

Evaluating the Challenges Faced by Learners with Visual Impairment in An Inclusive Education Set Up: A Study: Case Study of Selected Schools in Kabwe District of Zambia

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ABSTRACT

Understanding the challenges faced by learners with visual impairment in an inclusive education set up is imperative in developing effective strategies in order to meet their education needs. Visual impairment learners face various challenges however, little is known about these challenges experienced in selected schools of Kabwe District in Zambia. The purpose of this study was to evaluate the challenges faced by learners with visual impairment in an inclusive education set up in Kabwe district of Zambia. Specifically, the study evaluated the social-economic status of learners with visual impairment; the available infrastructures for the visually impaired learners and measures that would enhance the implementation of inclusive education for the visually impaired learners in schools. A mixed research approach was adopted for this study and employed both quantitative and qualitative methods. Simple random sampling techniques were used to select teachers and pupils. Purposive sampling was used to select Officers from the District education Office, School administrative officers and lecturers. Fifty questionnaires were administered to pupils. The study revealed that most of the learners with visual impairment came from poor families, and sponsored by guardians or some non-government organisation. Furthermore, it was also revealed that the learners faced

stigmatisation in the community. The study has also revealed that almost all the respondents were of the view that the available infrastructures for the visually impaired learners at school was not suitable for learners with visual impairment. The study concluded by recommending that adequate learners' materials was needed, infrastructure should be improved and that more teachers should be deployed teach learners with visual impairment.

Keywords—component; formatting; style; styling; insert (key words)

LIST OF ABBREVIATIONS

CWD: Children with Disabilities.
CRC: Convention on the Rights of the Children
DEBS: District Education Board Secretary
EFA: Education For ALL
MDGS: Millennium Development Goals
MOGE: Ministry of Education
NGO: Non-Governmental Organisations
SEN: Special Education Needs
SPSS: Statistical Package for Social Sciences
PF: Patriotic Front
UN-: United Nations
UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER 1: INTRODUCTION

1.1 Introduction

This chapter will focus on the background to the study, statement to the problem, purpose of the study, research objectives, research questions, significance of the study, conceptual frame work, operational definition of terms and will conclude with summary chapter.

1.2 Background to the Study

Education is a prerequisite to national development. Education is therefore believed to provide resources that hold potential for economic growth, individual empowerment and better livelihood for social development (Michael Murray 1994). Failure to complete secondary education not only limits future opportunities but also represents a significant strain on the human resource capital contained in a country. In his book, “the long walk to freedom”, According to Mandela (1995:278), “the only weapon we can use to fight poverty and bondage in a struggle to economic and emotional independence is education. Seen in this light, education is an indispensable means of unlocking and protecting human rights since it provides the environment required for securing good health, liberty, security, economic well-being, and participation in social and political activities. Good performance in education, training and research sectors immensely contributes to any country’s national development. Performing education sectors produce appropriate human resource capital that is integral in spurring productivity. Improved national productivity is an important channel in the elimination of poverty, disease and ignorance, hence improving human welfare. The right of the child to quality education is at the centre stage of every nation. This is so because education is perceived as a right in itself and as a means of promoting peace and respect for everyone. Education is also seen as a means of fostering peace, democracy and economic growth as well as improving health and reducing poverty. At the

international front, education has been recognised by the United Nations Universal Declaration of Human Rights of 1948 as a basic right for every child in its article 26 (1). Furthermore, the World Conference on Education for All was held in Jomtien, Thailand, from 5 to 9 March, 1990, where countries re-affirmed the declaration of human rights of 1948. The call for 'Education for All' (EFA) was the focus of the conference. The delegates adopted the 'World Declaration on Education for All' and a 'Framework for Action'. In December, 1993, the United Nations Resolution adopted the United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities which urges states to ensure that the education of persons with disabilities is an integral part of the education system (UNESCO, 2003).

The concept of inclusive education is considerably different from a mainstreaming school (Andrew and Lupart, 1993). In mainstreaming, students with disabilities started out in a separate system and were integrated into the regular school to fit into the existing curriculum and practices. However, in inclusive education, the education of the child with a disability starts at the regular school together with their other non-disabled peers. The child is not expected to fit into the existing curriculum and practice, instead the curricula and teaching style, practices and environment are adapted to suit the range of diversity that is found among children in the class (UNESCO, 2001). The main emphasis is that all children, regardless of disabilities and other factors that could prevent them from schooling, should be educated together with their non-disabled peers in a regular school, unlike the integration approach, which involved limited inclusion (Andrews and Lupart, 1993). An inclusive practice allows more interactive teaching methods that increase interdependence, in which students help each other and maximise participation. It requires teachers to provide equal learning opportunities with appropriate support and assistance to meet their students’ potential. It implies shared

responsibility from all stakeholders and joint concern in the process (Combrinck, 2008).

Inclusive education is associated with the rights discourse, where children with disabilities are considered to be the equal to any other citizen, and who can participate in the social and economic system of the society that they live in (Ngugi, 2002). Children with special educational needs effectively learn when they interact with their non-disabled peers. A constructivist theory was, therefore, used in this study because proponents of this theory believe that knowledge is constructed by an individual through interaction with other people. No behavior, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and, therefore, amounts to assimilating new elements to already constructed structures (Irby, et al 2013: 171).

Inclusive education is a global phenomenon that has been extensively advocated for in recent history. It is a philosophy and a principle that has its roots in the civil rights movements and educational reform Kauffman and Hallahan, (2005); Mitchell, (2006) and Rombo, (2007). However, the implementation of inclusive education has been difficult because of the conflicts that exist between those who support it and those who do not Mitchell, (2006) suggests that inclusive education is seen as a complex and problematic notion that lacks a common definition. He states that: Although there is no universally accepted definition of inclusive education, there is a growing international consensus as to the principle features of this multidimensional concept. With regard to students with disabilities, these include the following: entitlement to full membership in regular, age appropriate classes in their neighborhood school; access to appropriate aids and support services, individualized education programmes, with appropriately differentiated curriculum and assessment practices. Brown and Palinscar (2005) also maintained that the term is

interpreted and applied in many different and sometimes contradicting ways in different cultures. Artiles and Dyson (2005) also stated inclusive education is a multidimensional phenomenon where different countries, schools and classrooms define and develop in different directions as it suits their needs.

While the approaches to inclusive education have a common understanding of the concept as the recognition and valuing of student diversity in educational institutions, the scope of this in the literature varies. Some scholars limit it to the education of students with disabilities and consequently focus on the intersection between regular and special education (Mitchell, 2005). For example, Mastropeieri and Scruggs (2004) defined inclusive education as the education provided for students with disabilities in a regular school, where instruction is provided by a regular teacher. Other scholars take an “education for all” perspective, arguing that all children with special educational needs such as those from poor backgrounds, ethnic minorities, the disabled, gifted or talented students, and girls in some cultures of communities (Booth and Anisow 2000; Moore, 1999) For example, in South Africa inclusive education is focused on all vulnerable students, including over age learners who experience language barriers, children in prison, and children in poverty, apart from students with disabilities

Researchers further argue that inclusive education does not involve itself in naming, labeling or pathologising learners (Bourke and Sutherland, 2010). It is considered to be a philosophy and pedagogy that requires considerable thought around learning, assessment and social interactions. Therefore, the educational organisation should be restructured, adapted and improved to fit, foster and support the diverse needs of every student (Cheminais, 2001). According to Pelech and Pieper (2010), inclusive schooling allows more interactive and interdependence-forcing teaching methods in

which students help each other and maximise participation. This means that inclusive education is seen as an approach that seeks to address the learning needs of all learners with and without disabilities and allow them to be able to learn together in educational settings with an appropriate network and support system (Mitchell, 2006). Tilton (1996:16) states that inclusive education involves a system-wide change in which every student is accepted, belongs and is a valued member of the learning community. This is possible only in a flexible education system that can assimilate the needs of a diverse range of learners and adapts itself to meet these needs (Parasuram, 2006) further stated that all stakeholders in the system (learners, parents, teachers, the community as well as administrators and policy makers) need to be comfortable with diversity, and see it as a challenge rather than a problem. This is because a wide range of factors, including the home and school environment, the skills and methods of teachers, and cultural perceptions of what types of learning are valued and given status, affect children's learning. Therefore, the aim of inclusive education is to ensure that all children have access to appropriate, relevant, affordable and effective education within their community. It starts at home with the family and includes formal, non-formal and all types of community-based education initiatives.

Inclusive education is also considered to be a human right, where all learners are accepted and taught together in a regular classroom (Florian, 2007; Mitchell, 2006). The Salamanca Framework of 1994 emphasised the rights of people with disabilities. The framework pointed out that the establishment of inclusive schools will help to combat discrimination and negative attitudes, develop children's social confidence and help build an inclusive society for them to live in. The framework gives children with disabilities the right to be recognised as people who can contribute

meaningfully to the building of a nation along with the rest of the population (UNESCO, 1994).

There is movement towards more inclusive schooling in almost every country across the world. In actual fact, inclusive education has received more attention globally in the last few years (UNESCO, 2015). As such, inclusive educational practices are being endorsed internationally. In practical terms, establishing more segregated schools is not realistic for most countries in the world. It is also undesirable, from an educational viewpoint. The UNESCO (1994) and UNESCO (2013) stated that all children, including those with disabilities and other special needs, are entitled to equity of educational opportunity and both maintained that inclusion is the preferred approach to providing schooling for students with special needs. Ainsow (2010) indicated that, most African governments' commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, most of the countries in Africa are still struggling with the problem of making provisions for children with special needs even on mainstreaming basis. It seems as though SNE in Africa is still a new concept to many of its nations. Indeed (2000) observed that, many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children, irrespective of their physical or mental conditions.

Therefore, dissatisfaction with the progress towards inclusive education has caused demands for more radical changes in many African countries. Eklindh and Balescut (2006). Showed that there is growing evidence that children with disabilities learn better when they are allowed to go to a public school within their neighborhood. In fact, inclusive education entails 'increasing the participation of

students in, and reducing their exclusion from the cultures, curricula and communities of public schools. This is also the only realistic opportunity they will have to receive education in an inclusive setting.

UNESCO (1994) argues that one hundred years ago, being visually impaired meant being condemned to a life of confinement and institutionalization. It was almost unheard of that visually impaired people undertake steps to become educated and employed. Often seen as helpless by society and as a burden by the family, they could only dream of having a family and living an independent life. As the years passed, many people have fought for their rights.

Vision is a complex phenomenon that to be effective requires all organic components involved to be intact. Visual Impairments refer to Loss of vision, even when an individual person wears corrective lenses. According to Keefe (1999), visual impairments are the reduced vision caused by Eye Diseases, accidents or Eye conditions present from birth. Visual impairments include blindness that even with correction adversely affects a child's educational performance (Olmstead 2005). Schools are finding it increasingly difficult to ensure the academic achievement of all students. And yet, the role of schools is to ensure that all students succeed and can reach the highest possible level of skill in their chosen track. Learning difficulties affect academic performance, can lead to academic failure, and are experienced by the student as a wound that affects their self-esteem, according them negative status in school and, as a result, society, whereas school is supposed to be a place for positive development and growth. However, these devices are not easily accessible because they are very expensive. Some visually impaired come from poor families who cannot afford to buy such items.

The category of visual impaired learners includes students who have low vision and students who are

blind. Children with low vision have a visual acuity of between 20/70 and 20/200 (on the familiar Snellen scale, in which 20/20 vision is normal) with corrective lenses. Children with low vision can read large-print books or regular books with the aid of a magnifying glass. Children who are educationally blind cannot use their vision in learning and must rely on their hearing and touch to learn. Approximately 1 in every 3,000 children is educationally blind. Many children who are educationally blind have normal intelligence and function very well academically with appropriate supports and learning aids. An important task in working with a child who has visual impairments is to determine the modality (such as touch or hearing) through which the child learns best. Seating in the front of the class often benefits the child with a visual impairment. Globally, the causes of blindness are cataract, 51%, glaucoma, 8%, AMD, 5%, childhood blindness and corneal opacities, 4%, uncorrected refractive errors and trachoma, 3%, and diabetic retinopathy 1%, the undetermined causes are 21. According to WHO, (2012) Africa had a population of 804.9 million people out of which 5.888 were blind, 20.402 had low vision making a total population of visually impaired persons to be 26.295 people.

In the Zambian context, The United Nations (UN) Department of Economic and Social Affairs Population Division estimated the population of Zambia to be 16.4 million as of 1 January 2016 (Country meters, 2016). This showed an increase from the population estimate of the Central Statistics Office (CSO) census that was last conducted in 2010 in which the estimate was at 13.1 million. The 2010 Census did not capture disability and much of the disability data was based on the national census of 2002 (Central Statistics Office, 2010). The report also established that persons with disabilities had lower education and were significantly poorer than the non-disabled citizens (Sida, 2014). This shows an increase in the prevalence of disability as compared to the 2010

census in which only 2.7percent of the total population was disabled. (Central Statistics Office, 2010).

The performance of visually impaired learners largely depends on the availability of the assistive devices available and how useful they are. There are many assistive devices that are used by learners with visual impairment. The common one is Braille. Braille is a system of writing used to enable the blind people write and read with their sense of feel using their fingers. Braille writing equipment can be as simple as a small slate that can be carried in the pocket or as complex as braille printers used with computers. The slate and stylus, a small metal or plastic strip with holes where the pencil-shaped stylus can punch the dots onto paper, is the easiest and most accessible equipment for braille writing. The second piece of non-electronic equipment is the Perkins Braille Writer which enables the child to write braille on both 8 ½ by 11 or 11 by 11-inch braille paper refreshable braille keyboard. This keyboard is attached to the computer in front of the regular keyboard. What is printed on the screen appears in braille form on the keyboard. As the reader moves the cursor, the braille on the keyboard shows in raised braille dots the line of print on the screen. A person who is blind is thus able to read in braille any material which is on the computer screen. Another method of accessing materials on the computer screen is utilizing hardware and/or software that speech to the computer. This system of writing was invented by a French Military Artillery Officer called Charles Barbier de la Serre in response to Napoleon's demand for a code that soldiers could use to silently communicate in the battle field during night operations. This special way of communicating using a tactile code was called „night writing“. Barbier's system was very complicated for the French soldiers and after they rejected it, he introduced his system of writing to the National Institute for the Blind in Paris. It was at the Institute that a blind man called Louis Braille came to learn about Barber's code system.

Barbier's system was a "12 dots system" but after years of studying this system, Braille cut down the 12 dots to 6 dots of 2 columns and 3 rows and this new way of writing for the blind was first published in 1829. It came to be known as Braille after the invention had gone through some modifications over years. In 1932, a universal code for English speakers was adopted when people from America and Britain met to agree on Standard English Braille. Braille also has mathematical, science, musical and shorthand notions. In Zambia, Braille was first introduced to schools for the blind in the colonial era by missionaries. One study was conducted in Luapula province of Zambia. Other assistive devices for the visually impaired include, devices such as computers, writing frames, stylus, hand lenses, reading glasses, close circuit television, large print, Braille books, manual type writer and Perkin Brailier are some of the assistive devices that are designed for helping the visually impaired. These devices are not easily accessible because they are very expensive. Moreover, most visually impaired come from poor families who cannot afford to buy such items. Still others are non-optical low vision devices, video magnifiers, and optical devices for distance and near viewing. The rate and order in which skills develop may differ between children with visual impairment and children without a sight problem. Visual impairment can impede the development of motor skills, cognition, and language. Also, the difficulties experienced by children with vision impairment are not always obvious. Assistive devices help persons with visual impairment increase their access to the general curriculum, it improves academic performance thereby laying a foundation to their career access. It is very important to consider what devices to use and technologies would be appropriate to meet the person's individual and unique learning and visual needs, as it is worth noting that not all assistive devices may advantage learners with visual

impairment because each person's visual needs are unique.

Visually impaired people are taught to see life as a challenge; to face it and fight for independence. This means to be persistent in what is important: equality and non-discrimination. Furthermore, Kalabula (2000), comments that through this ongoing fight, many changes such as improved accessibility technology, braille and tools to help in daily living skills have aided us in showing the world that we can do the same things as anyone else. What was once perceived as a challenge has become an opportunity to demonstrate how far the visually impaired have advanced in today's society. Therefore, discrimination has always been a large challenge for a visually impaired person to overcome. It had never been easy but with the persistence of a few came the victory for many. Changes were made in our society because a few people refused to give up on something that meant so much to them. These changes have allowed the visually impaired person to become an equal to the average citizen as opposed to a minor. It has allowed the visually impaired to compete with their peers instead of being passed over for a job or a seat in a prominent college with new opportunities however, comes the challenge that these opportunities are not foolproof.

UNESCO (2004) has acclaimed Zambia's efforts to reach out to the handicapped and visionary impaired children. Visual impairment is a condition that ranges from absence of sight to the partially sighted. Thus, the two main groups of visually disabled children are; the Blind and the Low Vision children. Visual loss affects the individual's daily life activities in acquiring various social opportunities and services The EFA movement and the subsequent international conventions have pointed out that particular groups of children are especially prone to exclusion or have been denied a chance to optimally participate in the learning activities which take place in formal, informal or non-formal settings. These children are

educationally disadvantaged by the social, cultural, regional and economic environments in which they live. The South African Federation For Persons with Disabilities (SAFFPD) 2008 quoted in Patriotic Front Manifesto (2011 to 2016), estimated that 93% of persons with disabilities in Zambia are living below the poverty line of US \$0.93 per day because they have limited access to quality inclusive education and training which reduces their opportunities to access the employment market. Actually, disability and poverty are closely linked in a cycle of exclusion and marginalization. Thus, exclusion from quality inclusive education leads to exclusion from labour markets and this in turn leads to greater poverty and dependency on others for income and support.

In fact, the right to be educated within the regular school setting is highlighted in instruments such as, the World declaration on Education For All(EFA) 1990, United Nations (UN) standard rules on the equalization of opportunity for persons with disabilities 1999, UN conventions on the rights of the child 1991 as well as the UN Convention on the Rights of Persons with Disabilities 2006 which calls on all State Parties to ensure an inclusive education system at all levels and the Dakar framework for action 2000 (UNESCO, 1990).The thrust of the Salamanca Declaration was reiterated and expanded at the forty-eighth session of the UNESCO International Conference on Education held in Geneva in 2008.

According to Kalabula (2000), the development of special education in Zambia started with the effort of the missionaries and philanthropic organizations. Organized education for children with special educational needs dates as far back as 1905. The Dutch Reformed Church pioneered the establishment of special education facilities in 1930. The first school for the visually impaired was established at Magwero Mission in Fort Jameson now Chipata. The Government of Zambia took over responsibility of running special education in 1970,

in the already established facilities. People with visual impairment, hearing impairment and intellectual disabilities were the target group at the time. The provision of special education before 1971 lacked adequate funding from government. There were no specialized teachers to meet the ever-growing demand in various schools' country wide. Special education has not developed as the government would wish. One of the major reasons is that right from independence in 1964; the government then did not accord it a high priority. This is evidenced by the fact that when the first Education act was enacted in 1966, it was silent on Special Education. Lack of a political will at that time seemed to lead to a situation where Special Education was put to "tender" before Non-Governmental Organizations and other humanitarian organizations. Little effort was made by the government to build new special schools after it took over but continued using the already existing infrastructure. This made it difficult for children with special needs to access special education in special schools.

In 1971, the government assumed the responsibility of running schools including those catering for the needs of the disabled pupils such as the deaf (MOGE, 1977). Since then, the Ministry of General Education (MOGE) has made a number of strides in expanding education for children with disabilities such as the establishment of Zambia Institute of Special Education (ZAMISE) in 1971, introducing a degree programme at the University of Zambia in 1996, formulation of a good number of laws and policies on special education and opening several special units and schools. Despite widespread policies, conferences and talks on promoting completion of secondary education as the basis for basic development, the issue still remains a social service that is not accessed by all. There are issues of pupils not accessing secondary education or consequently dropping out due to various reasons as stipulated by the census of (2010).

Children with physical disabilities make up one of the most socially neglected groups in society. They face different forms of exclusion which affect them in different ways due to factors such as the kind of disability they have, where they live and the culture or class to which they belong. Developing countries have the largest number of disabled children below 15 years of age, estimated at about 85%. Furthermore, special schools' administrators experience a lot of challenges which include such things as a shortage of teachers, class sizes too big for teachers to facilitate quality learning. These schools have lack of trained teachers in the field of special needs education. The shortages of teachers trained on special educational needs professionals, as well as the lack of teaching facilities, have a negative effect on the delivery of quality education to children with special needs (UNESCO, 2001).

According to the UNDP report (2004), Zambia is one of the fifty (50) countries that are least developed (LDCs) and ranks 164 out of the 177 countries on the Human Development Index (HDI). The report further gives the information on the enrolment of children in secondary schools. Zambia whose population stands at 13million + constitutes of 70% young people below the age of 25years which is a critical age for economic productivity. For this and many more reasons, any school dropout is viewed as detrimental to any sector of educational development. More so, education is a basic human right here in Zambia as everywhere else evidenced by the United Nations declaration (UNESCO, 2006).

The name Kabwe or Kabwe-Ka Mukuba means 'ore' or 'smelting' but the European/Australian prospectors named it Broken Hill after a similar mine in Broken Hill, New South Wales, Australia. The mine was the largest in the country for around thirty years until it was overtaken in the early 1930s by larger copper mining complexes on the Copperbelt. Apart from lead and zinc it also produced silver, manganese and heavy metals such as cadmium, vanadium, and titanium in smaller

quantities. In 1921 a human fossil, a skull, dubbed Kabwe, also "Broken Hill Man" or "Rhodesian Man" was found in the mine. The mine, which occupies a 2.5 km² site 1 km south-west of the town centre, is closed but metals are still extracted from old tailings. A study by the Blacksmith Institute found Kabwe to be one of the ten most polluted places in the world due mostly to heavy metal (mostly zinc and lead) tailings making their way into the local water supply. A 2014 report indicates that children's blood lead levels continue to be elevated even though mining has stopped (Mususa, 2012).

Zambia is a country rich in minerals resources and more particularly copper, which has seen the emergence of a province being named as the Copperbelt Province due to the rich deposits of not only copper but other minerals that are in that part of Zambia. Towns which developed around mining activity included Kabwe (formerly Broken Hill) in the Central Province, where lead and Zinc were mined, as well as Luanshya, Kitwe, Mufulira, Chingola, Chililabombwe, Kalulushi and Ndola which served as the administrative and commercial centre (Mususa, 2012: 584). The economy of Zambia has been and still remains largely dependent on foreign exchange from its extractive industry (Ministry of Mines and Mineral Development, 2016: 2). Copper accounts for over 75% of all export earnings, however due to the fluctuations in prices on the international markets coupled with State controlled economic policies the economy of Zambia experienced devastation during the 1970's and a steady decline with per capita income falling, almost 5% annually from 1974 through the 1990's (Ministry of Mines and Mineral Development, 2016: 2).

The non-translation of the extraction and export of copper into benefits for the people of Zambia transcended not only the nation at large but more particularly the communities within which the mines operated, which is still the case to date. Initially various policies such as the Africanisation

policy during the colonial era and the Zambianisation policy implemented after Zambia attained Independence, were put in place to ensure that the communities within which the mines operated were developed and that the members of the communities benefited as much as possible from the revenues earned from the mines (Mususa, 2012:584). These benefits included housing, health facilities, educational facilities as well as recreational facilities. However, this type of intervention became unsustainable with the collapse in copper prices. Even though the government of Zambia which was in control of the mines through the state-run Zambia Consolidated Copper Mines organization (ZCCM), tried to enhance the welfare of the Zambians in the communities where the mines operated this was severely hampered (Mususa, 2012:584).

By the 1990's Zambia was heavily in debt and structural adjustment policies were imposed on it by financial backers (Counter Balance, 2010:7). As Zambia underwent a change of government in 1991, it was influenced by its lenders in particular the World Bank to dismantle and privatize its mines as at the time the copper prices were very low (Counter Balance, 2010:7). According to Edith Nawaki the Minister of Finance, at the time who was responsible for supervising the privatization of the mines in an interview for Counter Balance (2010:7) she stated as follows:

We were told by advisers, who included the International Monetary Fund and the World Bank that not in my lifetime would the price of copper change. They put production models on the table and told us that there [was] no copper in Nchanga mine, Mufulira was supposed to have five years left and all the production models that could be employed were showing that, for the next 20 years, Zambian copper would not make a profit. [Conversly, if we privatized] we would be able to access debt relief, and this

was a huge carrot in front of us – like waving medicine in front of a dying woman. We had no option [but to go ahead]

Contrary to this advice that was given according to Mrs Nawaki's explanation, copper prices did go up. "From 2004, the price of copper shot up to record level, even topping the 7,000 dollar per ton mark: a 350% increase compared to prices at the time of privatization" (Counter Balance, 2010:7). The mines were sold off at a far lesser amount than their actual net worth as the minimal value was estimated at 3 billion dollars and yet all the assets of ZCCM were sold for a total sum of 627 million dollars (Counter Balance, 2010:7).

The communities within which the mines operated were negatively affected by the privatization process as private companies that owned the mines put an end to all the social programs that had been in place by ZCCM. According to Fraser and Lungu (2007:21),

Generally, the mining towns have been abandoned and much of the services and infrastructure is in a deplorable state. Roads, in particular, are badly damaged due to a constant flow of trucks to and from the mines, and no one takes responsibility for repairing them. Hospitals and public schools now charge fees, whereas in the days of ZCCM these services were available free-of-charge to all the mining employees and their families. Most recreational activities [recreational centres, sports facilities, centres for women] have been discontinued. Privatisation has, moreover, been accompanied by massive layoffs. In 1991, despite the crisis in the sector, 56,582 people were still employed by the mines. The government however had to implement a large-scale retrenchment programme to prepare the sale of the sector, and in 1997 only 31,000 employees were left in the mines. After privatization, new social plans cut this figure further: in 2004, the year preceding the EIB loan, the Zambian mines had no more than 19,900 workers.

Evidently the private mining companies did not have a plan for the creation or stabilization of employment let alone a plan for the development of the communities within which they operated. This scenario has negatively impacted the communities around the mines as "the deterioration of living and employment conditions throughout the Copperbelt has generated resentment within local communities who find the heavy impacts of mining less and less tolerable" (Counter Balance, 2010:7).

Not only are there environmental hazards which are triggered of by the operations of the mining companies that the members have to worry about as was experienced in the case of James Nyasulu and 2000 others vs Konkola Copper Mines Plc, Environmental Council of Zambia and Chingola Municipal Council (2007/HP/1286) unreported, but also there are matters pertaining to the survival of the community after the mine closes that also need to be considered. In the James Nyasulu case, 2000 residents of Chingola, brought an action before the High Court against Konkola Copper Mines Plc, the Environmental Council of Zambia now known as the Zambia Environmental Agency and the Chingola Municipal Council for the contamination of a stream that was the residents source of water which contamination arose from the discharge of effluence from the operations of the Konkola Copper Mines. The Court held that Konkola Copper Mines was "reckless and had no regard for human, animal and plant life" (James Nyasulu). The court in that case went on to state that "these courts have a duty to protect poor communities from the powerful and politically connected" (James Nyasulu). This statement was based on the fact that the court found that Konkola Copper Mines had been shielded by political connections and financial influence with regard to criminal litigation. This case clearly exemplifies how matters pertaining to the communities within which the mine operated were trivialized. However, with the right legislature in place mining companies can

be coerced to not only take environmental matters into consideration which is now being implemented but also the survival of the community once the mine closes through the sustainable development of the mineral resources that are extracted from within that community.

On the Environmental front some pieces of legislation have since been enacted to regulate the mining sector such as the Environmental Management Act No. 12 of 2011 and The Mines and Minerals (Environmental) Regulation, Statutory Instrument No. 29 of 1997. The Environmental Management Act under Section 6, subsection (l) provides that one of the principles that will govern environmental management as being “community participation and involvement in natural resources management and the sharing of benefits arising from the use of the resources shall be promoted and facilitated.” Even though the process of Environmental Impact Assessments and Environmental Project Briefs is done by mining companies before the commencement of operations which processes involve the engagement of the communities, the principle outlined in section 6, subsection (l) of the Environmental Management Act is not clearly spelt out in terms of how the community will be engaged. This is so because there is no step by step process as to how this engagement will be done, what type of benefits the community may expect from the resources that are to be realized from the mines and shared and which benefits will contribute to the sustainable development of the community. This is unlike other provisions of this Act that provide detailed steps with regard to the role of the parties in relation to pollution and waste management for instance. Similarly, the Mines and Minerals (Environmental) Regulations that are currently being amended do not provide for the engagement of the communities with regard to the sustainable development of mineral resources. There is therefore need to include the sustainability of communities within in which mines operate after the mines close in our

laws so as to ensure compliance by the mining companies.

Planning is an essential part of the cycle of human life so much so that people plan even for what will happen to their investments upon their death. The concept of planning has also been extended to the mining sector in the form of planning from the cradle to the grave. This was not always so as historically, “mining companies could legally abandon or board up mines and leave the costs of closure to governments and communities, this practice is now unacceptable,” (Stacey et al. 2010:381).

To exemplify on effects of the lack of planning with regard to mines in Zambia, the lead mine in Kabwe is one of the most infamous mines that once closed has left a trail of destruction as clearly there was no plan to either rehabilitate the environment or plan for the sustainable development of the community within which the mine was operating. The zinc and lead deposits in Kabwe, used to be the richest in Africa and were mined to exhaustion by Anglo America (Counter Balance, 2010:24). “Since then, despite the clean programme initiated by the World Bank, Kabwe is one of the ten most polluted industrial towns in the world” (Counter Balance, 2010:24). According to the Counter Balance Report, (2010:24) “The children have an average level of lead in their blood that is five to ten times higher than the limit set by the US Environmental Protection Agency. The soil and water also contain alarmingly high concentrations of metals.” Further in describing the state of Kabwe, the Ministry of Mines and Development in its Report describes it as follows:

Kabwe was once the centre of economic activities in Central Province. However, the closure of the lead mines in 1994, resulted in nearly 1,200 direct job losses and an additional 5,000 jobs by contractors. Other manufacturing industries including the Zambia-China Mulungushi Textiles plant established with Chinese investment in the

1980's, also closed at the beginning of 2007 after suffering huge losses. As the headquarters of Zambia Railways, additional jobs were lost due to the concession of Zambia Railways. The local economic activities such as Kabwe Industrial Fabrics, pharmaceuticals, milling and Dunavant cotton ginning, and leather tanning were directly impacted by the closure of the mine and non-performance of the Zambia Railways (Ministry of Mines and Mineral Development 2016: 4).

Evidently it can be deduced from the above quote that there are a number of legacy issues that the community in Kabwe suffered as a result of the manner in which the mine was closed such as environmental, socio and economic which. It is hoped that this case study will bring out the causes as to why the mine closed in the manner that it did and ascertain whether it was either a lack of a closure plan, rehabilitation plan, or as proposed a lack of the appropriate legal provisions to guide the mine and the community. As mining remains a fundamental export earner for Zambia in terms of its economic development it is hoped that this research through the case study of the Kabwe lead mine will provide a launching pad for more discussions on the need for legal reforms to concretize the law to provide for sustainable development of the mineral resources in communities around the mines which will take into consideration not only the mining companies but more importantly the individuals and communities around the mines.

Therefore, the Zambian government in response to the EFA campaigns appears to be working towards increased access for all children in primary schools. Some of the policy measures adopted by the government include; the abolished of examination fees at grade seven levels, re-introduction of Free Primary Education (FPE), the re-admission of pregnant female pupils and admitting pupils without school uniforms. Moreover, the Patriotic Front government also recognizes that all Zambian children including Children with Disabilities

(CWD) have a right to a free, compulsory, quality education. The government recognizes the paramount responsibility to provide this education, in collaboration with parents and communities as may be appropriate (Patriotic Front-Manifesto-2011 to 2016). However, the widely accepted notion is that conditions required to allow for successful inclusion are those that contribute to overall school improvement and high levels of achievement for all children. Despite the above good policies introduced by the Ministry of Education, it seems that there are still challenges faced by learners with visual impairment in an inclusive education in selected schools of Kabwe District of Central Province, Zambia.

1.3 Statement of the Problem

The Zambian government has been influenced by the strong stance of the international organizations on inclusive education, particularly the Jomtein Conference of Education for All and the Samalanca World Conference on Special Needs Education Statement. As a follow up of this noble stance, the government of the republic of Zambia through the Patriotic Front-Manifesto has promised to promote inclusive education by integrating children with mild to moderate learning disabilities in the mainstream schools (Patriotic Front -Manifesto, 2011 to 2016). Consequently, the Ministry of General Education has also strongly embraced the commitment to provide education opportunities of particularly good quality to all children with visual impairment through provision of inclusive education (MoE, 1996).

Despite both the stance and commitment by the international community and the Zambian government respectively the Zambian governments commitment to provide education opportunities of particularly good quality to all it has been observed from the schools, which have children with visual impairment that the targets set out by the conventions and policies have been lowly met. The visually impaired students face specific challenges

of different aspects, which arise from acquiring the opportunities for full social life, including education among others. This study, therefore, aimed at establishing the challenges faced by visionary impaired learners in an inclusive education set up of selected schools in Kabwe District of central province.

1.4 Purpose of the Study

The Purpose of this study was to evaluate the challenges faced by learners with visual impairment in an inclusive education set up in Kabwe district of Zambia

1.5 Specific objects of the study were;

1. To determine the social-economic status of learners with visual impairment in Kabwe district
2. To determine the role of Ministry of Education in mitigating the challenges of learners with visual impairment
3. To assess the available infrastructures for the visually impaired learners.
4. Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools

1.6 Research Questions

1. What is the social-economic status of Learners with visual impairment in Kabwe District?
2. What is the role of the Ministry of Education in mitigating the challenges of learners with visual impairment?
3. What kind of infrastructure is available for the visually impaired learners?
4. What measures would enhance the implementation of inclusive education for the visually impaired learners in schools?

1.7 Significance of the Study

This study is expected to add to the existing wealth of knowledge on the challenges faced by visually

impaired learners in schools. The findings from the study may be used by the educational planners as a reference into their developmental plans to address the gaps in educational provisioning. The study may also be used by organisations advocating and lobbying for the learners with visual impairment.

1.12 Operation definitions

Blindness: World Health Organization (WHO) defines blindness as the inability to see blindness is a situation when a child cannot use vision for learning yet she or she can respond to light and darkness and can have some visual imagery in some instances. For the purpose of this study, blindness refers these children who are blind use their tactile or auditory senses as their primary learning channels.

Children with Special Needs- this study referred these two children with conditions, barriers or factors that hinder their normal learning and their development. The conditions may include disabilities and emotional or health difficulties which may be temporary or lifelong.

Impairment: Impairment as the lacking of a part of or all of a limb, or having a defective limb organism of the body. For the purpose of this study, impairment refers to the students who struggle to fully participate in a classroom because of their loss of vision.

Inclusion : according to this study, this refers to changing of attitude and environments to meet the diverse needs to facilitate participation of the persons with special needs and disabilities on equal basis with others in the society or a process of enabling each child to learn to the maximum extent appropriate, in the school or classroom he/ she would otherwise attend in the neighbourhood, by bringing the support services to the child rather than moving the child to the services.

Inclusive setting: in this study, this term describes a situation where all learners including those with

special needs participate in all activities in a community that recognizes and addresses the needs of each learner as much as possible.

Integration- in this study the word refers to the system used mainly to facilitate children with SENs attend ordinary schools that provide minimal modification to accommodate them.

Support services- refer to extra assistance provided to parents and their children and the school in helping children with special needs in education to adjust to the environment activities in order to overcome barriers to learning and development.

Visual Impairments: In this study, visual impairments referred to both blindness and low vision. Visual impairment can be defined legally and educationally. This study adopted educational definition of visual impairment which considers the ability or degree of a person to use visual ability educationally. Educationally, a student with low vision is the one who has some vision, and therefore can read enlarged prints. On the other side, an educationally blind child is the one with very limited vision and thus relies on reading and writing by using the braille system or by using audio tapes.

1.8 Theoretical Framework

This study used the Radical Feminist Theory, Family System Theory and Attachment Theory.

The three theories touch on family behavior, environment, various social groups and communities.

Bryman (2004) stated that theoretical framework is a collection of interrelated ideas based on theories. This study's theoretical basis is on the classical liberal theory of equal opportunities propounded by Sherman and Wood, 1982 (Cohen et al, 2003). The major theoretical foundation is that there is need to aspire for equal opportunities in education for all eligible learners. This theory contends that each individual is born with a given amount of ability. As such, the theory encourages the educational

systems to be designed with a view of removing barriers of any kind to allow full inclusion of learners with SENs. For instance, barriers based on socio-economic, socio-cultural, geographical and school-based factors which prevent learners who have a learning disability from benefiting by using their inborn talents should be removed. This is because disability is not inability. The education offered to such groups of learners will accelerate them to social promotion since education is a great equalizer which enhances life chances of the children with special needs (USDG, 2015). The theory demands that opportunities be made available for individuals to go through all levels of education (primary, secondary and tertiary) to which access to quality education will not be determined by the disability of the learners but on the basis of individual capabilities.

In this way, education would at least provide equality of economic opportunities where children with SENs could benefit economically from excellent academic performance. The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Moreover, many economists have supported the policy on FPE. This policy made education free and compulsory for all as Zambia was trying to meet the MDGs by 2015.

(UNESCO, 2013). Through acquiring quality education by all children of school-going age on an equitable basis. In Zambia the local communities, parent groups, associations of disabled persons, churches and community leaders have tried to work for the inclusion of children with SENs into public schools in partnership with the government and other professionals, but very little have been achieved.

The Radical Feminist Theory

The Radical Feminist Theory shows how the patriarchy uses power to dominate others in the family; such as the mother of children and

children. The family domination influences the issues within the family. The Radical Feminist Theory, states that “patriarchy is causal to oppression and victimization of women (Solomon, 1992).

This study examined the extent to which male and female children have equal rights to participate in the family issues; it examined if they share equal welfare rights including right of accessing education, health, rights of decision making and rights of freedom of speech to all. This study focused on how the father being a household manager contributes to children with visual disability to face challenges according to the power that he holds as a father in the house. Parents, especially a father, have powers that they exercise over the whole family including the mother of children within the household.

Attachment Theory

The Attachment Theory assumes that a human behaviour is a result of how the parents nurture the children whereby the children develop love and trust in the people. In the absence of cordial relationships within the family, the children lost trust, love and attachment to the family and communities; and go astray to embrace unwholesome behaviour and such as drug and substance abuse and petty thefts. Erickson as quoted by Diane (2013) described an attachment theorist as a person who believes that “human development Behaviours are a result of how the caregivers nurture them. “The attachment is the one, which bring the love and affection to the children within the families. Negligence of the child inculcates in the child a feeling; beliefs and thoughts that the world is not a good place to live and therefore mistrusts the people who are around him/her. The children see the people around as harsh and often are there to abuse and harm him or her.

Lack of attachment precipitate problems; and neglect leads to failure of the children getting their basic need such as clothes, shelter and foods, which

thereby becomes part of challenge to the children. In addition, this attachment and psychological crisis has also been noted by McLeod (2008). Erikson’s first psychosocial crisis occurs during the first year or so of life (like Freud’s oral stage of psychosexual development). The crisis is one of trust vs. mistrust. During this stage the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty the infant looks towards their primary caregiver for stability and consistency of care.

If the care the infant receives is consistent, predictable and reliable they will develop a sense of trust, which they will carry to other relationships, and they will be able to feel secure even when threatened. Success in this stage will lead to the virtue of hope. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there for support. Failing to acquire the virtue of hope will lead to the development of fear. For example, if the care has been harsh or inconsistent, unpredictable and unreliable then the infant will develop a sense of mistrust and will not have confidence in the world around them or in their abilities to influence events. This infant will carry the basic sense of mistrust with them to other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

Family System Theory

The Family System Theory reflects the relationship and interdependency within the Family and not isolation, which lead to neglect and stigma, which can lead also to be challenge. The Family System Theory states that “the actions of a family member cannot be understood in isolation. The family comprised by the father, mother and children; sometimes the extended family includes grandparents, aunts and the uncles.

Therefore, in the family system there is a hierarchy, which sometimes interferes the family system. The family hierarchy comes due to family composition,

which includes grandparents, father, mother and children. Therefore, the decision made at the top should be followed by all members of the family and always the decision is a disability or disabling health

1.9 Summary of Chapter One

The first part of this chapter concentrated on the background information on the challenges faced by visionary impaired children in an inclusive education set up. Furthermore, the chapter covered the statement of the problem, and the purpose of the study. In addition, it also brought out the objects of the study, study questions and the significance of the study. Finally, the theoretical framework, the conceptual framework, operational definitions were highlighted too. The following chapter discussed literature review from different scholars on the study.

1.10 Organization of the Study

The study was organized in six chapters. Chapter one dealt with the introduction and background of the study. Chapter two reviewed literature. Chapter three discussed the methodology used in carrying out the study. Important themes highlighted include; research design, population, sample size and sampling technique, research instruments, data collection procedure and data analysis technique used in the study. Chapter four presented findings of the study collected through interviews and questionnaires. Chapter five gave the interpretation and a general discussion of the research findings in relation to the literature and theoretical framework. Finally, chapter six presented conclusion and recommendations arising from the study.

CHAPTER TWO **LITERATURE REVIEW**

2.1 Introduction

This chapter endeavors to discuss and analyze other similar studies who studied and where it was conducted and results were found and what results were found. Furthermore, this chapter reviewed literature related to the topic under study, Creswell (2003) contends that the review of literature involves pulling together, integrating and summarizing what is known in an area being investigated. Cohen et al (2009) state that, the main purpose of literature review is to determine what has been done already related to the research problem being studied. As such, literature reviewed helped the researcher to develop a significant problem which would provide further knowledge in the field of study. Thus, the chapter reviewed research and other relevant secondary sources on challenges faced by visionary impaired children in an inclusive education set up. Themes were used when reviewing literature. Finally, the summary of the chapter was highlighted.

2.2 Historical Background of Special Education and the move towards Inclusive Education

There were many myths about children who were born deformed, handicapped or in some way abnormal. Some believed that they were non-humans who came from fairies or demons (Corbett, 2001: 33). While others believed that they were cursed for breaking cultural beliefs and taboos (Frost, 2002). However, Nelson, (2005) argued that people with disabilities have always existed, across all cultures and all ethnic groups. Hence, the changes in thinking about disability has been sequential from a sociological critique of labelling and segregation; to physiological and medical child-deficit models of integration; and to the social model of disability which is inclusion; placing the responsibility on institutions to remove barriers which limit participation.

According to Farrell (2008) special education is the education of children with special needs in a way that addresses their individual needs and involves individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and the community. Special education was associated with the provision of education to children with special needs in special facilities. Children with special needs included learners with disabilities, learning difficulties, communication or behaviour difficulties, and sensory or physical impairment (Mitchell, 2006). This means that special education was constructed on an “ideology of individual pathology that created separation between normal and abnormal. In Papua, New Guinea, children with special needs were rarely provided with formal education. Some were educated in NGO organised schools such as the Mt Sion centre for the visually and hearing impaired while the majority were kept in villages under their parents’ care (Rombo, 2007).

2.2.1 Segregation

Segregated care or education was organised to care for children with disabilities, for their protection, and also as a way of enforcing social control (Vlachou, 2006). Children were enrolled in a separate school or sometimes in a dedicated self-contained room in a general school (Kauffman and Hallahan, 2005). A child with disabilities was categorised as someone who had a physical, mental or sensory impairment which had a substantial and long-term effect on their ability to carry out day-to-day activities (Farrell, 2005). This practice was closely associated with the medical discourse and charity discourse where children with disabilities were seen as dependent, childlike, helpless, passive and needy and require some form of care and support from the society (Nelson, 2005: 21). They were considered as fundamentally handicapped and

unable to contribute fully to the well-being of society (Mapsea, 2006). On the basis of this view, people with disabilities were kept in one place so that care and medical attention could be provided for them. The type of education offered in the segregated schools was limited to an emphasis upon a special philosophy and practice. They were not introduced to the curriculum that the other students in non-segregated settings received (Hoskins, 1996).

Therefore, it was later argued that this segregation was a violation of the basic human rights of disabled people (Vlachou, 2006). Criticism of these practices raised queries about the basis of the type of education offered to children with disabilities and its efficacy. For instance, Kauffman and Hallahan (2005) stated that children with disabilities were physically separated and labeled, stigmatised and discriminated against, and unequal educational opportunities were made available to them. Therefore, there was a gradual increase in the demand for the mainstreaming of people with disabilities into regular classrooms.

2.2.1 Mainstreaming

Mainstreaming or integration refers to the inclusion of children with disabilities into the regular school environment for a specific period of time based on their skills. In a mainstream school, children with disabilities attend a special class for most of the day and have little interaction with their non-disabled peers (Kauffman and Hallahan, 2005). One of the purposes of mainstreaming was to break the barrier of children with disabilities being segregated and gave them more freedom and equal opportunities to interact with their peers without disabilities (Senge, 2000). According to Vlachou (2006) integration was perceived as a mechanism for promoting socialisation between disabled and non-disabled children. Others like Corbett (2001) perceived that integration was all about children with disabilities

having physical access to mainstream schools and specialist resources.

However, advocates of children with disabilities argue that children with disabilities still receive an inferior education from everyone else. The problem was that the regular school system with its fixed curriculum was not sufficiently accommodating for students with disabilities. It was assumed that students were to fit straight into the regular classroom, which would proceed with its preset curriculum and fixed standard (Hoskins, 1996). It was also argued that mainstreaming had not realised its intention as students were placed in regular classrooms but were not included in the classroom programme, and some classrooms had no special education programme at all. Segregation and mainstreaming education were associated with the medical model of disability, in which an individual with a disability was seen as having needs that required fixing by therapy, medicine or special treatment (Peters, 2003). Criticism of this approach brought about another change, and this was the move towards a unified educational system referred to as inclusive education.

2.2.3 Inclusive Education

The concept of inclusive education is considerably different from a mainstreaming school (Andrew and Lupart, 1993). In mainstreaming, students with disabilities started out in a separate system and were integrated into the regular school to fit into the existing curriculum and practices. However, in inclusive education, the education of the child with a disability starts at the regular school together with their other non-disabled peers. The child is not expected to fit into the existing curriculum and practice, instead the curricula and teaching style, practices and environment are adapted to suit the range of diversity that is found among children in the class (UNESCO, 2001b). The main emphasis is that all children, regardless of disabilities and other factors that could prevent them from schooling,

should be educated together with their non-disabled peers in a regular school, unlike the integration approach, which involved limited inclusion (Andrews and Lupart, 1993). An inclusive practice allows more interactive teaching methods that increase interdependence, in which students help each other and maximise participation. It requires teachers to provide equal learning opportunities with appropriate support and assistance to meet their students' potential. It implies shared responsibility from all stakeholders and joint concern in the process (Corbett, 2001).

Inclusive education is associated with the rights discourse, where children with disabilities are considered to be the equal to any other citizen, and who can participate in the social and economic system of the society that they live in (Nelson, 2005). Children with special educational needs effectively learn when they interact with their non-disabled peers. A constructivist theory was, therefore, used in this study because proponents of this theory believe that knowledge is constructed by an individual through interaction with other people. No behavior, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and, therefore, amounts to assimilating new elements to already constructed structures (Irby, et al 2013: 171).

Inclusive education is a global phenomenon that has been extensively advocated for in recent history. It is a philosophy and a principle that has its roots in the civil rights movements and educational reform Kauffman and Hallahan, (2005); Mitchell, (2006) and Rombo, (2007). However, the implementation of inclusive education has been difficult because of the conflicts that exist between those who support it and those who do not Mitchell, (2006) suggests that inclusive education is seen as a complex and problematic notion that lacks a common definition. He states that: Although there is no universally accepted definition of inclusive education, there is a growing

international consensus as to the principle features of this multidimensional concept. With regard to students with disabilities, these include the following: entitlement to full membership in regular, age appropriate classes in their neighborhood school; access to appropriate aids and support services, individualized education programmes, with appropriately differentiated curriculum and assessment practices. Brown and Palinscar (2005) also maintained that the term is interpreted and applied in many different and sometimes contradicting ways in different cultures. Artiles and Dyson (2005) also stated inclusive education is a multidimensional phenomenon where different countries, schools and classrooms define and develop in different directions as it suits their needs.

While the approaches to inclusive education have a common understanding of the concept as the recognition and valuing of student diversity in educational institutions, the scope of this in the literature varies. Some scholars limit it to the education of students with disabilities and consequently focus on the intersection between regular and special education (Mitchell, 2005). For example, Mastropieri and Scruggs (2004) defined inclusive education as the education provided for students with disabilities in a regular school, where instruction is provided by a regular teacher. Other scholars take an “education for all” perspective, arguing that all children with special educational needs such as those from poor backgrounds, ethnic minorities, the disabled, gifted or talented students, and girls in some cultures of communities (Booth and Anisow 2000; Moore, 1999) For example, in South Africa inclusive education is focused on all vulnerable students, including over age learners who experience language barriers, children in prison, and children in poverty, apart from students with disabilities

A study by UNESCO (2005) further outlined a number of sanitation facilities required in a school.

Which include such things as sanitation facilities which be in the following ratio 1: 30 for boys and 1: 25 for girls, a urinal pit for boys and at least one toilet for the staff. Furthermore, a study by Ngetha (2004) carried out in Ruiru Division established that 74% of the schools experienced a shortage of latrines. This is wrapped up by UNESCO (2005) which agrees that a severe shortage on toilets in many public schools is undermining the efforts to provide quality education due to delays caused as students queued to visit toilets interfering with the school timetable. The teacher student ratio is another evident factor that hinders admission of students to schools as admission is done considering the availability of space in the already over enrolled classrooms. Students are so many in regular classrooms which hinder the teachers from giving individual attention especially to students with SENs. Furthermore, policy makers who do not understand the concept of special education seem to be a barrier to implementation of this wonderful aspect of education.

A study by Ogot (2004) revealed that lack of powerful policy to support special education programme in Kenya has been a problem facing this aspect of education. The policy makers most at times play non-chalet attitudes to promote special education. In fact, this has contributed to the slowing down of its implementation especially in rural schools of the developing countries. Supporting the above assertion by Ogot, UNESCO (2005) established that the principals and teachers face great problems in the process of implementing special education as some do not even understand the term special education and they implement it unknowingly when they admit students with autism, partial blindness, physically impaired and mentally handicapped. Eleweke et al (2002) also stated that, administrators do not show an understanding of special education and are uncertain of their roles, lack knowledge, have little or no concern of having enough trained teachers in special education. To further compound the

problem, some of the teachers have not been trained to handle special education classroom.

A study by Jordan et al (2010), revealed that inadequate teaching and learning resources was another challenge in primary schools. The cost of buying teaching and learning materials was high. For example, braille machines and textbooks were costly hence it became a problem to implement special education. A study by Mmbaga (2000) also observed that schools were not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor. Therefore, this made it difficult for the school to plan effectively for their development and hence, teachers faced problems in the management of children with special education needs.

2.3 The available infrastructures for the visually impaired learners

A study by Friend (2008), revealed that challenges experienced when implementing education management of learners with visual impairment included lack of trained personnel. Teachers who are not trained in special education may not understand their learners' characteristics hence do not apply teaching methods or even strategies effectively. In extreme cases, ignorance concerning disability can result in quite damaging prejudice, hostility and rejection. This is even more serious if the disability is mental retardation because of its characteristics of deficits in both adaptive behavior and intelligent quotient. Furthermore, a report by Koech (1999) observes that the challenges encountered in implementing education management of learners with visual impairment is that, there is nothing more unequal than the equal treatment of unequals. The report asserts that the quality of the service for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment, specialized personnel, inappropriate curriculum, insufficient

institutions and programmes, lack of coordination and unity of purpose between and among service providers, inadequate support staff, an absence of clear policy guidelines, lack of legal status on special education, provisions, laxity on the side of government to fund special education materials among others.

A study conducted by UNESCO (2015), over time there have been infrastructure problems and a shortage of permanent classrooms in schools, particularly in poor communities like rural schools for learners with visual impairment. At the same time, existing infrastructure is generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance. In addition, most of the classrooms do not suit the needs of learners with visual impairment thereby denying them accessibility and equalization of opportunities in education provision. This has made the administrators and teachers to find it a difficult thing to implement inclusive education in rural schools. Supporting the foregoing, Eleweke (2002) pointed out that lack of relevant facilities and materials is a major obstacle to the implementation of effective inclusion faced by teachers. Evidence suggests that the facilities essential for educating learners with visual impairment in many schools are lacking or grossly inadequate and that inadequate facilities, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries.

A study by UNESCO (2005) further outlined a number of sanitation facilities required in a school. Which include such things as sanitation facilities which be in the following ratio 1: 30 for boys and 1: 25 for girls, a urinal pit for boys and at least one toilet for the staff. Furthermore, a study by Ngetha (2004) carried out in Ruiru Division established that 74% of the schools experienced a shortage of latrines. This is wrapped up by UNESCO (2005) which agrees that a severe shortage on toilets in

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According to a study by Kau (2005), special education programs are facing increasing enrollment and decreasing budgets. The result is that there are fewer teacher assistants available, which results in a greater workload for special education teachers. They may also face shortages of essential resources and equipment for delivering effective lessons. Any one of these challenges would make the work of a special education teacher incredibly difficult; as a group, they turn the job into a set of arduous tasks. Unfortunately, the result of the pressures placed on teachers is that the students suffer. Anyone seeking to go into this area of teaching should be aware of what they will face and have the mental and emotional fortitude to overcome the challenges in order to improve the prospects of their students.

Disabled children may have behavioral issues including restlessness and moodiness. They may also exhibit problems like a short attention span or an inability to understand what is being taught. Special education teachers have to learn how to deal with these problems as well as how to take appropriate disciplinary measures. Some parents of special needs children are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Disinterested parents may have no involvement with their child's

education or interaction with their teachers, whereas overprotective parents may have unrealistic expectations from the child and the child's teachers. Both attitudes can shape children in negative ways. Parental disinterest may make special needs students less motivated and parents who are overprotective often diminish their child's confidence and make it harder for them to learn.

A research done by Najjingo (2004), in Uganda called the National School Mapping Census of 1999 reported a total of 150,559 children with disabilities attending primary schools - 40,972 with hearing impairments, 28,668 with visual impairments, 42,325 with intellectual disabilities and 38,624 with physical and motor disabilities. This was 2.3% of the total population of 6.5 million children registered at primary school - a figure which compares favourably with many other countries. The research found out that the needs of new groups of children identified were beginning to be addressed – e.g. those with autism, deaf-blindness and cerebral palsy.

This commitment to universal primary education (UPE) has been made within the framework of the United Nations Education for All initiative, first launched at Jomtien, Thailand in 1990 and reaffirmed and strengthened by the Salamanca (1994) and Dakar (2000) Declaration and Framework for Action (UNESCO 2000) and by the UN Standard Rules on the Equalisation of Opportunities for Persons with disabilities (United Nations 1993). Uganda was also one of the first countries to apply for debt relief under the UN Heavily Indebted Poor Countries Initiative, in return for a commitment to invest the money thus saved in health and education. In addition, several international NGOs have entered into partnership agreements and grants have been provided by the World Bank, the African Development Bank, the European Union, the UN Development Programme and UNICEF.

The government took a number of steps to ensure that the needs of disabled children were given priority, in line with national legislation. For example, a Department of special Needs Education and Careers Guidance has been created within the Ministry of Education and Sports; each of the 45 administrative districts has at least one staff member who is responsible for ensuring that disabled children are admitted to school and do not drop out prematurely. The Uganda National Institute of Special Education (UNISE) in Makerere University, Kampala is developing teacher training programmes at every level in line with the government's commitment to Education for All and offers support to the 45 district services.

2.4 Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools.

The Salamanca Statement maintains that 'inclusion and participation are essential to human dignity and the enjoyment and exercise of human rights' (Eleweke, 2002). The adoption of Convention on the Rights of the Children (CRC) in 1989 and the World Summit for Children in 1990 were promising enactments and it appeared that rights of children were seriously being considered by the governments and the international community (UNESCO, 2004).

The rights of the children were envisaged at the CRC and reaffirmed through the recent UN Convention on the Rights of Persons with Disabilities (UNESCO, 2013). The CRC remains a landmark document which comprehensively covers civil, political, social, economic and cultural rights of children. It takes due consideration of the survival, development, protection and participation needs of children. Both conventions clearly uphold the importance of education of all children with disabilities and maintain that they must not be excluded from the general educational system. Therefore, serious measures should be taken so as to remove all barriers in the environment to make

the classrooms accessible to learners with physical disabilities. First and foremost, ZECF (2012) further suggests that teacher education institutions should include special education in their programmes in order to equip teachers with necessary knowledge, skills, positive attitudes and values when dealing with SEN children. Training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers, such as interpreters would be of great use if special education is to be a reality in schools. Furthermore, untrained teachers in special education should be encouraged to go on short courses so that they are able to engage in the use of sign language for the hearing-impaired pupils. For partial visual impairment the use of large prints is encouraged to assist them read with ease. UNESCO (2004) and Kahateli (1995) highlights description of some modifications needed for special education needs such as a provision of barrier free environment within compounds used by children visual impairment. In addition, the environment should be barrier free in such a way that, the door steps should be avoided, instead, there should be ramps with recommended gradient, in dormitories and playgrounds.

All classrooms should be spacious, well-lit and well-ventilated. In fact, the 2030 ASD (2015) advises developing countries to build and upgrade education facilities that are disability sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. This is so because learners with SEN have not had specific resources that suit their disabilities for them to put in place. Furthermore, the Zambia Education Curriculum Forum (ZECF) (2012) put emphasis on learning institutions to ensure that learners with SEN are provided with appropriate resources for quality learning and to introduce legislation in order to guarantee the right to free, appropriate education. The Zambian Education Bill (2011) suggests the

transcription of print materials into Braille and Sign Language for effective teaching and learning. It further advises that the education of learners with SENs be monitored and evaluated through the strengthening of the management and supervision system at all levels of the education system.

In a study by Cohen, et al (2003) on special education schools, observed that learners with disabilities are in a general education classroom, as such, teachers usually devise ways of accommodating them during the learning and teaching process. Therefore, teachers and administrators in schools are held more accountable for the performance of learners and as a result, they try to provide relevant resources and skills to deal with special classrooms. Furthermore, if special education classrooms are going to be successful, teachers must make changes in the traditional general education classroom for the students to participate in the learning and teaching process.

According to Ainsow (2010), in an exploration study of pupils with special needs, it was revealed that teachers felt that students with disabilities could benefit from the classroom if two basic changes in classroom practice were made and these included modifying the curriculum and time to enhance relevance for each student and modifying instructional techniques. The modifications of instructional techniques are generally characterized as good teaching. For example, students who are blind will make use of Braille machine and Braille paper to assist them during the learning and teaching period. In a study by UNESCO (2004) advises that when planning a new building and in securing school facilities and equipment, the tendency should be making only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally well for the nurturance of all forms of abilities in all children. The successful accommodation of learners with SEN require facilities, infrastructure

and assistive devices, which are in their opinion are lacking.

UNESCO (2013) also reviews that special education should involve a range of changes and modifications that teachers and principals should make such as in content, approaches, structures and strategies, with a common vision which covers all children with SENs and a conviction that it is the responsibility of the regular system to educate all children. This should be evident in teachers and the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be to offer every individual a relevant education and optimal opportunities for development.

Mmbaga (2000) emphasised that planning was one of the guiding principles in special education development. Adaptation involved changing things like teaching methods, classroom organisation, physical environment and many more. This entails that teachers should make sure that each child benefits from the teaching, regardless of his or her learning difficulties.

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Visual Impairment and its Impact on Learning

Visual impairment can be defined legally and educationally. Legal definition describes visual impairment by considering the visual acuity of a person. It describes a blind person as the one having visual acuity of 20/200 or less than that, even by using optical devices. This means that; a person with blindness can see an object at 20 feet whereas a sighted person can see at 200 feet. A legal definition considers a person with low vision as having visual acuity of 20/70 meaning that; a person with low vision can see an object at 20 feet whereas a person with normal vision can see at 70 feet (Spungin, 2002). In this study, educational definition (refer section 1.3.2 in chapter one), is relevant because it shows directly the impacts of visual impairments on the learning process of a student. Visual impairment can be congenital, occurring at or shortly after birth or acquired through other means later in life (Sacks & Silberman, 1998). Some of the congenital causes of visual impairments include conditions like retinopathy, glaucoma, cortical visual impairment, coloboma, optical nerve hypoplasia etc. Visual impairment can also be acquired later in life as a result of cancer, cataract, trauma, accidents, nutrition etc. (Kirk et al., 2011).

Before imposing any teaching to students with visual impairments, it is very important that a teacher knows how the loss in vision influence the learning process (Sacks & Silberman, 1998). Visual

information is crucial in helping children observe and interpret what happens in the environment. It is also an important prerequisite for conceptual development in a student's learning. Malformation and destruction of this part of the body, brings about a reduced amount of sensory data to the learner, leading to deficit or delay in various skills learned through watching and imitation from others. This impacts language development, reasoning skills, problem solving abilities and abstract thinking. This finally causes great impact on the individual's learning and performance, because a student cannot observe and use visual information to interpret various learning situations happening in the environment (Bishop, 1996; Fraser & Maguvhe, 2008) If visual impairment occurs during early childhood, cognitive and language development is impaired (Bishop, 1996). But if the loss of vision is after five years, below which visual memories cannot be retained, then there will be some visual memories. This visual memory will be very helpful in the learning process through construction and formation of images, and concepts later by relating the new concept and experience acquired earlier in life (Webster & Roe, 1998).

There are basically three ways through which students with visual impairments can get information from the environments. Verbal description is the most important source of information to visually impaired students. However, verbal description provided by others is always incomplete and cannot satisfy the person's needs. Another way is the use tactile stimuli. However, a tactile method is also not effective, because a student needs to feel an object repeatedly in order to grasp the image of the object. Finally, students with visual impairments rely on self-exploration about the world. This way is limited in amount of information that can be accessible to students with visual impairments. All in all, these modalities together cannot effectively compensate visual stimuli, they are there just to reduce the impacts to learning caused by lack of vision

(Spungin, 2002). Therefore, a teacher teaching student with visual impairments in inclusive classrooms needs to plan teaching based on these assumptions.

Learning Environment

According to Webster & Roe (1998). Generally, adaptation of teaching and learning environment is at the core of successful inclusive education. If the environment in which learning occurs is not supportive to students with visual impairments, their learning will automatically be interrupted. Research shows that the context in which the learning occurs; inflexible curriculum and inappropriate assessment procedures, are some of the factors leading to ineffective learning among students with visual impairments (Fraser & Maguvhe, 2008). Inclusive learning environment should be different from the ordinary learning environment, because an inclusive classroom contains students with different learning needs and abilities. For quality learning of students with visual impairments, some features and conditions should be adhered to. These include special services from specialized teachers, teaching and learning resources, as well as assistive devices like braille and magnifying glasses and the use of flexible teaching methods (Webster & Roe, 1998). Inclusive learning environment, therefore, is an environment that allows and supports the potential learning of all students, regardless of the learning differences and diversities these students possess in the class.

Therefore, there is a need for all educational stakeholders including teachers to consider restructuring of the education system and practices, in order to help these students, learn better in inclusive settings (Fraser & Maguvhe, 2008).

Assessment of Learners' Needs

Assessment of learners refers to the systematic procedures of gathering and identifying relevant educational information about a student. The main aim is to understand the specific needs of the student. Quality teaching and learning can only be

achieved when student's background and prior knowledge, is assessed and known. Assessment of the learning needs of a student, with visual impairment, prior to the beginning of the course of study is important for both the student and the teacher. This is because it allows for an understanding of the student's academic ability, learning styles and learning needs (Spungin, 2002). Parents and peers are therefore important partners in provision of information about the learning of students with visual impairments. This is because parents know the needs and interests of their children better than other people. On top of that they know much about their children's learning problems and therefore can suggest better educational intervention. Assessment can also be through reading students' academic records (Spungin, 2002). Assessment is important for knowing whether a student will need low vision devices, large prints, magnifiers and lenses, braille etc.

Individualized Education Plan (IEP) is a plan of study extracted from the general curriculum which is designed specifically to meet the needs of a student with additional needs. This plan of study comprises a list of specific goals to be met, and the strategies to be used to meet those goals (Salisbury, 2008). There is a team of specialists, including parents and teachers, which work together to determine these specific goals and academic needs of students to enable a teacher to plan and implement teaching (Spungin, 2002). Team planning and implementation of IEP is crucial if we want inclusive education for students with visual impairments to be meaningful. However, IEP does not call for individualized teaching, rather it intends to inform educators to be aware of and meet the individual needs of every student in inclusive classroom. General and special needs teachers as well as parents are important collaborators in the preparation and implementation of IEP.

Teaching Collaboration (Co-teaching)

Teacher collaboration (Co-teaching) is an important aspect of inclusive education, because inclusive classrooms contain students with diverse learning needs. No single teacher can have all the skills necessary to meet students' diverse needs in inclusive classroom (Fraser & Maguvhe, 2008). Co-teaching involves two teachers teaching the same class at the same time, a regular teacher taking the responsibility of the main teaching, and a special needs teacher, dealing with disability specific needs of students. A teacher, who has specialized in visual impairments, therefore, should be part of the teaching in an inclusive classroom having students with visual impairments. A special teacher will be helping a general teacher in preparation of teaching materials and learning environment that suits students with visual impairment. A co-teacher will also be responsible for teaching skills like reading and writing by using braille, using glasses and lenses etc. (Spungin, 2002). According to Scruggs et al., (2007), some reported benefits of co-teaching include improved instructions and communication between a teacher and a student and increased enthusiasm for teaching.

Collaboration with Parents

Parents offer a big contribution to the education of their children, and are potential sources of information about the academic ability of students with visual impairments. Parents know their children better; they know what their interests are and what things are good for them. They also know their educational needs, and can plan for the future on behalf of their children. They will also provide necessary information about social, physical and emotional development (Garner & Davies, 2001; Webster & Roe, 1998). Having this information, a teacher will strive to structure and modify his or her teaching to help student with visual impairments in the class (Spungin, 2002).

2.5 Educational Response to Children with Visual Special Needs

In order for learners with visual disabilities to conveniently learn and have a meaningful learning, there should be a full utilization of their body senses like hearing, touch, vision, smell and even taste (Kirk et al., (2009). Thus, adaptation is important and it should go hand in hand with the exact need of a child. proposed three general principles for adapting instruction to the educational needs of children with visual disabilities. These are the need for concrete experience, the need for learning by doing and the need for unifying experiences.

2.5.1 The Need for Concrete Experiences

Children with visual disabilities need to work with concrete objects to understand the surrounding world and develop meaningful concepts. Teachers should therefore use concrete or real objects from the natural and even outside the natural environment. They (teachers) should also allow ample time for children to have physical guidance like trips to museums (Kirk, et al, 2009).

2.5.2 Learning by Doing

Learning by doing is attained by letting the child with visual disabilities to accomplish tasks, which are the focus of the instruction. Therefore, lectures should always be accompanied by a practical experience to bring sense to children with visual disabilities. Teachers and other people around children with visual disabilities should avoid doing things for them. What is important is for teachers to continuously motivate their learner's museums (Kirk, et al, 2009).

2.5.3 The Need for Unifying Experiences

Since visual disabilities restrict holistic experience of one's environment, a unifying experience is paramount to bridge out the restriction. Special education teachers should therefore strive to explain to visual disabilities children the relationships among concrete experiences. A

teacher can use field trips for example to make children establish a link between what was instructed in the classroom.

2.6 Research Gap

However, though various researches have been conducted research on Special Needs education and Disability on challenges of accessing primary education on side of Children with visual impairment in a national context like unfriendly curriculum, lack of day meals and lack of enough awareness from the parents and caregiver of the children with disabilities. Therefore, this is a pushing factor for conducting the research to fulfil the gap on the study regarding children with visual impairment in accessing inclusive education.

2.7 Summary of chapter two

The study sought to find out the challenges experienced by teachers in the education management of special children. From the reviewed literature, it appears that the implementation of special education is a topical issue world over. Globally, literature demonstrated that the implementation of special education is a complex theory that is affected by a good number of variables. Through the reviewed literature, the challenges faced by schools have been identified. These include; social and economic conditions of visually impaired children, infrastructure which is not friendly, and inadequate teaching and learning materials, lack of political will and legislation to guide the implementation of inclusive education, parental negligence to mention but a few. The chapter further looked at Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools. The literature discovered that teachers need to be trained, have adequate infrastructure, sponsor SENs. Others include having spacious classrooms with well-lit and well-ventilated. Training programmes for support personnel and many others.

CHAPTER THREE: **RESEARCH METHODOLOGY**

3.1 Introduction

The previous chapter reviewed different literature on challenges that limit the implementation of inclusive education in schools. This chapter on the other hand outlines the research methodologies that were used in the study. Research methodology is a method used to guide the research in collecting and analysing data within the framework of the research process. The chapter gives details on the research design, study site and population, sample size and sampling procedure, data collection techniques and tools, and data analysis. This chapter also presents ethical considerations of the research in the process of data collection.

3.2 Research Design

Kombo and Tromp (2006) states that a research design holds the components of the research together and provides a framework for collection and analysis of data. It shows all procedures that are selected by the researcher for studying a particular phenomenon. It acts as a guide in the completion of the study. The study utilized a descriptive survey design. This design was the most appropriate since it allowed the researcher to study a relatively large population for accuracy of findings and is concerned with describing, recording, analyzing and reporting conditions that exist (Creswell,2003).

This study adopted mixed methods approach and applied both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing or integrating of both approaches in a study (Creswell, 2013:277).Further, the specific mixed method used in this study was the Convergent parallel mixed methods is a mixed methods strategy in which a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other (Creswell, 2014: 275)

Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2005, 39). Further, Yin (2009, 2012) defines and suggests processes the case study design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Therefore, a case study design was used to help the researcher explain the challenges that are experienced by children with visual impairment and offer respondents opportunity to express themselves freely so that assessment of the respondent's is put in the work can be made.

3.3 Target population

Creswell (2003) defines population as all members of any well-defined class of people, events or objects. Gall (2003) state that a target population refers to all the members of a hypothetical set of people, events or objects to which we wish to generate the results of our research. In this study therefore, the target population included learners with visual impairment, teachers teaching these learners, head teachers, District Education Board Secretary, and Education Standard Officer Special Education.

3.4 Sample size

The sample size consisted of 100 respondents out of which 50 were learners with visual impairments, 30 class teachers teaching learners with visual impairment, 7 lecturers, 10 head teachers , 1 District Education Board Secretary (DEBS),and 1 Education Standard Officer Special Education.(ESO-SE) and 1 Senior Education Standard Officer Special Education (SESO-SE). The Researcher adopted the Slovia formula to get the sample size, which is $n = N / (1 + Ne^2)$.

$$n = N / (1 + Ne^2)$$

Where n = sample size

N = population size

e = marginal error which represent 10% = 0.1

$$n = N / (1 + Ne^2)$$

3.5 Sampling procedure

The procedure used was simple random sampling and purposeful. Purposeful sampling procedure was used to select head teachers, DEBS and ESO Special. This is based on the knowledge of the population and the purpose of the study. This sampling procedure has also an advantage in that the purpose of the study can be fulfilled even with a small sample which is picked purposely and carefully. On the other hand, simple random sampling was used to select learners. The advantage of simple random sampling is that the samples yield research data that can be generalised to a larger population. This method also permits the researcher to apply inferential statistics to the data (Kombo and Tromp, 2006)

3.6 Research instruments

Interview guides and questionnaires were used to collect data from the respondents. The interview schedule was used to collect data from administrators while questionnaires were used to collect information from teachers. Interview guides were used to get information from the administrators. The interview guide was developed using open-ended and closed ended questions for in depth information. Questionnaires for teachers were used to get information from teachers. The questionnaires for teacher's lecturers and pupils were also developed using both closed-ended and open-ended questions.

Pilot study

A pilot study is a true replica of the main study performed at a small scale. It is defined by one key aspect for the researcher in this study was to ensure efficiency was achieved throughout the whole process. To establish the relevance of the design and appropriateness of the questions contained in the questionnaire, a pilot study was performed. The

main aim of pilot study was to achieve efficient utilization of money, effort, and time. Cooper and Schindler (2008:91) have argued that a pilot study must be conducted to detect weaknesses that may exist in the research design. Saunders and ThornHil (2012:677) have also stated that a pilot study is used to test a questionnaire to avoid respondents having problems in answering questions contained in the questionnaire. Piloting the study also helped to lessen chances of getting unreliable results which could have led to redoing the survey over again and incurring huge financial costs. Furthermore, the pilot study established the feasibility of the research design and methodology to be utilized in the main research. Questions in the questionnaire were tested to establish their ability to provide answers the research questions and the aim of the study.

The pilot study was conducted amongst a sample size of ten respondents who comprised of learners with visual impairments. The information collected was used to achieve the above mentioned aims and also to amend the questionnaire used in the main study.

3.7 Data Analysis

Qualitative data was analysed thematically. Thematic analysis basically refers to topics or major themes that come out of the interviews or discussion (Creswell, 2003). In this case, thematic analysis focused on the major themes in relation to the objectives and research questions of the study. On the other hand, quantitative data used in the study was analysed using Statistical Package for Social Sciences (SPSS) 23.0 to create tables and perform various statistics. SPSS 23.0 software package was ideal because it gives detailed data analysis in terms of frequency, percentages and tables. The reason for selecting SPSS is that it makes easy to interpret data and also it is readily available.

3.8 Reliability and Validity 3.8.1 Validity

Kumar (2011:216) citing (Smith 1991:106 and Kerlinger 1973:457) defines validity as the degree

to which the researcher has measured what he/she has set out to measure. The commonest definition of validity is epitomized by the question: Are we measuring what we think we are measuring? Therefore, data validity determines the degree to which the research is measuring what it claims to be measuring. The data that will be obtained will be analysed and revised for the main study so that the internal validity and reliability is maximised; if there will be any ambiguity it will be uncovered (Kumar 2011:215). Moreover, there are two perspectives on validity: Is the research investigation providing answers to the research questions for which it was undertaken? If so, is it providing these answers using appropriate methods and procedures?

According to Abowitz and Toole (2010:111) validity measurement in research is important as it helps to establish whether what is supposed to be measured is been measured. The focus of validity measurement in this study was to establish if there was any systematic errors or bias in the study. There are four validity measurements that were considered in this study. The first one was face validity which according to James et al. (2011:1) is the degree of practicality or relevance of the research instrument. James et al (2011:1) argues that face validity only demands a surface level judgement and does not require particular expertise.

To establish face validity, the questionnaire was reviewed by a few participants during the pilot study to check the sensibility of questions and to establish if the questions were difficult to interpret and answer.

Haynes et al. (1995:238) as cited in Rossiter (2008:1) defines content validity as an assessment of the research instrument's relevance to a specified field of study. As recommended by Chakraborty (2012: 123) the test ensured that the questionnaire covered the broad range of areas in the field of study. One way of validating the content of the

questionnaire as suggested by Moule and Goodman (2009:184) could have been done by calculating the content validity index (CVI). To establish this aspect, the researcher consulted experts in the business by asking them whether the questions in the questionnaire represented the range of questions that could be asked in relation to the challenges faced by Start-up businesses in Kasama District.

3.8.2 Reliability

The data reliability is the extent when the research findings would be the same, if the research was repeated. However, it is very rare that the results would be exactly the same in social sciences because human beings change and differ in social situations (Veal 2006:41).

Reliability, according to Chakraborty (2012:122) is important and a researcher must always endeavor to estimate reliability of the research instrument. The forms of reliability considered in this study were parallel forms reliability, test-retest reliability and inter-rater reliability as highlighted by Chakraborty (2012:130).

Parallel forms of reliability are also known as Internal Consistency. Moule and Goodman (2009:187) states that in parallel forms of reliability questions need to be set up which address a construct and these questions are separated into two sets which are used independently but administered to the same sample. In this study, parallel forms of reliability were not used as it is normally used with questionnaires that have a total and measure a specific criterion.

Test-retest reliability as argued by Moule and Goodman (2009:186) is concerned with the stability of a measuring tool. The stability can be established by whether the measure obtains the same measurements when applied to the same person at different times. The researcher used the questionnaire on two participants during the pilot study at different times in order to establish test-

retest reliability. The tests were done within the time frame of two weeks to ensure a shorter period interval. This allowed for higher correlation as the longer the interval period, the less correlation may be established.

Inter-rater reliability as stated by Moule and Goodman (2009:187) is concerned with the level of consistency of results when two observers independently review the same phenomena. The focus here is to have a high degree of consistency. To ensure inter-rater reliability in this study, two independent observers were asked to review the questionnaires used during the pilot study to determine the similarity of responses in establishing whether challenges faced by Start-up businesses impacted on business sustainability.

3.9 Ethical considerations

Ethical issues were taken into account during data collection. Research ethics were upheld. When the researcher arrived at every site of study, she sought permission from site authorities to conduct research there, briefed them on the value of the research and the procedures to be used. The researcher also assured the DEBS, the school head teachers, lecturer's teachers and pupils that the study was for academic purposes only. Participants were not forced to participate in this study. Furthermore, participants were assured that the data to be obtained would not be disclosed to any other persons.

3.10 Summary of chapter three

This chapter focused on the methodology which was used during the research study. The research used a descriptive survey design and employed both quantitative and qualitative methods. It has provided highlights on the research design, population, study population, sample size, sampling procedure used to generate information required to support the study, tools for data collection and justification of these instruments, data collection procedures and how analysis of data

was done, and finally an outline of ethical considerations before the commencement of the study. The next chapter presents research findings.

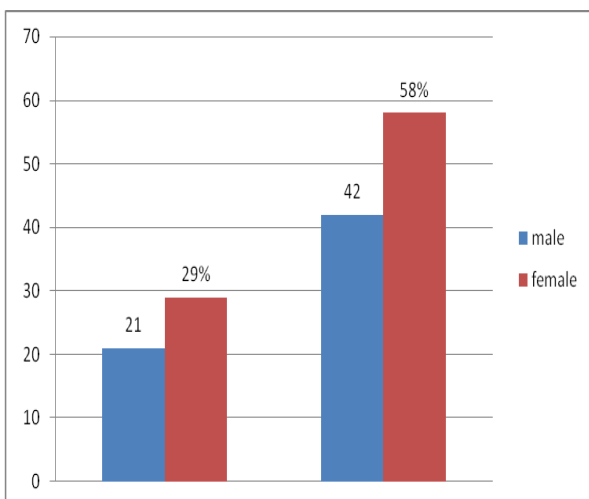
CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study which evaluated the challenges faced by learners with visual impairment in an inclusive education set up in Kabwe district of Zambia. The study had a sample size of 100 respondents. The chapter is divided into the following sub-headings; Demographic characteristics of respondents, the social-economic status of learners with visual impairment in Kabwe, the available infrastructures for the visually impaired learners and to suggest measures that would enhance the implementation of inclusive education for the visually impaired learners in schools. The responses were based on the research questions which were correlated to the study in question.

4.2 DEMOGRAPHIC CHARACTERISTICS OF LEARNERS

Figure 1: Gender of learners

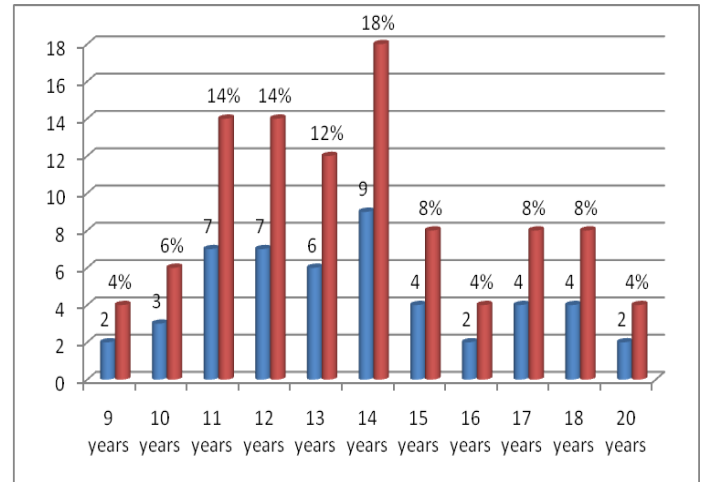


The findings revealed that 42 (58%) of the learner respondents were males and 21 (29%) were females

Figure 2: Age of learners

In regard to age of the learners, the findings revealed that 2 (4%) were aged 9 years, 3 (6%) were

aged 10 years, 7 (14%) were aged 11 years, 7 (14%) were aged 12 years, 6 (12%) were aged 13 years, 9 (18%) were aged 14 years. Furthermore, 4 (8%) were aged 15 years, another 4 (8%) were aged 16 years. On the other hand, 4 (8%) were aged



17, another 4 (8%) were aged 18 years and 2 (4%) were aged 20 years.

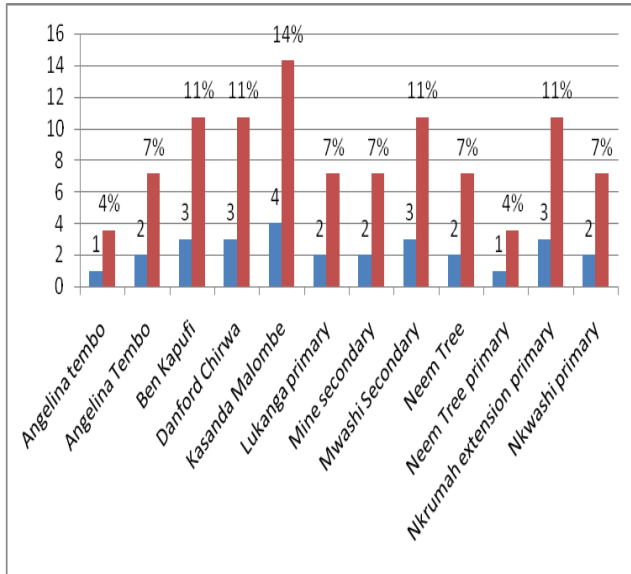
Table 1: showing institutions of learners

Name of institution	Frequency	Percent
Ben Kapufi	5	10
Danford Chirwa	5	10
Kasanda Malombe	5	10
Lukanga primary	5	10
Mine secondary	5	10
Mwashi	5	10
Neem tree	5	10
Nkrumah extension	5	10
Nkwashi	5	10
Angelina Tembo	5	10
Total	50	100

As indicated in the table above, the findings revealed that all the schools under this study were represented by 5 (10%) learners with visual impairment.

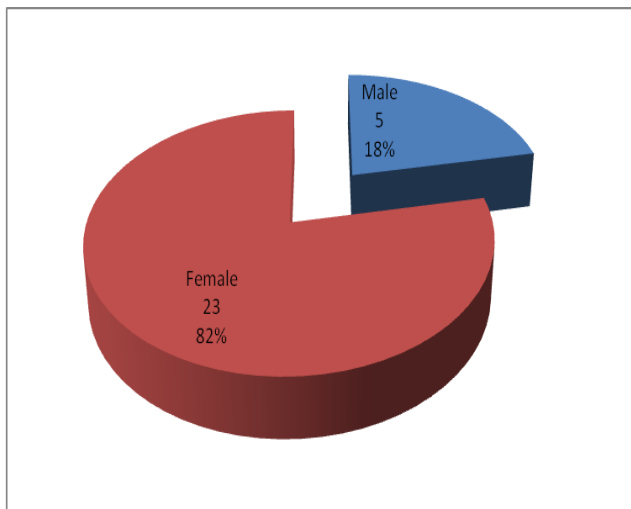
4.3 DEMOGRAPHIC CHARACTERISTICS OF CLASS TEACHERS

Figure 3: Institutions of teachers



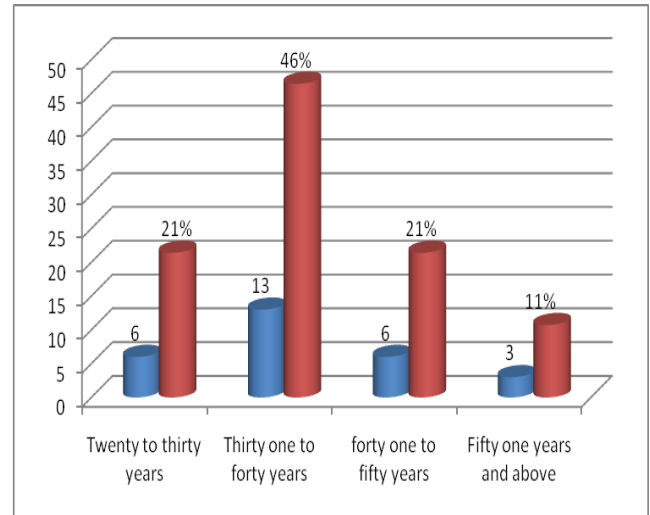
The findings revealed that institutions of teachers included Neem Tree, Mine secondary, Kasanda Malombe, Nkurumah Extension, Danford Chirwa, Mwashhi, Nkwazhi, Ben Kapufi, Lukanga and Angelina Tembo.

Figure 4: Gender of teachers



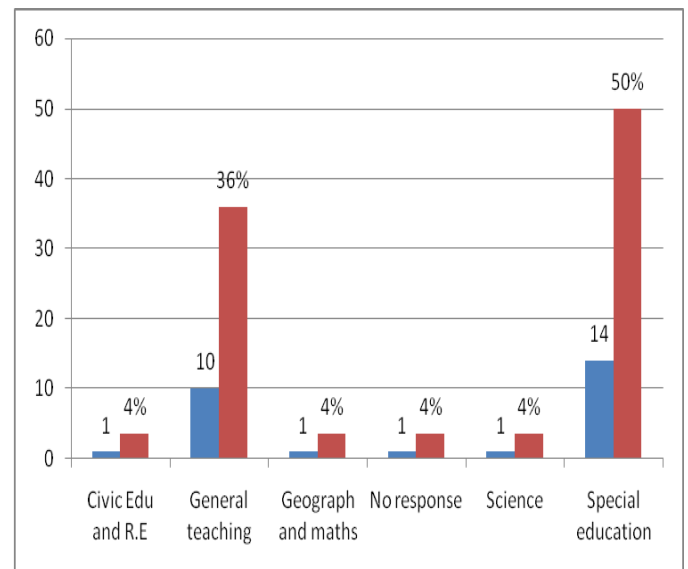
In respect of gender of teachers, the findings revealed that 23 (82%) were females and 5 (18%) were males.

Figure 5: Age of teachers



In trying to establish the age of teachers, the findings revealed that 6 (21%) were aged twenty to thirty years, 13 (46%) were aged thirty-one to forty years, 6 (21%) were aged forty-one to fifty years and 3 (11%) were aged fifty-one years and above.

Figure 6: Area of specialisation of teachers



The findings revealed that 1 (4%) of the teachers was specialized in Civic education and Religious Education, 10 (36%) were specialized in general teaching, 1 (4%) was specialized in Geography and Math's, 1 (4%) was specialized in science, 14 (50%) was specialized in Special Education and 1 (4%) did not respond.

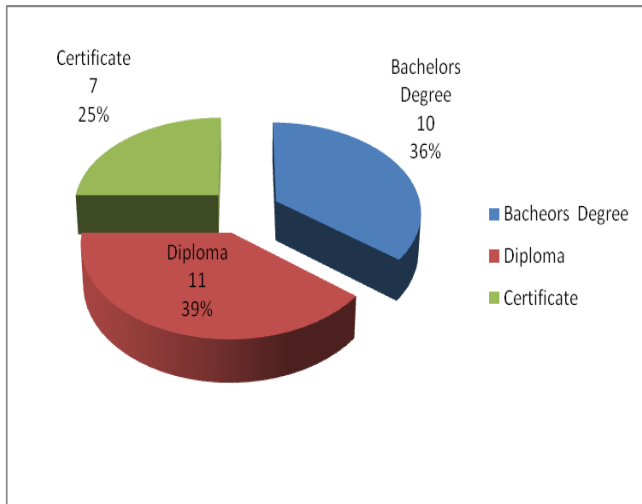
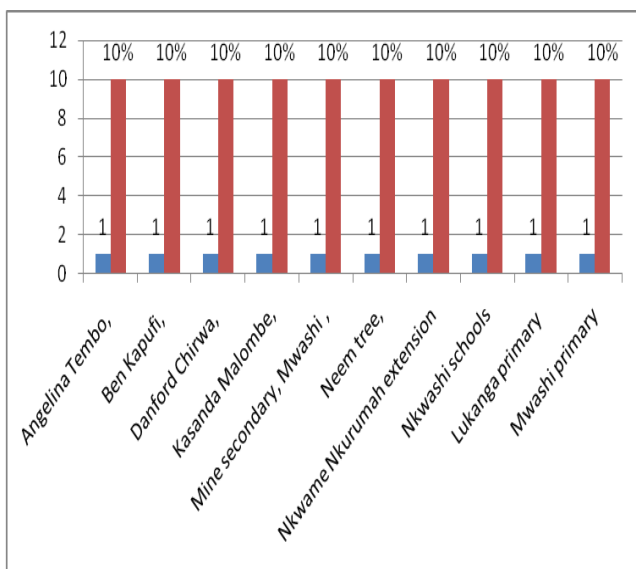


Figure 7: Qualification of teachers

In establishing the qualification of teachers, the findings revealed that 11 (39%) had diplomas, 10 (36%) had Bachelor's degrees and 7 (25%) had certificates.

4.4 DEMOGRAPHIC CHARACTERISTICS OF HEAD TEACHERS

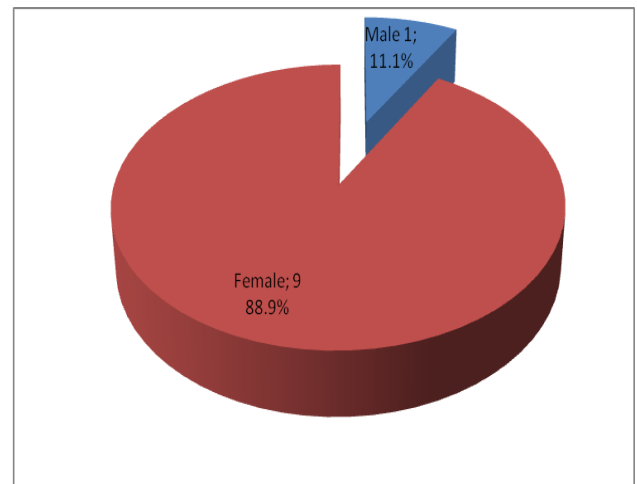
Figure 8: School Head teachers



The findings revealed that head teachers were drawn from Angelina Tembo, Ben Kapufi, Danford Chirwa, Kasanda Malombe, Mine secondary, Mwash, Neem tree, Nkwame Nkurumah extension, Nkwashi schools, Lukanga primary and Mwash primary. Furthermore, as the graph above shows each school had 1 (10%) representative.

Figure 9: Gender of head teachers

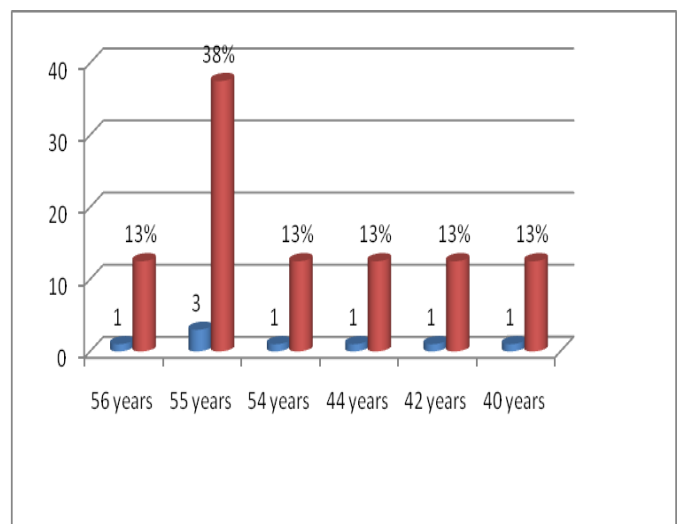
The findings above revealed that 9 (88.9%) were females and



1 (11.1%) was male.

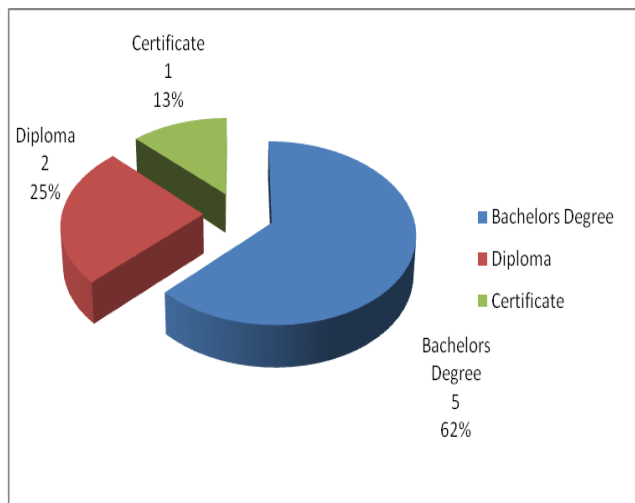
Figure 10: Age of head teachers

The findings revealed that 1 (13%) of the head



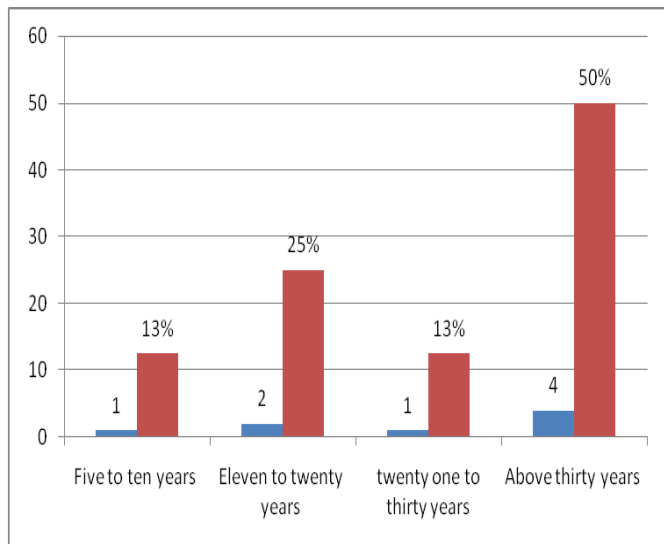
teachers was 40 years, 1 (13%) was 42 years, 1 (13%) was 44 years, 1 (13%) was 52 years, 1 (13%) was 54 years, 3 (38%) were aged 55 years and 1 (13%) was aged 56 years.

Figure 11: Education qualification of head teachers



In respect of Education qualification of head teachers, the findings revealed that 5 (62%) had Bachelor’s Degrees, 2 (25%) had diplomas and 1 (13%) had a certificate.

Figure 12: Years in service of head teachers



In trying to find out the years of service of head teachers, the findings revealed that 1 (13%) had worked for five to ten years, 2 (25%) had worked for eleven to twenty years, 1 (13%) had worked for twenty one to thirty years and 4 (50%) had worked above thirty years.

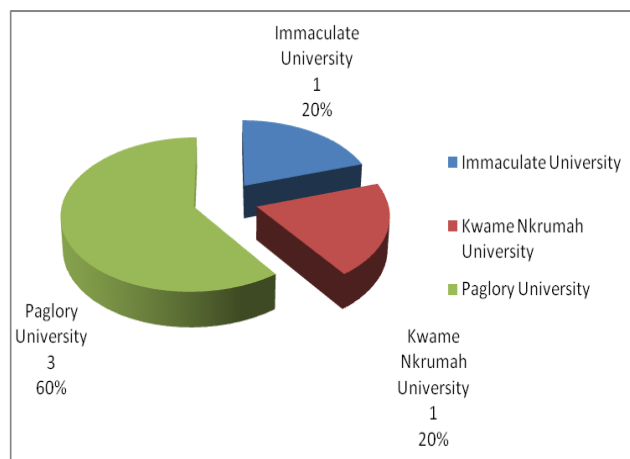
Table 2: Year of establishment special education at the schools

Name of school	Year of Establishment
Mine secondary	1995
KasandaMalombe	2015
Nkurumah Extension	2016
DanfordChirwa	Non
Mwashi	Non
Nkwashi	Non
Ben Kapufi	Non
Angelina Tembo	Non

As indicated in the table above, it was revealed that, Mine Secondary was in 1995, KasandaMalombe was established in 2015 and Nkwame Nkrumah extension was established in 2016. Furthermore, DanfordChirwa, Mwashi, Nkwazi, Ben Kapufi and Angelina Tembo schools had no special education wing.

4.5 DEMOGRAPHIC CHARACTERISTICS OF LECTURERS

Figure 13: Lecturers’ institution



The findings revealed that 3 (60%) of the lecturers were from Paglory University, 1 (20%) was from Nkwame Nkrumah University and 1 (20%) was from Immaculate University.

4.5.2 Ownership of institutions

The findings revealed that two institutions that is Immaculate and Paglory were private institutions and one that is Nkwame Nkrumah was public.

4.6 DEMOGRAPHIC CHARACTERISTICS OF EDUCATION OFFICERS

The Education officers comprised of one DEBS, one SESO – Special Education and one ESO – Special Education

Figure 14: Gender of education officers

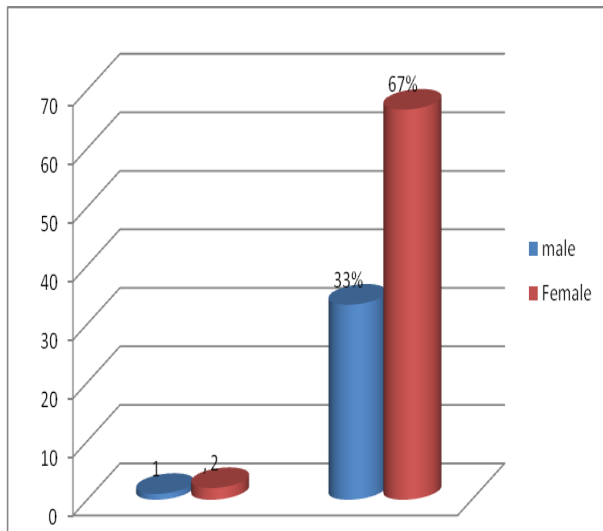
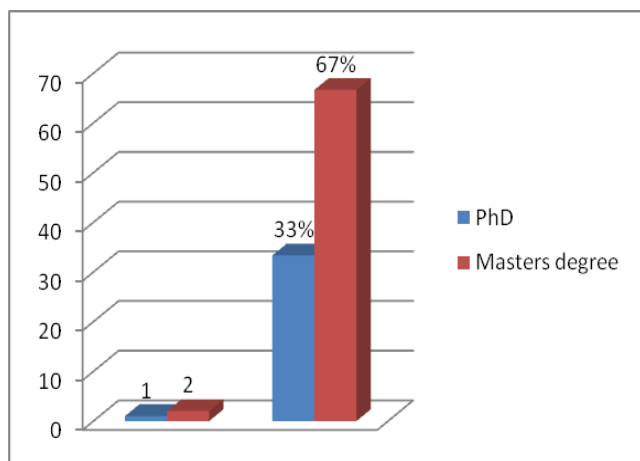


Figure 14 above showing gender of education officers

The findings revealed that 2 (67%) of the respondents from Education office were female and one was male.

Figure 15: Qualification of education officers

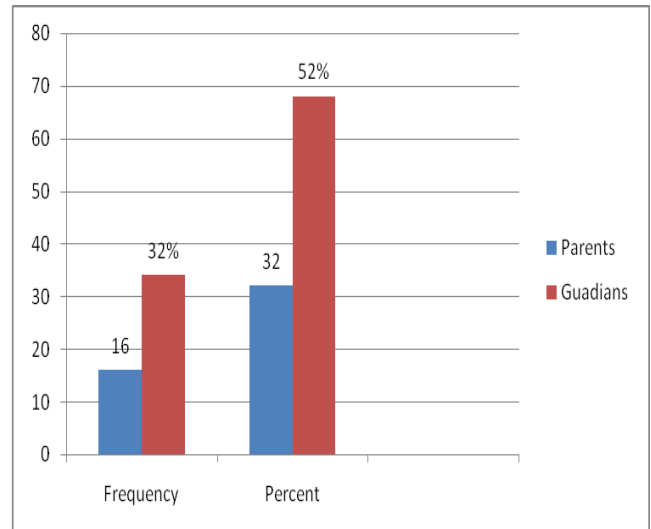


The findings revealed that two of the education officers had Masters Degrees and one was a PhD holder.

4.7 FINDINGS FROM LEARNERS

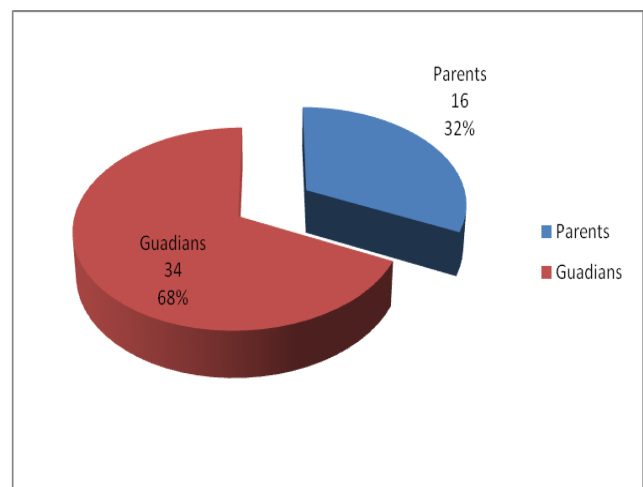
4.7.1 The Social-Economic Status of Learners with Visual Impairment

Figure: 16 Education responsibilities of learners



In regard to who was responsible for the education of visually impaired children, the study revealed that 52% of the learners were taken care of by guardians, 32% by parents and 16% by other organisations.

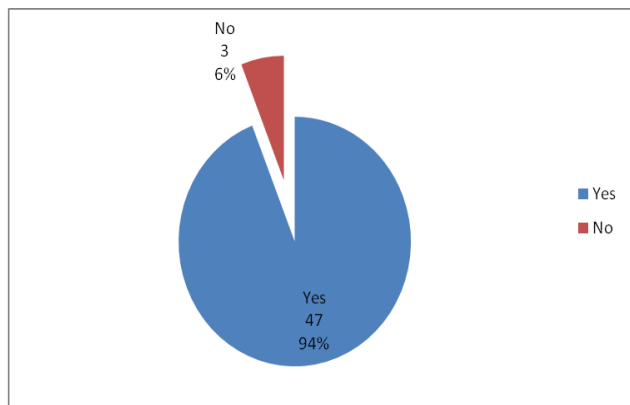
Figure 17: People taking care of learners



As shown in the above figure, the study revealed that 68% of the learners were living with their guardians and 32% were living with their parents.

4.7.2 The available infrastructures for the visually impaired learners

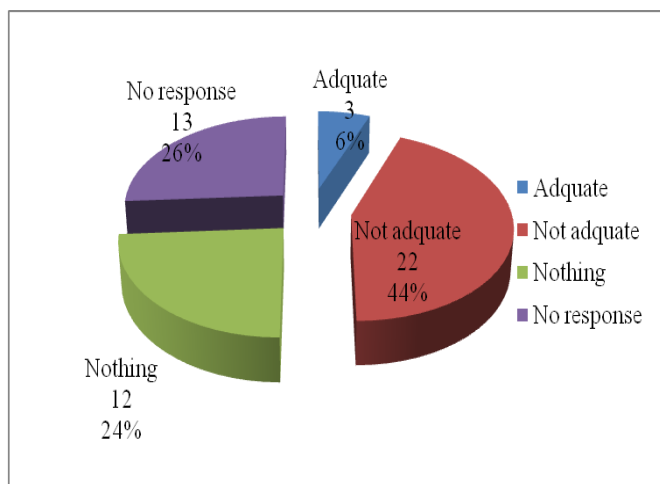
Figure 18: Whether Physical facilities



(infrastructure) supported learning process of learners

The study revealed that 94% of the learners were of the view that the physical facilities or infrastructure never supported the learning process of the learners with visual impairment while 6% indicated that the physical facilities supported their learning process.

Figure 19: whether there was adequate teaching and learning materials for learners with visual impairment at your school



As shown in the figure above, the study revealed that (6%) of the learners indicated adequate, 24% indicated there was nothing in place, 26% did not respond and 44% indicated that the learning and teaching materials were adequate at the school.

Whether there was any activity that the learners were able to do apart from writing.

When the learners with visual impairment were asked whether there was any activity that the learners were able to do apart from writing, the study revealed that all the learners answered in the affirmative representing a 100% response rate.

4.7.3 Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools

Table 3: Suggestions from learners

Suggestions	Frequency	Percent
Adequate learning materials	33	66
Improving the infrastructures	10	20
More special education teachers for teaching visual disability	7	14
Total	50	100

The study revealed that 66% of the learners felt that adequate learners' materials was needed, 20% indicated that the school infrastructure should be improved and 14% were of the view that more special education teachers for teaching visual disability.

4.7.4 RESPONSES FROM TEACHERS

Education responsibility of visually impaired children

The findings from teachers revealed that 70% of the learners were sponsored by guardians and only 30% were sponsored by parents

Social-economic status of learners with visual impairment

The study from the teachers revealed that most of the learners with visual impairment came from poor families and mostly neglected in the society. One teacher said that: *“Most of them are coming from poor family. Most of the students are sponsored by Institutions. They socialize and interact with other normal students during classes and daily activities. In the society these children are considered to be a burden. Co-operation is poor, society does not listen and not allow them to get entertain in any inclusive issues, so when they are at home during holidays they just staying at home. They are not allowed to go outdoors”*. Furthermore, another teacher indicated that: *“Lacks of awareness, people in the society are not aware of anything about these children, Government needs to sensitize and emphasize the community not to stigmatize these children”*.

Adequacy of learning and teaching materials in schools.

When the teachers were asked about the availability of teaching and learning materials, the study revealed that all the teachers indicated that the materials were not adequate representing a 100% response rate.

Whether the school had enough trained teachers to handle visual impaired children adequately

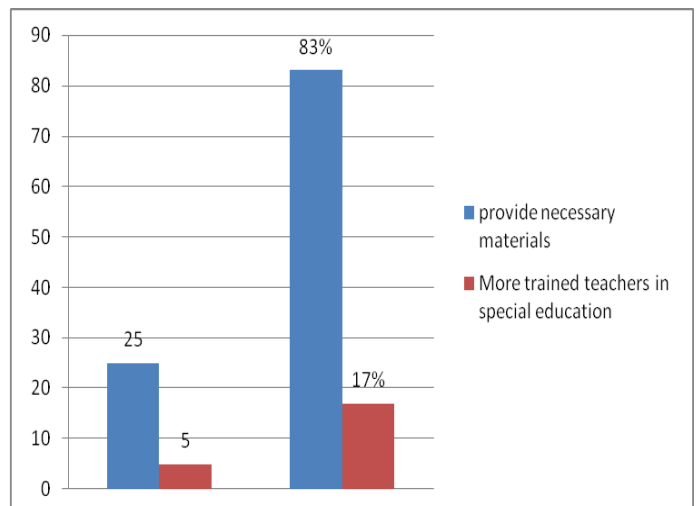
Furthermore, when the teachers were asked whether the school had enough trained teachers to handle visual impaired children adequately; the study revealed that all the teachers indicated that the materials were not adequate representing a 100% response rate.

Whether the school infrastructure was adequate to provide a conducive environment to children with visual impairment.

When the teachers were asked whether the school infrastructure was adequate to provide a conducive environment to children with visual impairment, the study revealed that all the teachers answered that the infrastructure was not suitable to support the learners with visual impairment adequately. One teacher said: *“the infrastructure does not adequately provide a conducive environment to the learners with visual impairment, for instance we don't have writing Braille materials at school”*

4.7.5 Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools

Figure 20: Suggestions from teachers



In trying to establish the measures to put in place to improve the performance of learners with visual impairment, the findings for teachers revealed that 25 (83%) if the respondents were of the view that necessary materials to help learners enjoy education should be provided and 5 (17%) felt that more teachers should be trained in special education.

4.8 FINDINGS FROM LECTURERS

Education responsibility of visually impaired children

The findings from the lecturers revealed that most of the learners with visual impairment are sponsored by organisations such as FAWEZA and only few are sponsored by guardians and parents.

4.8.1 Social-economic status of learners with visual impairment

The findings revealed that most of the students come from vulnerable families and also face stigmatisation from their fellow students as such this affects their performance. One lecture indicated that; *“Students with VI mostly face stigmatisation from other students and this affects their performance in class”*. Furthermore, it was also revealed that materials for VI students were not enough in the learning institutions.

Furthermore, the findings revealed that there was poor funding to the visually impaired units and limited accommodation. There was also inadequate learning materials and qualified trained lecturers. It was also revealed that there was inadequate equipment for transcribing Braille.

4.8.2 Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools

On measures that would improve the learning conditions of learners with visual impairment, it was revealed that there is need for more teaching and learning materials and that more non-governmental organisations should come on board to sponsor visual impairment children.

4.9 FINDINGS FROM HEAD TEACHERS

Education responsibility of visually impaired children.

The findings from head teachers revealed that most of the children were kept by guardians and hence assumed the responsibility of their education.

4.9.1 Social-economic status of learners with visual impairment

The study from the teachers revealed that most of the learners with visual impairment came from poor families and mostly neglected in the society. One teacher said that: *“Most of them are coming from poor family. Most of the students are sponsored by Institutions. They socialize and interact with other normal students during classes and daily activities.”*. Furthermore, one head teacher said that: *“Government needs to sensitize and emphasize the community not to stigmatize these children”*.

Adequacy of learning and teaching materials in schools.

When the head teachers were asked about the availability of teaching and learning materials, the study revealed that all the head teachers indicated that the materials were not adequate representing a 100% response rate.

Whether the school had enough trained teachers to handle visual impaired children adequately

Furthermore, when the head teachers were asked whether the school had enough trained teachers to handle visual impaired children adequately; the study revealed that there not enough teachers trained in special education to handle children with special needs.

4.9.2 Whether the school infrastructure was adequate to provide a conducive environment to children with visual impairment.

When the head teachers were asked whether the school infrastructure was adequate to provide a conducive environment to children with visual impairment, the study revealed that all the teachers answered that the infrastructure was not suitable to support the learners with visual impairment adequately. *“The infrastructure does not adequately provide a conducive environment to the*

learners with visual impairment, as the classroom are usually congested”.

4.9.3 Suggestions from head teachers

The findings revealed that learners should be referred to the hospital most often so that right reading glasses could be prescribed to them. Teachers should screen the pupils as early as grade one to place them strategically in class. One head teacher observed that; “*when pupils with visual impairment are identified in class, they are strategically sat in the front desks so that they can read clearly on the board*”. Furthermore, qualified teachers should be deployed by the ministry of education to handle learners with visual impairments.

4.10 FINDINGS FROM THE EDUCATION OFFICIALS

Availability of programme of monitoring for learners with visual impairment

The findings revealed that the officers had a programme for monitoring learners with visual impairment.

Attitude of teachers handling learners with visual impairment

The findings revealed from the special education officers revealed that the attitude by the teachers was good.

Availability of programme for continuous professional development for teachers handling learners with disability

It was revealed that there was a programme for teachers handling learners with disability and this was usually done monthly according to the timetable. And when the respondents were asked how often this was done, it was revealed that it was done according to the availability of resources.

Considerations put in place to help learners with visual impairment in terms of material accessibility.

The findings revealed that priority was given to those with very serious conditions as resources are limited and could not accommodate everyone at once.

DEBS

1. Allocation of funding for learners with disability

The findings from the DEBS revealed that there was funding for all the programmes and activities.

2. How often monitoring was done to ensure the funds are directed towards purchasing of the special unit.

The findings revealed that as long as funding is available, monitoring was done.

3. Availability of funding to accommodate assistive devices for learners with visual impairment

The findings according to the DEBS revealed that funding was enough

4. If not, measures being put in place to access assistive devices for learners with visual impairment

It was revealed that if funding was not enough, requests were made through the normal channel

CHAPTER FIVE **INTERPRETATION AND DISCUSSION OF** **THE RESEARCH FINDINGS**

5.1 Introduction

This chapter discusses the findings of the study which evaluated the challenges faced by learners with visual impairment in an inclusive education set up in Kabwe district of Zambia. The chapter is divided into the following sub-headings; the social-economic status of learners with visual impairment learners in Kabwe, the available infrastructures for the visually impaired learners and to suggest measures that would enhance the implementation of inclusive education for the visually impaired learners in schools. In discussing the findings, the chapter draws upon other studies and what was observed to inform the discourse.

5.2 The social-economic status of learners with visual impairment learners

The study revealed that most of the learners with visual impairment came from poor families, and sponsored by guardians or some non-government organisation. Furthermore, it was also revealed that the learners faced stigmatisation in the community. These findings are similar to a study by Makgetlaneng (2000) where it was revealed that social-economic challenges of learners with visual included poverty and under-development, lack of access to basic services, factors putting children at risk, such as physical, social, emotional and sexual abuse,, absence of support services and lack of parental recognition of disability.

It can be observed that learners with visual impairment were mostly from underprivileged families who could hardly afford basic needs. This affected their learning at school as certain school need could not be mate such as appropriate reading glasses. Furthermore, learners with visual impairment face stigma from fellow students in an inclusive education environment as pupils with normal visual would prefer to have friends with normal eye sight than those with visual impairment.

A research conducted by Danda (2009) on early detection, identification and intervention revealed that for children with visual impairment to reach their full intellectual, social, emotional and physical potential. Parents of children with disabilities in many cases need support from child-care, education and health professionals, as many feels. Therefore, for learners with visual impairment to learn well in an inclusive education set up, their social and economic status should be revisited. Those who come from less privileged families, the government and non-governmental organisations (NGOs) should at least provide basic necessities to the learners with visual impairment. That scholarships and grants can be made to them. Furthermore, the community should be sensitized about the importance of co- existing with learners with visual impairment.

5.3 The available infrastructures for the visually impaired learners

The study revealed that almost all the respondents were of the view that the available infrastructures for the visually impaired learners at school was not suitable for learners with visual impairment. The findings are similar to a study conducted by UNESCO (2015) where it was revealed that over time there have been infrastructure problems and a shortage of permanent classrooms in schools, particularly in poor communities like rural schools for learners with visual impairment. At the same time, existing infrastructure is generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance. In addition, most of the classrooms do not suit the needs of learners with visual impairment thereby denying them accessibility and equalization of opportunities in education provision. This has made the administrators and teachers to find it a difficult thing to implement inclusive education in schools.

The availability of suitable infrastructure is cardinal if education right is to be enjoyed by learners with

visual impairment in an inclusive set up. To begin with the classroom buildings must be conducive for learners with visual impairment so that so that their academic performance is not negatively affected. The desks, chairs and tables must be ideal to facilitate smooth learning with learners with visual impairment. Therefore, supporting the foregoing as revealed by a study conducted by Eleweke (2002) pointed out that lack of relevant facilities and materials is a major obstacle to the implementation of effective inclusion faced by teachers. Evidence suggests that the facilities essential for educating learners with visual impairment in many schools are lacking or grossly inadequate and that inadequate facilities, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in schools.

5.4 Measures that would enhance the implementation of inclusive education for the visually impaired learners in schools.

The study revealed that the majority of the respondents were of the view that that adequate learners' materials was needed, some indicated that the school infrastructure should be improved and some were of the view that more special education teachers for teaching visual disability. Furthermore, it was also revealed that there is need for more teaching and learning materials and that more non-governmental organisations should come on board to sponsor visual impairment children. These findings were similar to a study by ZECF (2012) where it was revealed that that teacher education institutions should include special education in their programmes in order to equip teachers with necessary knowledge, skills, positive attitudes and values when dealing with SEN children. Furthermore, untrained teachers in special education should be encouraged to go on short courses in special education. For partial visual impairment the use of large prints is encouraged to assist them read with ease. UNESCO (2004) and

Kahateli (1995) also reveal that all classrooms should be spacious, well-lit and well-ventilated.

This implies that there should be emphasis on learning institutions to ensure that learners with visual impairment are provided with appropriate resources for quality learning and to introduce legislation in order to guarantee the right to free, appropriate education. Children with visual disabilities need to work with concrete objects to understand the surrounding world and develop meaningful concepts. Teachers should therefore use concrete or real objects from the natural and even outside the natural environment.

5.5 Summary of chapter five

The study has observed that that most of the learners with visual impairment came from poor families, and sponsored by guardians or some non-government organisation. Furthermore, it was also revealed that the learners faced stigmatisation in the community. The study has also revealed that almost all the respondents were of the view that the available infrastructures for the visually impaired learners at school was not suitable for learners with visual impairment. Furthermore, the study revealed that the majority of the respondents were of the view that that adequate learners materials was needed, some indicated that the school infrastructure should be improved and some were of the view that infrastructure should be improved and some were of the view that more teachers should be deployed to teach learners with visual impairment.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The purpose of this study was evaluated the challenges faced by learners with visual impairment in an inclusive education set up in Kabwe district of Zambia. The study therefore, intended to fill the gap by finding out the social-economic status of learners with visual impairment learners in Kabwe, the available infrastructures for the visually impaired learners and to suggest measures that would enhance the implementation of inclusive education for the visually impaired learners in schools.

6.2 Conclusions

The study has observed that that most of the learners with visual impairment came from poor families, and sponsored by guardians or some non-government organisation. Furthermore, it was also revealed that the learners faced stigmatisation in the community. The study has also revealed that almost all the respondents were of the view that the available infrastructures for the visually impaired learners at school was not suitable for learners with visual impairment. Furthermore, the study revealed that the majority of the respondents were of the view that that adequate learners' materials was needed, some indicated that the school infrastructure should be improved and some were of the view that more teachers should be deployed to teach learners with visual impairment.

6.3 Recommendations

For any institution to be efficiently and effectively managed, it depends on how challenges are managed and what has been put in place to mitigate these challenges made. These recommendations are based on the findings and analysis of the study:

1.The Ministry of Education should provide sufficient funding to the schools with special needs to enable them procure necessary materials to help learners enjoy education.

2.More teachers should undergo training in special education to contain the rising number of visual impairment children. SEN learners collaborate well with special education and therefore, it is imperative that more teachers at the school should undergo special education training so as to serve the visual impairment children well and effectively.

3.The management should see to it that appropriate materials are acquired for teaching learners with visual impairment. SEN pupils need special materials such as Brailles, projectors for the hearing impaired and it is cardinal to have such materials so that education delivery is done effectively to the SEN pupils.

4.The school management should see to it that proper and adequate infrastructure should be put in place at the learning institution to facilitate a smooth learning environment for visual impairment children.

6.4 Suggestion for future research

Since this study on the evaluation of the challenges faced by learners with visual impairment in an inclusive education set up was conducted on selected schools in Kabwe district of Zambia, it would be important for future studies to conduct a country wide survey in order to have a more conclusive and reliable national perspective of the challenges faced by learners with visual impairment in an inclusive education set up.

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