

The Efficacy of Inclusive Education in Secondary Schools: The Zimbabwean Experience

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Abstract: Education for all policy has been adopted by many countries in the developing countries. This was based on the premises that education would contribute to the development of these countries. Against this backdrop, at independence in 1980, the Zimbabwean government declared education as a basic human right. In that regard education had to be accessible to all who require it, regardless of ability, race, creed, and religious affiliations among others. The curriculum had therefore to cater for children from different backgrounds. Despite major strides in making education accessible, concern remains about the extent to which children with disabilities have been denied access because of barriers imposed on them by society. This study focused on the efficacy of inclusive education in six purposively selected secondary schools in Harare. It used the qualitative methodology and the descriptive survey design. Data was collected through the use of open-ended questionnaires, face-to-face interviews and observation methods. The sample comprised of 60 teachers and 12 school heads. The study concluded that most teachers lacked the requisite skills to handle inclusive classes. The attitude of teachers towards inclusive education was found to be positive and pupils tolerated and respected one another in the inclusive set up. The major challenges observed were related to the size of the classes, as they were too big to manage, and the shortage of resources to provide inclusive education. The study recommends the following: funding for inclusive education; training of all teachers in handling children with special needs; and establishment of resource centres.

Keywords: Inclusive education; Efficacy; Secondary school; Students with disabilities; Special needs

BACKGROUND TO THE STUDY

In 1980 the Zimbabwean government declared education a basic human right and as such, the Zimbabwean Education Act 1987 provided for equal educational opportunities for all. This led to the introduction of inclusive education in Zimbabwe. In pursuance of the ideals of education for all, a number of enabling legislations were enacted. These include the Zimbabwe Education Act [10], the disabled Person Act [11] and the Ministry of Education circulars [12]. These required that all students regardless of race, religion, gender, creed and disability, have access to basic education.

On an international scale, inclusive education became a topical issue. A major influence on the worldwide movement toward inclusive education was the promulgation of the Salamanca statement framework for action for special needs education. The statement recommended among others, that all students with special needs should have full access to regular schools and be taught in schools using predominantly adaptable and child centred pedagogy [13].

Some scholars have argued that if a student with special needs is taught within a main stream class, the student might need extra attention from the teacher and this could impact negatively on the other children's education. On the other hand, there are arguments to the effect that other children in the class benefit a great deal from working with students with special needs as this removes stereotypes and ignorance. It is also argued that children with special needs are themselves better off in an inclusive set up than segregated classrooms as this enables them to gain social support from others. However there are possibilities that if they remained segregated in their classrooms it would be harder for them to integrate fully into society after leaving school.

The UNESCO Salamanca (1994) Conference on special needs education agreed on a new dynamic statement on the education for all the disabled children, and called for inclusion to be the norm. In that regard, the conference adopted a new framework of action which argued that the ordinary schools should accommodate all children, regardless of their physical,

intellectual, social emotional, linguistic or other conditions. Hence, the statement had a commitment to education for all, recognizing the necessity and agency of providing education for all children that is young people and adults within the regular education system.

The UNESCO meeting of November 2008 acknowledged that inclusive education is an on-going process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characters and learning expectations of students and communities, and the need to eliminate all forms of discrimination [14]. All these conventions and meetings aimed at treating and accepting all children fairly and providing them with quality education and access to educational facilities without any discrimination. The conventions and conferences demonstrate a global concern for inclusive education.

Statement of the problem

Inclusive education is a policy that aims at promoting equality and equity in education. It resonates well with the philosophy of education for all. In that regard, the implementation of inclusive education was meant to promote the policy of education for all. It is the researchers' concern to find out the extent to which inclusive education has been implemented in some secondary schools in Zimbabwe in view of the major challenges in education that have impeded on the advancement of the education for all policy. As such, the study aimed at examining the efficacy of inclusive education in secondary schools in Zimbabwe.

Purpose of study

The purpose of the study was to assess the efficacy of inclusive education in secondary schools in Harare, Zimbabwe.

The objectives of the research

- The objectives of the research are as follows:
- To establish the attitude of teachers towards inclusive education
 - To determine the extent to which schools facilitate inclusion
 - To identify the role of teachers in the classroom
 - To determine whether there are resources to support inclusive education.

Research questions

The researcher focuses on the efficacy of inclusive education in secondary schools through the following research questions:

- What is the attitude of teachers towards inclusive education?
- How far have secondary schools facilitated inclusive education?
- How do teachers handle pupils in the class?

- Are there resources to support inclusive education?

Significance of the study

The study contributes to the improvement of both teachers and pupils' attitudes towards inclusive education. The study's findings are important to policy makers and educational planners in the Ministry of Primary and Secondary Education. The study provides important information to different stakeholders in education, who include parents and the community.

Assumption

The study is based on the assumption that inclusive education has not been effective due to limited human and material resources in schools; and this has compromised the extent to which schools can assist children with special needs.

Delimitations

The research focused on six secondary schools in Epworth, Mabvuku-Tafara district and three from secondary schools in Mbare district, in Harare. The study focuses on issues such attitudes, support services, equality, equity and the availability of resources to support students with special needs. The study includes school heads, teachers and the pupils of the six secondary schools in both districts.

Limitations

This study focused on attitudes of teachers in the two districts. The information obtained may not represent how secondary school teachers from other districts view inclusion. The number of secondary schools surveyed in Mbare and Epworth/Mabvuku/Tafara districts have different ways of implementing inclusive education, which influence the variance in responses to the questions asked. However, the use of different data collection methods helped to get a balanced view about inclusive education in the six secondary schools.

REVIEW OF RELATED LITERATURE

The concept of inclusive education

Inclusive education is about how we develop and design our schools, classroom programmes and activities so that all children learn and participate in unison. Inclusive education as a process in which students with disabilities have full membership in age appropriate classes in their neighbourhood schools, and with appropriate supplementary aids support services[15].

Similarly, [16] note that inclusion denotes a student with disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community. Thus inclusive education should therefore include disadvantaged groups of people and making the invisible visible in the

education system. Within this context, children in remote areas and the very poor should be provided with opportunities to be in school and the resources to support their learning. Inclusive education policies should therefore ensure that these invisible groups are not excluded from government policy and access to education. The explanations by [15,16] provide a clear distinction between integration and inclusion as they place emphasis on full membership in order for the student not to be a visitor or stranger in the classroom.

[17] argue that inclusive education goes far beyond physical placement of students with disabilities in general classrooms but should involve schools meeting the needs of all their students within common but fluid environments and activities. Inclusive education therefore becomes a policy issue.

Thus inclusive education is the implementation of the policy and process that allows all children to participate in all programmes. Policy means that children should be accepted without any restriction in all the education programmes meant for children. It means access of education and acceptance of all children with their unique capabilities. The process inclusive means the ways in which the system makes it welcome to all. In that regard, inclusive education is expected to provide the means which make education welcome to all.

The relevance of inclusive education

If the right to education for all is to become a reality it must be implemented with clear stated policies, by educational planners, to ensure that all learners have access to quality education that meets basic learning needs and enriches lives. Basic needs for conducive learning environments include well equipped schools, schools which are easily accessible by all, enough text books for each pupil, well qualified teachers being equitably distributed, furnished science laboratories and access to computers.

[18] observed that inclusive education in Zimbabwe meant a variety of educational provisions for children with special needs and this has seen attempts to accommodate children with special needs in mainstream classes. Inclusive education in Zimbabwe is structured in such a way that all the different types of learners learn together. The learners can be identified as slow learners, gifted and those who are physically challenged, or visually impaired. The teachers should include all these learners despite their challenges under one roof in a classroom situation. In that regard inclusive education aims at promoting living and learning together in harmony in order to do away with segregation, and isolation of learners with challenges. In a way, inclusive education is expected to develop and promote in children the sense of working with peers regardless of their challenges.

[13] states that children should learn together regardless of the challenges they face in life. These problems could be social, economic, racial, cultural, physical, and mental. These differences do not justify discrimination and segregation of children. Inclusive schools must respond to the different needs of their students. The schools should also accommodate different styles and rates of learning to ensure quality education to all through various teaching methods, and suitable content for all levels of pupils. Quality education can come about as a result of various and relevant teaching approaches and a suitable curriculum. Inclusive education recognises the child's potential. As such, it aims at addressing the needs of the child. Inclusive education removes barriers of discrimination between children of different abilities and disabilities. The curriculum on the other hand has to cater for diverse individual interests. Teachers should be well trained to handle children with special needs.

THEORETICAL PERSPECTIVES

Models of inclusive education

In attempt to explain different views held by society on inclusive education, the study identifies models of inclusive education. The study focuses on two models of inclusive education. These are the social model of inclusive education and the medical model of inclusive education.

Social model

The social model of inclusive education takes the view that society creates barriers that disabled people. The barriers which are encountered by the disabled may include lack of ramps so that they may move freely with their wheelchairs and clutches. Information should also be produced in different formats. By not producing information in different formats such as Braille or Easy Read and using different means of communication to match the requirements of the individual in the class will deny children the right to communicate. Social model of disability recognizes that people with impairment are disabled by the barriers in society. Removing these barriers means starting with the belief that all human life is precious and deserves love and support. In that regard, society contributes disabling people with disabilities by imposing barriers in their lives.

Medical model

This model views the disabled person's impairment or health conditions as the problem. It emphasizes the focus on fixing or curing the individual. People with impairment are usually sent to the specialist rather than the specialist coming to them, leading to segregation. This leads to children with impairment to be taken away from their families and communities. It replaces peer relationships, cutting young people off from their own cultures. The end result will be that,

people with impairment become trapped and are forced to leave much shrunken lives, hence it disables them.

Another form of inclusion is based on the idea of integration. According to this model, efforts are made to create a feeling of unity through establishing a sense of oneness between the majority and minority groupings. There is less emphasis on maintaining the dominant position of the majority group and more of a focus on promoting the ideas that both groups are of equal value and importance [1, 2]. The model in attempting to create a situation of equality, it pursues a policy of eliminating differences. In the process members of the minority group can be deprived of benefits such as community affiliation and cohesion that could result from their status as a distinct group. [19] identifies some of the difficulties associated with integration amount to removing individuals from their sources of solidarity and isolating them, further disempowering them.

The idea of inclusive appears to refer to the practice of accepting diverse groups into the mainstream without making any specific efforts to allow for differences in cultural beliefs and practices. Thus a minority group can be absorbed into the majority group, losing the sense of a separate identity in the process. The norms and customs of the dominant majority group become the accepted rules of practice or regularity principles for governing the expanded group [3, 4]. In reality this is a form of assimilation, masquerading as inclusion and can result in the annihilation of the minority group's sense of self [5]. This model denies the right to the minority group, that of equality of participation.

Thus for genuine inclusion to occur, the process of integration must begin from the marginalized space and move gradually towards including members of the majority group. In this way issues of power and domination have less chance of becoming factors that interfere with the process of inclusion [6]. From the above models highlighted it implies that inclusive education is comprised of diversity of people hence each group should conform to each other's norms and values so as to avoid assimilation and dominance of one group over the other.

Arguments for and against inclusion

However debate exists over inclusion. Common anti-inclusion arguments involve concern over how inclusion will change the learning environment for other students, as well as concerns centred on the expenses of inclusion. For example, there is fear that the general classroom will be disrupted if students with disabilities are included. This disruption can be as a result of the teacher spending too much time on the child with special needs at the expense of the rest of the class. A number of concerns have been raised in

connection with inclusive education. Some of the concerns are related lack of funding which results in lack of resources to support inclusion. The assumption that inclusive education will save money has in some cases resulted in under funding of the programme. At the same time attitudes and perceptions have acted as barriers to inclusion. On the other hand, lack of support for inclusion has been attributed to a number of factors which include the following:

- Lack of funding and the required resources to support inclusion;
- Setting unrealistic expectations;
- Disruption of learning; and
- Change of the learning environment.

The proponents of inclusion noted that enhanced social interaction is very beneficial for all students of all levels of ability, since friendship and bonds allow students to understand diversity in ways text books and formal discussions cannot. Diversity also improves an open minded community where students are free to express themselves on issues pertaining to their culture and religion. Students will also appreciate and accept other people's own points of views as they will meet those who do not think or act as they do .As they learn alongside and interact with other students they gain an advantage in the classroom and also in life. It then implies that pupil who are placed in classrooms with environments which are positive generally have higher self-esteem than children who are isolated in schools of special needs only .Those in opposition with the idea argue that children without special needs will be forced to learn at a slower rate but reality this issue may be resolved easily by use of qualified teachers and an introduction of special needs education in all teacher colleges.

RESEARCH METHODOLOGY

Qualitative research methodology

The study used the qualitative research methodology. Qualitative research seeks to answer questions about persons, what their lives are like, what is going on for them, what they are and what the world looks like to them [6]. In addition to that, qualitative researchers make predictions based on a philosophical framework on perspective [8]. Qualitative research can also provide insight into implementation of research based educational practices.

The use of qualitative research, allowed the researchers to describe the perception of teachers, parents and pupils towards inclusive education in secondary schools in detail. The researchers engaged in actual interaction with the pupils with different abilities and administrators in response to how they perceive inclusive education. The respondents provided more authentic and open answers because they operated in their natural settings or environment such as the school

classrooms and staff rooms that were used during the process of collecting data. Through the use of interviews, qualitative research helped the researchers to determine a more holistic nature of inclusive education. Employing qualitative research helped the researchers to collect the primary data in a flexible, non-structured way that allowed the revelation of new information pertaining to inclusive education.

Research Design

This study used the descriptive survey research design. Descriptive survey design helps to answer questions relating to how. The descriptive survey also enabled the researchers to answer current questions about the subject matter of inclusive education. The researchers were looking at attitudes of teachers towards inclusive education and the extent to which inclusive education had been adapted in secondary schools. Hence, descriptive survey fitted in well with the subject matter under study. Descriptive research design helped provide answers to the questions of what, when where and how which are associated with the efficacy of inclusive education on secondary schools. Its use by the researchers allowed reasonable accurate information to be obtained from large numbers of people with a small sample.

Data collection methods

The main data collection methods used was open-ended questionnaires, face to face interviews and observation. Open-ended questionnaires allowed the respondents to express themselves freely as they would do in face-to-face interviews. During the interviews the researchers were able to rephrase some of the questions for better understanding.

The researchers also decided to use observations. [20] defines an observation as when a researcher watches the characteristics of an individual unit for example a child, class or school. It is when the researcher watches what happens and takes down notes in order to identify behaviour of patterns. The researcher's aim was to identify and analyse what happens in a class of pupils with different abilities. Observations are useful when the subject cannot provide information. They enable the researcher to record the natural behaviour of a group of individuals instantly. At the same time it facilitates easy identification of problematic areas in order to take corrective measures.

Sample

The researcher purposively selected a sample of 72 respondents. This sample comprised of 60 teachers and 12 school heads. This was selected from a population of 514 secondary school teachers in Epworth-Mabvuku-Tafara district and 543 secondary school teachers from Mbare district.

Data Collection Procedure

Open-ended questionnaires were left at the schools and distributed to teachers in charge of inclusive education classes and school heads. The respondents were asked to complete the open-ended questionnaires and the researchers went back to collect them after a week. The researchers also visited each school on separate days for interviews. Interviews were conducted to establish what was happening in the schools in relation of inclusive education.

Data Presentation and Discussion

The data collected shows that teachers and school heads had various qualifications. These included Certificates in Education (5%), Diploma in Education (25%), and Degree in Education (70%). The data collected was presented under the following themes: types of resources; facilitation of inclusive education; forms of training for teachers to enhance inclusive education; and teachers' attitudes towards inclusion

Number of pupils with disabilities found in a class

A total of 36 teachers stated that they teach pupils with disabilities and 21 said that they did not have pupils with disabilities in their classes. It was observed that not all teachers in the schools had qualifications in special needs education.

Types of disabilities

The following types of disabilities found in their classes included learning disabilities, hearing impairment albinism, spina bifida, emotional and amputees. Therefore it becomes very difficult to teach a class with a diverse of disabilities. There is need for specialist teachers to work along with regular classroom teachers so that the work becomes easier and be able to cater for individual needs of each pupil.

Sitting arrangement in the classroom

On sitting arrangement of pupils, it varied with the type of disability. The most common type of sitting arrangement was in rows, mixed, semi-circle and horse shoe. Those with partial hearing impairments were sitting in front and in a horse shoe so that they could not miss out what was being said in the learning process and to avoid disturbing others.

Support offered to teachers

From the findings it was revealed that school administrators such as heads, deputy heads, senior masters and senior women were in full support of their staff. The support was given through the provision of moral, resources in cash and kind. However 70% of the teachers show that the support given to them by the administration was minimal and this tended to work against the efforts of implementing inclusive education in secondary schools. This is supported by [21] who said that teachers believe that the support from the administration is critical in order to implement inclusive

practices. [22] suggested that administrators' attitudes towards students with disabilities are less positive thereby impacting on the process. The findings revealed that teachers' support each other through teamwork, academic support and provision of guidance and counselling to make the work easier.

Resources to support inclusion

Among the six secondary schools only one had enough resources to support inclusion. These comprised of wheel chairs to those pupils with physical disabilities such as spina bifida, hearing aids for those with hearing impairments and crutches. Brails were not available as there were no pupils with visual impairments. All the facilities such as science laboratories toilets, classrooms, the administration block were easily accessible by pupils. However the other schools had no such resources but had special needs teachers.

Forms of training for teachers to enhance inclusive education

A total of 36 (68%) of the teachers revealed that they have never had workshops and in service training on special needs. However 21(32%) revealed they received some form of training but said it was not enough. Therefore it becomes very difficult to handle a diverse of pupils with disabilities without proper training and knowledge. One of the ways of promoting inclusive education is through support for continued professional development. Such development keeps them abreast with modern trends in education.

Teachers' attitude towards inclusion

Three themes of disabilities emerged from the responses of teachers; physical, social, hearing and intellectual disabilities. Answering questions rose about the implication of inclusive education in an interview with teachers and some respondents indicated that inclusive education in secondary schools was not holistic and its implementation was difficult. Another teacher added that they had no special education training in colleges or even in-service courses training. They noted that the fully trained special needs education teachers were sent to special schools.

The general view about including children with disabilities in the regular classroom gave the following responses:

It is difficult to teach effectively in a class of over forty pupils with more than one special need, such as speech difficulty, and learning disabilities. They noted that they spent almost half the lesson attending to such students. As noted above, dealing with students with different special needs can be very demanding, especially in classes where the teacher-pupil ratio is very high. The size of the class is very important if students are to get individualised attention.

A study by [24] found that despite the fact that almost all teachers interviewed were willing to make necessary accommodations for students with disabilities, the majority of these teachers felt that students with disabilities should not be educated in general classrooms no matter what the simplicity or severity of the disability, especially students with mentally retardation. However the majority of the teachers had a positive attitude towards inclusive education which could be successful with enough training and administration support.

On the other hand Vlachau, [9] found that regular school teachers feel that they have nothing much to offer to students with disabilities in inclusive setting as compared to specialist teachers. In agreement, Aramids and [25] established that some teachers have the conviction that special schools have more to offer and that they can relieve students from the stress of continuous performance pressure of failure and underachievement in regular schools. As such these teachers have negative unsupportive attitudes towards inclusion.

Resources to support inclusive education

80% of the respondents noted that there was a serious shortage of resources. This suggests that the efficacy of inclusive education was being hampered by the scarcity of human resources, wheelchairs, hearing aids and also ramps in schools. [26] suggested a step by step implementation of inclusive education due to the obstacles shown in the above table.

Overcrowded classrooms, lack of prepared materials, inflexible time tables, inadequate time for planning a meeting and inadequate specialist support in schools are some of the factors against success of inclusive education. Inadequate equipment and the availability of professionals in schools serving students with disabilities also form part of the challenges encountered in successful inclusive education. Teachers were concerned about provision of resources and funding to support students with disabilities in mainstreams settings.

These findings are consistent with studies reported by [21] on the need for support of teachers as critical in order for them to implement inclusive practices. Large classes are also a challenge to the successful implementation of inclusive education. As noted by [23] reinforcing concern that students may never receive proper time or attention.

The resources which were on the top list necessary for inclusive education were teaching/ learning materials, specialized trained teachers, government support and funding and facilities, building and classrooms. The noted resources necessary for the success of inclusion include equipment for teachers for example audio /visual aids, assistive devices, amplifiers,

computers, equipment and materials for students such as hearing aids and assistive technology. One of the respondents said that the classroom should be adaptive such that students should be finding it easy to learn. The other important resource was that of specialized trained teacher. There is need for a specialist teacher in every classroom because special education teachers are able to understand the needs of students with disabilities and they are able to implement the right interventions. Teachers should be professional development and be given in service training. One respondent proposed that all teachers should undergo training special education to enable them to handle both children with special needs and able bodied learners in the classroom. The researcher noted that for inclusion to be a success there is need for modified infrastructure, to make schools and classrooms accessible. Some respondents pointed out that some physical structure of classrooms needed to be modified in order to accommodate both types of learners. For example the researcher noted that among the six secondary schools one had facilities that supported all students.

Facilitation of inclusive education in secondary schools

Secondary schools in Mbare and Epworth have facilitated inclusive education through building ramps in schools, where the school library, home economics block, administration block and the school ground were easily accessible. One secondary school had all the facilities accessible by all pupils regardless of their disabilities including the toilets.

The schools do not discriminate on admission on the grounds of race and that they do not offer different curriculum, but do cater for individual needs. As the inclusive regular classroom represents diverse learning needs, hence appropriate support for learners is being provided in order to have a conducive environment which is free from discrimination. Support is given through collaborative teaching when teacher give support to each other through teamwork, academic support and guidance and counselling to those with social and emotional instabilities and also the gifted children who may be ignored by the teachers.

Some of the schools are providing training to help teachers handle diverse pupils in their classes although they cited that the trainings were very few and some schools have not done any trainings at all. [27] posit that teachers do not only need knowledge and understanding of barriers to learning, but also practical training in teaching strategies that facilitate inclusion.

[26] lists obstacles such as the negative attitudes of people, gender discrimination, unskilled teachers, large classrooms and lack of awareness in the community as imperative to take cognisance in the implementation of inclusive education. It was found

that almost 98% of the teachers were not specialist in handling impaired children. To overcome those obstacles such as the author recommended strategies such as community involvement, training teachers and promoting positive attitudes towards inclusive education. For example some parents in the society still lock away their children with some impaired due to ignorance, lack of resources and education. [26] noted that teachers in developing countries may not be ready to face the challenge of inclusive education, and pointed to the lack of teacher training programmes available for teachers in implementing inclusive education needs. Therefore he suggested a step by step process in inclusive education in developing countries. The steps include engaging important people in the community in workshops to gain their support and cooperation, physical accessibility for children with disabilities, curriculum modification and crush programmes for teachers, professional development and formation of resource centres.

Hence to a greater extent most of the six secondary schools under study had not yet facilitated inclusive education. Only one school had managed to meet maximum requirements for inclusive education in the six secondary schools studied.

The researcher used observation guide to obtain information on how teachers handle pupils in the class. Among the six secondary schools only one school in Epworth/Mabvuku/ Tafara district had inclusion classroom. However the other five schools had pupils with learning disabilities without physical disabilities. The class had an average of thirty to forty pupils. Pupils with physical disabilities were six, one albino and ten with learning disabilities making a total of sixteen.

The classes that were under observation used the universal approach of delivering instruction to students. It is an approach that makes curriculum accessible to all students regardless of their backgrounds, learning styles and abilities. The teachers relayed content in different ways that is visually, verbally and written. The teachers asked the students to share what they have learnt and understood in groups or in pairs in diverse ways such as speaking, illustrations on papers and writing using chalk board or white board. The researcher observed that the teachers utilized multiple materials to engage students through software, video and object lessons. The approaches ensure that all the students with special needs as well as those without deepen their thinking and reinforce new information. The resources that were available included wheel chairs, crutches, hearing aids and the facilities at school were easily accessible by all students. The other three schools had not integrated pupils with disabilities into regular class but have created special classes for such students thus defeating the essence of inclusion in secondary schools.

As observed by the researcher four of the schools do not support the idea of inclusive education because all the buildings such as the head's office, classrooms, libraries home economic block and the science laboratory are not user friendly except for the school ground. Hence measures need to be put in place to fully implement inclusion in secondary schools.

CONCLUSIONS

From the findings of the study the following conclusions were made:

- The results suggest that teachers in Mbare and Epworth/Mabvuku/Tafara District generally hold positive attitudes towards the inclusion of students with disabilities into the regular class. These positive attitudes may be due to an increase in the awareness of students with disabilities among the respondents.
- It was evident that the inclusion of student with disabilities into regular classrooms resulted in cooperation, increased feelings of tolerance and respect of one another in the inclusion setup.
- The responses from the participants revealed that experience of teaching pupils of different disabilities have resulted in teachers being able to accommodate each and every child regardless of his/ her disability in the classroom and the creation of conducive environment.
- The study revealed that only three schools had enough resources to support inclusive education in form of specialists since they had special classes. One out of six had adequate resources such as wheel chairs hearing aids and the rest had no evidence of inclusion practices. The school facilities were not easily accessible by those with physical disabilities.
- In all the six secondary schools the class sizes were very high and thereby compromising the efficacy of inclusive education.

Recommendations

- For effective implementation of inclusive education in Zimbabwean secondary schools, the government needs to fully support the schools through enforcement of laws, and funding.
- Teachers colleges should be adequately equipped to train specialist teachers such as education psychologist, audiologists, speech and language therapist, sign language interpreters.
- All teachers should be trained in handling students with special needs.
- Schools that promote inclusive education should give teachers opportunities to upgrade

themselves through seminars and workshops held on a regular basis.

- Resource centres should be established to support schools that run inclusive education with necessary materials, equipment and provision of technical advice they might require for them to function properly.

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