

An Analysis of the Implementation of Inclusive Education in Higher Learning Institutions: A Case of Kwame Nkrumah University (Conference ID:CFP/894/2018)

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Abstract

Several studies have brought out the empirical evidence about the importance of Inclusive education and how it is implemented in primary and Secondary Schools. However, the implementation of inclusive education in Higher learning institutions remains unexplored, therefore, the study investigated the implementation of inclusive education at Higher learning institution at Kwame Nkrumah University. The researcher adopted a case study design. The sample for this study consisted of 50 respondents that composed of one (1) head of special education department administrator and five (5) lecturers handling students with disabilities were purposively selected and forty-five (45) students studying special education who were randomly selected. The study found that both disabled and non-disabled students and the institution benefit from the inclusive education system through the education and group works where they don't only discuss academic issues but also real life and family issues through sharing their life experiences. Further, challenges in the implementation of inclusive education include poor inclusive education policy implementation, lack coordination or shared responsibility between NGOs and other stakeholders with the government, the absence of curriculum adaptations and modifications, poor support from the administration and lack special education knowledge to some students and lecturers which results into negative behaviours towards students with disabilities. The study recommend that every lecturer needs to be skilled and trained in responding to special education learner demands. Sufficient opportunities for professional development must be provided by the newly created special education programmes. Professional development is especially important for schools/educators adopting inclusion because their work demands that they accept new responsibilities and expand their roles to cover students with special education needs. Teacher training institutions and universities should review their curriculum to include mandatory units/courses for special needs education so that teachers are prepared to work in any environment with disabled students, and be made to feel like they are agents of improvement and change. The study found that despite inclusive education being implemented in higher institutions of learning, there were several challenges like unadopted curriculum and inadequate human resource to enhance effective implementation of inclusive education. Hence, there is agent need for continuous professional development if inclusion is to achieve its intended purpose.

Key words: Analysis, **Implementation**, Inclusive Education, Higher Learning Institutions, special education

1. BACKGROUND OF THE STUDY

It is not how far we have come and how demonstrative the history of special education is, but also what lies ahead in terms of our nation's special education, legislative policy and advocacy. The world as a global village to endeavours to ensure equity and see to it that there is success for all individuals with learning disabilities and other disabilities in school and at work.

Zambia is a signatory to the UN Conventions of (1975) for people with disabilities, Declaration on the Rights of People with Disabilities, Convention on the Rights of the Child (1989) and the Standard Rules on the equalization of opportunities for Persons with Disabilities (1993). These were followed by the UN Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities (UN, 2007). For this reason, Zambia has formulated a number of policies to protect and educate all citizen in the country including people with different disabilities.

Therefore, various conferences have been held and laws have been passed in support of the education of learners with disability for instance the international focus through the education for all, a 1989 United Nation convention on the Rights of children: the Jomtiem Declaration and on the world summit on children, required countries to commit themselves in providing education to all children including the marginalized ones.

The Salamanca statement of 1994 further re-affirmed the commitment to education for all and recognized the necessity and urgency of providing for children, youths and adults with special educational needs within the regular education system. More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, from 7 to 10 June 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children particularly that those with special educational needs. The Conference adopted the Salamanca Statement on Principles, Policy and practice in Special Needs Education and a Frame work for Action. These documents are informed by the principle of inclusion, by recognition of the need to work towards 'schools for all' institutions which include everybody, celebrate differences, support learning and respond to individual needs

Zambia is actually one of the 92 countries that signed Salamanca statement. As a result, the Zambian government and ministry of Educations position on inclusion has been influenced by the Salamanca statement and framework (1994)

It is universally recognized that the main objective of any education system in a democratic society is to provide quality education for all learners so that they will be able to reach their full potential and will be able to meaningfully contribute to and participate in that society throughout their lives. Mandyata (2003) alluded that the responsibility of the education system to develop and sustain such learning is premised on the recognition that education is a fundamental right that extends equally to all learners. Exercising this responsibility involves ensuring that the education system creates equal opportunities for effective learning by all learners. There are two distinct categories of learners in our country. That is, those learners who form the majority with ‘ordinary needs’ and a smaller minority of learners with ‘special needs’ who require support or specialised programmes in order to engage in some form of learning process, mostly this is due to disabilities some pause.

Thus, the notion of ‘learners with special education needs’ has become a catch-all phrase to categorise all those learners who somehow do not ‘fit into’ the mainstream education system and to describe the complex array of needs which they may have. Care must be taken to avoid indiscriminate inclusion even of pupils with severe disabilities. This view is in line with Ministry of Education (1996:69) strategy of providing education to pupils with disabilities that states that, ‘to the greatest extent possible, the Ministry will include pupils with special educational needs into mainstream institutions and will provide them with necessary facilities. However, where need is established, the Ministry will participate in the provision of new special schools for the severely impaired.’ If the ministry includes the disabled students in schools, the question is do these schools have what is required for successful inclusion.

The Zambian education system considers the enrolment of learners with disabilities in all levels of learning (primary, secondary and tertiary level). They can be educated in either special schools, units, integrated, or inclusive settings. The special education department under the Ministry of General Education and ministry of higher education in Zambia, which is responsible for providing primary and secondary education, teacher training as well as higher education and vocational training. The two ministries are also responsible for formulation, monitoring and evaluation of education policies in the country.

The Individuals with Disabilities Education Act, (IDEA) originally passed in 1975, has ensured that no child will be excluded from receiving an appropriate education, regardless of their disability. This act states that children with disabilities need to be educated with their peers who do not have disabilities in a general education classroom.

The IDEA also mandates that students with disabilities should be taught in the least restrictive environment (LRE) as much as possible with their peers who do not have disabilities. This assures that each student with a disability receives an education that is appropriate for his/her individual needs given support and modifications in a general education classroom at all levels. It is because of this act that inclusion has come into our school systems and has triggered a number of debatable issues for educators and parents today. In these debates Idol (2006) stated that proponents of inclusion believe that this type of education is beneficial to all students, not just the students without disabilities because they are receiving more individualized instruction and a special education teacher in the classroom to provide support. On the other hand, critics of inclusive education believe that it is not appropriate to assume that every student with a disability can be educated in a general education setting. By doing this, they believe that those students will not be getting the individualized attention they need and therefore their education will suffer.

Kalabula (1993) stated that the implementation of inclusive education into classrooms today requires a lot of time, energy, and commitment on the part of the educators, administration, and parents. Educators are faced with the everyday challenges of having to teach to several different learning styles. The lack of additional support staff and resources in the classroom make it difficult to ensure that each child's individual needs are being met. Administration plays a critical role when it comes to implementing inclusion into their schools. Their goal is to create strategies that will help teachers embrace this idea and put it into practice in their classrooms. Perseverance, problem solving, and a strong commitment are needed if school districts and principals want to ensure that inclusion is being successfully carried out in classrooms (Salisbury, 2006).

For parents, inclusion can be a cause for concern because it has an effect on their child's education. Parents of children with disabilities want to ensure that their child's needs are being met by the general education teacher, and parents of children without disabilities are concerned with the fact that their child's education may be suffering because they are being educated in an inclusive setting (Leyser and Kirk, 2004).

Education of learners with disabilities in the normal schools in Zambia is not a recent development but it has not shown significant improvement on their academic performance as was expected. However, findings over the years from the studies done by (Mbewe 1983; Mbewe 1991; Kalabula 1993 and Katwishi 1995) revealed that learners with disabilities have consistently trailed behind non-disabled counterparts in academic performance. For instance, regional mock examination pass rate for learners with hearing impairments in Grades 10, 11 and 12 at Magwero, Solwezi and Munali

Secondary Schools from the year 2010 to 2012 ranged between 34% and 43%. (Ministry of Education, Science, Vocational Training and Early Education; Planning Unit, 2012). This performance rises a lot of questions as to what factors cause such results on the learners with disabilities.

1.2. Statement of the problem

Although the above conventions, declarations, policies, and strategies as well as the presence of rights to people with disabilities have been adopted by the Zambian government, the question was, why are students with disabilities still performing poorly in tertiary level of education?

On the other hand, a number of studies have been carried out on the education of children with disabilities, most of the available literature has focused on inclusion at the primary, language and literacy levels (Chikopela 2013). Besides, most of the scholars (Mandyata 2003, Tambulukani, Banda and Matafwali, 2012, And Ndonyo 2013) in Zambia has researched and published a number of studies on inclusive education at primary and secondary level. However, so far it seems like there to be no study conducted on the implementation inclusive education at the higher institutions of learning in Zambia. It was for these reasons that the researcher was motivated to analyse the implementation inclusive education at the higher institutions of learning in Zambia, particularly at Kwame Nkrumah University. It was also hoped that this study would add new knowledge to research gap and perhaps generate questions for further research.

1.3. Purpose of Study

The purpose of this study was to analyse the implementation inclusive education at the higher institutions of learning in Zambia, a case of Kwame Nkrumah University.

1.4. Objectives of the study

The study was guided by the following objectives:

1. To assess the benefits of inclusion in the higher learning institutions of Zambia.
2. To determine the challenges to inclusive education in the higher learning institution.
3. To investigate the strategies to successful inclusion at higher learning institutions.

1.5. Research Questions

The study was further guided by the following questions:

1. What are the benefits of inclusion at the higher institutions of learning?
2. What are the challenges to inclusion at higher learning institutions in Zambia?
3. What are the strategies that can lead to successful inclusion at the higher learning institutions in Zambia?

1.6. Significance of the Study

This study was conducted to analyse the implementation inclusive education at the higher institutions of learning in Zambia to improve the quality of education for such students with special education needs in the tertiary institutions. The results are expected to be used by teachers, school administrators and lecturers at all levels of education to adopt possible remedies and modifications in classroom practice. They are also expected to inform education planners and policymaking bodies, teachers and parents on relevant reforms for promoting the teaching and learning environment for students with disabilities in higher learning institutions. The findings will also be used to improve the academic performance of disabled students by having improved teaching resources and strategies in the education of learners with disabilities.

1.7. Delimitation of the study

Regardless having many higher learning institutions in Zambia, this study was only be conducted at Kwame Nkrumah University, located in Kabwe district of the Central province of Zambia. Kwame Nkrumah University is very accessible and has students with disabilities and it close to the researcher's residence that makes easy for the researcher successful conduct the study at a lower budget.

1.8 Limitation of the Study

Limitation, according to Orodho (2008), is an aspect of the study that the researcher knows may adversely affect the results or generalizability of the results of the study, but which he or she has no direct control over. The findings of the study Should be generalized to other districts with caution as a researcher adopted case study design that limits generalisation

2.0 LITERATURE REVIEW

2.0 Overview

Special education as a branch of education has its own concepts, phenomena or principles that constitute its creation, development and continuation. Among the services of special education that involve teaching and learning strategies, placement, engagement of different medical personnel and many others inclusive education is a branch that has had its issues in terms of it has a concept and implementation in different parts of the world. This section of the study paper endeavours to discuss the meaning of inclusion in inclusive education, the elements of inclusive education and later of the concepts of the Least Restrictive Environment (LRE) and Full Inclusion. Later in this chapter will explore the literature on the Challenges in Inclusive education and strategies to develop inclusive education in countries such as Zambia.

2.1 Understanding the meaning of inclusion

Inclusive education just as the concept holds its name involves inclusion in the offering education services especially in matters of teaching and learning or instructional activities. According to Anderson (2006) inclusive education refers to a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education; It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. The above definition gives a comprehensive view of what inclusive education involves in terms of all the activities that take place. Inclusive education is all about meeting needs of children regardless of their disability or being placed in a class of children with different abilities. Inclusive education employs different instructional strategies that may arise due to the nature of the learners that may be in one learning environment.

2.2 Elements of Inclusive Education

There are several elements of inclusive education that make it as it is as an independent subject of education regardless of it emanating from special educations. These elements can be viewed as the main ingredients to inclusive education especially in terms of inclusion. These are as follows:

2.2.1 Trained teachers

This is one element that cannot be excluded from inclusive education implementation or provision. Teachers are the major implementers of all the required methods of teaching, the content prepared, the curriculum placed fourth and the policy in inclusive education provision. Without a teacher, being trained in inclusive education there would be a challenge in the implementation process and not all

learners may benefit from inclusive education. Teachers who may be responsible for providing inclusive education usually are trained in special education so that they may understand adequately the variances that exist in learners' special educational needs. This trained needs to be obtained thoroughly before a teacher is deemed capable of handling a class of learners with different learning needs. For this reason, a trained teacher in special education is one of the elements of inclusive education (Jorgensen et'a 2005).

2.2.2 Legislative policy

This is one of the most important elements for the successful provision of inclusive education in any country's educational system. Meijer (2003) defines a policy as usually a legal outline or set of principles of action that may be used to guide the standards or procedures a particular venture usually formulated with the facilitation of a government. Therefore a policy on inclusive education is a basic requirement for the success of inclusive education. This is so because a legal policy strengthens the position of ensuring that inclusive education being included and provided in schools without room of neglect it. It also gives guidance to how it should be included in the education systems highlighting the goals that are to be set in implementing it. Therefore a policy makes any plight of inclusive education in terms of it standing a taste of time or being maintained is not support. This makes a policy an important part of inclusive education provision in any country.

2.2.3 Infrastructure

This is another very important element of inclusive education. Infrastructural considerations in this case are concerned with the schools' environment and the buildings that are for both teaching and learning activities. Inclusive educations like any other dynamic teaching and learning or educational sector adheres to different infrastructural characteristics, equally inclusive education has its own preferences for infrastructures. For example, in inclusive education the environment in a school should consider the possibility or rather accommodated any type of learning with different learning need or disabilities. Porter and Smith (2011) explain that a leaner that may be with a physical disability may need to be accommodated in the way the school environment will be designed that is, access to classrooms, passageways and learning space. Therefore, the learning environment must be adapted or be accommodating to every kind of learner in terms physical capability. Apart from the design to the building and the general environment, Inclusive education must have the provision of a resource room to be sued for the benefit of the learners in terms of teaching and learning materials and aids. This is needed especially that the learners that to be involved in inclusive education are likely to be with different special learning needs. This explains the reason why infrastructure is an important part of inclusive education as an element.

2.2.4 Adapted curriculum

An adapted curriculum is said to be a curriculum that has been modified to accommodate any type of learner regardless of learning need (Smith and Tyler, 2010). This type of curriculum is meant to be all encompassing on the part of the learner. This is one element that is unavoidable in inclusive education provision as the curriculum based on the objectives, content, teaching and learning methods need to all be inclusive in approach so that the teacher implements the inclusive education principles laid down in the concept. An adapted curriculum is the guiding principle to the delivery of all the lessons that are to be carried out in the inclusive classroom. This makes this type of curriculum a very important element in the inclusive education provision process, as without it the teaching criteria may not meet the requirements for an inclusive classroom therefore creating a challenge for inclusive education implementation.

2.3. Least Restrictive Environment (LRE) and Full Inclusion

In inclusive education there has been some significant controversy in terms of the concepts involved linked to their implementations. In some instances, some scholars have seen inclusive education to be more of a daunting task especial if a teacher has a handful of learners. It has been stated that inclusive education proves to be involving, as it requires a teacher to meet the varying needs of learners in one classroom in one session. The teacher may be required to extensively teacher the children with lesser learning speeds. This may mean that the teacher may not be able to give well conducted divided attention. In addition, it has been stated that because of inclusive education and its demands as a concept it is seen as a very difficult concept to execute and hinges more to the impossibilities side in terms of performing its demands to mere perfection (Thomas and Loxley, 2007).

On the other hand, Stainback and Stainback (1996) define the Least Restrictive Environment (LRE) as a provision in IDEA that states that students with disabilities are to be educated with their non-disabled peers to the maximum extent appropriate. Another definition of LRE is that it is a situation where students with disabilities need to place in the environment that is most suited for their educational needs, or as it is termed the least restrictive one (Rosenberg et'al, 2011). The ideas placed across in the LRE have been received with doubt in some circles of scholarly and practical activities. This is so because the concepts of LRE give rise to questions to whether the expression made as standards of practice out line can be done fully by individual or educational institutions. For example, is possible to create the least restrictive environment for a learner with either

visual impairment or hearing impairment amongst learners with sight or well bail hearing and have them have no restrictions. Although the LRE concept explains that the LRE should be created to the greatest. extent it still leaves question marks on the effectiveness of realization of a highly restrictive environment for a learner who may be with severe disability being amongst learners with a directly opposite ability. This has created necessitated controversies to whether the LRE concept is achievable for the teacher or the learner upon application as inclusive education provision I being implemented.

Apart from LRE another concept that emanates scholarly arguments is the concept of Full inclusion. According to Jorgensen et'al (2005) full Inclusion is an interpretation of the principle of the LRE advocating that all pupils with disabilities are to be educated in the general education classroom. Furthermore, it involves the delivery of appropriate specialized services to students with disabilities in a general education classroom. Having analyzed the above state some scholars have urged that Inclusive education being implemented to the fullest potential is seen to a very tough task that comes close to impossibility. This is so because full inclusion could mean that even children with severe special education needs can learn with learners with superior intelligence. In this view learners with bigger or wide intellectual discrepancies in terms educational learning needs may not be put in the same class to have the same session and be handle by a teacher right there. Therefore, the concept of full inclusion may not be possible to realize practically or upon attempt in implementing inclusive education in any situation. Therefore, these are one of the views that have been expressed by some scholars in the aspect of examining the variances of the implement of inclusive education in schools that is, whether it is possible or not, the results will determine.

2.4 Challenges in Inclusive Education

Inclusive education in Zambia faces a lot of challenges in terms of implementation and formulation of an adequate policy and legislative issues. This has seen countries like Zambian not have a well-developed formal set up or local organization making the implementation of inclusive education be as it is expected to be in senses of international standards. There are several challenges in inclusive education provision in Zambia and these are as follows.

2.4.1 Inadequate policy and legislative provision

In Zambia the first problem in terms of inclusive education provision is inadequate policy and legislative provision. Zambia is one the countries that lacks a fully-fledged policy in inclusive education provision. In any case Zambia currently has no fully-fledged policy document in special

education, which could be considered as a stepping-stone or bench mark to head to towards giving higher priority towards its concepts such as inclusive education. For this reason Zambian inclusive education lacks an implementation policy that can make it more developed. Reasons to this challenge are not well outlined or defined, however, the lack of adequate policy and legislative reasons according to (Meena, 2014) may be due to possibly lack of personnel linked to the law organizations or firms and special education or personnel deeply involved in both fields especially in terms of competence.

2.4.2 Limited coordination of social and economic agencies with schools

Research by Simui, Waliuya, Namitwe, and Munsanje (2009) has shown that limited coordination of social and economic agencies with schools is another challenge of inclusive education in Zambia. In Zambia, very few schools offer services closely related to special education especially if they are not special schools. This problem may be due to the fact that the entire field of education may not be as well developed as expected. The schools however, that can be expected to be pioneers of programs such as inclusive education may not be very concerned with establishing activities of inclusive education with social and economic agencies that offer support to propagate such activities to greater extents. On the other hand, the very social and economic agencies that can help support the implementation of inclusive education in Zambia may not be making themselves available as they may not expect to receive the desired feedback from the schools that may engage in the implementations of inclusive education in Zambia (Baglieri and Shapiro, 2012).

2.4.3 Inadequate administrative provision to ensure proactive leadership

Kasonde, Ngandu & Moberg (2001) in their study moving towards inclusive education found that inadequate administrative provision to insure proactive leadership is another challenge being faced in the country in the case of inclusive education provision in the country. For every sector of education there should be some form of administrative leadership that will make a very effective service in terms of its implementation (Porter and Smith, 2011). Inclusive education has a challenge in the area of administrative provision that can ensure somewhat some leadership that is proactive to spear head, guide and nurture the growth of inclusive education in a country like Zambia.

Kasonde ng'andu & Moberg (2001) went to indicating that most of the Sectors of special education lack legislative policies and because of this, the cases of presence of leadership in terms of administration where all matters of inclusive education and its development can be handled lacks in Zambia. This explains why in terms of leadership inclusive education experiences some form gap on an organization to help or advocated for the growth of inclusive education. Inclusive has this as one

of its major challenges in the country of Zambia. However, there is no current study done to show if this case has been addressed. Thus this study intends to bring out point clear.

2.4.4 Limited accessibility and provision for physical support

This is one challenge that has made inclusive education to have a lack in matters of material availability that is somewhat to be utilized for inclusive education implementation. This may be due to several reasons that are linked to an educational system lacking the necessary elements to implement the service of inclusive education (Kapinga. 2014). This may be a specially trained teacher, adapted books and a curriculum and many others. This creates somewhat limited accessibility to inclusive education and conditions for realizing inclusive education. On the other Limited provision of physical support in cases of infrastructure and learning programs and materials have been another challenge attached to inclusive education seemly being difficult to access for individuals requiring or necessitated to have this service offered to them (Meijer, 2003).

2.4.5 Inadequate school and classroom practices to support inclusion

Linked to the above-mentioned challenge, Ministry of Education (2009) special programs document indicate that Zambia is a country that has been experiencing problems of lack of infrastructure in the education system. In most parts of Zambia there are not enough schools to cater for the populations that may be present in an area this leads to either overcrowding or a lot of individuals not being able to attend school because there are not schools' spaces in which to fill and learn. Research done in Tanzania by Kapinga in 2014, has further shown that this is a problem in the education system that affects inclusive education just like any other branch in the education system of country. Inadequate number of schools leaves inclusive education not to be somewhat a priority because of the problems already created by inadequate schools such as overcrowding. This means before inclusive education is thought of the major problems of classroom numbers already proves to be a challenge that may not be easily resolve as at present. Another study done in Malawi by Munthali, (2013) show that some classroom practices that may be practiced in normal schools may not accommodate inclusive education. For example, a teacher using an approach of given pupils or learners a lot of class notes without much of experience learning because most of the content of the subject may have that method be the most convenient especially if the subjects' bulkiness piles pressure of completion in time for the teacher (Stainback and Stainback, 1996). These and many problems are the roots to the problems experienced inclusive education improvement in Zambia.

2.4.6 Inadequate training and re-training of teachers

A study done in Armenia on transition to inclusive education by Page (2013) found that the problem of inadequately trained teachers in inclusive education is likely to be a major contributing factor to the state of affairs in the country. Inclusive education is a sector of education and special education

that requires teachers to be specially trained to manage an inclusive class especially that this is classroom that may be very dynamic in terms of the approaches it may need a teacher to employ if they may be managed ably. Wanjohi, A. M. (2013) in his study on the Challenges Facing Inclusive Education in Developing Countries found that most teachers schools may have not been trained in matters of Special Educational needs found in children and how they can be dealt amidst unique and extensively varying educational needs. This has seen a major challenge in implementing inclusive education even in cases that it is introduced in some schools. Teachers who may have been trained may also need some retraining to handle the changing and dynamic problems that may be faced in handling an inclusive classroom. This may be in areas of the nature of the learners' special educational needs. The classroom may be composed of learners with dynamic problems that may require some form of re-train for the teacher if they are to adapt to new challenges that may arise in the inclusive classroom. This is a system or activity that is lacking in Zambia in terms of teachers managing inclusive classrooms (Ainscow, 1999).

2.4.7 Inadequate funding

Zambia arguably is said to be a developing country. However, the economy speaks much more fluently over matters of how the financial managing of the education system or inclusive education as service is in the country. In Zambia the problem of funding is common to most national endeavors that involve lucrative funding may not work as expected or desired. Simui, Waliuya, Namitwe, and Munsanje (2009) point out that inclusive education has an inadequate funding that may support it in terms of infrastructure and materials need for better implementation in respective schools. The funding from the government from ministry of education that may be dedicated to inclusive education provision in schools may not be adequate implement as should be according to proper inclusive education provision standards. This is a problem common to most developing countries in Africa and Zambia is one of them facing this challenge. This type of challenge leads to other problems such as lack of infrastructure problems to allow for provision of inclusive education, adaptation of the learning environment, lack of teaching and learning materials required for inclusive education (Porter and Smith, 2011).

2.5. Strategies to develop inclusive education

There are several strategies that can be employed in the process of trying to develop inclusive education in a country like Zambia. These may be strategies that may be used to mitigate the challenges being faced in inclusive education provision. -

2.5.1 Seek Support

In any county that may be facing challenges in inclusive education especially in terms of funding, it is always a formidable initiative to seek support through creating partnership with concerned

organizations in terms of matters that they deal with, in this case inclusive education. A country like Zambia needs to Endeavour in brings on board especially international none governmental organizations that may be interested in supporting the ventures of inclusive education in Zambia. This can be done through making credential proposals to the targeted organizations to support the provision of inclusive education in the country either financially or otherwise materially were significant challenges have been noticed. This of course must be step taken with precision planning bound by time that has been allowed after good reasons have been substantiated to why it should give a particular time frame. This is a strategy that should be undertaken steadily and systematically in order to get the desired result out of it (Heward, 2006).

2.5.2 Creation a legislative policy

There is need to formulate a fully-fledged policy for inclusive education provision in a country. This should be the case in Zambia if development in the provision of inclusive education should be seen in a country. However, in most countries of the world the major part of the policy formation process is the government in power. This makes the formulation of a policy in inclusive education a task that should be somewhat given targeted responsibility to the government personnel however there is need for the fully trained personnel in inclusive education to get involved so as to ensure that the content of the policy adhere to the proper provision if inclusive education. This will need different stakeholders to come together in the policy formulation process and give different inputs, as the governments are to spear head the process. The policy formulation process has to begin from an initial group expectantly one in the teaching fraternity to make efforts to get government and other necessary stakeholders especially none governmental organizations to get involved in formulating a policy to support inclusive education provision in a country like Zambia. Therefore the major engagement of a strategy is communicating to government and other bodies for them to get easily interested in formulating a policy on inclusive education provision (Conrad and Whitaker T, 1997).

2.5.3 Establishment of an administrative organization

Prior to the policy formulation process especially upon its success a country like Zambia may embark through government and other stakes holders partnerships establish a body or administrative organization to help facilitate for the leadership of inclusive education at a national level in order that that organization be the advocate group to support or matters of inclusive education and somewhat act a mediator to all other supporting organizations of all occurrences of inclusive education procedures. Leadership inclusive education is important in cases that there is need for major advocates to monitor and evaluate all activates of inclusive education in Zambia especially it being guided an official policy. This body can carry out tasks of working with government in the development of

inclusive education. It can also Endeavour in projects to bring on board support organizations to help fund the provision of inclusive education in the country (Sermier, & Bless, 2013). This emphasizes the need for such a strategy in cases of maintaining of the provision of inclusive education.

2.5.4 Intensify training in special education training in Colleges and Universities

The training of teachers in inclusive education teaching methods whether they are not to major in any special education causes or any related to inclusive education must be practiced in any teacher training college or university in Zambia. This is a strategy of preparing teachers all rounds to have at least basic skills of handling an inclusive class. This will require all teacher-training institutions to adjust their courses to have an inclusion of basic elements required by a teacher to train in order for him or her to be able handle an inclusive education classroom. Empowering all the teaching with skills or knowledge even on a least basis will improve the implementation of inclusive education in all schools, as all teachers will be aware of the education service and practice. This strategy is to help mitigate the problem of possible failure to implement inclusive education in schools (Thomas and Loxley, 2007).

2.6. Benefits of Inclusive education

Studies around the world have shown that there several benefits of inclusion as compared to other settings of education. In this study, these benefits have been grouped into three categories according to the groups of students found in an inclusive school. The categories are benefits of inclusive education to students with disabilities, benefits to non-disabled students and benefits of inclusive education for all students

2.6.1. Benefits of Inclusive education to students with disabilities

A sense of belonging, being loved, having relationships and friendships with others enriches our lives. Educating the children with disabilities with the non-disabled children creates an atmosphere of understanding and tolerance that prepares the students of all abilities to function in a world beyond school. The non-disabled children also showed increased awareness of self-concept, tolerance, self-worth and better understanding of other people. Students with disabilities made significantly greater progress in reading and math when served in inclusive settings. (Sharma, Moore & Sonawane, 2009)

Better social skills and communication: Social skills are learnt just through observation and imitation. They get a better understanding of the world around them and feel happy about being part of the regular community. Kalambouka, Farrell, and Dyson's (2007) meta-analysis of inclusive education research found 81% of the reported outcomes showed including students with disabilities resulted in either positive or neutral effects for students without disabilities.

2.6.2. Benefits to non-disabled students

Children develop a positive understanding of other people with disabilities. The children of the regular school learn to appreciate diversity, when they attend the classes with the other children. In fact, the peers of the CWD can assist in various ways in the classroom as a scribe, as a helper, reader, and also to move the wheel chair around the school. Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities. (Cole, Waldron, & Majd, 2004; Cosier, Causton-Theoharis, & Theoharis, 2013) Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills compared to students served in special schools. (Dessementet, Bless, & Morin, 2012).

2.6.3. Benefits of Inclusive Education for ALL Students

It has been observed through lot of individual case studies that children with autism especially benefit a lot in their social behaviour and in improving their communication just by being with the other children in a regular school. Even the non-disabled children express their feelings and thoughts through some form of gestural communication and they also feel happy when their peers are able to understand what they are trying to communicate. No significant difference was found in the academic achievement of students without disabilities who were served in classrooms with and without inclusion. (Ruijs, Van der Veen, & Peetsma, 2010; Sermier Dessementet & Bless, 2013).

Peer tutoring/child-to-child learning leads to higher academic achievement. Mainstreaming has shown that these children have done academically well than in exclusion practices higher self-esteem: By being included in a regular school, the children with disabilities have shown to be more confident and display qualities of self-efficacy. Students who provided peer supports for students with disabilities in general education classrooms demonstrated positive academic outcomes, such as increased academic achievement, assignment completion, and classroom participation. (Cushing & Kennedy, 1997).

3.0 METHODOLOGY OF THE STUDY

3.1 Research Design

The researcher adopted a case study design because it is flexible adaptable and will allow the researcher to come up with a solution that will help the researcher to come up long lasting to the problem at hand. According to Yin, (2014) case studies are detailed investigations of individuals, groups, institutions or other social units. A case study has one person, entity, a study of one thing; it is identified as one of the many. A case study may be of one person, class, district, country, continent or a family. A case study design was employed because it allows a researcher to have an in-depth and detailed understanding of a single unit, such as one individual, one group, one organization, or one program. A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. It further enables readers to understand how ideas and abstract principles can fit together.

Further, the study also used both qualitative and quantitative techniques. Creswell, (2014) noted that the qualitative approach enables the researcher to have a complete understanding of the phenomena by digging deeper and going beyond the surface, to examine from all angles, the collected data to come up with a very clear picture. Therefore, study will further use a mixed method approach due to its nature. The mixed method approach combines both the qualitative and quantitative research paradigms. The use of two methodologies was adopted in order to enhance research findings by providing a well-rounded understanding of implementation of inclusive education at the higher learning institutions in Zambia.

The quantitative approach has been selected because it ensures validity, reliability and objectivity to a study, the qualitative approach ensures the achievement of a holistic view of the phenomenon by exploring meanings, feelings, experiences and perceptions (Yin, 2014). The mixed methods approach allowed the researcher to, not only ensure validity of the findings, but also collect rich information from different perspectives. In using the mixed methods approach, the concurrent mixed design was adopted in which both data of qualitative and quantitative nature were collected at the same time. According to Creswell, (2014) indicated that this is a strategy in which both qualitative and quantitative data are collected at about the same time in order for the strengths of one method to offset weaknesses of the other and allow for a cross-validation of findings within a single study. If data from both methods triangulate or produce the same result, then the findings can be said to be credible.

In this study, data and methodological triangulation techniques was implemented. This means that the data was collected from a variety of sources (lecturers, students and school administrators) using a variety of methods (interviews, questionnaires and non-participant observation).

Although both methodologies were employed in this study, qualitative approach was used more than the quantitative approach in this study. Creswell (2009) mentioned that when a mixed approach is use usually one strand is given more prominence than the other. The Qualitative approach was used more than the other because the aim of this study was to gain a deeper understanding of the Implementation of inclusive education in higher institution of learning factors affecting the academic of learners with hearing impairments: a case of Kwame Nkrumah university. The qualitative methods were also used more because it allowed the researcher to freely interact with the participants and listened to their voices in a manner that lead to a clear understanding of teaches, pupil, and school managers' perception towards the topic at hand.

3.3 Study Population

According to Strauss & Corbin, (2008), a study population can be described as a set of cases, objects or events of interest to the researcher; from which he or she wants to draw a sample. Creswell, (2014) defined a population as the universe of units from which the sample is to be selected. Therefore, the target population of this study comprised of all students with disabilities, lecturers of students with different disabilities and special education department administrators at Kwame Nkruma Univeristy in Kabwe district.

3.4. Sample Size

According to White (2003), a sample is a subset or group of subjects selected from the larger population and whose characteristics can be generalized to the entire population. For Strydom (in De Vos et al., 2011:194) a sample comprises elements of the population considered for actual inclusion in the study, or a subset of measurements drawn purposively from a population in which researchers are interested. The sample for this study consisted of 50 respondents that composed of one (1) head of special education department administrator, forty-five (45) students studying special education at the same university and four (4) lecturers of special education at Nkrumah University. This adds up the total sample of 50 respondents.

The table below is a summary of the sample for the study

<i>Category</i>	<i>Sex</i>		<i>Sub totals</i>
	Male	Female	
<i>Head of department</i>	1	0	1
<i>Lectures</i>	2	3	5
<i>Students</i>	20	25	45
<i>Grand totals</i>	23	27	50

3.5. Sampling Procedure

Purposive sampling is a procedure where the researcher picks on the people who have the characteristics of what he wants find out. Purposive sampling is based on the assumption that the researcher wishes to discover, understand, and gain insight, and therefore must select a sample from which the most can be learnt (Bryman, 2012). Purposive sampling was employed in the selection of one (1) head of department and five (5) lecturers having students with special needs in their classes at Kwame Nkrumah University because they are the correct people to give the precise information.

On the other hand, random sampling is a non-probability sampling procedure where the researcher picks the participants randomly. The random sampling was used for the selection of forty-five (45) students in the special education program because it was able give equal chances to the learners to take part and this avoided the possible biasness.

3.6. Research Instruments and methods of data collection

3.6.1 Questionnaires was used to collect data from the special education lecturers and students studying special education at Nkrumah University. This contained both open-ended questions and closed-ended questions. These will be designed to collect data on the Implementation of inclusive education in higher institution of learning.

A questionnaire is described as a measurement procedure that usually contains questions aimed at getting specific information on a variety of topics (Stake, 2005). This instrument has been chosen because it permits the collection of reliable and reasonably valid data, relative, simply, cheaply and in a short space of time

3.6.2 Interviews guides

This study used less structured interview schedules (traditional face-to-face interview) which would allow the respondents to answer the questions in as much detail as they want and the researcher to probe for more information as possible. There are in general, two ways of collecting data if one wants information about the lived experience of a phenomenon from another person. First, it is the traditional face-to-face interview, and secondly, one can ask for a written (or recorded) account of the experience (Yin, 2014). There is no prescriptive quality to a good interview, however, there is one main criterion, which is, according to Giorgi (2009, p. 122): “What one seeks from a research interview in phenomenological research is as complete a description as possible of the experience that a participant has lived through.” The face-to-face interview is often longer and thus richer in terms of nuances and depth. This is why the researcher will employ this method collect as detailed information as possible from the head of special education department regarding the institution requirements to fully implement the inclusive education at the university.

3.6.3. Observation

Observation method of data collection was employed as a way of finding answers to the research questions and factors that may be visible as it offers a first-hand account of the situation under investigation. For Yin, (2014) indicated, that observation involves the researcher seeing and hearing things and recording what is observed, rather than relying on a subject’s self-report or responses to questions and statements. The researcher will observe the methods used in classrooms to determine whether teaching and learning were flexible enough to accommodate different needs and styles of learners. An observation checklist will be used to record whether the classrooms assistant technology for lecturers to use and whether educators provides support during teaching and learning.

Researchers observed both human activities and the physical settings in which they take place (Stake, 2005). In this case, the classroom environment, relationship and interaction between educators and learners will be observed. Bryman, (2012) argue that when a researcher observes there are some non-verbal cues, such as facial expression, gestures, tone of voice, body movement and other non-verbal social interactions, which suggest the subtle meaning of language that the researcher registers which the researcher took into account on the observation checklist.

3.7. Data Collection Procedures

Permission to talk to the lecturers and students was acquired from the special education head of department at Kwame Nkrumah University. The special education lectures and students were asked to fill in the questionnaires at school during working hours while administrator were interviewed at the

time when they were free and disabled students were observed and interviewed during class activities each of them one by one until the suggested sample is reached.

1.8. Data Analysis and Interpretation

The data was generated and analyzed using both qualitative and quantitative methods. Data analysis is a method of categorising, ordering, manipulating and summarizing data to attain answers to a specific research question Bryman, (2012) further argues that data collection and analysis is a simultaneous activity in qualitative research, as emerging insights in one phase of the data collection leads to refinement in the next phase. Cohen, Manion & Morrison (2011) see data collection and analysis as typically being integrated to make a coherent interpretation of the data. Therefore, the researcher began to analyse data as soon as engagement with the participants had ended. Quantitative data was analysed by quantitative data analysis methods that will employ the use of SPSS and Excel to generate tables and graphs. On the other hand, qualitative data will be analysed using thematic analysis where the researcher compiled the data in themes and categories as they emerged.

The qualitative method of categorizing and coding information into themes will be utilised to analyse qualitative data, since this process is systematic and allows for the interpretation of information to provide explanation of the phenomenon (Creswell, 2014). In order to organise data holistically, the researcher had reread the transcripts and field notes several times to identify units of meanings, then group, label, organise and sort the data. He or she then writes a narrative version of the participants' story, thus analyzing the generated data to obtain a rich and descriptive account of the subjective experiences talked about. The researcher will assign codes to the themes for the purpose of analysis, through the process of open-coding' which involved locating themes and assigning initial codes in a first attempt to condense the data into categories. The researcher read the field notes, transcribed interviews and take note of all the themes.

3.9. Ethical Considerations

Data collection in case study research poses various ethical problems, an interviewee and also observation focus might experience in expected emotional difficulties as a results of expressing deeply held and perhaps controversial beliefs and feelings from an interviewer. Bryman, Alan (2012), It is very important to make ethical consideration to better protect the rights of the other participants. According to Creswell, J. W. (2014), ethical issues are the concerns, dilemmas and conflicts that arise over the proper way to conduct research. Ethics define what is or is not legitimate to do, or what moral procedure is involved. In order to undertake the study in an ethical manner, the following

principles have been included in to the research process. The code of ethics in research requires that measures to protect the identities of participants against exposure should be put in place (Bryman, 2012).

Ethical considerations were taken into account in this study by assuring all respondents confidentiality. Therefore the researcher explained to the participants that their identity and the information they provided would be treated with strict confidentiality to protect their identity and that of the school. The names of all the respondents in this study remained anonymous. The researcher will also get permission from the school managers and obtain consent from the actual participant before collecting the data. The respondents were further be guaranteed that the data they provided will be used for the academic purpose only. The researcher further assured the participants that the data collected will be treated confidential as it will not be shared with anyone in order to maintain the high levels of confidentiality. The confidentiality will also be ensured by using pseudonyms for the people who participate in this study to hide their identity. The respondents were also fully informed about the aim of the study.

4.0 PRESENTATIONS AND FINDINGS

4.1 The benefits of implementing inclusion in the higher learning institutions in Zambia

As earlier mentioned in chapter two of this study that studies in most of the countries implementing the inclusive education have shown that there several benefits of inclusion as compared to other settings of education. In this study, these benefits have been grouped into three categories according to the groups of students found in an inclusive school. The categories are benefits of inclusive education to students with disabilities, benefits to non-disabled students and benefits of inclusive education to the entire institution.

4.2. Benefits of Inclusive education to students with disabilities

Educating the disabled and non-disabled students in the same environment creates an atmosphere of understanding and tolerance that prepares all the students with different abilities to function in a real world beyond the school environment. The non-disabled students also showed increased awareness of self-concept, tolerance, self-worth and better understanding of other people. On the other hand, students without disabilities made significantly greater progress in reading and math when served in inclusive settings. (Sharma, Moore & Sonawane, 2009)

Despite the fact that sometimes peers tend to cause disruption to education for students with disabilities, there is still a good number of lecturers appreciated the role these peers play in promoting inclusive education in the system. The following lecturer explained as follows:

When students with and without disabilities are put together in lecture room or outside they share ideas and mainly these learners with disabilities seem to be empowered because most of the times they look shy and moody (Interview with lecturer W).

Like in my lecture room, I mix these students together especially those who seem to be less social and intelligent with those who seem social and intelligent in order to provide a platform of interaction and sharing ideas. The response always positive after the activity those who seem to be less social and intelligent become active in the participation of the exercise in the lecture room (SpELA)

We have quite a good number of students with disabilities here. We see them coming in the morning and even when going back to their various homes and hostiles they are being carried or helped by those without disabilities. This is a clear manifestation that these students are concerned about their friends' situation and that they value them a lot. In class, I have seen some students helping their friends coping notes especially those who are visually impaired (SpELI).

One of the disabled greatly expressed her gratitude to be found in the institution implementing inclusive education. In her statement she stated that:

Am so thankful to God almighty for giving me such good and helping friends. They can help me move from the hostiles, classes and market to get whatever I want. Not only that, but we also sit down for the group discussion to do our assignments together which makes my school easy. I can only imagine if this institution was only for the disabled like me with the infrastructure which doesn't have passage for the wheelchair, who could help the other in movements. (SwD 4).

One of the visually impaired students also mentioned that, I like the challenge I get from non-visually impaired students because it helps me to work even extra hard to make it in life. However, they help me with some softcopy notes sometimes when I miss a lecture. Most importantly, in this university most us are grown up and matured students in the

mind of which we share a lot of life experiences and talk about our problems so that we can find solutions together as friends. (SwD 5).

4.2.1 The benefits of inclusive education to the institution

Different people and have often times said that “education is the key to success in life, and lecturers make a lasting impact in the lives of their students”.

However, in the process of impacting knowledge in these learners, lecturers require a lot of strategies to handle a group of students especially the disabled both inside and outside the lecture room. Therefore, lecturers need to create a conducive atmosphere for all learners. Several lecturers had this to say in order to show how important they are implementing inclusive education in learning institutions as a means to improve access to education for all students with disabilities in the education system:

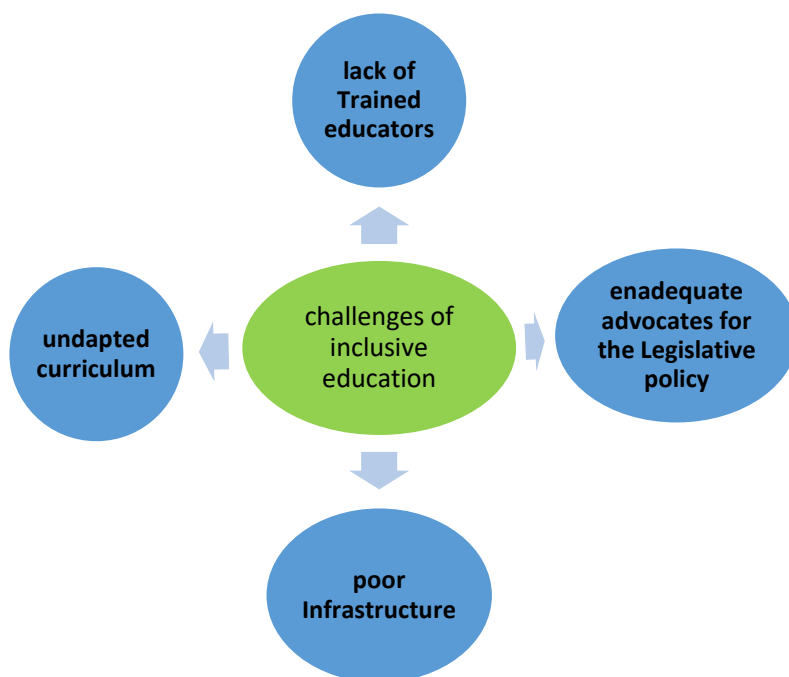
Sometimes I am chosen to be an assistance lecturer to go to neighbouring universities and colleges to assist learners with special needs (SpES)

The other benefit of having a success inclusion is that it helps the institution to grow in a number of programs which can be offered to the disabled students. On the other hand, the funding that come from different organisations for the learning of the disabled students' affairs can help to change the surface outlook of the institution.

As for the institution, we also raise some funds through workshops when training and reorienting the special education teachers who handle different of students with different types of disabilities. Most importantly when we attain a successful inclusion, our societies' perspectives towards students with disabilities would definitely change. This would further reduce the long endured challenge of the disabled child to be independent especially they can graduate from higher learning institutions. (HoD)

4.3 Challenges in the implementation of inclusive education

Having noted measures from the university with regard to inclusive education. In order to improve access of education by children with disabilities, there are some factors that prevent implementation of inclusive education in high learning institution. These factors include Individuals such as lecturers, students' peers, parents and community, lack of functional legislative policy, culture and attitudes. These are some of the general factors prevent implementation of inclusive learning in higher learning institutions. There are four major challenges in the implantation of inclusive education. These have presented in the figure below.

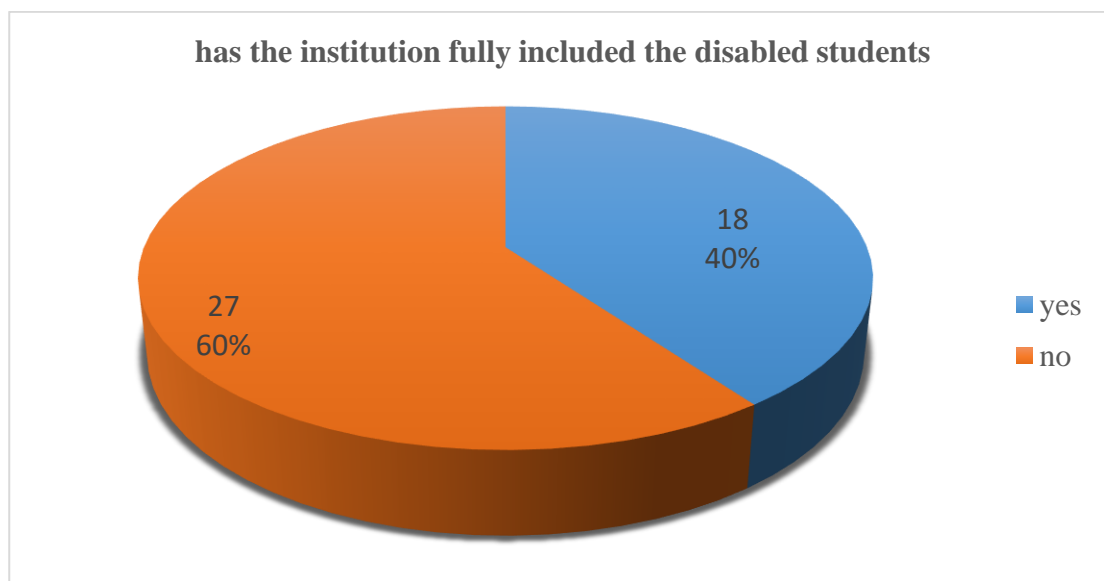


4.3.1 The overall perceptions on the challenges of inclusive education in higher learning institutions.

The researcher firstly wanted to find out the participants perceptions and understanding of inclusive education in higher learning institutions. This where it was found that participants had different understanding of the concept of inclusive education. This was anticipated since inclusive education is not a very deep-rooted phenomenon that is being introduced advocated for in higher learning institutions in Zambia and as such it is possible that some people do not know what it is all about. Besides, social reality is constructed by individuals in their own social and cultural understanding influenced by previous experiences. It was interesting to find that even those lecturers who have been teaching and lecturing students with disabilities for long do not fully understand what inclusive education is as demonstrated by the information below.

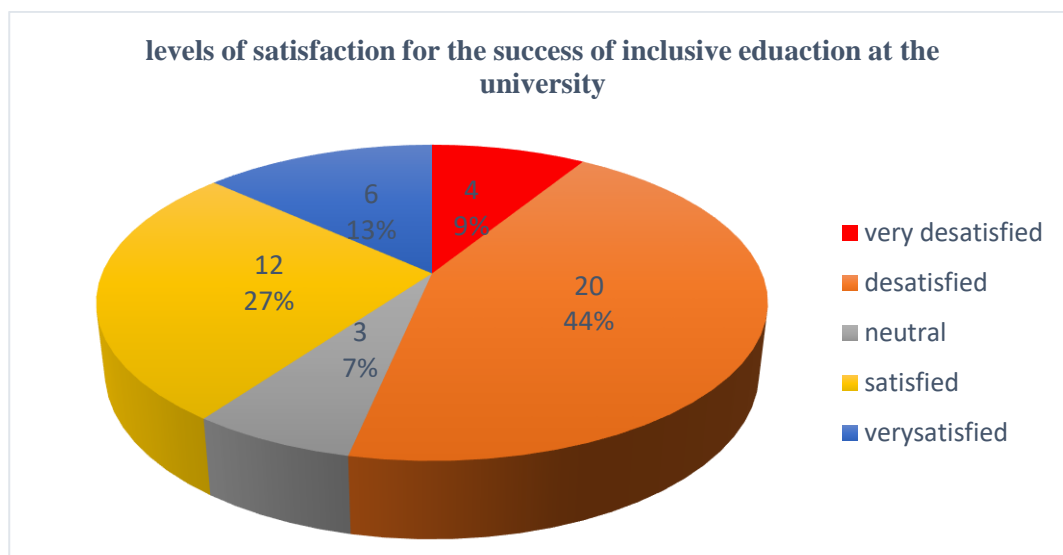
These were just some of the experiences some participants had about inclusive education.

Figure 1.1 students perception towards the institution meeting the requirements for the successful inclusion to take place



The pie chart above shows the frequencies and percentages of the student's perceptions the success of inclusion in their institution. This is where the majority of the students indicated that their school as not fully included students with disabilities in their education system as reflected by 60% who said no and the minority believed their school successfully implemented inclusion as represented by 40% of those who said yes.

Figure 1.2 shows the levels of satisfaction towards the success of inclusive education



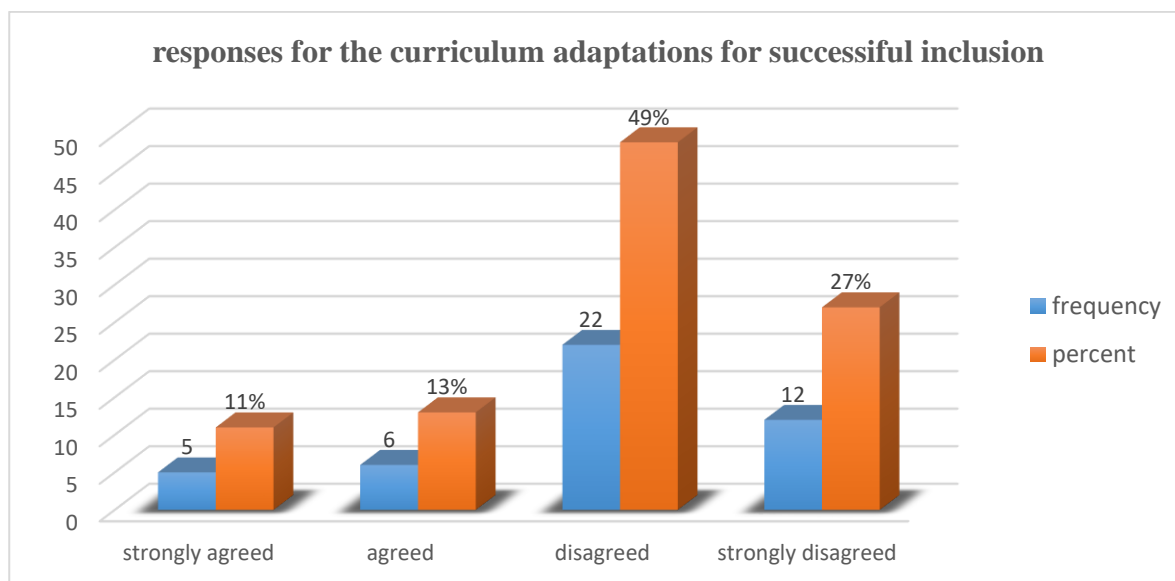
The pie chart above clearly shows that the majority of the respondents dissatisfied by with the success of inclusion at the university as indicated by 9% of those who were very dissatisfied and 44% of those who were just dissatisfied. On the other side only a few students were satisfied with the success of inclusion at this university which is president by 13% of those who were very much satisfied and 27% of those who were just satisfied and only 7% were on the neutral ground.

The data from the interviews also supports the information in the pie chart above especially where the lecturers also mention that for inclusive education to successfully take place there many factors that need to be in place of which this institution does not have. They went further explaining some of the factors the school need to put in place in order to successfully include students with disabilities such as, poor infrastructure, lack of teaching materials, poor funding for the purchase of brail paper, lack of special education lectures in other departments to understand the needs of the students with disabilities, where this makes not accommodated in that the curriculum has not been adjusted to suit their needs. They are made to do thing tasks at the same time with other as the normal students e.g. they are given the same period of writing the exam and tests the duration with the classmates who don't use braille for writing. Thereafter their papers are written in a language that most of the lecturers can't easily read and they end up given them just average grades.

4.3.2 Trained educators (lecturers, students' teachers and peers)

These people form a community where they constantly interact with students with disability on the daily basis. Therefore, these individual causes a great impact on the child and they can distract the implementation of inclusive education in learning institution especially if these individuals have a negative attitude towards disability.

Participants were asked to state if they think the curriculum has been adapted for students with special needs. In this regard, the bar chart below reflects that the majority of the students at Kwame Nkrumah University disagreed concerning the notion of their institution having an adapted curriculum for students with special needs. This shown by 49% of those who disagreed and 27% of them strongly disagreed. However, a small proportion of the students indicated the institution has adapted its curriculum towards meeting the learning of the disabled students as represented by 13% of those only agreed and 11% who strongly accepted.



Following that question students were asked to state some reasons for their responses. This where the critics indicated that the lecturers do not have differentiated instructions in their lectures. One of the students clearly stated that:

in our class we have a hearing-impaired student who uses sign languages but most of our lecturers don't know how to use sign languages and they don't have interpreters to help them translate what the lecturer is saying into a language such students can comprehend.

One of the disabled students with hearing impaired also indicated that some lecturers are very stingy with the soft copy notes or batches so that we can read on our own since we cannot get anything from class.

The head of department from one of the institutions presented his concern after he has been receiving several complaints from some lecturers in the department. The head of the department further, said that lack of trained educators to lecture special needs students results in failing to meet the expectations of those learners with disabilities in the university. Therefore, the head of department suggested that lecturer training and curriculum reform is the only way of meeting those challenges in universities. It is important for special needs courses to be made mandatory in teacher training institutions. He is quoted saying:

I have been receiving complaints from lecturers in my school department that it is difficult for teachers to tell whether students have understood the lesson or not because they were not trained in special needs education. It is high time special education

program to be made compulsory in teacher training universities and colleges in order to make all teachers in schools feel comfortable teaching all learners equally (HoD)

At best, lecturers for students with disabilities are found in universities/colleges and their attitude toward the disabled can either be enhanced or distracted in implementation of inclusive learning. Therefore, their negative attitude towards helping learners with special needs can be discouraging to learners with disabilities from accessing education. It's not only access that is affected by negative attitudes of the educators, but also quality and equity is tremendously affected. One learner expressed her concern as follows:

Whenever I fail to answer a question correct, this lecturer calls me a bad name and hard headed. This mostly affect me from participating in school programs because I feel different from the rest of my peers (SWD4)

Another special needs student also raised her concern about how some lecturers behave toward their disabilities, when they approach some of the educators, if they need some help:

Each time we seek for assistance from some lecturers, they are usually busy and they do not provide the opportunity to explain the challenge we face academically. They usually consider us hard-headed individuals because do not easily get concept. Because of this we feel isolated and put off from going back to the lecturers for more help in fear of being called such names (SWD2)

One of the administrators in the institution also recommended on supporting students with special needs after expressing some disappointments in the fellow workers. She also said that she is conscious of how some of her fellow educators that act negative towards disabled learners saying:

I am always shocked and disappointed to hear and see the disabled complaining about some of the staff members who discriminate them. What they forget is that these children are important in the learning institutions and development of the learning institution toward inclusive education. It is therefore imperative that members of staff to treat the disabled students with love and care whenever they are delivering information to them in order to develop their self- esteem and confidence. I always try to ask my fellow lecturers to try build the spirit of corporation amongst all lecturers and learners alike (An interview with University Administrator 3).

With the above statements, it is a clear indication that there are inadequate lecturers with adequate competence to handle children with disabilities in mainstream learning institutions.

4.3.3 Peers

The implementation of inclusive education in higher learning institutions is also affected by peers to the disabled children. These play a significant role in the development of students both physically and mentally. This is because students constantly interact with each other in the same environment. Consequently, friends with a negative attitude toward students with disabilities may be the source of isolation and discrimination to the disabled students which further results to disabled dropping out of the university. This also results into failure of the implementation of inclusive learning many institutions. In the current study, it was also mentioned by one of the lecturers during the interviews that: We have been receiving complaints about student peers who talk ill on student with disabilities. It was further found that some classmates to disabled students have labelled fellow disabled student names according to their disability. As a result, some disabled students began to miss lectures in fear of being laughed in the campus. We have strongly spoken against this during the workshops with different schools at the university. Sometimes we are being invited in different university as resource persons to speak about several issues concerning disabilities and to warn students peers about making bad comments against the disabled students. At the same sentiments the disabled students were given a platform to share personal experience about being labelled:

Some of our fellow learners discriminate us by talking bad about us and our appearance this makes us feel not normal like everyone else in the community (SWD1)

4.3.4 Lack of good policy implementation

A policy is always directly or indirectly formed by the government and therefore it becomes difficult to fully implement a policy with lack of enough government support. In this study it was found that there is inadequate government support in the implementation of policies that support inclusive education. Most of the lecturers stated that a policy cannot be implemented in learning institutions if there are inadequate resources. In Zambia, inclusive education is found in two education policies which are education for all and educating our future. Inclusive education requires policies that support the training of more special education teachers, lecturers and infrastructure modification or development in order to accommodate both the disabled and non-disabled students in mainstream universities. However, the Zambian government is so reluctant in investing in these important areas. One

participant had this to say in regard to lack of government support in policy implementation towards successful inclusion at higher learning institutions in Zambia.

There is lack of political good will in Zambia that supports the implementation of inclusive education for learners with disabilities and this kills the morale of making progress. If in a country there is no policy that support adoption of inclusive education in learning institutions, definitely it will be a challenge to convince others towards the value of inclusion-related issues in education system. Furthermore, the government has failed to fulfil its political obligations to provide equality education for all and at the same time it has failed to implement inclusive education effectively and its intended purpose (HoD2).

It was also noted that a number of respondents showed their concerns about the issues of limited materials and finances in education and this doesn't the implementation of inclusive education in learning institution. Students with disabilities fail to access quality education because of the government's failure to implement policies that favour inclusive education. The comments made by other respondents were as follows:

The issue of quality education for students with disabilities requires the availability of enough resources both in monetary and human forms. To have supportive devices for these learners it also require money to purchase these devices. These devices are needed locally if at all the implementation of inclusive education is to be successful. I can tell you that these are the biggest challenges that have rendered the policies to be less effective in the country (An interview with lecturer W).

The issue of up-grading lecturer's qualifications and school infrastructure is also another big challenge which requires finances. Most of lecturers in universities find their own means of up-grading themselves. Our institution is also swimming in the same problems of funding and training lecturers. The provision of funding from the government is not sufficient (An interview with lecturer Q).

In Zambia another challenge in the implementation of inclusive education is that of limited coordination of social and economic agencies with schools. This is where it was found that there are very few universities that offer services closely related to special education. This was clearly indicated by one of the administrators that;

The absence of agencies to help in the advocacy for inclusive education, makes it difficult for the institution to fully implement inclusion. The government sometimes always work with the pressure from the civil society agencies if they are very active, thus when these agencies are quite it means low performance by the government in taking part in the implementation of the policies towards inclusion.

4.4 The strategies to successful inclusion at higher learning institutions.

There are several strategies that can be employed in the process of trying to develop inclusive education in a developing country like Zambia. These are strategies that may be used to mitigate the challenges being faced in the implementation of inclusive education provision. These include creation of a legislative policy, seeking support from the NGOs and other agencies, intensify training in special education training in Colleges and Universities, Nurturing the inclusive model and Partnerships with parents.

4.4.1 Intensify training in special education training in Colleges and Universities

This study found that the majority of practicing lecturers do not have any prior training in special education and are not adequately prepared to lecture students with special education needs. One of the special education students mentioned that:

“Most of the disabled students studying special education at this high institution of learning are doing other courses in other programmes at the same school. In other courses they do, lecturers without an idea of special education needs lecture them. This is in a sense that teachers generally use strategies and adaptations directed toward the class as a whole and incorporate only minor or no modifications based on student needs”. (An interview with SpES 3).

One of the lectures also added that there a deep need training and reorientation of the members of staff in all departments for the institution like this to attain a level of successful inclusion. In his explanation, he said:

Head of departments need to provide their staff with training and professional development opportunities that give them the knowledge and skills needed to successfully implement inclusion into their classrooms. Lectures who were trained as general education teachers have training needs in curriculum modification, differentiated instruction strategies, assessment of academic progress, behaviour management, development of Individual Education Programs (IEP's), and use of

assistive technology. There should also be training to help teachers understand the different disabilities that their students may possess and will be dealing with on a daily basis. (An interview SpEL 2).

4.4.2 Classroom Climate

Following the training of the staff members, the other factor directly related to that is changing the classroom climate. This involves changing the attitudes of lecturers, students and all members of staff from negative to positive attitudes. Change in attitude is not only aimed at parents but also ordinary students, other community members and lecturers. One lecturer from another department in this school admitted that:

From the time I listened to the presentation by the special education HoD during the workshop which was organized by the special education department in this very university, my attitude and perception towards students with special needs has changed. Until that time, I could be approached by either a special education teacher to offer my services to such students. I could boldly tell them that was not my area of specification. I now therefore consider these students just as equal as those without disabilities. However, I still regret my old behaviour towards the disabled and these workshops should continue so that more people like I was can also change (KNL4).

Another special education lecturer said that:

'Successful inclusion cannot be possible without the influence of the positive environment. Therefore, in order for all students, including those with disabilities, to feel safe in their school environment, they must feel accepted by their teachers and peers. This implies the need to develop respect for individual differences. (An interview with SpEL).

Another student with disability said that:

"successful inclusion begins with the reorienting all the students in the highest learning institutions like this one the time they are getting into school as first years so that we disabled students may not be strangers in the school environment. Moreover, we are all suppose respect each other in our classes, dormitories and the entire school environment as we were all humans only that what separate us is our individual abilities and disabilities". (An interview with SwD 5).

4.4.3 Collaboration and Shared Responsibility

Successful inclusive education attainment is not a one-day event or one persons' target. It is rather a process, which needs involvements of various stakeholders. Consequently, there is need for everyone to be involved in the inclusion process. An involvement is not enough the needs for them to be committed to making it work is very important. One of the school administrators responding on the solution to the challenges of poor participation of other stakeholders, he said that:

“There should be open communication between general education and special education lecturers to negotiate co-teaching responsibilities and expectations prior to initiating the inclusion process into their classroom. In order to do this, there needs to be more time devoted to collaborative planning. Administrators need to provide this common time for general and special education lecturers to meet to discuss the individual needs of their students and address common classroom issues, such as behaviour management, academic expectations and assessment”. (An interview with SAdm 2)

4.4.3 Establishment of an administrative organization

It is true that we have a good policy in place for the successful inclusion but we need more drivers for that policy to be effective. The administration section plays a very significant role in policy formulation but they are somehow reluctant in the implementation stage because of various political reasons. Prior to the policy formulation process especially upon its success a country like Zambia may embark through government and other stakeholders partnerships establish a body or administrative organization to help facilitate for the leadership of inclusive education at a national level in order that that organization be the advocate group to support or matters of inclusive education and somewhat act a mediator to all other supporting organizations of all occurrences of inclusive education procedures. Leadership inclusive education is important in cases that there is need for major advocates to monitor and evaluate all activities of inclusive education in Zambia especially it being guided an official policy. One of the lecturers in this school emphasised that:

As specialized lecturer to handle both special needs students and non-disabled students in education system. We share same technique with our fellow lecturers who were not trained to handle special needs students how they can handle learners with disabilities in lecturer (Interview with BTTR2). We always advocate for inclusive education either during the workshops or when we visit to train more lecturers for assessment (Interview with MCTR).

4.4.4 Research and lobbying for increased financing and supply of instructional resources

Inadequate finances is one of the major challenges the attainment of the successful inclusion especially in the institutions such as universities. This study found that way of removing this barrier so that infrastructure development which accommodates the disabled is through research for the increased finances to support curriculum modifications and adaptations adequately. In this line, one of the lecturers training the special education teachers stated that,

“I feel it is very difficult to ask for funds from the stakeholders without facts which may presented in pictorial or report form. It is therefore wise that high learning institutions be involved in research where it can make more funds for the institution’s development. He added that, research can also be used in lobbying for finances from the NGOs, government institutions and other stake holders. On the other hand, research also helps in the readjustment of the policy implementations as it can bring out what works and what doesn’t in the strategies to track the indicators in the area of special education”.

(An interview with SpEL 2).

5.0 DISCUSSION OF FINDINGS

5.1 What are the benefits of implementing inclusive education in higher learning institution?

The study found that that there more benefits in a successful inclusive education than exclusion of the students from their peers. In this study, these benefits have been grouped into three categories according to the groups of students found in an inclusive school. The categories are benefits of inclusive education to students with disabilities, benefits to non-disabled students and benefits of inclusive education for all students

5.1.1 Benefits of Inclusive education to students with disabilities

This study presented similar findings with the findings presented in the study by Sharma, Moore and Sonawane in 2009, where they stated that educating the disabled and non-disabled students in the same environment creates an atmosphere of understanding and tolerance that prepares all the students with different abilities to function in a real world beyond the school environment. The non-disabled students also showed increased awareness of self-concept, tolerance, self-worth and better

understanding of other people. On the other hand, students without disabilities made significantly greater progress in reading and math when served in inclusive settings. *“When students with and without disabilities are put together in lecture room or outside they share ideas and mainly these learners with disabilities seem to be empowered because most of the times they look shy and moody”*. (Interview with lecturer W).

Moreover, like the study by Dessemontet, Bless, & Morin (2012) which indicated that non-disabled students help the disabled very much to make them be part of their family in school environment especially where the disabled students in this study also expressed their gratitude to be found in an inclusive learning school. This is what some of them said: *Am so thankful to God almighty for giving me such good and helping friends. They can help me move from the hostiles, classes and market to get whatever I want. Not only that, but we also sit down for the group discussion to do our assignments together which makes my school easy. Most importantly, in this university most us are grown up and matured students in the mind of which we share a lot of life experiences and talk about out problems so that we can find solutions together as friends.* (SwD 5).

5.2. Benefits to non-disabled students

Kalambouka, Farrell, and Dyson’s (2007) meta-analysis of inclusive education research found 81% of the reported outcomes showed including students with disabilities resulted in either positive or neutral effects for students without disabilities. This statement also supports the statements made by the lecturers where there a positive change resulting from the interaction of the disabled and non-disabled students. This deeply mentioned by one of the lecturers where he said that *“The response of mixing the students with different abilities and disabilities is always positive after the activity those who seem to be less social and intelligent become active in the participation of the exercise in the lecture room. Most importantly, those without disabilities gain much when they do peer teaching during the study groups which they have, for them to do this, they study and understand more which further improves their academic performance”*. (SpEL4). This statement is supported by Cosier, Causton-Theoharis, & Theoharis, (2013) where they stated that the non-disabled learn from the experiences of the disabled and the visa-verse is also true. From the above findings and supporting literature one can say that students without disabilities also significantly benefit from the successful inclusion.

5.3 The benefits of inclusive education to the institution

Ruijs, Van der Veen, & Peetsma, (2010) provides a critique to the findings of this study which they say there a number of challenges and demerits of inclusion. However, in some statements they also

support the current study where they stated that despite these demerits the change in the performance of non-disabled students, the outlook of school surface and lecturers' attitudes. Several lecturers had this to say in order to show how important the implementation of inclusive education is to a learning institution. The current study in line with the statement above where one of the lecturers for the disabled students indicated that: *The other benefit of having a success inclusion is that it helps the institution to grow in a number of programs which can be offered to the disabled students. On the other hand, the funding that come from different organisations for the learning of the disabled students' affairs can help to change the surface outlook of the institution. (SpEL)*. Based on these findings, we safely conclude the implementation of inclusive education comes with a lot of benefits to all the students, lecturers and the institution at larger.

5.4 What are the challenges in implementation of inclusive education in the higher institution of learning

As earlier indicated in the study by Ruijs, Van der Veen, & Peetsma, (2010) that the implementation of the inclusive education comes with many challenges, this study has found a number of challenges which are discussed in this section as it was one of the objectives of this study. This where most of the participants mentioned a number of challenges which the lecturers, disabled students and the head of departments are facing in the process full inclusion. Below are some of the challenges from the study. In this study, challenged were grouped into four major challenges in the implantation of inclusive education. These have presented in the figure below.

5.5 The overall perceptions on the challenges of inclusive education in higher learning institutions.

Before getting into the stated four categories of the challenges found in the implementation of inclusive education, the researcher firstly wanted to find out the participants perceptions and understanding of inclusive education in higher learning institutions. This where it was found that participants had different understanding of the concept of inclusive education. Besides, social reality is constructed by individuals in their own social and cultural understanding influenced by previous experiences. This is where the majority (60%) of the students indicated that their school has not fully included students with disabilities in their education system. Furthermore, clearly shows that the majority of the respondents dissatisfied by with the success of inclusion at the university were just dissatisfied. On the other side only, a few students were satisfied with the success of inclusion at this university which is president by 30% of those who were satisfied.

Similar to the findings of the research by Simui, Waliuya, Namitwe, and Munsanje (2009), This study found that some of the factors the school need to put in place in older successfully include students

with disabilities such as, poor infrastructure, lack of teaching materials, poor funding for the purchase of brail paper, lack of special education lectures in other departments to understand the needs of the students with disabilities, where this makes not accommodated in that the curriculum has not been adjusted to suit their needs.

5.6 trained educators (lecturers, students' teachers and peers)

Like the findings of Jorgensen et'a (2005), where he said he stated that curriculum adaptations are not possible without the qualified teachers to implement it, this study found that the majority of the students at Kwame Nkrumah University disagreed with the successful modifications and adaptations of the curriculum. This was due to lack trained and qualified lecturers to modify and adapt the curriculum towards the students with special education needs. This was also found in a statement made by one of the students studying special education where she said that: *lecturers do not have differentiated instructions in their lectures. in our class we have a hearing-impaired student who uses sign languages but most of our lecturers don't know how to use sign languages and they don't have interpreters to help them translate what the lecturer is saying into a language such students can comprehend. One of the disabled students with hearing impaired also indicated that some lecturers a very stingy with the soft copy notes or batches so that we can read on our own since we cannot get anything from class.*

The head of the department statement was supported by the findings by Smith and Tyler, (2010) where he said that lack of trained educators to lecture special needs students' results failing to meet the expectations of those learners with disabilities in the university. Therefore, the head of department suggested that lecturer training and curriculum reform is the only way of meeting those challenges in universities. It is important for special needs courses be made mandatory in teacher training institutions. Having looked at both studies, it is now clear that teacher training is one of the major challenges to a successful inclusive education implementation. Even if we have good policies in places but with wrong and unqualified policy implementers, its goas and targets may not be achieved. Thus, for the successful inclusion may only be possible with trained and qualified lecturers and administrators.

5.7 Peers

Rosenberg et'al, (2011) indicated that the implementation of inclusive education in higher learning institutions is also affected by peers to the disabled children. These play a significant role in the development of students both physically and mentally. This is because students constantly interact

with each other in the same environment. Consequently, friends with a negative attitude toward students with disabilities may be the source of isolation and discrimination to the disabled students which further results to disabled dropping out of the university. This also results into failure of the implementation of inclusive learning many institutions. The findings of this study are in agreement with the above statement especially where it was mentioned by one of the lecturers during the interviews that: *We have been receiving complaints about student peers who talk ill on student with disabilities. It was further found that some classmates to disabled students have labelled fellow disabled student names according to their disability. As a result, some disabled students began to miss lectures in fear of being laughed in the campus.* These findings were also supported by findings of Thomas and Loxley (2007) where he showed that a Least Restrictive Environment (LRE) for the disabled students begins with the peers. In this case, one can simply deduce that considering the change of peers' attitudes is one of the factors for the successful inclusion of the disabled students in the tertiary learning institutions.

5.8 Lack of good policy implementation

Meijer (2003) argues that a policy is always directly or indirect formed and implemented by the government and therefore it becomes difficult fully implement a policy with lack of enough government support. In this study it was found that there is inadequate government support in the implementation of policies that support inclusive education. Most of the lecturers stated that a policy cannot be implemented in learning institution if there is inadequate resources. Inclusive education requires policies that support the training of more special education teachers, lecturers and infrastructure modification or development in order to accommodate both the disabled and non-disabled students in the mainstream universities. However, the Zambian government is so reluctant in investing in these important areas. These finding are consistent with the findings by Meena, (2014) where it was concluded that poor policy implementation by the government is always leads to failure in its achievements of objectives and goals. As it was indicated by one of the lecturers in the statement below.

There is lack of political good will in Zambia that supports the implementation of inclusive education for learners with disabilities and this kills the morale of making progress. Furthermore, the government has failed to fulfil its political obligations to provide equality education for all and at the same time it has failed to implement inclusive education effectively and its intended purpose (SpEL).

Simui, Waliuya, Namitwe, and Munsanje (2009) point out that inclusive education has an inadequate funding that may support it in terms of infrastructure and materials need for better implementation in respective schools. Consistently, it was also noted in the study that issues of limited materials and finances in education doesn't help the implementation of inclusive education in learning institution. Students with disabilities fail to access quality education because of the government's failure to implement policies that favour inclusive education. It can therefore be concluded that the current is in agreement with the finding of Munsanje (2009) especially in the statement made by some of the lecturers that:

The issue of quality education for students with disabilities requires the availability of enough resources both in monetary and human forms. To have supportive devices for these learners it also requires money to purchase these devices. (An interview with lecturer W).

The issue of up-grading lecturer's qualifications and school infrastructure is also another big challenge which requires finances. The provision of funding from the government is not sufficient (An interview with lecturer Q).

These findings are also consistent with the findings of studies conducted by Mukhopadhyay, Nenty & Okechukwu (2012). These researchers found that the majority of the classrooms were inaccessible to learners with physical disabilities; for example, although some schools had ramps, some of the ramps were too steep for students with physical disabilities to move up them independently. Necessary facilities such as toilets were inaccessible. Structural barriers tend to limit independent access to classroom and school activities, and impact negatively on participation and competence in the curricular and co-curricular activities.

5.9 Inadequate funding from the government

The funding from the government from ministry of education that may be dedicated to inclusive education provision in schools may not be adequate implement as should be according to proper inclusive education provision standards. This type of challenge leads to other problems such as lack of infrastructure problems to allow for provision of inclusive education, adaptation of the learning environment, lack of teaching and learning materials required for inclusive education (Porter and Smith, 2011).

In like manner, the current study found that although the government is committed to implementing inclusive education through its ambitious policies, the findings show that the level of funding is still inadequate in the education system as it was also indicated by Simui (2012).

According to Frederickson et al. (2014) found out that lecturers and parents strongly advocated for increased funding in both financial and physical resources in the mainstream learning institution. This is to increase their capacity in learning institution to implement inclusive education. Educational policies cannot be implemented if there are no resources to recruit and train lecturers, construction of infrastructure that accommodate the disabled in the mainstream learning institutions. In addition, lecturers indicated that university lacked necessary resources to help implementation of inclusive education:

5.9.1 The strategies to successful inclusion at higher learning institutions.

There are several strategies that can be employed in the process of trying to develop inclusive education in a developing country like Zambia. These are strategies that may be used to mitigate the challenges being faced in the implementation of inclusive education provision. These include creation of a legislative policy, seeking support from the NGOs and other agencies, intensify training in special education training in Colleges and Universities, Nurturing the inclusive model and Partnerships with parents. Heward (2006) further adds that these strategies that should be undertaken steadily and systematically in order to get the desired result out of it.

5.9.2 Intensify training in special education training in Colleges and Universities

This study found that the majority of practicing lecturers do not have any prior training in special education and are not adequately prepared to lecture students with special education needs. The training of teachers in inclusive education teaching methods whether they are not to major in any special education causes or any related to inclusive education must be practiced in any teacher training college or university in Zambia. Thomas and Loxley (2007) also concluded that these strategies help to mitigate the problem of possible failure to implement inclusive education in schools. In the same vein this study gives more insight to the above statement specifically where one of the special education student mentioned that:

“Most of the disabled students studying special education at this high institution of learning are doing other courses in other programmes at the same school. In other courses they do, lecturers without an idea of special education needs lecture them. This is in a sense that teachers generally use strategies and adaptations directed toward the

class as a whole and incorporate only minor or no modifications based on student needs". (An interview with SpES 3).

One of the lectures also added that there a deep need training and reorientation of the members of staff in all departments for the institution like this to attain a level of successful inclusion.

5.9.3 Classroom Climate

Ministry of Education (2009) special programs document indicate that Zambia is a country that has been experiencing problems of lack of infrastructure in the education system. In most parts of Zambia there are no enough schools to cater for the populations that may be present in an area this leads to either overcrowding or a lot of individuals not being able to attend school because there are not schools' spaces in which to fill and learn. Reaseacrch done in Tanzania by Kapinga in 2014, has further shown that this is a problem in the education system that affects inclusive education just like any other branch in the education system of country. Another study done in Malawi by Munthali, (2013) show that some classroom practices that may be practiced in normal schools may not accommodate inclusive education.

In a similar way, the current study also found that other factors affecting the classroom climate involves changing the attitudes of lecturers, students and all members of stuff from negative to positive attitudes. Change in attitude is not only aimed at parents but also ordinary students, other community members and lecturers. One lecturer from another department in this school disclosed that:

'Successful inclusion cannot be possible without the influence of the positive environment. Therefore, in order for all students, including those with disabilities, to feel safe in their school environment, they must feel accepted by their teachers and peers. This implies the need to develop respect for individual differences. (An interview with SpEL).

Another student with disability said that:

"successful inclusion begins with the reorienting all the students in the highest learning institutions like this one the time they are getting into school as first years so that we disabled students may not be strangers in the school environment. Moreover, we are all suppose respect each other in our classes, dormitories and the entire school

environment as we were all humans only that what separate us is our individual abilities and disabilities". (An interview with SwD 5).

5.9.4 Collaboration and Shared Responsibility

Research by Simui, Waliuya, Namitwe, and Munsanje (2009) has shown that limited coordination of social and economic agencies with schools is another challenge of inclusive education in Zambia. In Zambia, very few schools offer services closely related to special education especially if they are not special schools. In the same way, this study indicated that successful inclusive education attainment is not a one-day event or one persons' target. it is rather a process, which needs involvements of various stakeholders. Consequently, there is need for everyone to be involved in the inclusion process. An involvement is not enough the needs for them to be committed to making it work is very important. One of the school administrators responding on the solution to the challenges of poor participation of other stakeholders, he said that:

"There should be open communication between general education and special education lecturers to negotiate co-teaching responsibilities and expectations prior to initiating the inclusion process into their classroom. In order to do this, there needs to be more time devoted to collaborative planning. Administrators need to provide this common time for general and special education lecturers to meet to discuss the individual needs of their students and address common classroom issues, such as behaviour management, academic expectations and assessment". (An interview with SAdm 2).

On the other hand, Pijl et al. (2010) agree that the perception of students with disability has changed and as such, Florian & Linklater (2010) have observed that many people with disabilities are now being enrolled in the university. On the increased global interest, Smyth et al. (2014) and Miles & Singal (2010) points out that the negative attitudes could be attributed to lack of understanding of disability and human rights. This is in line with previous studies that have pointed out both negative and positive attitudes among parents and lecturers about disability. The negative attitudes of parents towards disability has been reported by one participant in this study resonate well with several findings highlighted in chapter two.

Similarly, Leyser & Kirk (2004) found out that parents had negative attitudes about enrolling their children with special needs in mainstream university as they believed lecturers in these universities

were not well equipped to handle their children. They also had concerns about their children's social and emotional adjustment in the mainstream universities and colleges.

The issue of culture and negative attitudes towards children with disability negates the value of human dignity. Every individual should lead a dignified life regardless of the situation and circumstances they find themselves in. Addy (2011) also has argued from this perspective that human dignity cannot be achieved if individuals continue to be marginalized in their own communities. Students with and without disabilities should be treated in the same manner without discrimination. Non-discrimination in the provision of services to individuals is an important aspect of fostering human rights and hence human dignity (Dietrich et al. 2014). They work in both religious and secular environments because they serve humanity without discriminating individuals based on their faith, race, colour, and the like.

The head of department also commended that parents are a strong partnership particularly by feeding the university with adequate information about their children. Frederickson et al. (2014) have argued that there must be strong collaboration between university and homes with clear communication channels to make it possible for all parties to have a clear understanding of the goals and objectives of inclusive education. Consequently, the authors perceived family involvement in schools' activities as being critical to the achievement of inclusive education agenda. It is argued that families are important stakeholders in student's education and as such, they should always be motivated to take an active role.

5.9.5 Establishment of an administrative organization

It is true that we have a good policy in place for the successful inclusion but we need more drivers for that policy to be effective. In this study it was found that administration section plays a very significant role in policy formulation but they are somehow reluctant in the implementation stage because of various political reasons. Leadership inclusive education is important in cases that there is need for major advocates to monitor and evaluate all activities of inclusive education in Zambia especially it being guided an official policy. One of the lecturers in this school emphasised that:

As specialized lecturer to handle both special needs students and non-disabled students in education system. We share same technique with our fellow lecturers who were not trained to handle special needs students how they can handle learners with disabilities in lecturer. We always advocate for inclusive education either during the workshops or when we visit to train more lecturers for assessment (Interview with SpEL 1).

Correspondingly, the study by Conrad and Whitaker (1997) shows that policy formulation process has to begin from an initial group expectantly one in the teaching fraternity to make efforts to get government and other necessary stakeholders especially none governmental organizations to get involved in formulating a policy to support inclusive education provision in a country like Zambia. Therefore, the major engagement of a strategy is communicating to government and other bodies for them to get easily interested in formulating a policy on inclusive education provision

5.9.6 Research and lobbying for increased financing and supply of instructional resources

Inadequate finances are one of the major challenges the attainment of the successful inclusion especially in the institutions such as universities. Comparable to the findings by (Ruijs, Van der Veen, & Peetsma, 2010; Sermier Dessemontet & Bless, 2013) this study found that way of removing this barrier so that infrastructure development which accommodates the disabled is through research for the increased finances to support curriculum modifications and adaptations adequately. In this line, one of the lecturers training the special education teachers stated that,

“I feel it is very difficult to ask for funds from the stakeholders without facts which may presented in pictorial or report form. It is therefore wise that high learning institutions be involved in research where it can make more funds for the institution’s development. He added that, research can also be used in lobbying for finances from the NGOs, government institutions and other stake holders. On the other hand, research also helps in the readjustment of the policy implementations as it can bring out what works and what doesn’t in the strategies to track the indicators in the area of special education”.
(An interview with SpEL 2).

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

The present study designed at analysing the implementation of inclusive education in selected at Kwame Nkrumah University. The results may not be generalized to the whole country because this study was only done at one high academic institution in Kabwe district. Based on the data revealed and discussed, it can be concluded that: Students with disabilities mainly those with low vision in the study schools do not enjoy complete inclusion due to uncertainty among teachers as to their capabilities and limitations. Inclusive education is constrained by lack of skilled/trained personnel and unwillingness of the already qualified educators to work in schools practicing inclusion citing heavy workload and lack of motivation. Teachers in schools implementing inclusion have no background in special education, resource teachers are few and teacher education courses do not cover units in special education adequately.

The high leaning institutions have no capacity to recruit specially trained lecturers to take care of included students with SNE without support from the government. In the same vain, there is inadequacy of specialized material resources to be used in the teaching of learners with special needs and the few that are available are shared by students in different classes, inconveniencing them in the process. Lecturers who are not trained in special education do not know how to use some resources such as embossers, low vision devices, head pointers, braille machines, and so on. Examination timetable and durations is still one of the biggest constraints to a meaningful full inclusion of the disabled students especially the visually impaired who should use their hands for reading and writing. There is a guideline that provides for extra time in the examinations for students with SNE but it lecturers without of such provisions greatly affect the academic performance of the students with disabilities to some extent that they can even write two papers in a single day with the same duration with those ink writing.

The curriculum structure and content present disability in negative terms especially if the implementers do have the required qualification and experience. In this study it was found that curriculum modifications and adaptations which are very helpful in academic life of the disabled students are very difficulty with the lecturers without desired skills and knowledge of how to help the students with disabilities. It is very wide and challenges the educator's capacity to meet its demand and, in most cases, not student sensitive.

6.2 RECOMMENDATIONS

Following the above findings of the study, it is recommended that:

- I. Students with SNE should thoroughly be assessed at Educational Assessment Resource Centres (EARCs) to ascertain the degree of their disability.
- II. To be an enabling lecturer, specific efforts and motivational structures such as special allowance needs to be put in place by the Teachers Service Commission to ensure that teachers accept to be posted to and work in inclusive environments.
- III. Every lecturer needs to be skilled and trained in responding to special learner demands. Professional development is especially important for schools/teachers adopting inclusion because their work demands that they accept new responsibilities and expand their roles to cover SNE.

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