makers are increasingly aware that the nature of the provisions underlying special education funding has had an impact on the ways in which special education programming is designed and provided" (p.viii). The main financial challenges that policy makers currently determining the scope and cost of programs and services needed to help all students meet high standards; raising and allocating sufficient resources in an equitable way; and developing more creative and flexible ways of using general and special education funds while guaranteeing that all children, particularly those with severe disabilities, receive appropriate services (Goertz, 1999). Parrish (1996) stated that:

> In addition to issues related to special education costs, other policy issues, such as increased emphasis on placing special students in general education classrooms, and the need for greater fiscal flexibility in relation to local program design, have led to unprecedented fiscal reform activity in special education (p.2).

Costs of special education have risen steadily in the last decade (Parish, 1996). Reasons for this growth include effects of mandatory provision legislation/policy, as well as an increase in the number of students in poverty. Parrish also notes that the

rising standards of educational achievement have resulted in more students falling below the expected norm and thus requiring remediation.

Different policies and procedures for determining allocations of special education funds have arisen because of varying local and historical contexts. Several methods of funding special education are identified in the literature (Parrish, 1996, 2000). These can be described as program, resource, census, and disbursement-based methods of funding. How great the disparity in program funding should be between general and special education is still a matter of controversy (Parrish & Guarino, 1999).

Program based funding is based on the actual programs in place for students with disabilities. It is closely tied to the identified student and his or her needs. This type of funding encourages over-identification of students with disabilities. Funding may take the form of a flat grant, as described by Parrish and Wolman (1999). Total funding available for special education is divided by the total number of students with disabilities. This determines the amount of aid to be received by institutions for each student with a disability. The amount available may not be shared equally. According to Parrish and Wolman (1999), a weighing system could provide more funding to those students who are expected to cost more to serve, by assigning those students a larger weight. The weight differentials may be based on student placement, whether in a pull-out programs, special class, or integrated in a regular setting. They may also be based on disability category, or a combination of both factors.

Resource based funding is based on the allocation of specific education resources such as teachers, classroom units, consultants or specialists. The provision of a fixed amount of funding based on the number of teachers working in special education programs would be an example of resource-based funding. Classroom units are derived from prescribed student/teacher ratios with allowances made for disabling conditions or type of placement. Parrish (1996) found that this type of funding encouraged the placement of students in separate classrooms, schools or facilities. According to Parrish and Wolman (1999), a unit of funding may only incorporate part or all of the estimated cost of a teacher or teaching assistant. Resource-based funding also covers the provision of consultants and specialists.

Census-based funding means that a fixed amount of funding for special education costs is provided for every student enrolled in school (Parrish, 2000), not for every

identified student. When this type of funding is used for special education, the policy makers pre-suppose that the incidence of special education needs is constant throughout the population. This does not tend to be the case (Parrish, 1996). Census-based funding is not necessarily a flat grant. That is, the amount may not be the same for each student. The amount of funding may be weighed by some factor such as the age of the student. Another variation of this type of funding, identified by Parrish (1996), is the student-weight grant. In this case, of student-based funding for special programs are expressed as multiple of regular education funding. The justification for this type of funding (Parrish, 1996) is that it reduces administrative burden, increases local flexibility, neutralises incentives for identification and restrictive placements, and brings rising special education costs under control.

Many institutions use a single way of distributing the funds, but others use a combination of several methods. According to McLaughlin (1999) many funding formulas have been modified to eliminate incentives for over identification of students as experiencing a disability through a census-based formula that applies after certain levels of funding have been reached.

The basis of funding is connected with special education policies and priorities. As Parrish and Wolman (1999) point out, more precise criteria such as type of placement, classroom unit, number of staff and services received "tend to result in less local flexibility" (p.209) in obtaining and using resources. More general criteria such as actual expenditures, or enrolment, provide more local discretion and flexibility in identification and placement. As Parrish and Wolman noted, by using total enrolment as a basis for funding, institutions are "choosing to de-link funding from student identification and placement" (p.209). One important policy decision is concerned with the degree of latitude institutions have once they receive categorical allocations. Some institutions require that the funds actually be spent on special education programming, whereas others have no such requirement. Parrish (1996) found a lack of fiscal mechanisms to support placement in least restrictive environment. Some institutions forbid the use of special education funds to support certain types of instructional interventions outside of separate special education programs or classes.

2.8.3 Changes in physical environment

Learning and making friendships between students with and without disabilities are shaped by the schools environment (Baker & Donelly, 2001). A school can influence opportunities for social experiences if it is designed to include students with disabilities (Bricker & Thorpe, 1986). Students with disabilities experience difficulties in getting around the school if the environment is not accessible by all students, particularly those in wheel chairs and those that use crutches. As reinforced by Newton, Olson and Horner (1995), students who cannot access the environment are put at an immediate social disadvantage because only those friends who are willing to overcome the barrier of accessibility can interact with their peers and make use of school facilities. Mulcahey (1992) considered the impact of the environment in her phenomenological approach to a study of the experience of secondary school students with spinal injuries. The findings from this study suggest that the physical environment can pose problems for severely injured students to return to school. These students identified inaccessible spaces and lack of understanding by school staff as significant obstacles to adapting to school life. Lowenfield (1981) reported that vision impairment imposes limitations on individuals' orientation and control of the environment and the ability to get about and the self in relation to it. The ultimate goal of making physical changes to the environment is to enable students with mobility difficulties move purposely in any environment, and to function safely and independently. Students who do not have the opportunity to access their school and community environments, often lack fundamental information that is basic to all students. Classroom seating arrangements such as rows or squares of tables, promotes fruitful interaction between students with and without disability (Bricker & Thorpe, 1986). Students with autism also benefit from changes to the physical environment so that work, group, leisure and other activities are delineated (Mesibov, 2005).

2.8.4 Resources, materials and time

One of the negative factors for many teachers is inadequate resources. An educator who is provided with needed resources and materials is more likely to rate their inclusion experiences as positive (Schumm & Vaughn, 1995). Resources may be in the form of paraprofessionals, adaptive equipment and smaller class sizes. Scruggs and Mastropieri (1996) reviewed studies in which teachers reported that they had

insufficient resources to help them in their inclusion practices. They found that without the necessary resources, teachers are merely caring for students with disabilities in their classrooms.

Many mainstream teachers do not have the time to meet and plan their inclusion practices, while on the other hand they are being given additional responsibilities. Scruggs and Mastropieri (1996) found that teachers need at least one hour per day to plan for students with disabilities. In addition, time would allow all teachers to help make curricular adaptations for students with disabilities (Schumm & Vaughn, 1991). Additional planning time is not sufficient, however. Teachers need to share a common planning time. This time would allow all teachers to make adaptations for all students, which would result in more positive results in the classroom. Additional resources include the provision of particular material resources. For example, large print or Braille books and tactile aids assist with vision impairment; chair lifters or adapted typewriters help children with cerebral palsy; and carefully graded instructional material suit children who are developmentally delayed (Curtain & Phemister, 1985; Glazzard, 1980).

2.8.5 Resource personnel

Resource personnel from various fields may need to be involved in an inclusive setting, and are seen by teachers to be a vital component of the support network (Lloyd, 1985; Long, 1985, Thomas, 1985). School-based resource teachers, itinerant teachers, special education consultants, specialist counsellors and careers advisers, in conjunction with community personnel such as physiotherapists and speech therapists, may all play a part in supporting the regular teacher.

In a successful inclusion program, collaboration between general and special education teachers is vital (Dougherty, 1994). There may be resources within the school which could be used to facilitate the inclusion process. The effective co-ordination of these resources calls for close co-operation among the groups. Anderson and Curtis (1984), for example, describe the collaborative/consultation model as one approach to attaining effective communication. In this model there is no expert. Instead all professionals involved are perceived as having some specific skills and knowledge which can contribute towards the solution of the problem. The regular teacher's knowledge of the classroom dynamics surrounding a child with a disability

is just as important as knowledge of the disabling condition, modifications and teaching strategies which may be contributed by the specialists.

2.8.6 Changes in pre-service training

The regular teacher is the first line of support for included children with disabilities, so he or she needs the requisite skills to teach children. In order to help break down barriers of a dual system, some researchers have noted the importance of initiating inclusion training on the pre-service level (Belcher, 1997). Many institutions are now requiring students with a general education certificate to be exposed to coursework that includes working with students with disabilities. In a study of first year teachers, almost half indicated that they felt ill-prepared to teach students with disabilities (Williams, 1990). Additionally, only a fraction of first year teachers indicated that they had a component of special education in teaching students with disabilities. Many Australian universities have a compulsory special education component in the teacher preparation degrees, in line with requirement of various education departments. Such programs require theoretical, experiential components. "Until the classroom teacher can in some way experience the diversity the students present, he/she will not be effective in creating an inclusive classroom" (Culverhouse, 1998, p.4). Although pre-service teachers may in fact go into the profession with negative attitudes towards people with disabilities, research has indicated that their initial negativity does change with experience, adequate training and support (Villa et al., 1996).

2.8.7 In-service training

In-service training emerges from the literature as an essential feature of the support network for inclusion (Churcher, 1985; Doherty, 1985; Hodgson, 1985; Long, 1985; Bollard, Clark & Skrtic, 1982; Wang, Vaughan & Dyman, 1985). In-service training should include information about a specific child with a disability and the classroom implications of that disability. In-service programs should attempt not only to provide participants with new strategies or techniques, but also to enhance the skills already acquired in the participant. "Training oriented toward fine tuning consolidated our competence and is likely to increase our effectiveness" (Joyce & Showers, 1980,

p.378). These authors also noted that the "fine tuning" of existing teaching strategies is a more effective since the magnitude of the "tuning" is small and less complex.

Joyce and Showers (1980) also stressed the importance of feedback and coaching. Feedback allows for the opportunity to reflect on acquired skills. The source of feedback can be from peers, observers and mentors or even through self-monitoring. Coaching can help the level of effectiveness by "demonstration of unfamiliar models or curriculum approaches combined with discussions of theory and followed by practice with feedback coaching involves helping teachers analyse the content to be taught and the approach to be taken" (p.384). The development of coaching teams is not an easy task. Joyce and Showers (1982) have outlined five major functions involved in the teaching process. They include 1) analysis application, 2) giving technical feedback, 3) executive control, 4) adaptations to students and 5) personal facilitation (p.6). "The success of new teaching method requires practice a major job of the coaching team is to help its members feel good about themselves coaching reduces isolation and increases support" (Joyce & Showers, 1982, p.7).

2.8.8 Administrative and organisational factors

In order for an inclusion program to be successful in a classroom, the entire school must be supportive of the concept. As inclusion begins to take shape in a school, teachers note that positive support from the school leader was essential (Daane, Beirne-Smith & Latham, 2000). Teachers and administrators alike must understand that a special education student's membership in the mandate is guaranteed under the policy/legislation (Schroth, Moorman & Fullwood, 1997). In fact, "how the leadership at each school site chose to look at the policy was critical to how, or even whether, much would be accomplished beyond the status quo" (Hasazi, Johnston, Ligget & Schattman, 1994). In addition to sufficient training concerns, Schroth et al. (1997) reported that having a supportive administration was critical to the development and improvement of inclusion.

One critical quality that an administrator should posses is the ability to empower teachers. The capability of an administrator to relinquish authority on aspects of education, such as curriculum and instructional practices, gives the teacher a sense of control in their ability to make decisions that will directly impact their classroom and the students they teach (Rieck & Wadsworth, 2000). Concerns often arise when the

school's administrative team announces changes in school programs without involving the teachers directly. In this situation, it is often difficult for the teachers to support the change in the school. In order for the change to be well received and have a lasting impact, the principal should be viewed as a "coach" or "guide" to the change process rather than insisting that change be implemented (Mamlin, 1999).

Research indicates that administrators are key players in the success or failure of inclusion within school settings. The literature suggests the roles administrators should play in inclusive education. Administrators set the vision, tone, and agenda for the school. They must also establish the paramenters that will ensure the success of school programs. It is the responsibility of the administrator to facilitate cross-disciplinary collaboration, and assist in removal of barriers to change that come with any new program that is introduced (Wiwcharuck, 1988). The challenge that administrators face is to support teachers in inclusion by providing the needed in-service training that addresses their needs in an inclusion program.

Organisational factors are anything within an organisation that prevents the adoption of inclusion. As this section illustrates, principals usually have either or indirect control over most of the relevant variables. Lunenburg and Orstein (1991) identify organisational structure and collective bargaining agreements as factors to change. Organisational structure often impedes change because many schools are loosely organised along bureaucratic lines and therefore change starts from the top down. Not surprisingly, Bishop-Clark and Grant (1991) found top-down change would not work unless key administrators, principals included, are knowledgeable about inclusion.

It would be easier to support inclusion if it could be shown to have measurable, substantial, and sustainable academic or cognitive benefits for students with moderate to severe developmental disabilities (Siegel, 1996). In a qualitative study examining the perspectives of teachers, parents and students, York and Tundidor (1995) noted the emergence of perceived barriers to inclusion. These factors included rigid general education curricula expectations, insufficient resources for staffing and materials, lack of collaboration time, and negative attitudes with concern that regular students would lose out.

Collective bargaining agreements can also pose significant and often overlooked factors against inclusion implementation. Inclusion can radically change the teaching

environment and create new, often chaotic, classroom management problems (Sivin-Kachala & Bialo, 1993). Obviously, classroom management and teaching environment issues would both be addressed in collective bargaining agreements. While collective bargaining is not the focus of this study, its effects on inclusion implementation bears further research by others because the literature rarely mentions its impact on inclusion implementation.

Insufficient organisational support is cited in the literature as a barrier to inclusion. Ely (1990) found that providing rewards or incentives for participants is an important factor in inclusion implementation. He observes that incentives and rewards can range from increased pay to opportunities for professional and personal growth. Carrs (1991) found that lack of informed and supporting advisory staff was a barrier as did Sheingold and Hardley (1990) and Harvey (1990). The latter also call for principals to be more supportive of innovative teachers who attempt trial inclusive approaches.

Lack of or misdirected, administrative "vision" is another important barrier. Harvey (1990) cites adequate "vision" for effectively using new strategies as an important variable in implementing inclusion. Hall and Griffin (1982) argue that the organisation's norms and expectations influence and place boundaries on what teachers do and therefore facilitate or impede. Washington (1990) found that there is strong relationship between administrative support of project decisions and the effectiveness of inclusive education programs. Implicit in this finding is the principal's "vision" which shapes his or her support of the project (or lack of it). Ely (1990) identifies adequate "vision" which is sold to the participants as among the eight variables necessary for educational change. Polin's (1992) work with the schools led her to conclude that: (1) teachers bring to inclusion a set of strategies about the nature of instruction and their role in it; (2) these instructional strategies may affect inclusion practices if they are not tailored to suit all students, and (3) these strategies are influenced by a pervasive social systems or culture which describes acceptable instructional practices which in turn affects the pool of tools available on site. Polin's study also found that if teachers are to change, they need to be provided with tools for working with new ideas, and these tools are the consequences of a school culture or climate (p.37). From these findings, it can be concluded that school culture, a product of administrative "vision", can serve as a barrier.

Excluding teachers from the decision process to adopt and implement inclusion is an additional barrier cited in the literature. Robinson's (1991) study of integrated learning systems (ILS) found that successful adoption of any innovation requires the informed consent and participation of those who will be teaching. Based on her findings, she makes three suggestions: (1) respect teachers as professionals; (2) do not force participation; and (3) provide release time for focused and well paced in-service. Stearns (1991) also found that including teachers in the planning process is critical to the success of implementing inclusion. Ely (1990) identified participation by all parties in the decision process as a necessary condition for successful implementation. Washington (1990) found that communications between administrators and teachers could be used to predict the effectiveness of inclusion programs. Weber's (1992) survey of experts found that the impetus toward adoption, or the decision to adopt, tends to come from the bottom rather than higher authorities. He concludes that the wider diffusion of the inclusion debate is hampered by insufficient input during development.

2.8.9 Classroom teacher commitment

If education innovations are directed at improving student learning, teachers must be involved in the change process because they are the ones who are expected to change the way in which they teach students. Hart (1995) suggests that changes can only occur when staff members are included in the change plan. She indicates that effective change can only come from the bottom up. She contends that leadership is an interactive learning experience as opposed to a "one man show" by the leader. Because of this, teacher cooperation and involvement are necessary conditions for the implementation of educational change. As mentioned earlier, the classroom teacher provides the front-line service for the child with a disability and so much hinges on the commitment at this level. Hart emphasises classroom practitioners must keep abreast of current developments in the education of children with disabilities; the significance of differing learning styles and motivation techniques; how to foster co-operative learning and self management skills; and strategies which had proven success with children with disabilities, such as direct instruction. According to Hart, teachers also have the responsibility to become computer literate in order to capitalise

fully on the strengths, and to reduce the inappropriate application of computer technology.

There are many reasons why teachers feel inadequate for special education. They complain they do not have opportunities for modelling effective teaching strategies or to collaborate with special education teachers. They feel threatened by lack of planning time and feel overwhelmed with classroom responsibilities (Burchill, Schamlz & Moran, 1994). In addition, teachers report a lack of information about the student's needs and lack of paraprofessional help.

Many teachers have the philosophical view that students with severe forms of disabilities belong in a special education environment that will take care of their educational needs. In contrast, some teachers who support inclusion believe that every student should be part of regular classes in a normal environment.

2.8.10 Effective teaching practices

Effective teaching research investigates characteristics of schools, various instructional settings, behaviours of students, teachers and administrators of highly effective schools. Studies show that effective teaching is characterised by strong school leadership, an orderly school climate, clear instructional objectives, maximised student learning time, high expectations for all students, patience, and commitment to treat each student fairly (Lerner, 1997; Smith, 1998).

Smith (1998) states that good teaching cuts across subjects or grade levels. The principles of good teaching are basically the same regardless of the content being taught. Good teachers think of themselves as teachers of students, not as mere specialists focussing on a subject or a particular grade level. According to Smith, many researchers who have investigated the question of inclusive schools feel that what students with disabilities need most for success in mainstream schools is simply good teaching.

Wong, Kauffman, and Lloyd (1991) characterised the behaviours and attitudes of effective teachers of students with disabilities in mainstream schools. Some of the attributes include the following: (a) the expectation that all students will learn; (b) frequent monitoring of student work; (c) clarity of standards, and expectations; (commitment to treat each student fairly; (e) a highly structural approach to teaching;

(f) firmness and consistency in behaviour expectation; and (g) an open and positive attitude toward diversity.

Larivee (1985) also identified teacher characteristics and classroom conditions that lead to the effective inclusion of students with disabilities: (a) The teacher and students make efficient use of time; (b) the teacher provides frequent feedback to students for appropriate behaviour and achievement; (c) the teacher assigns tasks of an appropriate level of difficult for each student; and (d) the teacher uses supportive rather than judgemental interventions.

Hocutt (1996) suggests that effective teaching behaviours include the following strategies: (a) reviewing and checking the previous day's work, and reteaching if necessary; (b) promoting initial student practices of new content and skills, and checking for understanding; (c) providing corrective feedback; (d) giving students an opportunity for independent practice; and (e) conducting weekly and monthly reviews of progress.

2.8.11 Personal factors

Several factors, both organisational and personal, have been identified in the literature. In this review, personal barriers are anything about teachers, personally focused, that prevents them from adopting inclusion. While personal and organisational barriers are discussed separately in this section, it should be understood that in reality, the two are closely interrelated. In addition, where a positive attribute is identified, it is reasonable to suggest that its absence would constitute a barrier.

Several studies identified lack of teacher knowledge and skills as factors (Ely, 1990; Harvey 1990), and other studies cite teachers' attitudes toward inclusion as a significant factor. Weber (1992) found that while people generally like working with interactive systems, many are afraid of teaching children with disabilities and this becomes a basis of resistance. Carrs (1991) found that there is a degree of resistance to innovations borne of fear of the unknown combined with scepticism. He identified the chief objection to inclusion as being anticipation of devastating effects on the children without disabilities with consequent social inequality and loss of dignity of the individual.

Studies also confirm that time considerations are formidable factors (Harvey, 1990). Sheingold and Harvey (1990) and Becker (1991) identified inadequate time to plan lessons as among the top barriers to adoption of inclusion. Likewise, Ely (1990) identified time to learn, adapt, integrate, and reflect on what teachers are doing as one of eight conditions necessary for educational change to occur.

2.8.12 Parental and community involvement in the change process

Although administrative support is essential in influencing change, it is most effective when it takes place at the grassroots (Fullan,1993; Hargreaves,1994. Change such as that of more parental involvement is mandated by governments in many countries but rarely occurs successfully unless those involved in the change process see a need for and relevance of the change. Individuals must feel motivated to change (Fullan, 1993; Hargreaves, 1994). This change in value type may be difficult to encourage without firm administrative support and an understanding by each individual of the change and benefits it may provide.

Individual staff and parents/community have their own unique values that they bring to each decision they make. Values, according to Hodgkinson (1991, p.95), are a source of attitudes, which impact upon whether or not change will occur. Beyond the individual or the self, the group, organisation and community will also bring pressure to bear on individual values. The individual's connection to the larger environment, as Fullan (1993) argues, is also critical to change. With community involvement, there is a need to change to site-based management so that decisions are made by community members. McLaughlin and Warren (1992) assert that "the concept of site-based management supports individual schools being responsible and accountable for school decisions in budget, personnel, and program decisions" (p.53).

Hargreaves (1994) contributes four suggestions for influencing change. He states that the mission and visioning stage should be in constant motion reflecting ongoing dialogue and responses. His second point is that those closest to the change and most affected by it should be the ones involved in policy development. Thirdly, those involved must have opportunities to collaborate, work together to build trust, and to combine expertise and resources as well as share problems and provide each other with moral support. Finally, Hargreaves (1994) suggests that restructuring will not

happen if change is not encouraged and, moreover, that learning organisations develop when individuals work together towards change.

School PTAs/boards must not be the only area of parental and community involvement in the school. Teachers must move beyond what is mandated by the Ministry of Education as well as the local PTA/board to develop a more inclusive and encompassing model of school involvement. Mandating PTAs/boards is one way that the Ministries of Education globally have tried to encourage more involvement in schools. Yet it will not bring about effective parental involvement in schools unless a number of criteria are met. These include central office support, clear goals and objectives; further skill development; improved communication and commitment at all levels to increase involvement; the development of a more welcoming school environment; more opportunities provided for parent and community participation; and a serious respect for parents and community members as partners. This will not only provide an educational advantage for students, particularly if student achievement is an important objective, but also generate satisfaction among the public and teachers within the school system.

Much of the parental involvement in schools in the past has been in peripheral areas such as fundraising, assisting on school trips and helping with homework. However, today some of the new roles include parent, student and community input on school policy, curriculum, and codes of conduct, as well as participation in inclusive activities and direct classroom support. Epstein (1994) delineates six different types of parental involvement. The first is school assistance for families in assuming basic responsibilities. The second is communication to the home from school. The third is the involvement of parent and community volunteers to assist teachers. The fourth is the support of learning activities at home. The fifth is parental involvement in governance, decision-making and advocacy. The last is collaboration and support of programs and services using community resources. (p.237). In this vein, Henderson (1988) states that "parental involvement works better when parents are given a variety of roles to play" (p.150). Fullan (1991) also noted that multiple types of parental involvement resulted in an increased positive impact on children. This makes it clear that parental, student and community involvement must include clearly defined aims and objectives and play an integral part in school decision making if it is to be truly effective.

2.8.13 Change dynamics

Though not all parents and teachers support inclusion, research generally shows that good inclusive practices work. Not only are some students making some academic gains, but the literature clearly documents social, interpersonal, and personal gains. An inclusive setting enriches the educational environment for all students. Change shifts do not come easily to schools (Zigermi, Betz & Jensen, 1977). Inclusion creates the need for curriculum adaptations and classroom change. Bridges states that "changes are more disruptive today because they are likelier than in the past to have all-or-nothing quality about them (1993, p.13). Schools do not like to adapt to change because it means they must build mission statements, change directions, and re-establish trust with parents. Fullan and Stiegelbauer assert that educational change is technically simple and socially complex (1991, p.65).

Change is a threat and a challenge in any learning community and as stated earlier, paradigm shifts are difficult (Bridges, 1991). There is some resistance to the philosophical move from segregation towards inclusion. Many people within communities are not familiar with the term inclusion and feel threatened by it. They do not know that inclusion requires a team effort among enthusiastic and committed teachers, students, parents, and administrators. Changes in education reflect a larger patterns of change in our communities and society. Schools are part of a larger system and teachers contribute to new directions by developing and refining alternative approaches to leadership, teaching, learning and assessing within the system (Fullan, 1993; Sergiovanni, 1996). Consequently, educational change is a shared responsibility of both reactive and proactive strategies that involve the interaction between teachers and students. Conditions that best support change include: vision and focus, freedom to take risks, collaboration, time and a work environment that is conducive to reflective thinking (Schon, 1987).

Part of the challenge of change is not knowing where the change is taking us. "Change would be easier to manage if we knew where it was headed" (Bridges, 1993, p.7). Change must be viewed in relation to the particular values, goals, and outcomes it creates. In his discussion of educational change, Fullan questions who benefits from the types of changes and decisions made. He suggests that "many educational decisions have been made with little thought: evidence is analysed that leads to the

conclusion that many decisions about the kinds of educational innovations introduced in school districts, are biased, poorly thought out, and unconnected to the stated purposes of education" (Fullen & Stiegelbauer, 1991, p.8) . In order for an educational change to succeed, there must be open communication and collaborative involvement with all the major stakeholders. According to Morgan, "people are the key resource and it all boils down to one thing: people, people, people" (1988, p.55).

Summary of chapter

The literature review has provided a context for the research aims and questions. It has provided a background context describing how special education programs were developed. The history of special education shows a movement from exclusionary to inclusionary practices. In the early nineteen hundreds there was strong advocacy for providing separate educational systems to meet the needs of these students.

The education of students with disabilities has progressed from neglect, to institutions, to residential schooling and other isolated schools and classes, to pull-out programs, REI, mainstreaming, and integration. It is continuing in the direction of inclusion for all students with disabilities.

The term 'inclusion' is contemporary but the intent behind the term is not new. There is still plenty of debate among different advocacy groups regarding inclusion. As well, there is only general consensus regarding the meaning or definition of inclusion. The research on both sides of the inclusion debate has raised issues of concern on the definition and the policy revolution that followed various policies and legislations, and has called for further research to define and describe the educational experiences of students with disabilities in mainstream schools.

It is now almost two decades since the implementation of mainstreaming, integration and now inclusion practices. In line with the human rights perspective, the normalisation principles (Nirje, 1969), and individuals advocating improvement in the quality of life for individuals with a disability (Halpern , 1993; Dennis, Williams, Giangreco & Cloninger, 1993), teachers are required to provide support to students with disabilities.

Mainstreaming of students with disability within the mainstream will not ensure social interaction and the development of friendships between students with/without

disabilities. Mainstreaming at its best provides students with disabilities opportunities to become an accepted and productive member of society. It does not remove the condition, nor does it ensure attitude change and acceptance by peers without disabilities. Although major advances have been achieved in the areas of academic programming, the findings of research concerned with attitude change, social status and acceptance, social interaction and social skills training programs tend to question the present status of inclusion practices. However, critics often fail to recognise that many countries have implemented policy on educational provision for students that protects them from discrimination. Students without disabilities and teachers also benefit from mainstreaming.

The greater part of research into mainstreaming, integration and inclusion has been concerned with attitudes, status, and social acceptance. Proponents of inclusion suggest that exposure to students with disabilities, or working closely with students with disabilities may have a positive influence on attitudes and acceptance of inclusion. Research has emphasised the importance of attitudinal supports in order to improve present inclusion efforts.

Both opponents and proponents of inclusion have research findings to support their respective views, although major issues are still inconclusive. Opponents point to research indicating negative effects in the general education classroom, citing low self-esteem of students with disabilities and poor academic achievement. For proponents of inclusion, research demonstrates positive results for both students with and without disabilities, including academic and social benefits. With policies and legislation supporting the practice, professionals continue to look for strategies to include students with disabilities as outlined in various policies or agreements. In conclusion, Deno's message from the seventies needs to continue to serve as strong reminder that it is imperative to keep the individual's needs foremost:

> The top item on special education's agenda should be how it can move from where it is to where it wants to go without again abandoning children whose needs are different to overwhelming concern for the dominant majority. There must be a way (1970, p.229).

Schools must now address the dynamic and ongoing process of challenging all students to become aware of their best potentials, and to fulfil those potentials as fully as possible through the opportunities that some schools are providing.

The purpose of this study is to provide data that will add to existing theories and knowledge about perspectives of stakeholders regarding inclusion of students with disabilities in mainstream schools in developing countries, Zambia in particular. Such data provide evidence of the perceptions of stakeholders about inclusion. That knowledge will allow practitioners and policy makers to make necessary adjustments to respond to stakeholders, including students' with additional needs.

CHAPTER THREE
THE AFRICAN CONTEXT

3.1 Introduction

This chapter overviews the historical, cultural, social and economic factors that have shaped the contemporary educational context in Africa and in Zambia specifically. This analysis provides a formulation and rationale for the current research which systematically explored the attitudes of key stakeholders to a trial of inclusive education in the Kalulushi educational district in Zambia.

3.1.1 The concept of disability in an African context

In many African communities there are similarities regarding the concept of disability. Particularly in rural areas, children with disabilities are seen as less than human and are thus vulnerable to social or physical abuse. Parents regard these children as being 'unhealthy' or 'abnormal'. They recognise that their children have impairments in some aspect of their physical or mental development and conceptualise these as illnesses or disease. African communities see the child's condition as permanent or temporary and hope that the children will outgrow their problems (Danseco, 1997). A few parents are hopeful that a cure or a miracle will "fix" the child. These attitudes are the outgrowth of historical and cultural traditions. Avoke (2002) stated that in the past, disability was strongly attributed to magical or religious models of evil placed on an individual from gods (p.770). Parents' conception of disability as a permanent condition was also reported by Kisanji (1995). He pointed out that parents did not see any improvement in children's functional skills; others made unfavourable comparisons with children without disabilities. Compared to the West, African cultures have more non-scientific explanations for why children are born with disabilities. They also perceive individuals in terms of fate, religion, and punishments for past misdeeds such as breaking taboos.

The perception that disability is an indication of possession of evil spirits is perpetuated in African beliefs about people with intellectual disability and epilepsy. It is believed that when a person has a seizure, evil spirits have visited the individual or the same evil spirits have brought a message for the family or community from

ancestral spirits and so people without disabilities should not be close to the person. Ancestor's anger is seen as being provoked by the living relatives either by not behaving properly while the person was still alive or by not nourishing the relationship after death through proper offerings and rituals. For instance, the Nandi people (Kenya) believe that congenital disabilities caused by the wrath of the ancestors can be corrected after an elaborate appeasement ritual that is performed immediately after the birth of the child (Ogechi & Ruto, 2002). Similar attitudes have been documented throughout Africa including Nigeria (Onweubu, 1977), Ghana (Avoke, 2002), South Africa (Francis & Muthukrishna, 2004), and Ethiopia (Agegnehu, 2000). Parallels also exist in Pakistan (Miles, 1983), India (Pinto & Sahur, 2001), and China (Liu, 2001).

There has been some research on the ways in which Africans manage people with disabilities. For example, Kisanji (1995) and Devlieger (1998) studied disability-related proverbs, which are accumulated folk wit and wisdom. Both authors used a thematic approach to illustrate beliefs and attitudes about disability, primarily in an effort to dispel local negativity as well as Western oversimplification of African attitudes. The authors found that the concept of disability did not contain references to inclusion and that the understanding of disability differed from Western countries. For example, in Western countries there is scientific evidence that an intellectual disability can be caused by malnutrition, genetic disorders, premature births, metabolic disorders and many other factors.

Stannus 1914 (cited in Miles 2001) reported first hand observations of people with disabilities in Malawi and found that people with disabilities were excluded from participating in community activities because of traditional beliefs. Anderson (1967) dismissed the view that children with disabilities were cared for and accepted by their communities in East Africa. She found substantial evidence of neglect, but attributed some of this to insuperable problems facing families. Tolerance and care towards people with disabilities could diminish sharply during famines, as witnessed by Turnbull (1972).

Edgerton (1970), Kanimba-Misago (1980) and Burck (1989) cited indigenous practices with disabled Africans since 1900, across a wide range from infanticide to tolerance and provision of legal protection. This attitude could explain Edgerton's (1970) findings that indigenous practices ranged widely, from infanticide to tolerance.

Anderson (1967) challenged the carers of children in African communities to accept western inclusionary practices or at least look after their children in kinder way. Studies by Safari (1981) in Tanzania, and Kaseri (1994) in Zimbabwe, have shown that the understanding of a disability being a contagious disease as well as believing in taboos may no longer be held. Ingstad (1995) reporting data provided by elderly people of Botswana who reported that children with disabilities were killed or left to die soon after birth on the onset of a disability. Killing of children with disabilities was reported by Stanuus (1914) in Malawi and by Dornan (1925) among the Bechuana. Mutwa (1964, 1998) affirmed such killings of children soon after birth. In some African countries people with disabilities have at various times in the course of human history been killed, used as objects of pity and entertainers, or rejected and denied their human basic rights (Walker, 1986). For instance, among the Nchumuru people of Ghana since it was strongly believed that disability was a result of evil spirits, ghosts and powers of sorcery brought on families as a result of offences that they had committed. Therefore children with disabilities noticed at birth were often killed outright by dipping their heads into buckets of water (Avoke, 2002). The mothers of these children were then forced to wash themselves in the water in order to prevent other children with disabilities from being born (Gudagbui, 1998). It was considered a taboo in Ghana to have children with disabilities, and consequently many were left in the forest to die. Mshana (1992) has no doubt that the parents in Tanzania killed some abnormal neonates, but he argues that this made sense in terms of community survival.

Abang (1988) revealed that in Nigeria some practices in the past were unacceptable. For example, if a child was born with a disability, it was suffocated and then the midwife announced to the people that it was a stillbirth. Such a child was buried immediately (p.74). Ntale (2003) found that in Uganda, disability was considered to be a 'curse' brought to the family through the woman. Thus, if children with a disability were born to a family, not only did the burden of care fall on the shoulders of the woman, but mothers were also blamed for bringing *icipuba* (meaning intellectual disability) to the family. In other communities disability was also believed to be transmitted by mothers, who were blamed for failing to perform marital rites or simply 'looking at wrong people' during pregnancy. The common remedy, therefore, when a woman gave birth to a baby with a disability, was for the man to find another

wife and hope that she will have healthy children. If children with a disability were allowed to live, they never received the same treatment as other members of the community (p.75). For example, in some ethnic groups, a person with a disability was not allowed to enter the chief's palace. Generally, in many tribes/ethnic groups of African communities people do not marry without the approval of parents. Before any marriage is contracted, the families of both parties carry out a "feasibility study" to make sure that the other party has no case history of disability among members of the family or clan, or any inherited abnormality or infectious, incurable disease.

Disability for female girls created additional challenges. Community expectations that girl children would be married off at puberty to start their own life working for their husbands and having babies were not held for girls with disabilities. Having a disability often meant that one was unable to cultivate crops, prepare food for self and others, do household chores or even perform personal care (Yeo, 2001). This tended to reduce the value of girls with disabilities which further condemned them to exclusion and poverty (Ntale, 2003). For such young women, no marriage meant no livelihood and hence very marginal if any means for survival was available. Since primary resources for survival, such as land, were through a husband or male relative, having a disability meant there would be no access at all to any important resources. In some cases where a young girl with a mild intellectual disability was married as second or third wife, she faced particular resentment from the first wife who could not come to terms with a woman with a disability being a co-wife. Such women with disabilities, once they came to the household, faced intra-household exclusion and were discriminated against.

How the person with a disability is perceived and treated by the rest of the society depends on the knowledge base and belief and value systems of that society (Kisanji, 1995). For example, deaf persons, who are accepted by the family and village community because they are considered to be unusually strong and hard working, are likely to develop to their potential within the limits of their ability and as dictated by the community level of development. However, a person with leprosy who is thrown out of the village as an outcast would perhaps die from lack of care and other basic needs. These examples represent extreme ends of a continuum of attitudes towards persons with disabilities, from acceptance to rejection (Lowenfield, 1973). In Kenya, Edgerton (1970) reported how the father of an infant girl with a disability so profound

that she scored zero on scales of strength and prospects for acquiring any life skills admitted to having gone to the river to fulfil his social duty by drowning the infant. At the river, the smiles and laughter of the baby girl had so affected the father that he had completely abandoned his scheme (p.530). Another story in Zimbabwe involves a mother, who, faced with the possibility of having to drown her blind baby boy whose condition was thought to be such an affront to the ancestral spirits that it was the cause of the prevailing drought escaped to a missionary centre to save her son's life. (Addison, 1992, p.4).

In a recent study, Ogechi and Ruto (2002) report of a case where parents among a polygamous Abagusii family in Kenya neglected their child with a disability. The mother of the child with multiple disabilities abandoned it at her matrimonial home after she divorced the husband. On his part, the estranged husband left the child under the care of his second wife who had no obligation to take care of another woman's baby. To make it worse, she had no idea on how to care for a child with a disability. Subsequently, the neglected child died. Raines (1990) notes that there is fear of witchcraft especially during pregnancy among *Abagusii* which is associated with traditional beliefs. This retrogressive culture is particularly held by those who have not attended school. Therefore, when they notice a disability in a new born baby which can be medically explained, they suspect witchcraft either by a neighbour or a co-wife. This type of witchcraft is commonly invoked between co-wives in polygamous families.

There is a general fear of epilepsy among some communities. Some people still believe that it is infectious. To avoid getting the infection, one ought to avoid any contact with people with epilepsy when a seizure is taking place. It is believed that the saliva and foam from the mouth of the victim cause epilepsy. There have been cases where people with epilepsy who fell near a fire have been left to sustain serious burns or have been left to drown in a shallow stream for fear of the rescuer becoming infected. This social environment denies people with disabilities the opportunity to develop their full potential and participate in all activities of the community, albeit within the limits imposed by their disability. Such negative social environments result in the person with a disability being handicapped. Hiding children with disabilities is a practice among some families in African countries because the birth of a child with

a disability is sometimes viewed as a cause for embarrassment or a result of a curse (Abosi, 2003; Desta, 1995 & Mba, 1989).

Social acceptance and current attitudes in African cultures are both reflected and constantly reinforced by the vocabulary of disabilities. Devlieger (1998) outlined how Bantu languages use prefixes designated for noun referring to objects or animals when referring to people with disabilities. Historically and attitudinally, children with disabilities are considered as a burden to families and to the community. It was held that they were unnaturally conceived, bewitched and, therefore, neither fully human, nor part of the community.

Although children with disabilities were regarded as being inhuman in many communities, some people with a disability have been assigned different roles to play in society in their local communities. For example, people with vision impairment were used to entertain guests at the chief's place whenever there was an important visitor or simply to entertain the chief because of their assumed talent in music. People with hearing impairment were required to look after babies when mothers were working in their fields because they were capable of carrying babies on their backs.

Closely related to ancestral and spiritual beliefs are food restrictions. For example, among the *Abagusii* (Kenya), chewing sugar cane, taking alcohol and eating chicken, and especially eggs during pregnancy, was forbidden for a woman (Raines, 1990). If she ate eggs, it was believed that she could bear eggs or have a child with a disability. Another example can be drawn from the way animals were treated. Among the *Nandi* it was wrong to kill animals without provocation especially when one's wife is expecting a baby. If this is not observed, a child with a disability is born (Ogechi & Ruto, 2002). For the *Abagusii,* the birth of a child with a cleft lip is associated with either killing a warthog without cause or laughing at someone with cleft lips. The birth was therefore a punishment from *Engoro* (God) for failing to respect the animal or person.

3.1.2 The concept of disability in Zambia

The concept of disability in Zambia is not very much different from other African cultures. A review of the literature indicated that people with disabilities are, for a long time, viewed as helpless and hopeless. The earliest reactions to those with

disabilities included complete intolerance and efforts to do away with infants with disabilities (Devlieger, 1989). Unfortunately, most people in Zambia do not know about disability and its etiology. This lack of knowledge reinforces the traditional distorted ideas of disability which creates prejudices, myths, fears and superstition. Some people in Zambia view disability and the person with a disability as a curse from God who repays everyone according to his or her deeds. The general practices in some rural communities in Zambia is that when a child with a disability was born, members of the family, particularly if young, are not allowed to visit/see the baby for fear of having children with disabilities when they grow up. Kasond-Ng'andu (1989) found that even literate parents who are expected to know and understand much about disability and their causes would rather hide their child than expose the child to friends and neighbours for fear that they might consider him or her to be wicked, thus paying for some misdeeds. Some Zambian communities perceive children with disabilities as ineducable, untrainable and unemployable. Although labels such as 'mentally retarded' and 'mentally handicapped' are common in Zambia, the various ethnic groups have their own concepts of what 'mentally retarded' means. For example, among the Bemba people in Northern, Luapula and part of Central provinces, people with intellectual disability are still referred to as '*Chipuba',* in Eastern province '*Vipuba'* and in North Western province among the Kaondes *'Kileya'*, meaning people with mental retardation or fools. However, in some urban areas of Zambia, other labels such as 'mental', 'mentally retarded', and 'slow learner' are generally used and these terms reflect the western medical model.

The perception of disability in some communities in Zambia can be discovered through a series of questions to the mother about establishing a relationship at natural, social, supernatural levels or unusual child behaviour (Devlieger, 1995). It should be pointed out here that these questions are mostly addressed to the mother of a child with a disability by elderly women soon after recognising that the child is not 'normal'. She will be questioned first about irregularities in following food and sexual taboos, or relationships with family members. Violating food and sexual taboos reflect disorder in the new born baby, fights among family members may invite sorcery to strike upon an easy target in the family, and inappropriate burying of ancestors may result in them being reborn with a physical disability (p.6). In other cases beliefs about the cause of a disability are related to assumptions about the bride's dowry in

the woman's family. Kasonde-Ng'andu (1989) pointed out that a connection may be made between illnesses or disability and the uneven distribution of the bride price may be seen as the cause (p.7). These investigations may lead to corrections in any perceived wrong doings in the mother of a child with a disability or her family. Devlieger (1999) stressed that the chances of attributing the cause of disability to the father are limited to his role in developing poor relationships that could have invited unfortunate things to occur (p.6). In Zambia, more attributions of the cause of disability are related to the mother and therefore it can safely be said that the burden of "causing" disability largely falls on the mother.

3.1.3   Historical treatment of people with disabilities in Zambia

How a person with a disability is perceived and treated by some communities in Zambia depends on the knowledge base and belief and values systems of that community. Phiri (1979) found that children who were born with severe impairments were looked after by elderly women with the belief that nothing will happen to the woman because they had already passed the age of child bearing (p.5). Children with severe intellectual disability were taken to the river with their mothers by village elders who threw the baby in the river. On their return to the village the mother was not allowed to look back for fear of having another baby with severe intellectual disability and she would keep the light on at night to scare way the evil spirit. Other parents sought advice from the traditional healer. For instance, a parent with a child with an intellectual disability would be taken to the traditional village clinic to consult the *ng'anga* (traditional medicine man/woman). The traditional healer might prescribe an intervention which parents had to follow in order to cure the condition. The *ng'anga* would suggest performing a ritual at night. Sometimes the child would be asked to sit in the circle of villagers who would sing and beat drums the whole night in an attempt to drive away the evil spirits. In a few cases the child would not be allowed to share food on the same plate with siblings and in extreme cases the mother has to go and feed the child a distance away from the village. Phiri (1985) asserted that villagers believed that if the child stayed in the village the evil spirit would return and haunt family members (p.9). In the case of parents who had children with physical disabilities such as monoplegia , the *ng'anga* would prescribe that the child

should be put in a trench filled with soil up to his waist and kept in that trench for a long time in order to treat the physical deformities of his legs (p.11).

Muhau also (1996) mentioned that it is also believed that disability is caused by witchcraft and can only be treated through traditional means, not conventional medicine. This is particularly so for people with epilepsy (p13). Some professionals are trapped by traditional beliefs and this affects their work performance. To a large extent, people with disabilities are stigmatised, feared, scorned, humiliated and condemned (p.16). Support from the community is scarce as most people with disabilities are regarded as not contributing to the well being of the community. The stigma associated with a disability is typically transferred to the afflicted individual and the remaining family members restrict or withdraw his or her independence. The individual is regarded as bewitched and treated with suspicion by all, including his immediate family. Kasond-Ng'andu (1989) found that most families prefer to take the person with a disability to traditional healers for treatment as a first step (p.20).

3.1.4   The cultural and social factors shaping treatment in Africa

While seeking traditional medicine, some African parents also seek support from formal/informal networks. These include lay groups from the parents' church, neighbours, and extended family. Cultural prescriptions are also practiced, such as the use of home remedies, seeking the help of *ng'angas* and the fulfilment of vows (Danseco, 1997). Hence, beliefs about the nature and causes of disability provide the context for beliefs about treatment and intervention. Parents who believe that the disability was caused by evil spirits seek ways to drive such demons away or seek the help of folk healers to achieve this end (Mardiros, 1989). Parents who believe that the disability was caused by their past experiences or negative habits, change their behaviour to alleviate their child's condition (p.57). On the other hand, parents who accept the medical model of disability follow professional advice, but at the same time, they often perform cultural ceremonies to cure the child's disability.

Disability is isolating in many African communities. Many people do not come into contact with a person with a disability. Only the direct environments, such as parents, close family members or extended families involved in the care for persons with disabilities, deal with a person with a disability on daily basis. This leads to great isolation of individuals with disabilities. Consequently, disability is seen as the

unfortunate fate of some individuals, making 'normal' life no longer possible. It is deemed necessary and consequently self-evident that a person no longer really belongs to the community. Therefore, many individuals with a disability are isolated from the mainstream community.

This exclusion applies to people born with a disability, but also to people who acquired their disability during the course of their life. Due to their limitations and the mechanisms of social exclusion which accompany them, people with disabilities have decreased opportunities with regard to education, work, and relationships. These limited opportunities greatly reduce the chance of people with disabilities for social integration and they reinforce the stigma relating to disability (Goffman, 1968).

Summary

Cultural beliefs and neglect are revealed to be among the leading causes of marginalisation and failure to integrate people with disabilities in African mainstream society. There is fundamental ignorance around disability at all levels of society in Africa and Zambia. In all cultures, witchcraft and traditional beliefs are assumed to be the cause of disability, and so individuals and their families are rejected by both their families and by communities. Widespread fear of disability is based on the common perception that disability is a contagious disease. The perception is even more deeply-rooted for epilepsy.

3.2   History of special educational provision in Zambia

3.2.1   Brief history of Africa

In many African countries the education of students with disabilities was started by the missionaries. For example, the Dutch Reformed Church started special education by founding the Chivi Mission School for students with vision impairment in Zimbabwe (formerly Southern Rhodesia). This example was followed by special education for students with vision impairment in Kenya, Malawi, Nigeria, Uganda, Tanzania and Zambia. In many countries special education of students with vision impairment was followed by education for the deaf students and in turn followed by the education of students with physical and intellectual disabilities. At the beginning the education of students with disabilities was especially a mission concern.

Government commitment to the education of students with disabilities became apparent after the seventies. Some governments, however, like Zambia (1970), Nigeria (1960), and Kenya (1963) started special education teacher training projects (Kalabula, 2000; Zindi, 1997; Moremi, 1998).

Although the aim of missionary work was to teach people how to read the bible and preach the word of God, their work also led to the introduction of mission charities. Missionaries developed formal disability services slowly from the early nineteenth century onwards, within the means of their economies. Current knowledge and skills in teaching people with disabilities have been built upon what missionaries started, and some of the structures are still current in government aided schools administered by various Non-Governmental Organisations.

This section provides a brief overview about the work of the major missionary societies and the schools that were established in 1900s and discusses research regarding special education in Africa. The principal aim of the missionaries was to provide care for children with disabilities, particularly those with vision impairment. For several decades leading up to self rule for many African countries, the development of initiatives in special education rested with Non-Governmental Organisations, in particular with the missionary societies.

3.2.2 The Zambian context

Introduction

This subsection provides a general overview of Zambia and the development of its special education. It identifies major missionaries that played a key role in the development of education in Zambia.

Zambia is a landlocked country in Southern Africa. Formerly Northern Rhodesia it gained independence from Britain on 24th October 1964. The United Independence Party (UNIP) was in power from October 1964-72 to November1991 when the Movement for Multiparty Democracy (MMD) started to run the affairs of the country. The population of Zambia is 10.9 million (UN, 2004) with an area of 752, 614 sq km. The country is sparsely populated by more than 72 ethnic groups. Many of these are Bantu-speaking people while other groups are from different parts of the world. In pre-independent Zambia, education for children with special needs was offered by

private organisations, particularly the missionaries. In 1904, schools for visually impaired students were opened in the Eastern Region of Zambia. Initially, the purpose of such schools could be referred to as "Care and Vocational Centers". It was not until 1955 that it was decided that blind children should be taught Braille. However, the ultimate goal for Braille teaching did not go beyond reading the Bible.

Subsequently the goal was changed from reading the bible to education and employment. In order to enhance this new development, training for teachers of the blind started in 1936. This gave rise to opening more schools for students with vision impairment in other parts of Zambia. Eventually, missionaries from other organisations such as the Christian Mission in Many Lands (CMML), Anglican, Catholic, Church of Scotland, Salvation Army and the Methodists became involved. At this time schools for children with other disabilities were established, covering students with hearing and physical impairment and later on children with intellectual disability. The development of missionary charities led to the development of mission schools which had particular interests in a particular disability. There were more schools for students with vision impairment than intellectual disability presumably because students with vision impairment were easier to manage. Table 3.1 shows some of the earliest schools in Zambia for students with disabilities.

Table 3.1:   Some of the earliest special schools in Zambia

Agency	Disability	School	Location	Year
CMML	Vision impairment	Mambilima	Mwense	1956
CMML	Vision impairment	Chipili	Mansa	1958
Dutch Reformed Church	Vision impairment	Magwero	Chipata	1955
Dutch Reformed Church	Hearing impairment	Magwero	Chipata	1907
Catholic	Physical impairment	Chileshe	Kasama	1950
Catholic	Vision impairment	St.Mary's	Kawambwa	1963
Catholic	Vision impairment	Sefula	Mongu	1961
FCS	Multiple	St. Mulumba	Choma	1980
FCS	Intellectual disability	Chainama	Lusaka	1968
Salvation Army	Physical impairment	Da Gama	Luanshya	1972
Baptist	Intellectual disability	Kalwa	Serenje	1976
NGO	Vision impairment	Ndola Lions	Ndola	1988

3.2.3   Special education in Zambia: Colonial and post independence

Pre-colonial Zambia did not have schools. Instead the children were educated through traditional education practices. This kind of education was provided by elderly people and it depended mainly on the needs of the community. The children learned different things such as the history of their people and their economic activities. Knowledge in that system of education was imparted orally and through practice. They learned by living and doing (Nyerere, 1968, p.45). During the pre-colonial era young boys and girls were taught skills such as sewing, weaving, pottery, cooking, farming, cattle rearing, and traditional dances. Perhaps, depending on the nature and severity of the disability, people with a disability who lived in those communities might have learnt some of these skills.

Zambia experienced changes in 1890 when the British began to rule the country. The British ruled the then Northern Rhodesia (now Zambia) from 1890 until 1964 when Zambia attained independence. It was during the British rule that Christian missionaries established schools in Zambia. Their main aim was to teach those with disabilities, particularly people with vision impairment, to read the Bible and learn skills which would make them self reliant (Kalabula, 1989).

There was also a school established in the settlement for lepers who were considered to have physical disabilities and who on account of their leprosy could not be readily admitted into regular schools. These people were given training in farming and crafts. The Dutch Reformed Church opened the first schools for hearing and vision impaired children at Magwero in 1905 (see Table 3.1) a small rural district in Eastern province. In 1956 another school for visually impaired students was opened at Mambilima, which subsequently admitted children with physical disabilities. In the mid-1950s, other schools for children with disabilities were established (Muhau, 1996).

The Salvation Army contributed towards special education in Zambia by establishing another school for children with physical disability in 1967 which gave more students with physical disabilities an opportunity to attend school. Zambia now has three residential schools for these children. However, one category that has only recently been addressed in Zambia is that of children with an intellectual disability. The first school for these children was opened in 1968 by the Catholics at their mission

hospital as a Day Care Centre. Subsequently the Ministry of Education took over the administration of the centre and transformed it into a school in 1970. Current educational services in this area are available for children with moderate and mild intellectual disability in integrated units while those with severe intellectual disability are catered for in special schools.

Following the ratification of the Declaration on the Rights of Mentally Retarded Persons in 1971, the Zambian government developed a National Development Plan (1972-76). This provided the first special education land mark, taking particular responsibility for training teachers in special education. The first teachers to receive training taught those with vision and physical impairments. This was further followed by the Education Reforms (1977) which recognised the right of disabled children to receive education just like other non-disabled children. The Reforms also spelt out the role of society with regard to integration of children with disabilities into mainstream schools as far as possible. In all cases the reforms proposed positive discrimination in order to allow children with disabilities to benefit from education.

Other National Development Plan (1979-80) priorities were given to teacher training and in-service training programs, and the establishment of new schools and units for children with various disabilities. The National Campaign to reach children with disabilities in 1981 embraced two main areas. It provided for the use of scientific procedures in identifying the type and degree of disabilities. It also increased public awareness concerning problems associated with disabled persons.

3.2.4   The Ministry of Education's policy on inclusion

It was not until 1971 that special education became part of the development plan under the responsibility of the Ministry of Education in Zambia. Influenced by the western world, especially the UK, USA, Canada and Australia, Zambia has historically tended to adhere to an international classification system to describe children with disabilities. Since 1971, Zambia continues to group children according to a set of disability which have their origin in a medical treatment model emphasising impairment or disability categories as mentioned in Chapter 2. The underlying assumption of the medical perspective is that disability is a sickness that resides in the person. Special education may not be met as a right, but only on application of special

help within a context that privileges some human characteristics over others (Ballard, 1995).

The first major educational policy pronouncements pertaining to special education in Zambia were contained in *Educational Reforms* (GRZ 1977:23). The Reforms recognised six disability categories: intellectual disability, deafness and hard of hearing, vision impairment and partially sighted, multiple disabilities, physical disability, and learning disability. However, in practice there are three disability categories that are commonly used: intellectual disability, hearing impairment and vision impairment. The *Educational reforms* policy emphasises education as an instrument for personal and national development. In relation to special education, the document states the following:

> All handicapped children, like any other children, are entitled to education. They should receive basic and further education by full-time study as any other children. Further, since the handicapped children are a special case, there should even be 'positive discrimination' in their favour in the provision of facilities and amenities for educational purposes (p.23).

While the 1977 policy had obvious positive intentions in favour of children with disabilities, it still reflected the medical model because its concern was more on differentiating between children with disabilities and those without. There was no mention as to whether their right to a full time education should be provided in the ordinary school/classroom. There was a tendency in the 1970s in Zambia as in other countries to envisage people with special needs largely in terms of their permanent deficits-what they could not, and would never achieve (Kilham, 2001). In other words, it implied that children with disabilities were to be treated differently because they were "a special case".

Although current educational policies worldwide acknowledge the right for education for all (*Rights of the Child* 1989; the Jomtien World Declaration on *Education for All* 1990; the *Dakar Framework for Action* 2000; the *Standard Rules for Equalisation of Opportunities for Persons with Disabilities* 1993; the *Salamanca Statement* 1994), this is not yet a reality. In particular the development of special education has lagged behind in many developing countries including Zambia. Zambia is committed to the policies but considering the scarce resources and expected outcomes, special education is often not a priority.

The second major educational document in Zambia was *Focus on Learning* (1992), emanating from the 1990 Jomtien World Declaration on *Education for All.* The conference stressed the importance of success to educational opportunities: "every person [child], youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs" (Art. 1). The *Focus on Learning* document continued this theme, emphasising the need to provide free appropriate education to all children.

The global wind of change did not leave Zambia untouched in terms of reforms in the field of special education. In Zambia the programs of special education have been modelled on what has been happening in Western countries in the late 1970s after legislation to protect children with special education needs were enacted. Without understanding what special education was all about, Zambia adopted the western system because it was considered prudent to serve children with disabilities using the recommendations of the Warnock Report (1978) and the American Public Law (PL 42-142 of 1975).

Given the international trend which occurred in the United Kingdom, the United States of America, Australia and other OECD members, the *Salamanca statement* to which Zambia was a signatory was also very influential because it was a mandatory and binding agreement. The *Salamanca Statement* (1994), which specifically examined how far 'special needs' is part of the general education also played a major role in influencing Zambia to implement inclusion. The statement reaffirmed a commitment to *Education for All*, the unique characteristics of each child, the need to plan for diversity, the need for child-centred pedagogy and for the accommodation of children together in the mainstream schools. Its influence can be seen in the Zambian implementation of Kalulushi inclusive education.

The Zambian *Focus on Learning* (1992) policy stressed the mobilization of resources for the development of school education for all including children with disabilities. This was further developed in the current Zambian educational policy document on inclusive schooling program (INSPRO), *Educating Our Future* (1996). The 1996 document articulates a holistic approach that considers education as a life-long process. Emphasis, however, is on developing basic education, and a new curriculum has been designed in line with the policy. In relation to special education, the policy states that pupils with disabilities should be supported and provided with education in

a regular school framework. The policy is ambitious in light of various challenges and barriers towards education such as insufficient number of schools or long distance to schools, lack of teaching materials, high drop-out rates and poor performance (Kasonde & Morbeg, 2001, MOE 2002). *Educating Our Future*, (1996) was a product of a lengthy and broad consultation process involving other ministries, international donors, NGOs and the University of Zambia. This policy document addresses the entire field of formal institutional education, paying particular attention to democratisation, decentralisation and productivity on the one hand, and curriculum relevance and diversification, efficient and cost-effective management, capacity building, cost sharing, and revitalised partnerships on the other. Flexibility, pluralism, responsiveness to needs, and the protection of quality are recurrent themes.

In relation to Zambian children with disabilities, the following statements are outlined in the 1996 document:

(a) The Ministry of Education will ensure equality of educational opportunity for all children with disabilities.

(b) The Ministry is committed to providing education of particularly good quality to children with disabilities.

(c) The Ministry will improve and strengthen the supervision and management of special education across the country.

To achieve the above, the policy document mapped out the following strategies:

(a) Working closely with the Ministry of Health, the Ministry of Education will decentralise services for the identification, assessment and placement of children with disabilities.

(b) To the greatest extent possible, the Ministry will integrate children with disabilities into mainstream classrooms and will provide them with necessary facilities. However, where need is established, the Ministry will participate in the provision of new special schools for children with severe disabilities.

(c) The Ministry will cooperate with private, religious, community and philanthropic organisations in:

(i) Meeting the needs of children with disabilities

(ii)   Providing outreach services for children whose disabilities prevent normal attendance in school.

(d) The Ministry will enlarge and decentralise special education inspectorate.

(e) Planning for special education provision will be built into the Ministry's mainstream strategic planning, and in support of this the information system on special education and national needs in this area will be improved.

Guided by the 1996 policy, the Ministry in conjunction with its cooperating partners developed the Basic Education Sub-Sector Investment Program (BESSIP) in 1998. BESSIP is an integrated and comprehensive program for educational improvement in basic education with the main focus on grades 1 – 7. The focus of BESSIP is on the right of all children to high quality basic education. The overall objectives are to: (a) increase enrolments and (b) increase overall quality of education.

This latest policy *Educating Our Future* (1996) marked an important advance over its predecessors. With reference to special education, it categorically endorsed the inclusion of children with disabilities in mainstream classrooms, which is in line with global trends and current thinking. These changes have resulted in a major shift from segregated services to the present demand for a more inclusive form of community support (Parmenter, 2000). By so doing, it sets the scene for the realisation of inclusive education in Zambia.

Unfortunately, despite all the policies spelt out above, there lies a serious omission in these provisions. If there is anything worthwhile to learn from the experience of the U.K., U.S.A. and Australia as far as special education is concerned, it is the importance of putting in place legislation to support and guide policies. The first step towards improving special education opportunities is the existence of clear legislation that allows appropriate policies to be drawn up and ensures the adoption and continuation of educational services for children with disabilities. Appropriate legislation helps to clarify and formulate educational policies, specific rights and responsibilities, and provides a frame of reference for the provision of education and the supply of services and resources. It is important that legislation should incorporate the new thinking on inclusive education. It equally important that the measures required putting this new thinking into effect should be gradual (Blanco & Duk, 1995).Unfortunately such a legislative process did not occur in Zambia.

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Summary

Mission schools started to reinforce western practices of valuing people with disabilities although there are some pockets in our traditional settings that continue to exclude people with disabilities in their communities. Zambia has had a policy on special education since 1977. The twenty-eight year old *Education Reform* document which spelt out the recommendations has been superseded by *Focus On Learning* (1992) and *Educating Our Future* (1996), had elaborate recommendations on special education but did not clarify the pros and cons of inclusion. However, at present these positive developments are rendered insignificant by the fact that many children are still enrolled in special schools. Positive developments, however, include the implementation of inclusion in Kalulushi district by the Ministry of Education.

3.3   Social economic Context

3.3.1   Social and economic factors affecting inclusion in Africa

Inclusion education is a new concept in Africa. Its planning, organisation and orientation has been characterised by poor funding, lack of information, negative attitudes, selfish interests among its leaders and general lack of commitment in running the education sector. Many African countries have shown theoretical interests on inclusion by formulating policies and by showing the desire to give meaning to the idea of equalising opportunities for all students with disabilities irrespective of their ability. Despite this interest, the dreams of the majority of students with disabilities are a far cry from the desired policies or from educational correctness and provisions.

One of the greatest problems in Africa and other developing countries is the frequent lack of a positive vision of the future. It seems that the media, communities and government agencies conspire to paint negative pictures about people with disabilities while ignoring their capabilities. In such situations, people with disabilities develop self-destructive images of their own lives and their communities. Many schools across Africa lose hope because they are constrained by very limited resources and high levels of poverty. Such conditions of economic injustice create barriers that make it

especially challenging to build successful inclusive schools. Kisanji (1998) presented clear pictures regarding the tremendous inequalities that exist in Africa.

In the early 1990s some African countries including Zambia made an ideological shift from Marxist governments to capitalism. They accepted the World Bank and International Monetary Fund program and the Structural Adjustment Program (SAP) as government policies. Free market systems were put in place and the civil services were restructured, resulting in the loss of thousands of positions. Other elements of SAP included low investment in social services such as education and health, introduction of cost sharing and the liberalisation of foreign exchange currencies.

In many African countries generally, the social impact of the economic adjustment program affected thousands of people. Many people were declared redundant by various employers. Locally produced food became very expensive, and the cost of medicines, school fees, HIV/AIDS treatment, public transport and fuel increased to such an extent that many people failed to provide for their families. Salaries were very low and sometimes workers went for months without pay. This resulted in industrial strikes which further contributed to low production rates. When families failed to raise money for school fees, buying books, or transport to school, the child with a disability became the first one to stay at home. It is fair to say the Economic Adjustment Program affected people with disabilities negatively (Chimedza, 2001) and its impact is still felt today.

Environmental problems such as drought create problems for farmers because they cannot produce food for export or for local consumption. Political unrest and the declining economic performance, (SAP), demographic changes, the effects of HIV/AIDS, and economic globalisation have had a negative impact on the welfare and education of people with disabilities in some African countries including Zambia (UNDP, 1999).

3.4.2 Social and economic factors affecting inclusion in Zambia

According to Chaikind, Danielson, and Brauen (1993), the estimated costs of providing special education and other services to children with disabilities is 2.3 times greater than the cost of providing for children without disabilities. Thus a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for children with disabilities in integrated schools. Data are

scanty on the structure of funding of educational services for children in developing countries are scanty. However, we know that in Zambia, there was a decline of 38% in total education expenditure from 1974 to 1983 and a further decline of 50% in the period of 1983 to 1991. In general, it appears that with the prevailing economic turbulence, special education services are not being adequately funded in Zambia and this is the case for most African countries. For Africa in general this could be attributed to political instability. The World Bank Report (1996) stated that educational services are deteriorating as a result of severe decrease in funding in many African countries, presumably due to Western concerns over the Zambian government inability to manage institutions.

Although the *Salamanca Statement* (1994) reaffirmed the commitment of the world community to give the highest policy and budgetary priority to improving their educational systems to enable them to include all children, UNESCO (1994, p.ix) research indicates that in many developing countries special education provision is not a government priority (Kisanji, 1995; McConkey & O'Toole, 1995). Some reasons for this, according to Mba (1995), are the beliefs that: (1) meeting the needs of people with disabilities is expensive, (2) the needs of the "normal" majority will have to be met prior to meeting those of people with disabilities, (3) expenditure on disability services is "a waste of scarce funds" and even with the best training some individuals will perpetually depend on tax-payers.

3.4.3   Economic impact on educational and social provisions

The economic decline has made it difficult for the government to meet its social and economic obligations. The access of vulnerable groups to social services continues to be limited, while there has been an increase in the number of people living under deteriorating social conditions (Kalabula, 2000). The incidence of poverty has increased, a notable feature being the substantial increase in the proportion of extremely poor people living in the urban areas.

The economic crisis that has characterised the Zambian economy for the past twenty years has resulted in a substantial reduction in the share of national resources going to the education sector. The proportion of the total public budget allocated to the education and training ministries stood at over 16% in 1984, declined to below 8% in 1991, and in the years since then has fluctuated around 10%. These sharp reductions

occurred during years when, because of unsatisfied demands for social services and a rapidly increasing population, enrolments in almost all education and training programs tended to increase. As a result of the high population growth rate, about 48% of the country's total population is aged 15 or less. Youths constitute a quarter of the population and their number is increasing at an average annual rate of 4.4%. This phenomenon presents the sector with the challenge of meeting the educational and training needs of large numbers of young people (14 to 21) and of expanding services to respond to the needs of the growing number of children (5 to 13).

Adverse economic conditions make it difficult, if not impossible, for communities to make education accessible to all students. Some students are unable to reach schools because transport facilities are unavailable to them. Roads are poorly developed and maintained making schools inaccessible, particularly to those who wheel themselves. It is imperative to indicate that although transport may be available in urban areas they are inaccessible to people in wheelchairs, and this has detrimental consequences to students with disabilities. Problems in accessing clinics can also hinder the learning process. Regular medical treatment is imperative to some students with epilepsy or other chronic conditions. Some students with such conditions drop out of school for fear of being teased when they have an episode of epilepsy.

3.4.4 Political influences on inclusion

The International Commission on Education for the Twenty-First Century states that education policies must be sufficiently diversified and must be so designed to deliver (UNESCO, 1996).This poses particular challenges in Zambia, where the influence of broader political developments towards cultural diversity and more widespread democracy has reinforced the role of education in political socialisation and facilitated active democratic citizenship. As well as facing a great variety of individual talents, education in Zambia has to face wide ranging cultural backgrounds. Disability organisations in Zambia are a political force in lobbying for better services for people with disabilities. Education has to take on the difficult task of turning diversity into a constructive contributory factor of mutual understanding between individuals, groups and umbrella organisations such as the Zambia Association for the Organisations of the Disabled (ZAFOD, 1998). Any educational policy must be able to meet the challenges of pluralism and enable everyone to find their place in the community to

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which they primarily belong and at the same time be given the means to open up to other communities (ZACALD, 1999). Accompanying these movements and strengthening the cry for inclusion are parents demand that the rights of their children with disabilities be upheld. Parents have had a growing sense of their legal right to be involved in this process for some time (Rothstein, 2000, Weber 1994). Political activism by parents and other advocacy groups on behalf of children with disabilities has had and continues to have a powerful effect on the government. At the same time, it has become an accepted practice among professional educators, especially by the nineties, to involve parents far more extensively in day by day educational decision-making.

Summary

Zambia is faced with economic limitations. Poverty is one of the major problems which continue to negatively affect the provision of special education. The conditions of the Structural Adjustment Program (SAP) reduced budget allocation in social services such as education and health. Zambia can improve the provision of services for people with disabilities if there is political commitment by the government and other disability advocacy organisations. However, some agencies including the various government departments have not yet gone beyond rhetoric about issues affecting people with disabilities.

3.4   Kalulushi district

3.4.1   Overview of the district

The main tribe in Kalulushi is Lamba under the senior chief Nkana. The settlements in Kalulushi district encompass urban, semi-urban, and rural settlements. Generally much of the district is rural. There are also other Bantu tribes of Zambia from other provinces of the country who have settled in the district because of the copper mining industry. Lamba is a dialect of one of the main Bantu tribe (Bemba). English is the official language used in schools followed by Bemba, one of the main Bantu languages from the north of the country which is easily understood by the majority of people. People who use Bemba can also understand Lamba which is the local ethnic language. Kalulushi was chosen for this study because of its varied demography

which encompasses urban, semi urban and rural settlements. Kalulushi district is one of the mining districts of Zambia with a population of 285,000 (Central Statistical Office, 2000). Many people work on the mines, which produce copper and cobalt. People in rural areas of the district are dependent on subsistence farming and craftwork which they sell to people in the urban area. It is the smallest town in copperbelt province with a multi-cultural mix of ethnic groups from all provinces.

3.4.2 The Kalulushi economy

The main attraction of the district was formerly the mining industry. With the privatisation of the mines by the current government, many people who worked on the mines are now without a job which has created social problems. Although Zambia has suffered set backs and even reverses in economic development in the past two decades, it had created significant mining and manufacturing industries, and was enjoying some economic development by the early 1990s. However, with the economic contractions and the application of Structural Adjustment Program (SAP) in the 1990s, much of the industrial base of the country was lost, and only a small part of the physical infrastructure remains in Kalulushi. With privatisation, companies were sold to foreign investors, many of whom shut down operations to sell off equipment or to consolidate monopolies in other countries. Consequently Zambia, and by implication Kalulushi, has become dependent on imports for many goods that could be easily produced in the country. Additionally, poor government policies have contributed to the loss of manufacturing industries.

Poverty levels have risen from 69.2% in 1996 to 72.9% in 1998 (Economic Report, 1999). According to the Living Conditions Monitoring Survey (LCMS) of 1998, all the provinces along the railway line (Central, Copperbelt, Lusaka and Southern) in which Kalulushi falls had less than 60% of their working-age population in employment. The most urbanised suburbs of Kalulushi are the most affected with the largest unemployed population accounting for 27% of the labour force (LCMS, 1998).

These economic setbacks as well as poor governance disproportionately affect the poor, who have little power to change systems or to create safety nets. The general level of inequalities, along with growing social disintegration and predictable health and disease prevalence patterns, has contributed to education inequalities.

3.4.3   Poverty and underdevelopment

Poverty is the inability of families to meet their basic needs such as nutrition and shelter (NCESS, 1997, p.13). Malnutrition leads to lack of concentration. It is difficult for a student to engage in effective learning on a hungry stomach. This adversely affects students with disabilities to such an extent that learning becomes difficult. Poverty is mainly caused by unemployment, and in most cases, is the cause of other problems such as family violence. When the breadwinner is unemployed as most of the parents in Kalulushi, students are likely to drop out of school to look for jobs elsewhere. Many teenagers, girls in particular, engage in commercialising sex to earn a living.

Poverty and disability in combination increase a learner's risk to be excluded from the education system. The NCESS (1997) puts forward the view that such students are also excluded from the labour market. Their skills and knowledge are neglected as they do not have opportunities to perform duties in various vocational and industrial settings.

3.4.4   HIV/AIDS as a social problem affecting the district

Zambia is among the world's poorest nations with an estimated 86 per cent of its 10 million people living below the poverty line and where an average person earns on U$1 a day. Life expectancy at birth is just 36.5 per cent years, 28 per cent of children under the age of five suffer from malnutrition related illnesses, and HIV/AIDS poses a significant challenge, with 16 per cent of the adult population infected (World Vision, 2005).

The AIDS problem has not spared Kalulushi at all and many families have lost their loved ones and economically active people. According to the joint report (Ministry of Health, 2000), the current sero-prevalence rate among the adult population is estimated to be as high as 15%, with the demographic groups mainly affected being women aged 20-29 and also women 30-39. The HIV/AIDS problem has affected teachers and parents. Children are losing parents including teachers making it difficult for extended families to support the orphans. Teenagers with disabilities are very vulnerable to being infected with HIV/AIDS especially as they explore and discover their sexuality. Reports also point out that some men take advantage of teenage girls/women with intellectual disabilities and exploit them sexually and infect them

with the virus. Furthermore the social impact of AIDS is considerable. The number of orphans in 1999 was already as high as 550,000, and this number is expected to double by 2014 (Ministry of Health cited in Joint Mission Report, 2000). The implications are an increase in children living alone and spending most of the time on the streets begging for food or money.

3.4.5 Political influences on inclusion in the district

Zambia has been one of the few African countries to have enjoyed peace since independence and has been politically stable in terms of national politics, despite the fact that there are more than 70 ethnic groups. The constitution and the political stability in the country allow any member of the public to criticise the system without fear of being victimised. Zambia has a multi-party democracy political system with a 150-seat parliament. Political representatives are encouraged to participate in the provision of social services and in matters affecting the lives of people in their areas. For example, the Member of Parliament for Kalulushi and the District Administrator played a key role in influencing their electorate to accept the policy of inclusion on behalf of the ruling government in 1998. Without their influence and support it would not have been possible to influence people in the district. Advocacy groups (Zambia Association for Children and Adults with Learning Disabilities, Zambia Association for Deaf, Federation for the Blind) in collaboration with civic leaders in the district were also very supportive of inclusion in their town because of the perceived benefits to all students.

3.4.6 International educational aid

African countries including Zambia are almost totally dependent on bilateral and multi-national funding from donors, and survive on credits that come with conditionality. Zambia like other developing countries in Sub-Saharan Africa has been forced to structure its *educational reforms* which include students with disabilities in order to receive bilateral funding. The OECD has identified sub-Saharan Africa as the only developing region requiring large amounts of international assistance (Rideout, 1987) in order to initiate developmental programs.

Inclusive schooling in Zambia is financed mainly from external sources and in particular Denmark. However, this donor assistance may also negatively affect the

attainment of national educational goals because donor agencies may not be conversant with the needs of the people such as building more schools and industrial/vocational skills. The Self Help Education Program (SHEP) and Vocational Skills Training Programs (VSTP) are cases in point. Supported by Swedish International Development Agency and Finnish International Development Agency respectively, these programs relied on external donors as innovators of the programs which failed as they lacked community involvement and support. Similarly, Denmark's donor-related policy was not appropriate for Zambia. One would expect donors to be aware of national objectives before giving their aid, but in the absence of clearly initiated national direction, the program may not be supported by the community. The ideal situation in the relationship between donors and receiving countries like Zambia would be a partnership, unlike the current case with Denmark exerting considerable influence on Zambia to implement inclusion.

External ideologies do not necessarily match the local traditional practices and attitudes towards people with disabilities. The years of bilateral or multilateral support do not seem to have taken into account the locally rooted, competing conceptualisations of disability. Rather, the potential problems of inter-ministerial rivalries, the reinforcement of existing policies, and struggles with coordination and communication have led to a duplication of services (Lewis, 1999). Some of these hurdles come as a function of financial constraints and future uncertainties in Zambia, but as a result, longer term policy issues and financial support for implementation for improved policies cannot be effectively addressed.

3.4.7 Derivation of the study

Zambia had policies in special education, integration and now inclusion since 1977 when the *Educational Reforms* were implemented by the government in order to improve the education of students with disabilities. Unlike other developing countries in Africa, Zambia has a national policy on inclusion *(Educating Our Future, 1996).* However, the future appears somewhat fragile because there is no specific law enacted through legislation; there are no legal repercussions for not carrying out a policy. Furthermore, the Ministry of Education has implemented inclusive education under difficult conditions that do not allow the establishment of a solid policy and program foundation. As well there are socio-economic, cultural, political and

educational problems common in developing countries. Collectively, these problems directly or indirectly make reform policies and program implementation difficult for Zambia.

Disability is a stigma. When a person has a disability or the child is born with a disability, the individual and family enter a new world about which they know next to nothing and about which they have stereotypic notions. They are influenced by religion that see disability as a curse or the manifestation of sin and disgrace in the family, and alms given to people with disabilities as beggars are a means of obtaining spiritual grace and forgiveness for people without disabilities.

Media portrayals of persons with disabilities have also helped to reinforce these stereotypic notions. The media all too often presents images of dependency, unfit, and incapacity. It seems in some occasions that the only things that are newsworthy about people with disabilities are their impairments.

People with disabilities have not fared better in terms of access to education and employment. They have lower education and income levels-if any than the rest of the population. The reality in much of Africa and Zambia is that people with disabilities are often excluded from education and employment, immobilised by inadequate transportation systems and architectural barriers maintained in substandard living conditions, and denied the benefits of long term healthcare.

The consequences of all discrimination and stigmatisation that people with disabilities face are numerous and interwoven. A direct correlation exists between disabilities and poverty—not only does poverty add to the risk of poverty, conditions of poverty also add to the risk of disability. Poor households without adequate food, basic sanitation and access to preventive and responsive healthcare, living in low quality housing, malnutrition and other disabling diseases, and otherwise preventable impairments become permanent disabilities. Their exclusion and marginalisation also reduce the opportunities for people with disabilities to contribute to the household and community.

The issues mentioned above are similar to Kalulushi district. Inclusive education was a recent initiative in Kalulushi district which was jointly implemented by the Ministry of Education and the Danish International Development Agency (DANIDA). This provided an excellent opportunity to explore the issues and concerns of stakeholders

about inclusion in the district. This was firstly because there are three regions which can provide different perspectives. The urban areas have better facilities. The semi urban areas have slightly better facilities while as rural areas have poor infrastructure and facilities for students.

Secondly, inclusion was practised only in 14 of the 20 schools in Kalulushi. This would permit comparisons between inclusive and non-inclusive schools. Accordingly, I decided to sample 20 schools in the district 14 schools practiced inclusion and 6 were non-inclusive. The schools were in urban, semi-urban and rural settlements of the district. In urban there were seven schools (five inclusive and two non-inclusive schools), semi-urban comprised of five schools (three inclusive and two non-inclusive schools) and in rural there were eight schools (six inclusive and two non-inclusive schools).

The third reason Kalulushi was chosen as the site of the study was that it was possible to sample a broad range of stakeholders—namely education bureaucrats, principals, teachers, and students with and without disabilities, parents of students with and without disabilities including community members who represented parents on Parent Teachers Associations (PTAs). Details of the methodology of the study are discussed in chapter four.

CHAPTER FOUR
METHODOLOGY

4.1 Introduction

This chapter briefly reviews the theory and methods of qualitative research and discusses why this methodology was chosen for this study and how it was adapted to collect data from stakeholders in Kalulushi district. As stated in Chapter 1, the purpose of the study is to present an analysis of the judgement that stakeholders bring to bear on inclusion in their district. More specifically, this study addresses the following research questions: (1) What are the perceptions about inclusion in Zambia held by stakeholders? and (2) What are the factors that need to be considered in developing countries when implementing inclusion?

The research in the area of students with disabilities in Zambia is relatively sparse, particularly when compared to the literature on stakeholders' perceptions in developed countries. The opinions of Zambian stakeholders (students with/without disabilities, teachers, principals, and administrators, parents of students with/without disabilities and community members who are parent representatives on inclusion committees) remain largely unexplored. It is for this reason that the study adopted qualitative methodology, as this "provides a way of exploring lived-experience, the actuality of experience from the inside rather than from natural science perspective" (Osborne, 1994, p.170).

4.1.1 Overview of qualitative methodology used in this study

This study adopted a grounded theory approach rather than imposing previously formulated theories or constructs in this situation. Qualitative data gathering procedures are more suited to the "diversity of 'multiple realities' one finds in a complex field situation" (Borg & Gall, 1989, p.385). This was a naturalistic investigation, using stakeholders' views of, and participation in the implementation of inclusive education in Zambia. According to Lincoln and Guba (1985), the goal of naturalistic inquiry is to "make sense of the data in ways that will, first, facilitate the continuing unfolding of the inquiry, and second lead to a maximal understanding of the phenomenon being studied in its context" (pp.224-225).

"Qualitative researchers seek to make sense of personal stories and the ways in which they intersect" (Glense & Peshkin, 1992). Following a constructivist perspective, these researchers see their goal as coming to understand and interpret how various people in a particular social setting construct the world around them (Crowley, 1994; Glens & Peshkin, 1992).

Owens (1987) stated that qualitative enquiry "seeks to understand human behaviour and human experience from the actors' own frame of reference, not the frame of reference of the investigator" (p.181). Denzin and Lincoln (1994) defined qualitative research in the following manner:

> Qualitative research is multi-method in focus, involving interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials that describe routine and problematic moments and meaning in the individual's lives (p.2).

Qualitative researchers have advocated for the usefulness of these methods in areas in which there is little prior research (Glaser & Strauss, 1967). Qualitative research typically generates and investigates new hypotheses and potentially discovers new variables (Miles & Huberman, 1994; Strauss & Corbin, 1990). New hypotheses and ideas can come from schools or institutions experiencing change, which in this case are the stakeholders in Kalulushi district. The strength of qualitative research is that the data are collected in, or close to, the actual situation of interest, making it more naturalistic than experimental methods. In addition, such data tend to be rich with a focus on studying processes as it manifests itself in actual situations (Miles & Huberman, 1994). Thus a qualitative methodology provides the study with the opportunity to gain rich, insightful information that reflects the perspectives of stakeholders on inclusive education.

Crowley (1994), noted that qualitative methods can be useful in looking at the contexts of teaching and learning which can help us more thoroughly understand the process of effectively educating students with disabilities. Qualitative methodologies are suitable for dealing with questions about stakeholders' perceptions, beliefs, and interpretations of their experience, whether stakeholders are administrators, principals, teachers, students, or parents (Crowley, 1994). Qualitative methodology is, then, fitting for a study investigating the experiences and meaning of inclusion and support

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for students with disabilities. Miles and Huberman (1994) suggest that "a main task is to explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day to day situation" (p.7).

The grounded theory model falls under the phenomenological tradition which focuses on covert behaviour. That is, the points of view of the participants and the processes by which these viewpoints develop are the data of interest (Jacob, 1987). A well constructed grounded theory should meet four key criteria to be sound: fit, understanding, generality, and control (Strauss & Corbin, 1990). It should fit the area of interest by being true to everyday reality and influenced by varied data. Similarly, it should also be comprehensible to the persons under study as well as to other similar persons. With broad and conceptually-based interpretations, the theory should then be sufficiently variable to be appropriate to diverse contexts related to the phenomenon of interest. Lastly, with regard to control, the conditions and concepts related to the phenomenon should be clearly and extensively explicated in order to guide action toward the phenomenon (Strauss & Corbin, 1990).

In analysing data under a grounded theory format, Glasser and Strauss (1967) advocate an inductive strategy in which the researcher discovers concepts and hypotheses through constant comparative analysis. The researcher continually checks out his or her theory as the data continue to emerge. As well, the theory is verified by the information gained in the study. In using the grounded theory approach, the study intended to accurately reflect the beliefs and experiences of stakeholders in Kalulushi inclusive schooling program. The next section describes in more detail, the processes of the investigation.

4.1.2 Components of a qualitative study

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

4.1.3   Research aims

The aims of this study were twofold. The first aim was to explore the issues surrounding the education of students with disabilities in the Kalulushi inclusive schooling program. What problems and issues are schools and stakeholders having to face throughout the process of including students with disabilities in a mainstream school? The second aim was understand and develop theory as to how schools may deal with identified issues and concerns in their everyday practice, particularly in a developing country like Zambia. In short, what are the issues and concerns and how can schools deal with them? The central research question for this study was as follows: What are the issues and concerns surrounding the inclusion of students with disabilities in regular classes in Kalulushi district and how can schools deal with these issues and concerns in their daily practice?

Zambia supports inclusion as promoted in the *Salamanca Statement*. However the conditions in Zambia are not very conducive for inclusive education. Therefore a careful, considered implementation beginning with a preliminary trial in one district is warranted. Kalulushi has several features which make it a logical choice for a trial of inclusion-that is urban, semi-urban and rural and lacks infrastructure like the rest of the country. The classrooms generally have many students per class which makes it difficult to accommodate students with disabilities, and classroom have no ramps for wheelchair users. Pit toilets are used in most schools and sometimes these are inaccessible because the paths leading to toilets are poorly maintained, roads are very bad for students in wheelchairs, and students with vision impairments using their folding canes find it very difficult to trace their way (see Appendix 9-photographs). Routes to school are generally bad and may stay that way for more than a year before they are attended to. Accordingly the current study asks: to explore the issues surrounding the education of students with disabilities in the Kalulushi inclusive schooling program and to understand and develop recommendations as to how schools may deal with identified issues and concerns in their everyday practice.

4.1.4   Research design

Creswell (1998) referred to research design as the entire process of research from conceptualising a problem to writing the narrative; it is not simply the methods, such as data collection, analysis, and reporting (p.2). Yin (1989)

commented that "the design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately to its conclusions" (p.28).

ASPECTS OF RESEARCH DESIGN

Table 4.1:   **Area of sampling and subject sampling (14 Inclusive schools)**

	Urban	Semi-urban	Rural	Total
No. of schools	Research n=5	Research n=3	Research n=6	14 schools
Enrolment:	1500: 4 schools 800: 1 school	800+: 3 schools 600+: 1 school	200+: 2 schools 0-50: 4 schools	10 4000 1050
SWD	n=8	n=7	n=6	21
SWOD	n=7	n=4	n=4	15
Parents of SWD	n=30	n=8	n=6	44
Parents of SWOD	n=7	n=4	n=4	15
Teachers	n=18	n=4	n=6	28
Principals	n=5	n=3	n=6	14
Administrators	n=5	n=Nil	n=Nil	5
Community members	n=2	n=2	n=1	5

Table 4.2:   **Area of sampling and subject sampling (6 Non-inclusive schools)**

Stakeholders	Urban	Semi-urban	Rural	Total
	Research n=2	Research n=2	Research n=2	6
Enrolment	800+: 2 schools	600+: 2 Schools	50+: 2 Schools	2900
SWOD	n=2	n=2	n=1	5
Parents of SWOD	n=2	n=2	n=1	5
Teachers	n=7	n=5	n=8	20
Principals	n=2	n=2	n=2	6

Table 4.3:   **Data collection**

Stakeholders	Collection process
Students with disabilities	Focus groups
Students without disabilities	Questionnaire A
Parents of students with disabilities	Questionnaire B
Parents of students without disabilities	Questionnaire B
Teachers	Questionnaire C
Principals	Questionnaire D
Administrators	Interviews A
Community members	Interviews B

4.1.5   Defining the participants

In qualitative research, the "case" is the unit of analysis and is the phenomenon on which to focus (Miles & Huberman, 1994). Cases can be individuals, roles, small groups, organisations, or even nations. In this study, the unit of analysis were groups of stakeholders (students with/without disabilities, teachers, principals, administrators, parents of students with/without disabilities and community members) who were directly involved in inclusive education in the district. The emphasis of the study to investigate the views of stakeholders is supported by research that brings varied voices into the evaluation of inclusive education. For example, Seery, Davis and Johnson (2000) examine similarities and differences in the views of parents and professionals, emphasising their 'hopes and concerns' about inclusion. Similarly, Le Roy and Simpson (1996) argue the need to reflect on stakeholders' views in order to identify development that might lead towards progress in inclusion. Sampling decisions will define the cases in more detail (Miles & Huberman, 1994).

4.1.6   Participant selection

Sampling, or selecting participants, is a crucial feature of qualitative methods. It is important not to select participants objectively and at random, but to identify people who can provide rich information that will address and hopefully answer the research question. Therefore, sampling is not random, but purposive (Miles & Huberman, 1994). The choice of informants is influenced by a conceptual question rather than by

a need to obtain a representative sample or sampling (Strauss & Corbin, 1990). In addition, decisions have to be made regarding sample size, selecting extreme or typical cases, and the general criterion for selection. In this study, participants were students with/without disabilities from grades five to nine, teachers, principals, and administrators, parents of students with/without disabilities and community members who were parent representatives on PTA inclusion committees involved in inclusion activities in Kalulushi district. These stakeholders were chosen because of their participation in the implementation of inclusion. Thus by using stakeholders in the study, the data would be potentially applicable to other Zambian districts intending to implement inclusion, particularly those districts that were not dissimilar to Kalulushi. Miles and Huberman (1994) suggest multiple cases afford a deeper understanding of processes and the opportunity to develop and test the hypotheses. Multiple case sampling helps to add confidence to findings.

As a first stage in the process of identifying participants, both the Ministry of Education Headquarters and the District Education Office were contacted. The Ministry of Education gave permission to conduct research in Kalulushi district. A subsequent meeting was held with the Director of Standards to clarify the purpose of the study. The Director of Standards agreed to approach the District Education Office in Kalulushi to allow the research to proceed.

Once permission had been granted by the education authorities (see Appendix 8a & 8b), contact was made with five district education officers. These were purposeful samples selected from the district. A letter describing the study was hand delivered to education officers (see Appendices 4a, 4b, 4c, 4d, 4e). These participants raised concerns regarding the research, these were clarified. Participants were then given letters to read and a consent form to sign. At this meeting participants were asked to suggest convenient dates, time and venues for the interviews.

The selection of participants followed a procedure consisting of five stages: (a) Education authorities gave permission to contact the Kalulushi District Education Office; (b) eligible schools were contacted by the researcher through the District Education Office, see Appendix 7b; (c) teachers, parents and community members were contacted by school principals (see appendices 5a 5b, 4f, 4g, 4h & 4i) students were identified by teachers (see appendix 5d, 5e, & 5f); and (d) meetings were held

with District Education Officers and principals, teachers, students and community members (see Appendix 7).

Twenty schools from across the district of Kalulushi participated in the study. These schools represented various geographical zones of the district, and also reflected locations that were urban, semi-urban, and rural. Students identified with a disability in grades five to nine participated in the study. This resulted in a sample size of 30 students nominated by teachers in inclusive classes.

In subsequent meetings with all stakeholders, the purpose of the research and procedural details were discussed. After identifying possible samples for the study, the next step was to obtain the consent of all stakeholders involved in inclusion (see Appendices 6a1, 6a2, 6b, & 6c).

Principals and deputy principals were a purposeful sample in this study. A directory of principals was obtained from the District Education Office in Kalulushi. Since the entire population (20) was included in the study, this increased the opportunity to gain a fair representation of their views as principals/deputy principals regarding the inclusion of students with disabilities in their schools. This allowed all principals and deputy principals to respond thereby providing equal opportunity for participation in the study (see Appendix 4f).

Another sample for this study comprised teachers in both inclusive and non-inclusive schools. Teachers who participated in the study were teaching grades five to nine in both inclusive and non-inclusive schools. The participants had no previous training about inclusive practices as part of their professional development prior to the study. Teachers in this study were selected on the basis of the total number of staff members at each school. Ten per cent of the total number of teachers at each school participated in the study resulting in 48 teachers from all the 20 schools. All the teachers in the study volunteered to participate in the study in order to express their opinions regarding inclusion of students with disabilities in their classrooms. The criterions for selecting teachers were that the teacher must have been teaching an inclusive class or be confirmed in his/her position as a teacher by the Zambia Teaching Service Commission.

Students with disabilities were identified by teachers in their respective schools (see Appendix 5d). The criteria for identifying students with disabilities were as follows.

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The student must (a) be placed in a general education classroom; (b) be in grades five to nine; (c) be a resident of Kalulushi district; and (d) be able to understand and speak English. All the students in the focus groups were recently (1998) included in mainstream education. They were placed in regular classes when the government piloted the inclusion program in Kalulushi district. Participants (n=30) were divided into three small focus groups of ten students: urban, semi-urban and rural. The groups comprised students with intellectual, vision and physical impairments. Most of these students experienced moderate to mild disability and used English as a medium of communication. These students were selected from grades five to nine which was considered appropriate for this study because they were able to express their views and opinions regarding their inclusion. Small groupings provided ample opportunity for each participant to contribute. Participant to participant interactions also provide an opportunity for the participants to guide the discussion and present information important to them that may not be anticipated by the facilitator (Krueger, 1998).

To obtain the sample of students without disabilities, 20 schools nominated students to participate in the study. Students without disabilities were selected to yield an equal number to students with disabilities from grades five to nine. The criteria given to schools for selecting students was that students students should be in grade five to nine, they should be attending school in Kalulushi district and be able to read and write English. Principals asked teachers to identify students to participate in the study (see Appendix 5a1). From this nominated group (N=21) students without disabilities were willing to be part of the participants.

Since this study sought information from specific respondents, parents of students with/without disabilities were included in the study. Parents (n=21 fathers and n=13 mothers) of students with disabilities were selected based on the number of students in each zone (60% urban, 30% semi-urban and 10% rural). The criteria for selecting parents of students with disabilities were that their child: must be in an inclusive class; had previously attended a special school; was in grades five to nine; and lived in Kalulushi district. Parents (n=11 fathers and n=9 mothers) of students without disabilities were chosen using a purposeful sampling because their children were nominated by their schools to participate in the study. The number of parents of students without disabilities equalled the number of students without disabilities

(n=21) from 20 schools in the district. Parents of students without disabilities were a purposeful sample.

School principals were asked to nominate community members (n=8) to participate in the study (see Appendix 5a) but only five (n=5) were subsequently able to participate in the study. The criteria for nominating community members were: (1) not be on the government pay roll; (2) not be a parent of a child with a disability; (3) someone who has raised funds for the school; (4) may be a parent of a child without a disability; (5) be a volunteer in supporting inclusion activities, and (6) not be a teacher. All the community members served as parent representatives on inclusive education committees and on PTA executive and were directly involved in implementing inclusion. A meeting was held on 21/06/03 at 8.00 am to explain the purpose of the study and answer some questions from community members. Community members identified venues for the interviews which were convenient to them. Each community member was given the choice of time suitable for them to attend the interviews.

All the stakeholders were residents of Kalulushi who participated in the initial stages of implementing the policy. Stakeholders in the district were supportive of this study and agreed to provide the assistance that was necessary. This assistance included communication with distant schools by the use of the local farmers from those areas who came to sell their produce at the town market. In addition, principals and teachers contacted parents of students received completed surveys and organised focus groups for the researcher. During school visits, the researcher gave more details about the purpose and design of the study and answered teachers' questions about the research (see Appendix 7).

4.1.7   Ethical considerations

The ethical standards set by the University of Canberra were followed, providing for informed consent and protection of the participants from harm. Participants were informed of the nature of the research through letters and meetings. They were advised of their right to withdraw at any time without penalty (see appendix 15). Anonymity and confidentiality were maintained at all times. Participants' actual names were not used and they were asked to choose pseudonyms. The specific names of school sites do not appear in the printed material. Written consent of the

participants was obtained before beginning any data collection. Written consent from the District Education Office was also acquired before the study began.

4.2 Data collection

4.2.1 Students with disabilities

After the 30 students with disabilities and their parents completed consent forms, they were divided into three groups. Group A met at Greenacres, group B at Parkville and group C at Nashvale Basic schools. The students understood that they were involved in research and were able to tell me what this meant ("finding out about things in the school"). They understood approximately how much time it would take and what would be doing. They also understood that the study would not directly affect their education in terms of their school reports or class placements, but it would help address their issues and concerns and improve education of future students in similar circumstances. The focus groups began with opening questions that could be answered quickly, assisted everyone to begin talking, and helped promote a comfortable feeling with the facilitator. The open-ended questions focused on the topic of discussion and allowed participants to talk about their feelings or understandings of the problem under investigation. These questions in focus group discussion are what Krueger (1998) called "the ones that drive the study" (see Appendix 2). The interviews were audio-taped and played again for the participants to clarify their voices. The interviews were transcribed by the researcher in Canberra. It was essential to record these conversations in order to capture the conversation nuances. However, there were limitations in the selection of students because the researcher was not actively involved.

4.2.2 Students without disabilities

Participation by students without disabilities was voluntary. Although they were nominated by their respective teachers, they were told that they could withdraw from the study at any time if they wished to do so. All information was kept confidential. Surveys for these students were sent to Zambia in November 2003 through Australia Post. These surveys included letters of consent for parents and students and a letter explaining the purpose of the study (see Appendices, 1c, & 4i.) School principals and

teachers provided additional assistance by explaining the purpose of the study to students and parents. Completed surveys (21=100% return) were returned to teachers, forwarded to principals, and sent to the researcher in Australia via the District Education Officer.

4.2.3   Principals/deputy principals

Principals and deputy principals were given surveys at the initial contact meeting with the researcher at which the purpose of the study was explained to them (see Appendices 1a & 4f). They were advised to complete the surveys in two to three weeks. Each survey was given a code number for recording and identification purposes. These surveys from principals were collected by the researcher during school visits in each zone since schools are in different locations, particularly in the rural areas. All the 20 principals and deputy principals completed the surveys indicating a return of 100 per cent.

4.2.4   Administrators

The administrators were initially contacted by letter (see appendices 4a, 4b, 4c, 4d, & 4e). Person to person interviews were the main source of data from the administrators (see Appendix 3b). Typically the interviews lasted for one and half hours. The main purpose of the interviews was to obtain information on management issues. The interviews were audio-taped and played back for each participant to clarify his/her responses, then transcribed by the researcher in Canberra.

4.2.5   Teachers in inclusive and non-inclusive schools

Teachers in schools were identified by their respective principals and deputy principals. Surveys for teachers in schools were hand delivered by principals on my behalf. Teachers were advised to complete the surveys in two to three weeks (see Appendices 1b & 4f). Completed surveys were given to the school principal for safe keeping in their cabinets and were collected by the researcher during school visits.

4.2.6   Parents of students with disabilities

Surveys for parents of students with disabilities were hand delivered by students to their parents (see Appendix 1d & 5d) supervised by teachers. Each survey was given a

code number for identification and recording purposes. Completed surveys were returned to various schools by students and handed them to their respective teachers who in turn forwarded them to the principal. The completed surveys were collected by me during school visits.

4.2.7 Parents of students without disabilities

Surveys for parents of students without disabilities were dispatched to Zambia in November 2003 and they were returned in April 2004 (see Appendix 1d, 5b). All the surveys from the parents of students without disabilities were returned (n=21 indicating 100% return). Involvement of these parents ensured information–rich experiences from which one could learn.

4.2.8 Community members

Individual interviews with participants were the main research instrument for community members. In keeping with qualitative methods, I made a conscious effort to keep my interview with participants unobtrusive and non-threatening (Strauss & Corbin, 1990). Eight community members were nominated by their local principals (see Appendices 3b, 4h). Five interviews were conducted at venues and times convenient to participants. These were face to face audio taped interviews. Each interview lasted approximately one and half hours. Each community member was given an opportunity to listen to the interviews on the tape to clarify their responses. I then transcribed the taped interviews in Canberra.

4.3 Data analysis

Together with the advantage of using an emergent approach to analysing data, comes the problem of organising large amounts of data (Best & Khan, 1998). The researcher's biggest challenge in data analysis was to organise data in a coherent and focused way so as to help theory emerge from the perspectives of stakeholders. The researcher used what Glaser and Strauss (1967) call a constant comparative approach to grounded theory.

The constant comparative approach is a fundamentally inductive method for getting from an undifferentiated mass of data to a coherent theory based on categorisation and

generalisation of data. Although described as four stages by Stemler (2001), it is more accurately a gradual progression in which one "stage" blends into another. It is also especially appropriate to the notion of "thick description", owing to the openness and flexibility it highlights. Stemler (2001) outlined the following stages of inductive category development:

(a) First two people independently review the material and come up with a set of features that form a checklist.

(b) Second, the researchers compare notes and reconcile any differences that show up on their initial checklists.

(c) Third, the researchers use a consolidated checklist to independently apply coding.

(d) Fourth, the researchers check the reliability of the coding (p.3).

In the initial stage, I read and reread the transcripts. I then colour coded each sub-category such that the same colour represented a given category in all the transcripts. Unique perspectives also have their own colour coding. I then copied all the same coloured fragments from each transcript onto an index of already labelled for that specific theme(s), and gave them a temporary title (which in some cases remained as the permanent title). The same procedure was followed for all other emerging categories. The colour Yellow for instance, was generalised as "teacher training" but included different aspects such as professional training. Some were placed in one category and others formed new categories. I read the transcripts again to make sure that all the possible themes were included in the categories. If new themes emerged I found new labels, until I reached what Glaser and Strauss (1967, p.61) called the "saturation point" a point beyond which one can no longer identify content that did not fit into an existing category.

4.3.1   Coding process

This study of inclusion required the development and assignation of codes corresponding to the views of stakeholders (students, parents, teachers, principals, community members and administrators). The data were entered into the Nvivo program for storage and easy handling. The coding of data entailed assigning unique labels to text passages that contain references to specific of information (Gorden 1992, p.181; Miles & Huberman 1994). This study required me to develop and assign

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a list of codes that correspond to the views of stakeholders on inclusion. The final code list contained nine (9) unique categories and their definitions, each corresponding to various inclusion perspectives stated at least once by one or more stakeholders. Merrian (1998) suggested that names of the category can come from the researcher, the participants, or the literature. In this study, categories were named by the researcher, reflecting what was in the data.

(a) *Categories reflect the purpose of the research*

(b) *Categories are exhaustive*. All data that were deemed important to the study were place in one of the nine.

(c) *Categories are mutually exclusive*. Each unit of the data appeared to fit into one of them.

(d) *Categories are sensitising*. The naming of each category was sensitive to what was in the data; and

(e) *Categories are conceptually congruent*. The same level of abstraction characterises all the nine.

Creation of the code list was an inductive task, based on what the stakeholders said. I began by reading and re-reading the transcripts and then compiled a code list along with their definitions. For example "RESOURCES" referred to stock that can be drawn on as a means of supporting inclusion i.e. funding, material supports, resources available for specialised support, equipment and adaptation, salaries, time, class sizes, technical support, human resource and infrastructure. I used a constant comparative method of analysis to interpret the data (Strauss & Corbin, 1998; p.163) which required standard procedures of asking questions and making comparisons. This method involved four phases, which required (a) organising raw data, (b) reading and getting familiar with the data, (c) generating and codes, and (d) coding of the data. Gorden (1992, p.181) has stated that a useful set of codes should be inclusive and mutually exclusive.

Coding is typically a technique applied to the data. Sampling is open and forms the basis for questioning and further investigation of early ideas about the data. This process mirrors the conceptual tunnel described by Marshall and Rossman (1995) whereby the research begins with broad areas for investigation then, as the project

develops, the questions become more refined and focused. Seidman (1991, p.99) in his work on the development of a profile narrative cautions that the label given to identify early should be tentative and that "locking into too early can lead to dead ends".

As the research evolves axial coding is introduced following and/or concurrently with open coding. The focus of sampling become relational and variation in nature with the emphasis on uncovering and validating relationships (Strauss & Corbin, 1990, p.185) evident in the data. Finally, selective coding employs a process of discriminate sampling whereby the researcher becomes directed and deliberate in their approach to sampling. Discriminative sampling is a process that verifies relationships, tests hypotheses and makes comparisons with living reality, and looks for variations in hypotheses. This process continues "until theoretical saturation of each category is reached" (Strauss & Corbin 1990, p.188). Theoretical saturation infers that no new data emerges to enrich a category, that are described to all paradigm elements, with variation, process and relationships between validated. Following these general procedures described above, the following nine categories were generated as shown in table 4.4.

Table 4.4:   Codes check list developed by the researcher to code data

Category No.	Category name	Simon's definition
1	Academic participation and performance of students with disabilities (including lack of participation and performance)	Performance on the curriculum by students with disabilities. Assessment and test performance of students with a disability
2	Participation and acceptance of students with disabilities, feelings of students about interaction & participation, including lack of participation and acceptance)	Involvement of students with disabilities, positive and negative interactions of students with a disability in structured and unstructured activities
3	Peer support of students with disabilities (how students without disabilities support, interaction with and includes lack of support and knowledge, feelings about inclusion)	Assistance from non-disabled students for students with disabilities in structured and unstructured activities in school and community
4	Teachers' practices, knowledge, and teacher behaviour (includes negative practices, knowledge and feelings about inclusion)	Practices (methods or strategies) of teachers that affect the education of students with disabilities, in-service activities, including teacher training
5	Parental involvement in school activities (including lack of involvement, knowledge and feelings about inclusion)	Positive or negative involvement of parents of disabled students in their child's education, parents feelings, recommendations for change, parents attitudes, and understanding of inclusion
6	Community involvement in school activities (including lack of involvement, knowledge and feelings about inclusion)	Positive or negative involvement of the community in the education of students with disabilities and the involvement of students with disabilities in the community
7	Government (Ministries of education, health, community development & social welfare)	Government influences and support that impact the provision of education to students with disabilities in regular schools, national, district, or school policy, community education, inclusion awareness, post school options, NGO's & other
8	Resources (includes lack of resources)	Stock that can be drawn on as a means of supporting inclusion i.e. funding, material supports, resources available for specialised support, equipment and adaptations, salaries, time(minutes allocated by the teacher to attend to each child), class size-number of children (5 to 50) in class, technical support, human resource (teachers, teacher assistants, paraprofessionals), and infrastructure.
9	Contextual issues	General influences (other than those specifically listed in existing) that impact on the practice of inclusion i.e. traditional beliefs and practices, values, international influences, geographical & climatic factors, general economic factors & other

4.3.2 Reliability and validity

Kirk and Miller (1986, p.20) define reliability as the "degree to which the finding is independent of accidental circumstances of the research, and validity is the degree to which the finding is interpreted in a correct way". Carmines and Zeller (1979, p.11) cited in Denzin and Lincoln (2000, p.785) state that reliability "concerns the extent to which an experiment, test or any measuring procedure yields the same results on repeated trials. Potter (1996, p.262) asserts that reliability and validity are not symmetrical, perfect reliability can be achieved without validity, but perfect validity incorporates reliable data generation and categorisation.

Webber (1990, p.12) notes that, to make inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent. Different people should code the same text in the same way so that the constructs being investigated are shared (Denzin & Lincoln, 2000, p.785). Tinsley and Weiss (2000, p.98) postulate that, while reliability could be based on correlation indices that assess the degree to which "ratings of different judges are the same when expressed as deviations from their means", "inter-corder agreement is needed in content analysis because it measures only "the extent to which the different judges tend to assign exactly the same rating to each object". The assertion of Tinsley and Weiss is supported by Denzin and Lincoln (2000, p.785) that investigators first calculate the percentage of agreement for each variable or theme.

4.3.3 Inter-rater agreement on reliability of the data analysis

Once a working draft of the code list was developed, the next stage was to ensure different coders could independently replicate each other's work using the same instructions (Miles & Huberman, 1994, p.64; Gorden, 1992, p.185). To pre-test the coding, each independent coder was given 10% of the total transcripts to code. I and three other coders discussed any problems we encountered in coding the data, remedying the problems with the code list. Two-way inter-coder reliability was used to determine the reliability. Where there was disagreement as to how a statement should be categorised, that particular text segment was further explored by us until there was agreement.

Each statement that suggested a distinct idea that was related to the research question was put into a separate category. Categorical names were changed or refined as

additional reasoned statements were added. In these instances, coders either created a new categorical heading, or added another definition, or agreed how to code to fit the text based on further inspection of the transcript. After resolving the unclear parts of the code list, I and another coder continued to work on 25 statements of different transcripts using a final revised code list. A third independent rater determined category reliability and inter-rater agreement by coding 25 similar statements using the point-by-point agreement method. The final three-way inter-rater agreement ranged from 80% to 84 %. This was sufficient to allow me to code the remaining responses. Final Cohen's kappa values indicated that the three coders used 25 statements in exactly the same way (kappa 0.00) across all the transcripts. Kappa values of (0.897 & 0.946) or greater were achieved for 25 statements of the codes. The following tables show the number of codes and corresponding kappa values. They show that the coding reliability was high and it was appropriate to proceed with the analysis.

Table 4.5 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Simon * Steve	24	96.0%	1	4.0%	25	100.0%

Table 4.6 Fredrick * Patrick cross tabulation count

		Patrick							Total
		2	4	5	6	7	8	9	
Fredrick	2	2							2
	4		3	1					4
	5			2			1		3
	6				2				2
	7					5			5
	8						7		7
	9							1	1
Total		2	3	3	2	5	8	1	24

Table 4.7 Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Measure of Agreement	Kappa	.897	.070	9.528	.000
N of Valid Cases		24			

(a) not assuming the null hypothesis.

(b) using the asymptotic standard error assuming the null hypothesis.

Table 4.8 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fredrick	24	2	9	6.12	2.007
Bernard	25	2.00	9.00	6.3200	1.97315
Valid N (listwise)	24				

Table 4.9 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Fredrick * Bernard	24	96.0%	1	4.0%	25	100.0%

Table 4.10 Fredrick * Bernard Cross-tabulation

Count

		Bernard							Total
		2.00	4.00	5.00	6.00	7.00	8.00	9.00	
Fredrick	2	2	0	0	0	0	0	0	2
	4	0	4	0	0	0	0	0	4
	5	0	0	1	1	0	1	0	3
	6	0	0	0	2	0	0	0	2
	7	0	0	0	0	5	0	0	5
	8	0	0	0	0	0	7	0	7
	9	0	0	0	0	0	0	1	1
Total		2	4	1	3	5	8	1	24

Table 4.11 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Fredrick * Bernard	24	96.0%	1	4.0%	25	100.0%

Table 4.12 Patrick * Bernard Cross-tabulation

Count

		Bernard							Total
		2	4	5	6	7	8	9	
Patrick	2	2	0	0	0	0	0	0	2
	4	0	4	0	0	0	0	0	4
	5	0	0	1	1	0	0	0	2
	6	0	0	0	2	0	0	0	2
	7	0	0	0	0	5	0	0	5
	8	0	0	0	0	0	7	0	7
	9	0	0	0	0	0	0	1	1
Total		2	4	1	3	5	7	1	23

Table 4.13 Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Measure of Agreement	Kappa	.946	.052	9.739	.000
N of Valid Cases		23			

(a) Not assuming the null hypothesis.

(b) Using the asymptotic standard error assuming the null hypothesis.

4.4 Difficulties and problems encountered during the study

It was difficult to meet students with disabilities in their schools during lessons. The main reason was that their time-tables dictated their involvement in the research. Most schools in urban and semi-urban areas have multiple sessions (that is upper grades start at 7.00 am and finish at 12.30pm and others start at 12.30 and finish school at 5.30pm), So it was difficult to find times for focus groups that suited everyone and did not interfere with lessons. It was important not to cause disruptions, so we decided to meet during the weekend at central locations.

During the trips in semi-urban and rural areas, life at times would be difficult. For instance, in some cases, it involved driving in very big potholes and when the road was impassable I had to park the car at one of the villages close to the road and walk a few kilometres in the brilliant heat or in the soaking rain. At times it was difficult to

predict the weather and stakeholders found they could not travel to the meeting place, which meant that the meeting had to be rescheduled to another date. This was interpreted as an experience that was part of the contemporary realities in which education was taking place in Kalulushi, and therefore part of the study.

Transporting students to and from central location was also another problem despite the fact that two vehicles were used. This problem was compounded by bad roads, weather and safety and cultural values. The issue of cultural value was very significant on female participants. According to their culture, girls cannot be escorted to some place by a boy who is not a close relative for fear of being sexually abused. First, students could meet at the central pick up station but due to bad roads it took time to get to the pick up point–for example, a journey of 30 minutes in urban area would take two and half hours in a remote area. The furthest schools from the town centre were 80 to 90 kilometres away, which meant that if I had an appointment with the stakeholders in the morning, I had to start driving to those schools in the previous afternoon and spend a night at the school so that the following morning when stakeholders begin to arrive for the meeting, they found me at the meeting place.

Summary of chapter

The collection of data for this study was based on a process that would give each participant an opportunity to express views with freedom and clarity. Steps were taken before and after the investigation period to ensure that the information collected reflected the opinions of the stakeholders. A description of the data collection process and the identification of were crucial aspects of the methodology. Reading of the transcripts and categorising the data was done manually with the supervision of experienced researchers. The Nvivo computer software program was used to store and manipulate chunks of data in preparation for data analysis.

CHAPTER FIVE
RESULTS

5.1 Introduction

This chapter summarises the perspectives of inclusive education held by stakeholders in Kalulushi district. Multiple data sources were obtained by interviewing students with disabilities, district administrators, community members and surveying school principals, teachers, parents and students with and without disabilities including surveys which were distributed to students without disabilities, teachers, principals and parents of students with/without disabilities. The first section of this chapter presents results obtained through interviews and 5.11 presents survey resuls.

This study of inclusion required the development and assignation of codes to collate the views of stakeholders. The researcher began by reading and re-reading the transcripts and then compiled a code list with their definitions. The researcher used a constant comparative method of analysis to interpret the data (Strauss & Corbin, 1998, p.163) which required standard procedure of asking questions and making comparisons. This method involved four stages, which required (a) organising raw data, (b) reading and getting familiar with the data, (c) generating, and (d) coding the data. Gorden (1992, p.181) stated that a useful set of codes should be inclusive and mutually exclusive. Responses were only included if they contained descriptive comments on inclusion that could be unambiguously categorised as determined by satisfactory inter-rater reliability. The final code list contained nine unique categories and their definitions. These were: academic participation and performance; participation and acceptance of students with disabilities; peer support of students with disabilities; teacher practices and behaviour; teacher training; parental involvement; community involvement; government participation; resources and contextual issues. The discussion is organised by presenting each category and the associated views of stakeholders in the following order: students with/without disabilities, teachers, principals, and administrators, and parents of students with/without disabilities and community members who were also parents' representative on inclusion committees. For ease of presentation the results all

categories are presented in terms of their being positive and negative in relation to all categories.

Table 5.1 Categories indicating positive and negative comments to aspects of inclusion

		Cat 1	Cat 2	Cat 3	Cat 4a	Cat 4b	Cat 5	Cat 6	Cat 7	Cat 8	9
SWD	Positive	23 (53%)	55(58%)	14 ((78%)	13 (31%)	9 (100%)	12 (100%)	Nil	7 (41%)	29 (100%)	2 (9%)
	Negative	8 (19%)	31 (32%)	4 (22%)	28 (69%0	Nil	Nil	11(100%)	9 (52%)	Nil	21 (91%)
	Other	12 (28%)	10 (10%)	Nil	Nil	Nil	Nil	Nil	1 (5%0	Nil	Nil
	Total	43	96	18	41	9	12	11	17	29	23
SWD	Positive	9 (69%)	37 (84%)	11 (73%)	2 (29%)	6 (100%)	-		2 (100%)	27 (100%)	Nil
	Negative	4 (31%)	7 (16%)	4 (27%)	5 (71%)		1 (100%)		Nil	Nil	5 (100%)
	Other	Nil	Nil	Nil	Nil		Nil		Nil	Nil	Nil
	Total	13	44	15	7	6	1		2	27	5
Teachers	Positive	3 (15%)	23 (72%)	11 57%)	20 (65%)	37 (100%)	5 (29%)	Nil	2 (13%)	52 (100%)	4 (27%)
	Negative	17 (85%)	9 (28%)	8 (42%)	11 (35)	Nil	12 (71%)	5 (100%)	14 (87%)	Nil	11 (73%)
	Other	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
	Total	20	32	19	31	37	17	5	16	52	15
Principals	Positive	Nil	23 (88%)	Nil	Nil	10 (100%)	4 (40%)	Nil	4 (66%)	42 (100%)	6 (30%)
	Negative	4(100%)	3 (12%)	Nil	Nil	Nil	4 (40%)	7 (100%)	2 (33%)	Nil	14 (70%)
	Other	Nil	Nil	Nil	Nil	Nil	2 (20%)	Nil	Nil	Nil	Nil
	Total	4	26	Nil	Nil	10	10	7	6	42	20
Administrators	Positive	9 (75%)	9 (75%)	3 (100%)	8 (57%)	9 (100%)	6 (67%)	Nil	8 (61%)	25 (100%)	5 (28%)
	Negative	3 (25%)	3 (25%)	Nil	6 (43%)	Nil	3 (33%)	5 (100%)	5 (38%)	Nil	13 (72%)

	Other	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
	Total	12	12	3	14	9	9	5	13	25	18
PSWD	Positive	4 (27%)	5 (20%)	Nil	2 (34%)	8 (100%)	14 (100%)	Nil	7 (77%)	47 (100%)	Nil
	Negative	11 (73%)	18 (72%)	Nil	12 (69%)	Nil	Nil	Nil	2 (22%)	Nil	13 (100%-
	Other	Nil	2 (8%)	Nil	Nil	Nil	Nil	Nil	-	Nil	Nil
	Total	15	25	Nil	14	8	14	Nil	9	47	13
PSWD	Positive	3 (30%)	12 (44%)	4 (66%)	5 (45%)	9 (100%)	1 (100%)	Nil	1 (16%)	16 (100%)	Nil
	Negative	7 (70%)	15 (56%)	2 (33%)	6 (55%)	Nil	Nil	Nil	4 (66%)	Nil	12 (100%)
	Other	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	nil	Nil
	Total	10	27	6	11	9	1	Nil	6	16	12
Community members	Positive	9 (82%)	26 (84%)	4 (100%)	3 (25%)	16 (100%)	25 (89%)	7 (78%)	6 (60%)	28 (100%)	4 (29%)
	Negative	2 (18%)	5 (16%)	Nil	9 (75%)	Nil	3 (11%)	2 (22%)	4 (40%-	Nil	10 (79%)
	Other	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
	Total	11	31	4	12	16	28	9	10	28	14

5.1.1 Category 1: Academic participation and performance

Academic participation and performance in inclusive classes is one of the major issues identified by stakeholders. Academic participation and performance was defined as performance on the curriculum, assessment and test performance, including lack of participation and performance by students with disabilities.

Overviews of the responses of all stakeholders regarding the academic participation and performance of students with disabilities are presented in Table 5.1.Different stakeholders held contrasting views about the participation and performance of students with disabilities. Students with and without disabilities, administrators and community members were generally positive about the participation and achievement of students with disabilities whereas teachers, principals and parents of non-disabled students were mainly negative. In this study the following abbreviations refer to stakeholders who participated in the study (**SD**-students with disabilities**; ND**-students without disabilities; **T**-teachers; **P**-Principals; **AD**-administrators; **PSD**-parents of students with disabilities; **PND**-parents of students without disabilities and **CM**-community members).

5.1.2 Students with disabilities

The 21 students with disabilities made 43 comments about their academic participation and performance. Of these, 23 (53%) comments were positive and eight (19%) were negative while 12 (28%) commented on having an experience of mainstream education and looked forward to positive participation and performance. Students with disabilities shared a common experience on academic participation and performance that was directly connected to their educational aspirations in comparison to their peers. Some students were quite confident that they were capable of competing with their peers in all aspects of the curriculum. Generally students with disabilities felt that there was no major reason why they could not participate in academic activities in regular classrooms despite the fact that some experienced difficulties in some academic subjects such as mathematics and science subjects. Their general goal was to compete with their typical peers and to be exposed to the

same experience of the general education curriculum. The following 10 (23%) were some of the comments about academic participation and performance:

> "So it becomes very important in terms of competition academically". (SD-3)

> "So we are able to compete with the able-bodied". (SD-1)

> "When you are at a place like Greenacres at least you feel…..you compete with everybody". (SD-5)

> "Just to add on what he has said, academically speaking at Greenacres competition is very high unlike at Parkville special school because at Parkville special school we used to compete among ourselves as disabled but now we are able to compete with able bodied". (SD-14)

> "And when you compete with able-bodied person you feel you have done enough….you see what I am saying". (SD-9)

> "I think the most important thing about being in an inclusive class is as earlier said, mainly competition". (SD-7)

> "When you are learning with able-bodied person you tend to work hard". (SD-11)

> "You have to compete with those friends so that they see that even if a person is disabled can do something". (SD-20)

> "Sir, I like to be in a class where you can show that you can do something like competing for good results at the end of the term". (SD-8)

> "It is like competing in 200 metres race in sports". (SD-7)

Students with disabilities generally stated that they were willing to compete with their non-disabled peers in academic activities particularly during class tests or examinations. Some students said that they were very confident that they could participate in academic activities even better than their non-disabled peers despite the difficulties that they experience. Five of the 21 students commented that:

> "Now, if you can show them that you are the first one in class, and you are the best, they will be surprised". (SD-12)

> "We know that we are disabled but we can compete with them academically". (SD-13)

"Sir, last year some normal students failed grade nine (9) examinations but at look at the disabled they passed with flying colours and they are in grade ten [senior secondary school]". (SD18)

"People underrate us because we are disabled but that is a mistake because even the normal students, they do not pass with good marks". (SD-19)

"I know I am disabled but I am willing to sit with normal students and do the same paper". (SD-21)

Some students emphasised the need to be in inclusive classrooms whether they performed well or not in their academic activities. They stated that at the end of each year they had seen or heard typically developing peers in their neighbourhood, community, relatives, brothers and sisters fail to qualify to junior secondary school education at the end of grade seven [final year of primary education]. They felt that enrolment in mainstream schools should not be based on the intelligence of the student but it should be a moral obligation of society to give every child a chance to participate in educational activities. Five of the 21 students commented that:

"What is important to be in an inclusive school is being with able-bodied people because even them the able-bodied people they don't have the same brains and we see them failing the examination in grade seven [end of primary education examinations] but some disabled people pass the examination ". (SD-15)

"Sir, to give you more information about what my friend has just said…..you know when grade seven wrote their examination last year VC [student with a disability] got 781 points but the able-bodied some got only 500 points and they failed but VC [student with a disability] is now at technical secondary school because of high marks". (SD-17)

"I have not seen a school of normal pupils where all of them pass the test so the thinking that disabled pupils cannot pass the test is a matter of chasing [excluding] us from inclusive schooling". (SD-2)

"Even the normal ones do fail examinations". (SD-11)

"We have seen normal pupils repeating grade seven more than three times but they still fail the examination". (SD-16)

Only eight (19%) comments of students with disabilities were negative about their participation. They felt that work in class has become difficult for them and this could be attributed to curriculum issues. Five of the 21 students stated that:

"Some subjects are difficult for me". (SD-4)

"I find general science to be difficult sometimes". (SD-10)

"Geography is tough because you learn about the whole world and you cannot memorise all the capital cities in the world". (SD-1)

"I think English is difficult than all the subjects, why ……..because if you can't read then you fail to answer the question in the examination". (SD-18)

"Our friend [student with a disability] has got cerebral palsy and he finds problems in writing and speaking". (SD-8)

Some students with disabilities commented that inclusive education was a positive experience. Their reasons were related to the amount, and degree of difficulty, of the academic curriculum in an inclusive class. Some students felt that they were exposed and learned more material in an inclusive classroom than in special schools. Three of the 21 students commented that:

"In special schools the work is sometimes the same". (SD-14)

"The work is always the same". (SD-10)

"Every term [semester] you have to learn ADL [Activities for Daily Living]". (SD-5)

Some students with disabilities, regardless of their degree of impairment, felt the effects of low expectations of themselves and of others. Some felt that the school did not expect much from them because of their impairments. They talked about teachers who sometimes did not include them in some activities because they were regarded as low achievers in academic activities. Five of the 21 students stated that:

"Because I am disabled I cannot be like normal pupils". (SD-21)

"The situation was like, if you have a handicap, you cannot improve". (SD- 11)

"People think we are not good in school". (SD-17)

"Some people think that if you are disabled you cannot do fractions". (SD-9)

> "They think that the disabled are dull or they are mad and cannot do things they do". (SD-12)

Some students with disabilities felt that some of their peers with other impairments such as vision and hearing disabilities were experiencing problems because the system had failed them by including them in mainstream schools. Three of the 21 students suggested that students with vision/hearing impairment should be sent to a special facility.

> "Where they can do their examinations properly [special school] unlike where they are now included". (SD- 16)

> "Some of our friends take time to write those dots with their needles so I think it is important that they take them to Fairview [school for the blind]". (SD-15)

> "It is difficult for them to write examinations like others because if the examination is for two hours, they don't see the time which is put in front of the class to see the remaining minutes. Now if they are blind how can they check the time? So it is better to leave them in the blind school". (SD-4)

Some students with disabilities had thought deeply about their future goals and most of them expressed an interest in pursuing some type of higher education. The students realised that their disability would require programs suited to their disability and most had already done some research regarding higher education opportunities. To these students higher education was realistic and they were not going to let the disability keep them from achieving their goal. Four (9%) comments by these students were:

> "Sir, I can give an example of one disabled student who finished grade twelve at Highbridge and he applied to vocational training centre but he came back because he did have friends, they were teasing him". (SD-2)

> "When we go to college we shall know how to handle each other". (SD-10)

> "It is important that we begin to know each other the disabled and the normal students so that when we go for training we can still respect each other". (SD-20)

> "Because when I finish school I can teach my fellow disabled people [referring to teacher training]". (SD-13)

Three of the 21 students commented that students with hearing impairments experienced difficulties because general education teachers were not trained to teach using sign language. These students suggested:

> "A sign teacher [interpreter] is needed for the deaf". (SD-6)

> "The school can put the deaf in one class and a teacher can sign to all the pupils". (SD-4)

> "We require teachers who can handle the deaf and the blind".

> (SD-19)

Some students with negative experiences on inclusion voiced concerns about academic work and noise in an inclusive classroom. Three of the 21 of students with disabilities preferred special schools because the academic work was easier. These students viewed academic work in an inclusive classroom as difficult.

> "There are new subjects which I don't understand when I read notes". (SD-3)

> "There is too much noise in the lab and general science is difficult if one is not serious [concentrating]. (SD-20)

> "The noise gets very loud sometimes and I don't learn the subject properly". (SD-7)

In summary, most students with disabilities reflected that they liked to be included in mainstream schools as opposed to being educated in a segregated school. They felt that their inclusion in mainstream schools had motivated them to compete with their peers without disabilities and 'competetion' was frequently mentioned. Most students with disabilities had a positive experience and enjoyed attending classes with their peers without disabilities. In general, students with disabilities felt that they fitted in the general education classes and cited academic benefits and participation as main benefits. They further argued that inclusion should not be based on the ability to perform on the general education curriculum citing examples of students without their positive reflection on inclusion experience.

However, a minority of students with disabilities had negative experiences of inclusion arising from the issue of non-adaptability of the curriculum. They found that some of the subjects were difficult for them, indicating that the curriculum was not

adapted to suit their educational needs and learning styles. A minority of students felt that students with vision and hearing impairment should not be included in mainstream schools owing to the nature of their complex needs to be in mainstream schools.

5.1.3   Students without disabilities

The 21 students without disabilities made 13 observations about their peers' academic participation and performance. There were nine (69%) positive comments on students with disabilities' academic participation and performance. Four (31%) were negative. Despite the difficulties in learning experienced by students with disabilities, students without disabilities felt that adapting the curriculum could encourage students with disabilities to feel confident and be more positive when participating in academic activities. Five (38%) commented that:

> "Change the curriculum and some can improve". (ND-9)

> "Some disabled can do simple topics in all the subjects like environmental science". (ND-7)

> "Re-design the curriculum to allow disabled to learn something". (ND-3)

> "It is better they are put in group D or E because they are like normal students who are dull" [Groups D and E were regarded to be very low achievers in schools]. (ND-13)

> "Their [disabled students] performance can be compared to some lower grades". (ND-10)

Students without disabilities indicated an awareness of the students with disabilities being different to their non-disabled peers because of their special learning needs. Three of the 21 students pointed out that:

> "They can learn but not like us". (ND-5)

> "Disabled pupils do not learn things like other people but they can do simple puzzles and simple subjects". (ND-18)

> "Handicapped pupils are able to draw some pictures like in grade three or may be grade two". (ND-1)

Some students without disabilities had strong views about including students with disabilities in general education classrooms. They were doubtful about the participation of students with disabilities in academic activities because of their perceived limited capabilities/abilities and disruptiveness. For example, three (23%) commented:

> "They are not able to learn independently". (ND-12)

> "Some handicapped pupils come to school to make noise". (ND-15)

> "Some [disabled students] refuse to be helped". (ND-20)

Some students without disabilities realised that their peers with disabilities possessed capabilities/abilities that they had not expected. The following comment by one of the 21 students exemplified this insight:

> "Before I started learning with them, I did not think that they can do anything for themselves, now after two years of learning with them I have seen that they can do something". (ND-2)

In summary, the data indicated that there was a split of opinions about academic participation and achievement by students with disabilities. Some students without disabilities reflected on their experience of inclusion as positive and that students with disabilities participated in academic activities. They observed that their peers with disabilities had shown some improvement despite difficulties in meeting the expected standard of achievement in general education. Students without disabilities pointed out that their peers with disabilities could even do better if the curriculum was adapted to suit their learning needs. Students without disabilities were aware of the learning limitations of some students with disabilities. However, there were some students without disabilities who felt that their peers with disabilities experienced negative academic participation and achievement and that inclusion held back the progress of the class by taking the teacher's time with individual attention.

5.1.4 Mainstream teachers

The 48 teachers made 20 comments about students' with disabilities academic participation and achievement. Of these, 17 (85%) were negative and three (15%) were positive. One of the concerns expressed by teachers is that students with disabilities were not meeting the academic expectations of the regular classroom.

Some teachers doubted whether students with disabilities could benefit from mainstream education. Three of the 48 teachers commented that:

> "Students with disabilities fail their grade 7 and 9 examinations"
>
> [final years of primary and junior secondary education]. (T-3)
>
> "Pupils with disabilities are not doing well; in fact they are getting worse". (T-34)
>
> "Pupils who are disabled will not compete with normal ones during examination and they are likely to fail the examinations". (T-29)

Teachers in general expressed their frustration with the lack of achievement among the included students with disabilities in their classrooms and found teaching an inclusive class to be a difficult task because it required more energy, patience and commitment to attend to all students. Their comments indicated that students with disabilities present academic problems that the teachers need to address. For example, five (25%) comments stated that:

> "They are not able to learn at the same pace as the normal pupils" (T12).
>
> "Children with disabilities are experiencing problems". (T-15)
>
> "Handicapped pupils fail to do simple arithmetic". (T-40)
>
> "Teaching addition or subtraction all the time reduces the morale of teaching". (T-18)
>
> "I have only one handicapped pupil but he takes much of the time". (T-17)

Despite poor academic performance in mathematics, strengths were identified by some teachers and mainly related to literacy as being a relative strength. In some cases strength was an improvement in performance as three of the 48 teachers illustrate the point:

> "His reading is slowly improving". (T-6)
>
> "My disabled pupil has problems in speech and language but can write some short sentences in controlled writing (filling in the blanks)". (T-13)

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"My disabled boy can read better than some normal pupils". (T-25)

Nine of the 44 teachers indicated that adapting the curriculum and teachers' practices would help more students with disabilities to participate in academic activities. Curriculum adaptation was mentioned multiple times. They commented that:

"The syllabus is difficult for disabled pupils". (T-8)

"The syllabus was made [designed] for normal pupils". (T31)

"The curriculum should be adapted to suit all the learners". (T-2)

"Schools should make the syllabus more suitable for disabled students". (T-9)

"We can help disabled students by modifying the syllabus so that it suits all the students in the school". (T-41)

"They are being introduced to a wrong curriculum which does not suit their learning". (T-28)

"The district education office needs to hold a seminar on how to simplify the curriculum". (T-5)

"I do not know an entry level of disabled students on the curriculum". (T-33)

"We have to find better ways of imparting knowledge to students with disabilities". (T-22)

In summary, most teachers did not expect students with disabilities to experience positive academic participation and achievement. Teachers expressed a variety of low expectations including failure to meet the standards of the general education curriculum, slowing down or impeding the typically developing peers learning process and repetition of activities by students with disabilities. In contrast, a minority of teachers experienced somewhat positive experiences and suggested curriculum adaptations and improved on teaching strategies to accommodate students with disabilities.

5.1.5 Principals

Twenty principals participated in the study. Principals are expected to design, lead, manage and implementation of programs for all students including those with

disabilities in their respective schools and it was surprising that they made only four comments about academic participation and performance of students with disabilities. The principals observed that students with disabilities were experiencing difficulties in academic activities and commented that the reason students with disabilities were not performing well was that:

> "The syllabus is not for the disabled". (P-3)

> "The syllabus does not seem to take account of pupils with certain disabilities". (P- 7)

> "Pupils with disabilities have not performed as expected". (P-1)

One principal's comment indicated support for inclusion. However, he felt that students with disabilities can learn in general education classrooms if they were given individual attention by the support staff. He stated that

> "Disabled pupils in schools with house parents [teacher assistants] can learn more [benefit from inclusion] because of being in a normal school socially". (P-8)

In summary, principals commented negatively about academic participation and performance of students with disabilities and did not expect that the curriculum would need adaptations to accommodate these students. Principals' lack of knowledge and skills in inclusive practices made it difficult for them to provide practical support to mainstream teachers. Generally, 16 (80%) principals and deputy principals did not comment about the performance of students with disabilities and those who did showed little appreciation of the need for schools to adapt in order to provide students with disabilities with access to the curriculum.

5.1.6 District administrators

The five administrators made 12 comments about students' with disabilities participation and achievement. Of these, nine (75%) were positive and three (25%) were negative. Administrators monitored the progress of inclusion in the last three years and had been given the reports on included students. They noted that students with disabilities were participating in academic activities. Three of the five administrators commented that:

> "And some are doing well academically'. (AD-1)

> "We have seen that some children are slowly improving". (AD-5)
> "The results we have been receiving from the officers in the field are
>
> that these children are doing well". (AD-3)

They further stated that the performance of some students was encouraging to teachers although their progress was a bit slow compared to non-disabled students. Administrators pointed out that many teachers were teaching students with disabilities for the first time in their career, and it would take some time for them to learn how to adapt the curriculum to suit all the students. They stated that inclusion was a positive extension of the government's philosophy of educating all the children because in the past these students were in general education classroom, and they were miserable because they could not achieve in the traditional classroom. Five (41%) comments by administrators stated that:

> "Some have shown improvements in arithmetic but at a very low
> grade level". (AD-2)

> "Teachers have been reporting that some children can only read
> short sentences in English and mainly books for lower grades". (AD-
> 4)

> "Although the results are slow but they are doing better as compared
> to when they were in special schools and units". (AD-3)

> "We do acknowledge whatever little achievement the child makes
> because we do not expect miracles from them when we know that
> they have disabilities but they can make an effort just like normal
> children". (AD-1)

> "Teachers have been reporting that oral reading by some disabled
> pupils with speech and language problems is slightly improving
> though it is time consuming in providing individual attention". (AD-1)

Like the students with disabilities, administrators observed that students with disabilities were willing to compete with their non-disabled peers. Positive comments were related to academic work attributed to students with disabilities and administrators were quite optimistic that students with disabilities were benefiting from inclusion. One of the five administrators mentioned that:

> "Being disabled does not mean that they cannot perform like the so-
> called normal children. They are trying very hard but teachers have
> to keep on motivating them". (AD-3)

Only three (25%) of the administrators comments were negative about students' academic participation and performance. These administrators felt that some students were not participating in class activities. Administrators had the task of supervising teachers in the district and their experiences indicated that students with disabilities made little improvement in their academic participation.

> "It is difficult to learn like others because of the handicap". (AD-4)

> "Some have the problem of speaking and cannot talk properly in class". (AD-5)

> "As a district we do not have high expectations about these pupils because their progress is very slow this is from our little experience in the last three years". (AD-1)

In summary, there was a general perception by district administrators that students with disabilities in inclusive classrooms experienced positive inclusion. Administrators had observed that some, but not all, students with disabilities had shown improvement in their academic skills but did not comment on the level of participation or achievement.

5.1.7 Parents of students with disabilities

There were 44 parents of students with disabilities involved in the study and they made 15 comments about academic participation and achievement of their disabled children and peers. Of these, 11 (73%) were negative and four (27%) were positive. These parents expressed concern that their children were not being attended to by mainstream class teachers. For these parents, one-on-one attention from a special education teacher had very similar meaning to them as one-on-one attention from a medical practitioner. Four of the 44 parents commented that:

> "I don't think he is learning anything in class since he was transferred". (PSD-9)

> "The special school was better because teachers know how to teach handicapped children". (PDS-3)

> "My child's learning seems to be going down". (PSD-28)

"I don't think ordinary teachers [mainstream teachers] will teach my child the way he enjoyed at a special school because teachers there where trained and loved disabled pupils". (PSD-34)

The parents of students with disabilities were concerned with the attitude and performance of regular classroom teachers. These parents felt that teachers focused on teaching students without disabilities because of the examinations which students have to write at the end of the year. The focus on the examination meant that many teachers believed that teaching students with disabilities was a waste of time because they were incapable of passing the examinations. The following three comments (20%) illustrate the concerns of parents of disabled students:

"Books are not marked by teachers and mistakes are not corrected". (PSD-13)

"The child skips pages all the time he is given some work". (PSD-2)

"They do not check pupils' books". (PSD-11)

Parents of students with disabilities were sceptical about inclusion, though they did not think inclusion was a bad thing. Their main concerns were that students with disabilities are 'dumped' in the mainstream class, and that they would not be able to cope with the curriculum or the expectations of the teachers. Four of the 44 parents commented:

"The curriculum has not been changed". (PSD-16)

"She will not be able to compete with other students". (PSD-3)

"My child is a slow learner hence she cannot catch up with normal children". (PSD-40)

"My child is deaf. I do not think teachers will be able to teach her". (PSD-20)

In contrast, four of the 44 parents were somewhat positive about their children's participation and performance in academic activities. They observed that their children were making some progress in academic skills.

"She is trying to write her name". (PSD-25)

"He can copy written words and calculate simple [addition] arithmetic". (PSD-39)

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"My child tries to learn how to write but he has problems because of cerebral palsy". (PSD-17)

"There is little improvement I have seen in my child in reading grade one reader [books]". (PSD-22)

In summary, comments by parents of students with disabilities centred on the appropriateness of inclusion for their child's level of functioning or particular educational needs. Many parents indicated that inclusion was not appropriate for their children because of the children's abilities required special attention. Other parents, however, saw inclusion as appropriate for their children because they experienced positive academic participation and achievement and could handle the general education requirements and setting.

5.1.8   Parents of students without disabilities

Of the 21 parents of students without disabilities, 10 comments were made about disabled students' academic participation and achievement. Of these, three (30%) were positive and seven (70%) were negative. Some parents of students without disabilities struggle with the effects of inclusion on their own children's performance. Three of the 21 parents of students without disabilities commented that:

"Handicapped children should be left in social schools that where they can do better rather than confuse normal [mainstream] schools". (PND-1)

"Teachers in basic or primary schools will not be able to handle some disabled children because they are difficult to teach". (PND-16)

"Our children [typically developing children] are losing in learning because of the disabled who have been transferred from special schools)". (PND-9)

"Disabled children will make the work in schools difficult for teachers". (PND-6)

Some parents commented that regardless of the academic ability, some students with disabilities can improve after a long time of inclusion. Three of the 21 parents stated that:

"I have seen some children doing arithmetic for grade three but they are in grade five which is not bad because in future they can do better". (PND-20)

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"Disabled students can pass tests which are not difficult". (PND-11)

"Handicapped children can do like normal children". (PND-8)

A few parents of students without disabilities expressed positive views about the academic participation and performance of students with disabilities.

In summary, some parents of students without disabilities felt that students with disabilities could participate in general education curriculum but with low levels of participation and achievement. They believed the placement of students with disabilities in general education classroom may not be appropriate due to their learning limitations. Their main concern was that students with disabilities would use much of the teachers time which might disadvantage students without disabilities whose parents were looking forward to participating in national set examinations. Parents of students without disabilities generally felt that the standard of education had gone down as a result of including students with disabilities. The general view of these parents was that students with disabilities could not compete and participate in the general education class, though some parents believed there was slight improvement in their academic participation.

5.1.9   Community members

The five community members made 11 comments about disabled students academic participation and achievement. Of these, nine (82%) were positive and two (18%) were negative. These community members were parents of students without disabilities and they also served as Parent Teachers Association (PTA) representatives. Their comments were based on personal experience of getting involved in school activities. Community members went into classrooms voluntarily to support teachers. Therefore three community members stated that:

"Some of them are slow but are learning something". (CM-3)

"They are doing some work, but not as good as non-disabled children". (CM-5)

"Disabled children are doing well, only that their improvement [progress] may take a long time to be seen by people" (CM-2

Three of the five community members were equally positive about academic participation and performance of students with disabilities; they found that some

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students with disabilities were quite positive about their performance. Community members believed that involving students with disabilities meant that each was learning. The key was to identify what roles and function the individual student could fulfil. Community members who volunteered to work with teachers helped to promote the idea that every student had a talent to offer and be recognised. As five community members commented:

> "One boy was good at colouring the picture book". (CM-1)

> "I sat with one child and in the class during the visit and I was impressed the way he put the jigsaw together". (CM-4)

> "Some disabled children are trying". (CM-4)

> "We help teachers to check [monitor] the progress of every child". (CM-5)

> "I think they are making improvement". (CM-1)

> "We can help them very much if all of us [parents and the community] involved worked hard to ensure that they learn like normal children'. (CM-3)

In addition, community members commented on students' academic participation based on the information they shared with parents of students with disabilities. While some community members acknowledged the performance and participation of students with disabilities, others were less positive. Two community members felt that students with disabilities did not participate in academic activities. They commented:

> "They do not perform to teachers' expectation". (CM-2)

> "Handicapped children are not being taught in inclusive schooling". (CM-1)

In summary, comments by community members regarding academic participation and achievement by students with disabilities were mixed. They observed that despite their limited capabilities/abilities in academic skills, students with disabilities made some academic gains by being in inclusive classrooms. Their observation regarding academic improvement was based on experiences during classroom support provided to teachers. The views by community members indicated that some teachers made attempts to accommodate students with disabilities.

Summary

Generally, students with/without disabilities, administrators, and community members expressed positive comments about the academic participation and performance of students with disabilities while principals, parents of students with/without disabilities and teachers were more negative.

Administrators and community members observed that students with disabilities participated in academic activities and were capable of achieving their capabilities in school. Although administrators were generally positive about academic participation and achievement for students with disabilities they were cautious about the rate of progress by students with disabilities because they had little direct contact with students while community members had minimal contact during voluntary work in classrooms. They acknowledged that the progress of students with disabilities was slow and they felt that students with disabilities should be encouraged for the efforts they make to participate in general education curriculum.

Teachers felt that students with disabilities were experiencing problems because the curriculum did not meet their needs and suggested adaptations were necessary. Some stakeholders (teachers and parents of students without disabilities) felt that the inclusion of students with disabilities in general education may not be appropriate because the Zambian education curriculum is examination-oriented and teachers drill their students to pass the examinations set by the Examinations Council of Zambia.

5.2   Category 2: Participation and acceptance of students with disabilities in structured and unstructured activities

5.2.1   Introduction

Social acceptance and participation in structured and unstructured activities was defined as positive or negative reaction or feelings towards students with disabilities including their participation both in structured and unstructured activities. Social acceptance and participation in activities are fundamental to the quality of life of all people, including those with disabilities. The extensive literature relating to peer acceptance of students with disabilities was reviewed in chapter two, and the general finding was that inclusion benefits all students. This section describes the views of

stakeholders on participation and acceptance of students with disabilities in inclusive classrooms.

Table 5.1 overviews responses of stakeholders regarding participation and acceptance of students with disabilities. Most stakeholders commented positively with the exception of parents of students with disabilities were negative.

5.2.2 Students with disabilities

The 21 students made 96 comments about their participation and acceptance in structured and unstructured activities. Of these, 55 (58%) were positive and 31 (32%) were negative while 10 (10%) remained neutral. Some students felt that inclusion had broken the barriers between themselves and their non-disabled peers. In particular they valued typically developing peers making them feel welcome and part of the school. Other students with disabilities commented on being in a new environment with a different atmosphere of learning, making friendships, their participation in structured and unstructured activities and the implications of including students with vision and hearing impairment in general education classrooms while others had experienced negative attitudes from a minority of students without disabilities. The issues of being accepted, learning in the same classroom, feelings of being part of the mainstream school, new experiences and anxiety about their new learning environments, participation in group work were mentioned several times. For example, eight of the 21 students stated that:

> "I think the most important thing about coming to this school is that my new school is inclusive with able -bodied and those with disabilities learning in the same classroom and make friendships". (SD-13)

> "When I was transferred I was nervous about the whole thing now I have liked the school because I have made new friends". (SD-7)

> "There is no segregation at my school and some people are friendly". (SD-19)

> "To add on what he has said…..you know…..when you are in an inclusive class you feel better to know other people". (SD-10)

> "The Ministry of Education….in my own thinking it will be better if they do more inclusive schooling in many schools disabled pupils will make friends". (SD-12)

"At my school we are learning with friends who are not disabled.

"And some people welcome you in one way or the other which is good". (SD-4)

"It is good that we are learning with friends who are not disabled". (SD-4)

"At my school we are learning with friends who are not handicapped". (SD-7)

"So that everybody feels part of the school instead of feeling lonely and not wanted by other people". (SD-9)

Students described attending inclusive schools as positive because they had the opportunity to spend time amongst non-disabled peers and made friendships allowing them to feel 'normal' and ignore the disability. For example, seven (7%) comments by students stated that:

"At my school it is a mixture of disabled or not disabled same class". (SD-5)

"When we are mixed with able-bodied it is good that we will get used to them and even them they will get used to us". (SD-9)

"Another thing is that there are no groups in class for example group A, B, C and so on". (SD-17)

"To add on what my friend has said, at our new school other friends have welcomed us very well". (SD-6)

"I was happy when I was told that you are going to an ordinary school, because we need to be with normal people all the time at school and in the compound". (SD-14)

"What I like about in an inclusive classroom is that we make friendship and you can have many friends unlike in special education where some friends cannot speak". (SD-6)

"I think me too I am happy at the new school because you can talk to everyone unlike in a special school where you have pupils who cannot so it was difficult to learn English". (SD-12)

Friendships played an important role for students in inclusive schools. Some students commented that they had more friends than in special schools. Some students' reasons for having a big group of friends in inclusive schools compared to special schools

related to the larger student population, and meeting other students at different grade levels. Two of the 21 students commented:

> "It is easier to have friends because you have more pupils in your class". (SD-4)

> "I have done my best to make friends but so far I have only three good friends". (SD-8)

While some students reported being welcomed, others experienced social isolation. The most frequent attitudinal barrier mentioned was that of emotional bullying. Six (6%) comments indicated that it was hurtful and included name calling, being ridiculed, or labelled as:

> "*Kamwendo* [small leg], we *mpofu* [blind person], *nkomya matwi*

> [deaf person]". (SD-1)

> "But there are some people who don't like me because of my legs and problems of speaking". (SD-6)

> "They are fond of teasing and sometimes to mock you". (SD-14)

> "I was not happy to be teased because I am disabled". (SD-4)

> "I used to feel ashamed to walk alone in the street during school holidays". (SD-19)

> "It is difficult to talk to them because you don't know how they are going to respond". (SD-7)

Students spoke about the benefits of shared experience in an inclusive school. They enjoyed being with non-disabled students and they wanted to do the same activities as their peers. The following 10 comments were made by students regarding participation in activities.

> "Group work is better because you copy from friends". (SD-2_

> "We are learning the same subjects with normal pupils". (SD-21)

> "But we think and participate in class so it is not good to think that disabled pupils are dull". (SD-19)

> "You feel better when you take part in things like mathematics, sports and wood work". (SD-5)

> "But if we are to participate in sports it will keep us mentally and physically fit". (SD-1)

> "But at my school you can join any club". (SD-18)

> "The important thing is to take part no matter you win or lose". (SD-19)

> "The good thing about learning together is that we learn from each other". (SD-6)

> "I think sharing or learning together is good because if you don't know you can ask your friend". (SD-14)

> "I think is better to ask your friend to help you if you don't know the answer". (SD-20)

Students made the point that, in most classes, all students were expected to do the same work. They did not see any differentiation in action and this posed a problem to some students. Four of the 21 students commented:

> "I hate it when I am in a group and I cannot do the work". (SD-1)

> "If people laugh at me I lose my temper and sometimes I get punished". (SD-13)

> "It is really embarrassing when you are in a group and you fail to do the work". (SD-7)

> "Sometimes I just feel like going home if the work is difficult for me"(SD-18)

The initial experience of students was such that they had to adjust to their new learning environment, being in a big school, sharing furniture, co-education, and anxieties of the initial inclusion. These adjustments related to having to deal with a lager school from an enrolment of two hundred to one thousand five hundred students, changes in the classroom environment, and increased work load. Nine of the 21 students commented that:

> "The school where I was transferred there are so many people that I don't know all the grade nine pupils". (SD-21)

"During break the corridors are crowded with pupils". (SD-8)

"The teacher gives assignments every Friday and sometimes you are given two at one time". (SD-6)

"Work has changed very much from what we did in special education". (SD-14)

"Yes some subjects for me are difficult. May be for my friends they are easy". (SD-10)

"In our class we are 48 students and the classroom was planned for 40 pupils only so there is not big room for more than 20 tables". (SD-19)

"The desks are different because at Merville Special School each student had his or her own desk". (SD-21)

"I was afraid to sit with girls at the same desk, at St. Vincent's School we were all boys". (SD-7)

"We were kind of feeling nervous to meet the able bodied pupils". (SD-1)

In addition to initial experiences, some students were quick to point out to the types of activities they liked in the inclusive setting. These students were convinced of the correctness of mainstream school placement for them. For example, eight of the 21 students commented that:

"Well….. I think I am happy with my transfer to the Greenacres Basic School instead of being in a place where you are all disabled". (SD-1)

"We are not in a fence anymore because at Merville Special School, we were not allowed to go outside the fence". (SD-5)

"The gate was sometimes locked because some disabled pupils were running back home and teachers feared that they can be knocked by cars". (SD-17)

"I have no bad feeling about being transferred because it is a good thing to be with my age mates". (SD-3)

"I think these guys [boys] and dolls [girls] will agree that inclusive schooling is good because we have started learning how to approach each other with normal students". (SD-19)

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"At my new school is better because there is nothing like being in class with fellow handicapped students". (SD-2)

"We should be part of the normal school". (SD-10)

"I like going to an inclusive school because I don't want to be rotting in a special school" (SD 16)

However, three of the 21 students were keen to emphasise that some teachers were helpful and supportive. This point is illustrated by the following comments.

"Mr. PC [teacher] makes me feel I can do it". (SD1)

"And he [teacher] encourages you to complete the work". (SD-12)

"He [teacher] does not use bad words when you have failed to do the work". (SD-21)

A few responses implied an attitude, among at least some students, that issues of equity and rights were now being recognised and that they have been accepted in the mainstream. The following five (5%) comments illustrate their views on exclusion.

"We [students with disabilities] do not like to be segregated". (SD-14)

"In a situation where you are grouped as special education pupils is not good". (SD-16)

"No, it is bad for both groups of the disabled or normal pupils to be in different schools". (SD-3)

"When I was in a special school I could not associate [interact] with the other able-bodied OK! but now I am able to talk to some guys which is good". (SD-8)

"Disabled students should not be put [segregated] on their own because of disability". (SD-11)

Students identified reasons for preferring inclusion over special schools: the independence found in inclusive schools, the schedule of changing classes, and the opportunity to meet new friends. Increased independence and interaction were the main reasons for inclusion. Four of the 21 students with disabilities commented that:

"Inclusive schooling helps you to expand your life". (SD-15)

"You are not in the same place everyday at the same time". (SD-20)

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> "In special education it was a group of disabled pupils and we moved together as disabled people but in an inclusive school you mix [interact] with many students". (SD-2)

> "It was always the same teacher and same classroom, now in inclusive schooling teacher change for every subject you are learning". (SD-21)

Two of the 21 students discovered that their fears about interaction with their peers were not unique, as they started to interact with students without disabilities during structured and unstructured times. They commented on similar fears prior to their own involvement in various activities in the school.

> "I saw that other people [students with disabilities] had the same fears as me when we just started". (SD-4)

> "I also saw how people [students with disabilities] respond to normal pupils". (SD-18)

Two of the 21 students felt they were picked on by their peers without disabilities who did not like them being in an inclusive school. They were called names and sometimes they were verbally abused. The following quotes illustrate the point:

> "Able-bodied pupils think they are tough and they tease pupils who are not like that [without disabilities]". (SD-6)

> "Before I wear my uniform I make sure that it is clean and properly pressed [ironed] because I don't like people making fun of me". (SD-11)

The feeling of being alone, despite having regular company appeared to be linked to missing valued people following their transfer to mainstream schools, due to distance, or other reasons for limited contact. Students mentioned the importance of keeping in touch by writing, although postage was expensive. Four of the 21 students with disabilities had this to say:

> "I miss my former school where I used to learn". (SD-20)

> "I miss my old friends though we were all disabled". (SD-3)

> "I had good teachers who understood my problems". (SD15)

> "We [students with disabilities] find it expensive to ring or post a letter to my former school". (SD-9)

Students in residential mainstream schools commented on the importance of contact with their family, friends and involvement in family activities. Students who transferred from residential special schools to mainstream schools and lived with their families also emphasised the value they attached to being part of the family. Three of the 21 students with disabilities commented that:

> "My father sends my brother to come and see me". (SD-5)

> "I like seeing my brother and sister when I go to visit them at the week end". (SD-6)

> "Helping my family to do things in the home is much better because you sometimes see relatives". (SD-21)

Such comments indicated that students perceived that there were some students without disabilities with negative attitudes towards them. Even among themselves there were differences in opinion about including students with vision or hearing impairments. The following six (6%) were typical comments of students with physical and mild intellectual disabilities:

> "The deaf cannot hear but we cannot mix with them [interact with peers with disabilities] because for us we use voices and they use signs". (SD-7)

> "I think these guys [students with hearing impairment] need their own classroom so that they can concentrate". (SD-12)

> "But look at the situation like the blind, how can you include the blind"? (SD-3)

> "They cannot copy from the blackboard". (SD-16)

> "The blind are not supposed to be put [included]… like for example four it is better only one at least we can manage to help". (SD-6)

> "Just to add on what my colleague has said, ah…I think it is not a good idea to mix [include] with the blind because as they have said [students with vision impairment] they need their own teachers and again they are very talkative even when you are near him they shout very much". (SD-17)

However, one of the 21 students with vision impairment was not happy with the comments of other students and instead verbally attacked his peers by putting it this way:

"You people cannot change what the government has decided I will continue to be in inclusive schooling [mainstream school] because the government transferred me. If some people are not happy for me to be in inclusive schooling, then it is not my problem, they can move to some other schools where they will not find blind people as you call us". (SD-21)

Extra-curricular activities seemed to be a problem area for students with physical impairments. For some students participation was not guaranteed. These were some of the comments regarding extra-curricular activities.

"I sit in the classroom when it is PE [physical education] period doing some work because the teacher said you cannot do PE". (SD-10)

"We just go there to see them do exercises". (SD-1)

"He [teacher] gives us draughts to play when normal pupils are at PE ground". (SD-20)

"I have not done PE at my school but at my old school we were doing PE according to disability". (SD-19)

"Female teachers just tell pupils to run around the football ground and after two rounds they come back to the class". (SD-13)

"Some of us just go to the ground to waste time looking normal pupils do PE instead of doing our preps (preparations for the next day/homework)". (SD-2)

Students felt mainstream schools had welcomed and made them part of the school community as opposed to segregated schools they had no opportunity to interact with their peers without disabilities. Their initial reactions of not knowing what to expect from their new learning environments were alleviated by positive attitudes by teachers and students without disabilities. However, one of their concerns about inclusion was that they did not participate in extra-curricular activities but had shown willingness to participate in adapted activities to suit their level of capabilities in physical education and other general sports of the school. Four of the 21 students commented that:

"We the physically disabled, there is nothing wrong with the brain and we have got exercises that we can do that normal pupils cannot do". (SD-18)

"I have seen normal pupils failing to do some exercises in the ground with the teacher but if it was a disabled person they can say because he is disabled". (SD-15)

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> "Teachers have not seen many disabled doing physical exercises and that is why they think we cannot do it". (SD-14)

> "Sir, I am also disappointed because they say you are disabled and cannot do the exercises when at a special school we used to do physical education it is good for us to keep us fit". (SD-9)

It is therefore not surprising that three of the 21 students thought that students with disabilities were treated as inferior:

> "People [did not specify the people] treat us as if we are useless". (SD-21)

> "If you try to say something they don't listen to you". (SD-11)

> "We are not regarded as human beings, but as crutch and wheelchair users". (SD- 2)

A very small minority of students with disabilities decided to remain neutral about inclusion and their experiences because they were recently transferred from special schools: Three of the 21 students commented that:

> "In my case I cannot say much because everywhere you go there are good and bad things". (SD-13)

> "I was transferred to the new school by the government, and I am waiting to see how things will change". (SD-7)

> "I think we shall be able to know if inclusive schooling is bad or good after may be going to grade 10 or getting a job". (SD-3)

In summary, students experienced various degrees of acceptance and participation in structured and unstructured activities. These students saw themselves as part of the school. They felt that their peers without disabilities had accepted them and that some were very friendly and helpful to them. Some students reported some loneliness, and lack of active social participation with students without disabilities while some experienced passive participation at times in the structured or unstructured activities. In general, students with disabilities appreciated being in mainstream schools and the opportunity to learn with their typically developing peers and was happy about their placement in mainstream schools. Some students were critical of inclusion of students with vision and hearing impairment because of lack of support and suggested that placing one student with vision/hearing impairment would enable other students to provide support and a few students felt that they missed their friends and staff

members in special schools. The general view of students was that they were pleased with their placements in mainstream schools but were highly critical about extra-curricular activities.

5.2.3 Students without disabilities

The 21 students made 44 comments about students with disabilities participation and acceptance in structured and unstructured activities. Of these, 37 (84%) were positive and seven (16%) were negative. These students observed that classroom atmosphere had fostered the inclusion of their peers with disabilities. They saw that the tone or behaviour of some teachers had set the stage for accepting students with disabilities. Students noted that some teachers do assign students with disabilities to subject groups. Moreover, students commented that they would like to be talking to them as much as possible and some found difficulties to communicate with them: Seven (16%) comments stated that:

> "Some of them cannot speak properly". ND-21)

> "Those with physical disabilities speak better than mentally handicapped students". (ND-4)

> "It takes time for some students to say a word so you have to wait for two minutes for him to finish talking". (ND-8)

> "It is important that we treat the disabled as friends because they are also people like us "(ND-13)

> "Talking to each other makes people become friends". (ND-16)

> "It encourages students to understand each other". (ND-1)

> "Those who cannot speak properly are also human beings and we have to respect them and be friends no matter if they speak properly or not it is not their fault but it is nature". (ND-17)

Through inclusion, genuine relationships appeared to have developed among some students with/without disabilities. This was illustrated by the following comments made by three of the 21 students:

> "Disabled pupils are friendly compared to normal pupils". (ND-21)

> "Even if some [students with disabilities] don't speak properly
> disabled students talk to normal students". (ND-3)

> "TP is my friend even if he has saliva dropping from his mouth, he is
> a good fellow". (ND-13)

Some students realised that a relationship could be established between mainstream students and their counterparts who have disabilities. Two students commented that:

> "The normal pupils were able to make friendship with disabled
> pupils". (ND-6)

> "I have learnt that you can be a friend with some who is disabled".
> (ND-2)

Friendships among students with and without disabilities were mentioned. However, students without disabilities in higher grades (seven to nine) pointed out that peers with disabilities had friends without disabilities in their classes or the person they live with in the same compound (suburb). This view was illustrated by the following five (11%) comments:

> "We walk home together after school with our disabled friends". (ND-
> 10)

> "Some help him to push her wheel chair if it gets stuck in the sand".
> (ND-6)

> "We try to help them because they are friendly". (ND-3)

> "It promotes friendships in class and in our compounds [community]".
> (ND-18)

> "We sit at the same desk and more important is that we are friends
> with the disabled". (ND-7)

Typically developing peers made few references to areas which they felt their peers with disabilities experienced difficulties and where they participated in class activities. For example, these four (9%) comments illustrate the point:

> "Pupils with disabilities do just the same as everyone in the duration
> of completion of each task". (ND-11)

> "Though some activities may be awkward (difficult) to them the fact
> that they [disabled students] can be offered a chance". (ND-14)

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> "Encourage activities that all students can participate for both disabled and the normal students". (ND-5)

> "Disabled students can take part in games if they are given good equipments for their handicapped legs just like us". (ND-12)

Some students commented on positive participation by students with disabilities which had an impact on their perceptions of people with a disability. Students commented on increased knowledge of their peers who had learning difficulties, which was manifested through interaction: Four of the 21 students commented that:

> "I was thinking that we should pity them because they cannot do things on their own". (ND-21) [help students with disabilities if they have difficulties in doing some activities]

> "I have seen one disabled in my class he can do some things we do". (ND-19)

> "Sensitizations did affect the way I was thinking about disabled people [Inclusion and disability awareness activities helped the student without disability to develop positive attitudes towards students with disabilities]". (ND-15)

> "My thinking has changed [negative to positive attitudes] about the disabled because it showed me that they can also do the same things". (ND-2)

Interestingly, students commented on the effect of inclusive schooling on the development of friendships. Some students wanted their friends to be in their classrooms so that they could be helping them and make new friends. Four of the 21 students commented that:

> "I can help him if we were in the same room". (ND-4)

> "We do like to help them but sometimes there is too much written work". (ND-9)

> "I help them if we doing a project". (ND-20)

> "I will be happy to help the disabled if the head teacher can bring some in our class". (ND-8)

Some of the students abused their peers with disabilities while others took the role of advocates and protected them. Three of the 21 students commented that:

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> "I do not like mistreating other people (student with a disability)". (ND-17)

> "They are pupils [students with disabilities] like us". (ND-15)

> "They are handicapped but we should treat them like any other boy or girl". (ND-9)

In addition, a few students identified that their peers with disabilities were emotional or over-reacted to particular situations, mistrust of students with disabilities by students with vision impairment and sometimes preferred to be alone. These students felt that they did not understand why some students with disabilities react in a manner even where they felt everything was alright. They indicated lack of sensitivity to disability issues. Four (9%) comments by students without disabilities stated that:

> "Sometimes they [students with disabilities] like to be alone". (ND-18)

> "The students who are blind don't trust other students and they are short tempered". (ND-20)

> "Some normal students don't like to walk home with physically handicapped because they walk slowly". (ND-1)

Some students defended the rights of peers with disabilities to be in regular classes. A common form of defence was to be reactive, to speak and to correct other students. Comments indicating an advocacy position was made by students in grade eight or nine (junior secondary school). Five of the 21 students commented that:

> "Some of my friends tease the handicapped pupils". (ND-16)

> "I feel sad when one student is trying to make foolish of a disabled student and I report them to the teacher". (ND-7)

> "The Head boy at school talks about reporting unruly boys who mistreat disabled students". (ND-11)

> "I slapped my friend when he laughed at the girl [student with a disability] the way she walked because of her leg which is very thin on one side".(ND-12)

> "My father and mother are Christians and they tell us to respect all the people". (ND-4)

Some students dismissed as immature those who teased or insulted their peers with disabilities, and others corrected them or took other measures. [Other students defended their peers with disabilities by taking the school rules in their own hands.] For example, four (9%) comments illustrated that:

> "Some pupils are immature about handicaps". (ND-8) [some students without disabilities had no knowledge about disability]

> "I reported my friend to the teacher about teasing my classmate". (ND-18)

> "It is better to teach them a lesson". (ND-9)

> "BJ was punished to slash grass in the ground when he teased QK" (ND-6)

Students reflected on positive peer acceptance of their peers with disabilities in their schools. Most but not all had established friendships with students with disabilities, and they generally, reflected that they got along well with them. However the communication barrier was a concern among some students without disabilities, and seemed to be an issue for students particularly when trying to establish friendship and better relationships with students with disabilities. Some students felt that their peers with disabilities were friendly, and cooperative and they pointed out they had to be patient in dealing with their classmates with disabilities. Some students expressed concern about the stereotyped misconceptions held by other students. A few students had taken the role of advocates in order to abolish teasing of students with disabilities. The general view of students was that they had accepted their peers with disabilities and acknowledged their limitations in communication skills due to their varying degrees of impairments.

5.2.4   Mainstream teachers

The 48 teachers made 32 comments about participation and acceptance of students with disabilities Of the 32 comments, 23 (72%) were positive and 9 (28%) were negative. Here are, five (16%) of the comments made by teachers about participation and acceptance of students with disabilities:

> "Some handicapped students fail to do class work unless they are helped by their friends". (T-18)

"I ask one student to assist the disabled pupil if she cannot do it by herself". (T-11)

"My students are prepared to work with the disabled in their groups".

"Some disabled pupils ask their friends how they should add or subtract in mathematics". (T-37)

"Students in my class support the disabled student". (T-20)

Three of the 48 teachers described students as working hard despite the difficulties being experienced in class activities. The following three (9%) comments stated that.

"Students with disabilities correct their mistakes with help from normal peers". (T-41)

"Disabled students ask for more work if they get the first section of the topic right". (T-14)

"They are slow but they do make some progress in their class work." (T-19)

Some teachers chose to use group work because it was more interactive and encouraged more peer support to all students than working individually. Their strategy was illustrated by the following three (9%) comments:

"I choose one clever child to be the group leader". (T-1)

"They [disabled] do participate in group activities". (T-23)

"Sometimes they [students with disabilities] are shy to talk but they get encouragement from their peers". (T-32)

Teachers believed that active participation was the critical marker of inclusion. Active participation meant that students with disabilities, at the very least, had to be physically close to each other and participating. This included listening to subject group leaders, helping in a group activity, and other tasks. Three of the 48 teachers wrote the following comments:

"Each child in a group is given a role to play in group work". (T-47)

"Disabled students are involved in group activities". (T-27)

"Handicapped pupils are assigned to various group work activities". (T-16)

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To facilitate active participation, teachers recognised that they had to vary their teaching routines and strategies. They organised desks to accommodate small groups of students and formed groups that supported the teaching strategies. One of the 48 teachers commented that:

> "I use peer teaching [peer tutoring] because it is easy to monitor students or put them in small groups and ask them to do a project in social studies or environmental science". (T-26)

Of the 32 comments made about participation and acceptance, 9 (28%) comments were negative. Some teachers felt that students with disabilities were not participating in class activities. Their views were illustrated by the following four (13%) comments.

> "Disabled students cannot read simple words". (T-1)

> "Children with mental retardation don't actively engage in some activities". (T-12)

> "Children with handicaps find grade five syllabus difficult". (24)

> "Some disabled pupils are used to do simple work in special schools and may be this is why we also find it difficult to find work which can suit them". (T-10)

Teachers identified peer acceptance as another critical factor that could lead to participation in activities by students with disabilities. Some teachers felt that despite the difficulties that students with disabilities were experiencing in coping with mainstream class activities they were accepted by their non-disabled peers. The following five (16%) were some of the comments made by some teachers regarding acceptance.

> "Children with no handicaps play with the handicapped at break [recess] time". (T-35)

> "My normal pupils talk to my two disabled pupils in and outside the classroom". (T-4)

> "I have observed my pupils play with handicapped pupils in the school grounds when I am on duty". (T-39)

> "Normal children have accepted the disabled because they talk to each other most of the time". (T-46)

> "Normal students have no problem in associating [interacting] with the handicapped". (T-48)

The implementation of policy on including students with disabilities in general education classrooms contributed to the quality of social experiences. Three of the 48 teachers commented how the inclusion policy positively guided practice:

> "Disabled pupils are treated the same as everyone else and if some pupils mistreat the disabled they are punished". (T-45)

> "The Head teacher is very strict about INSPRO;[Inclusive schooling program] he speaks to children most of the time in the assembly". (T-26)

> "We use theInclusive education program document [policy] to defend disabled children and encourage normal pupils to be mixing [interacting] with them". (T-38)

Five of the 48 teachers observed that students with disabilities have not been accepted by their peers. They expressed their observation by putting it this way.

> "Students with disabilities do not get along with their peers". (T-3)

> "Sometimes children with disabilities fail to play [interact] with children without disabilities". (T-8)

> "I don't see them talk to normal children very often". (T-44)

> "Normal children are afraid of the disabled". (T-30)

> "They do not mix [interacting] with normal children". (T-36)

In summary, comments by some mainstream teachers indicated mixed experiences of acceptance and participation by students with disabilities. Some teachers noted that students without disabilities were supportive to their peers with disabilities while other teachers observed that students with disabilities were confident about themselves by seeking support from teachers or their typically developing peers. Through acceptance and participation in structured and unstructured activities by students with disabilities, some teachers identified social, skill acquisition, and social emotional advantages of inclusion for students with disabilities, such as an opportunity to be with their typically developing peers, acceptance, removal of labels, and promoted their acceptance and participation. They believed that inclusion encouraged students without disabilities to learn to accept those who were different.

Only a small minority of teachers reflected that students with disabilities were not accepted by students without disabilities.

5.2.5 Principals

The 20 principals made 26 comments about students with disabilities participation and acceptance. Of these, 23 (88%) were positive and three (12%) were negative. Generally, principals as school supervisors perceived their role was to monitor daily programs in the school and provide support to teachers. Principals had the opportunity to observe what was happening in various classrooms by teaching one lesson in each class in a week. This gave them an opportunity to observe students with disabilities in regular classrooms. Through interactions with students in various classrooms, they had observed that students with disabilities were accepted and participated in school activities. This section illustrates their views regarding participation and acceptance.

Some principals made observations that negative attitudes by some students without disabilities were affecting the participation of students with disabilities in structured and unstructured activity. Three of the 20 principals stated that:

> "There are some students without disabilities with negative attitudes in the school". (P-3)

> "Some children do not want to be with the handicapped children even after teachers have spoken to them for a long time now". (P-14)

> "Some children are not willing to socialize with the disabled because of influence they learn about disabled people as being violent". (19)

Principals pointed out that when students with disabilities were in groups of students without disabilities they generally interact and play together. The following six (23%) were some of the comments by principals:

> "Pupils with disabilities feel happy". (P-8)

> "I have seen handicapped pupils with their friends at break (recess) time". (P-1)

> "Some of the normal children are interacting with disabled pupils". (P-4)

> "Reports by teachers are that disabled pupils are getting along with normal pupils". (P-11)

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> "I have not seen any problem when I go for supervision in classes".
> (P-16)

> "Disabled students are free to mix with their friends". (P-5)

However, other comments indicated that principals do not know how to address the needs of students with disabilities and indicated that they need in-service training to address the needs of students. The following four (15%) were some of the comments to illustrate the need for in-service training:

> "Some pupils are very difficult to handle, mainly those with behaviour problems". (P-20)

> "She can only do signs which I fail to interpret what she is talking about". (P-13)

> "Other students have problems with talking and it makes rather difficult for me to understand them even when the child has a complaint". (P-10)

> "Disabled students with epilepsy are difficult to manage because you are not sure when the child can have fits [seizures]". (P-11)

Principals highlighted the benefits of inclusion by commenting that inclusion had broken the barriers between students with disabilities and mainstream schools, and they have learned to accept diversity and individual differences. Other principals enjoyed working with students with disabilities because they are easy to manage as opposed to students without disabilities. Four of the 20 principals made observations that:

> "Inclusive schooling is breaking the barrier between normal people and disabled students". (P-4)

> "INSPRO [inclusive schooling program] has helped me and other teachers to love handicapped children". (P-9)

> "I have observed that inclusive schooling has taught us not to have anything to fear about disabled people". (P-6)

> "I like to work with disabled children because they don't create many problems like normal children and they are obedient". (P-3)

Principals stressed that inclusive education was good for pupils without disabilities, and perhaps they benefited the most from it. For example, they learned to be

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respectful and to take other people's opinions. Pupils without disabilities accepted that children were different. Some mentioned, though, that students without disabilities did not get help from their peers with disabilities. For instance three of the 20 principals stated that:

> "Pupils who are not handicapped have learned about the handicaps of their friends (students with disabilities)". (P-2)

> "My school does not condone indiscipline towards disabled pupils". (P-7) [The principal expects appropriate behaviour by students with disabilities towards their peers with disabilities]

> "It is only normal pupils who help their disabled friends [Students without disabilities are expected to support their peers with disabilities]". (P-18)

Some comments by principals were similar to administrators about the importance and support for inclusion. There was confirmation for this view in a variety of comments, both in terms of the school and as a district: Three of the 20 principals stated that:

> "Teachers at my school including my deputy are in favour of inclusive schooling if it is done properly". (P-17)

> "Some disabled children will benefit from inclusive schooling". (P-16)

> "The authorities need to conduct a seminar on writing school development plans". (P-12)

Recognising the benefits of all students, principals were supportive of inclusive schooling. This change in attitude was observed by three of the 20 principals who commented that:

> "Those who were neutral about inclusion are now positive on inclusive schooling". (P-4)

> "We have no doubt that INSPRO is good for our pupils". (P-11)

> "The attitude of some teachers has changed". (P-20)

In summary, principals had mainly positive experiences about acceptance and participation by students with disabilities. There was a small minority of principals who felt that some students without disabilities had negative attitudes towards their

peers with disabilities while on the other hand it was felt that despite the negative attitudes by some students without disabilities, students with disabilities were happy with their placement in mainstream schools. However, principals acknowledged that there were students with disabilities who were difficult to manage in inclusive classrooms. One of the benefits identified by principals was that inclusion has broken the fears of interaction among students with/without disabilities and that students were learning from each other.

5.2.6   District administrators

Administrators made 12 comments regarding participation and acceptance of students with disabilities. Of these 9 (75%) were positive and three (25%) were negative. They believed that the program of inclusion had encouraged students in the district to become more accepting of individual differences in one another, and they noted that students without disabilities had become more tolerant and accepted different learning styles, as well as learning to get along and include others. Administrators noted that teacher attitude and encouragement had assisted students in being more accepting of students' differences. This was illustrated by the following 2 (17%) comments:

> "The reports we get from principals are that teachers in schools are willing to continue teaching our disabled children". (AD-1)

> "The indications from principals are that teachers with disabled children in their classes are making an effort to educate them". (AD-3)

Students with disabilities were generally regarded as having settled in mainstream schools or became part of the group. The advantages of inclusion to students with and without disabilities were seen by administrators as social and educational. As three of the five administrators put it:

> "They are interacting in class activities". (AD-5)

> "These students with disabilities are able to interact with their friends [students without disabilities]". (AD-4)

> "Principals have reported positive interactions among students". (AD-1)

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Two of the five administrators interviewed expressed support for inclusion in terms which showed commitment to the strong INSPRO. An officer who commented on a long term aim of inclusion made it clear that inclusion would be a realistic aim rather than hope and the district would continue to include students with disabilities. Other strong support for inclusion as an ideal was also commonly expressed by other administrators often in terms of an explicit parallel between inclusion as an educational issue and as an issue of community concern. They commented that:

> "Ideally all children should be included in regular classrooms if we want to be a fully inclusive district". (AD-4)

> "We must implement inclusive schooling in all the districts". (AD-2)

Evidence of changing attitudes , new ways of looking at students, new arrangements which were intended to give more opportunities to participate to students who had been excluded by virtue of their behaviour, or some characteristics of communication, were brought into mainstream schools. Two (17%) comments by administrators stated that:

> "They have integrated with their able-bodied peers although some have behaviour problems". (AD-1)

> "Normal pupils have not complained much about their friends". (AD-1)

However, some of the comments about students' participation and acceptance indicated that having students with disabilities could be harmful to the class as a whole. One of the five administrators felt that the curriculum:

> "May disadvantage students with disabilities because they are slow in learning". (AD-1)

Common to some of the comments that were coded as participation and acceptance of students with disabilities was that some administrators expressed concern about the attitudes of students without disabilities toward their disabled peers. Two (17%) comments by administrators observed that:

> "Students with disabilities were not happy because of mockery by their friends". (AD-2)

> "Some were being teased soon after their placements". (AD-4)

In summary, there was a general agreement among the administrators that students with disabilities were accepted by students without disabilities and participated in school structured and unstructured activities although others were critical about the level of participation and acceptance. Although administrators experienced positive acceptance and participation of students with disabilities in structured/unstructured activities, their experiences were based on reports/information given by school principals. However, administrators pointed out the behaviour of some students without disabilities who showed negative attitudes towards their peers with disabilities because such attitudes affected some students with disabilities emotionally and felt that such a situation could not be allowed to continue. The curriculum was also a concern to administrators.

5.2.7 Parents of students with disabilities

The 44 parents made 15 comments regarding participation and acceptance of students with disabilities. Of these, five (20%) were positive, 18 (72%) were negative and two (8%) were neutral. Common concerns centred on the negative social effects for students with disabilities. Opposition to inclusion was expressed multiple times by parents. Some parents observed that students with disabilities do not interact with their peers as claimed by other stakeholders. The following six (24%) were some of the comments about acceptance.

"Some children do not mix [interact] with them freely". (PSD-30)

"My son does not like playing with normal children because they make him cry". (PSD-19)

"My child finds it difficult to play with other children at school even to our neighbours". (PDS- 7)

"Unless they teach sign language to normal children my daughter cannot play with them because they fail to understand her signs". (PSD-5)

"Disabled children try to congregate themselves together at break [recess]". (PSD-42)

"Our handicapped children cannot play with normal children because of their problems in speaking, walking and so on. But they are better to be in their own schools". (PSD-1)

> "Disabled children cannot learn in primary schools because of their illness [disabling conditions] ". (PSD-8)

> "Handicapped children started in ordinary schools, again you take them back". (PSD-43)

Some parents were reluctant to continue with inclusion. It appeared that negative attitudes could be traced back to lack of understanding and negative attitudes by some students without disabilities toward students with disabilities. Such comments indicated that some parents do not approve the implementation of inclusion in the district. Three (12%) of the comments by parents cited reasons such as:

> "A child [student with a disability] is a joker through his disability [students without disabilities laugh at a disabled student because of his/her disability]". (PSD-4)

> "Children with disabilities should be taught separately because they cannot fit in the normal class [students with disabilities cannot cope with the curriculum in the main stream class]". (PSD-44)

> "My daughter [students with a disability] will find it difficult to communicate with others [non-disabled students]". (PSD-41)

Three parents expressed willingness for their children to be in mainstream class regardless of their performance. Their support for inclusion was based on the observation that some students without disabilities fail their examinations. For example, the following three (12%) comments illustrate their support for inclusion:

> "I will not worry if Tenzi doesn't go to grade eight [first junior secondary school class] because even normal children fail every year". (PSD-31)

> "Every child has a right to be in school whether normal or abnormal because they have to be given that right and not looking at the handicap". (PSD-37)

> "The school is important for children to play together". (PSD10)

Some parents observed that their children had made improvements in speech and language development since the inclusion of their children. The following three (12%) comments illustrate the point:

> "My son [student with a disability] has improved in talking but not very fluent". (PSD-6)

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"Mixing [interacting] with normal children has really helped my child

[student with a disability] to speak a little more understandable".
(PSD-12)

"She is now trying to speak because of learning with many children
who can talk". (PSD- 38)

In summary, comments by parents about participation and acceptance were negative. Parents indicated that their children with disabilities did not interact with students without disabilities. Their observation contradicted positive experiences of students with disabilities. Parents were critical of negative attitudes by some students without disabilities and commented on communication difficulties between students with/without disabilities. They pointed out that their concerns were barriers to interaction among students.

5.2.8 Parents of students without disabilities

The 21 parents made 27 comments about the participation and acceptance of disabled students. 12 (44%) were positive and 15 (56%) were negative. Parents' feelings and perceptions of their children's play with a student with a disability may influence their child's attitudes on inclusion. Parents of typically developing students held mixed views towards inclusive practices and some suggested maintaining special schools and units or sending students with disabilities to their previous schools. Five of 21 parents of typically developing peers suggested:

"Disabled students should be sent back to special schools". (PND-7)

"Disabled children should be taught in a separate room". (PND-12)

"Schools should not let handicapped children be in the same class
with normal children because some have behaviour difficulties which
can harm normal children". (PND-3)

"They [disabled students] cannot learn like the normal ones [non-
disabled students] so it is better for them to be on their own with
handicapped teachers [special education teachers]". (PND-17)

"Disabled children should be sent to boarding school where there are
special teachers and not to disturb normal schools". (PND-2)

These parents believed that students with disabilities could not participate in activities like their non-disabled peers, and that teachers might focus on basic living skills rather than academic curriculum. The following three (11%) comments indicate their opposition to inclusion:

> "They [students with disabilities] cannot compete with normal friends". (PND-20)

> "Some handicapped children are unteachable [students with disabilities cannot be taught]". (PND-13)

> "Teachers will not make miracles to make disabled children pass the examinations because of their disabled [impairment] they cannot be matched with normal children". (PND-18)

Some parents described the impacts of being in a class with a child with a disability in ways that related to the vulnerability of their own child. In some cases this had to do with the perception that their own child's educational needs were being overlooked. Two of the 21 parents commented that:

> "I don't think he gets the assistance that he needs in mathematics". (PND-3)

> "He is still having problems in reading and writing". (PND-4)

For some parents, disability was not the issue of concern. Some parents commented that:

> "Their behaviour is sometimes bad". (PND-8)

> "My child copies [imitates] their behaviour at home". (PND-21)

> "The children that worry me are not disabled, but normal children that disruptive and violent to other children". (PND-7)

In contrast, some parents believed that students with disabilities participate in activities with their non-disabled peers, and that there were benefits for all in areas of social awareness and interaction. One of the 21 parents observed that students with disabilities have been accepted by their peers. The following five (19%) comments illustrate their observations:

> "I have seen my child come home with a disabled child to play in yard". (PND-21)

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"Disabled children are not beaten by their friends like in the past when they just started, things have changed and they like playing football with normal children". (PND-2)

"The parents are the ones making life for children difficult because of the unknown fears but children have no fear and they enjoy the company of each other from school". (PND-14)

"My child sometimes plays with the handicapped but he has no disease [disability]". (PND-20)

"My daughter has a handicapped child with mongolism as a friend and she is a good girl. I have not seen bad behaviour". (PND-9)

Parents' negative comments about inclusion resembled those of parents of students with disabilities. Two of the 21 parents pointed out that:

"I don't think ordinary schools are good for disabled children". (PND-6)

"Inclusive schooling is not working for some children". (PND-19)

The importance of including students with disabilities in regular classrooms was to reduce the use of labels and promote equity as two of the 21 parents wrote:

"It is reducing stigmatization on pupils with disabilities and at the same time pupils with no disabilities will know the problems of disabilities (Inclusion of students with disabilities in regular classrooms will enable students without disabilities to develop positive attitudes and understand the experiences of their peers)". (PND-5)

"It creates equality and gives them chance like other children in the school so that they can also go to secondary schools if they pass grade 7 examinations [final year of primary education]". (PND-16)

Three of the 21 parents commented that inclusion was vital to all students because:

"It creates belonging to the compound [sense of belonging to the community]". (PND-21)

"They will learn to live with each other even when they grow up". (PND-19)

"It is an example to small children to see what their elder brother or sister or cousin plays with a disabled person and they can do the same". (PND-3)

Parents perceived inclusion as having important benefits for students with disabilities in the social and personal domain. For example, they observed that students with disabilities had the opportunity to actively participate in non-academic activities with their peers. They also saw inclusion as having a positive impact on self-concept by making students feel good about themselves. Some parents recognised benefits of inclusion for classmates without disabilities as it prepares them also for the real world and enhances their awareness about individual differences. Examples of written comments by two of the 21 parents were:

> "Normal children learn so much about children who are handicapped". (PND-11)

> "All children whether they are disabled or not need to be aware of each other". (PND-6)

In summary, there was a split of opinions in their experiences regarding acceptance and participation of students with disabilities with a majority of parents indicating that students with disabilities have not been accepted. A minority of parents positive comments about students' with disabilities experiences of being in an inclusive classroom indicated that some parents considered the innovation of inclusion to be consistent with the policy on inclusion. Few parents indicated that some desirable long term outcomes will be strengthened through the experience of inclusion (for example, developing responsibility, accepting individual differences, expanding horizons, promoting social and emotional growth) and they observed that inclusion did not interfere with educational outcomes of students without disabilities. Parents of students without disabilities provided mixed comments about inclusion. They felt that it was hard for students with disabilities to be in a class which is used to the general education curriculum and did not see the value of inclusion because students with disabilities could not participate in school activities as their typically developing peers. Others suggested that students with disabilities should be educated in segregated classroom for fear of typically developing peers could imitate their behaviours.

5.2.9 Community members

The five community members made 31 comments about participation and acceptance. Of these, 26 (84%) were positive and five (16%) were negative. Community members

were positive about participation and acceptance of students with disabilities. From their experiences on inclusion there was a general agreement that students with disabilities had been accepted and were participating in structured and unstructured activities. Inclusion is a good idea was mentioned several times by community members. The following four (13%) comments expressed the views of community members about the idea of inclusion:

> "Inclusion is a good idea because children with disabilities learn something from their friends apart from the teacher". (CM-1)

> "When children are included in the mainstream there are a lot of things that they copy from normal children". (CM-4)

> "Inclusive schooling is a good idea because disabled children are able to learn some new things which they did not learn in special schools". (CM-2)

> "Disabled children are learning from their friends who are normal because of learning in the same class with children who are not disabled". (CM-5)

Community members viewed inclusion as a challenge that was not easy to attain. Some described it as a process that will take time because of the complexities that were involved in including students with disabilities in regular classrooms. As three of the five community members put it:

> "We are in the early process of inclusive schooling". (CM-1)

> "I think we shall do it better with the rest of the schools". (CM-1)

> "We have learnt some lessons about inclusive schooling and the next stage of making other schools inclusive will be done in a proper way". (CM-3)

These community members were also able to comment on how students get along with their non-disabled peers. The following five (15%) were some of the comments regarding acceptance of students with disabilities by their peers:

> "They feel welcomed by their peers". (CM-2)

> "They have been accepted by normal children". (CM-4)

> "Children with disabilities are free to talk to each other with normal children". (CM-2)

"When you see handicapped children talk to normal children that are a sign of acceptance according to what I have seen". (CM-3)

"Normal children have liked disabled children to learn with them in the same class". (CM-5)

Whilst all community members interviewed were positive about the educational opportunities and considerable support that students with disabilities received, they were positive about the philosophy of students with disabilities attending their local schools. This was illustrated by the following comments from two of the five community members:

"I want my normal children to go to school with their disabled friends because it makes them learn about handicaps and accept them as people in God's image". (CM-2)

"Mixing with children who are not disabled, mixing with the community that he/she like grown up in and the children that are around him/her, live near each other and everything". (CM-5)

Community members who participated in voluntary work or supported mainstream teachers noticed that students with disabilities participated in structured/unstructured activities organised by the teacher. They observed that some students with disabilities experienced difficulties but nevertheless the community members felt that they made efforts in trying to catch up with their peers who were good readers. Community members commented that:

"It is sometimes difficult for them to read because some cannot talk fluently". (CM-2)

"They always raise their hands to read". (CM-1)

"Disabled pupils read short stories only". (CM-4)

"Pupils with speaking problems take even longer time". (CM-3)

"Some times when you are helping the child to read she/he will read simple words and jump [skip] big words". (CM-5)

"They struggle with words trying to read aloud". (CM-3)

"Some do not know if they have made a mistake you have to stop them and correct them". (CM-2)

They felt that there were disadvantages to having disabled students attend special schools. Their views were that mainstream schools are better fitted to help students with disabilities become more adapted to normal life as compared to special schools which were protective. These views were illustrated by the following five (16%) comments:

> "There is nothing wrong for them to be in normal schools". (CM-1)

> "The government built these schools for all the citizens of this country". (CM-2)

> "Teachers who were trained in special education should be brought to ordinary schools and teach all the children no matter the child is disabled or not because they are trained for that job". (CM-4)

> "No one is normal so there is no point in giving them special schools they should just transfer them like they did with the children we have in our schools". (CM-3)

> "Some of the special equipment in special schools can moved to where the disabled where transferred and that can solve some of the problems of equipment". (CM-5)

Generally, community members felt that students with disabilities have been accepted by their peers, and participated in activities. Their observations in comparison to other members were based on participation in school activities during voluntary work. The following two (6%) quotes by community members suggested that students with disabilities were accepted.

> "I have seen them play together especially at school". (CM-3)

> "They had fears that their friends (non-disabled) will be laughing at them but these days they are mixing with normal pupils". (CM-1)

One community member claimed that it was difficult to include disabled students as there was lack of access to qualified teachers and that these disabled students faced problems with social inclusion in the classroom. Opinions were mixed in this group just as in the disabled focus groups about including students who were deaf and blind. For example, one community member expressed the view that:

> "I don't think we have achieved the objective of inclusive schooling in the district because we still have many things to do for our children". (CM-5)

The challenge faced during the implementation of inclusion seemed to be social inclusion. In fact, two (6%) comments were much more concerned about social inclusion than curriculum adaptations. Some saw social inclusion as the foundation or basis for academic learning. A common word that described to illustrate the point was students with disabilities were alone:

"They are sometimes alone as handicapped pupils". (CM-2)

"Other pupils treat them better but they have no close friends

according to my observation" (CM-2)

In summary, community members were positive about the acceptance and participation of students with disabilities in school activities. They observed that students with disabilities were learning some skills from students without disabilities through interaction in structured and unstructured activities. However, there were some comments which indicated that students with disabilities were not accepted and did not participate in school activities. Community members were positive about the policy of inclusion. They felt that students with disabilities had right to be included in mainstream schools and that inclusion had to become a natural part of thinking. They observed that there were social and academic benefits of inclusion to students with/without disabilities but achieving inclusion still remained a challenge

Summary

There were positive comments about acceptance and participation by students with/without disabilities, by teachers, principals, administrators and community members while parents felt that they were experiencing negative attitudes. However, some teachers were also negative about students' acceptance and participation. The general view by some stakeholders was that students with disabilities participated in school activities although the level of their participation was disputed by parents of students with/without disabilities.

Principals had similar views on participation and acceptance of students with disabilities. They felt that students with disabilities were accepted though less than half felt that students with disabilities experienced negative attitudes in their respective schools. Comments by administrators were positive about the acceptance

and participation of students with disabilities. However, the majority felt that typically developing peers did not experience difficulties in working with students with disabilities in an inclusive class. Community members had neither similar views with comments indicating acceptance and participation of students with disabilities and less than half indicated that disabled students were neither accepted nor participating in school activities.

Table 5.1 shows that, the majority of stakeholders had increased tolerance of disabled students as a result of interaction, although parents of typically developing students felt that they cannot be friends with disabled students indicating that they still have negative attitudes towards students with disabilities while parents of students with disabilities want to protect their children from society. Community members observed that students with disabilities have been accepted by their non-disabled peers, despite the fact that there were a few students who may be opposed to inclusion. Overall, the data indicates that students with disabilities were accepted and participated in both structured and unstructured activities.

5.3   Category 3: Peer support of students with disabilities

5.3.1   Introduction

Typically developing students could play the role of a host in helping disabled students to feel confident and the need to achieve in academic and non-academic activities if they are supported by people working with them in the same environment. Stakeholders in Kalulushi were asked to express their views on peer support provided to students with disabilities included in mainstream classes, and therefore this section describes their views on peer support. For this category peer support was defined as assistance from students without disabilities for students with disabilities in structured and unstructured activities in school and community, how students without disabilities provide support, including lack of support and knowledge and feelings about inclusion.

5.3.2 Students with disabilities

The 21 students with disabilities made 18 comments about their support provided by their non-disabled peers. Of these, 14 (78%) were positive and four (22%) were negative. There was a general consensus by students that peer support was a positive strategy to assist them in their learning activities. In particular, these students acknowledged the assistance from their typically developing peers during class activities with the following comments as four of the 21 students put it:

> "They sometimes help to finish home work". (SD-5)

> "I have some friends who assist me when I cannot do something for myself". (SD-18)

> "Sir, it is not that all normal pupils are bad some do assist in some ways". (SD-11)

> "I think school prefects do help us the disabled very much".

Peer support helps all students to understand each other because they shared similar experiences in class and could model from each other a willingness to learn and grow. Students felt that sharing experiences and building trust, help each other move beyond their perceived limitations. Four of the 21 students believed that the role of support from their peers was critical in enabling inclusion to succeed. The following were some of the seven (39%) comments:

> "Helping me in one way or the other even those who are not my classmates". (SD-21)

> "They help me in class and at home when my father and mother have gone to the farm". (SD-3)

> "And to add on those pupils who are not disabled sometimes help me [student with a disability]". (SD-7)

> "And they will show you how to play some games or anything that the club does". (SD-13)

> "Even those who are not my classmates do help me in some of the things at school". (SD-20)

> "They prepare a chair for me in every class". (SD-1)

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> "My classmates push me around the school during change over lessons". (SD-5)

> "And he can help you to do home work if you live near by each other". (SD-16)

Two of the 21 students with perceptual difficulties reported needing additional support in class. This included both physical help and reading material. This help was reported as not being available in some of their classes. They commented that:

> "And if he [student without disability] is not in good mood he does not help me". (SD-15)

> "Sometimes they don't help even if you ask a neighbour". (SD-6)

One of the 21 students observed that group work was more beneficial than individual work. He experienced positive peer support by stating that:

> "Each group has a group leader who helps others to read". (SD-19)

Some of the students generally commented that they were being supported by their peers. Three (17%) of their comments expressed by students were negative that they were not supported by their peers. This can be attributed to the type of disability or social skills of students with disabilities.

> "It is not every time those fellow normal pupils assist me but many times I struggle for myself to do something mainly when I want to open the toilet door I have to use the crutches to open the door". (SD-4)

> "I also have more of the same problem, but me it is when you want to flush the toilet I cannot reach the tank because it is high up on the wall". (SD-8)

> "Some students remove the chains from the tanks because they want to see us struggle to flush the toilet". (SD-14)

In summary, students generally experienced positive peer support in inclusive classrooms. They perceived peer support as important and were positive about their peers without disabilities who provided support although they commented that they would have liked all students to be understanding of their learning needs. Only a few comments indicated that some students were not provided with support. However, the general experience of students was that they received support provided by their peers without disabilities.

5.3.3 Students without disabilities

The 21 students made 15 comments about peer support provided to students with disabilities. Of these, 11 (73%) were positive and four (27%) were negative. These students stated that they liked assisting their peers with disabilities whenever the need arose. For example, three of the 21 comments by typically developing peers stated that:

> "I sometimes help the disabled to finish their work". (ND-20)

> "I always help him [student with a disability] to read grade three readers [book]". (ND-4)

> "Some of us help her [student with a disability] to read during group reading (ND-14)

Students pointed out that they would give additional support to their peers if there was no pressure about their own work in class or when the teacher assigned them with a responsibility of supporting a particular student. Three (20%) comments stated that:

> "I can only help when I finish my work". (ND-16)

> "We help them so that we go to another subject quickly". (ND-1)

> "We help them sometimes when they have failed to do even simple mathematics". (ND-13)

A minority of typically developing students felt that their peers with disabilities required assistance/support in an inclusive classroom. Some students commented that they understood their peers with disabilities needed support in adapting to new learning situations in regular classes. Two of the 21 students commented that:

> "I do assist her to write her work". (ND-19)

> "The teacher tells him [students with a disability] to come and sit next to my friend who helps him write mathematics". (ND-17)

They were comfortable with such supports and participated in their provision. For example, two of the 21 students stated that:

> "Sometimes they [students with disabilities] need help with certain words". (ND-3)

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> "They [students with disabilities] are assisted by group subject leaders". (ND-6)

Students commented on how some students were not good at structured activities, but they were good helpers. Moreover, these students commented about how helping others was very important and positive thing to do. Three of the 21 students commented that:

> "He [student with a disability] is mentally handicapped, he cannot read or anything, but other people help him and that is alright". (ND-21)

> "He [student with a disability] gets help from other pupils in the class mainly in mathematics and reading". (ND-11)

> "If he fails to read then others in the group will read for him". (ND-5)

While some students commented positively on assisting their peers with disabilities a couple stated that they were not interested to support their peers with disabilities. Their views were illustrated by the following comments:

> "I cannot help them disabled to write because their saliva falls [drooling] on books". (ND-7)

> "It's difficult to help the disabled because you cannot know how they are thinking [It is difficult to predict their behaviour and may attack/or be aggressive]". (ND-4)

In summary, students reflected on peer support provided to their peers with disabilities as being positive. Typically developing students reported helping students with disabilities while a few students acknowledged that their peers with disabilities needed support. Generally, students felt that peer support was a strategy to enhance learning in school but acknowledged some of the tasks in supporting their peers were difficult and noted, in some cases, problems interacting with their peers because of communication difficulties. Despite having shown willingness to provide support to their peers, students felt the pressure of work on their part as students.

5.3.4   Mainstream Teachers

The 48 teachers made 19 comments about peer support that was provided to students with disabilities. Of these, 14 (74%) were positive and five (26%) were negative. A

small minority of comments by teachers suggested that the inclusion of students with disabilities was creating a more caring and accepting school community.

> "Disabled children have now stopped fearing their friends because they mix during group work". (ND-18)

> "My disabled pupil is fond of asking her friend to help her read the question from the black board". (T-20)

Mainstream teachers use peer tutoring as a strategy to support students with disabilities in their classes. The following were their three (16%) comments:

> "TC likes to behave like a teacher to his friends most of the time". (T-3)

> "Some pupils like teaching their disabled classmates in subjects they find problems [difficulties]". (T-9)

> "I encourage normal pupils to involve the disabled pupil to participate". (T-2)

Some teachers found that reorganising subject groups or group leaders was beneficial to teachers and students. Three of the 48 teachers commented:

> "Students change groups each term [semester]". (T-21)

> "It is easy to manage the class when they work in different groups". (ND-19)

> "Assigning students to different group leaders sometimes helps students to learn from their friends". (T-8)

Of the 19 comments about peer support by teachers five (26%) were negative. Teachers stated that students without disabilities were busy with class work and there was no time to begin helping others. They further stated that sometimes typically developing students could not support their friends because of the complexity of the needs of each individual student with a disability. Two of the 48 teachers put it this way:

> "There was no time to assist each other because each student has to work hard in order to pass the examination or else he/she will fail". (T-4)

> "Normal pupils can help the disabled but it is not done every single minute because they have their own work to do". (T-18)

Given the individual needs of students with disabilities in inclusive classrooms, teachers expressed the need for additional support to students experiencing learning problems. Four of the 48 teachers' comments were that:

> "We need the services of speech therapists or teacher assistants to help us in class as they do in special schools". (T-3)

> "I need an assistant in sign language in my class because sometimes I fail to understand the signs". (T-15)

> "As teachers we need help from physio-therapists on how to lift or help pupils who are physically handicapped."(T-7)

> "Nurses who specialise in speech correction should be helping teachers in class to interpret what the child is saying otherwise I don't understand her speech". (T-1)

Two teachers made similar observations about peer support for students with disabilities by commenting that:

> "There is little or no time to support from normal children". (T-13)

> "Non-disabled students have to do their work in class so they do not assist the disabled every time". (T-10)

One reason cited as contributing to negative peer support was that students without disabilities had to work or complete their class work within the allocated period of time for a particular subject, and change classes/teachers. Two of the 48 teachers noted that:

> "Pupils with no handicaps do try to work with handicapped pupils but it is difficult to find time and help their friends". (T-37)

> "Normal pupils have to complete their work first before they help their friend and if work is difficult for everyone it is impossible to find time to help". (T-41)

In summary, some teachers had positive experiences regarding peer support in their classrooms provided to students with disabilities. Teachers reported seeing students without disabilities volunteering to provide support to their peers. Some teachers reflected on students who liked to be pretend teachers to their peers by asking and answering questions during group work. One additional benefit was noted by teachers, and that was the reduction in behaviour problems. Some teachers reported that

classroom behaviour problems were reduced while students were involved in group work. Some students maintained appropriate behaviour so that they could provide or receive support. Some teachers felt that students with disabilities did not receive support provided by students with disabilities and this observation was attributed to individual tasks given to all students.

5.3.5   Administrators

The five administrators made only three comments about peer support provided by students without disabilities. There was a general comment among the administrators that students with disabilities were being supported by their peers. Such comments were based on the reports by teachers and the observations made by administrators during school inspections. The comments of administrators were consistent with the views of students with disabilities. According to two administrators, peer support has been helpful in getting students with disabilities get to and from school:

> "They help their friends to cross the roads". (AD-1)

> "Pupils who are not disabled help to push wheel chairs on daily basis
> to and from school". (AD-3)

One administrator also observed that:

> "Students without disabilities are supporting their friends in some
> areas within the classroom assisting them in academic tasks or
> activities". (AD-1)

In summary, comments by administrators about peer support were positive, but they had little direct experience of peer support to students with disabilities in the classroom. They generally indicated that students without disabilities provided physical and academic support to their peers with disabilities. In spite of the support that was provided to students with disabilities, administrators did not comment on the level of support that was being provided.

5.3.6   Parents of students without disabilities.

These parents of students without disabilities made six comments about peer support to students with disabilities. Parents' experience of peer support was generally through interactions with their children. Some parents felt that the support that is provided to students was valuable in order to enhance the mutual benefit of inclusion

to all students. Parents commented on the reports they receive from their children about the activities that they had done at school. They expressed four (67%) positive comments regarding peer support:

> "There is nothing wrong in my child helping the disabled friend so long he is not violent to him". (PND-3)

> "The child told me that the teacher told him to read for the disabled children". (PND-16)

> "My son has shown interest in the disabled and talks about having assisted his friend at school". (PND-12)

> "One disabled child came to my home with a book and they sat under the mango tree and started reading the book". (PND-5)

While other parents supported peer support to be provided to students with disabilities, a few parents felt that it was not the responsibility of their children to provide the necessary support to students with disabilities. They indicated that teachers had the sole responsibility to provide the support that students with disabilities needed. Two of the 21 parents of students without disabilities commented:

> "Normal children should help the disabled when they have finished their work the teacher is the person responsible to teach all the children in class". (PND-4)

> "The teacher has to teach every child and not to use other children who want to concentrate on their school work". (PND-9)

In summary, some parents experienced positive peer support while a couple felt that some teachers were using their children to teach students with disabilities instead of the teacher. Parents reflected that students without disabilities have developed interest in providing support to students with disabilities. Parents noted that their children were particularly supportive and helpful in reading at home and in school. Though the comments of parents were not very significant they generally felt that students with disabilities need support which they felt should be encouraged to their children. One third of comments were not supportive of peer support to students with disabilities. These comments indicated that students without disabilities have their own school responsibilities and could not be used as teachers to work with students with disabilities. Overall, a small majority of parents were supportive of peer support.

5.3.7 Community members

The five community members who were also representatives of other parents on PTA committees made four comments about peer support regarding it as one the factors that could be relied upon to support students with disabilities in inclusive classrooms. They felt that students without disabilities played a critical role in helping to motivate and encourage students with disabilities to feel confident and develop self-esteem. Their comments were based on personal observations at school and in the community. The above point was illustrated by the following four (100%) comments.

> "We have seen these children who are normal assisting their friends in different ways both in class and the community". (CM-3)

> "What we saw was interesting because children without disabilities were helping their friends to solve some mathematical problems". (CM-2)

> "When normal children are asked to help their friend they do so with willingness to help their friends achieve the intended objective by the teacher". (CM-3)

> "The teacher told me that some clever children are very helpful to their friends". (CM-1)

In summary, comments by community members about peer support were similar to parents of students without disabilities. They provided details of the support that was provided to students with disabilities which focused on academic and social activities both at school and in the community. The reflection of community members did not determine the level of support to all the students with disabilities.

Summary

Students with/without disabilities, administrators, parents of students without disabilities and community members felt that peer support to students with disabilities was provided by their peers. Teachers' comments indicated different opinions about peer support in their classrooms. Some felt that peer support was provided and did not affect the progress of students without disabilities. Nearly half felt that typically developing students did support their peers with disabilities. Students with disabilities were positive about peer support that was provided by their peers. However, there were a minority of students with disabilities who felt that peer support was not

provided by their peers in various school activities. Community members stated that positive peer support was provided to students with disabilities by their typically developing peers. These observations were consistent with the views of administrators.

5.4 Category 4a:Teachers' practices and behaviour

5.4.1 Introduction

Teachers' beliefs and acceptance on the policy of inclusion has been identified as a significant predictor of the degree to which they carry out inclusive practices and the outcomes of such practices. Positive contacts and interactions with students with disabilities promote teacher support for inclusion. This section describes the views of stakeholders on teacher practices and behaviour in inclusive classes and boarding schools. For this category teachers' practices and behaviour was defined as practices (methods or strategies) of teachers that affect the education of students with disabilities including knowledge and feelings about inclusion.

Table 5.1 shows that there were significant differences about teachers' practices and behaviour with the majority of stakeholders indicating that teacher practices and behaviour were negative while some comments indicated positive practices.

5.4.2 Students with disabilities

The 21 students with disabilities made 41 comments regarding teachers' practices and behaviour. Of these, 13 (31%) were positive and 28 (68%) were negative. In particular students expressed some concerns regarding shortcomings in sensitivity to their disability, and lack of the attention and support that they needed in class. When discussing inclusion, there were examples of positive and negative relationships with staff. Some of the students were able to identify at least one teacher who had not been supportive. The following six (14%) were some of their comments:

> "We [students with disabilities] have spoken to him [teacher] and he does not respond accordingly". (SD-3)

> "They (teachers) do not consider the disabled especially those with physical handicaps". (SD-10)

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> "Chasing us [students with a disability] as if we have not paid [the teacher asking students with disabilities to leave the boarding area and find some where else to live as they wait for transport money from their parents]". (SD-8)

> "Even if you report it takes along time to take action [teachers do not respond immediately when students complain about a particular issue or problem]". (SD-12)

> "The boarding master himself takes the mattresses as if we have not paid". (SD-20)

> "Honestly speaking sir, he has to understand there is no way we close today and tomorrow you are expected to leave". (SD15)

Some students were concerned about the attitude of staff at some schools had towards them. Some teachers overlooked students with disabilities, as if they were going nowhere. This indicated that some teachers had poor reputation among students with disabilities. Four of the 21 students commented that:

> "They are not interested to teach the disabled". (SD-17)

> "Other teachers will greet you if you meet in the corridor but others you just by pass each other". (SD-1)

> "I greeted one teacher and it was as if I was forcing him to reply to my good morning greeting". (SD-5)

> "Some teachers don't even give a smile". (SD-19)

Despite the cultural issue regarding respect for teachers, some students were not prepared to simply accept the treatment they received from some teachers which they perceived to be unfair. They consistently expressed determination to resist what they perceived as injustice. Even though they understood that they would be the losers, they were not prepared to be passive victims of unfair treatment. They often made decisions to approach their teachers with a challenge. Five of the 21 students commented:

> "I reported the subject teacher to the senior teacher because he does not treat me fairly'. (SD-13)

> "He [Teacher] shouted at me and I had to go to the head teacher to ask for help". (SD-16)

> "I will not let her [teacher] treat me as if I am not a human being".
> (SD-7)

> "As disabled students we will ask for help as a group because it is
> not good to treat someone as if they are not human beings". (SD-16)

> "We asked him to give us another place where we could spend the night
> because we were still waiting for transport money" (SD-3).

Students also expressed concern about instructional practices and the behaviour of some teachers. The most frequently reported barriers were lack of understanding by teachers and their failure to adapt the curriculum. Nine of the 21 students commented that:

> "I don't think they [teachers] put us in their planning". (SD-2)

> "They only think about the normal students and not about us". (SD-6)

> "They do not consider the disabled especially those with physical and
> mental handicaps". (SD-11)

> "If they don't want the disabled to do sports, then he can organize
> sports for the disabled only". (SD-9)

> "They are teachers for every pupil so it is important they also listen to
> us as disabled."(SD-18)

> "Some teachers think we cannot do anything in school". (SD-14)

> "When I was taken to any class teachers looked at me as if I am from
> somewhere or from the disabled world". (SD-15)

> "Some of the teachers think that we are useless". (SD-1)

> "Female teachers are not interested in doing physical education may
> be because they think it is only men who can do it"(SD-9) [There are
> some cultural issues that may prevent elderly female staff to do PE]

Teachers gave inappropriate or substitute work when they fail to meet expectations on the general education curriculum or being assigned to other students or group leaders in some subjects instead of adapting the curriculum or equalising the playing field. Four of the 21 students stated that:

> "He gives me different exercises just because I am disabled and
> thinks I cannot do what other pupils are doing". (SD-6)

> "I know I have fits and I am not allowed to use tools in the workshop instead I sand paper the work of other pupils". (SD-5)

> "Some pupils get frustrated or something if the teacher shouts at them". (SD-19)

> "I get sad sometimes because if I fail to answer the question correctly other people start laughing and the teacher does not act quickly". (SD-17)

There were misunderstandings between teachers and students with hearing and vision impairments, which lead the students to believe that the teachers did not have adequate knowledge about alternative strategies of teaching them, and were subsequently treating them unfairly. This indicated that teachers were ill-equipped for particular disabilities. Their views about the experience were illustrated in the following four (10%) comments:

> "Some teachers cannot understand the cerebral palsied students because of they have problems in speaking clearly". (SD-12)

> "The teacher cannot do sign language for the deaf". (SD-20)

> "He does not understand their signs". (SD-3)

> "Sometimes another person from Braille centre comes to read for the blind". (SD-1)

Moreover, actions that might have been perceived as strictness or maintaining order from teachers' perspectives were interpreted as lack of caring and understanding from students' perspectives. Some students mentioned situations in which they believed teachers easily got annoyed with them for minor things. Two of the 21 students commented:

> "I think teachers are our parents here [school] and they can listen to our problems". (SD-7)

> "But some teachers don't make the lesson interesting and looks like they don't care about the disabled". (SD-20)

Twenty-six comments were positive statements about teacher practices and behaviour. Positive teacher practices encourage students to become fully involved in their education, and students appreciated the additional assistance provided directly by the teacher. Some students observed that quite a few teachers spent their time to teach

them in the afternoon when it was necessary to do so. For example, four of the 21 students stated that:

> "When I fail to finish work the teacher tells me (student with a disability) to come in the afternoon (for additional assistance)". (SD-4)

> "I like learning in the resource room because it is quiet and you listen to the teacher". (SD-13)

> "She [Teacher] comes to teach us in the afternoon in the resource room but the best thing is that if your teacher is late you can ask other teachers who are present to help you". (SD- 9)

> "Trainee teachers help us sometimes". (SD-6)

Some students appreciated the effort of the teachers and support by their peers, particularly when the teacher was attending to other students. Three (4%) comments of appreciation were made:

> "And he [teacher] begins to go from one desk to another". (SD-11)

> "At the moment teachers give work to other students [students without disabilities] to help the disabled but sometimes they are not sure". (SD-21)

> "The teacher corrects the problem if you have not written the correct answer". (SD-16)

Generally, students valued teacher practices that supported their learning. These students also welcomed individual help from class teachers. This insight is illustrated by the following comments by three of the 21 students:

> "I like it when she goes round helping people to make corrections". (SD-13)

> "I can ask him because I don't like being laughed at when I ask a question which other pupils think is an easy question". (SD-17)

> "When the teacher comes to your desk he/she is concentrating on you and you feel happy that you are being assisted". (SD-8)

In summary, comments by students indicated different experiences. Some students felt that general education teachers did not accommodate them and were insensitive to their issues citing examples of some teachers who did not respond to their requests or

lacked understanding of their problems, while others experienced positive inclusion practices. However, what clearly distinguished a positive class experience from a negative experience were the particular attributes and attitudes of individual teachers. Students spoke positively of teachers who made it clear that they respected them the fact that the students had disabilities, and made it clear that they would work with them. These teachers accepted that students had different learning needs. Some students reported negative experiences with teachers who either would not accept the fact that they had a disability and needed particular accommodations, or were generally insensitive to students' needs. Students expressed strong frustrations with teachers' behaviour towards their requirements and support. However some students with disabilities valued highly the support they received from teachers who were aware of their learning limitations and its impact on their everyday life in school.

5.4.3   Students without disabilities

The 21 students made seven comments about teachers' practices and behaviour. Of these, two (29%) were positive and five (71%) were negative. This could be attributed to lack of good instructional strategies by mainstream teachers, or teachers failing to meet the needs of all students in the class. Some students were also quick to point out that teachers were not being fair to all the students in the class. Generally, students felt that they should be treated the same rather than treating others as special cases which do not warrant punishment, as indicated below:

> "Handicapped students should be treated like us". (ND-4)

> "Teachers do not punish pupils with disabilities even when they have made mistakes". (ND-18)

> "We are all students and there should be no favours". (ND-13)

> "They should be doing the same punishment like us instead of giving them light manual work". (ND-16)

> "There is some nepotism by some teachers; they are not strict with disabled pupils". (ND-5)

A couple of students observed that some teachers were fair in treating students regardless of the disability. For example two of the 21 students observed that:

He gives equal treatment". (ND-4)

"He is a fair man to all students". (ND-19)

In summary, comments by students indicated that teachers did not treat all students equally citing examples of being lenient with students with disabilities. They felt that teachers favoured students with disabilities when applying disciplinary measures. Only a very small minority of students commented on some teachers who treated all students fairly.

5.4.4 Teachers

The 48 teachers made only 31 comments about teachers' practices and behaviour. Of these, 20 (65%) were positive and 11 (35%) were negative. Teachers had little knowledge related to teaching students with disabilities in inclusive classes. This was despite the requirement that they teach in inclusive classes although they were not expected to be specialists in every aspect of inclusion. Three of the 48 teachers expressed confidence in teaching inclusive classes by stating that:

"I just teach according to their level of understanding". (T-17)

"I have no problem in teaching the physically disabled child in my class". (T-3)

"We usually modify their work according to their level so that they can also make some progress in class". (T-23)

As perceived by teachers, grouping was an efficient means for meeting the needs of all students. They dealt with the wide range of academic ability in their classrooms, they commented on different ways students could assimilate information. Peer tutoring and group work seemed to be the most frequently used teaching strategies. Four of the 48 teachers commented that:

"I like to use a lot of group work because it gives pupils with higher achievement the ability to relate to the pupils with handicaps, learning how to work with them and learning how to be patient with them and it also helps handicapped pupils not to feel stigmatized but feel more accepted". (T-15)

"I believe in group work". (T-1)

"Each student can benefit from watching and learning from other's learning styles and knowledge". (T-19)

"Group work encourages all learners to participate". (T-42)

Some teachers preferred to use approaches that were more informal and unstructured to encourage students to interact in order to facilitate social experiences. Two teachers stated that:

"You have to observe what is going on in the group because some pupils are bullies". (T-27)

"Sometimes it is difficult to set all want you need, so pupils organize themselves if you instruct the class monitors [prefects]". (T-10)

Some teachers commented on their teaching styles as organised. They felt that it was important to create dependable classroom routine for their students and to encourage students who became frustrated during the learning process. Although they believed in communicating their expectations for academic achievement to their students, they also felt that it was essential to provide personal support to students who struggled in the classroom.

"All the children can be successful and they can learn". (T-26)

"Children don't learn the same way and at the same pace even if you use same material". (T-48)

"They have to have a positive self-esteem and be confident about their work in class". (T-33)

"It is important that they feel better about themselves so that they take the risk of doing something new". (T-8)

Teachers made further comments that illustrated the variety of strategies and points of view. One of the 48 teachers indicated a preference for only practising inclusion with students with mild physical disabilities who were academically and emotionally capable of achieving academic performance. This indicates that some teachers prefer limited inclusion:

"It is better to teach physically handicapped pupils because they are normal than other handicapped pupils more especially mental children". (T-46)

Two of the 48 teachers acknowledged the challenges of teaching children from different backgrounds and the importance the teachers placed on developing a relationship with students. Their comments were that:

"My two handicapped pupils have no pre-reading skills". (T-2)

"Teachers should be given time to know their disabled pupils". (T-6)

Another important finding of this study was directly related to teacher's confidence in meeting the IEP requirements of students with disabilities. Although teachers appeared to be positive towards the general concept of inclusion, it was evident that they did not know how to use the IEP. For example, three of the 48 teachers stated that:

"I was not trained on how to use the IEP". (T-5)

"There is no time to prepare IEP for students with disabilities". (T-11)

"I am ignorant about the IEP and how it works". (T-20)

Teachers also experienced some administrative issues which included concerns for being directly responsible for academic participation and achievement of students with disabilities in their classrooms. Three of the 48 teachers found this to be stressing and difficult to handle. Comments by teachers indicated that they lacked knowledge and skills on how to prepare lesson plans that included students with disabilities. They commented as follows.

"It is difficult for me to make the disabled child concentrate on his work ". (T-36)

"I cannot perform a miracle to teach the disabled child". (T-14)

"I find it difficult because the child is new who needs special attention". (T-39)

"I am teaching the disabled child for the first time". (T-32)

Three of the 48 teachers found it difficult to teach students with disabilities because they were stressed by the following:

"Pupils with emotional and behavioural problems are difficult to teach". (T-38)

"Pupils' poor attitude to work frustrates my teaching". (T-45)

"Managing the class is problem because some learners are noisy".
(T-25)

Support was not provided in class because of the students' difficulties in meeting the demands of schools without help. Three of the 48 teachers commented that:

"Some children need their own time [individual time]". (T-47)

"Disabled pupils need to be in small class situation". (T-12)

"He tries to work hard in a small group but it has taken a long time to make him feel confident". (T-28)

In some schools, teachers felt that they were experiencing problems because they did not collaborate with each other in terms of planning and teaching. Two of the 48 teachers emphasised the need for collaboration in the following comments:

"We do not work closely amongst ourselves". (T-21)

"Teachers from the resource centre should give us tips on teaching the disabled children". (T-38)

In summary, comments by some teachers regarding their practices and behaviour indicated that they liked to use group work as an appropriate strategy for teaching students with disabilities in an inclusive class. Secondly, some teachers used group work as a strategy for teaching large class sizes that had included students with disabilities. However, other teachers had mixed experiences; some teachers did not know how to design and develop the individual education plan and found teaching inclusive classes hard difficult. A very small minority of teachers preferred to teach students with physical disabilities while some teachers felt that students with disabilities can also learn despite the fact that they have different needs in class. By and large, in many schools, the failure of teachers to comment on teachers' practices and behaviour suggested that they did not use appropriate inclusion strategies due to lack of knowledge and skills to implement inclusive practices.

5.4.5 Administrators

The five administrators made 14 comments about teachers' practices and behaviour. Of these 11 comments, eight (57%) were positive and six (43%) were negative.

Administrators described personality styles and teachers' feelings and lack of open-mindedness as hindering inclusion. Administrators pointed out that there were some teachers who were open and others were against it for their own personal reasons, indicating that it is not that they were against the students, but it was as if they did not want to be bothered with extra work. One of the five administrators expressed that:

> "In my view students with disabilities are not getting enough from the teachers". (AD-2)

Generally, administrators discussed a gap between theory and practice as it relates to inclusion of students with disabilities. Instructional strategies for including students with disabilities exist, though they were of little use to teachers who were unaware of them and how they could be used in an inclusive classroom. Two of the five administrators stated that:

> "Because the scenario you will find to day might not be the same after a few weeks (inclusive teaching strategies applied by teachers may not be used by some teachers after some time/weeks/months because they will tend to relax and go back to old system of teaching)". (AD-1).

Head teachers who are about to retire do not seem to put in much effort. Additional concerns of four of the five administrators were that:

> "We shall continue to apply outdated strategies". (AD-1)

> "They were not prepared for inclusion". (AD-5)

> "We have a problem with some of our teachers in the district". (AD-4)

> "Some of our teachers do not know how to teach our disabled pupils". (AD-3)

One of the five administrators was concerned about lack of collaboration among teachers in the district or at school level. At the school level no planned interaction between mainstream and special education teachers were documented. The administrator expressed her views that special education teachers need to be involved in mainstream classrooms:

> "I feel that it is important for specialist teachers to collaborate with ordinary teachers [mainstream teachers]". (AD-1)

> "As a district we intend to hold seminars for teachers on how they can work together as a team". (AD-1)

Responses relating to positive teachers' practices and behaviour indicated that students with disabilities were receiving quality education like their non-disabled peers. Two (14%) comments by the administrators pointed out the efforts made by some members of staff:

> "Some teachers are doing Individual Education Plans". (AD-4)

> "Head teachers are doing what they can to update their teachers". (AD-1)

Administrators believed that grouping students was an efficient way to meet the needs of all students in the general education classrooms. Because it did not change the content of the academic activities, it gained strength by virtue of its fairness. Administrators viewed these strategies as equitable for every student. This was exemplified by the inspector's comment:

> "Generally, I observed that teachers were grouping students in mixed abilities and that helps disabled students to learn from their friends". (AD-4)

> "Students who are not disabled also learn the difficulties of their friends and try to support them". (AD-2)

Administrators also discussed adjusting the curriculum for students with disabilities. In addition to mixed ability groupings they observed that teachers provided modifications for students with disabilities. Modifications consisted of changing the quantity of work load or reduced the number of practice problems. Two senior administrators said:

> "I found one teacher making modification in pupils work for disabled pupils". (AD-5)

> "When we go inspections we do ask teachers to show us how they modify work for disabled students but we still have problems because the majority don't know how to modify the curriculum". (AD-4)

In summary, administrator's comments about teachers' practices indicated that inclusive practices in the district were not effective. They cited examples of students not being given attention, lack preparation and enthusiasm by some principals. Only a couple of administrators felt that some teachers made accommodations for students

with disabilities. They attributed this negative trend to lack of training and collaborative strategies in inclusive practices by employing teaching strategies that would not accommodate students with disabilities.

5.4.6 Parents of students with disabilities

The 44 parents 14 commented about teacher practices and behaviour. Of these, 12 (69%) were negative and two (26%) were positive. These parents expressed some concerns regarding instructional strategies in inclusive classes. For example, two (14%) comments by parents of students with disabilities stated that:

> "Teachers should mark their work everyday". (PSD-6)

> "No special attention is given to handicapped pupils in class". (PSD-28)

These were important concerns which teachers needed to address if they were to restore their teaching confidence with parents. This created tension between teachers and parents particularly to those who were literate and knew their rights about their children's education. Other parents expressed concern that the provision of special education in regular classroom, increased teacher work load and teaching difficulties. Three (21%) comments by parents expressed their concerns that:

> "Poor teaching [The standard of teaching is low]". (PSD-12)

> "Teachers spend more time on teaching the non-disabled pupils". (PSD-23)

> "Attention to my child is poor [inadequate attention]". (PSD-7)

Some teachers were thought not to give students the encouragement they needed. Indeed some parents expressed the view that certain individual teachers were positively destructive to student's self esteem. Some students were labelled by a teacher and parents felt that this could contribute to the students giving up once they have the label of being dull; they see little point in trying to improve. This teacher attitude can then, not only be counter productive to improving the student's behaviour, but also damages the environment for the rest of the class. The following two (14%) comments illustrate their concern:

> "The teacher should not tell my child that she is dull". (PSD-33)

"My child is always in group D because of his handicap". (PSD-26)

Some comments were that students received insufficient encouragement and instead were always being told that they can do better. The consequences of this pressure can be devastating as the student progresses to higher grades including the student resorting to bad behaviour. Parents felt that instruction could be better done by special education teachers. Four of the 44 parents commented that:

"Teachers should accept their effort in class because they are handicapped who cannot do like normal pupils". (PSD-5)

"It is always easy to teach those children who do not have problems". (PSD-11)

"Some teachers do not want to be bothered with disabled children". (PSD-24)

"Not all ordinary teachers want to teach disabled children". (PSD-1)

A few parents had experienced their children not wanting to go to school, which they attribute to the pressure that they felt they were under. One of the 44 parents commented on how her son felt discouraged because of the teacher and needed support about this:

"The teacher detains them if they don't finish work". (PSD-38)

It was evident to parents that students learn at a different pace. They felt that schools were failing to cope with the diversity of abilities. This was a common theme although it was expressed in different ways. Other parents stated that students needed more support because there was evidence that this was not happening but their experience was that support was very low. Two (14%) comments about help/support included the following:

"Teachers are paid to teach all children and should help them in class". (PSD-15)

"Teachers should help children to do their work in class". (PSD-40)

In summary, parents felt that inclusive education was not appropriate for their children. They commented that teachers were not qualified and did not provide support to their children and made references to poor teaching strategies, lack of individual attention to students with disabilities and that more time was spent to teach

students without disabilities. In general parents of students with disabilities were critical of inclusive practices in schools.

5.4.7   Parents of students without disabilities

The 21 parents of students without disabilities made 11 comments about teachers' practices and behaviour. Of these, five (45%) were positive and six (55%) were negative. Inclusive education did not only affect students without disabilities and their parents. It also had a huge impact on teachers. Inclusion was new and unfamiliar to them, and they had to adapt to their teaching style. Parents felt that teachers were presented with students whom they were unprepared to teach. For example, two of the 21 parents commented that:

> "I don't think we have good teachers for disabled children". (PND-18)

> "Some teachers are not born teachers but because of lack of chances of jobs they go into teaching". (PND-6)

Some parents commented about unmarked work of students. As one of the 21 parents put it:

> "His work is going down and the books are not marked". (PND-13)

As observed above parents felt that teachers were not putting much effort in teaching students or spending some time with each child. Parents did not think that students were being taught relevant skills and knowledge in schools. Three of the 21 parents felt that:

> "Children are just playing at school instead of learning". (PND-3)

> "Pupils are now being taught like children in a nursery school". (PND-21)

> "I don't think teachers are really doing their job properly because even children complain about some teachers". (PND-7)

While it was important to ensure that information was not stigmatising to the student, teachers needed to know and understand about areas of difficulties. Three of the 21 parents of typically developing peers noted that some teachers were very helpful to all students by stating that:

"Some correct children's mistakes everyday while others you cannot see their red pen in the book". (PND-9)

"There are untrained [has not been to a teacher training college]teachers who are born teachers and they do help children prepare for examinations on Saturdays". (PND-20)

"Some are trying to be helpful but my son does not like extra tuition". (PND-1)

Two of the 21 parents commented about a positive relationship with their teachers:

"He (teacher) talks to us about the progress of the boy". (PND-17)

"I am happy with the current teacher of my child compared to the previous one". (PND-10)

In summary, comments by parents of students without disabilities were mixed. Parents indicated that schools were inadequately prepared to implement inclusive practices and did not have enough qualified teachers to teach students with disabilities. Another reason given by parents of students with disabilities was that teachers would spend more time with students with disabilities and that may disadvantage their children. A minority of parents indicated that teachers were doing their best to implement inclusive practices but they were critical about the effectiveness of the strategies. Overall, parents did not have confidence in teachers handling their children in inclusive classes.

5.4.8 Community members

The five community members made 12 comments about teachers' practices and behaviour. Community members expressed dissatisfaction with teachers' practices and behaviour towards inclusion. These members represent parents on PTA committees on inclusion, and school boards gave them permission to just walk in the school and provide support to teachers or students. All the nine (69%) comments about teachers' practices and behaviour were negative. Three of the five community members expressed their concerns by stating that:

"Children are not being attended to as we expected". (CM-3)

"Teachers do not seem to be interested to teach a child with a disability". (CM-5)

"And the teacher did not pay attention to the child with a disability".
(CM-2)

"Some teachers are failing to manage their children in classrooms"
(CM-4)

"Teachers seem not to be interested in their work may be it is
because of the pending strike about money" (CM-3)

These comments suggested that some students with disabilities were not supported by
mainstream teachers. Two (14%) comments illustrated that:

"Maybe because some teachers are not trained that is why they
cannot teach properly". (CM-3)

"We have seen many of untrained teachers in schools especially in
rural areas." (CM-4)

These raised some questions about teacher practices and behaviour which needed to
be addressed by relevant authorities in the Department of Education. Some
community members were positive about teachers' practices and behaviour. Two
(14%) comments by community members revealed that:

"Some teachers are trying to teach every child". (CM-5)

"He [teacher] was kind to the disabled child". (CM-5)

There were a couple of other responses regarding the benefits of inclusion by teachers
involved in teaching students with disabilities. Three (21%) comments by community
members put it this way:

"Teachers will in future understand these children". (CM-1)

"Teachers will benefit from teaching children with disabilities". (CM-
3)

"Learning can even be to teachers also from our children". (CM-4)

In summary, from their experiences in doing voluntary work in schools, some
community members observed that teachers in schools did not implement inclusive
practices indicating that without their support some students with disabilities would be
simply dumped in mainstream schools without any support from the teacher. Other
comments by community members seemed to acknowledge the efforts of some

teachers who made attempts to practice inclusion but their strategies could not meet the diverse needs of all students in class.

Summary

There were mixed views about teacher practices and behaviour. Students with/without disabilities expressed concern regarding the knowledge and skills of teachers in inclusive classrooms. Generally, students felt that teachers' practices and behaviours were inconsistent with inclusion though half of the students mentioned positive inclusive practices. Issues of concern to administrators included poor teaching methods and lack of individual attention (although teachers claimed otherwise).

Parents of students with disabilities were critical of inclusive practices employed by teachers. They felt that their children were not provided with individual attention that they required and their inadequacies were attributed to lack of training and qualifications. Parents of students with disabilities felt that inclusion had robbed their children of the time and attention that they needed from their teachers. Their general concern was that teachers were spending more time with students without disabilities.

Administrators were equally critical about teachers' practices, they felt that some teachers were not implementing inclusion effectively and this was related to lack of preparation and teacher training. Some administrators were concerned about the application of traditional teaching strategies in schools which might disadvantage students with disabilities.

Comments by community members were similar to other stakeholders. Community members felt that, in inclusive classrooms, expectations of teachers of their own practices were lower and resulted in inappropriate inclusive practices for all learners while a few positive comments suggested that a willingness by teachers to teach disabled students.

5.5   Category 4b:Teacher training

5.5.1   Introduction

Teacher training is one of the key factors enabling teachers to work with students with disabilities included in general education classrooms. Teaching strategies for inclusive

classes require appropriate training (knowledge and skills) in responding to student needs. Inclusive classes had diverse learners and each learner required a different teaching strategy that would support them to participate in school activities. For this category teacher training was defined as knowledge and skills on inclusion, teaching strategies that address the diverse needs of all students, staff development programs, pre-service and in-service training, staff conferences on inclusion including seminars and workshops on inclusion. This section describes the perceptions of stakeholders in regard to teacher training and inclusion in the district. Table 5.1 shows that there was unanimous agreement among stakeholders that teachers were inadequately prepared for inclusive education in the district.

5.5.2   Students with disabilities

There were nine comments made by 21 students about teacher training and all the comments expressed negative sentiments about teacher training. The majority of students reported that they were experiencing problems because most of the teachers were not trained. Students recognised that teacher training was an issue that the Ministry of Education needed to address. Lack of teacher training was mentioned multiple times. The following were their comments:

> "They are not trained to teach the disabled". (SD-2)

> "So we are appealing to the Ministry of Education to train more teachers so that they can be able to help all the students in class". (SD-7)

> "Ordinary teachers should also be trained". (SD-13)

> "They should train more teachers in special education". (SD-6)

> "Teachers who are not trained in special education will not consider the difficulties of the other groups especially the disabled". (SD-3)

> "The answer is simple. They are not trained". (SD-6)

> "Most of the teachers we have need some kind of training in special education". (SD-17)

> "I think they can be doing their training during school holidays when there are no students to teach because many can go to that training". (SD-5)

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> "Sir, I don't think the teachers are trained in special education like those at Parkvale School because they don't understand our problems". (SD-20)

> "Sir, teachers who are not trained has problems in helping us in class". (SD-13)

In summary, the students were unanimous in their belief that teachers were not qualified for inclusive practices. Students attributed lack of trained teachers in inclusive practices to receiving less help and not understanding the material (curriculum). Comments by these students regarding teacher training indicated that there is need for the Ministry of Education to train teachers for inclusive practices. Views of students imply that better training for teachers both pre-service and in-service is important. Training should address communication skills in general, and various teaching strategies, particularly in the area of initial teacher training so that teachers enter schools with skills required to teach all students.

5.5.3 Students without disabilities

The 21 students without disabilities made six comments about teacher training. The data indicated that teachers were not meeting the needs of all students in their classrooms. This was to the disadvantage of all students. Students without disabilities like their peers had appealed to the Ministry of Education to train more teachers. The general observation of these students was that teachers should be provided with skills to teach inclusively.

> "Train more teachers in special education". (SD-8)

> "All teachers [ie principals included] should be trained and then bring the disabled in class". (SD-2)

> "Train more teachers to assist the disabled". (SD-18)

> "More teachers must be trained to handle [teach] the disabled in class". (SD-5)

> "To train more teachers is important for our schools". (SD-13)

> "It would be better to have all the teachers trained in special education". (SD-9)

In summary, comments by students without disabilities regarding teacher training were similar to students with disabilities. Students felt that lack of training by teachers created problems for all students in class because teachers could not provide support to all students in an inclusive class. They felt that training for teachers should include knowledge and skills in handling students with various special needs (vision, hearing and intellectual disabilities). Their comments indicated that the current training is not sufficient, not only for those directly teaching students with special needs, but also for those not engaged in direct teaching (principals). Generally, students felt that training and the philosophy of inclusion need to be shared by all teachers in the school for inclusion practices to be successful.

5.5.4 Teachers

The 48 teachers made 37 comments regarding their training. The majority of teachers perceived their lack of appropriate training as stressful. There was a general feeling by teachers that they need to be trained in adapting teaching strategies to accommodate students with disabilities. The following were some of their eight (27%) comments regarding the kind of teacher training they wished to receive:

> "I lack skills to teach learners with vision and hearing impairment". (T-34)

> "I would like to be trained in special education". (T-12)

> "I am willing to be trained to teach the disabled". (T-5)

> "They should initiate training seminars for all teachers. (T-41)

> "We need in-service training programs on inclusion". (T-32)

> "As an ordinary teacher I am interested to be trained in INSPRO [inclusive schooling programs]". (T-9)

> "Teachers teaching disabled children should be given priority to go for in-service teacher training at ZAMISE [Zambia Institute of Special Education]". (T-46)

> "We should have been given some basics on teaching inclusive schooling before implementing INSPRO [Inclusive Schooling Program]". (T-33)

Some of the teachers commented on the need for appropriate training and in-service programs on the use of the individual education plan. The following were three (8%) teacher's comments emphasised the need for individual education plan:

"I would like to be trained in using the Individual Education Plan". (T-3)

"Teachers could be more trained in inclusive education". (T-36)

"I am an old timer and I would like to be trained in IEP which I don't know how to use in class". (T-22)

Knowledge and skills were also issues for teachers' as they attempted to sustain active learning environments for the students with disabilities. In some cases they considered that they were personally responsible for ensuring that the learning environment was appropriate. They commented as follows:

"I do not always know how to help my pupil and I do not have time". (T-10)

"They expect me to do every bit of the syllabus in a short time". (T-6)

"It is difficult to keep him occupied in a large class of 45 or more". (T-18)

It was also noticeable that some teachers interpreted the question more broadly and related it to any training in special education. Some teachers, especially the newly qualified, referred to their initial teacher training as inadequate to prepare teachers for inclusion. Three teachers commented that:

"We didn't have any training on INSPRO". (T-16)

"We had a little bit of training on dyslexia. (T-25)

"Most of the training was on teaching normal children". (T-29)

Teachers felt their lack of appropriate training made it difficult to meet the needs of students with disabilities as a difficult task. Some teachers perceived their pre-service training as inadequate because they were initially trained to teach mainstream students. Three of the 48 teachers substantiated the need for appropriate training.

"I am not trained to work with disabled children". (T-21)

"I need the special education teacher to show me". (T-47)

"I was only trained to teach normal children in the normal school". (T-1)

"I was not exposed to disabled children during my teacher training". (T-18)

"I was uncomfortable to teach handicapped children because I don't have the knowledge". (T-39)

"I was not training to teach the disabled". (T-44)

Mainstream teachers did not have the confidence of working with students with disabilities due to lack of training and preparation for inclusion. This was a general concern which was expressed by teachers and felt inadequately trained through the provision of seminars/workshops on inclusion. They pointed out that the district education office did not provide support for their training on inclusion. The following comments illustrate the concerns of 14 of the 48 teachers:

"The only training I received about inclusion, its needs and teaching methods is the pamphlet on inclusion from Denmark". (T-8)

"I have had no special education training". (T-19)

"We have had no in-service workshop on inclusive schooling". (T-30)

"I am not happy with the set up because we are not adequately "trained and we don't get support that is required". (T-26)

"I still lack the training necessary to teach disabled children". (T-42)

"I have had no training with handicapped children". (T-28)

"The physical education training did not train me for inclusive schooling". (T-47)

"I don't believe that our district education office is committed to the level of funding teacher training requirements needed for inclusive teaching". (T-14)

"As ordinary teachers we do not have any training in special education". (T-13)

> "There is no help for classroom teachers and they have no training in inclusive teaching". (T-24)

> "It can be a good idea if all teachers are given special education training". (T-16)

> "I feel that I was not ready for having a disabled child in my class". (T-25)

> "The Ministry of Education needs to provide more training programs on inclusive education". (T-48)

In summary, teachers' comments about training in inclusive practices were similar to students. All the teachers who participated in the study felt the need for in-service training and school staff development programs to support their work in inclusive schools. Although many teachers commented on their inadequacies and lack of technical skills for inclusive practices, their general appeal was to be trained in special education and be able to respond to individual needs of their students. Generally, mainstream teachers were very critical of the Ministry of Education for having implemented inclusion without necessary arrangements to enable them introduce inclusive practices that would accommodate all the learners.

5.5.5 Principals

The 20 principals made ten comments about teacher training. They expressed a need for additional training and a concern for lack of personal professional experience in special education. This was consistent with the views of other stakeholders. The principals felt ill-prepared to supervise teachers in their schools especially as there were not many trained teachers in special education in their schools. The problem of lack of trained staff members in special education was stated several times. Eight of the 20 principals commented that:

> "I have only one trained teacher". (P-3)

> "I have no trained teachers in special education". (P-5)

> "We sometimes depend on untrained teachers [graduate grade 12 students from secondary schools who are totally untrained]". (P-14)

> "Teachers need to be given an opportunity to share knowledge by training those who teach disabled students". (P-6)

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> "Training at school level is not adequate for teachers to be knowledgeable". (P-19)

> "Schools should be provided with seminars on inclusive education.

> "In-service programs are needed for all teachers". (P-20)

> "All teachers should be educated on inclusion".

Because of lack of trained teachers, principals expressed concern that children did not get what was required for their learning. Their comments indicated that schools were experiencing difficulties in teaching students with disabilities in regular classrooms. Principals felt training was required with particular emphasis on teacher practices as these elements form basics of inclusion. Two principals viewed poor inclusive practices were attributable to the following factors:

> "The knowledge about the disabled children should have started way back so that schools are ready for them". (P-10)

> "Too many programs for teachers to carry-out during the program of inclusive schooling are creating hardships for us to concentrate on inclusive schooling". (P-2)

In summary, principals' comments regarding teacher training indicated negative experiences. They generally felt that teachers in schools were not providing adequate learning support to all learners because they lacked training to work in inclusive classes. The issue of training was important to principals who were critical about the government's attitude to provide funding for in-service programs.

5.5.6 Administrators

The five administrators made 10 comments about teacher training. They observed that although most of the teachers had trained as general education teachers and had had experience in primary education, only a few had the experience of working with students with disabilities. All the administrators stated a desire for more training and information for teachers with regard to meeting the individual needs of students with disabilities in inclusive schooling. The following were 10 comments from the five administrators:

> "Teachers were not fully equipped to teach inclusive classrooms". (AD-5)

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"We need to train more teachers in special education". (AD-3)

"It is the responsibility of the government to fund teacher training".
(AD-4)

Kalulushi district has very few trained teachers in special education
and those are mostly senior teachers or zone coordinators". (AD-5)

"Well, we do process the applications for in-service teacher training
but the college is very small and we are not the only one wanting to
train teachers". (AD-3)

"We intend to develop our own district training programs so that more
teachers attend the sessions". (AD-2)

"We need teachers to graduate with full knowledge about inclusion"
(AD-4)

"We have to train more teachers about inclusion". (AD-2)

"Most of our teachers are not trained in special education". (AD-1)

"The Ministry should have trained teachers before bringing the
disabled in classes". (AD-5)

In summary, there was a general view by administrators that teachers in schools were not equipped to cope with inclusion issues and practices. Administrators have recognised that teacher training and staff development programs were important components in developing inclusive practices and need to be addressed by relevant authorities. Generally, administrators were dissatisfied with the knowledge and skills of their teachers in the district.

5.5.7   Parents of students with disabilities

The eight (100%) comments about teacher training by parents of students were negative. They observed that primary school teachers were not trained or were inadequately prepared through pre-service or in-service teacher training programs to teach inclusive classes. Some of their comments were common and the following eight were illustrative of their views:

"Training of teachers should have been done at college but instead
they train them in three hour seminar what can you learn from that,
tell us". (PSD-4)

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"And when did they get training to change things now"? (PSD-42)

"Teachers are not trained for special education". (PSD-24)

"Schools have women teachers with no special education teaching knowledge". (PSD-19)

"Schools should have introduced inclusive schooling when teachers are ready for the disabled". (PSD-11)

"Let every teacher at the college be trained in this field". (PSD-30)

"Train teachers in teaching the disabled children". (PSD-6)

"Teachers are not ready to teach our disabled children". (PSD-41)

In summary, parents of students with disabilities were highly critical about the competing teaching skills of teachers in inclusive classes. Parents indicated that teachers in mainstream schools need further training in inclusive practices if they are to be properly prepared to deal with complex and sensitive situations which they faced. Parents of students with disabilities appealed to the government to have trained teachers in schools.

5.5.8   Parents of students without disabilities

The 21 parents made nine comments about teacher training. Like in all the other stakeholders, they believed teachers were not trained to teach inclusive classes. Two of the 21 parents of students without disabilities expressed concern that:

"Teachers in mainstream classes find a problem in handling pupils who are disabled". (PND-7)

"Teachers with no training cannot teach handicapped children they are difficult". (PND-13)

The conflict between parents' values of education and teacher practices was among the major issues identified in the study. This may help explain why some parents were not satisfied with inclusion. The following seven comments illustrate parents' concerns about teacher training:

"More teachers should be trained in special education". (PND-5)

"More time is spent on one particular child to allow the disabled students get the concept". (PND-9)

"Lack of quality education because teachers are not trained". (PND-13)

"Ordinary teachers [general education] should also be trained to teach students with disabilities in mainstream schools". (PND-6)

"The teachers are failing to teach because they have no training in special education". (PND-20)

"They should not be allowing teachers without training in what they call INSPRO [inclusive schooling programs] to teach our children the standards have fallen that I doubt if my daughter will pass grade seven". (PND-18)

"They need to train their teachers so that children can continue passing examination". (PND-3)

In summary, parents of students without disabilities experienced negative inclusive practices. Their comments indicated that teachers did not teach effectively in their classes because of the presence of students with disabilities plus a lack of appropriate training. Some of these parents' comments arose from what they learnt from their own children's classroom experiences. The general view of parents of students without disabilities was that teachers need to be trained in inclusive practices.

5.5.9   Community members

The five community members made seven comments about teacher training. These were general comments that teachers in these schools were not adequately trained, or were unprepared to teach students with disabilities in inclusive classrooms. The following seven comments were made regarding teacher training:

"The quality of education is substandard". (CM-4)

"They should know how to teach students with disabilities". (CM-1)

"Train more teachers especially new teachers from colleges". (CM-3)

"Teacher training in inclusion is very important". (CM-2)

"Teacher training is important if the government wants to achieve its objective". (CM-5)

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"Teacher training may solve some of the difficulties teachers are having in teaching children with disabilities". (CM-1)

"The government should increase the places for in-service teacher training at colleges if they are to solve the problem of using untrained teachers". (CM2)

In summary, community members like other stakeholders had negative experiences about teacher training. There was a general concern among community members that lack of teachers trained in inclusive practices has lowered the standards of education and they made an appeal to the Ministry of Education to have teachers trained in the district. These members like other stakeholders made some suggestions that if the quality of education in inclusive schooling has to be improved the Ministry of Education should focus on the issue of teacher training in teacher training colleges.

Summary

The data in table 5.5 on teacher training illustrates the views of stakeholders on teacher training in relation to teaching inclusive classes. There were negative comments about teacher training by stakeholders. Stakeholders were concerned about the quality of instructional strategies and the possible loss of quality education. Many also expressed concern regarding instructional strategies and the availability of individual attention to all learners. As shown in the data, stakeholders felt that inclusion was not providing appropriate education to students with disabilities while some parents shared the view that their children were disadvantaged because of lack of trained teachers. Teachers also reported that they had no prior training in inclusive practices and that they were not adequately prepared to teach students with disabilities.

Teachers' comments regarding training were negative; they revealed that they were not adequately prepared to teaching inclusive classes sighting gaps in the implementation of the program. The majority of teachers were mainstream teachers who demanded training prior to placing disabled students in general education classrooms.

5.6   Category 5: Parental involvement

5.6.1   Introduction

Parental involvement in a child's education is critical to the success of an inclusion program. Parental involvement in children's education is positively related to achievement. Parental involvement in school activities are those that are directly with their children's learning at home, such as supporting their work on home work, tutoring them using materials and instructions provided by school teachers. It also includes attending meetings, open days and participating in voluntary work.

For this category parental involvement was defined as positive and negative involvement of parents of students with/without disabilities in their child's education, parents' feelings about inclusion, their recommendations for change and their attitudes and understanding of inclusion. Parental involvement can help guide the development and maintenance of appropriate inclusive practices that would suit disabled students without adverse effects on other students and parents, and empower parents to participate in inclusive awareness and school activities. This section describes the views of stakeholders on parental participation in school activities.

Table 5.1 shows that comments about parental involvement by stakeholders were not very significant despite the fact that parents of students with disabilities claimed to be involved in school activities.

5.6.2   Students with disabilities

The 21 students made 12 comments about parental involvement and support that was related to their education. They saw the commitment of parents in school activities as being a contributory factor in enabling them to continue in the mainstream school. Some students indicated positive experiences of relationship between their parents and the schools although as the fourth comment (below) indicates sometimes there was a "sting in the tail":

> "My father comes for meetings with other parents sometimes". (SD-12)

> "At the meeting the teacher can tell your father if you are doing good or bad". (SD-9)

> "Meetings with teachers are important for parents of disabled".

> "My parents always attend the meeting at school and if my father is working on Saturday my mother comes to the meeting so it is important that they learn [Understanding and participate in school activities] what is happening at school.". (SD-7)

Typical parental involvement in activity meetings between parents and teachers was important, in order to share information about the student and discuss associated issues and concerns. It was also important for teachers to spend time listening and talking to students as their views may differ from their parents. This was not guaranteed to occur, however, as the following contrasting comments reveal:

> "Sometimes the teacher asks me to say something about the meeting". (SD-11)

> "When you go for the meeting they just talk between teachers and my mother". (SD-18)

Attending parent meetings was very important for the students in keeping them focused and finding out their weaknesses and strengths. All parents are meant to attend the individualised education plans (IEP) meeting which are sometimes held once in a year where it is disclosed the progress made by the student. Parent teacher meetings were significant because the parent has a chance to meet the teacher on his or her ground, the classroom. At school, parents were allowed to see the work of the students, progress reports and other outstanding work to be done by students. The following four (33%) comments suggest that parents usually responded to the teachers invitation:

> "My mother attends the meeting if she is at home". (SD-14)

> "Once in a while my dad comes to see the teacher". (SD-9)

> "She came once when I was transferred". (SD-19)

> "We are given letter to take home so that they can come for meetings". (SD-20)

Two of the 21 students credited their academic achievement to the interest and involvement of their parents. Flexible time and teacher relationship were also important to allow parents to participate in inclusion activities. They commented that:

"My father came to school to speak to my teacher when I gave him my school report". (SD-3)

"The teacher gave me a note to take to my father about the time he could explain about my progress". (SD-1)

In summary, comments by students with disabilities about parental participation in school activities affirmed that parents and teachers communicated in meetings but did not throw light on other aspects such as home tutoring or volunteer work. Students reflected that their parents were involved in their education by communicating with teachers on issues affecting their education. They expressed that parents had participated in some of the meetings held at schools and during teacher-parent consultations. Their reflections on parental involvement indicated that students with disabilities experienced positive parental support by being involved in school activities.

5.6.3   Teachers

The 48 teachers made 17 comments about parental involvement in school activities. Most teachers' comments 12 (71%) about parents' involvement were negative and only five (29%) were positive. They felt that parents were not interested in participating in school activities. Factors underlyning this relationship included the quantity and type of interactions with parents, the extent to which parents were perceived to under-or over involved with the educational process, and personal qualities of parents that were believed to promote or hinder positive relationships. Nine (53%) comments by teachers expressed their reservations regarding parental involvement by stating that:

"I am not fully supported by the parents". (T-17)

"I lack of support from parents". (T-34)

"Some parents are not keen to work hand in hand with teachers". (T-41)

"Some parents do not come even if you send a note". (T-5)

"There some parents who are really difficult to convince that they should attend the meeting". (T-23)

> "Parents are not supportive to us as teachers despite the fact that we try to work together with them". (T-4)

> "The district should come up with a parents training program so that they are educated on the importance of working with teachers in schools". (T-46)

> "I have not seen the parent of my pupil although I send reminders through their child". (T-2)

> "Not many parents come to attend the sports competition in the community". (T-6)

Teachers commented on the importance of parental support in inclusion activities citing one benefit as a reduction in stress when working with students with disabilities. Three of the 48 teachers indicated a need to work as partners with parents to the best interest of the learners.

> "It will be helpful to be meeting with parents". (T-15)

> "So that I understand what the situation at home is like and how the parents can help him at home". (T-29)

> "I can learn how they handle the child at home". (T-22)

In contrast, comments by five (29%) teachers were positive about parental involvement. In some cases teachers had even made friendships with parents through participating in school activities. For example, one of the 48 teachers commented that:

> "I go to their home to observe ADL [Activities for daily living] and if there are difficulties with the child I normally advise them what to do". (T-7)

Parental involvement was a key to better understanding and enhancement of inclusion for both students with disabilities and non-disabled students. Four (23%) comments by teachers gave responses in this vein:

> "They always write me a note if there is anything they would like to know". (T-16)

> "The father rings the school to find out about the well being of their child because she has epilepsy". (T-4)

> "They are good parents because they ask for home work". (T-39)

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"They ask about the progress of the child quite regularly". (T-2)

Teachers mentioned that sending notices from school to home was the most commonly used strategy of teacher-initiated parent involvement, including open days when parents were invited into the school to see what their children were capable of doing in class and extra-curricular activities.

In summary, most comments by teachers regarding parental involvement in school activities were negative. Teachers reflected that parents were not interested in their children's education because they to participate in inclusion activities in spite of invitations that were made by the school or individual teachers. They generally felt that parents were not supportive of their efforts in educating students with disabilities, and only a few comments indicated that some teachers had experienced positive parental participation in inclusion activities.

5.6.4 Principals

The 20 principals made 10 comments about parental involvement in school activities. Of these, four were positive, two were neutral and four were negative. Principals generally observed that parental involvement in school activities was low and expressed concerns that parents of students without disabilities in schools voiced anxieties about enrolment of students with disabilities. Two problematic areas were first that some parents of students without disabilities may not be interested to discuss their involvement regarding inclusion activities. Secondly, they believed some students with disabilities might exert bad influence upon others in class. Four (40%) comments by principals stated that:

"Some parents have not accepted this situation" [inclusion]".

"Parents are not cooperative". (T-13)

"Negative attitudes by some parents towards people with disabilities". (T-31)

"They have no time to attend meetings". (T-38)

Principals were particularly sensitive to the lack of support that schools received from parents and families, especially considering the value and importance placed on the

parental role in a child's education. The following 2 (20%) comments illustrate their views:

> "We need to have a supportive PTA committee". (T-5)

> "Parents would be very supportive if they were all active in PTA activities"(T-44)

On the other hand four comments (40%) by principals illustrate their warm relationships with parents who participated in schools activities. Principals reported being offered a range of support for the benefit of educating all students in their schools. These included:

> "Parents do voluntary work". (T-40)

> "Contributing money to the PTA fund". (T-27)

> "They help to organize open days twice per year". (T-45)

> "A good number of parents attend meetings". (T-10)

In summary, there was an even split of opinions about parental participation as observed by principals. Some principals observed that parents did not have the interest to be involved in school activities and their children's education. Principals cited examples of negative attitudes towards students with disabilities as one contributing factor to lack of parental involvement and suggested to have supportive PTA committees in their schools. A small minority of principals experienced parental involvement by acknowledging voluntary work, attendance at PTA meetings, open day activities and contributions to the PTA fund as parental involvement. The issue identified by principals was that some parents did not like the idea of inclusion due to their perception of students with disabilities.

5.6.5   District administrators

The five administrators made nine comments about parental involvement in school activities. Of these, six comments were positive and three were negative.They commented positively about parents' involvement in inclusion activities in the district. In particular, they referred to the positive attitudes of parents of students with disabilities who had supported schools, and attended PTA meetings about inclusion

and other issues affecting their children. The following six (67%) comments gave a glimpse into professional experiences of these administrators:

"I have seen parents coming with their children". (AD-2)

"Those who were hiding their children are bringing them to school". (AD-3)

"Our experience in the district is that some parents are now beginning to understand what inclusive schooling". (AD-5)

"Parents come to the office voluntarily disclosing that the child has a problem. He is not like other children at home". (AD-3)

"It is encouraging to see parents take part in PTA activities". (AD-2)

"We had good responses from parents during the sensitization period [inclusion awareness]". (AD-4)

While there was satisfaction about parental involvement in school activities, it was observed by administrators that in some schools parents were not actively involved. These observations were made in PTA meetings and annual reports and by poor attendance during inclusion awareness programs organised by the Department of Education in the district as pointed out by three (33%) comments:

"Some parents are opposed to inclusion". (AD-5)

"The participation of parents is not encouraging". (AD-5)

"We have seen that some parents do not like the idea of holding the meeting on Saturday". (AD-4)

In summary, comments by administrators regarding parental involvement in inclusion activities indicated that they had positive experiences. They commented that parents were interested in the education of their children by participating in various school activities such as voluntary work, disclosing the child's disability to the relevant authorities and participated in inclusion awareness. They acknowledged that some parents did not participate in school activities and had not accepted the idea of inclusion.

5.6.6 Parents of students with disabilities

The 44 parents made 14 comments about their involvement in school activities. All comments were positive. Parents reported positive participation in school activities and the relationship with other PTA members. This contrasted with the experiences of teachers and principals. Parents also observed that participation in school activities had helped them develop warm relationships with the teaching staff. Four of the 44 parents of students with disabilities commented that:

> "The father, or myself if I am not working, attends the meeting".
> (PSD-13)

> "I sometimes go to do work if they call me". (PSD-4)

> "He sends a note to go and help the school". (PSD-17)

> "Let us know what kind of help we can give". (PSD-40)

Parents mentioned the need for more communication between teachers and parents. Two (14%) comments by parents indicated that:

> "They should let us know what they want us to do at school". (PSD-8)

> "Teachers should be in contact with parents if they want help". (PSD-13)

This might suggest that teachers did not involve parents in school activities, and the issue was a concern to smooth running of the program. Three (21%) comments by parents indicated that they do support their schools:

> "We have gone to classrooms to see how they are working". (PDS-29)

> "I volunteered to build ramps at the school". (PDS-16)

Parents perceived they played a major part in school improvement and felt that to do otherwise would frustrate the effort of teachers and their principals including PTAs. Three parents had gone to the extent of volunteering by stating that:

> "I can only do work on Saturday when I am not working". (PSD-13)

> "I was among the painters who worked on the new block of classrooms". (PSD-37)

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> "And personally as a parent of a normal child I am interested to see how it will work". (PSD-10)

One parent mentioned that he/she participates in school activities in form of contributions they made to the PTA fund. Only one comment by a parent stated that:

> "I pay money to the PTA which the school uses to buy chalk and books". (PSD-36)

Parental representation, involvement and power in formal school structures was only one aspect of the parent-school relationship commented on by parents. Some participated in the school decision-making process. Two of the 44 parents commented that:

> "I am a member of the PTA (Parent Teachers Association)". (PSD-19)

> "I was chosen to represent parents". (PSD-47)

In summary, comments by parents about their parental involvement in school activities were affirmative. They reflected that they had participated in voluntary work at school, made contributions to PTA fund, and attended meetings organised by the school or the district education office. Other parents requested flexibility in the organisation of school activities to allow working parents to participate in inclusion activities.

5.6.7 Community members

The five community members who were also Parent Teachers Association representatives made 28 comments on parental involvement in school activities. Of these, 25 (89%) were positive and three (11%) were negative. Parental involvement was influenced by a variety of contextual factors. The school, district and national policy environments contribute to the perception of the importance of parental involvement, to the way schools or district define what the various roles and relationship should be. From their own personal experiences they observed that parents were the children's first and often most influential teachers or resource for their children. Attending PTA meetings, open days, voluntary work and contributing money, to PTA funds, were mentioned multiple times. Commenting on parental involvement, the following seven (25%) were some of their comments:

"Some parents volunteer their time to work in PTA projects".(CM-3)

"We have some parents who do voluntary work depending on their skills like brick layers and so on". (CM-3)

"Parents have been helping us in renovating some of our schools mostly in the rural areas". (CM-4)

"Parents who have children with disabilities are doing their best to support their children in school activities". (CM-1)

"As parents they are trying as much as they can to understand inclusion by getting involved in some of the school activities". (CM-2)

"Parents are bringing their children to school". (CM-5)

"Yes parents support inclusion in the sense that when we call for a meeting, they attend, contribute to the debate, and give their views concerning their children on inclusion". (CM-4)

Community members expressed satisfaction with parents' responses to requests to participate in school activities. Seven (25%) comments by community members acknowledged the support:

"Some of the parents work with teachers in class". (CM-1)

"Yes they do in a way that they contribute money to the PTA fund". (CM-5)

"Yes they do, parents support inclusion by participating in various school projects with teachers". (CM-5)

"When we started some parents funded small project to improve the school". (CM-5)

"Parents go in classrooms to support teachers work with pupils with disabilities". (CM-2)

"Some parents go in class to help their children with the help of the coordinator". (CM-1)

"We as parents support the school in different ways". (CM-4)

These comments were consistent with the views of administrators who commented that some parents were involved in inclusion activities in the district. They felt that the

contributions made by parents were very supportive, though the level of support in some schools varied considerably.

While acknowledging the participation of parents in school activities some expressed disappointment and frustration that despite sending notices to parents, some parents were not interested in supporting children in their education. For example, three (11%) members observed that:

> "Some parents are not interested in the education of their children".
> (CM-3)

> "Parents don't reply to letters from the school". (CM-3)

> "It is difficult to convince some parents because Saturday is when
> they have time to do things in their homes". (CM-3)

Community members felt that successful partnerships need to engage parents and provide them with information, particularly parents of disabled students. It was essential that parents were involved from the beginning of sensitisation towards inclusion, and their concerns were being addressed at each stage of the process. These community members who were representing other parents found that parents wanted to be more involved and wanted to learn more about the implications for their children. Three of the five community members commented:

> "Parents do not like missing new information that is coming from
> headquarters so we usually inform them during PTA meetings". (CM-
> 4)

> "When there are new developments the PTA has to either call for the
> meeting or send information letters to all parents, but the
> disadvantage is that not all parents can read English". (CM-2)

> "Updating parents with information is very important because that is
> where we get financial support and if you ignore them you can not
> have partnership and could call for the removal of the head teacher".
> (CM-2)

Although some parents were concerned about the potential for bullying at mainstream schools, community members assured parents of students with disabilities that principals have been given clear instructions about protecting students with disabilities. Parents were informed during PTA meetings that teachers have the

responsibility to help disabled students to feel an increasing sense of security and belonging to the school. Three of the five community members stated that:

> "The District Education Officer gave clear instruction to principals not to tolerate bad behaviour from unruly pupils". (CM-2)

> "The principal informed us in the meeting that one boy has been suspended because of teasing disabled students". CM-3)

> "We have a parent representative on the disciplinary committee and she is the link between the school and parents". (CM-4)

Generally they felt that they had a responsibility and interest to represent other parents on PTA committees in their respective schools by accepting parent's choices as parent representative. Generally, community members had the interest to serve and advocate on behalf of parents on issues of inclusion. The following five (18%) were some of the comments regarding parental participation on PTA committee:

> "Though my child is normal I took the interest of learning because you never know that one of the family members may have a child with a disability". (CM-3)

> "I got involved because I had the interest in supporting the school at the same time to learn about children with disabilities". (CM-5)

> "And being a PTA member I am learning about inclusion from the professionals when they address a seminar in the district". (CM-5)

> "I attended all the meetings and I was chosen to represent my fellow parents". (CM-5)

> "It is just that parents wanted to have a say on what is going on in their local schools on inclusion". (CM-4)

In summary, comments by community members regarding parental involvement in school activities were positive. Comments indicated that some parents participated in schools activities. Community members acknowledged that parents contributed to PTA funds, attended meetings on inclusion, participated in voluntary work, supported teachers in classroom activities and helped to organise open days. In spite of the majority of parents who participated in school activities, there were some parents who did not participate in inclusion activities and needed an encouragement/awareness about the importance of parental participation.

Summary

There were mixed views on parental participation in school activities. Comments by students with disabilities reported positive experiences about parental involvement. In contrast the majority of teachers felt that they were not supported by parents. Many teachers would like parents to be actively involved in their children's education and provide support at school and in their homes. A minority of teachers expressed positive views concerning parent participation in school activities. This was described in terms of parent participation in inclusion awareness, and attending Parent Teachers Association (PTA) meeting.

Principals described parental involvement in terms of attending annual PTA meeting, contributions to PTA fund and generally supporting the schools in organizing open days with teachers/school board members. Other principals felt that the level of parental involvement was low making it difficult for school authorities to make important decisions about the school.

Administrators described the relationship between parents and other community leaders as "warm" because of their cooperation in identifying students with disabilities in their local communities. They stated that parental attendance at meetings was an important aspect of parental involvement. Although administrators noted that their physical presence at school, including doing voluntary work in renovating the schools, was the most significant way their position in the PTA could be appreciated.

Community members reported that parents were participating in inclusion activities because it affected the education of their children and they wanted to monitor the benefits of inclusion for their children. Community members also noted that getting parents involved in their children's school was a great challenge for teachers and the PTA committee because some parents felt that working with disabled/non-disabled students was the responsibility of school teachers. Overall, there was positive view that parents were equally involved though some stakeholders felt that their level of involvement was not significant.

5.7   Category 6: Community involvement

5.7.1   Introduction

Inclusive practices require the participation of local communities in order to accommodate people with disabilities in all aspects of community life and education. Community members can assume specific roles as they become involved in the education of their children, for example as volunteers in the classroom and other activities that may be required to improve facilities. Also as supporters and advocates for the education of their children they have a critical role to play in developing their local school.

Schools are an ideal context for developing and fostering strong relationships. Encouraging contribution from a diverse student/parent population can often bring out unique strengths. Community involvement in school activities to strengthen unity in the community and contributes to disability awareness among its residents.

In this study community members are defined as parent representatives of other parents in the community that have typically developing children. The following section describes the perceptions of stakeholders on community involvement in school activities regarding inclusion.

Table 5.1 shows the comments by stakeholders about community involvement in inclusion activities. The data indicates that there not many comments made relating to community participation.

5.7.2   Students with disabilities

The 21 students made 11 dissatisfied comments on community involvement. Their reflection on life in the community highlighted their sense of exclusion. For students, that in turn fuelled the discussion of how the community created and maintained labels such as "*kamwendo* (small leg)", and "*chipuba* (mad person)". With regard to community involvement, six students put it this way:

> "But I will also blame the public for not doing much about the disabled". (SD-3)

> "At the moment not much is there for the disabled". (SD-11)

> "Those are able-bodied people what about us the disabled"? (SD-7)

> "But look at those who have completed school, we have never heard that there is a team for the disabled". (SD-20)

> "The public should consider the disabled as people with equality to everything that they do in the community". (SD-14)

> "Sir, even on television or radio they do not talk about the disabled and their problems, it is just about the normal people". (SD-5)

For some students, a simple outing in the community was made difficult by the physical environment because they could not use their wheelchairs. The following three (27%) were their expressions:

> "It is difficult in a wheel chair to be near the fence when you want watch football and if there is a riot you get crashed by the mob. That is why I don't go there". (SD-7)

> "I cannot go to the stadium because the stands are very high for crutches so much that walking up the steps may be like you are trying to get to Muchinga [mountain]". (SD-11)

> "We have no special areas where the disabled could go and watch games in all the stadiums". (SD-19)

In summary, students commented that the community had negative attitudes towards people with disabilities and did not participate in inclusion activities. Students with disabilities also commented on environmental barriers that prevented them from participating in community activities because of access difficulties and cited some examples in which the community organised activities for their typically developing peers which did not include students with disabilities. Generally, students reflected that the community did not support them both in school and community activities and they felt that they were left out in community programs.

5.7.3 Teachers

Forty-eight teachers who participated in the study made only five comments about community involvement in school activities. Teachers felt that the community had not been supportive in school activities despite having sent invitations to attend meetings or activities. The following four comments by teachers expressed their concerns that there was:

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"No support from the community". (T-46)

"Lack of support from the community also affects inclusion of disabled children within the community". (T-6)

"The community has no interest in seeing what the disabled are able to achieve in schools and I think that is why they don't include our disabled students in community activities". (T-10)

"Schools are generally not supported by some of the community organization like the NGOs in the district". (34)

In summary, comments by teachers revealed that the general public has not taken interest in interacting with people with disabilities. They further stated that the community did not support schools in inclusion activities despite invitations that were made to the community and particularly Non-Governmental Organisations and individual members of the community. Their reflection indicated that students with disabilities experienced difficulties in community participation because the community did not appreciate the abilities/capabilities of students with disabilities.

5.7.4 Principals

There were 20 principals in the study who made seven comments expressing concerns regarding negative attitudes by the community about participating in school activities. According to three principals, whenever an open day was organised, only some interested parents came to school to support the efforts of their children and teachers in what the school was trying to achieve.

"There is no support from members of the community". (P-8)

"I have written to some community agencies for their support but their replies are not favourable". (P-13)

"We had the Palebo Club of Kalulushi in June 2000 during the open day since then they have been quiet despite having invited them for another open day in 2001". (P-2)

Most of the principals were discouraged by the lack of support they received from the community, including business men and women, Non-Governmental Organisations and other individuals. Only two principals commented on the need for community involvement:

"The community has to support the school". (P-18)

"We can work better with the community if a partnership is formed".
(P-10)

This lack of participation by the community may indicate that there was no partnership between schools and the community they serve. Communities could be involved in school activities in different ways and could contribute to the development of the school. Two (42%) comments by principals showed that:

"The community is uncomfortable with the idea of being involved in inclusion activities". (P-13)

"Because of negative attitudes the community does not participate in INSPRO [Inclusive Schooling Program] activities". (P-7**)**

In summary, comments by principals about community participation in inclusion activities were similar to teachers and students with disabilities. They reflected that the community did not participate or support their schools in inclusive activities that would enable their students with disabilities to interact with other members of the community. Principals, like teachers, pointed out that the community under-rated the abilities/capabilities of students with disabilities and had showed no interest in supporting their activities.

5.7.5 Administrators

The five administrators made five positive comments about community involvement in school activities. Commenting on community involvement in inclusion activities, one administrator commented that the community had supported the Ministry of Education to implement the policy of inclusion.

"We have involved the department of community development and the Ministry of Health is also involved". (AD-3)

The involvement of community members in the district were through individuals with influence such as the politicians, councillors, village headmen and other civic leaders. This suggests that administrators went to some lengths to help students with disabilities become accepted socially and as part of the community. Three (60%) comments about community involvement were that:

> "In villages it was easy to influence the community because of traditional values and respect that is given to village headmen". (AD-17)

> "The District Administrator was very much involved in inclusion". (AD-4)

> "The community is helping teachers to identify children with in district". (AD-19)

In summary, there were very few comments by administrators on community participation in inclusion activities. Administrators indicated positive experiences in working with the community in inclusion activities. Comments by administrators indicated that the community supported inclusion activities in the district which contradicted the experiences of students with disabilities, teachers and students with disabilities. Some comments on community participation by administrators reflected the participation of people with influence in the community during the inclusion awareness campaign and acknowledged the support of the department of community services which helped teachers to identify children with disabilities in the community.

5.7.6 Community members

The five community members made nine comments about community involvement in school activities. Of these, seven (78%) were positive and two (22%) were negative Involving the community in the education of students with disabilities was important because the community was not only associating with students, but also with teachers, schools and district administrators. Members of the community could be powerful contributors to students with disabilities education, both stimulating and reinforcing student's learning. They made observations that schools could form partnerships with the community as a whole. Participation in PTA meetings, contribution to PTA fund and voluntary work by members was mentioned multiple times. This observation was based on their experience by interacting with different community agencies during disability/inclusion sensitisation programs. The following four were some of the many comments made:

> "The community also participated in renovating some of our schools". (CM-5)

"We have some members of the public who supportive of inclusion by helping us get our news printed and distributed to parents". (CM-2)

"Only one business person has supported inclusion by providing his truck to ferry students to and play games at the district". (CM-3)

"One farmer, whom I cannot give his name, contributes some bags of maize which we sell to millers or individuals and the money raised is used to buy school materials". (CM-3)

Community members commented that the Ministry of Education had involved the community in inclusion activities, but they felt community involvement with students with disabilities was very minimal. The following five (56%) comments illustrate their feelings:

"I have worked with some people in our local community during sensitisation so that we convince many people to accept this new idea about inclusive schooling l". (CM-2)

"We are treating them as children in our community and make them feel wanted [loved by community.". (CM-2)

"The government's policy is helping them to be in the mainstream community". (CM-3)

Some organisation are giving simple jobs to the disabled and may be getting an incentive from the government for employing the disabled". (CM-1)

"People who are visually disabled are benefiting from their education because most of them get employed as telephone operators". (CM-5)

These comments concur with the views of disabled students who stated that:

"We [students with disabilities] do not like to be segregated". (SD-1)

In summary, comments by community members on community participation in inclusive activities were similar to the administrators. Community members who also served as parent representatives on inclusion committees acknowledged the support of the community in inclusion activities. They pointed out individual members of the community who supported schools in inclusion activities. Overall, they were positive about community participation but the level of participation was very minimal and required strategies to involve the community.

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Summary

Stakeholders reported negative attitudes by the community towards people with disabilities and the failure by the community to involve people with disabilities in communal activities and lack of support by the community in various activities in schools. Comments by teachers and principals had similar sentiments about community participation and involvement in inclusion activities. Teachers and principals believed that the community should be involved in order to facilitate the participation of disabled students in community activities. Comments by community members, were more positive with a small minority indicating negative experiences about community involvement.

5.8   Category 7: Government participation

5.8.1   Introduction

Government participation in inclusion activities was defined as government influences and support that impact the provision of education to students with disabilities in regular schools, national, district or school policy, community education on inclusion, inclusion awareness, post school options, involvement of Non-governmental organisations and other ministries (Ministries of Health and Community Development) that provide support to students with disabilities. The following section describes the perceptions of stakeholders about government's participation in inclusive activities.

5.8.2   Students with disabilities

The 21 students made 17 comments about government participation in inclusion. Of these, seven (41%) were positive, nine (52%) were negative and one was neutral. There was a general consensus that the implementation of inclusive education policy (*Educating Our Future*, 1996) was a positive recognition of students with disabilities. Students believed that inclusion was academically and socially beneficial to them and their peers, and they spoke highly of government's change of attitudes toward people with disabilities. Of the 17 comments about government participation in inclusion, the following six (35%) were positive regarding government's participation in inclusion:

"I think it is important to treat the people the same"[In relation to policy implementation]. (SD-2)

"Each person is entitled to education given by the government". (SD-13)

"Sir the government has a job to give education to everyone". (CM-18)

"Sir, I agree that the government did a good job to transfer us and I am happy to be in my new school". (SD-21)

"I like what the Ministry of Education has done to make sure that we also learn in schools for normal pupils". (CM-15)

"I like being in a normal school because it is better than being in a special school". (CM-9)

In spite of the positive recognition of people with disabilities, they were critical about the provisions for them, both in the improvement of facilities, resources and political commitment.

"We do not want education theories but things to happen [The Ministry of Education should be more practical in supporting inclusion]". (CM-16)

"The Ministry of Education should not be speaking about inclusive schooling but action is what is needed". (CM-19)

"The Ministry of Education should consider us for sports". (SD-2)

"I think the Ministry of Education has to do a lot in giving us books". (SD-4)

"When teachers go on strike because they are fighting for more money, we lose lessons because you cannot catch up with the syllabus". (SD-19)

"The government can build good schools in rural areas not to let villagers make mud bricks and roof them with grass. It should be like in towns". (SD-11)

"The government promised that everything will be Ok now we don't see the things they promised us". (SD-7)

"In my thinking the government just wanted to bring us in ordinary schools because special education needs a lot of money for the disabled". (SD-7)

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Students with disabilities were aware of the Education Act (1972) in relation to in school discipline and the promotion of positive behaviour. These policies emphasised the importance of creating environments that were motivating and stimulating. Students were, in general supportive of these policies. Three of the 21 students commented:

> "We have school rules in the school for all students to follow". (SD-3)

> "Prefects write the names of students who are misbehaving and take them to duty master". (SD-5)

> "Punishments are different according to the rule that the students has broken". (CM-15)

In summary, students had mixed views on government's participation in inclusive activities. Some comments by students indicated that they experienced positive participation by the government but more students felt otherwise. Students who experienced positive participation pointed out that the government had recognised people with disabilities and they were contented with the inclusion policy. Generally, students were critical about the level of participation and the felt that the government did not provide the support they needed.

5.8.3   Mainstream teachers

The 48 teachers made 16 comments about government participation in inclusion. Of these, two (13%) were positive and 14 (87%) were negative. Because they were most directly responsible for the implementation and success of inclusion programs, their views concerning inclusion and its implementation within their classrooms were important the Ministry of Education (Government). They stated that the policy framework on inclusion was neither explicit, nor consistent. Teachers expressed dissatisfaction the rushed way the inclusion policy was implemented. Two of the 48 teachers commented that:

> "They should have put it [inclusion] to a debate so that they get the opinion of the majority instead of just telling people that we are doing this". (T-12)

> "The government should have put all the necessary requirements in schools first before bringing children into our classrooms". (T-6)

Five of the 48 teachers observed that during the implementation process, there was no consultation with the stakeholders regarding inclusion in the district:

> "As teachers in the district the Ministry of Education should have consulted us first and hear our views instead of coming to tell us that we are starting INSPRO". (T-23)

> "They [Ministry of Education] simply said we are implementing inclusion and people did not understand it until after some explanation". (T-8)

> "There was lack of foresight about the money involved and probably that is why we are experiencing problems". (T-13)

> "The government should have distributed the print to all the people concerned to read before calling for sensitization meetings with parents and teachers". (T-2)

> "They should not have forced teachers to start INSPRO first involvement would have been better right from the start to the end". (T-39)

There was a general concern by teachers about the idea of inclusion because they were doubtful about the level of support that would be provided by the government (Ministry of Education, Provincial Education and the District Education Offices). From their comments most of them were nervous about coming in contact with students with disabilities despite having been provided with an orientation or seminars by the Ministry of Education. The following seven (44%) were some of the comments regarding technical support to teachers.

> "The government and head teachers are not very supportive".

> "No solutions to our teaching problems". (T-41)

> "We are not receiving professional advice from the Ministry of Education". (T-19)

> "There is little support from the district education office including the provincial office". (T-8)

> "The District Education Office is not conducting to support the efforts of teachers". (T-46)

> "We are not visited by the inspectorate from the province or the headquarters."(T-28)

> "The resources persons at zone level do not give us any advice about teaching methods for these disabled pupils". (T-4)

While some teachers expressed dissatisfaction with the inclusion policy, two comments were positive about government's participation on inclusion.

> "Teacher Education sponsored two seminars". (T-13)

> "Inspectors conducted a workshop on Individual Education Plans". (T-15)

In summary, comments by teachers on government's participation in inclusion were negative. Generally, they indicated that the government did not participate sufficiently in inclusion activities despite the decision to implement inclusive schooling in the district. They felt that they were left out in the decision making process and that government should have made all the necessary arrangement before including students with disabilities in mainstream schools. Teachers pointed out the gaps in the implementation process and felt that the government did not support them in their school activities by not providing the requisite technical and other support that they required to implement inclusion.

5.8.4   Principals

The 20 principals made six comments about government participation in inclusion. They were the immediate supervisors of teachers at every school and the Department of Education depended on them to observe how students were being taught in classes. Principals with positive attitudes toward students with disabilities endorsed the implementation of inclusion, in order to give an opportunity to all students to learn in the general education classroom. For example, two principals acknowledged the support by the Ministry of Education by stating that:

> "We do get some advice from the inspector". (P-16)

> "The District Education Office sensitized teachers in schools". (P-4)

Two other principals their acknowledged government support by mentioning that:

> "Two special education teachers were posted to our zone". (P-14)

> "Sensitization of the community and students without disabilities was sponsored by the Ministry of Education and Danish International Development Agency". (P-7)

Three of the 20 principals were dissatisfied with government's participation on inclusion. Their main concern was that the government was not providing support in order to enhance the development of inclusion. Two of the 20 principals expressed his view by stating that:

> "We need adequate support from them (Ministry of Education) so that we can improve our INSPRO [Inclusive Schooling Program]". (P-1)

> "The Ministry of Education has not done enough to improve INSPRO". (P-18)

In summary, principals made only six comments on government's participation in inclusion activities. Some principals acknowledged that the government participated in inclusion awareness campaign. Other principals stated they did not receive support which they required to improve their knowledge and skills in supervising their schools.

5.8.5 Administrators

The five administrators made 13 comments about government's participation in inclusion activities. The 1996 policy had the duty to initiate but above all to facilitate educational changes in schools and in the classrooms. Administrators were positive about government's implementation of its inclusive agenda because it had provided an opportunity to students with disabilities to participate in general education curriculum. The following six (38%) were some of the comments about government's participation in inclusion:

> "It is really working well and every teacher is involved". (AD-5)

> "This policy should have started in the 1960s". (AD-1)

> "The government involved DANIDA [Danish International Development Agency] to implement inclusion". (AD-3)

> "The government sensitized teachers, parents and pupils in schools". (AD-4)

> "DANIDA through the ministry of education provided some funds to implement inclusion". (AD-2)

> "As far as the Ministry of Education is concerned we have seen inclusion to be a good idea". (AD-4)

Furthermore, they observed that inclusion had broken the barrier between special and general education teachers and students with/without disabilities in mainstream schools and they felt that it had protected children with disabilities from being excluded from the mainstream schools. Two of the five administrators commented that:

> "It is a step forward in the provision of education for these children because in the past we never saw these children, most of them were hidden in residential special schools or homes by their parents". (AD-1)

> "The government has recognized the disabled as opposed to building special schools". (AD-3)

Although inclusion had been accepted in the district, they were critical about consultancy support from the Ministry of Education. It was expressed that the Ministry of Education had not fulfilled its obligation about inclusion as two administrators put it:

> "We need the support of the Ministry of Education including other departments involved in this program". (AD-1)

> "The Ministry of Education should show seriousness about constant supervision of the program". (AD-4)

Administrators also identified a lack of support by related services or departments like, Ministry of Health such that students with medical complications were not receiving their services. Three administrators commented that:

> "My concern is that pupils with medical problems in rural areas are not getting the treatment they need especially pupils with epilepsy". (AD-1)

> "The Ministry of Education should in conjunction with other departments ensure that pupils are not disadvantaged by giving advice to teachers in schools". (AD-2)

> "Psychological services are not provided, particularly to pupils with mental retardation". (AD-4)

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In summary, comments by administrators indicated that they experienced mainly positive government participation in inclusive activities. They reflected that the program was working well for all students in schools and generally felt that inclusion should have been introduced a long time ago because of social and academic benefits to all students. They indicated that inclusion had recognised the abilities and capabilities of students with disabilities and felt encouraged by the policy to support schools with students with disabilities. However, they were critical about the lack of technical support from the government and the dependency on donor funds to keep the program running.

5.8.6 Parents of students with disabilities

Of the 44 parents of students with disabilities only nine commented on the government's participation in inclusion. Of these, seven (78%) were positive and two (22%) were negative. Generally, parents observed that the implementation of inclusion policy was a good idea because all the children will be educated in their neighbourhood schools. Three of the 44 parents wrote:

> "No more segregation for handicapped children". (PSD-3)

> "I think my child is now being looked at as a human being because some children come to play with him". (PSD-37)

> "They should be treated the same not to put them in another school [They should be provided with equal opportunities within the mainstream class]".(PSD-17)

Parents were particularly appreciative of the government efforts by sensitising them on inclusion and noted that the Zambia government was responding to international developments through stimulation of developments and practices of including students with disabilities in regular schools, and the recent policy on inclusion (*Educating Our Future*, 1996). Four parents pointed out that:

> "Other countries have transferred disabled pupils in normal schools and the government has done a good thing" [In relation to 1996 inclusion policy]. (PSD-2)

> "It is good that handicapped children are now considered and they should do as they are doing it in Denmark" [In relation to policy implementation].(PDS-19)

> "It is good that handicapped children are now considered" [In relation to inclusion policy]. (PSD-20)

> "The policy on inclusive schooling is good but they should revise it to explain more things". (PSD-44)

One of the parents of a student with a disability felt that the inclusion policy would affect the quality of teaching in schools. For example, two of the 44 parents commented that:

> "My child is not going to get the right education". (PSD-33)

> "Inclusive schooling is a good thing but the Ministry of Education is failing to do its job for not improving the schools, some schools in remote areas are in bad condition".(PSD-21)

In summary, comments by parents were positive about the government's participation in inclusion activities. Parents' comments indicated that the government had taken the right decision to recognise students with disabilities and included them in mainstream schools. However, some parents were sceptical about the quality of education provided to students with disabilities and requested the government to revise the curriculum.

5.8.7 Parents of students without disabilities

The 21 parents made six comments about government participation in inclusion. Two of the 21 parents observed that:

> "Inclusion is a good idea"[In relation to the government's inclusion policy]. (PND-4)

> "Inclusive schooling is better but not for all handicapped pupils"(PND-16)

They also observed that since the implementation of the program the government's participation in inclusion had not been sufficiently explicit and tangible. One parent said:

> "They [Ministry of Education] need to do more (practical support) not just to bring the disabled in class". (PND-20)

Children with disabilities had a legal right to be in mainstream school but once they lacked adequate support from the government. One parent commented that:

> "These children [students with disabilities] were neglected which was bad for the community". (PND-6)

Parents, like other stakeholders, observed some gaps in the policy, particularly with regarding the provisions and support and suggested that:

> "The government should look at the policy again because we do not understand it very well". (PND-15)

> "The Ministry of Education should revise the policy and we should be given the chance to take part [be given an opportunity to participate in formulating the policy]". (PND-9)

In summary, comments by these parents were similar to parents of students with disabilities. They reflected that inclusion was a good idea and that the right of students with disabilities to be with their typically developing peers has been recognised by the government but they were critical about the preparations made for this to occur. Parents pointed out that, the government should be more practical in supporting inclusive schools. Parents like other stakeholders requested for the revision of the policy on inclusion.

5.8.8 Community members

The five community members made 10 comments about government participation in inclusion. Community members generally agreed that was a positive idea by the government to include students with disabilities in regular classrooms. This was important because it improved their social skills, and gave the general public an understanding of disability issues. Two of the five community members observed that:

> "Some disabled pupils are now greeting their friends when they come in the classroom". (CM-2)

> "The child smiled at the teacher when he was praised for finishing [completing] his the work". (CM-4)

Generally, they had accepted the implementation of the inclusion policy in the district as three of the five community members commented:

> "I like the idea of inclusive schooling". (CM-3)

"What has prompted inclusion in our community is the policy on inclusive schooling". (CM-1)

"There should be no segregation". (CM-4)

In all the interviews they considered how all children could be educated together and asked for the development of model of an inclusive system that would suit the context of the district. They believed that inclusive schooling had been done too quickly. One community member expressed:

"If the government is going to change [reorganise] they have to give it time to prepare and involve the parents from an early stage than what they did. It was a big mistake".(CM-2)

They believed in implementing inclusion in small, incremental stages which could allow a smooth transition if inclusive schooling was to be successful. One community member felt that:

"The government had this wonderful opportunity and should have started with one school and eventually [gradually] involved many schools and slowly the whole country". (CM-1)

Whilst they wanted to start small, one community member ideas were big:

"I would like to see all schools enroll disabled children where all children are equal and you treat all of them because we need to educate the whole child".(CM-5)

Other members questioned the fundamental principles of the introduction of inclusion which did not included students with severe disabilities. They pointed out that only students with mild and in some cases moderate disabilities were selected to attend mainstream schools. Two of the five community members expressed the commonly held view that inclusion meant fitting students to the system, rather than schools adapting to educate all students:

"It will not work if the government and schools do not change (adapt) for disabled children". (CM-2)

"It is difficult to understand why they want them to go into normal schools when they are not changing [adapting]".(CM-5)

In summary, most comments by community members on government's participation in inclusion activities were positive. Community members were in favour of the policy because students with disabilities were given their right to be with their peers

without disabilities both at school and in their local communities as opposed to when they were in segregated special schools. Community members felt that inclusion has contributed to attitude change among members of the community and observed that parents who formerly were not interested to educate their children had enrolled their children in schools across the district. However, community members like other parents felt left out in the decision making process on inclusive activities and requested that government involve all stakeholders in planning activities.

Summary

All stakeholders gave some positive comments about government's participation in inclusion programs. Teachers were highly critical however. The general view of stakeholders was that though the government participated in the implementation of the program, there was inadequate support to the district office and the schools. Stakeholders felt that inclusion was a good idea but it lacked high level government support and practical advice particularly considering that they were experiencing inclusion activities for the first time.

Furthermore, stakeholders felt that there is need to revise the policy on inclusion in order to address outstanding issues regarding students with severe learning impairments. The majority of stakeholders felt that they were left out in the process of decision-making. They suggested that decisions on issues affecting the education of their children should be done in consultation with stakeholders at all levels implementation.

Stakeholders identified the importance of understanding inclusive education within the context of Zambian school culture. In particular, they drew attention to the potential conflict between, on one hand, a value-driven inclusion agenda and, on the other, a cultural emphasis within schools. Teachers and principals and a few community members appealed to the government to suggest a model of inclusion which could be easily adapted to suit the Zambian context of inclusion.

Although the policy on inclusion has been implemented, some stakeholders felt that a much more fundamental commitment should be declared by the government while acknowledging the need to actively engage all stakeholders in any process of change towards greater inclusion in Zambia.

Another criticism was that there was no collaboration among various government department, community leaders and staff members. Stakeholders had appealed for collaborative strategies in order to enhance the learning of all students.

5.9   Category 8: Resources

5.9.1   Introduction

Preparation of resources is critical in implementing inclusion. Resources for access must include physical infrastructure and teaching and learning materials which require funding and improved staffing levels. It is important to consider appropriate access for disabled students in mainstream schools and how such resources might benefit all students generally. For this category resources was defined as stock that can be drawn on as a means of supporting inclusion, that is, funding, material supports, resources available for specialised support, equipment and adaptations, salaries for teachers, time (minutes allocated by the teachers to attend to each child), class size (number of children 5 to 50) in class, technical support, human resources (teachers, teacher assistants, professionals), and infrastructure.

Table 5.1 shows that there was an overwhelming negative response about the availability of resources in the district. Every stakeholder criticised the lack of resources and none made any favourable comments. The highest number of comments regarding resources was from disabled students, teachers and administrators. It was very evident that schools in Kalulushi had no resources to sustain successful inclusion of disabled students in regular classrooms.

5.9.2   Students with disabilities

The 21 students made 29 comments about resources. The need for resources was identified by disabled students who experienced difficulties in learning. Some students in wheel chairs or on crutches found getting into classrooms and around the school difficult because building structures were not renovated to allow students access all the buildings, teachers were not adequately trained, materials and equipment were not available making it even harder for students to be in the mainstream school. They generally felt that the District Education Office was not distributing the resources to their schools. Issues of broken furniture, lack of reading

materials, time, large class sizes, environmental barriers, funding, and other related services were mentioned several times. According to these students, mainstream schools had proved to be sites of struggle as 10 of the 21 students pointed out how they struggle to access the resources in the school:

> "But one important thing is that we are sharing books and other equipment".(SD-18)

> "The school should order many books instead of sharing one book or sometimes four people".(SD-3)

> "Some of the equipment does not favour me[some equipmet are not adapted to suit students with disabilities]".(SD-16)

> "And things to use are not many". (SD-21)

> "Scrambling for chairs makes me sick". (SD-15)

> "Whereby you have to struggle to find a chair and other stuff".(SD-1)

> "So for us to run to the next class so that at least have a chair and a desk where to sit is very difficult".(SD-4)

> "Also some chairs and desks in some classrooms are very old and broken. Why can't they buy new ones"?(SD-9)

> "For students with disabilities who use crutches like me, means that I will have to stand for 40 minutes".(SD-17)

> "In terms of the infrastructure, Nashvale School was the best. It was heaven like".(SD-11)

Further more students reported environmental barriers such as, doors, passageways, toilets, stairs and ramps and recreational areas. Students who used wheelchairs and crutches expressed concern about the physical access to various resource rooms. They felt that only a few buildings were accessible in some schools. In fact students pointed out that some entrances were at the back of the building leading to the feeling of separation. Seven of the 21 students mentioned that:

> "The only door which we use to go into the classroom is behind the hall meaning that we have to go round the school building". (18)

> "So I sometimes use the back door if it is open". (SD-13)

"The school where I was had good ramps unlike my new school the ramps are steep go in the classroom".(SD-7)

"I find it hard to push the door to the toilet".(SD-16)

"It is difficult to use wheel chairs because the doors are not big [wide] for wheel chairs".(SD-1)

"The water tanks are up on the wall and when you finish using the toilet it is difficult to flush the dirty".(SD-10)

"It is the same even for crutches. The doors to the toilet are very narrow. I always use one crutch when going in the toilet".(SD13)

The other major barrier mentioned by the students was their need for funding and the issue of the provision of related services. As two of the 21 students commented:

"Why can't the government give money to the District Education Office so that they buy what the school is lacking or material for teachers and pupils"?(SD-5)

"The people who used to visit our school like the physio-man, the nurse and the man who tests brain [psychologist], we don't see them at my school".(SD-14)

Transport was also another key resource issue for these students with. One of the main factors that would not help students to be regarded as part of the mainstream school was for them to take part in extra-curricular held at different venues. This required transport to such events. Currently, these students do not participate in sports because of transport suitable to passengers on wheel chairs. This did not seem to be in the interest of students with disabilities or non-disabled peers. Three of the 21 students commented:

"I think the Ministry of Education can provide us with transport'. (SD-2)

"We are not provided with transport to go for sports to other schools".(SD-12)

"The school should hire a bus for us so that we can be doing sports".(SD-6)

From the accounts of students who would have liked more support from related services it appeared that they felt let down by the lack of services which they thought would be continued. For example, some students with epilepsy used to get their

medications from the mobile clinic but since they were included they had to travel a long distance to get their medication from the hospital. Two of the 21 students commented that:

> "Nurses don't bring the medicine any more. They stopped coming to my school". (SD-21)

> "Sometimes I only get medicine for two weeks". (SD-19)

One grade nine student stated strongly that he was desperately in need of support but there was nobody [careers adviser] to support him. He was about to write his grade nine examination and did not know whether he would make it to senior secondary school and wanted to begin making arrangements for an alternative education particularly going for vocational training.

> "There should been advice…..such as there should have been somebody like a careers teacher to tell us what kind of jobs we could do because we are about to write examinations. I need advice but there is no careers teacher". (SD-4)

Some students enjoyed small classes and the attention they had received in specific schools from the teachers and in some cases one to one teaching from house parents/mental attendants [Assistant teachers], students expressed their feeling in the following comments.

> "There are not many in class, there are may be eight to 10 instead of like 40 [making a comparison between special schools and regular classrooms]". (SD-13)

> "When you have a problem the teacher [special education teacher] comes to you without wasting time". (SD-20)

> "There are no house parents [Assistant teachers]".(SD-13)

> "It was a good school [special school] in everything".(SD-5)

In summary, access to physical buildings was a problem for some students in many schools. Most students in wheelchairs and those who used crutches had problems persuading the schools to put up appropriate ramps. Some students complained about insufficient and broken furniture and that some of the furniture were not suitable for some students with particular disabilities. Students also commented on lack of funding by the government and questioned why schools were not being funded.

5.9.3 Students without disabilities

The 21 students without disabilities made 27 comments about resources. These students expressed concern at the lack of resources in their schools. And they too, were finding difficulties to do their work in class because of inadequate resources. These students, like their peers with disabilities identified issues of broken desks and chairs, lack of learning resources, time constraints, broken toilets, class sizes, environmental adaptations and funding. Six (22%) comments by students stated that:

> "There are no books for us to borrow from the library". (SD-1)
>
> "Lack of materials and devices to aid the disabled in their learning".(SD-6)
>
> "Materials to be used by disabled friends are not there".(SD11)
>
> "Materials to be used by disabled are not available".(SD-19)
>
> "Desks and chairs are broken".(SD-15)
>
> "Materials to be used by disabled are not available".(SD-17)

Students were able to identify issues related to inclusion such and limited time to be attended to by the teachers. Students felt that teachers were either failing to attend to students' needs or were focusing on particular students whom they felt would do better in the final examinations. The seven (26%) comments by students without disabilities illustrate the point:

> "It is not fair because of time allocation". (SD-21)
>
> "Time taken for the students with disabilities is not enough".(SD-3)
>
> "Disabled students need extra time".(SD-16)
>
> "More time may be spent in one lesson".(SD-9)
>
> "Yes they do. Except time given on each task is not adequate for the disabled [indicating that some students with disabilities could not complete their class work because time allocated for each lesson in primary school is 30 minutes and 60 minutes for a double period while in secondary schools one lesson is allocated 40 minutes and 80 minutes for a double period]".(SD-18)

"No. they do not because disabled students may need more time" [students with disabilities in mainstream classes may need more than 30 minutes in primary schools and more than 40 minutes for those in secondary schools].(SD-19)

"They do just the same except time of completion is not enough because of their disabilities".(SD-5)

Some students also identified class sizes as another problem. Four (15%) comments illustrated their observation:

"The teacher cannot teach properly because we are too many in one class".(SD-3)

"The size of the class should be reduced".(SD-7)

"Enrollment figures should be reduced".(SD-13)

"Reduce the number of students where there are disabled students as this is overloading the class teacher".(SD-20)

These also identified environmental barriers. Seven (30%) comments by students suggested that relevant authorities should:

"Modify [adapt] the learning environment to suit learning for the disabled'. (SD-14)

"Change the doors and put new ones which are big" [widening the doors].(SD-4)

"A conducive [appropriate] environment must be created for them such as suitable classrooms and furniture".(SD-10)

"The set up of most of our schools do not favour the learning of the disabled child" [schools were designed for students with disabilities and therefore students with disabilities were experiencing difficulties in accessing their classrooms].(SD-9)

"Most schools have a set up favourable for normal students". (SD-1)

"Improve the infrastructure".

"Modification of infrastructure [making renovations to school buildings to accommodate students with disabilities] could help the disabled". (SD-21)

Another observation made by typically developing peers was that students with disabilities were experiencing problems in using the toilets considering that some of their peers use crutches and wheelchairs. As two of the 21 students pointed out that:

> "Ablution block [toilets] and infrastructure are bad for the disabled".(SD-17)

> "The toilets are very far from the classrooms". (SD-6)

> "Lower the toilet facility instead of us flashing the dirt for them". (SD-11)

In summary, typically developing students were very critical about the resources in schools.

5.9.4 Teachers

The 48 teachers made 52 comments on resources. It was clear from the data that successful implementation of inclusion would require considerable funding and resources, both in the short/long term. There were resource issues for building, infrastructure, equipment, transport, teachers' salaries, staffing levels, materials and curriculum resources. Inclusion was certainly not a cheap option, although it may prove cost-effective when support for students in inclusive schools replaces provision in special schools. Stakeholders found this issue as the most difficult one to deal with. One of the major reasons why teachers had strong negative feelings about inclusion was that there were inadequate resources available. All the teachers stated that they were finding it difficult to teach inclusive classrooms due to lack of resources and administrative support. Teachers indicated that they lacked adequate curriculum materials and other classroom equipment appropriate to the needs of students with disabilities. Teachers identifies issues of teaching and learning materials, funding, broken chairs, large class sizes and teacher work load, time to attend to individual students, and lack of technical support and bad conditions of infrastructure were mentioned many times by teachers. The following were common issues identified by all the teachers. For example, nine (17%) comments illustrated the need for resources:

> "No appropriate materials for educating students with disabilities".(T-3)

> "We need books for students with disabilities.(T-12)

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"Lack of teaching and learning materials makes INSPRO (inclusive schooling program) meaningless".(T-34)

"Lack of teaching and learning aids in schools in making teaching difficult, especially for untrained teachers [totally untrained]".(T-12)

"No appropriate materials for educating students with disabilities". (T-4)

"Lack of education materials for teachers and pupils is hindering education".(T-44)

"No classroom materials".(T-33)

"Resources to use in classrooms are not enough".(T-28)

"Desks are not suitable for children with disabilities".(T-13)

Teachers had also indicated the need for small class sizes and commented more specifically on time to plan their work. Teachers indicated that some of them were stressed most of the time because they did not have the strategies to cope with the demands of an inclusive class. Of the many remarks about resources, four (8%) comments revealed common views on class sizes:

"The classes are over-enrolled".(T-17)

"We have too many pupils in class".(T-1)

"Over-enrollment in classes makes teaching difficult for us".(T-2)

"Too many pupils in the classroom affect including children with disabilities".(T-23)

Teachers were also concerned about their inability to teach other learners in the class while they focused on the student with a disability. As two teachers summed up by stating that:

"There are so many children in my class with reading problems".(T-47)

"I need to divide my attention and I find it impossible to do it because of the big class".(T-38)

They were also able to identify time as one of the major factors affecting their practices in teaching inclusive classes. The majority of teachers felt that the current

problem of class sizes was affecting the provision of individual attention for all students. Lack of time was mentioned multiple times. The following were among nine (17%) comments by teachers regarding time as a resource issue:

> "There is not much time to attend to every child".(T-18)

> "Time to attend to them [students with a disability] is not there".(T-19)

> "Time allocation is not enough".(T-39)

> "Time is not enough to meet the needs of handicapped pupils".

> "Time to attend to them is not there".(T-31)

> "Time is not enough for disabled children".(T-24)

> "Time if you have children with SEN you need more time."(T-28)

> "We have limited time".(T-41)

> "Time is wasted when special attention is given to children with disabilities". (T-44)

Teachers identified an issue of sustaining an active learning environment for all the students. In some instances they considered themselves to be responsible for sustaining an active learning environment. Three of the 48 teachers commented that:

> "I don't always know how to help the learner and I don't have the time".(T-46)

> "The Ministry of Education expects me to make the difference and to catch up in two years".(T-27)

> "It is so difficult to keep busy in a big class". (T-17)

Some teachers commented on lack of sufficient instructional time, and too many competing demands on time. For example, four of the 48 teachers commented with emphasis:

> "Basically it is a lack of time".(T-47)

> "We have to cover too much with the curriculum for the year". (T-29)

> "If I had time I could impart more knowledge in my pupils".(T-31)

"I don't have the time to follow inclusive schooling methods".(T-26)

Several teachers commented upon the difficulties of access presented by their classrooms. When considering students with physical disabilities teachers commented upon difficulties of classroom access, the lack of suitable toileting facilities and other building structures within the school. Among the many complaints on infrastructure these seven (13%) were some of the common responses by the majority teachers:

"Building structures are not disability friendly".(T-45)

"We need to renovate the structures".(T-33)

"Students with disabilities cannot go in some buildings".(T-48)

"Lack of infrastructure is hindering inclusive schooling'.(T-16)

"The format in which a class is built is not conducive for the disabled".(T-13)

"The infrastructure does not cater for all children with disabilities".

"We need a SEN friendly infrastructure".(T-36)

Another major issue regarding the resources noted by teachers was that the Ministry of Education was not paying particular attention to funding inclusion. The following seven (13%) were made by teachers regarding funding:

"Funding has been a problem for a long time".(T-23)

"We need funds for out-reach programs".(T-38)

"Inadequate funding to support the program is frustrating teachers at our school".(T-43)

"We are not given an allowance for teaching SEN students".(T-40)

"As a teacher I need a motivator since the work is too much".(T-14)

"The Ministry of Education does not fund schools". (T-2)

"Lack of funding by the government is making us lose the morale".(T-13)

There was a widespread agreement that the lack of appropriate resourcing was the main reason some students with severe disabilities remain in special schools. Some mainstream teachers identified more resources as crucial if they were to teach in inclusive schools: They expressed that:

> "I do accept the idea of inclusive schooling program if we are given the materials".(T-15)

> "I would support the inclusion policy if resources are distributed to schools".(T-48)

> "Some students with severe disabilities could learn in normal schools if the resources were given to schools".(T-16)

> "The main problem is lack of resources in our schools".(T-7)

But, along with a view that availability of resources in general education classrooms would facilitate inclusion, there was also a view that such inclusion would be possible for every student. This was illustrated by three teachers with the following comments:

> "I am in favour of inclusion with proper resources for severely disabled children".(T-19)

> "Pupils with severe disabilities need specialist teachers".(T-11)

> "I am willing to include disabled pupils but not difficult ones".(T-29)

In summary, all the teachers' statements were negative indicating that teachers in inclusive schools were experiencing major difficulties in implementing inclusion practices because of lack of resources.

5.9.5 Principals

The 20 principals made 42 comments about resources in their schools. All the principals expressed dissatisfaction with the resources in their schools. Principals like other stakeholders commented on many issues including funding, lack of books and other special equipment, lack of human resources, crowding in classrooms, inadequate furniture and broken down infrastructure. The following eight (19%) comments illustrate the issue of resources:

> "We depend on PTA fund and we have no materials for students with disabilities".(P-4)

> "Lack of appropriate teaching and learning materials".(P-13)

> "Lack of learning aids like radios, videos, flannel boards and so on.(P-7)

> "Teaching equipment is inadequate since initially the school was designed for pupils without disabilities".(P-13)

> "The school lack equipment for imparting knowledge in pupils".(P-20)

> "Lack of teaching material is affecting inclusive schooling".(P-12)

> "Lack of proper learning and teaching aids in schools".(P-14)

> "Teaching materials are not enough for all pupils".(P-4)

Most of the schools in Zambia lacked appropriate furniture for students. Furniture was either insufficient or broken forcing pupils to share a two-seater desk by three students. Desks for students and teachers were either broken or very old and were not replaced. The following four (10%) comments illustrate the issue of furniture in schools:

> "Pupils are crowding into one desk".(P-13)

> "There are 15 desks in class against 45 pupils. How can they write properly"?(P-1)

> "Up to four pupils share the desk when in it is group activity".(P-14)

> "The school has no special chairs or tables for disabled pupils". (P-21)

They also pointed out that students with disabilities in wheel chairs and those that used crutches experienced difficulties because some classrooms were not yet renovated to allow wheel chairs to go through and in some cases the ramps were so steep that students with disabilities needed help to go down the ramp. The six (14%) comments below were illustrative about the conditions of school buildings:

> "Classrooms are not suitable for inclusion".(P-12)

> "Lack of user friendly infrastructure for pupils with disabilities". (P-17)

> "Toilets are not SEN friendly".(P-9)

"Classrooms are not suitable for inclusive schooling".(P-17)

"There are still some barriers to inclusion e.g. infrastructure".(P-5)

"The PTA is reconstructing the ramp because it was steep".(P-2)

A couple of principals struggling to improve infrastructure in their rural schools were not very optimistic, but hoped for the best under difficult circumstances:

"We desperately need resources of every kind".(P-14)

"I need more latrines, borehole, and desks for the school".(P-8)

In addition to lack of resources and materials, two principals mentioned that teachers were complaining that they were experiencing difficulties in inclusive classrooms because:

"Classes are crowded".(P-6)

"Teachers complain about over-enrolled classes".(P-11)

Five of the 20 principals' perceived that the management of students with disabilities took a lot of time, when compared to their non-disabled peers:

"I feel that any disabled child, what ever the needs are, take up more time than non-disabled child".(P-11)

"It is difficult for our teachers because they have limited time for each subject".(P-19)

"Time is so limited to give individual attention".(P-20)

"Time is specified for each period".(P-16)

"It is difficult to attend to all pupils". (P-20)

Although Kalulushi district implemented inclusive education, one of the issues that was over looked by the Ministry of Education was the level of staffing in schools. Some principals identified lack of adequate staff as one of the problems affecting inclusive practices. However, the following three (7%) were some of the comments about lack of this human resource:

"The school has only eighteen teachers instead of twenty –five". (P-16)

"We have no enough teachers in our zone".(P-18)

"To replace retiring teachers is very difficult because the government is not employing many new graduates from colleges".(P-2)

Generally they pointed out that some of the problems they were experiencing were attributed to lack of funding by the government because it depended heavily on the money controlled by the donors themselves. The Danish International Development Agency set up conditions how the money given to the government could be used and when to fund inclusion activities. Seven of the 20 principals commented:

"Lack of funding has made inclusive schooling a bad idea". (P-1)

"Schools are always begging money from parents through their various PTA's".(P-7)

"Inclusive schooling may not improve if the government does not fund schools according to the size of the school".(-18)

"Funds should be sent directly to schools".(P-3)

"The Ministry of Education does not provide money for inclusive schooling".(P-15)

"The Ministry of Education should provide funds for in-service training".(P-2)

"Inclusive schooling is sponsored by Danish International Development Agency".(P-9)

Issues pertaining to related services such as physiotherapy, speech therapy were not considered to be very important by some teachers. The following comments by other teachers, however, presented a different picture, indicating that absence of support by paramedical staff teachers experienced difficulties in working with students with physical disabilities and those with hearing impairment. In reality, teachers needed the support of related services from Ministries of Health and Community Development. Five principals stated that

"Support services are not available to our pupils".(P-13)

"The child needs support but the parents do not have the money to her for physiotherapy".(P-19)

"There are some personnel at the district clinic but they are always busy".(P-4)

"We don't have visits by the Ministry of Health".(P-19)

"The special education teacher was promoted to another school". (P-20)

In summary, principals' comments about resources for teaching and learning were negative. Principals were frustrated and they felt that the education system did not make a right decision regarding inclusion when schools had no resources to cater for the needs of all students. Principals acknowledged their inadequacy in providing support to students due to large class sizes and no resources to support students' learning. Principals believed they could work efficiently and cater for the needs of all learners with the provision of adequate resources.

5.9.6 District administrators

The five administrators made 25 comments about resources in the district. They expressed a need for more focused distribution of resources to schools in order to promote inclusive practices. They believed school buildings and classrooms should be adapted to for students with disabilities provide equipment and materials provided. Classrooms should not be overcrowded.

Administrators commonly commented that lack of financial resources affected inclusive schooling program, though one administrator stressed that it was not only a question of resources but also lack of technical support. Inadequate resources caused problems for teachers and students and because administrators had no extra funds to give them, they felt lonely and helpless.

Currently, in Zambia like many other developing countries, administrators do not just have to realise inclusion under certain conditions, but they had to realise it under very uncertain and difficult conditions with little resources expressed their frustration in managing inclusive schooling program without adequate support and resources. They identified issues of funding, human resources (which has been very much affected by the HIV/AIDS problem) lack of good infrastructure, insufficient furniture in schools, large class sizes, lack of teaching and learning materials for teachers and students, and transport. These were mentioned several times during the interviews. Administrators made nine (36%) comments about material and human resources:

"Schools need more materials".(AD-3)

"But for equipment and other materials it is not yet decentralized".(AD-5)

"My concern is lack of equipment in schools".(AD-1)

"Yes, the resources to use are not adequate for every one".(AD-1)

"My concern is resources because if you have no resources then students are going to lose".(AD-3)

"Furthermore, we need more aids to support these students".(AD-4)

"You require resources and manpower in terms of teachers and assistants".(AD-5)

"Staffing levels are low".(AD-2)

"We do not have enough specialized teachers to help other members of staff".(AD-3)

In Zambia like many developing countries, the harsh reality is that most schools function with barely minimal resources. Some districts for example Kalulushi are poorer than others and have no desks and chairs. Schools do not have access to electricity, water and appropriate sanitation facilities are extremely poor. They struggle with the multiple responsibilities of trying to find the funds not only to run the schools but also to renovate the schools, as illustrated by the following ten (40%) comments:

"Insufficient funding by the Ministry of Education is creating hardships for schools".(AD-2)

"For June [2003] we have not yet received the money".(AD-2)

"For any program to succeed it must be adequately funded". (AD-3)

"We have not started sending INSPRO money to schools".(AD-2)

"So the funding we get mostly is for administrative purposes".(AD-5)

"Where there is insufficient or no funding, no program is going to take place".(AD-1)

"Insufficient funding is the major problem".(AD-2)

"But if it could funded properly I don't see any problem".(AD-1)

"The problem we shall have after DANIDA is funding to schools".

"We have no money to carry out the activities".(AD-1)

"To monitor activities in schools you have to be mobile" [District administrators did not visit/supervise schools on inclusion activities because they lacked money for fuel in government vehicles].(AD-1)

One of the administrators, like teachers, was quick to point out that some teachers were not teaching inclusive classes effectively because of the large numbers of children in classes:

"Class sizes are not good for teachers to teach effectively, and the only way to help them teach effectively is to reduce class sizes". (AD-1)

Human resources was also identified by administrators as one of the factors affecting inclusive practices in schools. It was felt that if schools could have adequate staff to support all students in schools the quality of teaching would improve and all students could benefit from such practices. Four of the five administrators commented:

"I would like specialised teachers to back up ordinary teachers". (AD-5)

"As a district we have asked the Ministry of Education to send us more teachers". (AD-1)

"We are trying to improve the number of teachers in schools".(AD-3)

"Again we need more teachers to be sent to the district".(AD-1)

In summary, comments by administrators regarding the provision of resources by the Ministry of Education were negative. They felt that resources were far from sufficient in assisting and facilitating teachers in practicing inclusion. Improved parent participation, ample supply of funds, provision of necessary equipment and materials for teachers and students, availability additional manpower were the most needed urgently needed resources in facilitating teachers to engage in teaching students with disabilities alongside others.

5.9.7 Parents of students with disabilities

The 44 parents of students with disabilities made 47 comments about resources. They generally felt that without resources teachers could not teach effectively, and this was also cited as the main reason why students could not do their home work. The resource issue was one of the contributing factors to parent's opposition of inclusion and the lack of qualified staff members was particularly distressing. Other issues were, lack of materials, inadequate funding, broken windows and chairs, environmental barriers, bad condition of schools, and large class sizes. The following were the eighteen (38%) comments on resources identified by the majority of parents:

"There are no resources in schools". (PSD-34)

"Lack of necessary materials for handicapped children".(PSD-13)

"Lack of equipment at school". (PSD-21)

"No books to read".(PSD-36)

"Provide text books to children they need to be with their books reading but this is not the case".(PSD-3)

"Print books to improve her understanding".(PSD-19)

"Introduce a school library". (PSD-19)

"Provide a wide range of books and materials".(PSD-29)

"They should give new books and desks". (PSD-48)

"Children have no books". (PDS-13)

"Children should be provided with books for home work".(PSD-45)

"Give materials to schools".(PSD-15)

"They should give new books and desks".(PSD-7)

"They should repair the school". (PSD-41)

"They should bring more male teachers". (PSD-39)

"Teachers are not properly trained". (PSD-20_

"And there are many children in school". (PSD-11)

"To provide much teaching and learning aids to schools".(PSD-16)

Parents of students with disabilities were also able to identify environmental barriers to students with disabilities, especially in wheel chairs and crutches. For example, seven (15%) comments related the concern of these parents about the condition of schools.

"They should repair the school".(PSD-19)

"Schools are in bad condition".(PSD-44)

"It worries me because if they do not improve the buildings, he will fall on the chair".(PSD-9)

"Structuring the environment to be SEN friendly".(PSD-11)

"Infrastructure should be improved to suit the disabled".(PSD-31)

"No proper toilets and doors to classrooms".(PSD-47)

"The school is not clean they should improve hygiene".(PSD-4)

Parents felt that schools were lacking the human resources to enhance inclusive practices. They described the current situation of staff shortages in the following five (11%) comments:

"They should bring more teachers".(PSD-1)

"There are not enough teachers for special education".(PSD-40)

"The District Education Office should bring new teachers who can change things".(PSD-14)

"They should employ more teachers".(PSD-39)

"Increase the number of teachers like in towns". (PSD-2)

A few of these parents pointed out that teachers were failing to teach their children because schools could not cope with the demands of large class sizes as the following three (6%) comments indicate:

> "In federal we were only 20 pupils in sub A [first primary class during the British/Northern Rhodesia government]".(PSD-44)

> "Reduce the ratio between the teachers to pupil to about 1:15 so that it is easy for a class teacher to attend to each child, unlike say 1:40".(PSD—33)

> "And even the teaching is very poor because there are so many children in one grade".(PSD-7)

Some parents went further by mentioning that the reason why the standard of teaching had gone down was that teachers were not paying attention to the problems of teaching because it is hard for a teacher to attend to forty students in forty minutes (upper primary) and thirty minutes (lower primary) which was given to each period (class). Their concerns were illustrated by the following four (9%) comments:

> "My child talks about combining classes because the other teacher did not come and did not have time to mark our work". (PSD-28)

> "They don't teach properly due to lack of time".(PSD-3)

> "I doubt if they can give good teaching to all children in thirty minutes time".(PSD-5)

> "Teachers have no time to make sure that children do their work properly". (PSD-10)

> "Children say they exchanged books and marked each other's books".(PSD-42)

Funding was another barrier to inclusion identified by parents. They felt that without adequate funding the needs of students with disabilities would not be met. Five parents commented that:

> "Funding to come to schools for our children".(PSD-23)

> "Funding to schools is poor".(PDS-37)

> "The Ministry of Education should give money to schools".(PSD-45)

> "Teachers should be motivated by giving them an allowance for teaching the disabled children".(PSD-46)

> "Strikes by teachers in a concern for my child who is about to sit for examinations".(PSD-39)

Parents cited issues of medical care for students with epilepsy, poor speech, and language difficulties as further reasons for not supporting inclusion. Four of the 44 parents expressed their views with the following statements:

> "There are no nurses to give medicine if she has fits. (PSD-14)

> "The mobile clinic is not available any more to give medicine to my child.(PSD-43)

> "I had only one meeting with the speech therapist last year". (PSD-28)

> "My child does not attend the speech centre any more how can he improve the language? It is better to take him back to Ridgeway residential special school". (PSD-30)

These comments suggested that parents many gaps in inclusion practices which needed to be addressed by relevant authorities. These comments suggest that successful inclusion requires considerable funding and resources, both in the short and longer term. There were resource implications for buildings, staffing, and curriculum resources.

In summary, parents experienced negative provision of resources in schools. Generally, parents felt that lack of resources in schools made teachers fail to teach effectively. They commented that inclusion had betrayed their children by transferring them from special schools where they had all the necessary materials and qualified teachers and a better education than in mainstream schools. Most parents felt that smaller class sizes, and the use of related services were also important for students with disabilities.

5.9.8 Parents of students without disabilities

The 21 parents made 16 comments about resources. One of the main reasons that the majority of these parents had strong negative feelings about inclusion was that there were inadequate resources available. Resources may be in the form of material, equipment, infrastructure, human, and related services. The reality was that without resources teachers in Kalulushi were not teaching students with disabilities in regular classrooms to parents' expectations. They pointed out that there were no materials in schools. Other issues identified by parents were, funding, lack of special equipment for students with disabilities, environments barriers, large class sizes, and human

resource. Many of the issues were mentioned multiple times by parents. Six of the 21 parents of students felt that:

> "There are no resources in school for disabled children in schools".(PND-20)

> "We are told to buy books for children every term [semester]". (PND-4)

> "Schools always send letters about the books to buy, is the Ministry of Education not giving them books for children"?(PND-14)

> "My child is finding it difficult to do his work on weekends because he has to borrow a book from a classmate".(PND-19)

> "The system is supposed to give all the books to children like in colonial (Northern Rhodesia) government".(PND-8)

> "My grand daughter talks about the school having no equipment in your laboratory. Why can't the headmaster or science teachers buy those things"?(PND-13)

Two of the 21 parents of students without disabilities made general observations of schools and commented that:

> "Most school are not fit for teaching the handicapped [Schools are not suitable for students with disabilities](PND-11)

> "Floors in classrooms have potholes and wheel chairs don't move properly".(PND-20)

Another common response was about enrolment figures per class. The following were their four (25%) comments:

> "Too many children in class".(PND-20)

> "It is difficult to teach more than 50 pupils at a time".(PND-3)

> "No good [effective] teacher can handle many children".(PND-7)

> "Children are just learning on their own because the teachers are not able to teach accordingly or like in the old days".(PND-15)

Large class sizes were related to the number of teachers. The following were some of their four (25%) comments:

"Teachers are not many at our school".(PND-12)

"Schools are lacking teachers". (PND-21)

"The government should recruit more teachers in schools".

"The teacher was sick".(PND-18)

This comment reflected one of the administrator's observations who commented that "when you go to visit schools, the general out cry of principals was that they need more teachers and parents have noted that *"most of them are not trained"*.

In summary, comments by parents regarding resources were negative. Concerns were expressed over non-availability of resources for their children and inadequate teaching staff. Some parents felt that some teachers were willing to teach all learners in an inclusive class but were frustrated by lack of resources and support. Their comments indicated resistance to inclusion because they felt that without appropriate and adequate resources teachers did not teach effectively and this had an adverse effect on their children's learning.

5.9.9 Community members

The five community members who were also PTA representatives made 28 comments about resources. The implementation of inclusive schooling program (INSPRO) required a significant investment of materials, time and funds for extra equipment all the comments by community members were negative about the resources in schools. They identified issues of teaching and learning materials, lack of special equipment, funding, over-enrolment, bad infrastructure, human resource, and poor conditions of some schools. Generally, they commented on these issues multiple times. The following 11 (39%) comments are illustrative:

"We have no resources for everyone in schools". (CM-4)

"We do not have such equipment in schools for disabled children".(CM-2)

"As of now I would say there are a few resources for pupils".(CM-3)

"We have no resources for every child and it is a worry that the results will be poor".(CM-2)

"During implementation there were no resources such as materials for teachers and the pupils".(CM-2)

"The idea of inclusion should match with the materials".(CM-3)

"For example, parents ask about the materials for teachers and children".(CM-4)

"When they ask parents to contribute money they should also explain the use of the materials".(CM-5)

"Schools are not funded". (CM-3)

"Infrastructure [buildings] is in not disability friendly".(CM-5)

"Teachers in schools are not many".(CM-1)

Community members observed that the resource issue was the most important of all the factors affecting inclusion. For example, two of the five community member observed that:

"Over-crowded classrooms are difficult to teach". (CM-3)

"We are seeing the number of children increasing".(CM-2)

"Right now there are many children in classes".(CM-2)

Community members also felt that schools were failing to adapt to inclusive practices due to insufficient of human resources. They expressed their concern regarding staffing levels in the following five (18%) comments:

"Unless you have enough members of staff it may continue to be a problem".(CM-1)

"They should provide special teachers".(CM-3)

"But staffing in school is very low".(CM-4)

"The provision of teachers is not well explained".(CM-5)

"The most striking thing is that they have not given us teachers who specialize in teaching disabled children and our head teacher is depending on untrained teachers".(CM-1)

During PTA meetings, teachers ask parents to buy what they needed in class activities. Three of the five community members made the three (11%) comments regarding contributions:

> "Parents contribute money to school fund".(CM-2)

> "I personally contribute each time they ask us to do so". (CM-1)

> "The treasurer collects money on behalf of the PTA".(CM-1)

Funding was felt an obstacle to inclusive practices because the Ministry of Education did not support the district with finance. Some of their three (11%) comments:

> "Funding in schools from the government is not adequate at all".(CM-3)

> "And the policy does not explain how funding will be done".(CM-5)

> "The program is not funded by the Ministry of Education".(CM-2)

The community members believed that students with medical problems like epilepsy must have access if they are benefit from inclusion and maintain a quality of life and not to experience the stigma associated with epilepsy and discomfort. A lack of resources in the community provides mockery to the notion of inclusion, as the three community members commented:

> "I do not think we have resources for disabled children in the community".(CM-4)

> "The resources are very scarce for children with disabilities".(CM-1)

> "The community does not provide resources for pupils with disabilities may be because inclusion is still new to Kalulushi". (CM-5)

In summary, comments on resources were similar to other stakeholders. They believed schools did not have adequate resources for teachers and students and in their view schools were struggling to teach students with disabilities. Despite the innovation of inclusion, they felt that schools were dependent on parents' contributions to PTA funds in order to buy the required materials.

Summary

Stakeholders had a common view regarding resources in schools. In many forms, the lack of resources had affected the success of inclusive practices in Kalulushi. School buildings and classrooms were not adapted for students with disabilities and they did not have materials and equipment they needed. Classrooms were over crowded making it difficult for the teacher to teach 50 or more students in one class.

Stakeholders commonly mentioned that inclusion was being affected because of lack of financial resources, though one administrator stressed that the issue of funding was not only for Kalulushi ("other district are also experiencing the same"), but also how the resources were used. Lack of resources had created learning problems for students and the teachers. Teachers and students mentioned that they were sharing materials and other resources making it difficult for teachers and students to work effectively and teachers felt helpless.

Some students with disabilities with related conditions in need of other services complained that such services were no longer available in mainstream schools and appealed to relevant authorities to provide such services. For example, students mentioned that the speech/physiotherapy services were not provided in mainstream schools.

All the teachers, principals and some students mentioned the issue of time particularly in relation to over-enrolment because teachers found it difficult to provide individual attention to all students. Other related issues mentioned by stakeholders were insufficient space, furniture, dilapidated school buildings, poor construction of ramps difficulties in class control and lack of adequate training and human resources. The above mentioned issues could be attributed to the reasons why parents were very sceptical about inclusion.

5.10 Category 9: Contextual issues

5.10.1 Introduction

Contextual issues were defined as general influences (other than those specifically listed in existing categories) that impact on the practice of inclusion. These contextual factors included traditional beliefs and practices, geographical and climatic factors,

and general economic factors and they are summarised below. The following category describes the perceptions of stakeholders on contextual issues that can affect inclusion.

5.10.2 Students with disabilities

The 21 students made 23 comments about contextual issues affecting inclusion. Of these, two (9%) were positive and 21 (91%) were negative. Culture, distance between schools and villages (rural), attitudes towards disability, poor economic conditions and poverty were some of the main contextual issues affecting inclusion. They spoke about negative effects of these issues, and maintained that some of them were finding it difficult to concentrate when they were confronted with any of these conditions. Generally, students talked about some difficulties experienced in the last three years.

Some issues related to classroom culture. For example when the teachers came in class, students had to stand up, which created difficulties for students with a physical disability. The following five (22%) were some of the comments made by students regarding classroom culture:

> "It is difficult for me to stand every time a teacher comes in class I have to use crutches and then push the chair behind to give myself enough room to stand".(SD-5)

> "Sir, there are things when may be is a rule in class which says whenever the teacher comes in class you have to stand up and give respect".(SD-18)

> "When you are not ready, it is difficult to stand, those who are able will simply stand up but for us you have to prepare yourself first and then stand up".(SD-10)

> "Take for example the blind, it is difficult for them to see that the teacher is entering at the door and they have to stand up". (SD-19)

> "Sir when you are coming from the opposite direction with a teacher it means you have to give enough room for the teacher to pass that's when you can continue walking".(SD-6)

Students, particularly those in an inclusive boarding school missed classes because there were no covered walk ways or foot paths. Five of the 21students commented that:

"If it rains for two days then it means we shall miss classes for two days [disabled student]".(SD-19)

"We cannot go in the classroom in wet clothes, how can you learn? [a student with a disability]".(SD-7)

"I stay in the room and read by myself [a student with a disability]".(SD-13)

"Some times the rain is just for a short time and when you want to go for lessons you have to carry a small container and fill it with water because as you wheel yourself to the classroom the hands are dirty because of mud on the road or footpath".(SD-19)

"When you are late because of the rain you just have to borrow a book from your friend and copy the notes which you missed".(SD-20)

Privatisation of the copper mines had also created hardships for parents because they lost their jobs and they could not earn money to support their children with school requirements. This had forced some parents to venture into other income generating activities just to earn some money to make ends meet, and parents had no time to interact or assist their children in educational activities at home. Time was spent on vending or working in makeshift farms or markets. Three (13%) comments were made about parents struggle to support their families:

"Some of us [students with disabilities] are from poor families. It is difficult to pay for everything". (SD-1)

"My mother sells rape [vegetable] at the market and the little money is used to buy food and when there some profit she buys exercise books for me and my sister who is in grade seven".(SD-13)

"My father opened a stand in the market where he sells *chitenge* [locally made material/fabric used by women] and that is how he finds money to support the family".(SD-17)

Other students identified the issue of poverty as a result of privatisation of the copper mine which was the major employer of thousands of people on the copper belt province. Three (13%) comments were made regarding economic hardships in the community:

"There are many people who have been sacked by the mines and our parents cannot afford to buy school books and in my family we are five and we all go to school how can a father buy books if he is not in a job [unemployed]".(21)

> "The rubber tips [for the crutches] are expensive to buy may be other friends can buy".(SD-16)

> "I cannot buy everything the school asks us to buy because my father was stopped [declared redundant] from going to work by the mines".(SD-20)

Another issue that was discussed by students was that distance between the school and their homes was affecting their attendance at school. For example, students spoke about getting tired by the time they get school after walking a long distance, up to 12 kilometres particularly if they lived in the rural areas. The following four (17%) were some of the comments made by students with disabilities regarding distance:

> "I find it difficult to write my home work when I am tired and you find that the teachers wants to see your work the following day so if I have not done the home the following day I stay home".(SD-2)

> "You cannot do good home work if you are tired".(SD-14)

> "There are no mini buses in rural areas so if your father has no bicycle you are always tired but still even if you ride every day you will be tired because we use energy to make the bicycle moving".(SD-3)

> "In my thinking whether mini buses are there or not how can your father or mother afford to give you money everyday"?(SD-19)

On the other hand students were able to identify positive international contextual issues supporting inclusion. For example, three of the 21 students mentioned that:

> "Those people [consultants] from Denmark were telling us that your friends go to normal schools".(SD-18)

> "I think it is better that we do as our friends are doing in Europe because we are also human beings".(SD-1)

> "The Ministry of Education has copied this idea of transferring us to normal schools from Denmark you can even see the way it is written on the landcruiser [station wagon]….DANIDA".(SD-9)

In summary, comments by students about contextual issues were predominantly negative. These students commented on the negative impact classroom expectations such as standing up when teachers entered the classroom. Other contextual issues were that school did not have covered walk ways and they got soaked each time it rained and they had to attend a class. Students with physical impairment and those in

wheel chairs were mostly affected. Some students also mentioned poverty and distance as factors which contributed to their negative experiences of inclusion.

5.10.3 Students without disabilities

The 21 students made five comments about contextual issues affecting inclusion. These students noted that the behaviour of some students with disabilities was disruptive, and this affected their learning because some teachers spend considerable time in managing these students. Two of the 21 students wrote that:

> "There are interruptions in the class by the disabled". (ND-12)

> "There is one boy [student with a disability] in grade 4. He is always screaming".(ND-5)

Some students without disabilities pointed out that students with disabilities created particular situations which upset them within the class, or the teacher's instructional strategies some students felt that teachers were not meeting the needs of the students with a disabilities to focus on the activity. However, typically developing peers have acknowledged the experiences of their peers as one of the 21 students put it:

> "Some disabilities are so big [severe] that they create problems". (ND-17)

To some extent students were tolerant of their peers with disabilities with behaviour problems. Two of the 21 students commented:

> "It is not their own making but fate has made it so".(ND-1)

> "It is fair because that is the way they were born".(ND-3)

In summary, comment by students on contextual issues were few in number and mainly concerned with interruptions during lessons. Two students felt that it was difficult to handle such students behaviour problems because of the nature of their disabilities. Overall, students felt teachers needed strategies to deal with disruptive behaviours in schools.

5.10.4 Teachers

The 48 teachers made 15 comments about national and international contextual issues affecting inclusion. They stated that there were many issues to be resolved if inclusion

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in Kalulushi was to be sustained and developed. In a developing country like Zambia local contextual issues had profound effects on inclusion because some parents did not see the benefits of educating a child with a disability. For example some parents in villages continue using students with disabilities to herd their animals because they did not value education. The following five (33%) were some of the comments about traditional beliefs made by teachers.

> "Traditional beliefs on the disabled still hinder their [students with disabilities] learning".(T-48)

> "Some people still think that a disability is an evil spirit".(T-13)

> "Attitudes towards disabled children prevent normal children from playing with them [students with disabilities]".(T-2)

> "We find it difficult some times to pair or group students into subject grouping because some children have fear that if he/she share a book with a disabled chills he/she will catch the disease [disability]".(T-18)

> "Some normal pupils say my mother or father told me not play with handicapped pupils they can hurt you because they a have a disease".(T-21)

Another concern was that they felt that the Ministry of Education should put measures in place to sustain the program instead of depending on DANIDA. Three views about DANIDA's influence were expressed in the following quotes:

> "What will happen when the donors pull out"?(T-40)

> "The government has to find money to sustain the program.(T-35)

> DANIDA is just helping Zambia to start the program now if they stop funding INSPRO what will happen"?(T-6)

Teachers were able to identify the values of inclusion as perceived in western/developed countries. Teachers felt that the idea of implementing inclusion was a positive recognition of people with disabilities and that developed countries can play a greater role in supporting Zambia to implement inclusion within the Zambian context rather than import western models of inclusion. Four (27%) quotes illustrate their views on these various themes:

"The Ministry of Education should develop a model of inclusion which will suit the Zambian situation instead of bringing to us the western type or a western model which Zambia could easily adapt to suit local situations".(T-12)

"Our Ministry or government has done well to introduce INSPRO because none of the teachers thought one day they will be teaching disabled children".(T-30)

"I think Zambia as a nation should emulate the trends of inclusion from developed countries because disabled people are treated like any citizen".(T-18)

"The government should enact laws that can help or protect disabled people from all discriminations in our community inclusion is just one of the laws if there any".(T-22)

The socio-economic disadvantages of some families also worried teachers, who considered poverty was one of the main contributors to the parents' lack of involvement in inclusion activities. Comments made by four of the 48 teachers relating socio-economic disadvantages were:

"They don't have the money".(T-4)

"Not always food in the house".(T-19)

"They cannot afford uniforms".(T-29)

"They don't have jobs".(T-16)

In summary, some teachers pointed out that traditional beliefs relating to disability contributed to negative attitudes by some teachers and students. Some teachers considered these beliefs hampered group work and social interactions between students. Teachers like other stakeholders were critical about the government's dependency on donor funds and they were doubtful about the sustainability of the program once the donors withdraw their support. Other issues raised by the teachers were the model of inclusion. They felt that Zambia should adopt a model which would suit the Zambian context. Teachers were not opposed to the concept of inclusion but were critical of the model of inclusion which was based on a western perspective. They felt that there was nothing wrong in following the international trend of inclusion because it recognises the right of students with disabilities but were

sceptical about the policy which they felt should be revised to address some of the issues which were not implemented.

5.10.5 Principals

The 20 principals made 20 comments about issues affecting inclusion in their schools. They made observations regarding local and international contextual issues affecting inclusion. Principals pointed out that:

> "Distance from home to school was affecting children's attendance and concentration".(P-7)

> "Pupils who live 10 to 15 kilometers feel tired by the time they get to school". (P-19)

> "Some of the pupils start to doze soon after arriving at school especially in October to January when it is very hot".(P-1)

> "Teachers are forced to release children early sometimes if it has been focused that there will be heavy rain".(P-16)

> "The rain season sometimes affects pupil attendance for those who stay far away from school".(P-3)

The above factors forced some children to stay way from school because they got tired after walking for two or three days. In some cases students got soaked by the rain before they arrived at school. During severe thunderstorms, some parents feared that their children may be struck by lighting which was linked to evil spirits or as punishment for having stolen some one's property. Two principals pointed out those traditional beliefs on disability were another factor affecting inclusion particularly in villages where education for disabled children was not highly valued:

> "Some parents have their own beliefs about handicaps". (P-10)

> "They think that disabled children cannot get a job in town and can only be used to herd some animals or other work in the village". (P-13)

The economic hardships being experienced by the country as whole was another factor which had made some parents unable to support their children. Some parents failed to buy uniforms for their children, and others could not even buy exercise books despite being exempted from paying PTA fund. Four of the 20 principals stated that:

"The mines have been privatized and parents have no work".(P-4)

"Many parents have no employment and they are struggling to support their children at school because of no money".(P-19)

"Children are at risk of living in poverty stricken families and they can not learn properly".(P-16)

"Some parents are failing to feed their children proper food and they do not concentrate when they are hungry because very few have breakfast before they come to school so in my view that is another problem hindering inclusive schooling".(P-3)

Principals expressed satisfaction with the implementation of inclusion despite the fact that it was based on western values, but expressed concern at the model of inclusion which had been borrowed or adopted by the country. They felt that practising inclusion, which was based on a western model, was proving to be difficult to some teachers and the students because of lack resources and qualified teachers. Four of the 20 principals admitted that:

"Inclusion is new to Zambia but we can develop it if there is technical support".(P-11)

"I did not understand what INSPRO [Inclusive Schooling Program] was and it is still difficult to give advice to teachers because I have no training in special education, but it is a good thing to educate disabled children".(P-15)

"In my opinion I feel that the government has now thought about children with handicaps in a positive way because they are not being taught in different schools".(P-8)

Principals suggested that the Ministry of Education should adapt INSPRO to the local environment or borrow a model which could easily be practiced by our teachers considering that many of them were not special education teachers. Three of the 20 principals commented:

"Modify the type of inclusion model to use".(P-2)

"Seek technical advice but to suit the Zambian situation".(P-15)

"We need an adaptable model of inclusive education".(P-10)

Principals were in agreement with inclusion and international l legislation as a positive approach to recognise people with disabilities in society They were critical

about dependency on donor aided programs and felt that inclusion should have started a long time ago. Their main concern was what will follow when the donors pull out of the program. Personal feelings of dependency related to inclusion were reflected in the following three (18%) comments:

> "Inclusive schooling is sponsored by DANIDA one wonders why we should depend on foreign aid".(P-11)

> "The government is always depending on donor aid and it is high time Zambia find ways and means of sustaining programs and not to depend on DANIDA".(P-11)

> "If the government continues to depend on foreign aid we shall not improve our educational standard".(P-18)

In summary, comments by stakeholders on contextual issues were negative. They reflected cultural issues as experienced by students who are expected to stand up when the teachers enters the classroom. Students arrived at schools late due to long distances and often could not concentrate because they were already tired. In the rain season the attendance was also reduced because students stay at home as they could not afford rain coats. Many families were unable to pay school expenses due to high unemployment. Traditional beliefs were also seen by principals as an issue that impacted on the learning of students with disabilities. Teachers suggested that Zambia should develop a model of inclusion adaptable to the Zambian context which in their opinion may reduce dependency on donor aid.

5.10.6 District administrators

The five administrators made 18 comments about contextual issues affecting inclusion in the district. The general feeling was that inclusion was working but it could be improved. They cited some local and international contextual issues as factors contributing to negative effects of inclusion. Inclusive education for students with disabilities was a western value, which Zambia had practised for the last three to four years. The issues of cultural attitudes, the effects of HIV/AIDS, and the difficulties experienced by schools and students in rural areas were mentioned multiple times by the administrators. For instance, two of the five administrators pointed out that:

> "My concern is that inclusive schooling is a new concept and some teachers do not understand what is involved in including pupils with disabilities in their classrooms".(AD-4)

> "We are still working on educating everyone about the importance of INSPRO"(AD-3)

They felt that the sustainability of inclusion should not be dependent on foreign aid because when that aid will be withdrawn INSPRO activities will not be continued. Two of the five administrators commented:

> "Donations by international agencies, for example DANIDA and Zambia being a developing country what will happen when our donors pull out of the program"?(AD-2)

> "Programs like SHAPE, child to child failed because the government depended on the donors so I think even INSPRO will be the same if the government does not stand on its feet to improve inclusive schooling".(AD-1)

Although Zambia has implemented inclusion, there are still some people in the community who believe in traditional beliefs. All the administrators observed that:

> "Barriers are there such as the natural way people look at these students with disabilities".(AD-5)

> "Some parents protect their children for fear of being teased, laughed at or being bullied".(AD-2)

> "It is difficult to change people's attitudes towards pupils with disabilities because of strong beliefs about the disability".(AD-4)

"We do have teachers who still doubt that disability is a condition and mainly you can see this problem in rural areas".(AD-2)

"Old people [senior citizens] have very strong beliefs on the disabled".(AD-5)

Another contextual issue which was identified by administrators as affecting inclusion was health. One administrator pointed out that HIV/AIDS has contributed to low staffing levels in schools. He noted that teachers were dying because of AIDS which has hit most countries in Southern Africa and further admitted that many of them were infected with the virus. They commented that:

"We are losing teachers in the district because of HIV/AIDS which is affecting their performance in class".(AD-1)

"Teachers are no exception to the HIV/AIDS pandemic, we have teachers who are sick in some schools".(AD-1)

"The Ministry of Education has developed an AIDS awareness campaign throughout the country so that we reduce the number of infections"(AD-1)

Five (28%) comments were positive about contextual influences affecting inclusion. Though inclusion was seen as western value it could promote awareness of difference among the people and social equality in the form of equal access to general education provisions. The five administrators were quite positive about the experiences of inclusion.

"Parents come from rural areas saying my child's thinking or hearing is not normal".(AD-3)

"First the common denominator is that they are human beings". (AD-4)

"And these are the good things that we are seeing especially in inclusive schooling".(AD-4)

"Parents in remote areas are also showing interest in Inclusive schooling despite of distance between villages and schools".(AD-5)

"Some children are brought to school when they reach the age of eight or nine because that is when they are capable of walking a long distance to school"(AD-3)

> "The Government has been advising people to build their houses near schools so that children can start school early"(AD-2)

In summary, there were mixed opinions about the impact of contextual issues by administrators though a small majority expressed mainly negative experiences. Their concern was that teachers did not understand what it meant to working with students with disabilities in an inclusive class. They also pointed out that schools had still barriers to inclusion which needed to be addressed by the Ministry of Education. Environmental barriers around the schools were identified as creating access problems for students with physical impairments. HIV/AIDS has made a negative impact on staffing levels in schools because teachers were among the people suffering from the disease. Despite these negative experiences some administrators were optimistic. They noted that schools were enrolling students with disabilities throughout the district and felt that inclusion should be introduced in other districts as well so that many students with disabilities could benefit from the program.

5.10.7 Parents of students without disabilities

The 21 parents made 11 comments about contextual issues affecting inclusion. Inclusive education was largely understood as a universal primary schooling, for all children in the district. In all the schools in the district there were contextual similarities affecting inclusion. These four (36%) comments included references to "catching the disability"

> "The attitudes of people [of the community or society] towards disabled people is not the teaching of the bible".(PND-34)

> "I would not like my son to associate himself with a child who is salivating all the time".(PND-16)

> "Some handicapped children have fits and they can pass the fits to other children".(PND-3)

> "The disease can go to my child [a disability could be infectious] and I do not want that to happen"(PND-7)

These attitudes were sometimes used as a powerful tool or weapon that the community and classroom teachers used to exclude students with severe disabilities. Three parents made an observation on the general economic trends of the country as another factor affecting inclusion because most of the parents were out of

employment and could not send their children to school indicating that some children may drop out. These five (45%) were some of the comments made to illustrate the point:

> "High poverty rates due to privatization of the copper mines". (PND-11)

> "I was retrenched and the cost of living is very high to buy all the things for school children".(PND-13)

> "My husband lost his job and I cannot afford to do everything the school asking us to for the children more especially buying books".(PND-18)

> "Most parents do not have the money to pay for extra lessons if inclusion is going make normal children suffer because of disabled children".(PND-1)

> "We rural dwellers live great poverty that some of our children have stopped school because we have no money for uniforms so is good to train them in farming".(PND-14)

The parents' concern was the continuity of the program once the donors have pulled out. Two parents had a view that:

> "The program may not continue if the sponsor (DANIDA) leaves as we have been told".(PND-8)

> "The government should not let the program fail after all the money and support from DANIDA"(PND-12)

In summary, comments by parents of students without disabilities were similar to parents of students with disabilities. They observed that several members of the community wanted nothing to do with students with disabilities. Some parents of students with disabilities associated epilepsy to an infectious disease. The high poverty rate was another contextual issue which affected parents, several of whom could no longer afford to send their children to school. Parents were also critical of donor support and appealed to the government to sustain the program when the donors withdraw.

5.10.8 Community members

The five community members who were also PTA representatives made 14 comments on contextual issues affecting inclusion. Of these, four (29%) were positive and 10 (71%) were negative. The economic system, attitudes and beliefs had arguably the greatest interactive effect on schools and their communities. Community members discussed international development of inclusion and supported the government's recognition of the rights of students with disabilities to be educated in the mainstream schools. The following four (29%) comments reflected on human rights and international development:

> "Developed countries are introducing inclusion and we have to follow their lead".(CM-5)

> "The policy is supporting the United Nations Human Rights". (CM-2)

> "I believe we are supposed to follow the human rights".(CM-1)

> "I think it is the rights problem that disabled children are now being taught in normal schools".(CM-5)

It was the general feeling of community members that inclusion was a good idea, despite the fact that it was initiated by western countries. However, they were critical about the model of inclusion, considering that Zambia was a developing country. Some community members felt that there were major local contextual issues affecting inclusion such as poverty.

> "Poverty among some families is the community is making parents gives up helping their children to go to school".(CM-2)

> "The government has an excuse of economic constraints and this affecting all the children in schools".(CM-4)

> "Economic constraints prevailing in the country, is making the government fail to give more help to schools".(CM-4)

> "The inflation in the country and retrenchment of former miners has created social problems in families".(CM-1)

> "We have many street children because parents are failing to feed them which are not their problems but it is the problem of the government which sold the mines".(CM-3)

Some students with disabilities were not included in schools, or were not interacting with their non-disabled:

> "Because of the traditional beliefs that they learnt in their homes that if you play with a handicapped child then you will also be handicapped".(CM-5)

> "Some parents do not see the value of educating handicapped children".(CM-3)

Some families held strong traditional beliefs and thought that a disability was a disease which is infectious. For example, one community member who was also parent commented:

> "My child may catch the evil spirits of other children".(CM-2)

One of the five community members commented on the sustainability of the initiative:

> "Why did we have to wait for Danida for advice on inclusion because they will soon pull out"?(CM-5)

This was an important question which needed to be explored because it related to the sustainability of the program of inclusion when DANIDA pulls out of the program.

In summary, they expressed mixed feeling about inclusion though a few felt that inclusion was a good idea. They felt that the concept of inclusion was consistent with the United Nations Human Rights ideals. Their reflections were that inclusion had brought children into the mainstream society instead of being in segregated settings. While acknowledging the benefits of inclusion, some community members mentioned that inclusion was negatively affected by the poor economic performance of the country. Other members commented on traditional beliefs and illiteracy among some parents as affecting inclusion in the sense that other families did not value the education of students with disabilities. In general, community members were critical of international support and advised that Zambia has to work out its own program of inclusion instead of adopting a model which may not be suitable to the country when the donors pull out of the program

Summary

Stakeholders identified local and international contextual issues affecting inclusion in the district. Of the local issues, attitudes and beliefs were terms that were mentioned when describing factors important for realising inclusive education. The inclusion of students with disabilities in mainstream schools in Zambia (Kalulushi) had experienced some problems that were different from those experienced in countries such as Australia, United States, United Kingdom, and Canada. Traditionally and culturally, the birth of a child with a disability is viewed negatively. Often, it is associated with witchcraft, promiscuity by the mother during pregnancy and punishment by ancestral spirits. It is generally felt that one should not laugh or interact with a person with a disability or the curse may be transferred to you and that pregnant women should not associate with people with a disability or they will give birth to a child with a disability. The above beliefs in themselves can explain why some staff do not interact with students with disabilities and in particular female staff members.

Distances between the school and the village was another issue that was raised by stakeholders particularly those living in rural areas. Students living in rural areas find it difficult to travel long distances everyday to and from school and if the weather is bad students are forced to stay at home. Parents did not allow their teenage girls with intellectual disability to travel long distances without a trusted family member for fear of their being sexually abused by unknown people.

The economy is another contributing factor affecting inclusion. The government of Zambia after the 1991 general elections privatised the copper mining companies forcing the new owners to restructure the operations of the mines which in turn lead to lay off thousands of workers in Kalulushi. Many parents who were employees of the mining company could not afford to send their children to school particularly when they knew that their offspring would not be employed after school. Poor performance of the Zambian economy has created poverty to the extent that the government could not provide related services to disabled students.

The high revalence of HIV/AIDS was another contributing factor identified by stakeholders as affecting inclusion. The administrators pointed out that infected teachers are not teaching effectively. One administrator pointed that those with staff

members with HIV infection others are bed ridden and so weak that they are unable to stand in front of the class long.

The international influence was another factor which was very much questioned by stakeholders. It was acknowledged that strong influences were exerted by external agencies such as the United Nations through its agencies UNESCO, UNICEF, the World Bank, International Disability Advocate Agencies, and industrialised countries. These big institutions have cultural, political and economic power which can influence weak economies , not always for the countries' ultimate benefit.

5.11 Survey results

Questionnaires were used to provide additional insights into stakeholders' perspectives on inclusion. These questionnaires were administered to principals, teachers, students without disabilities and parents of students with/without disabilities. There were 4 questionnaires: one was given to principals, another to teachers, a third to all parents irrespective of the disability status of their child; and the fourth to the students without disabilities (see Appendices 1a, 1b, respectively). All statements in the questionnaires were scored along a five point Likert-type scale (strongly agree-agree-neutral-disagree-strongly disagree) where the number 1 represented "strongly agree" and the number 5, "strongly disagree". These responses were then converted to scores reflecting the degree of positive sentiments towards inclusion. Positive scores were defined as responses of "strongly agree" and "agree" for positively worded items (e.g. "I believe inclusion is a desirable educational practice"). Positive scores were also defined as responses of "disagree" or "strongly disagree" for items that reflected negative sentiments about inclusion (e.g. Teachers find it difficult to modify lessons and materials for children with disabilities"). The frequencies of positively scored responses to each question were summed for each group of respondents. These results are depicted in graphs 5.1-5.5.

5.11.1 Students without disabilities

Students without disabilities responded to the following fifteen questions:

| 1 | It is a good idea to be learning with students with disabilities in the same classroom |
| 2 | I feel comfortable interacting with students with disabilities |

3	Having a student with a disability in the classroom is a positive experience
4	Inclusion of a student with a disability does not affect my class performance
5	Opportunities to interact with students with disabilities has a positive impact on other students
6	I get along with students with disabilities
7	I help students with disabilities both in class and outside the classroom
8	The teacher spends more time with a student with disabilities
9	Students with disabilities move around the school building without much difficulties
10	Students with disabilities cause disruptions in the classroom
11	The school has adequate resources for all the students
12	Students with disabilities are mistreated by other students in the school
13	There is discipline in the school both in and outside the classroom that assist students with disabilities
14	My class is supported by other teachers in the school
15	There are things that I do not like about students with disabilities

Figure 5.1 shows the number of students without disabilities who responded positively to fifteen aspects of inclusion (Note: scoring reversed with negative items).
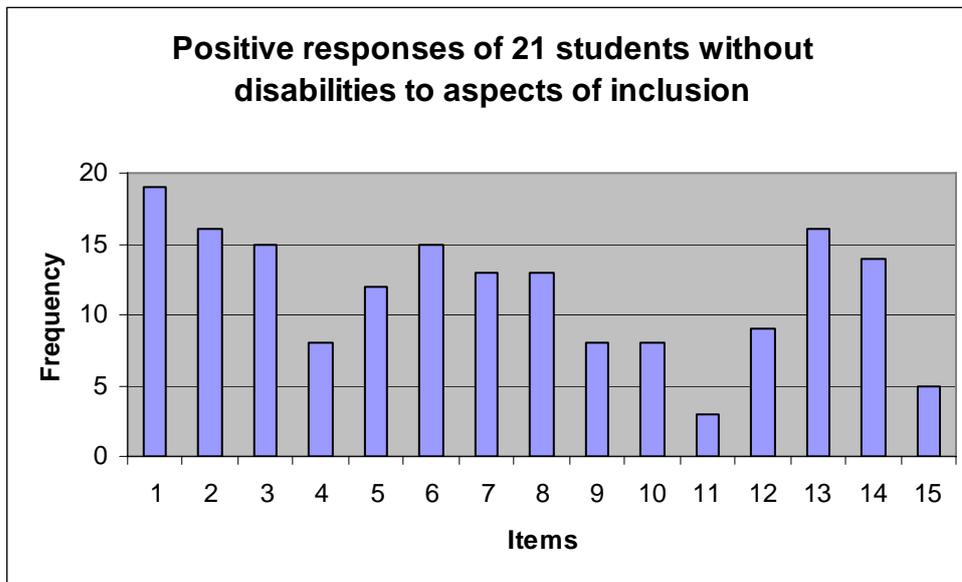
Figure 1

Generally, these students viewed inclusion positively. Some students defended the rights of peers with disabilities to be in regular education classrooms (statement number 1). A number of students indicated that they understood peers with a disability required assistance in the classroom. One feature of the responses is that they underline the reality that social and academic interaction between typical students and their peers with disabilities is important in all the schools and that these

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have an effect on friendship development and related dynamics. About three quarters of the students without disabilities had friends with disabilities, which was not the case when their peers were in segregated settings (statement number 6). Overall, more than 50% of students felt positively about nine aspects of inclusion. The lowest positive response was obtained for the statement that there were adequate resources to implement inclusion (statement number 11). An associated question relating to time for individual attention received a mixed response, with only a small majority believing that there was time to be attended to when need arose (statement number 8).

Students also tended to believe that inclusion did not convey academic advantages. Most students accepted the educational approach for students with disabilities adopted by their schools although there were some students who indicated that their peers with disabilities affected their class performance negatively (statement number 4). Some students considered special education settings were more effective in meeting the needs of their peers, who sometimes disrupted the mainstream class (statement number 10).

5.11.2 Teachers

A second questionnaire of 22 items was administered to 48 teachers. The 22 items were as follows:

1	I am willing to make needed instructional adaptations for my students with disabilities
2	I believe inclusion is a desirable educational practice
3	I believe most students with disabilities can be educated in the regular classroom
4	I believe many students with disabilities lack skills needed to master the regular classroom course content
5	I believe in an academic program where all students are held to a similar standard
6	Educating students with disabilities in the regular classroom is disruptive to other students
7	When my students are experiencing problems with their work, I am able to adjust to their level of need
8	I have the skills to make instructional adaptations for my students with disabilities
9	A special education teacher is available for my classroom when needed
10	I need appropriate materials for educating students with disabilities
11	I have special education aide in my classroom when needed
12	Parents of my students with disabilities support me in my work
13	I get support pertaining to my students with disabilities from my school principal
14	I have sufficient time to consult with other teachers and specialists working with my students with disabilities
15	I have sufficient time to go to meetings pertaining to my students with disabilities
16	The large teaching load in the regular classroom makes it hard to effectively meet the needs of students with disabilities

17	I know various teaching strategies for helping students with disabilities master concepts
18	I know various characteristics of students with disabilities
19	I know collaborative strategies needed for working with other colleagues in inclusive classrooms
20	I know behaviour management strategies needed for controlling student's behaviour in the classroom
21	I usually participate in IEP meetings
22	I have sufficient time to undertake the responsibility of educating students with disabilities in the regular classroom

Figure 2 shows the number of teachers who responded positively to twenty-two aspects of inclusion (Note: scoring reversed with negative items).
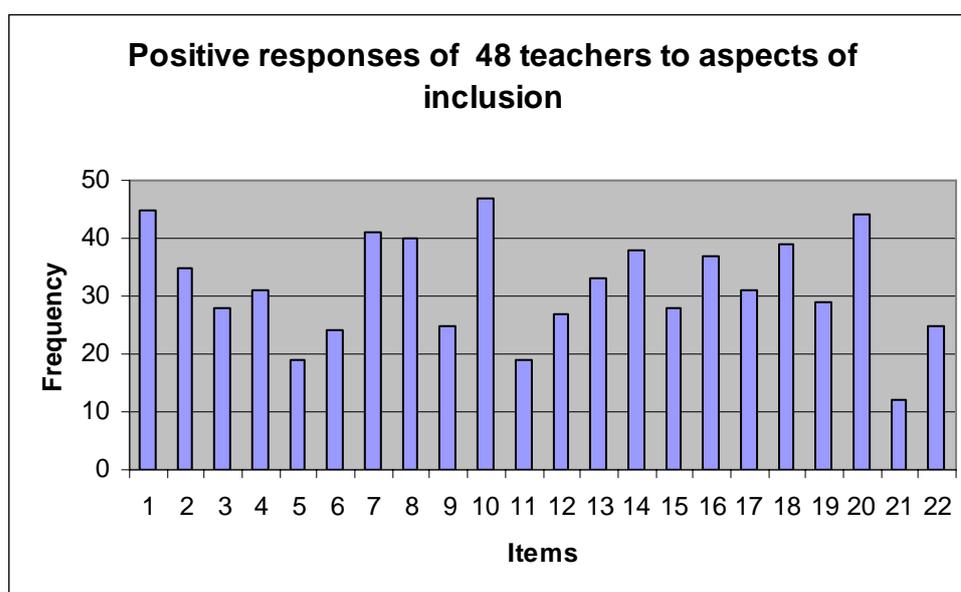
Figure 2

The data confirms teacher's general approval of the philosophy of inclusion (statement number 1), the availability of special education teachers (statement number 10) and their perceived knowledge of cooperative strategies (statement number 20). Teachers focused on social benefits for all students, teachers, and for schools in general. The shift from segregated settings towards inclusion was seen by teachers as necessary and positive in philosophical terms, and an achievable progressive step for the Zambian education system (statements 1, 2,).

The results also indicate that before a mainstream teacher would consider placing a student with a disability in his/her classroom, there must be a willingness on the part of that teacher to engage in inclusive practices. (Statement number 1) The graph also indicates that a good, empathy-based relationship between teacher and student is perceived as a contributory factor in the student's academic success of students with

disabilities, indicating that teacher-student interactions are considered a core element in determining a positive learning and teaching relationship (statement number 7). A small majority of teachers also felt that principals and personnel supported them in teaching students with disabilities in their classrooms and that the education of students in inclusive settings requires shared responsibility, in non-hierarchical relationship between classroom teachers and support personnel (statements number 13 & 14). On the negative side teachers generally agreed that they had little time to attend or organize IEP meetings for their students (statement number 21).

5.11.3 Principals

A third questionnaire of 31 items was administered to 20 principals. The 31 items were as follows:

1a) In the school, the support of the V/principal for inclusive education in the past three years has
1b) In the school, the support of the general/special education teachers for inclusive education has
1c) In the school, the support of the teacher aides for inclusive education has
1d) In the school, the support of the parents for inclusive education has
1e) In the school, the support of the students with disabilities for inclusive education has
1f) In the school, the support of the students without disabilities for inclusive education has
1g) In the school, the support of the teacher unions for inclusive education has
1h) In the school, the support of the paraprofessionals for inclusive education has
1i) In the school, the support of the community for inclusive education has
1j) In the school, the support of the other for inclusive education has
2a) Access to general education services for students with disabilities
2b) Opportunities for extra-curricular activities for students with disabilities
2c) The creation of productive planning groups for teachers, parents etc related to inclusive education
2d) Participation of parents of students with disabilities in school activities (e.g. conferences, meetings extra-curricular events)
2e) Technical assistance or ongoing support relevant to inclusion for teachers and aides
2f) Staff development for teachers and aides to prepare to instruct students with disabilities
2g) Time for teachers and aides to prepare to instruct students with disabilities
2h) Availability of instructional materials and resources for teachers and aides who instruct students with disabilities
2i) Expectations that students with disabilities perform to a certain level of competence rather than merely overcome deficits
2j) Attention paid to the needs and interests of students with disabilities as part of the general life of the school
2k) Services for students with disabilities provided within general education classroom
2l) Services for students with disabilities provided outside of general education classroom
2m) Efforts to educate/inform school and community members, via workshops, news letters, articles

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etc about inclusive education
2n) Quality of environment for sp ed classrooms (e.g. location, physical set up, & equipment
2o) Separation of special education facilities from general education
3a) Sensitivity of students without disabilities to students with disabilities
3b) Quality of interaction between students without disabilities and students with disabilities
3c) Participation of students with and without disabilities together in extracurricular activities
3d) Social/emotional development of students with disabilities
3e) The overall performance of students with disabilities
3f) The overall academic performance of students without disabilities

Figure 5.3 shows the number of principals who responded positively to thirty-one aspects of inclusion (Note: scoring reversed with negative items).
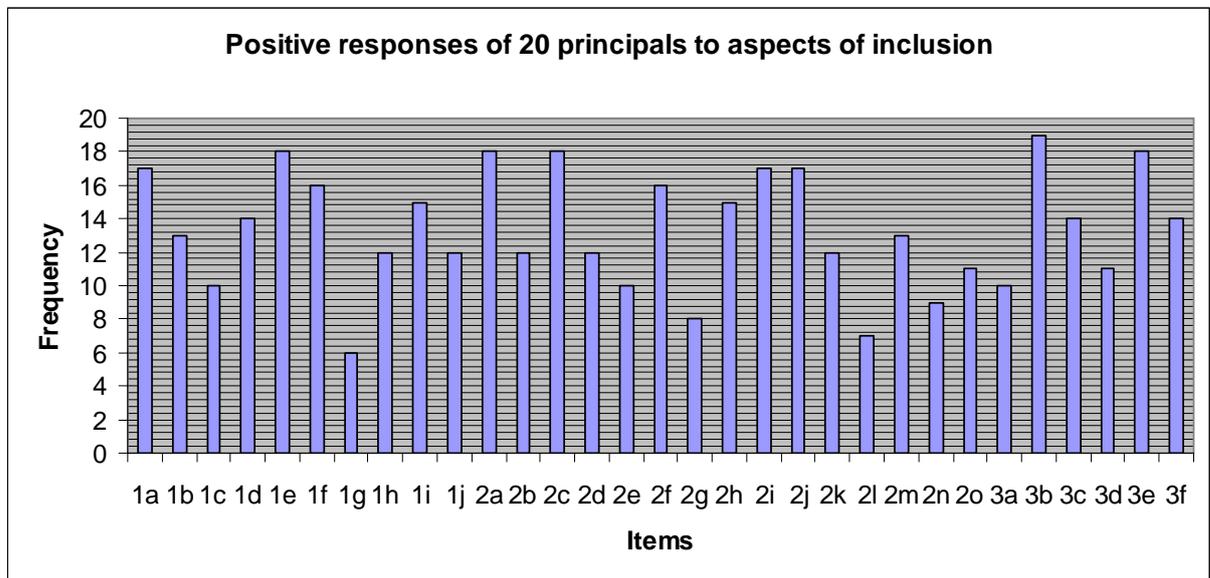
Figure 3

Their responses to most questions demonstrate that they tended to agree with the idea of inclusion (statements number 1, 5, 11, 13, 27 & 30). Principals indicated that teachers, parents and other stakeholders were getting involved in more direct classroom or group participation in inclusion activities (statement number 4 & 16). They also agreed more attention was paid to students with disabilities (statement number 20). Almost unanimously, they viewed the interactions between students with and without disabilities very favourably (Statement number 27). Very few principals rated relationships with parents as negative.

In general, and in contrast to students who felt there were inadequate resources, principals found the use of support to be effective in order to implement inclusion for

students with disabilities. Principals reported sharing their professional skills and knowledge with other stakeholders in the district (statement number 16. They also perceived extra-curricular activities to be of benefit to the social and health development of their students, and an important subject in their students' school program (Statements number 28).

5.11.4 Parents of students with disabilities

Figure 5.4 shows the numbers of parents of students with disabilities with positive scores on each of the 17 questions.

1	My child feels comfortable interacting with his/her classmates with disabilities
2	If my child is to be included in a regular classroom, he/she will end up not getting all the necessary services that are provided in a special education classroom
3	A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom
4	My child does not get all the necessary special services he/she needs
5	Schools should enrol more students with disabilities in their classrooms
6	Teachers find it difficult to modify lessons and materials for children with disabilities
7	My child is not getting extra help that she/he needs
8	Inclusion represents a positive change in our education system
9	Children with disabilities are served better in a special education classroom rather than an included setting
10	Inclusive education has benefits for every child
11	The school has been very supportive since my child was placed in a school
12	My child feels lonely ever since he/she was placed in a regular classroom
13	Inclusive education provides more meaningful opportunities
14	I feel that inclusion helps children academically and socially
15	I feel satisfied with the school's communication with families
I 6	I feel that families are adequately involved in the inclusion process
17	I feel that the department of education did a good job of explaining the inclusion program to families
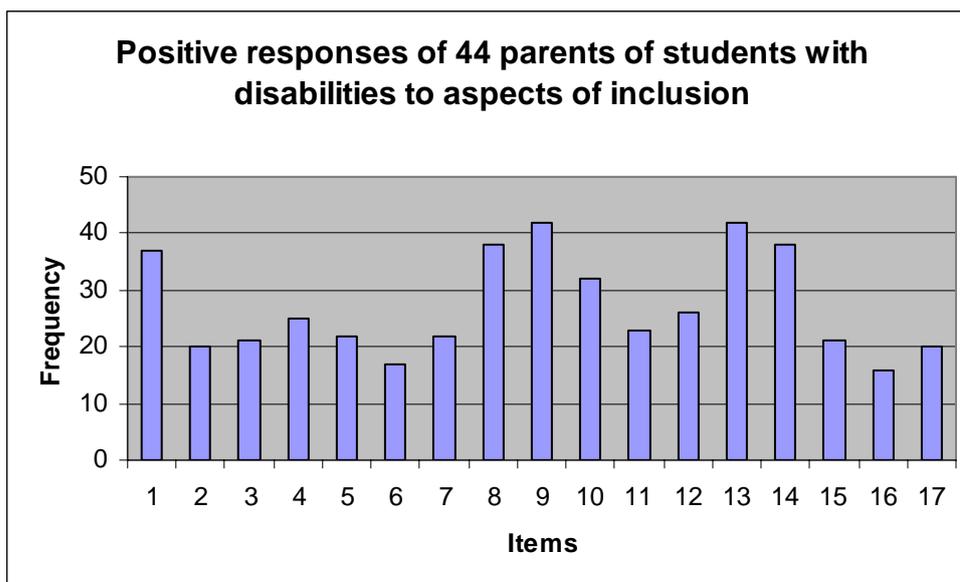
Figure 4

Parents of students with disabilities held mixed views about inclusion, depending on the focus of each item in the questionnaire. About three quarters of the parents agreed that inclusion benefited students with disabilities (statements number 1, 8 & 9). The most crucial benefits were seen as social interaction; greater independence; understanding and tolerance by peers; the development of friendships with students without disabilities; and imitation of acceptable behaviour (statements number 13 & 14). Despite the recognition of the benefits of inclusion for students with disabilities, parents a small minority preferred special schools (statement number 6). Only about 50% held these beliefs on inclusion and some were neutral. Although parents were actively involved in their children's educational programs, the school involvement of about two thirds of these parents focused on expressing concern about the provision of special services (statement number 4).

5.11.5 Parents of students without disabilities

The same questionnaire that was administered to parents of students with disabilities was also administered to 21 parents of typically developing students.

Figure 5.5 shows the number of parents in the latter group who responded positively to the questionnaire items.

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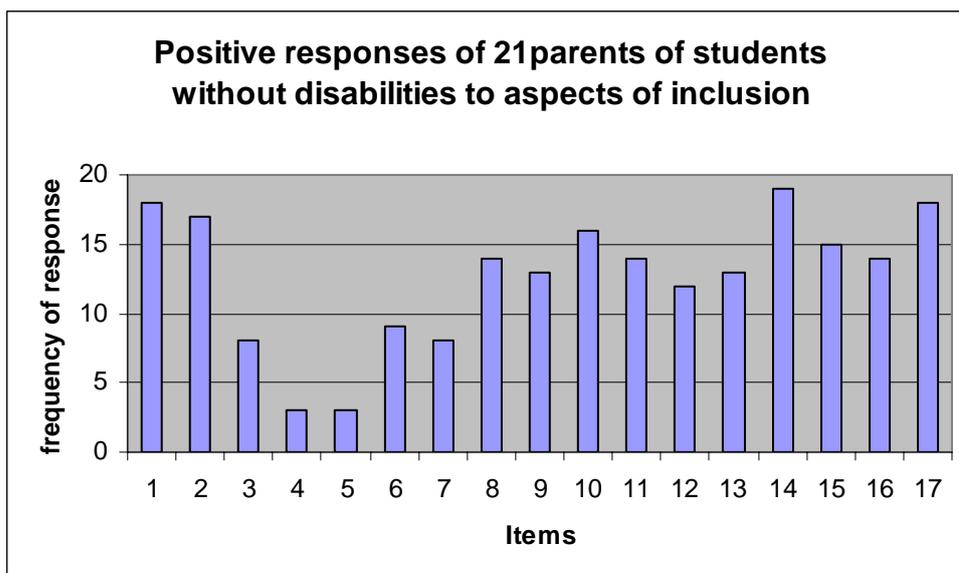
Figure 5

In general, parents viewed inclusion in a positive light. Most did not favour segregated settings (Statement number 1) except for a small minority (statements number 4 & 5). Generally, these parents reported holding positive attitudes toward inclusion (statement number 14) and felt that there were benefits for students without disabilities (statements 8 & 10).

Parents were less enthusiastic when questioned about how their own child had been affected by having a student with a disability in their classroom. Although parents considered an inclusive classroom affected all children's academic performance positively (statement number 14), they seemed to have reservations about their own children relative to others (statement number 9). Some parents believed that their child's individual time with the teacher had decreased (statement number 7). However parent perceptions of the impact of inclusion on their child's social development were generally positive.

Summary

Overall stakeholders viewed inclusion positively although there were differences in emphasis across the groups of respondents. One may conclude that stakeholders perceived mutual benefits of social interaction, independence, greater understanding by their peers, and friendships with students with disabilities.

The data was not uniformly positive however. Although the majority of general education students were aware of, and provided support and help for their peers with disabilities, a few of them paid no particular attention to these students with disabilities. Teachers surveyed in this study indicated less positive attitudes toward the concept of inclusion associated with academic standards, disruptive behaviours, and teacher aides and participating in IEP meetings. Most principals surveyed in this study viewed inclusion positively but there were some concerns related to teacher unions, time for teachers to provide individual attention and school life in general. Generally, parents of students with disabilities appeared to be divided about inclusion, and a few of them had particular concerns about individual attention and their involvement in inclusion activities. Parents of students without disabilities generally held positive attitudes towards inclusion although two indicated that more students with disabilities should be enrolled in mainstream schools.

Whilst most respondents appeared to agree with inclusion "in principle" some respondents were apprehensive that the perceived benefits might not be realized in the local context. It is significant to note that when responding to inclusion in Zambia, some of the most common concerns related to academic benefits. These may be associated with perceived shortcomings in the provision of resources, including time for planning, discipline and individual attention.

CHAPTER SIX
SUMMARY AND DISCUSSION OF RESULTS

6.1   Introduction

The main purposes of this study were to describe the experiences of stakeholders who were involved in a trial of inclusive education in their district, to analyse their views and to identify issues and barriers requiring attention. The methodology allowed for the identification of themes in the experience of inclusion and of the factors that are necessary to support it. Students with/without disabilities, their parents, teachers, principals, administrators and community members provided data for the investigation. In this chapter, the results are briefly summarised before they are more thoroughly discussed with reference to local and district issues and to broader factors affecting Zambia, Africa and developing countries in general. The results are discussed with particular reference to two significant and relevant publications – the OECD report on inclusive education in member countries (OECD, 1999) and the recent report on the Commission for Africa (Commission for Africa, 2005). The chapter concludes with recommendations that focus on national policy, district education issues and on improvements that can be made for students with disabilities in inclusive educational settings in Zambia.

6.1.1   Summary of results

The study revealed divernt views on the extent to which the Kalulushi trial had led to better *academic participation and achievement* of students with disabilities. Students with disabilities claimed that they were capable of achieving their potential in academic capabilities. Students without disabilities, administrators and community members supported their claim. Students with disabilities perceive themselves to be equivalent to 'normal' achieving peers because they want to be given equal opportunities. However, teachers and parents of students with disabilities were negative about the academic participation and achievement of students with disabilities. One possible explanation for the teachers' negative perception is that the curriculum in Zambia is very much examination-oriented and some teachers felt that students with disabilities cannot achieve the required standard to pass the

examinations. Similar findings were also found in China. McCabe (2003) stated that in China compulsory education was based on national curriculum for all students. She pointed out that "students are evaluated on the basis of their test scores, and, teachers are evaluated on the basis of their students' test results" (p.19).

The worries of Chinese teachers are similar to those found in this study in that teachers in Kalulushi felt that accepting students with disabilities interferes with the achievement of typically developing peers. Generally, teachers indicated that poor academic skills of students with disabilities made it difficult at times to teach them the content of standard textbooks. Teachers in this study believed that students with disabilities should have the necessary academic skills, e.g. reading ability, to access the general curriculum and participate in daily classroom instruction. These concerns were also expressed by teachers in a study conducted by Mushoriwa (2001) in Zimbabwe. Some teachers in Harare (Zimbabwe) stated that limited vocabulary and comprehension skills possessed by students with disabilities created difficulties in teaching an inclusive class. Some parents of students with disabilities in this study also felt that inclusion will limit the child's level of academic performance because the teachers in mainstream schools have not had experience with students with disabilities. Overall, stakeholders had mixed feelings about students' with disabilities academic participation and achievement.

Working and interacting socially with students with disabilities in the mainstream is a new demand for many people. However, in this study, the stakeholders generally, perceived that students with disabilities have met with *acceptance* in mainstream classes and that they participated in class activities. According to some parents, a school, success with inclusion depends on the teachers' and the principals' attitudes towards students with disabilities. Parents said that while their children *cannot* change, some teachers did not show any inclination to make changes so that the classroom was more accommodating. These parents believed that it is critical for teachers to project a positive attitude towards students with disabilities. Perhaps revealing a greater sensitivity to acceptance and participation issues than shown by other stakeholders, some parents also felt that students with disabilities were not always socially accepted by their peers. If this is the case, such social rejection will have serious repercussions on social, psychological and intellectual development because all of us have a fundamental need is to be known and valued by the group. If

students with disabilities are not accepted, the end result may be that they will keep to themselves as they did in segregated special schools. For example, evidence from Colorado in the United States reminds us that early integration efforts failed because children with disabilities were placed in settings which were not designed for responding to diversity in the first place (OECD, 1999 p.21).

Students in this study definitely responded to the positive attitude of the teachers and felt that any teacher with negative attitudes would not succeed in educating them. However some parents of students with disabilities had a segregationist view, assuming that students with a disability would be more comfortable and better educated in special schools. The main reasons they offered were that their typically developing peers would shun them because of lack of social skills and communication problems. In contrast, students without disabilities stated that they had accepted their peers with disabilities and were willing to work together with them.

Support to students with disabilities included in general education is vital for their success. The majority of stakeholders agreed that students with disabilities received *support from peers.* Students, teachers, administrators, parents of students without disabilities and community members expressed satisfaction with the level of support provided to students with disabilities by peers. Parents of students with disabilities and principals did not comment on peer support, and one possible reason was that they were not in the classroom when students had their lessons. Other data in this study suggests that principals do not supervise their teachers closely with respect to inclusion while parents of students with disabilities had very low expectations and did not want to get involved in their children's education. Furthermore, although administrators said they believe peers support students with disabilities, these administrators are very far from classroom activities. Their claim that students with disabilities were supported can be doubted because they depended on reports by principals or teachers who wanted to show that they were doing their job. Although stakeholders indicated agreement that support was provided to students with disabilities, it was difficult to establish the level of support that was provided. The OECD (1999) and the Commission for Africa (2005) suggest that schools need to develop in school support networks in order to enhance inclusion. However the current study did not reveal much systematic peer support in Kalulushi schools.

Teaching an inclusive class requires that teachers have skills and knowledge in instructional strategies. However, most stakeholders reported that *teachers' practices and behaviour* towards inclusion were not highly supportive. Students, parents, and community members felt that teachers did not use inclusive practices/strategies as expected by all stakeholders. In contrast the views of the majority of teachers and comments by administrators were somewhat mixed although they generally felt that inclusive practices were being applied in schools. Once again, one would doubt their claim because they may have been trying to portray a good image of the inclusive program and, to some extent, safeguard their jobs. No sufficient accommodation of students with disabilities is being provided and this is exacerbated by the examination-oriented curriculum. Although teachers claimed that they do practise inclusion, they generally felt that there is little or no flexibility and responsiveness to students' needs in daily classroom instruction because of the expected amount of material to be covered in one year. From teachers' perspective, curriculum-pacing guides tied their hands, preventing them from differentiating instruction to meet the needs of students with disabilities due to lack of training and staff development programs. The majority of teachers said that individual attention is needed much more than is currently being provided if students with disabilities are to achieve their potential like their peers. Only a few teachers said they use various instructional strategies during daily content instruction to promote the success of students with disabilities in the general curriculum, e.g. cooperative learning and group work assignments.

The quality of inclusion is dependent on the ability of the school to provide appropriate support and this poses a challenge to teachers and administrators because of the pressure of large class sizes, the rush to complete the syllabus and teaching to grade seven and nine examinations. In the current study, principals declined to comment on teachers' practices and behaviour probably because they lacked knowledge of what was happening in the classroom and/or skills in special education. However, most stakeholders indicated that teachers could be more supportive if they were given some training on inclusive practices and a range of other supports. Although Kalulushi has attempted to implement inclusive practices it is clear that the district's planning overlooked essential factors such a reduction in class sizes and provision of instructional and learning materials.

It is clear from the international literature, e.g. OECD (1999) and the African-specific literature, e.g. Abosi (2000), Kiarie (2004) and Commission for Africa (2005) that inclusive education requires adequately trained teachers who can respond to diversity needs of all students. Stough (2003) also found that Costa Rica had a shortage of trained teachers in special education particularly those trained to teach students with severe disabilities (p.13). Stakeholders in the current study perceived that *lack of trained teachers* made inclusion difficult in Kalulushi. Professional development was minimal, e.g. few teachers had received one or two days of seminars on the characteristics of students with disabilities. However, stakeholders agreed that more in-service training was warranted on strategies for adapting instruction, collaboration, behaviour management and discipline strategies for students with disabilities. Possibly because of their lack of training, some teachers in the current study even found particular difficulty in disciplining students with a disability because their typical discipline practices could not easily be used with some students. For example, it is a general practice that teachers punish students by giving them manual work around the school but some students with disabilities are not able to do this work because of their disability. In the inclusive setting, some students without disability demanded that students with disabilities receive the same punishment. This example helps make the point that including students with disabilities in general education without adequate preparation for all involved, and particularly for teachers, jeopardises inclusion. Pre-service and in-service training should be based on agreed and defensible model of teaching and learning (Shaddock, 2005).

Parental involvement is crucial to the success of their child's education and the OECD report (1999) concluded that an effective system will involve parents and other community members. In the Kalulushi trial, parental participation was interpreted in the form of the contribution they make towards the PTA fund, working on school improvement projects such as building ramps for students who use wheel chairs, doing repairs on school buildings and participating in meetings. In this study, there was a diversity of views on *parental participation* in inclusive activities. Students with disabilities, principals, administrators, parents of students with disabilities and community members were positive about parental participation in inclusive activities. However the parents of students with disabilities stated in many ways that the schools could be more welcoming and considerate of their circumstances.

Teachers expressed frustration with parental involvement. Although they said they believed in family participation, and despite the fact that a few teachers were positive about parental involvement, the majority felt that parents did not support them in educating their children. Teachers suggested that improving relations with families would enhance inclusion. Generally, teachers experienced a strong disconnection with parents because of lack of parental commitment to education of their children. Even on seemingly straightforward issues, such as PTA meetings, homework, the teachers did not understand the parents' perspective. Teachers complained that parents did not help children with school/inclusion activities. This frustration and anger felt by the parents and by teachers illustrates the gap between the school and the families. Teachers were negative about parental participation and indicated that relationships and communication were poor, with some claiming that families lack interest in their children's education. Teachers noted that not all parents attended open days when they are held twice each year.

Although principals and administrators claimed that parents participated in inclusion activities their views could be interpreted as the result of their little contact with parents around teacher-student issues. Some principals saw parental participation mainly in terms of their financial contribution to the PTA fund, regarding this as full participation. The overall impression gained from all stakeholders was that the level of parental participation was low and that schools need to develop parental involvement strategies.

Similarly, community involvement in disability awareness and school activities can contribute to the improvement of their local schools. The Commission for Africa (2005) found that community involvement is essential for improving the quality of education, its accountability to communities and their involvement in monitoring and managing teaching and learning processes. Generally, stakeholders in the current study were negative about *community participation* in inclusive activities. The population of the district is over 285, 000 people but very few dedicated and interested community members participate in inclusive activities such as building ramps, fund raising and volunteering in supporting students with disabilities in the classroom in their respective schools.

Teachers and community members made few comments about community participation and comments by students with disabilities, principals and administrators

were somewhat negative. Teachers recognised the importance of community involvement, but they knew they were unsuccessful in the aspect of community participation. Students were critical about community participation considering that facilities in the community were not accessible to students with disabilities and generally most of the community activities did not involve people with disabilities. In contrast, community members claimed that they participated in inclusion activities.

Schools know the influence communities have on supporting education and soliciting support yet, except in a few rare cases, they were ineffective at involving the community in school activities. Some stakeholders admitted they had little success at involving the community citing reasons such as the collapse of the economy because this has made people busy in activities that can generate some income for their families and therefore had little time to attend to school activities. Overall, comments about community participation indicated that there is need to encourage community organisations including businesses to become actively involved in school activities.

Implementing an educational program needs both professional and political commitment. The perceptions of stakeholders on *government participation* indicated a low level of government participation in the sense that they generally felt that the government did not fulfil its promises on inclusion. Only students and administrators indicated a somewhat positive participation by the government. The positive view of students with disabilities about government participation is understandable because they are the beneficiaries of a program under which students with disabilities are fully included in the mainstream school. The majority of students believed that the government should do more to include more students with disabilities in schools. Most stakeholders [students with disabilities, parents and community members] commented on the equality and fairness of educating students with disabilities along with their peers without disabilities, but they tended to qualify their reasons by suggesting that the government should take responsibility for the major problems being experienced in schools. Although administrators and principals were positive about government participation, their view perhaps may be seen as an indication of their portraying a better image of their superiors in the bureaucracy. Responses by teachers focused on their dissatisfaction with the conditions of service, poor salaries compared to their colleagues in special schools who were given special education allowance and better annual salary increment for teaching students with disabilities.

The general feeling of stakeholders was that the government did not fulfil its promises by appropriately funding schools involved in the trial of inclusion, an initiative that depended very much on Danish International Development Agency (DANIDA). On the other hand, administrators tended to defend their superiors, suggesting that government was experiencing financial problems and so could not adequately fund inclusion in the district. Once again, their support for the government could be interpreted as an indication of their unwillingness to be critical and possibly put their jobs at risk.

Implementing inclusion demands careful planning and adequate resources. In this study, all the stakeholders perceived the same degree of *lack of resources*. To be specific, all the stakeholders indicated lack of appropriate instructional materials needed for students with disabilities, and sufficient time needed for consulting with other teachers. Furthermore teachers stressed that time to attend to individual students were not available due to lack of support and large class sizes. Administrators, principals, teachers including students indicated that the large class size of 50 60:1 makes it hard to meet the needs of students with disabilities effectively. McCabe (2003) found a similar problem in China where it was difficult to implement effective education of various achievement levels in one classroom with 40 to 70 students. To cope with large class sizes, and the standardised curriculum, teachers use whole group teaching, which does not support individualised education plan on the basis of student needs. From their perspective, a certain pace has to be maintained, prohibiting them from slowing down even when students do not understand what is being taught. However, there were a few teachers who stated how they overcame this hurdle such as using volunteer community members and involving special education zone coordinators.

Parents and students were also concerned about the physical environment of schools which were not adapted to allow accessibility by students using wheel chair and crutches. Stakeholders were in agreement that they did not receive external services necessary to help students with disabilities particularly those who needed physiotherapy, regular medication, and speech and language corrections. External services were more frequently reported as being provided in special schools in big towns and/or close to hospitals and it were clear that students in rural areas did not get the required external services. The OECD (1999) pointed out that inclusive schools

are still supported by external services, but close attention needs to be given to how these services operate. Generally stakeholders perceived that related services should be provided according to student needs as determined by relevant committees. Most hard hit were students in rural areas who, for example, must travel long distances to get their regular medications. The Commission for Africa (2005) also recently reported that students in rural areas tend to fare worst as do particular groups, such as girls, students with disabilities and orphans are marginalised.

The study showed that teachers lack resources, sufficient time and support needed to effectively work with students with disabilities, findings consistent with other researchers such as Mushoriwa (2001) and Arbeiter and Hartley (2002). With very limited funding and the cost of materials and equipment needed for students with disabilities, these findings are not surprising. Schools vary in terms of the availability of resources but the most badly hit are schools in rural areas because parents cannot even afford to supplement donor efforts. Generally, schools in Kalulushi have no resources to support their inclusive practices.

Although Kalulushi is attempting to implement inclusion there are major contextual issues that affect the programme and stakeholders had a general perception that *contextual issues* had affected inclusion negatively. Although there were some positive comments, generally stakeholders felt that issues such as poverty, HIV/AIDS, climatic conditions, safety, and the influence of international aid were affecting inclusion deleteriously. Stakeholders were sceptical about the dependency on donor aid which the government felt was very helpful in implementing inclusion, acknowledging that the government on its own could not have implemented the program.

Another major contextual issue affecting inclusion for students with disabilities is the discrimination that stems from cultural and spiritual beliefs about disability. The degree of stigma and shame associated with a disability may influence the extent of discrimination experienced by students with disabilities as many are being included in mainstream schools. The process of inclusion can only begin if the family believes in the ultimate worth of the child and is willing to spend its meagre resources assisting the child to be in a mainstream school. For example, students with epilepsy experience discrimination due to society's beliefs about the causes of epilepsy. Some parents of students without disabilities believe that if a child with epilepsy interacts

with his or her typically developing peers, that it is likely that other peers will be affected.

Climatic conditions of Southern Africa also have an impact on students with mobility problems. Students with disabilities commented that during the rain season they find it difficult to attend lessons at school if it is raining because there is no specific transport for school children. Other students stated that if even it stops raining it is difficult to push the wheel chair in the mud because they get stuck. Teachers stated that students who live far away from the school fail to come to school if the weather conditions are bad. Principals mentioned that teachers are forced to release students who live far from school in the middle of the lesson if they notice that it might rain in the next few hours. They also pointed out that distance between students' homes and the school hindered inclusion in the sense that parents were concerned about their children's safety and those who could not make an effort to bring their children to school preferred to keep the child at home. The current study suggests that contextual issues will continue to affect students' education because provisions to address these adverse effects have not been implemented or they are beyond the capability of education authorities.

6.2   School and district issues affecting inclusion

The results summarised above reflect the themes that emerged in the modified grounded theory analysis. They are now further discussed with reference to two somewhat different contexts – the local district (section 6.2) and the national and international (section 6.3) situation.

6.2.1   Local school policy on inclusion

The OECD (1999) states that, the right and legal frameworks must be in place for full inclusion to be possible. The current study suggests that it would be in the interest of stakeholders in their various schools to develop local inclusion policies. One problem identified by the study was that the schools in the district did not have policies on inclusion. All the schools depended on the national policy (*Educating Our Future*, 1996) which was discussed in chapter one as a guideline for inclusion practices. In Kalulushi, there was little evidence of 'disability awareness' or 'inclusive education' campaigns prior to the implementation of the inclusive education trial. Although

district administrators claimed to have carried out an inclusion awareness campaign thoroughly at PTA meetings, parents of students with disabilities did not mention it, perhaps because it seemed irrelevant to them. Although some parents had heard about inclusion policy most of them did not understand what it meant. Other stakeholders felt that the national policy on inclusion should be revised to clearly explain what is involved and it should specify the roles of various stakeholders. The awareness that existed about inclusion tended to be at a surface level and there was a general lack of understanding of the concept and how procedures worked. The Commission for Africa (2005) stressed that there is greater progress when strengthened legislation is combined with awareness campaigns which was a gap in the implementation of the Kalulushi inclusive schooling trial.

6.2.2   Socio-economic factors

Improving the conditions of services for teachers maintains quality education and retention of teachers. In the 1960s and 70s, Zambian teachers belonged to a well-off and respected middle class group of people. Today, however, teachers earn well below the minimum survival level. Teachers are poor, often malnourished and severely demotivated. A teacher's salary is only equivalent to AUS $100.00 a month and this is too small to live on. Teachers have been frustrated for a long time due to poor salaries and conditions of service. It is on record that teachers' salaries have always been relatively low in comparison with their counterparts with the same qualifications working in other sectors and in private companies. The situation does not seem to have changed in the 1990s. For Zambia where the government is the largest employer, teachers are the largest group of employees, yet the Ministry of Education consistently receives a low share of the national budget. The literature review identified a lack of commitment and a sense of priority on education in many developing countries (Colclough & Levin, 1993; UNDP, 1998). In Zambia, Kalabula (2000) noted the need to prioritise and focus more on education only then can the Ministry of Education get more budget allocation and, hopefully be able to invest more on teachers' conditions of service. Kalabula's view was supported by the Commission for Africa (2005) that emphasised that donor funding must align with national priorities through partnerships with governments. In Chapter Four of the Commission for Africa (2005) donors were advised to provide predictable and

sustainable funding to allow governments to invest in long term plans and recurrent costs such as teachers' salaries. Such measures may have a long-term effect on teachers' satisfaction and, hopefully increase their effectiveness and retention.

Many teachers in Zambia must spend time and energy on generating extra income. Some teachers in rural areas engage in farming while those in urban areas do petty trade. Most teachers capitalise on their own profession, providing private tuition after school as an income generating activity. Given that parents find it difficult to help their children at home due to lack of time or familiarity with the curriculum content, private tuition is quite popular in the community. The most industrious teachers opt for emigration to Southern African Countries, mainly Namibia and Botswana, where they can earn more money as teachers than in Zambia. To a great extent poor conditions of services and poor salaries in Zambia are contributing to the poor quality of inclusion.

As reported by parents, community members, and education officers, classroom teaching is seriously affected by the low pay and conditions of teachers. For example, teachers involved in private tuition tend to concentrate on this activity at the expense of normal class teaching. It is a general perception of parents that teachers in schools are not performing to their expectations and they feel that their children would benefit from the services of teachers hired to work with their children at home. It is hard for the government to try and stop this practice because it is done privately in homes. As pointed out by students with disabilities in this study most students without disabilities from the middle or high class income parents have private tuition throughout the year particularly students who are about to write their grade seven or nine examinations classes.

6.2.3 Infrastructure

The lack of infrastructure is a major problem affecting the quality of inclusive education in the Kalulushi District and examples have been provided already. Some areas are completely cut off from the rest of the district because the rains wash bridges away and so it is very hard to distribute resources to schools. Crossing the river in a wooden canoe also poses a risk because of marine wildlife such as crocodiles and hippopotami. Consequently, despite the availability of some resources from the Ministry of Education or the donor agency some materials get stuck at the district

office (and sometimes teachers' salaries as well). For example, teachers in remote areas may go without salary for more than three to four months and their survival depends on what they grow in their backyard farms or gardens. This situation frustrates teachers causing them to transfer to urban schools, which are closer to administrators and pay masters.

Lack of local infrastructure also makes it difficult for district education administrators to supervise principals particularly in rural areas where roads become impassable during the rain season. Administrators also find it difficult to communicate with principals because there are no telephone facilities in rural areas. They depend on farmers who travel to the city to sell their farm produce to deliver mail to schools which are near their villages. At the school and classroom level, stakeholders are still very concerned with the infrastructure which in their opinion does not cater for students with disabilities. The Commission for Africa (2005) stressed that Africa will require massive investment in infrastructure to break down barriers that hold Africa and it has advised donor agencies to fund infrastructure including rural roads, regional highways, power projects and information and communication technology. In general, the Commission for Africa (2005) suggested a new kind of development, based on sound analysis of what actually works. This can improve the infrastructure building on positive attempts being made in Zambia.

6.2.4   Lack of district and school funding

The lack of funding for education is a risk factor that was commented on by many stakeholders in the current research. During the colonial government and soon after independence in 1964, most of the education sector in Zambia was fully funded by the government. However, effective from the 1990s, in addition to the normal general purpose fund (GPF), parents have been required to buy uniforms only. Unfortunately, because of the economic problems of the district (as discussed in chapter three), the government no longer provides funds to the district and schools. Principals and PTAs are required to raise their own school funds through PTA contributions and the general purpose fund (GPF). Parents are asked to make some contributions to buy instructional and learning materials for their respective schools. However, not all parents are able to pay or contribute to these funds making it difficult for principals to get the necessary materials required by teachers and students. Parents in rural areas

are the hardest hit when it comes to contributions. Other parents go to the extent of contributing their farm produce to school (e.g. maize, pumpkins) and the school then sells these to people in urban areas to raise money. Some schools in rural areas use students to grow maize which they sell to millers to raise funds for the school. The problems of people in rural areas have also been noted by the Commission for Africa (2005) which stressed that support for rural development must take into account of the priorities of the local community.

Consistent in their discussions and statements relative to this issue is the belief of the participants in this study that government's implementation of inclusion policy was seriously undermined by inadequate funding of schools and the district. All the stakeholders expressed concern about funding and how this lack of funding has impacted on inclusion. All stakeholders believed that funding that was dependent on donor agencies was not an adequate way to support inclusion. At the school level provision of supports necessary for inclusion had to frequently be supplemented by limited PTA funds. From the point of view of encouraging inclusive practices it is important that funding arrangements help to create a level of playing field for students with disabilities in the mainstream and that special schools provision is not given preferential treatment for resources (OECD, 1999).

6.2.5   Principal/head teachers attributes

Educating students with disabilities is an issue for the whole school, not just individual teachers as planning successful inclusion has to go beyond the teaching of traditional subjects and it should give equal attention to social and affective development. In the whole school approach, head teachers and the school management clearly need to be closely involved in innovations especially since they are accountable for how the school works (OECD, 1999). Typical of what is observed about organisational characteristics in the literature, and as pointed out in chapter two, many systems of education in developing countries have been criticised for their top-down as opposed to bottom-up administrative systems. In a top-down administrative model, information almost always trickles from top to the bottom of the administrative structure. Stakeholders (teachers and students) at the receiving end of the hierarchy, receive information and orders from the top, but they are rarely consulted for opinions, or involved in the decision-making process. Since there is no

formal training for most administrative positions, let alone proper guidelines in place, new appointees experiment with theories many of which are ill thought out and consequently result in failure. Depending on the duration, many such appointees turn schools into experimental laboratories with neither long-term objectives nor hope for substantial achievement. With their pattern of development by 'experiment' national long-term plans are violated and progress is hampered. Essential leadership practices which were mentioned by stakeholders were: providing supports, building a shared vision, collaborative culture and particularly the principals' involvement of his or her staff in decision-making. One implication of the current study is that Kalulushi schools would be better organised for inclusive practices if principals were trained in leadership skills and if they learned to delegate responsibilities to members of staff who provide services to students with disabilities.

6.2.6   Shortage of teachers

The issue of shortage of teachers is a common problem in many countries. The shortage of teachers is a world wide phenomenon, although the contributing causes vary from region to region. In industrialised countries these teachers who led the expansion of education system in the 1960s are retiring in large numbers. In Zambia and other developing countries the progress being made towards education for all is generating massive demand for new teachers. In Zambia and other African countries the HIV/AIDS pandemic is decimating the teaching force. For example, the number of teachers dying each year from HIV/AIDS in Zambia is roughly equal to the annual output of the country's teacher-training establishments.

The teacher shortage has other causes as well but a common factor seems to be the diminishing status of teachers and a concomitant decline in their working conditions in Zambia. This situation leads potential recruits to the profession to see teaching as a last resort and also contributes to a serious problem of attrition as qualified teachers quit the profession for other work. The relationship between government and teachers is unhealthily adversarial, with faults on both sides. Because teachers are usually a large component of the government public payroll they often suffer first when the government encounters financial difficulties. The Commission for Africa (2005) mentioned that the push to achieve education for all will certainly never succeed without substantial investment in teacher recruitment, training, retention and

professional development to combat the present shortage due to losses to HIV/AIDS pandemic or leaving the profession. For example, Ghana has just a quarter of the teachers it requires, and Lesotho merely a fifth. In Zambia mortality among teachers is reported to be 70% higher than in general population, although deaths are not officially HIV/AIDS related. However, it is important that the Ministry of Education addresses the issue of teacher shortages in schools because the quality of inclusive education depends very much on classroom teachers.

6.2.7   Curriculum issues and instructional issues

Curriculum development in inclusive schools is a challenge to practitioners who have little skill and knowledge about inclusive practices. Curriculum development in Zambia reflects the colonial legacy with little relevance to the Zambian context. Stakeholders indicated that the curriculum was too prescriptive, narrow and illogical. They claimed that the centrally developed curriculum created a gap between political, subject and theoretical pressures and objectives and the local socio-economic and cultural realities and conditions.

Unlike in developed countries, Zambia has had no experience of school-based curriculum as curriculum has always been centrally developed and promulgated. One of the promised advantages of centrally planned curriculum is that it ensures that students' learning experiences are coherent and that "they will benefit from curricular progression as they move through their education" Pollard, 1997, p.159). These benefits notwithstanding, centrally planned curricular deny the teachers of the freedom, flexibility and opportunities to meet the diverse needs of learners in the classroom of the wider society.

Stakeholders, mostly teachers and parents, also commented that the curriculum was inappropriate for some students. Students commented that there were too many subjects to learn and some students without disabilities said that the curriculum was not appropriate for students with disabilities. Whether the stakeholders in this study had a common understanding of the term curriculum is another question.

The students' concept of curriculum is content-oriented. Curriculum has become compartmentalised into subjects that have now become too many to follow. Students' comments indicated that teachers did not adapt the curriculum to include students with disabilities and teachers felt that the curriculum needed adaptations for which

they did not have the skills. Teachers expressed frustration with the curriculum materials that they were given. They thought the materials should be more related to the needs of students with disabilities and that the prescribed curriculum would require a great deal of adaptations and modifications to address the needs of their students. As Pollard (1997) argues "high quality curriculum provision will always be enriched by the imagination, knowledge and enthusiasms of individual teachers" (p.149).

The statements and comments by participants support the need for expertise in these areas. The teachers realised that they lacked the skills and resources "to offer not just good instruction but instruction that is highly individualised, intensive, relentless, and urgent and goal directed" (Zigmond & Baker, 1995 p.249).

It should be noted that, curriculum differentiation is a key part of successful inclusion (OECD, 1999). The Commission for Africa (2005) pointed out that making the curriculum relevant will require African-led changes with an emphasis on active learning and problem-solving along with the provision of support materials. The current study has drawn attention to the fact that the general education curriculum and the principles of inclusion are in conflict with each other, not only in the mind of the students, but also in community beliefs and expectations.

Teachers' imagination and creativity does not have much place in Kalulushi where teachers are required to use the teachers' guide to plan the lesson, make lesson notes and teach the lesson. This kind of structure does not leave teachers with much choice about what to teach despite the fact that teachers could use the knowledge they have with different students to design and direct their teaching to suit the diverse abilities. In Kalulushi teachers have to operate strictly within created frameworks in which there is little room for flexibility. It is safe to conclude that while such guidelines may be positive for teachers with low competencies, they may negatively affect the creativity, resourcefulness and initiative of experienced teachers.

Teachers' performance in Kalulushi is very much dictated by the schools' performance in the grade seven and nine examinations. A good teacher is one who has the highest number of passes in his/her class and/or has the most students selected to grades eight and ten respectively. Because there is a limited number of places available in subsequent grades, and because grades are linked to opportunity and

personal goals, there is considerable competition among students in schools. It is not surprising that teachers feel there is no time to give extra help to students with disabilities or those experiencing difficulties in learning, arising from whatever source, including their own teaching. They claim that the subject syllabuses are too long and that all students, not just those with disabilities, work under pressure and do not complete their work.

Participants in the current research referred to subjects that were not examinable and they agreed that some teachers and students showed little interest in them. Subjects such as Physical Education and practical subjects are not examinable in the national examination at the end of primary and junior secondary education and so attract little interest or effort. Students commented that even if PE appears on the timetable teachers use the time to teach subjects like English so that their students pass the examination.

Teachers noted that since it was the government that stipulated that practical subjects should not be examined, it meant that the government did not value the subjects. Teachers stated that they work hard in examinable subjects because they are putting in more efforts for students to do well in examinations. If other subjects such as Creative Art and PE were examinable, probably teachers would give such subjects the same priority as English, Mathematics or Science. These centrally dictated policies leave students with disabilities in mainstream classrooms with little or no participation in school activities and suggest to teachers that teaching students with disabilities may be a waste of time because they need so much individual attention if they are to do well in examinations.

6.2.8 Family poverty

The majority of people in Zambia and other African countries lives in absolute poverty. The Commission for Africa (2005) mentioned that about one-sixth of the people in Sub-Saharan Africa, of which Zambia is part, is chronically poor. For most poor children in Africa, poverty is something they are born into, with little opportunity to escape. Many families in Zambia have more than four children. It was pointed out in chapter three that the economic situation in Kalulushi is very poor and some families fail to send some of their children to school. In such cases where families live in poverty it is not a high priority for the student with a disability to go to

school. In the current study some parents reported how privatisation of the copper mines created poverty and hardship. Other parents stressed that people in rural areas live in great poverty and that some of their children have stopped school because they had no money for uniforms. Other stakeholders such as community members were equally concerned that some families are not sending their children to school because of limited resources. Generally, in cases where families experience economic stress and strained food availability, the option moving to a remote area and start subsistence farming is a common practice among the retrenched parents and this has a direct impact on their children attending school because some settle in places where there are no schools.

Poverty has a huge impact on access to education by students with disabilities. Firstly, it is clear from the literature review that economic issues are in the forefront of decision-making about school access in the developing world. Poverty affects the complex process of decision-making about school access at multiple levels, individual, family, community, district and national government. At the household level, the associated costs with education (school fees, uniforms, books, transport) are a tremendous burden, more so when the family has a child who is unable to assist with labour in the fields. The composition of the child's family, affects how much of the family's financial resources he or she will be allowed to absorb (Munyinda & Barton, 1992). Many times, the required medical treatments for children with disabilities are not only initially a burden, but continue to be an ongoing drain on family finances. Communities are not equipped to support inclusion. The few building structures of the district and villages are not accessible to children with severe physical disabilities including those in wheelchairs. Roads in Kalulushi town and rural parts are not conducive to wheelchairs or crutches. Public transport can be unreasonably difficult for children with disabilities.

Some parents attribute their children's failure to attend school to a lack of special aids required for movement. Most families do not have the resources for a bicycle or motorbike, therefore children with disabilities must make their own way to school slowly and carefully, crawling or walking with improvised crutches or sticks. Since some of these children's disabilities inhibit movement, until they have received equipment, treatment or therapy some children cannot walk long distances to school.

The route to school poses many problems for children with disabilities. They move much more slowly than their peers without disabilities and are often left behind as siblings and other village children pass them. Travelling alone jeopardises their physical safety and cruelty often occurs on the way. It is difficult for children with disabilities to carry backpacks to and from school, as their hands are usually required for mobility. When food is scarce, children with disabilities are at-risk of malnutrition, resulting in ill-health or death. Pain and fatigue from extra-ordinary efforts to move using deformed body parts also slow children down or cause them to avoid the journey to school altogether.

6.2.9 Diseases and epidemic factors

Diseases and epidemics have adverse impact on the community. Students do not attend school when they are sick and common diseases that people live with are malaria, dysentery and malnutrition. Diseases have become part of life and people take little notice of their (the diseases') impact of their activities. Field observations during data collection in the current study confirmed the extent of diseases, poor health, malnutrition, and now AIDS, and their detrimental impact on educational opportunity and performance.

Recent figures for AIDS infection in sub-Saharan Africa are frightening. It was estimated that by the end of the year 2000 Africa will have 21.1 million orphans. Zambia, Zimbabwe, South Africa, Botswana to mention a few are among the most highly infected countries. Many people are dying and thousand of children are orphaned indicating that some will drop out of school because of breakdown in extended families which previously provided support for the orphans. In Zambia the case of increase of orphans was noted by Namposya (2000) who commented that government should take drastic measures to protect and support orphans. The most commonly asked question is "who will bring up the orphaned children?' 'Bringing them up' includes education and that adds to the question, "Who will educate them? These are current as opposed to future questions, a challenge to the government, but also a challenge to the traditional communities too. The traditional extended family life of Zambia and Africa, where orphans were and continue to be distributed among survivors to care for and bring up, can no longer cope with the flooding number of

AIDS fatalities. Based on the above facts, diseases and epidemics were seen as major factors affecting inclusion in Kalulushi.

6.3 National issues affecting inclusion

Discussion of the Kalulushi trial has so far has focused on factors experienced by Kalulushi families, teachers and school personnel. However, the results of the current research need to be understood with reference to national and international issues.

6.3.1 Government poverty

Poverty is not just a family or Kalulushi issues – it is a national crisis. Many people who work for the government have been retrenched due to poverty being experienced by the government. According to the Living Conditions Monitoring Survey (LCMS, 1998), all the provinces along the line of rail (Central, Copperbelt, Lusaka and Southern) have less than sixty percent of their working-age population in employment. The most urbanised provinces, Lusaka and Copperbelt are the most affected, with Copperbelt province where Kalulushi is located having the largest unemployed population, accounting for 27 per cent of the labour force, followed by Lusaka province with 26 percent. The proportion of the unemployed female labour force was higher in the Copperbelt, 31 per cent, and in Lusaka, 24 percent, while the rates for males were 25 and 24 per cent respectively. These figures indicate that there is a high unemployment among the population especially in urban areas and this poverty in Zambia has great impact in the provision of services such as education and health which are considered non-profit making services. It is against this background that the government of Zambia sought assistance from the donor community in the provision of services (health reforms and inclusive education) and in restructuring the economy.

Poverty levels are rising from 69.2 per cent in 1996 to 73 percent in 2001 (Living Conditions Monitoring Survey, 2002) with an external debt of 7.1 billion dollars. In 2002 there was a slight increase in national output notwithstanding adverse weather conditions and low metal prices. The protracted dry spells experienced in 2001/2002 agricultural season adversely affected the agricultural sector, which declined by 4.1% cent. Growth of the national output was also constrained by electricity, gas and water sector, which declined by 4.5% premised on the recovery in the agriculture sector and

improved mineral prices to the 18.7 % registered at the end of 2001. These factors inflated the price of food because they caused a decline in agricultural output. The withdrawal of the Anglo-American Corporation (AAC) from Konkola Copper Mines (KCM) also contributed to the poor economy of Zambia.

The Structural Adjustment Programme (SAP) was first introduced in Zambia in 1991. SAP was an attempt by the government of Zambia to restructure the national economy. The approach was for the government to liberalise trade, promote private enterprise, remove price controls and subsidies, allow free play of market forces, reduce government expenditure and reduce the budget deficit. The implementation of SAP has generated debate that has implication for policy on inclusion.

Service provisions and human rights assistance for people with disabilities in Zambia are financed from a variety of sources. For example, government departments, local voluntary organisations, as well as international development agencies such as Norwegian Agency for Development (NORAD), Swedish International Development Agency (SIDA), United States of America International Development(USAID), Canadian International Development Agency (CIDA), Finish International Development Agency (FINNIDA) and Danish International Development Agency (DANIDA) are active participants in assisting disability developments in Zambia. The current study illustrated that the inclusive education program in Kalulushi, while supported by the Zambian government, is financially supported by donor agencies with little input by the host government.

Ideas about the nature of development and aid have evolved over the last two decades. Development was seen from a socio-economic perspective, whereby the 'developing world' lacked industry, capital, technology and an educated workforce. According to this interpretation, less developed countries simply had to be provided with the missing elements in the form of money, personnel and equipment. What was not emphasised was how the projects would be sustained after the donor funds were no longer available (Commission for Africa, 2005). This aspect has since become an important pre-requisite to development assistance. In the early days of bilateral aid, the direct delivery of specialist services was considered to be optimal strategy in support of people with disabilities. Development assistance provided scope for expressing the domestic values of the donor, as well as functioning as a vehicle for the promotion of these values. As the models of disability changed in the donor's home

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country, these interests were reflected in the types of projects that they would support. Examples of these values trends include support for advocacy and government lobbying by disability related organisations, community-based rehabilitation, and most recently inclusive education. Pragmatically, recipients (Zambians) will align themselves with donor guidelines even though the ideas may not 'fit' local culture or aspirations. However, the Commission for Africa (2005) advised donors to align their priorities with the context and priorities of the recipients.

6.3.2 Dependency on donor aid

Stakeholders perceived that the inclusive schooling programme may not be sustained due to dependency on donor aid. The majority of stakeholders expressed dissatisfaction with aid because of the conditions that tend to marginalise the participation of the recipient, and they felt that it was not good for the sustainability of the education system and other development programs already dependent on donor funds. However, some of the stakeholders viewed aid as unproblematic, neutral, value free, and very helpful and developmental in a typical modernisation perspective, disregarding the strings that tie aid to Zambia's national independence. The stakeholders did not go beyond aid as technical/financial transfers to analyse aid in terms of cultural, political and economic domination. Nonetheless, aid depicted a complex scenario in its multifaceted forms. The stakeholders disclosed that much of the manipulation and dependence accompanied most aid packages; there has been inability on the part of Zambians to effectively and responsibly care for national interests in projects partly because of incompetence in matching their expatriate counterparts and partly due to vested interests. Zambia can learn from countries with vast experience in education and taking the leading role in ensuring that projects being initiated by the Ministry of Education are sustained with minimal dependency or technical support. To paraphrase Margaret Wheatley in *Leadership and New Science: Learning About Organisation from an Orderly Universe* (1992), Zambia cannot be changed by imposing a model developed elsewhere, because Zambia and Denmark are two different contexts; "there is only what we create through engagement with one another and shared experiences" (p.30). I agree and support Wheatley's view; it may be unpopular, for example, to impose Denmark's approaches to inclusive education upon a poverty stricken country with poor infrastructure. However, we can learn from

developed countries but develop a model that would be sustainable to the Zambian situation.

When examining the agenda targeted at foreign aid, one wonders from where the self-reliance alluded to in policy documents including *Educating Our Future* (1996) will emanate. If all the key projects and bodies are foreign driven the survival and sustainability of such bodies and projects are questionable if this external component were to be excluded or terminated. It is easy to be sceptical as to whether these laudable statements about inclusive schooling will stand the test of time. The viability of projects and programs in the present and near future may continue to lean heavily on foreign aid, whose mission itself may be inimical to the expected values of building appropriate local inclusion practices. In sum, how is the government adhering to the policy of soliciting and utilizing foreign resources for inclusion in such a way that the functioning of the program achieves the set national goals and objectives of inclusive schooling?

Nevertheless, some foreign aid has some potential of building partnerships for inclusive schooling. For instance, the Zambia Institute of Special Education and Teacher Education Department received aid from the Finish International Development Agency and DANIDA respectively to train teachers in special education and improve the infrastructure at teacher training institution. Depending on how that aid is utilised, it could benefit the majority of Zambians by empowering teachers to transform their lives professionally and benefit from in-service programs based on critical transformative paradigm. Programs like inclusive schooling supported by DANIDA and other World bank projects could also be oriented to values and practices that promote inclusion at all levels of society and partnership strategies at every stage of planning and implementation of the project rather than "experts", whether local or foreign, assuming that they are sharing ideas and experience as partners in development programmes. The current study suggests that while seeking technical support, Zambia should involve all stakeholders at all levels of the planning and implementation rather than rely on international advisers whose experience of inclusion in their country is vastly different from the Zambian situation.

6.3.3 The need for specific legislation on inclusive education

Zambia has been influenced by the international community to implement inclusion and it now needs specific legislation to support the policy. Considering the importance of legislation/laws in the provision of services to people with disabilities, stakeholders in this study are concerned about the current policy on education for students with disabilities because there is no legislative mandate for it. Noting that Zambia has adopted the *Salamanca Statement* (1994), which states that students with disabilities should be educated in their neighbourhood schools, Kalabula (2000) expressed concern about the absence of specific legislation to support the initiative. Policy without legislative and financial backing is hollow and current practices are not adequately supporting inclusive education, particularly some students with severe disabilities**.** A review of past policies (1992) and reforms (1977) on education of students with disabilities in Zambia indicates that there is no established national law that gives direction as to how their programs should be implemented. Furthermore, the current, non-mandatory policy on inclusion is silent or ambiguous in relation to actual service provision for students with disabilities. The policy lacks specification of (a) the timing and nature of plans, their evaluation and associated assessment procedures; (b) entitlements to educational services; and (c) basic funding structures and procedures.

The intent of the government's inclusion policy (1996) was to provide general education curriculum to all students with disabilities in line with the current international policy (Salamanca, 1994). It is true that the policy on inclusive education discusses the goals and aims through various strategies at national level. However, how these goals and aims are to be achieved or translated into actions does not receive the balanced treatment it deserves. The document has remained a statement of hopes. The reality of the situation demands that a major review be made for adapting and bringing about innovations in inclusion to meet the developmental needs of the country. However, Zambia needs to develop a legal framework based on international human rights which encourage inclusion of all students with disabilities and guarantee the provision resources.

CONCLUSION

This research has shown the considerable gap that exists in the Kalulushi district in Zambia between aspiration and capacity in relation to the inclusion of students with disabilities in the mainstream. Although some stakeholders are pleased with the progress that has been made, the research highlights that inclusive education in Kalulushi must still overcome many barriers and that its foundations are inadequate and unstable.

Chapter six highlighted the absolute importance of vision, incentives, training, resources planning and evaluation (Knoster, 1991). Unfortunately, the current research has demonstrated that Kalulushi lacks each one of these prerequisites to varying degrees. It is little wonder then that the results of the trial of inclusive practice were so inconsistent, and from many perspectives, less satisfactory than intended. To assist Kalulushi and Zambia with change efforts five component and related recommendations will be discussed.

Vision is a detailed "big picture" of the end result that will be realised if all change efforts occur satisfactorily. A long term vision, which describes what one is trying to change and what will ultimately be occurring among all key stakeholders after changes have occurred, is crucial to the success of any major change effort. Creation of a cogent vision represents the starting point for all change efforts, and from it all subsequent steps can be drawn.

When a clear vision is developed by key stakeholders, and is adequately communicated to all levels of the organisation, there is increased likelihood that people and schools can find places in the process and work together toward common goals. When the vision is developed without key stakeholders at the table, when it is unclear, or when it is inadequately communicated, confusion results. Some stakeholders may reject particular concepts because they are unhappy about the change, or they may expend significant energy tackling issues that are extraneous, of lower priority than what really needs to be addressed.

The issue of skills addresses the question, do the staff and schools focusing on this change efforts posses the abilities needed to make the vision happen at a high level of quality? When crucial skills are lacking, the players in the change initiative regularly find themselves experiencing stress and anxiety. They see what they are supposed to

do, but wonder, "How do I teach a student with a disability?" Why such teachers are sometimes forthcoming with their fears of inadequacy, many organisations do not invite this kind of change. Consequently, stakeholders often do not verbalise their fears-for to do so would be to admit weakness or incompetence. Instead, they object to the initiative by throwing up smokescreens about why the change effort is a bad idea.

Incentive means ownership and buy-in among stakeholders involved in the change process. Incentive comes alive during the vision-development process and addresses the two questions: Why this vision? What is in it for stakeholders and for my school? Motivation theory and common sense state that stakeholders will devote strong effort to something that they value, and lesser effort to something they do not value. Stakeholders will work hard on something where rewards are tied directly to their efforts, and will avoid action if efforts carry with them the potential for punishment. Stakeholders must believe that called-for changes will be beneficial. If incentive is not adequately present among people at all levels, change will occur slowly at best; it may even be brought to a halt by individuals who play sabotage games because they have more incentive to hold on to the status quo than to move forward with change.

Resources for change addresses the question, do we have what we need to do the job well? Resources may include such things as program offerings, materials, equipment, space, funding, human capital, and certainly time. Allocation and coordination of resources are also critical. For example, will funding allow the purchase of new equipment and books to initiate more effective teaching or training programs-and will teachers have the time to become proficient in their use? Change may occur even without adequate resources. However, it will take considerably longer and will regularly result in frustration among the stakeholders. Collaboration with all stakeholders is then encouraged to formulate a realistic set of long-term and short-term goals that will have value and significance for individual children (Kilham, 2001).

A realistic action plan provides stakeholders with the structure and direction they need. A well-conceived short and long-term plan lets stakeholders know what their roles are, what they must do within those roles, by when, with whom, and how. An effective action plan uses "gap analysis" concepts to answer these questions: where do we want to go (vision, goals, objectives and outcomes)? Where are we now (skills,

resources and incentives)? How shall we get from here to where we want to go (structural components, prioritised tasks, processes, standards, guidelines, constraints, schedules, communication, roles and deliverables)? How will we know we are doing the right thing (accountability, quality criteria and feedback mechanisms)?

Evaluation is an ongoing process through which one can identify progress and problems, spearhead improvements, encourage accountability, and keep up with other changes in the field of special education. Questions that come to mind for some stakeholders engaged in the evaluation process include: how are we doing? Where have we progressed and where have we not progressed? Are we achieving our goals at the expected levels of quality? What is working well? What strategies/processes/activities must we revisit? Without ongoing evaluation processes, a change initiative is doomed to remain static: it will reach a plateau and stay there. Even if it starts strong, it will eventually reach a point that, while perhaps acceptable, does not enable optimal performance. Without ongoing evaluation, progress may be achieved, but the original vision or purposes may not be fulfilled and the change effort may not be able to keep up with the times. It is important therefore that each of the five other aspects of "managing change" have associated with them evaluation components that look specifically at midstream and ongoing performance, and outcomes in general.

Managing change has been a recurring theme in implementing the policy of inclusion over the paste decade. Most requests for training and technical assistance continue to focus on aspects of change, whether or not the word "change" is used overtly. It is important to remember that substantial change does not occur overnight. Implementing the six key change components at a high level of quality will require significant, continuos efforts among stakeholders and sometimes other related services probably for many years. I believe that the effort is worth while.

The current research has highlighted contextual factors that influence the success of educational reform. As a consequence of government poverty poor, planning, contextual factors and economic restructuring policy Zambia does not have the resources to provide the sorts of supports that the western literature regards as essential for the success of inclusive education. So it is important to place the results of the Kalulushi trial in the context of the international and national situation and

appreciate that its outcomes are very much affected by economic, political and social factors.

This line of reasoning focuses attention on the ethnocentric nature of much overseas aid that is provided by donor countries. In relation to inclusive practice, most of the literature is produced in developed countries and the current research has made it patently clear that many of the western assumptions about inclusion do not apply in developing countries because these countries lack essential legislative frameworks, human resources, physical infrastructure and the financial means to implement inclusion in the way it is implemented in developed countries.

International recommendations

There are a number of areas for constructive action to promote the development of inclusive education in Zambia and Africa as a whole. Some actions require policy development and leadership and can be initiated without significant financial commitments. The fact that positive effects can be made to general education, and improvements can be directed to regular schools through investment in inclusive practices, adds to the argument that at international level Zambia should:

(1) develop a policy with international organisation/agencies on sharing inclusion experiences;

(2) develop an understanding between developing and developed countries in disseminating new developments in inclusion;

(3) develop exchange programs on matters related to inclusive education that would benefit both the developed and developing countries;

(4) develop strategies to reduce international aid focus on the development of resources and needs of local contexts, and create a suitable technical assistance program to harness intra-regional competencies; and

(5) develop partnerships among national and international agencies dedicated to students or children with disabilities as these need to nurtured and strengthened. Various advocate groups should be enabled to form common cause in this endeavour.

National recommendations

The Ministry of Education should realise that including students with disabilities in mainstream schools involves regular consultations with relevant support ministries and disability advocate groups. In addition, planning for inclusion requires the involvement of stakeholders who are at the front of every stage of the implementation process. In order to achieve the goal and objectives of inclusion the Ministry of Education should ensure that:

(1) structures be established to supply and monitor the use of resources and facilities in schools;

(2) structures be established to engage the Ministry of Health and Non-Governmental Organisations in teacher training in as far as HIV/AIDS is concerned;

(3) structures be established to ensure that training about inclusion is intensified in all teacher training colleges;

(4) structures be established at provincial education offices to conduct teacher-skills audit to determine the available capacity and also to determine the level of training needed in the province;

(5) structures to acknowledge the professional role of teachers be put in place and priority given to the improvement of their working conditions and service benefits;

(6) structures be established between the Ministry of Education and teacher unions so that they are involved in professional related matters, such as curriculum development/changes, rationalisation and redeployment and salaries;

(7) structures be established at districts and schools that encourage the use of local materials which are inexpensive and locally available instead of depending on imported equipment;

(8) structures be established to assess students learning outcome and discourage examination oriented results. Continuous academic assessment of each student is recommended to allow more students with disabilities participate in general education curriculum;

(9) structures be established to develope a policy on reducing class sizes in schools is developed so that teachers can have a small number of students per class;

(10) structures be established to encourage teachers to be flexible with the curriculum which would include students with disabilities; and

(11) structures be established to examine the import substitution of instructional materials for school in Zambia which could be cost effective in material production, meaning that to adapt what already exists, simple school material and equipment, modify and reproduce locally to address the questions of adequacy, geographic and relevance to the Zambian context.

District recommendation

Although further removed from the program implementation level, district education administrators play a key role in leading efforts for systems-wide coherence, equity, and procedures to ensure program quality. District education administrators should:

(1) establish structures and procedures to assist the PTAs in carrying out their functions effectively in their respective schools;

(2) establish structures in schools and the PTA to include district planning together and the occasional clarification of roles;

(3) establish training activities district officers. They should be the first people to know how inclusion is implemented as are available as the agents of policy change. They will be able to assess, evaluate and offer the necessary support to schools;

(4) establish relevant supply lines to provide adequate materials to all schools on equal basis;

(5) establish collaboration with mobile clinics to regularly enhance accessibility of medical services particularly to students on medications such as those with epilepsy;

(6) establish PTA sub-groups to renovate existing schools in the district in order to ensure that they are safe for students with disabilities and accessible;

(7) establish resource centres to service schools by training teachers in acquiring Braille, Sign Language and other augmentative communication systems;

(8) develop a policy on inclusive education which should guide its officers in the monitoring and evaluation of the district inclusion program; and

(9) establish a way of involving teachers shaping staff development programs.

School recommendations

Schools should ensure that there is adequate support in the classroom. For those concerned with inclusion, general education must not become a "dumping ground" where students with disabilities are thrown without adequate support to them. Therefore, schools should ensure that:

(1) a system be established for monitoring limited resources and facilities be established to maintain the limited resources in the long term and where possible make use of local resources;

(2) a system be established for learners to be part of resources and building committees in order to instil a sense of responsibility in learners to take care of school assets;

(3) a system be established to hold regular meetings with stakeholders to discuss policy issues regarding inclusion of students with disabilities in mainstream schools;

(4) a system be established to encourage all stakeholders to share their views openly and transparently;

(5) A system be established to develop good relationship with the community by school principals;

(6) a system be established to collate and process feedback from PTA meetings;

(7) a system be established to support principals and staff to deal more sensitively and effectively with parents;

(8) a system be established that encourages parents to be actively involved in the education of their children;

(9) a system such as a regular newsletter be established to transmit current information on special education to all teachers,;

(10) a system is established that facilitates the collaboration of teachers from various schools and the sharing of different expertise on a regular basis;

(11) a system is established for training principals for inclusion so as to foster a sense of ownership in the implementation of change and to have full understanding of what is expected of teachers;

(12) a system is established for the development of policies on inclusion that are consistent with the national policy on inclusive education;

(13) a system of regular meetings be established where discussions of a policy drawn by all stakeholders in the school be held to remind them of the implementation of policies; and

(14) a system be established to develop strategies to accommodate students with disabilities in their mainstream classes.

Stakeholder/parents recommendations

Parents should be entitled to be fully involved in planning the education of their child with a disability. Beyond the requirement of the law, however, including parents in efforts to plan for and implement the inclusion of their child makes sense. As primary stakeholders in inclusion, parents should:

(1) show commitment in school activities that requires their involvement;

(2) use their influence with village headmen or women to develop positive attitudes towards people with disabilities in their local areas and schools;

(3) show encouragement by attending workshops/seminars on inclusion in their local areas;

(4) show enthusiasm for their children to attend school and for those who live far from school a weekly boarding scheme can be initiated.

(5) show support for their children's learning experiences and ensure that their children benefit from all school programs and experiences by:

(a) supervising their children's homework;

(b) taking care of school textbooks and ensuring their return after use; and

(c) motivating their children to be committed to their studies.

(6) show cooperation with and support for the school in its attempt to improve educational provision and quality:

(a) attending meetings regularly;

(b) supporting school campaigns and projects; and

(c) offering voluntary services.

Students' recommendations

Participation provides important feelings of autonomy which has benefits of motivation and involvement in learning. Students' with disabilities needs should have their perspectives taken into account even if this means simply asking them what they think or feel about an issue, decision, or choice. To begin participating, all what is needed is the ability to express their concerns which the participants in this study were clearly able to do. In order to meet their unique needs students should:

(1) demonstrate positive attitudes to school and learning and commit themselves to their studies;

(2) develop an awareness of the limited resources that are available in their schools;

(3) demonstrate the positive values of education and its impact on their future by dissociating themselves from anti-social and anti-learning activities;

(4) develop a system of expressing their concerns about teaching and learning through their students' representative councils; and

(5) develop an advocacy strategy for themselves and educate the public on disability issues via disability awareness campaigns.

In conclusion, this research on inclusive education in the Kalulushi district of Zambia has highlighted the strong and pervasive impact of economic factors on education and on the lives of students with disabilities. In so doing it reinforces the view expressed by Shaddock (2003) that in today's climate governments must attend to the 'triple bottom line' and ensure sustainability at multiple levels.

To include people with disabilities and bring about social change, coalition building among groups with similar interests may be the most effective strategy. Coalitions can combine the strengths of groups instead of relying on the efforts of a single pressure group. In addition to gaining strength, coalitions may heighten the importance given to social issues and appeal to the political interests of decision makers as well. Certainly the numerous issues which have been documented in this research require

substantial effort to ensure that services and programs adequately address the needs of people with disabilities. Zambia needs to have a realistic view of both economic and social development to which people with disabilities are entitled to participate. Ensuring that the economy continues to grow through increasing productivity and participation, and enabling people with disabilities to be part of that growth will lead to an inclusive society where all people have the opportunity to fulfil their potential, prosper and enjoy social and economic well-being.

In addition to drawing attention to fundamental economic and social factors, this research has demonstrated the influence of educational structures on educational reform, e.g. the barriers to inclusive education posed by inflexible curriculum and preoccupation with competitive examinations. Finally, and not withstanding these macro issues, the research has demonstrated the commitment of many stakeholders in Zambia to education for all students as a vehicle for improving their life chances.

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APPENDIX 1a

QUESTIONNAIRE FOR PRINCIPALS IN INCLUSIVE/NON-INCLUSIVE SCHOOLS IN KALULUSHI DISTRICT

UNIVERSITY OF CANBERRA

Code number--------

SECTION 1

The following set of questions will gather your view of changes in perceptions regarding the following groups or individuals in the school for inclusive/non-inclusive education project.

Question 1: Please indicate the degree to which you feel the support from the following groups in the school for inclusive education has changed. Only **circle one** response for each item.

In the school, the support of the following for inclusive education in the past three years has	Decreased greatly	Decreased somewhat	Did not change	Increased somewhat	Increased greatly	Don't know/can't answer
	↓	↓	↓	↓	↓	↓
a) V/principal	1	2	3	4	5	X
b) Gen/sp Ed. Teachers	1	2	3	4	5	X
c) Teacher Aides	1	2	3	4	5	X
d) Parents	1	2	3	4	5	X
e) Students with disabilities	1	2	3	4	5	X
f) Students without disabilities	1	2	3	4	5	X
g) Teacher unions	1	2	3	4	5	X
h) Paraprofessionals	1	2	3	4	5	X
i) Community	1	2	3	4	5	X
j) Other	1	2	3	4	5	X

SECTION 2

The following set of questions with gather impressions of practices regarding inclusive education before and after the implementation of inclusion in the school.

Question 2: Please indicate your feelings about how practices changed at school in the last three years. Only circle one response for each item. Think about the general population of students with disabilities when responding

REGARDING STUDENTS WITH DISABILITIES IN GENERAL

Degree practices changed since the beginning of inclusion	Decreased greatly ↓	Decreased somewhat ↓	Did not change ↓	Increased somewhat ↓	Increased greatly ↓	Don't know/can't answer ↓
a) Access to general education services for students with disabilities	1	2	3	4	5	X
b) Opportunities for extra-curricular activities for students with disabilities	1	2	3	4	5	X
c) The creation of productive planning groups for teachers, parents etc related to inclusive education	1	2	3	4	5	X
d) Participation of parents of students with disabilities in school activities (e.g. conferences, meetings extra-curricular events)	1	2	3	4	5	X
e) Technical assistance or ongoing support relevant to inclusion for teachers and aides	1	2	3	4	5	X
f) Staff development for teachers and aides to prepare to instruct students with disabilities	1	2	3	4	5	X
g) Time for teachers and aides to prepare to instruct students with disabilities	1	2	3	4	5	X
h) Availability of						

instructional materials and resources for teachers and aides who instruct students with disabilities	1	2	3	4	5	X
i) Expectations that students with disabilities perform to a certain level of competence rather than merely overcome deficits	1	2	3	4	5	X
j) Attention paid to the needs and interests of students with disabilities as part of the general life of the school	1	2	3	4	5	X
k) Services for students with disabilities provided within general education classroom	1	2	3	4	5	X
l) Services for students with disabilities provided outside of general education classroom	1	2	3	4	5	X
m) Efforts to educate/inform school and community members, via workshops, news letters, articles etc about inclusive education	1	2	3	4	5	X
n) Quality of environment for sp ed classrooms (e.g. location, physical set up, & equipment	1	2	3	4	5	X
o) Separation of special education facilities from general education	1	2	3	4	5	X

Question 3. Please indicate your feelings about the degree to which student performance has changed at school in the last three years. Consider the general population of student's with/without disabilities in responding to each item. Only circle one response to each issue.

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Degree student performance has changed since the beginning of inclusion	Decreased greatly ↓	Decreased somewhat ↓	Did not change ↓	Increased somewhat ↓	Increased somewhat ↓	Don't know/can't answer ↓
a) Sensitivity of students without disabilities to students with disabilities	1	2	3	4	5	X
b) Quality of interaction between students without disabilities and students with disabilities	1	2	3	4	5	X
c) Participation of students with and without disabilities together in extracurricular activities	1	2	3	4	5	X
d) Social/emotional development of students with disabilities	1	2	3	4	5	X
e) The overall performance of students with disabilities	1	2	3	4	5	X
f) The overall academic performance of students without disabilities	1	2	3	4	5	X

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SECTION 4: This section is requesting you to list a number of factors with regard to inclusion at your school.

   (a) What are the issues and concerns about inclusion affecting your school? Please list them.

   (b) What are the major problems you experience/face in providing education to students with disabilities at your school? Please list them.------------------------
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APPENDIX 1b

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF CANBERRA

Code number_____

There are 23 statements in this questionnaire related to inclusion of children with disabilities in regular classrooms. There are different opinions about placing of these children with disabilities. There are no correct or incorrect reactions to these statements. Circle the number that best describes your opinion of these statements.. The last two questions 24 and 25 require to list factors that are important to inclusive education.

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	I am willing to make needed instructional adaptations for my students with disabilities	1	2	3	4	5
2	I believe inclusion is a desirable educational practice	1	2	3	4	5
3	I believe most students with disabilities can be educated in the regular classroom	1	2	3	4	5
4	I believe many students with disabilities lack skills needed to master the regular classroom course content	1	2	3	4	5
5	I believe in an academic program where all students are held to a similar standard	1	2	3	4	5
6	Educating students with disabilities in the regular classroom is disruptive to other students	1	2	3	4	5
7	When my students are experiencing problems with their work, I am able to adjust to their level of need	1	2	3	4	5
8	I have the skills to make instructional adaptations for my students with disabilities	1	2	3	4	5
10	A special education teacher is	1	2	3	4	5

413

	available for my classroom when needed					
11	I need appropriate materials for educating students with disabilities	1	2	3	4	5
12	I have special education aide in my classroom when needed	1	2	3	4	5
13	Parents of my students with disabilities support me in my work	1	2	3	4	5
14	I get support pertaining to my students with disabilities from my school principal	1	2	3	4	5
15	I have sufficient time to consult with other teachers and specialists working with my students with disabilities	1	2	3	4	5
16	I have sufficient time to go to meetings pertaining to my students with disabilities	1	2	3	4	5
17	The large teaching load in the regular classroom makes it hard to effectively meet the needs of students with disabilities	1	2	3	4	5
18	I know various teaching strategies for helping students with disabilities master concepts	1	2	3	4	5
19	I know various characteristics of students with disabilities	1	2	3	4	5
20	I know collaborative strategies needed for working with other colleagues in inclusive classrooms	1	2	3	4	5
21	I know behaviour management strategies needed for controlling student's behaviour in the classroom	1	2	3	4	5
22	I usually participate in IEP meetings	1	2	3	4	5
23	I have sufficient time to undertake the responsibility of educating students with disabilities in the regular classroom	1	2	3	4	5

This section is requesting you to list a number of factors with regard to inclusion at your school.

24. What are the issues and concerns about inclusion affecting your school? Please list them.

----

25. What the major problems you experience/face in teaching children with disabilities in your class? Please list them.

APPENDIX 1c

QUESTIONNAIRE FOR STUDENTS WITHOUT DISABILITIES

UNIVERSITY OF CANBERRA

CODE NUMBER…………………

There are 15 statements in this questionnaire related to inclusion of students with disabilities in regular classrooms. There are different opinions about placing of these students these students with disabilities. There are no correct or incorrect answers to these statements. Circle the number that best describes your opinion of these statements. The last two questions require listing factors that are important to inclusive education.

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
		1	2	3	4	5
1	It is a good idea to be learning with students with disabilities in the same classroom					
2	I feel comfortable interacting with students with disabilities					
3	Having a student with a disability in the classroom is a positive experience					
4	Inclusion of a student with a disability does not affect my class performance					
5	Opportunities to interact with students with disabilities has a positive impact on other students					
6	I get along with students with disabilities					
7	I help students with disabilities both in class and outside the classroom					
8	The teacher spends more time with a student with disabilities					
9	Students with disabilities move around the school building without much difficulties					
10	Students with disabilities cause					

	disruptions in the classroom					
11	The school has adequate resources for all the students					
12	Students with disabilities are mistreated by other students in the school					
13	There is discipline in the school both in and outside the classroom that assist students with disabilities					
14	My class is supported by other teachers in the school					
15	There are things that I do not like about students with disabilities					

16. Mention some issues and concerns about inclusion at your school. List them.

----

17. What ways can you think of to make inclusion work better? List them.

----

18. Do students with disabilities do just the same as everyone else in the class? Is it fair and if they don't, Why?

APPENDIX 1d

QUESTIONNAIRE FOR PARENTS/GUARDIANS OF STUDENTS WITH AND WITHOUT DISABILITIES ON INCLUSIVE EDUCATION IN KALULUSHI DISTRICT

UNIVERSITY OF CANBERRA

Code number_____

There are 18 statements in this questionnaire related to placing children with disabilities in regular classrooms. There are different opinions about placing of these children with disabilities. There are no correct or incorrect reactions to these statements. Circle the number that best describes your opinion of these statements. The last two questions 19 and 20 require listing factors that are important to inclusive education.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	My child feels comfortable interacting with his/her classmates with disabilities	1	2	3	4	5
2	If my child is to be included in a regular classroom, he/she will end up not getting all the necessary services that are provided in a special education classroom	1	2	3	4	5
3	A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom	1	2	3	4	5
4	My child does not get all the necessary special services he/she needs	1	2	3	4	5
5	Schools should enroll more students with disabilities in their classrooms	1	2	3	4	5
6	Teachers find it difficult to modify lessons and materials for children with disabilities	1	2	3	4	5
7	My child is not getting extra help that she/he needs	1	2	3	4	5
8	Inclusion represents a positive	1	2	3	4	5

	change in our education system					
9	Children with disabilities are served better in a special education classroom rather than an included setting	1	2	3	4	5
10	Inclusive education has benefits for every child	1	2	3	4	5
11	The school has been very supportive since my child was placed in a school	1	2	3	4	5
13	My child feels lonely ever since he/she was placed in a regular classroom	1	2	3	4	5
14	Inclusive education provides more meaningful opportunities	1	2	3	4	5
15	I feel that inclusion helps children academically and socially	1	2	3	4	5
16	I feel satisfied with the school's communication with families	1	2	3	4	5
I 7	I feel that families are adequately involved in the inclusion process	1	2	3	4	5
18	I feel that the department of education did a good job of explaining the inclusion program to families	1	2	3	4	5

This section of the questionnaire is requesting you to list a number of factors with regard to inclusion for your child.

19. What are the issues and concerns about inclusion affecting your child at school? Please list them.

----

20. What are the major factors that you would like the department of education to make changes that may improve the performance of your children at school and home? Please list them.

APPENDIX 2

INTERVIEW SCHEDULE FOR STUDENT FOCUS GROUP DISCUSSION WITH STUDENTS WITH DISABILITIES.

UNIVERSITY OF CANBERRA

1. What are the things you like best about coming to (Lawson Basic School)?

2. Is it different from being at (St. Clement's Special School)?

3. Do you think that all types of students learning in the same class is a good idea? Why or why not?

4. Where there some things which were better at (St. Joseph's Special school)?

5. What things do you like being in an inclusive class?

6. What things don't you like about being in an inclusive class?

7. Are there some things which you find difficult? (what are these?)

8. How do the staff at Lawson Basic School help you with the things which you find hard?

9. Are there any things which other students in your class at Kalulushi Basic School do that you don't?

10. Are there things which you did at St. Clement's' special school which you don't do at Lawson basic School?

11. Mention some issues and concerns about your inclusion in a regular classroom?

12. What ways can you think of to make inclusion work better?

13. Anything else you want to tell me?

(Administrators)

UNIVERSITY OF CANBERRA

1. Do you think that placing students with disabilities in general education classrooms with their peers who do not have disabilities is a good idea? Why or why not?

2. What things do you like about students with disabilities being in an inclusion classroom?

3. What concerns do you have about students with disabilities being in an inclusive classroom?

4. Are there barriers in inclusive education policy that discourage the appropriate inclusion of children with disabilities and other special learning needs into general education classrooms?

5. Are all areas and activities of the school accessible?

6. What district wide inclusion practices would you like to be retained? What practices would you like to see revised?

7. What are the perceived benefits?

8. What are your concerns about administering schools in your district?

9. How is inclusion working in your district?

10. Could you mention some of the issues and concerns you have about managing the district?

11. Could you mention major problems experienced/faced during and after implementing inclusion?

APPENDIX 3b

GUIDED INTERVIEW SCHEDULE FOR COMMUNITY MEMBERS

UNIVERSITY OF CANBERRA

1. What do you understand by inclusive education?

2. Why is inclusion a good/bad idea for your community?

3. Why were you involved in implementing inclusion?

4. How do you feel about the concept of inclusion in your community?

5. How is inclusion working in your community?

6. What has promoted inclusion in your community?

7. Is there a community awareness program about inclusion?

8. Do parents in your community support inclusive education?

9. How were the students involved in inclusion?

10. What benefits does the community expect from inclusive education?

11. How far can local and national policy affect the provision in schools?

12. What resources has your community received to implement inclusion?

13. Mention major issues and concerns about inclusion in your community.

14. Mention major problems experienced during and after implementing inclusion in your community.15.What else might be done to assist the community more effectively improve practices of inclusion?

APPENDIX 4a

PERSPECTIVES OF STAKEHOLDERS ON INCLUSIVE EDUCATION IN ZAMBIA

UNIVERSITY OF CANBERRA

The Head

Accounts Department

Kalulushi District Education Office

Dear Sir/Madam,

I am a doctoral student in the Division of Education and Communication at the University of Canberra. As part of my doctoral dissertation research at the University of Canberra, I am conducting a study on "Inclusive Education in Zambia" perspective stakeholders in Kalulushi district.

The focus of this study will be to investigate the perspectives of stakeholders in Kalulushi on inclusive education. The aim is to examine the practices of inclusion in line with the concept of educating students with disabilities in regular classrooms. The study will determine particularly the factors that support successful inclusion. Factors that inhibit or promote the implementation of inclusion will also be identified.

Your department has been selected to participate in the study because of your role in controlling finances of each school from the Ministry of Education. The purpose of this letter is to request your participation in the interview to be conducted by me. The interview will take approximately 1.5 hours. If you agree to volunteer for my study, then, please sign the attached consent form.

Participation in the study is voluntary, confidential, and anonymous. No personal or demographic information is requested about you. Information will be used in the dissertation, anonymously, and not based to any individual. This study, I believe will

provide information important to the Ministry of Education and stakeholders in Kalulushi district.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150, fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

I will be happy to answer any question related to the study.

Yours Sincerely,

APPENDIX 4b

LETTER FOR THE BUILDINGS OFFICER

UNIVERSITY OF CANBERRA

The Head

Buildings and Maintainance

Kalulushi District Education Office

Dear Sir/Madam,

I am a doctoral student in the Division of Education and Communication at the University of Canberra. As part of my doctoral dissertation research at the University of Canberra, I am conducting a study on "Inclusive Education in Zambia" (perspectives of stakeholders) in Kalulushi district.

The focus of this study will be to investigate the perspectives of stakeholders in Kalulushi on inclusive education. The aim is to examine the practices of inclusion in line with the concept of educating students with disabilities in regular classrooms. The study will determine particularly the factors that support successful inclusion. Factors that inhibit or promote the implementation of inclusion will also be identified.

Your department has been selected to participate in the study because of your role in renovating and maintaining buildings to allow access to children with disabilities in school in the district. The purpose of this letter is to request your participation in the interview to be conducted by me. The interview will take approximately 1.5 hours. If you agree to volunteer for my study, then, please sign the attached consent form.

Participation in the study is voluntary, confidential, and anonymous. No personal or demographic information is requested about you. Information will be used in the dissertation, anonymously, and not based to any individual. This study, I believe will provide information important to the Ministry of Education and stakeholders in Kalulushi district.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, phone me on 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150, fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

I will be happy to answer any question related to the study.

Yours Sincerely,

Simon Silwamba

APPENDIX 4c

COUNSELLING AND GUIDANCE

UNIVERSITY OF CANBERRA

The Head

Counselling and Guidance

Kalulushi District Education Office

Dear Sir/Madam,

I am a doctoral student in the Division of Education and Communication at the University of Canberra. As part of my doctoral dissertation research at the University of Canberra, I am conducting a study entitled inclusive education in Zambia (perspectives of stakeholders) in Kalulushi district.

The focus of this study will be to investigate the perspectives of stakeholders in Kalulushi on inclusive education. The aim is to examine the practices of inclusion in line with the concept of educating students with disabilities in regular classrooms. The study will determine particularly the factors that support successful inclusion. Factors that inhibit or promote the implementation of inclusion will also be identified.

Your department has been selected to participate in the study because of your role in providing counseling and guidance to parents of children with disabilities and to students who are in inclusive schools in the district. The purpose of this letter is to request your participation in the interview to be conducted by me. The interview will take approximately 1.5 hours. If you agree to volunteer for my study, then, please sign the attached consent form.

Participation in the study is voluntary, confidential, and anonymous. No personal or demographic information is requested about you. Information will be used in the dissertation, anonymously, and not based to any individual. This study, I believe will

provide information important to the Ministry of Education and stakeholders in Kalulushi district.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

I will be happy to answer any question related to the study.

Yours Sincerely,

Simon Silwamba

APPENDIX 4d

LETTER FOR THE DISTRICT EDUCATION OFFICER

UNIVERSITY OF CANBERRA

The District Education Officer

Kalulushi District Education Office

Dear Sir/Madam,

I am a doctoral student in the Division of Education and Communication at the University of Canberra. As part of my doctoral dissertation research at the University of Canberra, I am conducting a study on "Inclusive Education in Zambia" (perspectives of stakeholders) in Kalulushi district.

The focus of this study will be to investigate the perspectives of stakeholders in Kalulushi on inclusive education. The aim is to examine the practices of inclusion in line with the concept of educating students with disabilities in regular classrooms. The study will determine particularly the factors that support successful inclusion. Factors that inhibit or promote the implementation of inclusion will also be identified.

Your office has been selected to participate in the study because of your role in managing schools in the district. The purpose of this letter is to request your participation in the interview to be conducted by me. The interview will take approximately 1.5 hours. If you agree to volunteer for my study, then, please sign the attached consent form.

Participation in the study is voluntary, confidential, and anonymous. No personal or demographic information is requested about you. Information will be used in the dissertation, anonymously, and not based to any individual. This study, I believe will provide information important to the Ministry of Education and stakeholders in Kalulushi district.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, phone me on 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150, fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

I will be happy to answer any question related to the study.

Yours Sincerely,

Simon Silwamba

APPENDIX 4e

LETTER FOR THE DISTRICT INSPECTOR OF SCHOOLS

UNIVERSITY OF CANBERRA

The Head

Inspectorate

Kalulushi District Education Office

Dear Sir/Madam,

I am a doctoral student in the Division of Education and Communication at the University of Canberra. As part of my doctoral dissertation research at the University of Canberra, I am conducting a study on "Inclusive Education in Zambia" perspectives of stakeholders in Kalulushi district.

The focus of this study will be to investigate the perspectives of stakeholders in Kalulushi on inclusive education. The aim is to examine the practices of inclusion in line with the concept of educating students with disabilities in regular classrooms. The study will examine particularly the factors that support successful inclusion. Factors that inhibit or promote the implementation of inclusion will also be identified.

Your department has been selected to participate in the study because of your role in supporting teachers/schools in monitoring inclusive practices in the district. The purpose of this letter is to request your participation in the interview to be conducted by me. The interview will take approximately 1.5 hours. If you agree to volunteer for my study, then, please sign the attached consent form.

Participation in the study is voluntary, confidential, and anonymous. Information will be used in the dissertation, anonymously, and not based to any individual. This study, I believe will provide information important to the Ministry of Education and stakeholders in Kalulushi district.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

I will be happy to answer any question related to the study.

Yours Sincerely,

Simon Silwamba

APPENDIX 4f

LETTER FOR THE PRINCIPALS/TEACHERS

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear Principals/Teachers

My name is Mr. Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department

As part of my research, I have chosen to do my study on Inclusive Education in Zambia. My study is specific to students with disabilities included in regular classroom grades 5 and 9. Students can provide a great deal of information through their perceptions and opinions. The information that will evolve from this study will be extremely valuable to principals, teachers, administrators, parents, and community members and ultimately to teacher training programs. Your school has been selected to participate in the study. The Ministry of Education has given a written permission to conduct the study in our Zambian schools.

The purpose of this letter is to request your participation in the study by completing the questionnaire. The questionnaire will take approximately 30 minutes to complete. If you agree to volunteer for my study, then please sign the slip.

Participation in the study is voluntary, confidential, and anonymous. No personal or demographic information is requested about you or your school. To assure anonymity I am not asking your school's name as participants on the questionnaire. Information will be reported in the dissertation, anonymously, not by individual or school.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, on telephone number 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project.

Thank you very much for your consideration

Simon Silwamba

I have read this letter and any questions I had have been answered to my satisfaction. I am willing to complete the questionnaire.

----------------------------------   ………………….

Principal's/teacher's Signature   Date

APPENDIX 4g

INFORMATION LETTER AND CONSENT FORM FOR PARENTS/GUARDIANS

UNIVERSITY OF CANBERRA

Dear Parents/Guardian,

My name is Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department.

As part of my doctoral dissertation research at the University of Canberra, I am conducting a study entitled " Inclusive Education in Zambia" Perspectives of stakeholders on inclusion. My study is specific to students enrolled in inclusive regular classrooms in Kalulushi district. Students can provide a great deal of information through their perceptions and opinions. The information that will evolve from this study will be extremely valuable to teachers, administrators, and ultimately, teacher training programs. The students will spend approximately 1.5 hours of their time to participate in this research.

I am asking for your permission to have your child participate in my study by joining other students with disabilities in the focus group. This is a 12 item guided interview that will indicate their perception of inclusion. The students will be read aloud each of the 12 items on the schedule by a local teacher to be appointed by the principal. The focus group meeting will take approximately 1.5 hours and will be conducted at the time convenient to schools and parents. Arrangements will be made to have students meet at Greenacres, Parkville or Nashnvale Basic Schools depending on your location.

Please know that participation in the focus group is voluntary and your child may withdraw at any time without penalty. This focus group discussion will not affect his/her grade in any way. The identity of all students will be kept confidential and anonymous. Student names will not be used or recorded during the discussion.

This project has been reviewed and approved by the University of Canberra Ethics Committee on Human Research. The Ethics Committee believes that these research procedures adequately safeguard your child's privacy, welfare, civil liberties, and rights.

Only the researcher and supervisors will have access to the research records. These records will be kept confidential at all times. Once all discussions records have been completed for each meeting, I will safely secure all information in a locked cabinet.

There are no anticipated risks in this study.

The information that will evolve from this study may offer potential and current teachers insight by identifying perspectives of stakeholders on inclusion as reviewed in the educational literature.

If a parent has any pertinent questions about the research or research subjects rights, please call the researcher, Simon Silwamba, on 223265 (Kitwe) or the supervisors Tony Shaddock (Head – Special Education) and Chris Kilham (Senior Lecturer-Special education) on 61 (02) 6201 5150, Fax 61 (02) 6201 2263 University of Canberra (Australia).

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to allow my child to participate in this activity, realizing that he/she may withdraw without prejudice at any time. I understand that I will be provided a copy of this signed form prior to the focus group meeting.

Print Student name

_____

Parent/Guardian Signatrure   Date

APPENDIX 4h

LETTER FOR THE COMMUNITY MEMBER

UNIVERSITY OF CANBERRA

The Community member

_____ Ward

Kalulushi District

Dear Sir/Madam,

I am a doctoral student in the Division of Education and Communication at the University of Canberra. As part of my doctoral dissertation research at the University of Canberra, I am conducting a study on "Inclusive Education in Zambia" perspectives of stakeholders in Kalulushi district.

The focus of this study will be to investigate the perspectives of stakeholders in kalulushi on inclusive education. The aim is to examine the practices of inclusion in line with the concept of educating students with disabilities in regular classrooms. The study will determine particularly the factors that support successful inclusion. Factors that inhibit or promote the implementation of inclusion will also be identified.

Your Ward has been selected to participate in the study. Since you represent the community at your local council it is important that you shade light about what people think or do to support inclusion in your community. The purpose of this letter is to request your participation in the interview to be conducted by me. The interview will take approximately 1.5 hours. If you agree to volunteer for my study, then, please sign the attached consent form.

Participation in the study is voluntary, confidential, and anonymous. No personal or demographic information is requested about you. Information will be used in the dissertation, anonymously, and not based to any individual. This study, I believe will

provide information important to the Ministry of Education and stakeholders in Kalulushi district.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights. My primary supervisor is Professor Tony Shaddock (Head of Special Education). Tony Shaddock has worked as a teacher, psychologist and team leader and is involved in agencies and schools through research and consultancy. His special areas of interest are developmental and intellectual disability, communication and employment and accommodation support. Dr. Chris Kilham (Senior Lecturer-Special Education) is my secondary supervisor and an experienced researcher and professional in the field in New South Wales, Australian Capital Territory and overseas in disability services. She has special interest in communication, memory, hearing impairment as well as early intervention and autism spectrum disorder.

They can be reached on telephone number 61 (02) 6201 5150, Fax 61 (02) 6201 2263 (Australia). If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe). I will be happy to answer any question related to the study.

Yours Sincerely,

Simon Silwamba

APPENDIX 4i

LETTER OF SOLICITATION FOR PARENTS OF STUDENTS WITHOUT DISABILITIES

UNIVERSITY OF CANBERRA

Dear Parents/Guardian,

My name is Mr. Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department.

As part of my doctoral dissertation research at the University of Canberra, I am conducting a study entitled " Inclusive Education in Zambia" Perspectives of Stakeholders on Inclusion. My study is specific to students with or without disabilities enrolled in inclusive regular classrooms. Students can provide a great deal of information through their perceptions and opinions. The information that will evolve from this study will be extremely valuable to teachers, administrators, and ultimately, teacher training programs. The students will spend approximately 20 minutes to complete the questionnaire. I am asking for your permission to have your child participate in my study by completing the questionnaire. There are 15 statements in the survey and students are being asked to circle the number that best describes their opinion of the statements.

Please know that participation in the survey is voluntary and your child may withdraw at any time without penalty. This survey will not affect his/her grade in any way. The identity of all students will be kept confidential and anonymous. Student names will not be used or recorded.

This project has been reviewed and approved by the University of Canberra Ethics Committee on Human Research. The Ethics Committee believes that these research procedures adequately safeguard your child's privacy, welfare, civil liberties, and rights. My supervisors can be reached through the Office of Special Education telephone number 61 (02) 6201 5150, Fax 61 (02) 6201 2263.

If you agree to allow your child to participate in my study, then I request that you sign and return the attached Informed Consent Form and Student Assent Form using the enclosed self-addressed envelope. Please return both of these forms to your child's classroom teacher.

I greatly appreciate your time and consideration. I will be happy to share these results with the school upon completion of this study. Thank you very much.

Yours Sincerely,

Simon Silwamba

Doctoral Candidate

APPENDIX 5a

LETTER FOR PRINCIPALS

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear Principals,

NOMINATION OF COMMUNITY MEMBERS TO PARTICIPATE IN THE STUDY

My name is Mr. Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department.

As part of my research, I have chosen to do my study on Inclusive education in Zambia. My study is specific to students with disabilities included in regular classrooms grades 5 to 9. Community members (Ward Councilors) can provide a great deal of information through their perceptions and opinions of inclusion within their communities.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

The purpose of this letter is to ask you (the school) identify a community member who has been very much involved with inclusion at your school. I would like to get the views of the community on inclusion in the district by interviewing the community member since he/she represents the community at your local district council. A letter explaining the purpose of the research and the consent form will be sent to them as soon as they are identified.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

I look forward to hearing from you.

Simon Silwamba

Doctoral candidate

Appendix 5b

LETTER OF SOLICITATION FOR PARENTS

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear parent (s):

I am a doctoral student at the University of Canberra. I am interested in the perspective of stakeholders with regard to inclusive education in Kalulushi. I would like to include you in my study of how parents view the inclusion of their child in a regular classroom. Your participation would be voluntary and data will remain anonymous and confidential. A summary of the research findings will be presented to the Ministry of Education and participating parents.

The research involves parents' responses to a series of statements in the questionnaire, which examines various perspectives of inclusion of children with disabilities into mainstream classes. Provision has also been given to list major supports and problems experienced at the time of including your child in an inclusive classroom.

I believe that the study has relevance for the broader context of education through the development of an understanding of parents' experiences towards the inclusion of children with disabilities. The findings of the study could be used as a basis for improving inclusion practices and parent participation in the special education process.

If you have any question about any aspect of the research, please do not hesitate to contact me on telephone number 223265 (Kitwe) during data collection in Zambia or

contact Tony Shaddock the Head of Special Education, and Chris Kilham Senior Lecturer Special Education University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be organizing a meeting with parents to discuss the project, answer questions and distribute questionnaire and consent forms.

Thank you for your time,

Simon Silwamba

I have read this letter and any questions I had have been answered to my satisfaction. I am willing to complete the questionnaire.

…………………………………………..   ……………….

Parent (s) Signature   Date

APPENDIX 5c

LETTER TO SOLICIT THE PARTICIPATION OF ADMINISTRATORS AND COMMUNITY MEMBERS

UNIVERSITY OF CANBERRA

Dear participant:

My name is Simon Silwamba enrolled in a PhD program at the University of Canberra. I am inviting you to participate in my study entitled Inclusive Education in Zambia. The purpose of this study is to explore the views of stakeholders on inclusive education in the district. I believe that the results of this study may well provide valuable information to the Ministry of Education, and other decision makers involved in inclusive education.

Your participation in this study will be a valuable contribution to understanding the process and management of inclusion and I invite your participation. Your participation is voluntary, and if you consent to be a participant, you are free to withdraw from the study at any time.

For the purpose of data collection, I will be conducting interviews with consenting participants individually. The interviews will last approximately one and half hours and will be tape recorded for the purpose of accuracy. However, only the researcher and his advisor will have access to the data on the tape recordings, transcripts of tapes, and other any notes generated during the interview. In addition, I will be examining available evidence of inclusion.

The confidentiality and anonymity of your responses will be protected by the use of pseudonyms in reference to the site and participants. You will have the opportunity to listen to your interview on the tape in order to determine accuracy and your agreement on your perceptions. Any information collected will be used for academic purposes only. Upon completion a summary of the results and recommendation will be available at the District Education Office. If you would like more information , please

contact my academic supervisors (Professor Tony Shaddock & Dr. Chris Kilham)at the University of Canberra on 61 (02) 6201 5150 or 6201 2263.

Thank you for giving this request your consideration.

Sincerely,

Simon Silwamba

APPENDIX 5d

LETTER FOR TEACHERS ABOUT STUDENTS WITHOUT DISABILITIES

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear teachers,

My name is Mr. Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department

As part of my research, I have chosen to do my study on Inclusive Education in Zambia. My study is specific to students with and without disabilities included in regular classroom grades 5 and 9. Students can provide a great deal of information through their perceptions and opinions. The information that will evolve from this study will be extremely valuable to teachers, administrators, parents and ultimately to teacher training programs.

I will very much appreciate your help with my research project. Your participation is voluntary. If you choose to participate, you will be asked to collect an Informed Consent Form from parents and a Student Assent Form from students before the study takes place and return them to your principal.

The students who return a signed permission slip from their parents as well as themselves will participate in the survey of inclusion. They will be required to complete questionnaire 1c for students without disabilities. The questionnaire will approximately take 20 minutes to complete.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

Thank you very much for your consideration.

Simon Silwamba

I have read this letter and any questions I had have been answered to my satisfaction. I am willing to provide assistance with this research project.

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Teacher's Signature   Date

APPENDIX 5e

INFORMATION LETTER AND CONSENT FORM FOR PARENTS

UNIVERSITY OF CANBERRA

Dear Parents/Guardian,

My name is Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department.

As part of my doctoral dissertation research at the University of Canberra, I am conducting a study entitled " Inclusive Education in Zambia" Perspectives of Stakeholders on Inclusion. My study is specific to students enrolled in inclusive regular classrooms in Kalulushi district. Students can provide a great deal of information through their perceptions and opinions. The information that will evolve from this study will be extremely valuable to teachers, administrators, and ultimately, teacher training programs. The students will spend approximately 1.5 hours of their time to participate in this research.

I am asking for your permission to have your child participate in my study by joining other students with disabilities in the focus group. This is a 12 item guided interview that will indicate their perception of inclusion. The students will be read aloud each of the 12 items on the schedule by a local teacher to be appointed by the principal. The focus group meeting will take approximately 1.5 hours and will be conducted at the time convenient to schools and parents. Arrangements will be made to have students meet at Greenacres, Parkville or Nashnvale Basic Schools depending on your location.

Please know that participation in the focus group is voluntary and your child may withdraw at any time without penalty. This focus group discussion will not affect his/her grade in any way. The identity of all students will be kept confidential and anonymous. Student names will not be used or recorded during the discussion.

This project has been reviewed and approved by the University of Canberra Ethics Committee on Human Research. The Ethics Committee believes that these research procedures adequately safeguard your child's privacy, welfare, civil liberties, and rights.

Only the researcher and supervisors will have access to the research records. These records will be kept confidential at all times. Once all discussions records have been completed for each meeting, I will safely secure all information in a locked cabinet.

There are no anticipated risks in this study.

The information that will evolve from this study may offer potential and current teachers insight by identifying perspectives of stakeholders on inclusion as reviewed in the educational literature.

If a parent has any pertinent questions about the research or research subjects rights, please call the researcher, Simon Silwamba, on 223265 (Kitwe) or the supervisors Tony Shaddock (Head – Special Education) and Chris Kilham (Senior Lecturer-Special education) on 61 (02) 6201 5150, Fax 61 (02) 6201 2263 University of Canberra (Australia).

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to allow my child to participate in this activity, realizing that he/she may withdraw without prejudice at any time. I understand that I will be provided a copy of this signed form prior to the focus group meeting.

Print Student name

_____

APPENDIX 5f

LETTER FOR THE PRINCIPALS

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear Principals and deputy principals,

I am writing to request your permission to utilize students with disabilities included in regular classrooms at your school in grades 5 to 9 in my doctoral dissertation. My study focuses on inclusive education in Zambia.

Students will participate in the focus group meeting by answering or discussing a series of question relating to inclusive education in Kalulushi district. The focus group meeting will take approximately 1.5 to 2 hours and will be led by one of the teachers to be identified by the District Education Office as a facilitator. The teacher will read aloud the questions/statements to students on inclusion and will be asked to discuss the issues of inclusion as perceived by students with disabilities. I will lock all the recorded discussions in a locked filing cabinet.

I will gladly arrange to meet with you and your teachers soon to discuss the nature of my study, its relevance, the procedures for administering the study, and how teachers and students confidentiality will be preserved.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms

Please sign the slip below and return to the District Education Office soon. The general results of the study will be shared with the district as a whole. Thank you very much for your consideration.

Sincerely,

Simon Silwamba

I grant Simon Silwamba permission to conduct a study entitled inclusive education utilizing students with disabilities included in regular classrooms in grades 5 to 9 at

_____School, during _____2003

Principal   Date

APPENDIX 5g

LETTER FOR TEACHERS ABOUT STUDENTS WITH DISABILITIES FOCUS GROUP

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear teachers,

My name is Mr. Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education, Division of Communication and Education, at the University of Canberra (Australia). I am currently serving as a Head of Department (Intellectual Disability) at the Zambia Institute of Special Education. My prior experience in education includes service as a primary school teacher, special education teacher, and senior teacher, Deputy Principal, Senior Lecturer and Head of Department

As part of my research, I have chosen to do my study on Inclusive Education in Zambia. My study is specific to students with and without disabilities included in regular classroom grades 5 and 9. Students can provide a great deal of information through their perceptions and opinions. The information that will evolve from this study will be extremely valuable to teachers, administrators, parents and ultimately to teacher training programs.

I will very much appreciate your help with my research project. Your participation is voluntary. If you choose to participate, you will be asked to collect an Informed

Consent Form from parents and a Student Assent Form from students before the study takes place and return them to your principal.

The students participation will require their responses to a series of questions in the questionnaire

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

If you have any questions about any aspect of the research or wish to discuss the findings, my telephone number is 223265 (Kitwe) or contact Tony Shaddock (Head of Special Education) and Chris Kilham (Senior Lecturer-Special Education) University of Canberra on 61 (02) 6201 5150 fax 61 (02) 6201 2263. I will be visiting the school to discuss the project, answer questions and distribute questionnaires and consent forms.

Thank you very much for your consideration.

Simon Silwamba

I have read this letter and any questions I had have been answered to my satisfaction. I am willing to provide assistance with this research project.

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Teacher's Signature   Date

APPENDIX 6a1

STUDENTS WITH DISABILITIES CONSENT FORM

UNIVERSITY OF CANBERRA

My name is Mr. Simon Silwamba and I am a full time doctoral student enrolled at the University of Canberra in Australia. I work as a senior lecturer at the Zambia Institute of Special Education. I have also worked as a primary school teacher, special education teacher and as deputy principal.

I am writing a report for my teachers at the University of Canberra. The name of my report is "Inclusive education in Zambia: Perspectives of Stakeholders on Inclusion". The words perspective of inclusion means how you think about being included in a regular classroom. In other words I want to know what you think about being in an inclusive classroom. In order to finish my report, I am asking students who are included in regular classrooms at your school to help me. We all know that students can provide a great deal of information by expressing their opinions. By providing me with your opinion for my report, you will be helping me to understand what you consider to be an inclusive school.

In order to finish my report, I need to collect information from you. So I am asking you to volunteer to be part of my study. A study is like an experiment. To do this experiment, all you have to do is participate in the focus group discussion of a list of 12 guiding questions. This is not a school test or quiz so do not worry, this will not be graded! We will discuss the questions in a classroom at one of the central schools (Greenacres, Parkville or Nashvale Basic schools) where one of the teachers will read the questions to you. This focus group discussion will take approximately 1.5 hours.

The study is voluntary so I hope many of you will volunteer to help me. Because you are a volunteer, you can quit at any time before or during the study if you decide you do not want to finish discussing the list of questions. You will not be punished in any way. Remember your participation is voluntary. Your help is greatly appreciated but I

must remind you that your participation will not hurt or help your school grades no matter whether you volunteer or do not volunteer to be in my project. In fact, if you volunteer to help me with my study, I will not be asking for your names. We call this privacy and it is meant to protect your rights.

The information that you give me in the 12 item guided interviews will be used to finish my report. Since your names will not be used, neither I nor anyone else will ever know how you participated in the focus group. This way, you can express your opinions freely and honestly without worrying about what someone might say. Remember all the records will be locked in a safe cabinet.

Your principal, teachers and I will work together to help you discuss the questions. You will not need to do anything else but sit in the classroom and discuss the questions that will be read one at a time.

Your help in my report is very important. Based on the discussions you provide me, I will be able to help teachers become more aware of your needs.

If you have any questions, please have your parent/guardian call. I can be reached at 223265 (Kitwe). I will be happy to answer your questions on the day we meet for the meeting.

My teachers at The University of Canberra, and your principal, have given me permission to do this report at your school and ask you for your help. You can always talk to your teacher or principal if you have any questions and your principal or teacher can call me, too. The person in-charge at my school can be reached at 61 (02) 6201 5150 Fax 61 (02) 6201 2263 (Australia).

If you want to be a volunteer and help me with my report by participating in the focus group, then please print and sign your name below. Your signature is important. It means that you have read this form and that any questions you had have been answered. Your signature means that you are not being forced to participate, and that you are volunteering on your own. Finally, your signature means that you know that you can withdraw or quit at any time from this activity without any penalty.

This project has been reviewed and approved by the University of Canberra Ethics Committee For Human Research. The Ethics Committee believes that these research procedures adequately safeguard your privacy, welfare, civil liberties, and rights.

Please take your time to think about all this. Talk it over with your family, friends, and teachers. By volunteering, you will be helping me finish my report. I will give you a copy of this signed form on the day we meet to discuss the questions.

Thank you very much.

Print Student Name

Student Signature   Date

Parent/Guardian Signature   Date

APPENDIX 6a2

INFORMED CONSENT FORM FOR STAKEHOLDERS

(Participating students)

UNIVERSITY OF CANBERRA

1. I……………………………………….. Understand that I have the right to revoke this authorization and withdraw from the focus group at any time.

2. I understand that the information discussed in the focus group/

3. I understand that the research will involve a focus group discussion, which will interview or responses to the questionnaire is strictly confidential. Confidentiality will be established and maintained and that the name will not appear in the research.take place at the school or any other appropriate place for the participant. During the discussion each participant will discuss freely his or her perceptions of the inclusion program in Kalulushi district.

4. I understand that the information obtained from the discussions is for the sole purpose of research and evaluation of the program.

5. I hereby grant the researcher permission to participate any time during his research project.

I HEREBY VOLUNTEER TO PARTICIPATE IN THE RESEARCH PROJECT CONDUCTED BY SIMON SILWAMBA OF UNIVERSITY OF CANBERRA.

PARTICIPANT SIGNATURE……………………………………….

DATE…………..

INTERVIEWER'S SIGNATURE…………………………………

DATE…………..

APPENDIX 6b

INFORMED CONSENT FORM FOR STUDENTS WITHOUT DISABILITIES

UNIVERSITY OF CANBERRA

School of Professional and Community Education

Division of Communication and Education

University of Canberra

ACT 2601

Australia

Dear student,

My name is Mr. Simon Silwamba and I am a doctoral student enrolled in the School of Professional and Community Education at the University of Canberra. I am a Head of Department (Intellectual & Physical Disabilities) at the Zambia Institute of Special Education. I have also worked as a teacher for children with intellectual disability in special schools.

As part of my doctoral dissertation research at Canberra University, I have chosen to do a study entitled "Inclusive education in Zambia". My study is specific to students included in inclusive classrooms in kalulushi district in grades 5 to 9. Students can provide a great deal of information through their perceptions and opinions about inclusive education. The information that will evolve from this study will be extremely valuable to teachers, administrators, and parents and more important to teacher training programs as it will influence the delivery of service to students with disabilities included in regular classrooms.

I am asking you to participate in the study by completing the questionnaire which should take approximately 20 minutes. Please know that participation in this study is voluntary and may with draw at any time before and during the course of completing the questionnaire without any penalty or recrimination. This study will not affect your academic grade in any way.

The identity of all students will be kept confidential and anonymous. Student's names will not be used. Once the questionnaires are completed they will be locked in a filing cabinet. Only the principal researcher will have access to the research questionnaires. These records will be kept confidential at all times. There are no anticipated risks for participation in this study.

The information that will evolve from the survey may offer potential and current teachers insight by identifying issues to be addressed on inclusive education as described by students without disabilities included in regular classrooms.

If a parent/carer has any pertinent questions about the research or research projects rights, please call the Head of Special Education, University of Canberra on 61 (02) 6201 5150 (Australia).

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to allow my child to participate in this activity, realizing that he/she may withdraw without prejudice at any time. I understand that I will be provided a copy of this signed form before the study.

Print name   Date

APPENDIX 6c

CONSENT FORM (Principals, teachers parents & community members)
PERSPECTIVES OF STAKEHOLDERS ON INCLUSIVE EDUCATION IN
ZAMBIA

UNIVERSITY OF CANBERRA

I…………………………………………..(the participant) have read and understood the information provided in the participant's letter. Any question I have asked has been answered to my satisfaction. I agree to participate in the study by completing the questionnaire, realizing that I am free to withdraw at any time, and that I will be able to see the report when the study is completed.

SIGNATURE………………………………….
        DATE……………

APPENDIX 7

PROJECT CHRONOLOGY

UNIVERSITY OF CANBERRA

DAY	DATE	TIME	ACTIVITY	SCHOOL/AGENCY
Tuesday	13/5/03	10.00	Meeting with the Chief Education Standards Officer - Lusaka	Ministry of Education
Wednesday	14/5/03	14.00	Meeting with the Regional Education Officer Ndola	Regional Office
Friday	23/5/03	9.00	Meeting with the District Education Officer Kalulushi	Kalulushi District Education Office
Friday	30/5/03	11.00	Meeting with school principals & distribution of letters & questionnaires	Fairview High School
Monday	2/6/03	08.00	Meeting with teachers & document review	U1,U2,U3,U4
Tuesday	3/6/03	08.00	Meeting with teachers & document review	U4
Wednesday	4/6/03	08.00	Meeting with teachers & document review	U5,U6,U7
Thursday	5/6/03	09.00	Meeting teachers and document review	U7
Friday	6/6/03	08.00	Meeting with parents	Urban
		14.00	Meeting with parents	Semi-Urban
Monday	9/6/03	08.00	Meeting with teachers & document review	R3,R4
Tuesday	10/6/03	08.00	Meeting with teachers & document review	R6
Wednesday	11/6/03	08.00	Meeting with teachers & document review	SU1
		13.00	Meeting with teachers & document review	SU2
Thursday	12/6/03	08.00	Meeting with teachers & document review	SU3
		14.00	Meeting with teachers & document review	SU4
Friday	13/6/03	08.00		
Saturday	14/6/03	10.00	Meeting with parents	Nashvale depot
Monday	16/6/03	08.00	Writing field notes	
Tuesday	17/6/03	08.00	Listening to tapes	
Wednesday	18/6/03	08.00	Meeting with teachers & document review	R8
Thursday	19/6/03	08.00	Meeting with teachers & document review	R1,R2,R7
Friday	20/6/03	08.00	Meeting with teacher & document review	R5 & R8
Saturday	21/6/03	08.00	Meeting with community members	District Education

				Office
Monday	23/6/03	08.00	Preparing for interviews with stakeholders	District Education Office
Tuesday	24/6/03	08.00	Interview with Inspector of schools	District Education Office
		10.00	Interview with the Accountant	District Education Office
Wednesday	25/6/03	08.00	Interview with Guidance & Counselling	Twindykes
		14.00	Interview with the Buildings Officer	District Education Office
Thursday	26/6/03	08.00	Interview with DEO representative	District Education Office
Friday	27/6/03	13.00	Meeting with students Zone B	
Saturday	28/6/03	12.00	Interviews with students group C	
Monday	30/6/03	8.00	Preparation of materials for interviews	
		16.00		
Tuesday	1/7/03	08.00	Interview with community member-1	Council office
		11.30	Interview with community member-2	Council office
		16.00	Interview with community member-5	Skyways
Wednesday	2/7/03	09.00	Interview with community member-3	Highbridge
		15.00	Interview with community member-4	Assemblies of God
Thursday	3/7/03	15.00	Meeting with students – Zone A	Nashvale Basic
Friday	4/7/03	08.30	Preparation of materials for interviews	Westbourne Basic
Saturday	5/7/03	08.00	Interviews with students group A	Greenacres Basic
		14.00	Interview with students group B	Parkville
Sunday	6/7/03	15.00	Interview with students group C	Nashvale depot
Monday	7/7/03	15.00	Focus group meeting	
Wednesday	9/7/03	11.00	Meeting with the DEO & Staff	District Education Office
Friday	11/7/03	14.00	Meeting with the Permanent Secretary & the Chief Education standards Officer	Ministry of Education- Lusaka

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APPENDIX 8a

PERMISSION LETTER FROM THE PERMANENT SECRETARY TO

CONDUCT RESEARCH IN ZAMBIA

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

4th February 2003

P.O. BOX 50093
LUSAKA

Mr Simon Silwamba
The Canberra Ethics Committee on Human Research
University of Canberra
School of Professional and Community Education
ACT 2601, Kirinari Street ACT
AUSTRALIA

Dear Mr S. Silwamba,

RE: PERMISSION TO CONDUCT RESEARCH: AN INVESTIGATION OF INCLUSIVE EDUCATION IN ZAMBIAN SCHOOLS

This office is in receipt of your letter requesting for permission to conduct a research on inclusive schooling in our Zambian Schools. I wish to inform you that this office gladly accepts your request. We shall appreciate to learn more about the findings of your study. The information will certainly help this ministry with our plans regarding the future education delivery on inclusive schooling.

Thank you and please keep in touch.

Yours Sincerely,

Catherine N. Phiri (Mrs)
A/Chief Standards Education Officer
For/Permanent Secretary
MINISTRY OF EDUCATION

CC: The Chairman,
Canberra Ethics Committee on Human Research

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APPENDIX 8b

PERMISSION LETTER FROM THE DISTRICT EDUCATION OFFICE TO CONDUCT RESEARCH IN KALULUSHI DISTRICT

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

Kalulushi District Education Board
Office of the D.E.O
P.O. Box 260171.
Kalulushi
Zambia

To: ALL HEADS:

FROM: DEO'S OFFICE

DATE: 2nd June, 2003

MESSAGE

STUDY TOUR OF INSPRO ACTIVITIES

The bearer of this note, MR SIMON SILWAMBA, who is a lecturer of ZAMISE is a undertaking a study of INSPRO activities in Kalulushi in conjuction with the Australian Government whose findings may be of value to us.

Please assist him with any information he may require regarding the same.

Your usual co-operation is expected.

J.S. FONSEKA
DISTRICT INSPECTOR OF SCHOOLS
For/DISTRICT EDUCATION OFFICER
KALULUSHI

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APPENDIX 9

Photographs that show the Kalulushi District context

1) Map of Africa

2) Map Zambia

3) Students in an urban classroom

4) Students in a semi-urban classroom

5) Students in semi-urban classroom being visited by a DANIDA consultant

6) A rural teacher demonstrating a point to students outside the classroom

7) Student focus group

8) Parents making block for a new classroom block

9) A rural school toilet

10) A rural two classroom block in Kalulushi

11) A rural classroom

12) A rural school in Kalulushi

13) Classroom building in rural Kalulushi

14) A parent showing us the house of the village headman

15) Parents cooking lunch for the focus group

16) The house of the principal where I spent the night prior to meeting teachers at his school.