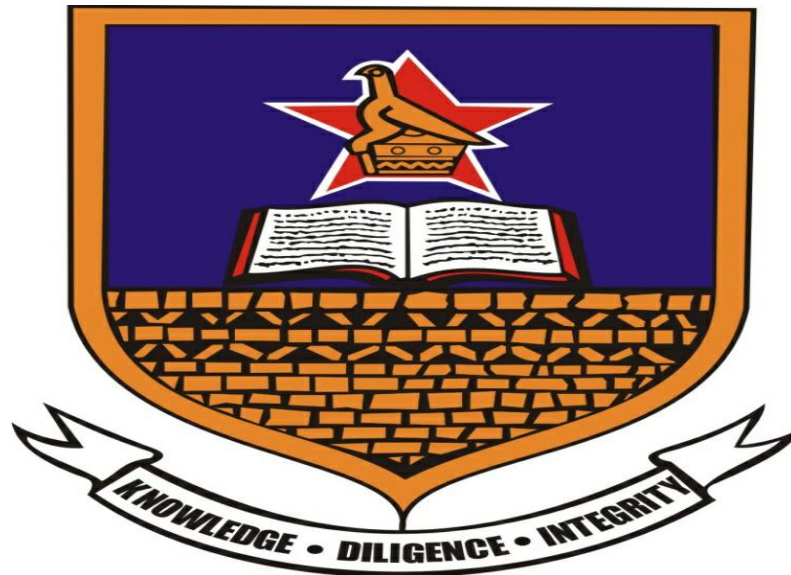


**Differently abled learners' experiences of Inclusive Education systems in
Zimbabwe: Case studies of three selected high schools in Chitungwiza.**

BY

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**A thesis submitted in partial fulfilment of the requirements of Master of
Science Degree in Sociology and Social Anthropology.**

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DECLARATION

I Rodney Tichaona Munemo declare this thesis as my own research work which has not been submitted at any institution before. The work was done under the supervision of Dr Eve Chandaengerwa in the Department of Sociology at the University of Zimbabwe.

Signed:

Date:

DEDICATION

To my late parents Abisha and Rachel Munemo who did not live to see the fruition of their labour. To Batsirai and Sheba Gurure thank you for showing me that I can make it in life. In loving memory of Dr Oliver Mutukudzi, your lyrics “*Hakuna chisikwa chirinani kupinda chimwe*” call for the equal treatment of all human beings. The below lines are to the study informants, without their participation, this study would not have been possible.

“Being disabled does not mean Un-abled, just Different Abled.”-
Noel Helm

“Disability is a matter of perception. If you can do just one thing well, you are needed by someone.” -*Martina Navratilova*

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ACRONYMS

A level:	Advanced Level
CP:	Cerebral Palsy
CRC:	Convention on the Rights of the Child
GoZ:	Government of Zimbabwe
IE:	Inclusive Education
LD:	Learning Disabilities
Maths:	Mathematics
SDG:	Sustainable Development Goal
USA:	United States of America
UK:	United Kingdom
ZimStats:	Zimbabwe National Statics Agency
ZIMSEC:	Zimbabwe School Examinations Council.

ABSTRACT

Despite the existence of several studies on Inclusive Education in Zimbabwe, there is dearth of research on the experiences of differently abled learners in high schools. Children are often left out in many researches and evaluations of Inclusive Education. To address this gap, the study sought to capture the experiences of differently abled learners at Seke 1, Zengeza 1 and St Mary's High schools in Chitungwiza. Learners spend most of their time with special needs teachers, and some of them do not speak well, hence, teachers' experiences were included in this study. The New Sociology of Childhood theory was used as the main theoretical framework guiding this study. Each of the three schools was taken as a case study, structured interviews and direct observation were used as research instruments to capture experiences of learners and their teachers. Participants were purposively selected and sixteen in-depth interviews were conducted with learners and special needs teachers. Data were analysed from recurring themes during data collection. The study revealed that Inclusive Education is under partial, social and full time at the schools. Interviews with learners revealed negative experiences which make partial and social inclusion to remain challenged by mainstream discriminatory practices. It can be argued that, differently abled learners are competent actors when choosing friends, evading mainstream classes yet coping well in special needs environments. Interviews with learners show that some girls had fear of sexual abuse by male teachers and boys complained about an unfair allocation of practical subjects. Special needs teachers argued that Inclusive Education remains in travesty if the government and regular teachers are not proactive with learners. From the learners' experiences, one can therefore, conclude that social activities are a challenge to successful inclusion at the schools. There is need for further research on whether learners' experiences of Inclusive Education are better in church established schools than government schools.

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0. Introduction

Inclusive Education has received considerable research attention in Zimbabwe. However, there is dearth of recorded learners' experiences as much research is on its development, implementation and outcomes, to mention a few studies; Chireshe (2013), Mahanya (2016) and Matandare (2016). The Government of Zimbabwe (GoZ) declared education for all in 1987 and started Inclusive Education in 1997 to encourage enrolment of disabled students into regular schools (Zindi, 2004 and Zvobgo 1999). Recognising children's right to participate in matters that affect them (Faneli, Musarandega and Chawanda, 2007), the study seeks to capture learners' experiences through a qualitative research at Seke 1, Zengeza 1 and St Mary's High schools using the New Sociology of Childhood theory. Focus is on learners with cerebral palsy, speech and hearing impairments, and learning disabilities whose experiences of Inclusive Education will inform the study findings.

1.1. Background of the Study

This section gives a brief overview of the historical background of Inclusive Education from a global position to the Zimbabwean context. This is because in order to understand Inclusive Education in any African context there is need to retrieve global configurations as they have an impact on practise (Saleh, 1996). Internationally, Inclusive Education is understood as the process of increasing participation, presence and achievement of all learners (Ainscow, 2000).

1.1.1 The origins of Inclusive Education in American and European education systems

Inclusive Education (IE) began with the integration of students with severe disabilities into regular classes whom previously, were excluded from schools and taught in isolated homes in the United States of America (USA) (Osgood, 2005). Prior to IE, only one in five pupils with disabilities were educated in public schools and England used a charitable model which viewed disabled children as tragic figures deserving pity (Kellet, 2004) It had four levels of special conditions; the "idiot", "imbecile", "feeble-minded" and "moral-defective" (Ellis, Tod and

Graham-Matheson, 2008). According to Marling (2017) idiots were not part of regular schools because they were uneducable, imbeciles were placed in asylums and the rest in special schools. In Europe and America legislative Acts were raised to introduce IE (Borsay, 2005). The 1921 Education Act in England enabled “feeble-minded” children to be taken for separate education (Marling, *ibid*). Thereafter, the 1944 Butler Act gave responsibility to parents to ensure that all children were educated. In the 1970s, the Education for All Children Act was installed in the USA which encouraged the enrolment of disabled students into regular schools (Marling, *ibid*).

1.1.2. Contemporary international configurations and provisions on Inclusive Education

Understanding IE in Africa requires retrieving global configurations as they have an impact on how it is practised (Saleh, 1996). From the year 2000, there is a shift internationally from disability policies on charity to provision of equal opportunities especially in education under IE (Osgood, 2005). Inclusive Education is enshrined in the United Nations Sustainable Development Goal (SDG) four which aim to ensure inclusive and equitable quality education for all. It is supported by other provisions such as the United Nations Convention on the Rights of Children (1989), the Jomtien Framework of 1990, and the United Nations Standard Rules of 1993 which value equal treatment for all children across the world (Mahanya, 2016). Many African IE systems recognise the Salamanca framework of 1994 which encourage governments to implement policies to achieve IE (Mahanya, 2016).

1.1.3. Inclusive Education in some post-independent African countries

Mitchell (2017) argues that many African countries use legislation or policies to drive IE in schools. Ejiogu (2015) argues that in Nigeria IE became topical during the “Roundtable Conference” in 2015. The conference called for Nigeria to reinforce judicial enforcement and political will on IE. Nigeria had no laws and specific policies regarding IE rights. Unlike Nigeria, other governments like the South African government enacted and use IE policies (Donohue and Bornman, 2014). To Mitchell (*ibid*) Tanzania’s Persons with Disabilities Act of 2010 supports IE, its Article 27 on Education ensures equal rights on admission to public and private schools for every child with disability. Mitchell (*ibid*) stipulates that in 1994 Botswana enacted an

Education policy in which the government is committed to provide education for all children with disabilities. Botswana has progressively improved education access for people with disabilities. However, in some cases legislation does not yield much, for instance in Kenya the government's commitment to the full inclusion of disabled children in regular schools remains a challenge as many disabled children do not go to school (Mitchell, *ibid*).

1.1.4. Inclusive Education in Zimbabwe

Inclusive Education in Zimbabwe was launched on 22 March 1997 but is still in its infancy (Nyangairi, 2016). IE was introduced to address the effects of a remnant British colonial education system which segregated native students creating a dearth of their enrolment in ordinary schools. (Zvobgo, 1999 and Shizha and Kariwo, 2011). Despite the GOZ ratifying international and local frameworks on IE, practice is at its infancy (Nyangairi, *ibid*). This is evident in the Living Conditions for Persons with Disability Survey (2016) which showed that more than six hundred thousand children in Zimbabwe live with disabilities and many of them are denied their right to education. This makes the SDG agenda on education a travesty. The current study emerged from the lack of research on experiences of differently abled learners in inclusive high schools of Zimbabwe.

1.2. Statement of the Problem

Despite the existence of several studies on Inclusive Education in Zimbabwe, to mention a few Mataruse (2002), Chataika (2007), Chireshe (2013) and Matandare (2016), there is a deficiency of research that captures the experiences of differently abled learners under the age of eighteen years in high schools. This confirms a research trend of excluding children as reliable informants of their own experiences (Hirschfeld, 2008; Mayall, 2008 and VanDjik, 2006) a gap which the current study intends to fill. The GoZ ratified the Salamanca framework of 1994 and the SDG's of 2015, which place issues of equality at the centre of policy and practice of IE. However, Mandipa (2013) argues that discrepancies between provisions and practices of IE have even worsened despite the country's progressive legal provisions on differently abled persons' treatment. In the Constitution of Zimbabwe of 2013, disabled persons have a right to equal

opportunities and treatment before law. The state has an obligation to ensure that this is met and to fund their education as enshrined in Sections 83 and 56 of the Constitution. In 2015 the GoZ and the Leonard Cheshire disability organisation signed a Memorandum of Understanding to expand IE to all ten provinces of Zimbabwe, which however has been slow (Chikwanha, 2015). It is not clear why implementation of IE is in its infancy as differently abled children resort to begging for survival due to poor education resulting in exclusion from livelihood sources (Munemo and Tom, 2013). This study represents one of the attempts to add knowledge on practice of IE in schools by capturing the missing experiences of differently abled learners at selected high schools in Chitungwiza.

1.3. Research Objectives

- To explore the experiences of differently abled learners of IE at the three selected schools in Chitungwiza (St Marys, Zengeza 1 and Seke 1 High schools).
- To find out the practices associated with IE at the three selected schools.
- To find out if gender affects the experiences of children within IE systems.
- To capture the experiences that the teachers involved with differently abled learners have had regarding the implementation of IE at the schools.

1.4. Research Questions

- What are the experiences of the differently abled learners in the Inclusive Education systems at the three schools?
- What are the practices of IE in place at the three selected schools?
- Are the children's experiences of Inclusive Education gendered?
- What experiences have the teachers involved with differentially abled children had from the implementation of IE in their schools?

1.5. Significance of the Study

The current study seeks to capture the experiences of differently abled learners in high school IE systems. This is because many studies in Zimbabwe do not capture learner's experiences in high schools where children under 18 years are predominantly educated. The study seeks to fill this

research gap so as to document experiences of learners and understand how IE practiced from children's points of view. Theoretically, studies on IE in Zimbabwe have used developmental and psychological theories, paying attention to structures and learner's cognitive abilities overlooking experiences of learners. The current study, however, seeks to add to existing research by bringing a sociological perspective based on the New Sociology of Childhood (James and Prout, 1990, James, Jenks, and Prout, 1998).

Many Zimbabwean researchers do not research issues involving disability, especially inclusion of students in education (Chataika, 2003). As such, a qualitative research approach adopted by the study will be appropriate and effective when little is known about the experiences of differently abled learners in high schools. This is because qualitative research does not need a predictive statement and seeks answers to open questions (Stone, 1999). In this study, learners will be interviewed and their experiences captured through in-depth interviews and direct observation. The study acknowledges that even if the learners have the right to participate in issues that affect them, they spend most of their time with teachers who operate in *loco parentis*, (assuming the roles of parents in schools) (Zindi, 1994). In this regard, in line with the sociological perspective on children, teacher's experiences will be considered as a way to verify and make sense of the children's accounts.

1.6. Organization of this thesis

This study is made up of six chapters. Chapter One identifies the problem informing the study as the lack of research on experiences of differently abled learners in high schools. A brief introduction, background, detailed statement of the problem, study objectives, research questions and justification of the study are provided in this chapter.

Chapter Two is a review of related literature on IE in Zimbabwe and other countries. Chapter Three explains the utility of the new sociology of childhood in viewing learners as competent information providers whose experiences are worth of being studied. Chapter Four explains how the adopted qualitative research paradigm, design and tools were used in the study. Chapter Five is on data presentation through the thematic approach. Chapter Six discusses and interprets the findings of the study, providing conclusions based on the findings.

1.7. Chapter summary

The chapter provided the introduction and background of the study. The problem informing the study was identified as the lack of research on experiences of differently abled learners in inclusive high schools despite the vast research on IE in Zimbabwe. The background of the study traced IE from a global level to the Zimbabwean context. The study objectives and research questions were provided together with the significance of the study, organization of the thesis and a summary of the chapter.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on Inclusive Education by engaging other studies and arguments from local and international contexts. Before delving into detail on IE, the chapter opens by providing conceptual definitions of IE, disability, and terms such as “school children”, “learners”, and the change from use of “disabled students” to “differently abled learners” in Zimbabwe. Literature on specific types of disability and implementation of IE is reviewed in this chapter.

2.1 Conceptualisation of Terms

2.1.1. Inclusive Education

Inclusive Education is full-time placement of children with mild, moderate and severe disabilities into regular classrooms (Staub and Peck, 1995). According to Chireshe (2013) in Zimbabwe IE entails mainstreaming children with special educational needs into regular classrooms allowing them to learn together with abled learners. To Chireshe under IE, learners with physical disabilities enrol in schools they would have enrolled with if they did not have disabilities. IE is ideal in addressing discrimination of students with disabilities (Mahanya, 2016). However, some countries fail to achieve full IE because students with disabilities are enrolled in special education or separate schools (Ballard and Dymond, 2016).

According to Zindi (2004) Zimbabwe should have an IE policy which takes into account the needs of pupils with disabilities. Zindi advances that the Zimbabwean education system should recognise the Salamanca framework, and enrol all learners in mainstream classes at the same time providing appropriate teacher training for prospective special needs teachers. However, in Zimbabwe IE remains a challenge because disabled learners are still treated as the “other” which perpetuates discrimination (Chataika, 2007).

2.1.2. Who is a child in Zimbabwe and who are the school children?

To Manderson, Bennett, and Andajani-Sutjahjo (2006), assuming universal use of terms "child" and "childhood" is problematic. For Mkwanzani (2005) the term "child" is context specific and depends on social than biological criteria. The United Nations Convention on the Rights of the Child (UNCRC) (1989) definition of "children" covers everyone below the age of eighteen, except where majority is attained. The African Charter on the Rights and Welfare of the Child also defined a child as a person below eighteen years of age (Bourdillon, 2006). Section 81 of the Constitution of Zimbabwe of 2013 defines a child as every boy and girl under the age of eighteen years. According to Zindi (2004) schoolchildren in Zimbabwe are persons enrolled in primary and high schools. This study uses UNICEF definition of "child" to refer to persons below the age of 18 years and school children as learners below eighteen years in high schools.

2.1.3. Disability

Borsay (2005) argues that the terms; "crippled", "invalid", and "handicapped" have been used to refer to people with disabilities. The common factor is that these are defined by non-disabled people (Singh, 2015). For Rudolph, Rudolph and Lister (2011) disability is a complex social phenomenon which affects the life of effected individuals. According to the World Health Organisation (2014) disability refers to any restriction ensuing from an impairment of ability to perform an activity within the range deemed normal for a human being. To Chataika (2007) the Shona term for disabled, "*chirema*" has a negative impression of inability to do anything. According to McInnes (2008) disabled people are not a homogeneous group, but rather share experiences within society.

2.1.4. From "disabled" to "differently abled learners" in Zimbabwe

Mugumbate and Mtetwa (2014) suggest that in Zimbabwe "disability" has for a long time been associated with negativity and lack of appreciation. From the year 2010 many countries have moved away from using the term "disabled" to "differently abled" (Chhabra, 2016).Majome (2015) shows that many people with disabilities in Zimbabwe prefer being addressed as "differently abled". According to Zimbabwe Teachers Association (ZIMTA) (2018), educators

following the international community and the Zimbabwe education curriculum of 2015 have resorted to use of “differently abled learners” instead of “disabled students”. The Primary and Secondary Education curriculum’s (2015-2022) Vision; is

"to be the lead provider and facilitator of inclusive quality education for socio-economic transformation by 2020".

However, use of the term “differently abled learners” in Zimbabwean schools is new. Most available literature and research in Zimbabwe recognises the term “disabled students” for instance Chireshe (2013), Mahanya (2012) and Chimhenga (2016) to mention a few. The current study uses the term “differently abled learners” to refer to disabled students in high schools.

2.1.5. From Human Rights to Children’s rights

Human Rights Watch (2012) defines human rights as inalienable essential entitlements belonging to any person by virtue of being a human. To Mahanya (2016) Inclusive Education is a human rights approach to education, which ensures provision of education without discrimination. The Education Act (1987) in Zimbabwe specifies that children with disabilities should enrol in ordinary schools for the purposes of learning. Bourdillon (2000) identified the United Nations Convention on the Rights of the Child as legally binding international agreements on the rights of every child, irrespective of abilities. There are five principles, namely; non-discrimination; right to life, devotion to the interests of the child; survival and development; and respect for the views of the child. Majome (2017) maintains that in Zimbabwe human rights and legal provisions interweave with IE on fair treatment of learners regardless of abilities. According to Mahanya, Zimbabwe ratifies international frameworks from the Salamanca Conference of 1994 to the SDGs which uphold human rights. However, Oliver (1992) maintains that IE is a human rights issue which is not much about being in the same school, but rather a right to education that values all children. Through gleaning the experiences of differently abled children there is need to understand why IE is in its infancy despite Zimbabwe ratifying provisions which recognise children’s rights.

2.2 Three specific types of disabilities and Inclusive Education systems in Zimbabwe

The current study focuses on obtaining the experiences of learners with cerebral palsy, hearing and speech impairments together with learning disabilities at St Mary's, Zengeza 1 and Seke 1 High schools in Chitungwiza.

2.2.1 Cerebral Palsy

Cerebral palsy (CP) is a term used to describe non-progressive neurological disorders occurring before or during childbirth to early childhood (Ganong, 2012; p236). Ganong maintains that children with CP have special health needs due to movement and coordination problems such as variations in muscle tone, where muscles are either too floppy or stiff. All people with CP have a degree of decreased mobility and are significantly weaker than normal people (Murphy and Carbone, 2008). For Chinamora (2014) no two children with CP are alike due to diversity of the condition and individualization is important for instructing learners with CP. Cerebral Palsy is associated with hearing, speech problems and learning disabilities (Muredzi et al, 2017). In Chireshe's (2013) definition of IE, children with CP qualify for enrolment in regular schools under Zimbabwe's IE which mainstreams children with special educational needs into regular classrooms.

Chinamora (2014) and Tsungai (2013) found that learners with CP had difficulties in walking, motions such as picking a pen together with learning disabilities. For Chinamora (ibid) they require special learning facilities for them to lead "normal" lives. Tsungai (ibid) found that Zimbabwean learners with CP in secondary schools had difficulties in maths because of shaking of hands which compromises their ability to plot accurate graphs. Failure to plot accurate graphs is failure to pass exams with graphs, yet the ZIMSEC mathematics paper 4008/4028/2 has questions with graphs (Tsungai, ibid). Affected learners fail to respond to this paper resulting in poor performance in maths related subjects. Tsungai found that regular teachers had attitudes towards learners with CP because they faced increased pressure as their roles diversify when teaching them, compared to non-inclusive classes. They were required to adjust teaching styles in accordance with the multiplicity of learning styles they face.

Studies on learners with CP in Zimbabwe focus on intervention programs, education provision and the academic abilities of effected learners. Chinamora (2014) examined the extent to which educational and health rights of children with CP are met in Zimbabwe. The author focused on examining the adequacy of a legal framework on access to education and health by children with CP in Harare's Highfield suburb. He sought to establish if institutional structures responsible for driving educational rights for disabled children existed in Zimbabwe. Chinamora's attention remains to evaluate the implementation of legalities for realisation of educational rights for children with CP. This creates a gap that can only be filled by obtaining the experiences of learners with CP in IE systems of high schools in Zimbabwe. The current study seeks to capture the experiences of learners with CP at selected high schools in Chitungwiza.

2.2.2 Hearing and speech impairments

Hearing impairment refers to the whole range of hearing loss from mild to profound (Mapolisa and Tshabalala, 2013, Matandare, 2016). For Matandare hearing disability can refer to a partial or total inability to hear. To Ganong (2012), hearing impairments are classified as pre-lingual and post-lingual. Pre-lingual occurs during development of a foetus or just before language development. Most cases of pre-lingual hearing impairment are coupled with speech impairment. Post lingual occurs after language development due to trauma or disease (Mapolisa and Tshabalala, 2013).with hearing impairments in Zimbabwe is worsened by lack of a specific legislation for IE as some learners are taught in secluded environments. Mahanya (2016) maintained that by virtue of the GoZ ratifying international frameworks and local provisions on IE disabled students should easily enrol in regular schools. The question that remains for Matandare (2016) is that why in Zimbabwe, learners with hearing impairments are restricted to environments with segregated settings instead of regular schools? There is need to delve deep into research at the selected schools to find out on the experiences of learners with hearing and speech impairments.

To Matandare (2016), a person with complete inability to hear also has speech impairment. To Mutswangwa and Mapuranga (2015) a speech disorder affects one's ability to produce words

making it difficult for a person to be understood. For Gudyanga (2014) inclusion of students with hearing and speech impairment in regular schools is pivotal to their educational success. Full inclusion enrolls children with hearing and speech impairments in mainstream classes and with the necessary support services and supplementary aids in age appropriate classes (Hardman, Drew and Egan, 2005).

For Chuchu and Chuchu (2012) speech disorders can include voice disorders such as pitch loudness or quality and stuttering, which is marked by repetition and struggle to release words. Matandare (2016) found that there is shortage of audiologists and speech therapists that are required to test children's level of impairment and speech problems when they enrol for school at Jairos Jiri Naran centre. For Matandare this affects the enrolment procedure at the school. Matandare like Mapolisa and Tshabalala (2013) focused on inclusion of children with hearing impairments at a primary school, creating the need for research on experiences of learners with hearing and speech impairments in high school settings. Reviewed literature of research on speech and hearing impairments does not capture experiences of learners with the impairments. This study seeks to capture experiences of learners with hearing and speech impairments to understand what they go through in IE systems.

2.2.3 Learning disabilities

Cunningham (2018) differentiates Learning Disabilities (LD) from Intellectual Disabilities with Intellectual disability meaning below-average intelligence quotient and a lack of skills needed for daily living referred to as "mental retardation." Learning disability entails having a weakness in certain academic skills such as reading, writing and math. Zindi (2004) separates learning disabilities from mental retardation in Zimbabwean schools where learners with mental retardation do not qualify for IE due to their lack of concentration and the caution required in accommodating them in regular classes. They qualify for special schools. There remains need to capture the experiences of learners with learning disabilities which are missing on research on IE in high schools so as to add on what is already known about IE practices in schools.

2.3. Exclusion, segregation and integration versus Inclusive Education

According to Hehir, Eidelman, Grindal, and Marcell (2016) “exclusion” occurs when students are deprived of the access to education in any context and segregation is when students with physical disabilities are educated in separate environments from abled learners. Integration to Hehir et al (ibid) refers to introducing learners with disabilities into a regular learning environment without adapting the curricula to suit their special needs. In integration, learners are helped to complete classroom work with the intention to make them fit the program rather than the curriculum fitting the learner. For Zindi (2004) IE presents a radical approach that requires alteration of the school curriculum and teaching to ensure that students are enabled to participate in mainstream education regardless of their disability.

2.4. The discrepancy between legal frameworks and practice

According to Zindi (2004) the Zimbabwe Education Act of 1987 made education a basic right for all students regardless of disability. Section 83 of the Constitution of Zimbabwe (2013) maintains that the state should fund education for persons with disabilities where they need it. However, for Munemo and Tom (2014), majority of disabled people on the streets of Zimbabwe are beggars due to poor basic education resulting in unemployment. This concurs with Majome (2015) who maintains that many disabled children in Zimbabwe do not attend school. This development contravenes Section 83 of the Constitution. Capturing the experiences of differently abled learners at the selected schools can help explain why legal provisions on access to education for disabled children seem to be contravened.

According to Tsanga (1999) people can side-stab legal provisions where they view laws as imposing practices against their interests. To Moore (1978) legal provisions fail to have impact because of a social space between legislators and subjects, which is perceived as a normative vacuum with little attention given to the social medium through which rules travel. In this case, resistance to provisions on IE can be explained by the social space between lawmakers and implementers. Weber (1964) notes that a paradox exists that the most conscious, goal oriented piece of rulemaking is part of a much larger socio-economic development that is not in anyone’s control, and actors may fail to perceive it. Moore (ibid) found that this paradox is evident in the social anthropological study of the law. It manifests itself in the inconsistency between the study

of the logical side of law making and the other side of activity where other events besides rule enforcing are going on. For instance, Safa Dei (2015) stated that by 2016, at least 90% of disabled students in Africa should have received compulsory education which did not happen, resulting in the replacement of Millennium Development Goals (MDGs) with SDGs.

In Moore's (1978) analysis, social activities may be collectively stronger than the laws. The law becomes less effective in having its intended impact due to the social field in which it has to operate. Despite international laws and provisions on IE, it is estimated that millions of people with disabilities across the world have challenges in participating equally in education in Zimbabwe (Walker, 2011). The discrepancy between legal frameworks and practices of IE creates the need for research on experiences of differently abled learners so as to understand the activities in the social space between legislators and recipients of the laws which seem to challenge legislation.

2.5. Zimbabwe guided by international frameworks

According to Mahanya (2016) Inclusive Education was endorsed at the World Conference on Special Needs Education in Salamanca Spain, in 1994. The Salamanca conference urged all attending governments to adopt as a matter of law or policy Inclusive Education and enrol all children in regular schools, unless there are compelling reasons for doing otherwise (Zindi, 2004). The UNESCO policy states that IE means a departure from disability to special needs and leaving competition to collaboration (Kisanji, 2002). Since Zimbabwe recognises the Salamanca Framework and the UNESCO policy, there is a need to understand if these provisions are being observed in IE systems through documenting experiences of differently abled learners and the experiences that special needs teachers have of IE at selected schools.

2.6. Policy environment in Zimbabwe

To Nyangairi (2016), lack of an IE policy in Zimbabwe is responsible for the fragmented and minimal efforts towards improved educational outcomes for children with disabilities. Nyangairi is of the view that, inclusion without the necessary policy support is equal to dumping children in classrooms because the current system does not provide for sign language support for learners

who are deaf and who use sign language, or physical access for children with disabilities. On the contrary Zindi (2004) maintains that the world is moving towards IE for children with special needs and Zimbabwe is adopting international standards. Through understanding experiences of learners in IE systems there is need to confirm if lack of a policy is the sole challenge of IE.

2.7. Cultural Understanding of Disability in an African context

To Instag (2001), there are various treatments given to people with disabilities across the world. Muderedzi and Ingstad (2001) argue that among the Tonga people of southern Zambia and northern Zimbabwe, disability is secondary, as seen in the proverb, '*kocilema kunywigwa maanzi*' meaning; better to have a disabled child than a dead one. This concurs with Talle (1995) who found that among the Maasai of Kenya physically disabled persons are expected to marry, become parents, and participate in all communal activities to the best of their abilities. However, disability is not always viewed in positive light as argued above, in some cases it attracts negative responses. Talle (ibid) found that for the Songye of Zaire; disability induces a lower status compared to being abled. Hence, Cervinkova, (1996) argues that Anthropology's fascination with "the other" informs the conceptualization of disability and exclusion from daily activities. This can be true of the treatment given to differently abled children in Zimbabwe, given that Munemo and Tom (2014) found that many children with disabilities in Zimbabwe do not go to school. Capturing of the experiences of differently abled learners in IE systems is the only way to understand if cultural premises have an impact on how they are treated in Zimbabwean schools.

2.8. Negative cultural values on differential ability as a backlog to educational progress

Musengezi in Staunton (2003) gives an account of disability and its constant ridicule in society, emanating from a lack of opportunity to access mainstream education. Through *Mukoma* Amos, Musengezi shows how a parent is mocked and accused for causing her son's disability. The author shows that it is common among some Shona people to associate a child's disability with parents' transgressions. Musengezi (2003:169) asserts that:

Mukoma Amos waits there for me to join him every day after school. He drags along the entire lower body, half of his body, his thighs, legs and feet because he is dead and useless from waist down.

Mukoma Amosi is capable of making toy cars using wires and protecting his brother from bullies. However, there are no attempts to enrol him in school due to his condition. Considering that Amos is able to make toy cars and still does not have any formal schooling due to his condition there is need to understand if the fate of differently abled learners in schools is regardless of their abilities. This is because Slee (2011) refers to schools as sites for ‘cultural politics’ due to the treatment given to differently abled learners. This view remains contested and needs to be assessed through gaining the experiences of differently abled learners in schools.

2.9. Inclusive Education and Gender in Zimbabwe

Mataruse (2002), notes that there are gender imbalances in Zimbabwe’s Inclusive Education with many boys enrolling than girls. In relation to gender, Nyangairi (2016) stipulates that Zimbabwe’s education system needs to be more child centred to achieve Education for All. There remains need for further research to account for the apparent overrepresentation of males attending schools. Sachiti (2016) notes that there are almost equal numbers of girls and boys who complete primary school, but a few girls enrol and graduate to secondary school in some parts of Zimbabwe due to gender inequality and poverty which drive them into early marriages. Mhalnga (2016) has associated the poor enrolment and graduation of girls from high schools to an education curriculum which does not encourage gender equality. The current study seeks to understand if gender affects the experiences of differently abled learners in IE systems.

2.9.1 Teacher’s experience and Inclusive Education in Zimbabwe

According to Peresuh (2000) many teachers in Zimbabwe teach to make their students pass examinations instead of adopting child-directed techniques to meet the needs of all schoolchildren. For Zindi (2004) preparing teachers for inclusive classrooms requires changes in curriculum, expertise, and practicum placements. Zindi (ibid) maintains that teachers face challenges because they are trained to teach in inclusive classrooms when they did not graduate

from a system that was inclusive. Mataruse (2002) found a link between a teacher's training and attitude towards pupils with special needs. The author argues that it is likely that specialist trained teachers cope well with disabled children compared to non-specialist teachers. Sindelar (1995) adds that teachers must avoid treating special needs children as a single group but should decide specific learning objectives and evaluate every students' performance. Available literature goes as far as identifying teachers as having inadequate experience which can challenge IE. There is therefore, the need to appreciate special needs teachers' experiences in the implementation of IE at the selected schools to assess if teachers' practices are the cause for slow progress of IE in Zimbabwean schools.

2.9.2 Gaps in the current theoretical approaches on disability and education research in Zimbabwe

Chinamora (2014), Chuchu and Chuchu (2016) and Mahanya (2016) to mention a few have used developmental and psychological theories in researching disability and education. There is need for a sociological theory to capture experiences of learners with disabilities, which continue to be missing in research. For instance, Chuchu and Chuchu (2016) used the self-efficacy theory to understand learners with disabilities. This perspective focuses on the individual's ability and the experiences of the learner are not captured which are important in understanding a learner's copying mechanisms and cognitive abilities. Using the New Sociology of Childhood, this study seeks to capture the missing experiences of learners with CP, hearing and speech impairments together with learning disabilities in research on IE.

2.10 Chapter Summary

This chapter focused on reviewing related literature covering issues on conceptual frameworks of Inclusive Education and related notions. Terms such as "child", "disability" and "differently abled learners" have been defined in this chapter. Evidence on legal provisions that support IE and equal treatment for persons with disability has been cited. The chapter also reviewed literature on cultural perceptions of disability and studies on inclusion of learners with

disabilities IE systems. The chapter also reviewed literature on challenges and limitations of Inclusive Education. Local and international cases have been cited in the reviewed literature.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.0 Introduction

Theoretical underpinnings of the study hinge on the New Sociology of Childhood theory developed by James and Prout in the 1980s (Bigler, 2012). Two principles of the theory are adopted by the study which are; children's everyday lives as a worthy area of study and children as active rather than passive actors in social structures. The theory was found suitable for the study in capturing learners' because when approaching child issues in educational settings from a human rights point of view, children should be viewed as full humans in a socio-politically contextual present (Quennerstedt and Quennerstedt, 2014). The theoretical underpinnings of the study recognise school children as active agents whose experiences are worth of being studied.

3.1 Critique of dominant childhood paradigms

According to Mehan (1992) and Mackay (1973) until recently, sociologists invested little time in documenting what happens during childhood socialization, viewing the process as a 'black box'. Jenks, (1996:13) argues that for a long time functionalist perspectives used "socialisation" as "uni-linear", process of imprinting social norms from socialised adults to "pre- socialised children". This approach views children not as complete "beings" with cognitive competence but as "becomings". However, the above approach is challenged by the New Sociology of Childhood which advocates for considering children as social actors in the here and now (Bigler, *ibid*). According to Roberts (2002) educationalists stress the need for child participation in empowering them as learners to make their own choices. This is confirmed by Matthews (2011) who showed that schoolchildren are affected by social structures just as adults. The author found that for bullied children being at school was a negative experience. In responding, students' strategies to protect the self were almost ineffective, leading to their emotional shutdown. Like adults in similar social contexts, their focus was channelled to self-protection than being a student.

3.2 Principles of the New Sociology of Childhood

To Leonard (2016), the New Sociology of Childhood theory has six principles; childhood as a social construction, childhood as a variable of social analysis, children's everyday lives as worthy areas of study in their own right, children as active not passive subjects of social structures, ethnography as the most useful methodological approach to understanding children and childhood and childhood theorists and researchers as critical players in childhood reconstruction. This study used two principles, which are children's everyday lives as a worthy study area of its own and the principle of child-agency.

3.2.1. Children's everyday lives are worthy of study in their own right

Quennerstedt and Quennerstedt (2014) view the New Sociology of Childhood as considering children to be social actors capable of making sense of and affecting their societies. For Leonard (2016) the new sociology of childhood introduced a shift from "becoming" to focusing on children's lives in the here and now. Understanding childhood in the present requires talking to children about their day-to-day lives and acknowledging their expertise in enunciating their own everyday experiences. For the study, the theory necessitated conceptualising learners in IE systems both theoretically and methodologically, as independent of adulthood. Learner's everyday lives were considered as worth of study in their own right, which enabled the capturing their experiences in IE practicing schools which many studies missed out. Methodologically the New Sociology of Childhood called for interviewing children themselves instead of imposing adults' experiences.

3.2.2. Children as active actors and not passive subjects of social structures

According to Bigler (2012) the New Sociology of Childhood maintains that "Children are not passive subjects of social structures but active actors". Leonard (2016) argues that in as much as "childhood" can be constructed for children, children construct it. They do not only imitate and perpetuate the social processes they are exposed to, but actively make sense of these processes, negotiating and reinterpreting reality. For James and Prout (1990) children are persons in their own right, having the ability to act and influence the world around them. Therefore, the notion of

children as active agents was utilised by the study to circumvent treating differently abled learners as passive humans in IE systems.

3.2.3 The human rights perspective

Bourdillon, and Musvosvi, (2014) argue that the United Nations Convention on the Rights of the Child (CRC) is supposed to be applicable to all children in any place. From the CRC (1989) children are entitled the right to participate as full members of society and their voices to be heard (article 12). The African Charter on the Rights and Welfare of the Child Article 11 maintains, "Every child has the right to education, to develop his or her personality, talents and mental and physical abilities to their fullest potential". Participation of children in social activities remains one of the crucial principles necessary to achieving the rights set out in the Convention (Van Djik, 2006). From this point, the New Sociology of Childhood was used by the study to capture the experiences of differently abled learners in IE systems.

3.2.4 Children are not human becomings but full human beings

Traditional theories, such as Parson's socialisation theory and Piagetian's child development, saw adults as mature, rational and competent and children as 'less than fully human, unfinished or incomplete' (Jenks 1996). According to Qvortrup (1994), treating children as human becomings leaves an unintended message that seems to indicate that children are not members or at least not integrated members of society. However, Bourdillon (2006) argues that "*If we want to understand children there is need to learn from them*". Leonard (2016) stipulates that the New Sociology of Childhood is perfect for understanding children's experiences, because it views them as full human beings.

For Leonard (2006) the New Sociology of Childhood reconceptualised children as interpretative agents hence, even viewing little children as passive minors is problematic. This is because anthropological evidence shows that the treatment given to little children depends on cultural backgrounds. Basden (1966: p65) found that, from three years Ibo children were recognised as mature enough to be left moving around on their own. They were left to consort freely with children of their own age (otu). According to Lee (1996) among the Tongan people of the South

of the Pacific Ocean, south of Samoa, children in this horticulturalist society attempt to cut grass with a machete or peel vegetables with sharp objects when they are very young. Muderedzi and Instagad (2001) found that in northern Zimbabwe, Tonga children take turns to find termites for relish. Children in some cultures are left to walk independently from as early as three years others use sharp objects. It is on this bedrock that the theoretical underpinnings of the study contest that learners in schools should be treated as full human beings. From this argument the current study had the audacity to navigate and acquire differently abled learner's experiences in IE, which are worth of being studied.

3.2.5. Case of Zoey's agency in an Inclusive Education system

Wilson (2017) gives an example of Zoey a ten-year-old disabled learner in the UK. Zoey's mother enrolled her at a public school assuming the school would assist her socially and academically. Zoey's mother witnessed a teacher at this school responding to Zoey's physical aggression by wrestling her to the floor and pinning her down by the arms and legs. She transferred Zoey to another elementary school where Zoey coped well and did not react violently. At the new school, Zoey attained excellent grades, managed her emotions and made friends. Although this is a Western example the New Sociology of Childhood theory views experiences of Zoey as worthy of being studied in explaining why she did well at the new school. This strength of the theory was used by the study to analyse the behavioural changes of differently abled learners attending lessons in special needs and regular classes.

3.3 Limitations of the New Sociology of Childhood paradigm

3.3.1 The debate of child participation and child protection

An antagonism manifests between values of child protection and child participation in research because once children are considered as actors a more complex field emerges with greater scope for ethical dilemmas and new responsibilities for researchers (Christiansen and Prout, 2002). According to Woodhead (2005), the idea of children's needs worsens the argument between child participation and protection because it is based on value-laden judgments about children. It remains a powerful rhetorical device for constructing childhood, prescribing care and education.

However, the universalism of the child's needs discourse is critiqued by the discourse of children's rights. In the study the antagonism manifested in learners' actions of evading regular classes and the efforts of special needs teachers to encourage learners to attend regular classes. In the end, the behaviour of learners was difficult to regulate as it was a response to mainstream discriminatory practices. The shift from a child's needs to rights reflects an endeavour to consider the child's point of view because when viewing child issues in education, from a human rights point of view, children should be viewed as full humans in a socio-politically contextual present (Quennerstedt and Quennerstedt, 2014).

Denying children the status of active agents means that children should not be researched until a certain age. For Bourdillon (2006) this is challenged by topics eliciting intense emotional responses than precise analysis of issues. Bordillon and Musvosvi (2014) found that, underprivileged children in Chiweshe assert their right to participation through their own decisions and survival strategies. Thus from this perspective a child should participate in research and matters concerning them. However, Giddens' (2007), structuration can content with the New Sociology of Childhood approach on that IE is not dependent on the learner's actions or education system but both work together in maintaining practice of IE. The study transcends Giddens' critique because the study's aim is on retrieving experiences of learners in IE systems. Conversely, the raised criticisms, whether accurate or not, are countered by the aim of the study. The study maintains that learner's experiences are worthy of being studied.

3.4 Chapter summary

The chapter explained the study's utility of the New Sociology of Childhood which maintain that children's everyday lives are worthy of study and children are not passive subjects of social structures. Together with children's rights, these tenets have been used to show the need to study experiences of differently abled learners in Inclusive Education systems. However, the ambiguity of child agency has been identified as rising from the debate between child participation and protection. Although this is the case, the research adopts the theoretical stance that children's experiences are worth of being researched. The selected theoretical framework fundamentally link with the participatory research methodology selected for the study as presented in the following chapter.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 Introduction

This chapter discusses the epistemological concepts shaping the study, choice of methodology and a detailed discussion of the research design together with the research tools for data collection. Data collection and analysis procedures are also explained as well as fieldwork limitations and ethical considerations. A description of the study site and detailed map of the three selected schools is also presented in this chapter.

4.1 Research paradigm

The strategies of inquiry and procedures utilised in the study required a qualitative methodology, grounded on the interpretive and constructionist approach (Denzin and Lincoln, 2011). According to Crossman (2018) qualitative research is a systematic approach to data collection and analysis in a subjective procedure usually to describe life experiences and giving them meaning. To Richard and Cook (2003) qualitative research maintains that reality is socially constructed through individual and collective definitions of situations. The choice of a qualitative study was informed by the need to acquire an in-depth understanding of the experiences of learners in IE. The study adopted the “interpretive approach” which enabled the researcher to understand the lenses through which participants viewed their situations and the meanings they attach to their experiences (Fossey, Harvey, McDermott and Davidson, 2002).

The research adopted an interpretive, qualitative methodology based on Neuman (1997) who observed that a qualitative research methodology can localise the researcher in a social setting where interaction happens. The utility of a qualitative research approach helped to create a comprehensive understanding of emerging definitions of specific situations of learners’ practices. As reinforced by Guba and Lincoln (2005), qualitative research is ideal for policy and current working procedures because it answers important questions more efficiently than quantitative approaches.

However, a challenge with the qualitative paradigm is that the research process was dependent on the researcher’s skills where participants would derail from the research questions. As such, research rigor was difficult to maintain, at one point, research was interrupted by rain and

resuming the interview, the respondent was interested in different issues out of research interests. The researcher had to redirect the focus of the research. Although that was the case, the qualitative and interpretive aspect of research allowed the researcher to personally interact with participants and get close to what they experience. The approach allowed the researcher to learn about concepts such as pain and frustration (Taylor and Bodgan, 1984).

4.2. Research design; Case study approach

According to Murinda (2004) a case study is suitable for studying attitudes and experiences of a population. A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within a real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin 2009: p18). The study utilised case studies to understand experiences of learners in Inclusive Education systems. Case studies of St Mary', Zengeza 1 and Seke 1 High were purposively adopted observing Berg's (2001) view that purposive sampling focuses on particular characteristics of a population that are of interest, which best answers research questions. All the three schools enrolled differently abled learners. In addition to that, the study recognised the advantage of using case studies noted by Leedy and Ormrod (2005) that, they focusing on specific instances and shade light on a phenomenon of interest to the researcher, in this instance it was capturing experiences of learners in IE systems. Hence, the researcher managed to explore in-depth experiences of learners in IE systems.

A case study design was adopted considering that it did not permit the researcher to generalize the findings of the study, although it enabled the study to gain in-depth insights about what learners experienced at the schools (Flick, 2009). A case study approach was ideal for the study recognising Neumann's (2000) observation that a case study design is ideal to understanding the theoretical and policy issues and judgment made during data generation. The utility of a case study helped the researcher to identify that IE was practiced differently at the schools. However, Yin (2011) argued that case studies lack internal reliability because different researchers might reach differing conclusions. Therefore, in this study the researcher remained focused on capturing experiences of differently abled learners in IE systems.

Furthermore, an interpretive stance in the case studies allowed the researcher to confront differently abled learners with the idea that their experiences and social reality is specially constructed and worth to be studied. The adopted in-depth descriptive interpretive case studies sought to elicit subjective realities stemming from specific learners' narratives. Case studies were ideal in understanding the experiences of learners and special needs teachers following Gulsecen and Kubat, (2006) who found them to be prominent on issues relating to education. They were adopted due to the need for an in-depth, multi-sided approach, which shed light of experiences of special needs teachers and learners at the selected schools. However, a major drawback of the case study approach in the study was that they were time consuming. Covering three schools took a lot of time to book for appointments with research participants. Although this may have been the case, utilisation of case studies was based on the study's aim to understand experiences of special needs teachers and learners in Inclusive Education systems.

4.2.1 Study population and target site

According to Yin (2011), population is a theoretically specified aggregation of the elements under study. Schools forming the research site had a population of prospective participants with cerebral palsy, speech and hearing impairments, learning disabilities together with special needs teachers to be interviewed. St Mary's High had fifty differently abled enrolled learners, followed by Seke 1 High with twenty-four and Zengeza 1 with one learner. The total number of all differently abled learners from the three schools forming the study population was seventy-five. One special needs teacher was interviewed at each school.

To Cohen (2009) a research setting can be in a physical, cultural or social site in which a researcher conducts a study. ZimStats (2017) identified Chitungwiza as a high density dormitory town in Zimbabwe with close to four hundred thousand residents. Chitungwiza is 30 kilometres south-east of Harare and is currently the third largest fast growing urban area in Zimbabwe. Chitungwiza district was selected as a physical site for the three case studies because of the availability of a large prospective study population in a relatively short distance connecting all selected high schools.

The physical sites or schools enabled the researcher to investigate how IE was practiced with two schools being government established and the other being a church established school. The schools had social sites, where learners are divided into special needs and mainstream groups. Reviewing social networking revealed how learners treated each other in their spaces. Physical and social sites enabled the researcher to observe learners in their environments, examining different emergent practices which inform underlying activities in IE at the schools. Schools were purposively selected. Berg (2001) defined purposive sampling as the selection of study areas using the researcher's knowledge. The researcher had prior knowledge about the selected schools as described below;

Zengeza 1 high, located 6001 Mukomberanwa Drive, Zengeza 2, has more than two thousand learners and ninety members of staff. It is the only "Zengeza" school that offers Science subjects at A Level (Herald, 2018). It is considered the best school in Zengeza with a wide catchment area and practicing Inclusive Education. Zengeza 1 high is 4, 8 kilometres away from Seke 1 high via Ingwe Drive which is about a twelve-minute drive distance.

Seke 1 high is located in Nhaudzawo road unit D in Chitungwiza. It is one of the six government high schools in the Seke area accommodating over two thousand learners and enrolling differently abled learners. Seke high 1 is about four and half kilometres away from St Mary's high school via Tilcor road which is about a ten-minute drive distance.

St Mary's high is the oldest school in Chitungwiza, located at 3131 Nyazvidzi Road Zengeza 2. The school has the largest number of enrolled differently abled learners. Being an Anglican Church established school allowed room for the research to understand if practice of IE is different between the two government schools and a church school.

4.2.2 Maps of Chitungwiza and selected schools

Figure 4. 1 Map of Chitungwiza

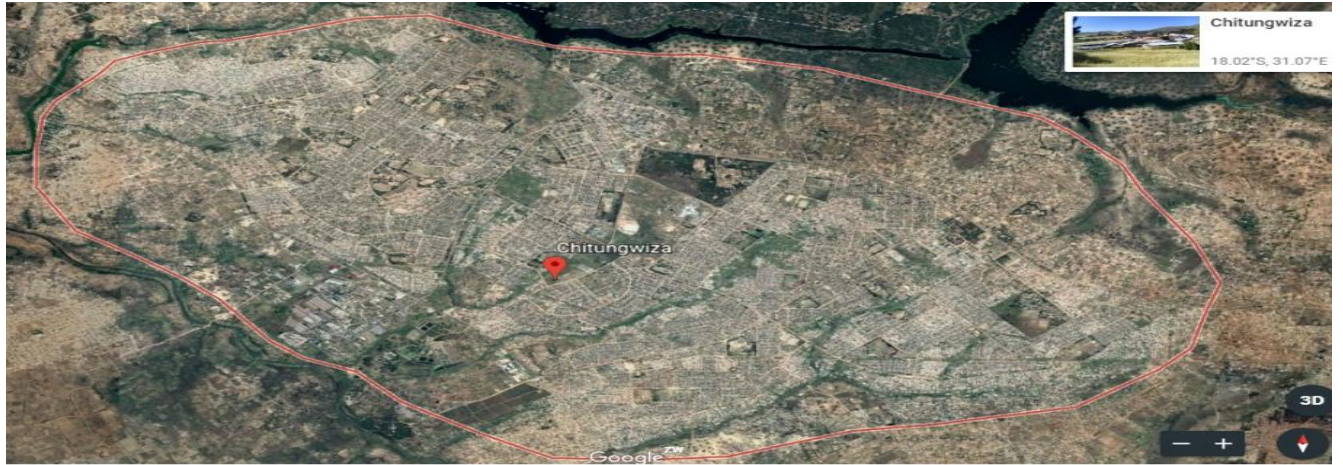
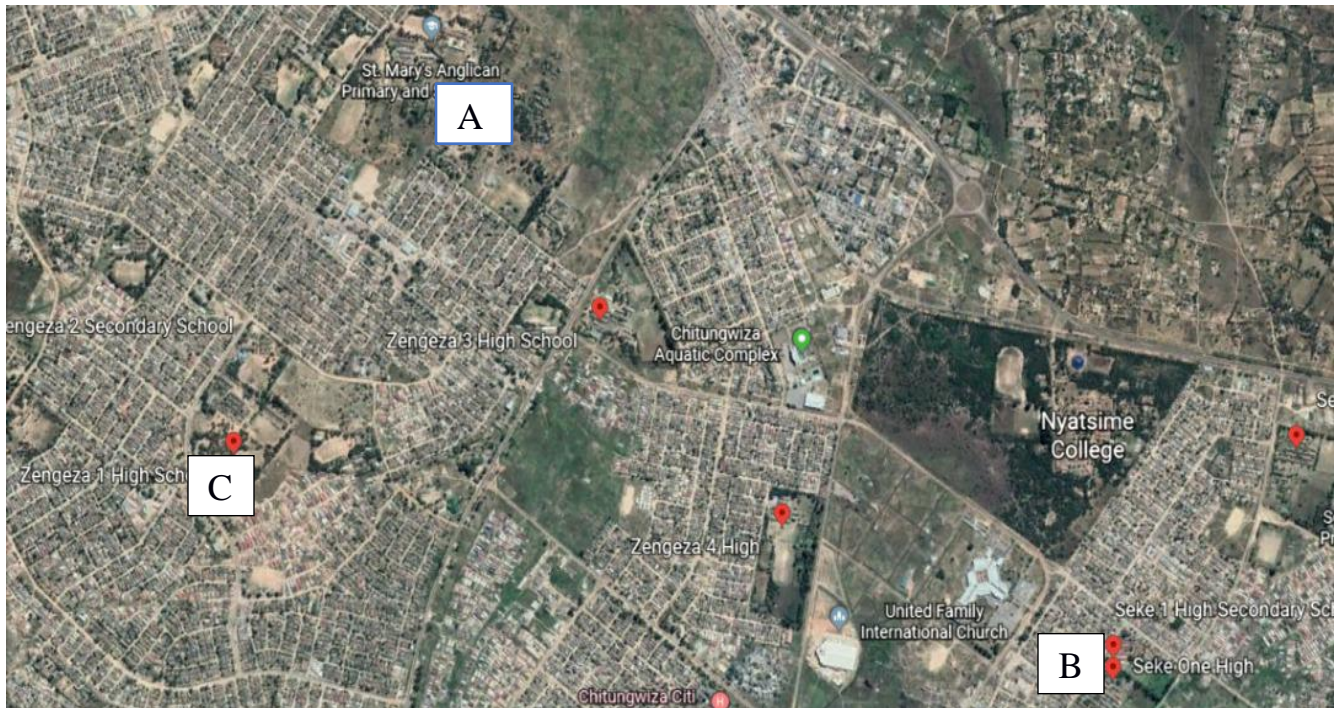


Figure 4. 2Map of selected schools



Key: A = St Mary's

B= Seke 1

C= Zengeza 1

(Source: Google Maps 2018)

4.3 Sample and sampling criteria

According to Kark and Williams (2002) samples are groups of individuals selected from all the possible participants in the population under study. The schools had a total of seventy-five differently abled learners and three special needs teachers. Apart from Zengeza 1 High which

had only one learner with a hearing impairment, forty letters for permission to interview participants were issued at the other schools, twenty per each school directed to the parents or guardians. Only eighteen were signed and returned within a week. From the returned eighteen only thirteen learners were interviewed in all schools until a point of data saturation, six learners per school in two schools and one at Zengeza High 1. In total the study had sixteen participants inclusive of three teachers as qualitative samples are usually in small sizes (Palys, 2008). Below is a table with a detailed presentation of the study sample.

Table 4. 1 Study Sample

Selected High Schools	Differently abled learners per school	Special needs teacher per school	Participants with Cerebral Palsy	Participants with Learning Disabilities	Participants with speech/hearing Impairments	Sum of research Participants
St Mary's	50	1	3	2	1	7
Zengeza 1	1	1	0	1	0	2
Seke 1	24	1	2	2	2	7
Total Population	75	3	5	5	3	16

4.3.1 Purposive sampling

Leedy and Ormrod (2005) define purposive sampling as a non-probability sampling technique that provides a typical group of individuals with a particular life experience. For Berg (2001) it is a non-probability sample, selected based on the characteristics of a given population and the objective of the study and is also known as selective or subjective sampling. The researcher purposively selected three schools in Chitungwiza and all the study's participants. The utilised sampling technique matched with the study's adopted qualitative approach as noted by Denzin and Lincoln (2011) that in qualitative research the dominating strategy is purposive sampling.

Learners with CP, hearing and speech impairments and learning disabilities were purposively recruited into the study. Special needs teachers were purposively considered because they spend most of the times with learners at the schools and their experiences were valued by the study. Participants were selected based on their match with the parameters of the research questions and aims of the study.

4.3.2 Tools for generating data

The researcher chose a data collection tool which enabled face-to-face interaction with special needs learners and their teachers. As such, in-depth interviews were employed in order to achieve an in-depth understanding of the subjectivities of learners. To Denzin and Lincoln (2011) in-depth interviews are qualitative research techniques that make use of intensive individual interviews with small numbers of respondents to capture their perspective on particular situations. Denzin and Lincoln view in-depth interviews as interactional approaches to data collection that enable researchers to understand phenomena through the meanings that people assign to them. Thus, the researcher used in-depth semi-structured interviews to capture experiences of learners and teachers in IE.

4.3.3 Sixteen in-depth interviews

In-depth interviews were critical in obtaining the primary data of the study. They were adopted by the study because they are common qualitative research data generating instruments, which give a human face to research problems (Mack et al, 2005). They were used because they elicit vivid pictures of the participants' perspective on a research topic (Creswell, 2013). Frost (2010) opines that in-depth interviews are a two-way specific purpose conversation between researchers and participants. Sixteen in-depth interviews were used because interactions were productive in widening the range of responses, from learners' experiences and releasing inhibitions that may otherwise discourage participants from disclosing information.

Disability research in Zimbabwe, has focused on either the prevalence of impairments, or the efficacy of interventions in numerical terms (Stone, 1999). Little is known about the qualitative experiences of differently abled learners. To cover this gap the study utilised in- depth interviews

to capture experiences of learners. The study utilised in-depth interviews because they allowed the researcher to probe into the teachers' and learner's experiences, helping the researcher to understand why learners felt in a certain way because of the treatment they received (Bryman, 2001). Furthermore, in-depth interviews accorded the researcher with the opportunity to observe and interpret non-verbal communication such as body language and voice intonation which are a valuable part of a respondent's feedback, (Patton, 2002). Thus, the researcher used in-depth semi-structured interviews to capture experiences of learners at the same time observing their body language.

Given that experiences of differently abled learners are personalised, in-depth interviews catered for cultivating an interpersonal relationship between the researcher and the participants. They became an important way of maintaining and managing good rapport, allowing the interview processes to be conversational in nature, providing an allowance of investigating and probing into the learners' thoughts, perceptions, and feelings about IE. In-depth interviews allowed differently abled learners to give detailed accounts of their experiences at the same time allowing the researcher to capture these experiences as they unfolded and directing the conversation to the purposes of the research. With the nature of probing and dialogue present in some interviews the selected learners were given the autonomy to take the conversation in the direction they were comfortable with, which gave them an opportunity to freely express their opinions.

However, in-depth interviews were difficult to use in cases where learners had hearing and speech challenges for instance in the case of a stammering learner and a completely deaf learner. The researcher resorted to issuing a copy of research questions and participants wrote their experiences, where they explained it was done with the assistance of a special needs teacher as an interpreter, this was useful although time consuming. Although that was a challenge, interviews produced thick comprehensive data as the learners wrote their experiences and used sign languages.

4.3.4 Interviewing participants with speech and hearing impairments

The research study observed recommendations on research with children and people with complete deafness and mild to moderate speech and hearing impairments. Young and Hunt

(2011) postulate that when researching completely deaf people, people with hard of hearing and speech impairments researchers should provide written copies of the interview questions so that participants understand what they are being asked about before they respond.

Rodgers (2008) maintains that when researching people with speech and hearing impairments researchers should speak clearly and slowly utilising gestures and facial expressions. To Rodgers (ibid) when researching deaf children there is need to rephrase things if necessary and researchers should start by asking general questions in child research. In this study, interviewing one deaf learner and participants with hearing and speech challenges was facilitated through the use of copies of interview questions and an interpreter. Targeted participants responded through writing. The researcher took time to explain through an interpreter repeating his questions before a copy of questions was handed as was in the case of Josphine at Zengeza 1 High. In all interviews with learners the researcher started by asking general questions about participants' likes and dislikes as recommended by Rodgers that in child research, researchers should gain rapport through asking general questions. Some participants used sign language which special needs teachers interpreted for the researcher.

4.3.5 Direct observation

Direct observation is a research tool that enables researchers to systematically observe and record people's behaviour, actions and interactions in social settings (Hennink and Hutter, 2011, p.170).The researcher used direct observation as another research tool to complement and juxtapose what participants said versus what they practiced. Observation helped to acquire study findings in natural settings without any manipulation (Cohen, 2009). The researcher took time to sit in the classrooms where differently abled learners and observed learners during break times. Observation was an extra source of data for verifying and expanding the information through in-depth interviews with learners and teachers (Hennink and Hutter, 2011).

In the study, direct observation was used to observe the actions and behaviour of learners in their natural settings (Holloway, 1997). This is because to Holloway some aspects of behaviour can be noticed during observation. As such, the researcher observed learners' attitudes during maths classes and their friendship activities during break times. For Cohen (2009, p396) a distinctive

feature of direct observation is that it enables the researcher to gather data from naturally occurring social situations. However, one of the encountered limitations of observation is that some learners acted differently in the presence of the researcher and during the study period. For instance, during the study there was no reported case of a learner who evaded mainstream class which was a common thing at Seke 1 High. Hence, this can lead to a lack of important information if participants act differently with the observer around (Creswell, 2003). Although this was the case in the study direct observation was effective in gathering information directly on what happened at the schools in and out of classroom settings rather than relying on second hand information. Teachers' accounts and observation were meant to corroborate data and validity of data

4.4 Process of collecting data

Research ethics were observed before data collection began, which will be explained later in this chapter. The data collection period lasted for thirteen days and research was conducted during ZIMSEC final examinations at the schools. This required booking appointments with participants and coming when it was convenient for them. The research study was approved by the University of Zimbabwe Sociology department and the researcher was cleared from the national, provincial and district education levels. At the schools the headmasters, were the first contact persons and then special needs teachers who helped the researcher to establish rapport with the students.

During fieldwork, semi structured interview questions were administered to participants in a dialogue nature allowing room for probing. In the course of data collection, the researcher scribbled notes as learners and teachers responded to questions and aired their views. Where the researcher needed clarity, he sought for a follow up interview in order for participants to shed more light on certain issues. This was done in order to ensure validity of the study findings as Borge (2009) identified it as ensuring the credibility of research. Follow up interviews were also done to circumvent any possibility of the researcher attaching his own interpretations of the participants' circumstances hence, ensuring credible and authentic findings. At one occasion the interview was disrupted by rain, the researcher had to commence the following day beginning where the participant had left.

4.5 Data Analysis

4.5.1 Thematic approach

Data analysis is an on-going, iterative process from the early stages of data collection and continues throughout the study (Creswell 2013). Data obtained through in-depth interviews was analysed using a thematic approach. This entailed identifying and developing patterns within data, with discussing the recurring themes and sub-themes from the interviews' transcripts (Braun and Clarke, 2006). Upon completing fieldwork, the researcher expanded field notes into comprehensive transcripts, labelled for easy identification. This was followed by transcribing of interview data which is reviewing transcripts and forming impressions about the data in order to generate codes. Codes were developed and identified through recurring words that were classified into keywords. Key words were grouped in themes coming from phrases that recurred during data collection. The themes were classified into groups, which captured the main ideas that emanated from the verbatim transcripts. In order to identify more important categories, the researcher counted the number of times themes came up from the interviews.

During data analysis, the researcher found that certain themes occurred together consistently for instance, special needs teachers mentioned effects of “attitudes of mainstream teachers and learners” which differently abled learners repeated arguing that regular teachers and learners were mean and discriminating. These connections revealed the experiences that special needs teachers and learners had of IE systems. Themes were reviewed in relation to the research objectives, guiding theory and literature review to mention a few; “Difficult to befriend mainstream learners”, “*kurova chekuseri*”, and “mean and abusive teachers not welcoming”, the use of the thematic approach is fully demonstrated in the chapter of presentation of findings.

4.6 Ethical considerations

The data collection procedure began by an observation of research ethics. This is because research ethically requires awareness, sensitivity, and empathy for the participant as an individual, including his or her cultural values and beliefs (Creswell 2013). Ethical considerations were observed throughout the research process. Informed consent, confidentiality

and anonymity were particularly salient in this study because of the study's aim to capture experiences of differently abled learners. An appropriate level of anonymity was established to protect the identities of the research participants for both learners and teachers.

4.6.1 Gaining entry

Van Djik (2006) postulates that before starting any form of child research there is need for approval from relevant authorities in the intended research area. The research study was approved and a letter requesting for permission to research in schools was issued by the University of Zimbabwe Sociology Department. Permission was sought from the Ministry of Primary and Secondary Education at Ambassador House in Harare, which referred the researcher to the provincial offices at ZIMSEC offices in Mount Pleasant and lastly Chitungwiza district offices at the Aquatic Complex. From the district offices, the researcher sought approval from each school's headmaster who allowed the researcher to conduct research in each school without interrupting the school operations.

4.6.2 Gaining entry to the learners

To VanDjik (2006) in order to have a successful child research that observes ethical considerations, it is crucial to be approved by relevant authorities in the capacity of, parents, guardians and teachers. Rita, Pickler, Alison and Martin (2011) approached parents before conducting their research on infants and children's health. Before fieldwork began; headmasters of respective schools were consulted and briefed about the study, each headmaster from the three schools introduced the researcher to special needs teachers. The teachers introduced the researcher to the classes. The researcher attended a few lessons with the learners and explained the research topic to prospective participants. The researcher distributed parental consent forms to prospective participants below the age of 18. In total, forty-one letters were issued in all three schools and eighteen were returned within a week. Research was to be conducted until a moment of data saturation and at Zengeza 1 the only learner in the school was interviewed. The research process began with participants being guaranteed of safety and assured that their information would be treated with confidentiality at all times.

4.6.3 Informed consent, right to withdraw and confidentiality

According to Ulin (2002) social research should be based on respondents' freely given informed consent. The researcher obtained informed consent from participants to record and archive data from fieldwork. Voluntary participation was encouraged, even though parental consent forms had been issued. This was achieved by explaining to the participants the background of the study, its purpose and how the information would be used. Participants were guaranteed the right to review their participation at any point during the course of the research project and to withdraw whenever they needed to. Some learners' experiences were gender sensitive and the researcher ensured that the participants were aware of their right to leave out the aspects that they were not willing to talk about. Confidentiality and respect of privacy were taken into serious consideration in the study. The researcher also ensured participants that their information was for academic purposes only and would not be released with their real names to circumvent exposure and interrogation.

4.7 Methodological, field work and ethical limitations

The study took the researcher to a terrain which was emotionally charged with learners viewing themselves as socially excluded. However, the researcher did not anticipate that when approaching the study, participants would view the research study as further stigmatising them as a group.

In as much as the researcher explained to the participants that the research was for academic purpose only, some participants expected monetary assistance. The researcher observed the recommendation of Burgess (1989:5) that research relations and issues of deception and transparency should be resolved by the researcher. Before fieldwork had commenced, the researcher informed prospective participants that the purpose of research was for academic purposes with no monetary incentives attached and this was maintained.

After transcribing data there were some questions that were left with little information to support the responses that were provided by the learners. The researcher made return trips to the field and did repeat interviews with the learners. Where respondents did not come for an interview the

researcher would go back to the school hoping to find them during their free space. The researcher acted as though he had all the time to wait until the participants were free.

It took a while for some female participants to open up and feel free to be interviewed away from other learners and express their views. In instances like these, the researcher adopted the stance of Cocks (2006) who researching with children with learning impairments, was attentive to their behaviour and responses towards her at all times. This worked very well together with Cameron's (2005) argument that for a researcher to establish rapport with children, it is advisable to start asking about what the child sees as relatively unthreatening. Some interview sessions were paused, as participants became emotional recounting their experiences. The researcher waited until participants were ready to talk and the interview would proceed. Where participants did not want to continue talking about their experiences, which made them emotional the researcher had to agree with them hoping that they will eventually open up.

4.8 Evaluating the qualitative approach; dependability and conformability

According to Guba and Lincoln (2005) dependability and conformability of data are the cornerstones of qualitative research. For Borge, if data is collected from multiple sources and cross-referenced, this can ensure confirmability of research to some extent. Lobe et al (2008) argues that in qualitative research it is problematic to look for “quantitatively” defined validity and “reliability” as indications of objectivity. Qualitative data are differently evaluated than quantitative, this is done through observing qualities such as credibility, dependability and conformability (Guba & Lincoln, 1989).

The research process demonstrated credibility through the proper use of in-depth interviews and observation. Dependability, showing the criterion of consistency in the study was achieved by cross-examinations of emerging themes from interviews with teachers and learners' experiences. Given the adopted research approach, tools and procedures if respondents were interviewed by another researcher the results would produce almost similar findings. This is because qualitative study findings cannot be completely identical or replicated over time, due to changes in the choice of words, researcher's skills and fieldwork dynamics (Guba & Lincoln, 1989). To ensure the conformability of research findings, the study captured experiences of learners and special needs teachers which was achieved using in-depth interviews and validated by the researcher's

direct observation. This was done considering that use of multiple sources and cross-referencing can ensure validity of research to some extent (Borge, 2009)

4.9 Chapter summary

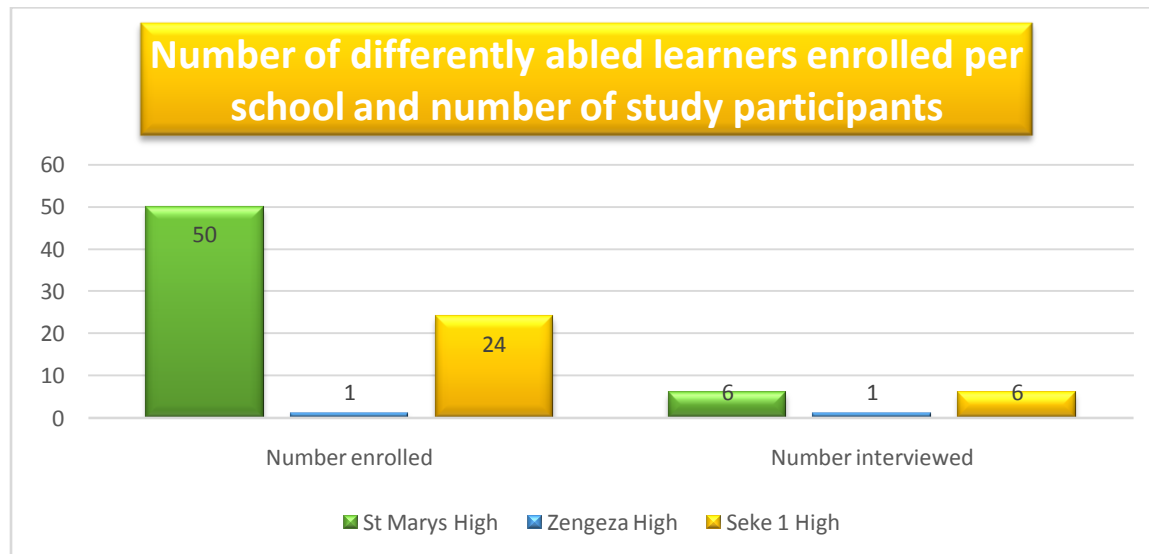
This chapter discussed the employed qualitative research paradigm of the study. The choice of the research design was explained through three case studies. With both the qualitative paradigm and case study approach being identified as time consuming, however, many advantages were noted such as allowing dialogue between researcher and participants and ultimately generating thick data. The terms population and sample have been defined in relation to the study. The study population includes learners with targeted different abilities together with their special needs teachers in the schools. Purposive sampling was used from the selection of schools in Chitungwiza and the research participants. Semi structured in-depth interviews and direct observation were the utilised research tools. Data collection procedures, analysis, methodological challenges and ethical considerations have been explained in this chapter.

CHAPTER 5: PRESENTATION OF FINDINGS

5.0 Introduction

This chapter presents the findings of the study, obtained from sixteen interviews, thirteen with differently abled learners and three with special needs teachers. In-depth interviews with respondents and observation of the learners during their classes and break time activities were used to collect data. Special needs learners and teachers revealed mainly negative experiences they had of the IE systems. The interviews bring out gender disparity on the special needs teachers, difficulties faced by both special needs teachers and learners in their respective schools. In all three schools, special needs teachers are women. Teachers also highlighted that the government and regular teachers are not proactive, thus IE remains challenged among other factors. Learners find it difficult to co-exist with mainstream learners as well as cope with some teachers who are not trained to work with them. On the other hand, learners' agency is revealed in the way they respond to mainstream discriminatory tendencies and special needs teachers

Figure 5. 1 Number of differently abled learners and the number of participants



As presented in fig.5.1, the study succeeded in interviewing thirteen differently abled learners; six at St Mary's High, six at Seke 1 and one at Zengeza 1 High. The targeted population at St

Mary's High was a total of fifty, forming sixty-seven per cent of total enrolled differently abled learners. Seke 1 had twenty-four, that is, thirty-two per cent and Zengeza 1 had one enrolled learner forming eight per cent of the total population. In total 17% of the total population was interviewed.

5.1. Difficult to befriend mainstream learners

Learners in the study highlighted that it was difficult for them to befriend learners from the mainstream classes. Simbarashe from St Mary's High indicated that he did not have a friend from regular classes. He has CP and he commutes every day from Murape village in Dema close to 13 kilometres away from school, passing through four schools on his way. He is in form one at the age of seventeen because nearby schools could not enrol him, which made him to relocate to Budiro before enrolling at St Mary's a few years later. He explained why at the age of seventeen years he is in form one class with thirteen-year-old learners:

“Pandakapedza primary ndakaenda kwaMurape headmaster vakati, uyu hatimude pano. Ndakashaya nzvimbo zvimwe zvikoro zvese, ndikanogara kuBudiro, ndobva ndazowana nzvimbo pano” (After completing primary school, I went to apply for a place at Murape Secondary School; the headmaster said he does not want me there. I failed to get a place in other schools. I went to stay in Budiro eventually I found a place here).

(Simbarashe Muzanago, Male; 17 years; Cerebral Palsy; St Mary's High School)

Simbarashe says he has no friends in the mainstream classes, because of their discriminatory practices. On observing Simbarashe's behaviour, the researcher noted that he stayed close to his classmates all the time. Asked if he thinks his age affects his chances of having friends from mainstream classes, he argued “but I have friends in here, who are younger than me...”, despite the age differences he gets along with other differently abled learners from his class.

Simbarashe does not visit “normal classrooms” at all. He learns in the special needs class because he has severe involuntary body movements, slowness of speech and uncontrolled saliva from his mouth. The special needs teacher at St Marys highlighted that Simbarashe qualified for social inclusion where he meets with regular learners during break times and after school. Simbarashe takes a lot of time jotting down notes, which to his classroom teacher makes it difficult for him to attend mainstream classes. He thinks that he is competent enough to be in

mainstream classes. He further explained that during break time learners from other classes are always in a hurry and do not even listen or pay attention to what he says. With a sad tone Simbarashe he said “*Vanondisema*” (They despise me). His explanation reflects discriminatory practices of mainstream learners.

Simbarashe’s experience is not in isolation as other respondents shared similar experiences of being discriminated because of their abilities. Maida Muwondi a form three learner at Seke 1 High has CP and is able to write notes on her. Her condition is not easily identified compared to that of Simbarashe. She can pronounce words audibly and is under partial inclusion. According to her teacher, in partial inclusion a learner may do up to five subjects in mainstream classes so that they learn to associate with other learners. Despite being under partial inclusion, Maida like Simbarashe has friends from her special needs class. She does not enjoy being in the mainstream classes and she avoids regular classes by hiding at the school grounds. She adds that:

Sometimes if the teacher asks what we covered in class, and I have forgotten, before I attempt to respond the rest of the mainstream class breaks into laughter. For me it is better to sit and play at the grounds and go back to my special needs class rather than attend class where I am ridiculed. This is why I would rather play with my friends here.

(Maida Muwondi; Female: 15 years: Cerebral Palsy; Seke 1 High)

Elton Maitwei at St Mary’s high is a learner in full inclusion. He can walk and talk properly like any other learner except that he has involuntary jaw and lip movements and minor shaking of hands which is commonly described in Shona as “*Nhetemwa*”, a condition where a person’s hands can shake when holding objects for example a pen. In responding to whether he had friends, Elton replied:

I talk to nearly everyone at school but I can safely say since I started form one I get along with my former friends from primary school so we are together most of the times. It was during the first days that some other learners would attempt to make fun of my condition but my colleagues would discourage them from doing as such.

(Elton Maitwei; Male: 14 years: Cerebral Palsy; St Mary’s high)

Elton refers to his four friends, three from his class and one from another class as “*Dzemudanga*” a term, which he says, describes friends who are closer than brothers are. “To present day I have no other friends except these” he added.

Elton is different from Simbarashe and Maidei in that he has minor notable signs of cerebral palsy. Although this is the case, Elton had challenges in form one as abled learners made fun out of him. He is grateful to his former primary schoolmates who confronted other learners on his behalf. Except for the special needs teacher at Zengeza 1 high other teachers confirmed that all their efforts to make differently abled learners “bond” with regular learners where fruitless. Mrs Chihambakwe of Seke 1 high highlighted that for several years she has noted that it is rare for regular learners to befriend special needs learners, when it happens in most cases it is because the two are biologically related or come from the same house. Different abled learners find mainstream learners as discriminating hence; they resort to choosing friends among themselves.

5.1.1 Kurova chekuseri (Evading mainstream classes)

A Shona vernacular colloquial term was used at Seke 1 and St Mary’s to refer to the art of absconding mainstream classes by differently abled learners in partial inclusion. “*Kurova chekuseri*” (Absconding lessons) or “Ten-note” means treacherously dodging mainstream classes, historically termed “*Kudhoja chikoro*” (Avoiding school). Teachers at Seke 1 and St Mary’s High confirmed the existence of the practice at the schools and faced challenges with practicing learners. At Seke 1 Mrs Chihambakwe explained that it was becoming difficult to escort every learner to attend regular classes during partial inclusion. She explained: “*Ukasatovundutsira unorohwa Ten-note*” (If you do not frighten the learners they dodge classes). The teachers have responsibilities to ensure that every learner under partial inclusion attends class. To achieve this, they have to threaten reporting wayward learners to their parents or flogging. This is less successful as learners became immune to their teacher’s threats. In actual sense the learners are not beaten at school, if they are flogged at home they prefer being reported to parents than sacrifice time in mainstream class. For learners’ special needs classes are havens from mainstream discrimination. They continue to evade regular classes to avoid mainstream teachers and learners who discriminate them.

Thomas Hwenje a form two learner at Seke 1 is known for hiding in the reeds behind the basketball courts when instructed to go to regular class. His behaviour led to the creation of a chant “*usaite saHwenje*”, (Don’t act like Hwenje) which is used to rebuke every learner in the school who does not perform well academically. Thomas Hwenje is a smartly dressed form two learner with short trimmed hair, however, he has learning disabilities. He is fluent in spoken English speaking but poor in writing as well as maths. Hwenje is part of the learners on partial inclusion who does not enjoy the treatment he receives in regular classes. Mainstream learners even mock him because his father has mental challenges. Thomas is nicknamed VaMuzenda a name which is associated with being dull at the school. He is also titled “comic Thomas” because of his short memory. He is aware that there is a rumour that he inherited his condition from his father. Some say “*baba vake vanomushandisa*”, a phrase among some Shona people is metaphorical of parents using clandestine powers to attain wealth at the expense of their children’s mental wellness. However, the father does not have any expensive material possessions or wealth. His teacher confirmed having heard these stories but argued that Thomas’ condition had no association with witchcraft but rather it was a mere learning disability. Thomas avoids mainstream classes because of the treatment he receives there.

The researcher observed that Thomas fared better academically in the special needs class as compared to the mainstream classes. According to him, it is because in special needs class, no one makes fun of him and he is able to seek further help from his teacher while in class. This is opposed to the mainstream setting where teachers are quick to say “*ZvavaHwenje atingazvitedzere, handei mberi*” (Let us not tolerate Mr Hwenje, let us continue). To Thomas, this statement shows how mainstream teachers despise his questions and generally proceed with their lessons. The point raised by Thomas concurred with the account given by his teacher who argued that mainstream teachers had no passion with differently abled learners. Mrs Chihambakwe had to say “*Vana ava vanovatora sekunge zvimwe zvinhu*” (regular teachers just treat these learners as objects). This was evidence cited by the teacher where regular teachers see no value in differently abled learners.

5.1.2 Achieving full Inclusive Education

All three special needs teachers confirmed that full time inclusion for differently abled learners is far from being achieved at their schools. Full time inclusion is when disabled learners learn side by side with their abled peers. Teachers at the three schools acknowledged a lack of support mechanisms for full inclusion. In relation to sign language, they admitted that the language is diverse and Zimbabwe does not have one sign language but rather borrows many aspects from the international community such as symbols and signs for numbers. For teachers, bringing an interpreter for one learner is not feasible as this can distract other learners during lessons and the challenge is worsened in that for learners like Josephine at Zengeza 1, reading of lips is difficult since she was born deaf. As a result, Josephine relies on her friends, she is in full inclusion.

Seven years before Josephine enrolled at Zengeza 1 High, the school produced a learner who attained an Accounting degree with the University of Zimbabwe. Josephine found a place at Zengeza High 1 because she attained seven units at grade which is great a pass. Zengeza 1 High gives the impression that it is selective when enrolling differently abled learners because apart from Josephine all other learners were placed in a “special class” resource unit. A female special needs teacher was assigned to regularly check on Josephine, she was also the interpreter during the interview with Josephine. Josephine highlighted that she enjoyed full inclusion and saw no difference between her and others except that most of the teachers could not disseminate information to her; hence she relied on her friends to take notes and act as interlocutors between her and the teachers, which is time consuming. Communication was a major barrier because the teachers did not use sign language since they know that her close colleagues can relate well with Josephine. Full Inclusion was practiced at the schools. However, it had different challenges ranging from lack of resources to regular teacher’s attitudes. Special needs teachers argued that as long as there were few resources in the schools’ full inclusion is difficult to achieve.

5.2 Mean and abusive teachers not welcoming

Chiedza Marunda is a form four student at Seke 1 high, in full time inclusion with a speech challenge in pronunciation of words. To her some teachers make fun of her condition by imitating her way of pronunciation, which she considered an insult. Chiedza is a stutterer, whose

speech is disrupted by involuntary repetition and prolongation of sounds, making it difficult for her to pronounce words. Her speech has involuntary pauses, though she can speak very fast when angry. Her facial appearance changed, with watery eyes and turning her head sideways, she said.

“...andifarire kuti mateacher kana achidzidzisa vanoziwa zvandiri asi vanoda ndiexplaine zvakawanda, what is that? Zvinorwadza izvozvo” With her slowness of speech and dragging of words, she added “Zvinorwaaaaadza, zviiiinorwadza, zvinorwaaaaadzwa izvozvo nekuti vanhu vanotoguma vatokuseka chete”. (I do not like the way teachers want me to explain concepts in class, knowing my condition, that I have speech challenges. That is an insult and it is very painful, it makes everyone laugh at me).

(Chiedza Marunda; Female: 16 years: Speech impairment; Seke 1)

Mazvita Chakata a form 3 learner at Seke 1 High with hearing challenges had a similar experience. She highlighted that at one point, she kept consulting from her desk mate on what the teacher said. The teacher having noticed responded;

“Muhupenyu chirema chinoonekwa nemazano, zvino woti urichirema apa hauna mazano. Shuwa ungati wakaremara unemadondoro asi unoda kunwira hwahwa kubhawa riri kure, hayiite zve iyoyo. Wotonwira paden zvifambe. Kana Mwari anobatsira anozvibatsirawo” (In life if you are disabled you should have a strategy, you cannot be disabled with no strategy. You cannot be disabled; using clutches and get drunk at a distant beer hall, it doesn't work. You would rather drink at home. Even God helps those who help themselves)

(Mazvita; Chakata: Female; 16 years: Hearing impairment, Seke 1 high)

What the teacher said sarcastically was that disabled people should improvise. A disabled person should not create un-conducive environments for learning and then expect it work out. The teacher used colloquial proverbs and idioms “chirema chinoonekwa nemazano” (disabled learners are known for being proactive). These examples made Mazvita to feel alienated from the rest of the learners in the school. Mazvita had missed her regular front position which was occupied and she had sat in the middle of the class where she did not hear clearly. She felt the words were insulting and she did not deserve such a treatment.

5.3. Unfair allocation of practical subjects

Differently abled boys argued that male practical teachers were biased towards girls whom they gave the opportunity to select practical subjects. Simbarashe from St Mary's complained that the teachers disliked boys. He wanted to do computers but the teacher did not take him for class. Although Simbarashe is slow in writing he uses a laptop to type notes. He demonstrated to the researcher how he uses Microsoft Word and Notepad on his HP laptop to take down notes. He understands computer operating systems, as well as uploading music from a computer to a mobile phone. He added that he has gained proficiency with computer systems and does not understand why he was denied for computers classes, he said "I do not see why I should not do computers when I own one". The teacher had dismissed him saying "hatiite zve masiriri kuno" (we do not attend to people who cannot control saliva from their mouths), to him it is not only about his condition because the teacher also took a girl from the special needs class. Simbarashe's special needs teacher however, highlighted that Simbarashe could not do computers because they involve calculations which Simbarashe is not good at.

Other male participants also complained about not being heard when it came to selection of practical subjects. For instance, Elton with CP from St Mary's in full inclusion did not understand why he was dismissed from the choir and music class. Elton has a passion for music, and he strongly believes selection to the music class is done through a bias in favour of girls. Elton noted that girls are always favoured and they dominated the music class. To Elton his dismissal shows that mainstream teachers do not appreciate different abilities.

5.4 Gender and Experiences of learners and teachers of IE systems

Special needs teachers described how they always warn girls not to trust male members of staff. This comes after a male history teacher from Seke 1 High in the year 2013 was reported for having sex with differently abled learners. The story became known in nearby schools as he had impregnated one of the learners. Mazvita from Seke one High confirmed having heard about the story before she enrolled at the school. Female participants at St Mary's and Seke feared male teachers. The researcher noticed how Mazvita took time to trust him before agreeing to be

interviewed away from the class. She agreed after her teacher had given her assurance of safety. As highlighted before, boys complained about an unfair allocation of practical subjects which favoured girls. All three special needs teachers were females and demanded government's intervention to address this gender disparity where they are oppressed with male teachers and educationists who attend international conferences and coming up with "useless" provisions on IE.

5.5 Judging a fish by the ability to climb trees

Special needs teachers in the study likened the education curriculum a judging a fish by its ability to climb a tree. This is because Inclusive Education is in talk and not in practice. They blamed the Ministry of Education for not being proactive enough to provide a more disability friendly curriculum. For them, without any revision the current education curriculum does not accommodate learners with CP who struggle with mathematics. Special needs teachers argued for the need to revise the existing curriculum. Due to the unaccommodating curriculum participants who felt that they were wrongly judged were comforted by religious statements on how everyone is important in the eyes of God especially at St Mary's high. Tatenda Chidamahiya quoted a song that comforted him;

"Baba vangu vakandidzidzisa rwiyo rwerkuti, Mwari anoziva chaakatisikira isu, pagumi pane chimwe, chimwe badzi chaunobuda nacho" (My father taught me a song that says: God has a reason why he created us because out of ten things, there is one thing that you will come up with)

(Tatenda Chidamahiya: Male: 14 years: Learning disability, St Mary's high)

The study established that, learners with learning disabilities and cerebral palsy had challenges in accounting, mathematics and other subjects, which required calculations. These challenging subjects needed to be restructured to accommodate these learners.

5.6 Unfair examinations

Both teachers and learners felt the examination system was faulty because learners with hearing impairments in Zimbabwe are exposed to the same curriculum with those without the impairment. Teachers argued that the impact of language restrictions could be better appreciated through a consideration that; learners with normal hearing usually would have in the past acquired all the basic structure of a certain language and vocabulary of up to 700 words by the time they reach three years of age. In addition, the teachers noted that most learners with CP are slow in writing and reading hence, they should write their own designed paper. They then suggested that examination structures need to be adapted to suit differently abled learners as currently it is difficult for them to have more than five O' level subject at one sitting.

5.7 Mathematics

The researcher observed that differently abled learners at St Mary's and Seke 1 High frequently visited toilets during math lessons. Participants with CP disliked mathematics and had challenges with topics like locus and graphs. Mainstream teachers complained about learners' slowness in grasping concepts and failure to move at the same pace with ordinary learners, except for Josephine at Zengeza 1 in full inclusion assisted by colleagues in Maths. Some learners frequented toilet visits to buy time and returning to normalcy after the maths lessons. Mathematics is challenging for different abled learners because locus and constructions are part of the Zimsec forming section A for instance in syllabus mathematics paper 4008/4028/2. Furthermore, Tatenda Chidamahiya at St Mary's and Chivabvu Tendai at Seke 1 High highlighted that regular maths teachers had given up on them because even other topics such as quadratic equations, matrixes and logarithms which required no drawing were still very difficult for the two learners. The two learners had learning disabilities.

5.8 Poor government intervention

Mrs Muzondo is a qualified special needs teacher who has taught differently abled learners for 15 years at St Mary's argued that despite legal provisions and international declarative statements on IE, the GoZ has done little to change the plight of differently abled lessons. She

blames poor government intervention for the negative attitudes of other teachers which resembles a “lack of interest”. She highlighted that there is need for mediators between the Ministry of Education and local schools to monitor IE. Furthermore, the media should also publicise the need for everyone to accommodate disability which should start from homes and then schools.

The researcher observed how St Marys High had many differently abled learners compared to the other two schools, the special needs teacher highlighted that the Anglican Church’s Christian teachings on hospitality at St Mary’s played a role in accommodating learners with different abilities. There are times where both learners and teachers are expected to attend church were rewards of good works and their association with heaven are taught. Biblical principles and the good works of Benard Mizeki, Mother Theresa and Jairos Jiri are constantly extoled in church. However, for the special needs teacher this is not enough motivation as it does not entail increased monetary remuneration. Teachers argued that IE will remain an unrealized dream if the government and other teachers are not proactive with differently abled learners.

5.9 *Tinobatsirana nevana* (We assist our learners)

Special needs teachers assume the role of assisters for differently abled learners during exams which should be paid for. However, they are not paid for assisting learners during exams. This is worsened by the fact that the teachers experienced lack of respect from fellow teachers and regular students because they teach special needs learners. By virtue of their association with special needs learners they are not respected in schools. Special needs teachers have pressure to deliver and produce better results during ZIMSEC examinations. Consequently, they resort to “*kubatsirana nevana*”(Assisting learners)where instead of just assisting the differently abled candidates they write correct answers for them. Teachers defined an amanuensis as an assistant who takes dictation or copies of manuscripts. This role is often manipulated in a way called “*kubatsirana nevana*” as a way of addressing unfair examination papers which do not acknowledge learners with disability.

5.10 Experiences reflecting that there is no universal approach to Inclusive Education

Study findings showed that IE exists on three levels of full time, partial and social inclusion at the schools. Differently abled learners argued that mainstream teachers and learners discriminated against them. Special needs teachers highlighted that it was difficult to have differently abled learners in the same classes with abled learners and problems that came along placing differently abled learners in the same class with abled learners resulted in participants evading regular classes. Experiences of both learners and teachers show that mainstream settings do not appreciate being differently abled. As such, the researcher observed that there were increased bathroom visits among differently abled learners during maths lessons. Due to different practices at the three schools all teachers argued that there is no single approach to practice of IE.

5.11 Conclusions

This chapter presented the study findings based on sixteen in-depth interviews and the researcher's direct observation. Findings were presented in themes echoing research objectives and questions. IE exists on three levels of full time, partial and social inclusion at the schools. Participants evade mainstream to avoid mainstream discrimination. They also select friends for protection or academic assistance. Both learners and teachers highlighted that the curriculum and mainstream class orientations did not celebrate diversity. The researcher observed that during maths classes some learners frequented toilet visits. Lastly, teachers highlighted that there is no single approach to IE. The researcher used pseudonyms in order to adhere to ethics of anonymity and confidentiality.

CHAPTER SIX: DISCUSSION OF FINDINGS AND CONCLUSIONS

6.0 Introduction

The chapter discusses emerging findings from the study and makes conclusions to the study. This is done through the New Sociology of Childhood, the reviewed literature (chapter 2) and the presented findings in chapter 5. Discussions and conclusions in this chapter are hinged on the research objectives with the findings engaging the statement of the problem. Through incorporating the aforesaid, and revealing the experiences of high school differently abled learners in IE systems at three selected schools, the researcher demonstrates how the study from a sociological perspective by capturing learners' experiences of IE systems adds to already existing knowledge on IE.

6.1 Experiences of differently abled learners of IE at the three selected schools.

6.1.1 Learners experiences are worthy of studying

From the study findings, captured experiences of differently abled learners at three selected high schools concur with the New Sociology of Childhood theory developed by James and Prout in the 1980s in that children are active agents whose experiences are worthy of study. Learners' experiences inform their practices of establishing friendships, absconding lessons, and toilet visits during maths lessons which all have a motive behind. Some learners took school seriously in their own special needs classes compared to mainstream classes. Hence, proving learner's experiences to be worth of studying as articulated by the New Sociology of Childhood approach.

6.1.2 Mainstream discrimination and learners' responses

From the learner's experiences, it can be noted that it is difficult for differently abled learners to establish friendships with mainstream learners. Learners in the study resort to selecting friends within their circles confirming Matthews (2011) conclusion that children were affected by social structures just as adults are and they focused on self-protection rather than being a passive recipient. Negative experiences that most participants had seemed to suggest that social inclusion is hypothetical because mainstream learners are not willing to associate with differently abled

learners. Special needs teachers argued association was in rare cases were the learners are related or came from the same house.

From the ignorance and discriminating comments and actions of regular teachers and learners which most participants revealed during interviews, it is clear that there is a lack of sensitisation on differently abled learners in the schools. Mocking of affected learners, ridiculing of their family members as well as associating one's disability with their parents' perceived faults such as the case of Thomas who was believed to have been bewitched by his father, concurs with Musengezi's (2003) view that among some Shona people disabilities are associated with parents' wrongdoings. This together with learners' negative experiences through name calling and rumours on causes of their conditions given by regular learners resonates with Singh (2015) who found that the common factor of terms associated with disability is that they are defined by non-disabled people.

Dominant mainstream discriminatory practices contravene with the IE conditions provided by Chireshe (2013) where learners with physical disabilities enrol in regular schools and learn side by side with abled learners. Most participants became emotional when sharing their experiences with teachers who passed facetious remarks, used unnecessary humour and mean responses to them. Their experiences confirm the findings of Mataruse (2002) that specialist trained teachers attitudes tend to be more positive to special class placements compared to non-specialist teachers. However, experiences of differently abled learners confirm their existence as full human beings with the capacity to actively make sense of their circumstances, negotiating and reinterpreting reality. Absconding of regular classes is a response to mainstream discrimination. Hence, from the study's guiding theory learners are not passive subjects but active agents who abscond regular classes to avoid discrimination.

The way Thomas Hwenje takes lessons seriously in his special needs class confirms the agency of learners, makes their experiences worth of being studied. A similar trajectory is present in Wilson's (2017) case of Zoey who excels academically at another school. From Quennerstedt and Quennerstedt (2014), such findings can be explained by the New Sociology of Childhood which view learners as actors capable of affecting their circumstances. To Leonard (2016) in as much as "childhood" can be constructed for children, children construct it. Study findings agree with Bourdillion (2006) who argue that to understand children there is need to learn from them.

6.2. Experiences that the teachers involved with differently abled learners have of IE at the schools.

6.2.1 Challenges with the Education Curriculum

Special needs teachers identified the current education curriculum as promoting integration. Their efforts to teach are affected by the disability unfriendly curriculum. For special needs teachers, the curriculum is unfair because it examines differently abled learners the same way it does to abled learners. Some learners with CP had challenges in mathematics. The effects of the curriculum on learners' academic potential was also identified by Tsungai (2013) who found that learners with CP in Zimbabwean secondary schools had difficulties in mathematics due to shaking of hands and failing to hold writing instruments. Participants with CP had challenges with maths on locus and graphs due to shaking of hands. The curriculum automatically fails these learners as ZIMSEC mathematics paper code 4008/4028/2 has questions on graphs and locus.

According to the special needs teachers, their efforts in teaching remain challenged by the curriculum which fails to accommodate learners with hearing impairments who do not have the same appreciation for language as those with hearing abilities. To the teachers, these learners cannot write compositions compared to abled learners. This is because learners with normal hearing acquire basic structure of language and vocabulary of up to 700 words at the age of three years, which is a different case from learners who are born deaf. From teachers' experiences IE remains a challenge if there is no curriculum revision to accommodate differently abled learners. This echoes in Badza and Chakuchichi (2000) who advocated for the Zimbabwe education curriculum to include social skills and vocational skills to cater for hearing and speech impairments.

6.2.2 Helping learners pass exams

Faced with an unaccommodating curriculum and lack of government support, special needs teachers resort to writing correct answers for special needs learners during exams. Study findings show that special needs teachers manipulate their roles as assists during exams. This is because

they experience a lack of appreciation for their roles and pressure to produce better academic results which informs this practice. This does not equip learners as the ulterior motive is to have learners pass without enhancing their academic and intellectual skills. This is similar to Peresuh (2000) who argued that it seems most educators in Zimbabwe teach in order to make pupils pass examinations rather than equipping them and meeting the needs of all children. During exams, the learners' agency is displayed in that the collaboration of candidates and teachers is kept in secrecy. It was only revealed by certain teachers during interviews. Therefore, differently abled learners are active participants in social reality who actively make sense of their circumstances, negotiating and reinterpreting social reality as seen in how they are able to protect secrets which works to their favour.

6.2.3 Teachers on child protection versus child rights in “avoiding regular classes”

Special needs teachers experienced a rivalry for supremacy between their efforts to ensure that differently abled learners attend regular classes and the practice of avoiding classes by the learners. A clash of interests is evident between allowing children to take ownership of their actions and at the same time protecting them. The United Nations CRC (1989), maintains that children are entitled to the right to participate and be heard as full members of society. This is missed by special needs teachers who consider evading class as an offense which should attract flogging. However, from the practicing learners' points of view, absconding lessons exposes a faulty discriminating mainstream setting which fails to accommodate them. Learners' right to participation is enunciated by Bordillon and Musvosvi (2014) were less privileged children in Chiweshe displayed their right to participation through making their own decisions in response to the challenges they faced. From the findings, the study subscribes to the view that children have the right to participate in all matters that affect them (Faneli, Musarandega and Chawanda, 2007).

6.3 Does gender affect the experiences of children within IE systems?

6.3.1 Gender dynamics and experiences of learners in IE

Regardless of gender, differently abled learners face discrimination, however, girls tend to be more vulnerable to sexual abuse as noted in the findings. Furthermore, study findings revealed that all special needs teachers at the schools were females who experienced mean treatment from their male counterparts who dictate how IE should be practiced yet they do not teach differently abled learners. At Seke 1 High male teachers are viewed as possible sex mongers who can assault differently abled girls. Boys complained that male teachers have a bias towards girls in allocation of practical subjects. These issues remain matters of gossip without measures taken to address them, which reveals that there are missing interlocutors between the government and schools to address gender problems in IE. The study findings established that gender affected the experiences of learners in IE systems with both girls and boys facing gendered problems in schools. Study findings on gender and IE concur with Nyangairi (2016) who stipulates that Zimbabwe's education system needs to be more child centred to achieve equity between girls and boys. Mataruse (2002) identified gender imbalances in IE systems of Zimbabwe where many boys enrolled compared to girls.

6.4 Practices associated with IE at the three selected schools.

6.4.1 The problem of treating different abilities as a monolithic concept

Treating differently abled learners as a homogeneous group is associated with IE at the school, proves to be the source of negative experiences for both special needs learners and teachers. The utilised curriculum and expected way of inclusion in the schools fail to account for different abilities. Therefore, viewing different abilities as a single entity does not help in achieving successful inclusion because learners with CP, hearing and speech impairments and learning disabilities who have different learning skills. From the study, failing to accommodate different abilities results in a discord in practice of IE and intermediate effects with learners absconding lessons. The study findings agree with MacInness' (2008) view that the disabled are not a homogeneous group but rather share similar experiences within society. According to Sindelar (1995) Zimbabwean teachers must avoid teaching children as if they are of the same ability.

Therefore, failure to achieve a successful IE agrees with Zindi (2004) who states that real Inclusive Education requires alteration of the school environment, and teaching to ensure that learners participate in mainstream education regardless of their disability.

6.4.2 The great divide; social space between provisions and practices in schools

Social activities associated with IE at the schools showed that there is a discrepancy between legal provisions and international frameworks on IE and practice. The social space between provisions and practice has mainstream teachers and students openly repelling differently abled learners from their “territory”. Regular teachers and students possess mainstream classes and declare them a non-differently abled zone through their discriminatory actions. For Tsanga, (1999) resistance to provisions on IE can be explained by the activities in the space between lawmakers and implementers. Learners’ negative experiences confirmed Moore’s (1978) observation of the inconsistency between the logical side of law making and activities in schools where other practices are going on. However, to a lesser extent some learners in full inclusion such as Josephine and Elton did not have entirely negative encounters with regular learners. Although this was the case, the two had mild forms of different abilities and had a few mainstream friends. Hence, social activities at the schools caused participants to have negative experiences of IE.

6.5 Conclusions

The qualitative research study on experiences of differently abled learners in Inclusive Education systems of Seke 1, Zengeza 1 and St Mary’s high schools revealed that both learners and teachers had many negative experiences of IE. In as much as IE exists in partial, social and full inclusion. In practice, achieving partial and social inclusion remains a challenge because of a failing curriculum and mainstream discriminatory practices. As a result, learner’s experiences inform their actions of absconding class and selection of friends. Their actions resonate with the New Sociology of Childhood in that learners actively make sense of their circumstances, negotiating and reinterpreting social reality and their experiences are worthy to be studied. From the obtained learners’ experiences, there is need for further research on sensitisation programs in

schools, if they exist and measures taken to strengthen them to achieve positive treatment of differently abled learners in schools.

Based on the findings of this study, there are inherent gender problems experienced by both girls and boys in the IE systems especially at St Mary's and Seke 1 High schools. Special needs teachers experienced mean and unfair treatment from male teachers, hence; they had resentment about male teachers who do not teach special needs classes but dictate how IE should be practiced. From experiencing an unfair curriculum used to test learners, lack of government support and being despised by both regular teachers and learners, special needs teachers also had bad experiences with their learners who abscond regular classes. Both special needs teachers and learners collaborate during exams, which show that learners are active participants who reinterpret social reality and work in secrecy to their favour, hence their experiences are worthy to be studied. However, through the utility of case studies, the researcher was able to draw a conclusion that treatment of differently abled learners at St Mary's high was better compared to the other schools because of the Christian teachings at the school. Furthermore, St Mary's high had the highest number of differently abled learners. This contribution to the study calls for further research in order to find out if church established schools practice IE better than government schools.

Through the experiences of learners and their teachers, and observing the practices of IE in the schools, the researcher was able to draw a conclusion that discriminating social activities in the schools are collectively stronger than provisions of Inclusive Education. Zimbabwe ratifies the Salamanca Framework and SDG's which place issues of equity and equality at the centre of policy and practice of IE yet IE is still in its infancy. However, a general picture emerging from the few experiences of learners in full time inclusion shows that there is little potential for full IE to be realised because of factors intrinsic in mainstream learners. Efforts to achieve full inclusion are threatened by unaddressed gender problems, the treatment of different abled learners as a homogeneous group and regular teacher's negative attitudes. There is need for further research to understand if special needs teaching is only for females. Through learners and teachers experiences the study established that IE will remain a travesty if the government and regular teachers are not proactive on the idea of inclusion.

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APPROVAL LETTER

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Telegrams: UNIVERSITY
Email: sociology@social.uz.ac.zw



SOCIOLOGY DEPARTMENT UNIVERSITY OF ZIMBABWE

30 October, 2018

TO WHOM IT MAY CONCERN

RE: DATA COLLECTION FOR DISSERTATION

This serves to confirm that **Rodney T. Munemo**, student registration number **(R136437G)**, is a final year student in the Department of Sociology at the University of Zimbabwe. It is a requirement of the University that students studying for the Masters in Sociology and Social Anthropology produce a research project. We are therefore kindly asking you to help with information relevant to the student's research area: **"Experiences of Differently Able Bodied Learners in an Inclusive Education System. Case of Three Selected High Schools in Chitungwiza"**.

We would like to assure you that the information you give will be used for academic purposes only.

Your assistance in this regard is highly appreciated. For more information, do not hesitate to contact the undersigned.

A handwritten signature in black ink, appearing to read 'Muparamoto'.

Dr N. Muparamoto
CHAIRMAN, SOCIOLOGY DEPARTMENT

cc: Dean, Faculty of Social Studies

NM:dn



MINISTRY OF EDUCATION APPROVAL

All communications should be addressed to
The Secretary for Primary & Secondary
Education
Telephone: 732006
Telegraphic address: "EDUCATION"
Fax: 794505



ZIMBABWE

REFERENCE: C/426/3/Harare
Province
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

25 October 2018

Rodney Munemo
691 Mount Pleasant Heights
Harare

Re: **PERMISSION TO CARRY OUT A RESEARCH IN HARARE
PROVINCE: CHITUNGWIZA DISTRICT: ZENGEZA 1 HIGH, ST
MARY'S HIGH AND SEKE 1 HIGH SCHOOLS**

Reference is made to your application to carry out a research at the above
mentioned school in Harare Province on the title:

**"EXPERIENCES OF DIFFERENTLY ABLE BODIED LEARNERS IN AN
INCLUSIVE EDUCATION SYSTEM; CASE OF THREE SELECTED HIGH
SCHOOLS IN CHITUNGWIZA"**

Permission is hereby granted. However, you are required to liaise with the
Provincial Education Director Harare Province who is responsible for the
schools which you want to involve in your research. You should ensure that
your research work does not disrupt the normal operations of the school.
Where students are involved, parental consent is required.

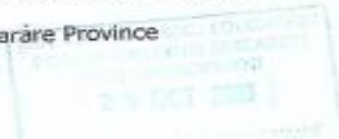
You are also required to provide a copy of your final report to the Secretary
for Primary and Secondary Education by December 2018


L Mkwala

Deputy Director: Planning, Research and Statistics

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

Cc: P.E.D – Harare Province



HARARE PROVINCE EDUCATION OFFICE: RESEARCH APPROVAL

All communications should be addressed to

"The Provincial Education Director"

Telephone :339334

E-mail :
hararemetropolitanprovince@gmail.com



Ministry of Primary and Secondary Education
Harare Provincial Education Office
P. O. Box CY 1343
Causeway
Zimbabwe

26 October 2018

Rodney Munemo
691 Mount Pleasant
Harare

RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN PROVINCE: CHITUNGWIZA DISTRICT: ZENGEZA 1 HIGH, ST MARY'S HIGH AND SEKE 1 HIGH SCHOOLS.

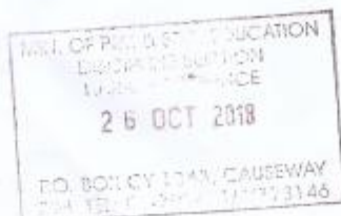
Reference is made to a letter dated 25 October 2018 from the Secretary for Ministry of Primary and Secondary Education granting you permission to carry out research in Harare Metropolitan Province on the research title:

"EXPERIENCES OF DIFFERENTLY ABLE BODIED LEARNERS IN AN INCLUSIVE EDUCATION SYSTEM; CASE OF THREE SELECTED HIGH SCHOOLS IN CHITUNGWIZA"

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.

A handwritten signature in blue ink, appearing to be 'G.M.', is written above the typed name.

.....
CHITSINDE G.M (HUMAN RESOURCES OFFICER)
FOR: PROVINCIAL EDUCATION DIRECTOR
HARARE METROPOLITAN PROVINCE



COPY OF PARENTAL CONSENT LETTER

Parental Permission for Child Participation in Research

Title: Experiences of Differently Able Bodied Learners in Zimbabwe's Inclusive Education. A case of 3 selected schools in Chitungwiza .

Researcher: Munemo Rodney Tichaona (63-2100233 V80)

Dear Parent/Guardian

The purpose of this form is to provide you as the parent/guardian of a prospective research study participant with information that may affect your decision as to whether or not to let your child participate in this research study. The person conducting the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part in the study. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study

If you agree, your child will be asked to participate in a research study about; Experiences of Differently Able Bodied Learners in Zimbabwe's Inclusive Education. A case of 3 selected schools in Chitungwiza. The purpose of this study is to understand the current state of inclusive education in schools, to document the experience of different learners in this system. To come up with information to be added to already existing knowledge on inclusive education. The knowledge generated shall be used for academic purposes only, ethical considerations will be acknowledged at all times during the course of interviewing your child.

What is my child going to be asked to do?

If you allow your child to participate in this study, they will be among the research participants to be interviewed and describe their experiences in an inclusive education system. Your child's voice may be recorded, notes taken. This information is for academic purposes.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

Information provided will be of great benefit to adding to already existing literature.

Does my child have to participate?

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusing to participate will not affect their relationship with their school or any other institution. No one should pursue or interrogate your child even after the study.

Whom to contact with questions concerning your rights as a research participant?

Rodney Munemo 0779065870, rodney.munemo93@gmail.com

Signature

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you are 18 years or older and have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

NOV 2018
MUSE
MUSE ASSOCI
COLUMBIA

Simbarasho G

Printed Name of Child

Mr F Awamba

Printed Name of Parent(s) or Legal Guardian

E. Awamba

Signature of Parent(s) or Legal Guardian

05-11-2018

Date

[Signature]

Signature of Investigator

08-11-2018

Date

