

**MIDLANDS STATE UNIVERSITY**



**FACULTY OF EDUCATION**

**DEPARTMENT OF APPLIED EDUCATION**

**AN EVALUATION OF THE INCLUSIVE EDUCATION POLICY IN ZIMBABWE. A  
CASE STUDY OF DANHIKO SECONDARY SCHOOL IN EPMAFARA DISTRICT.**

**BY**

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## **DEDICATION**

This dissertation is dedicated to my late mom, Patricia Chaku and my family (Chaku and Mudzengerere)

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First and foremost I would like to direct my gratefulness to the Lord, God Almighty for the strength and courage he has been giving me all my life during my educational career and especially during the course of this project. Special mention is directed to my supervisor, Mr Munanga for his constant support and encouragement. Out of his encouraging words he advised me to work hard and to stay committed. It was through his constructive critiques that shaped this research.

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## ABSTRACT

*The research aimed at evaluating the inclusive education policy in Zimbabwe. In this study, Danhiko Secondary School was used as a case study. The growing rate of school dropouts has increased due to poor educational provision. Most schools in the country are struggling to offer inclusive education. The rate of dropouts and cases of discrimination in schools has also indicated more need for readdressing the educational policies and laws that supports the inclusive education. It is against this background that the basic assumption to this study is that the government as the major education service delivery actor has failed. This study has also looked at the role of private partners in the process of inclusive education provision. This has been furthered by analysing the current educational policies that impact on the provision of inclusive education. The theoretical framework which guided this study is Social Contract Theory by Thomas Hobbes. It states that the government and the citizens are in a contract to curtail state of anarchy. The Government is responsible for protection, promotion, respect and fulfilment of human rights such as educational rights. The social responsibility of the government is measured by laws it put in place and the way it implements them. The study used both qualitative and quantitative research methods. For primary data collection, interviews were used and questionnaires were used to collect data from key informants with this data being corroborated by journals, newspapers, international publications and articles. The major findings of this research are that the government is no longer active in the process of inclusive education provision with private partners occupying that space and it being only a facilitator. The study also revealed that the process of the provision of inclusive education has been facing a challenge of financial constraints, lack of policy and institutional coordination, and corruption. Based on the findings, the research recommends that the government should create an institution that will coordinate the provision of inclusive education from private partners to increase education delivery services. This process will include creation of policies and laws that strongly support inclusive education. Also the research recommends amalgamation of policies that influence the provision of inclusive education.*

## ACRONYMS

CBZ	Central Bank of Zimbabwe
CHRA	Combined Harare Residents Association
CSOs	Civil Society Organization
EFA	Education for All
EPMAFARA	Epworth Mabvuku Tafara
GoZ	Government of Zimbabwe
MoHTE	Ministry of Higher and Tertiary Education
MoPSE	Ministry of Primary and Secondary Education
NGO	Non-Governmental Organization
NHP	National Housing Policy
RBA	Result Based Agenda
PPs	Private Partners
SEN	Special Education Needs
UNDHR	United Nations Declaration for Human Rights
UNICEF	United Nations Children's Education Fund
ZIMASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation

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# CHAPTER 1

## THE RESEARCH PROBLEM

### 1.0 Introduction

The Zimbabwean context of inclusive education calls for identification and reducing or do away with the barriers of all people's fully taking part in traditional settings such as schools, homes, communities and workplaces, and make use of available resources to support learning and full participation (Peters & Chimedza, 1999; Mpofu, 2004). The school setup which successfully supports inclusion is the one in which families of the students' fully participate in the activities of the school meeting, what there are required to do in a way to develop the community school? This chapter will look into the aspects of curriculum, classroom activities, the activities of family, participation of teachers and policies of government that regulate the quality of inclusive education in Zimbabwe as it is practiced and implemented.

### 1.1 Background to the Study

Zimbabwe witnessed the transformation of education system in the early years of colonial period. The transformation brought about what can be termed as formal education. Formal education can be defined as learning taking place within the structured curriculum. Education opened new opportunities for indigenous people.

The then government in power started to re-align the constitution to new policy documents and global laws, which accept and approve education as a fundamental human right. Tuition fee was abolished at primary level after independence. Mutumbuka Dzingai was appointed Minister of Education to take Zimbabwe through another educational transformation (Zvobgo, 1996). A wave of change was felt as Zimbabwe's curriculum was now stressing on

developing students that are competent, self-sufficient, productive, inspired and devoted citizens. Almost one fifth of the national budget went towards educational improvement. Zimbabwe witnessed, "Education miracle", as cited by Mackenzie(1981), nevertheless, it was a political gimmick. Eventually, the educational transformation ensured equal access to learning by offering junior and secondary schooling to every kid.

Danhiko School was then established in 1981 and officially opened in 1982. Initially it targeted a clientele of physically incapacitated ex-combatants who had lost out opportunities to be in schools as a result of liberation warfare. The target group was the physically challenged individuals who were ripe and could not be embraced by formal education. Ultimately, the institution went on to register school going age but still with emphasis on the disabled and integrating them with the able bodied students

Since independence, government put much emphasis on free and compulsory education for all by providing the needed resources to meet the demand. Only in the first year, the system had the number of student twice than it expected and it can serve. This scenario calls for the need to expand the infrastructures and increase the human labor through training more teachers.

After independence, teachers were need most. The situation was exacerbated by thousands of child refugees from Mozambique into Zimbabwe, raising the numbers of pupils attending schools and the need for more teachers (Zvobgo 1996). Human labor was imported from Australia, Britain and Canada for a limited space of time to seal the gaps of teachers (Atkinson 1982). The new method of "hot-seating," also termed twofold schooling session was developed to serve as many pupils as they can with the limited resources that were available at the time. "Hot-seating" is the practice of offering class in the morning to half of the students and in the afternoon to the other half. "Hot-seating" again failed to meet the

loads of populace; therefore, the government resorted to "on-the-spot" training of teachers (Zvobgo 1994). A considerable number of about 8,000 teachers were trained through this programme to meet national demands, in addition to those that were already in the system. Mutumbuka (1981)

The above resulted in UNICEF asserts Zimbabwean education system as the most advanced on the continent during the period, however, it continued to deteriorate as a result of hyperinflation and economic maladministration. This affected the country's budget on social expenditures such as education and health also decreased (Cosin 1985).

The report for UNICEF by the Department for International Development (DfID) Zimbabwe on Human Rights and Disability, yielded this problem "A dominant problem in the disability field is the lack of access to education for both children and adults with disabilities" Since the Universal Declaration of Human Rights (UDHR) declared education to be an important right, this is a huge problem. Hence the goal of Education for All (EFA) cannot be attained without a total transformation of this situation.

Zimbabwe adopted a World Declaration on Education for All (EFA), established the new millennium goal to provide every girl and boy with primary school education by 2015. EFA also clearly identified Inclusive Education as one of the key strategies to address issues of marginalization and exclusion.

Significant numbers of disabled children and youth are largely excluded from educational opportunities due to exclusion and poverty. Education is widely seen as a way of developing and improving human capital, economic performance, and people's capabilities and choices. The deprivation of education negatively impacts on issues of freedom and productivity in the labor market. The international community has therefore committed to a framework for action to address this right, and to redress exclusion as directed by EFA 2000.

The issue of inclusive education is a complex one, as a result there is no coherent and direct approach pointing to its success. Initially disability was seen as a combination of factors ranging from health, education, social welfare, employment sectors amongst others. Second, how Inclusive Education will be implemented will vary with the levels, goals, motives, classifications of Special Education Needs (SEN) as well as the context from which they are viewed from. Some of these goals may conflict and produce tensions. Lastly, Special Education Needs facilities may be perceived as series of placement choices (multi-track approach), as a distinct education system (two-track approach) or as a series of amenities in one assignment and the general education school and classroom (one-track approach) Hanna (1987).

In order to understand exclusion and strategies for working toward inclusion, it is important to scrutinize research on policy and practice at the schools and communities level, examine the role of external players and educational systems, like the ministry and its agencies, and at the national and international level.

The Education Act of 1996 and the Disabled Persons Act of 1996 furthered non-discriminatory policy by requiring that "all students, regardless of race, religion, gender, creed, and disability, have access to basic or primary education (up to Grade 7). These non-discrimination provisions expanded the right to education in Zimbabwe for all students, including students with disabilities.

Estimations have shown that, over 300,000 of school-going age children have a disability, in Zimbabwe (Zimstat, 2015). There is need to push for inclusion in schools in a way to provide quality education for physical and mentally disabled students. The process involves "identifying and reducing or eliminating barriers that hinder full participation of students in traditional settings such as schools, societies, homes and workplaces and maximizing the

available resources to support their partaking in learning. This can be done through not compromising in observing non-discriminatory laws such as the Education Act of 1996, the Disabled Persons Act of 1996, and all other national blueprints that call for inclusion. They also need to speed inclusive education in all Zimbabwean schools and protect students with disability through various protocols that supports non-discrimination in schools.

The problem is then on "unplanned or de facto inclusion" (Riddel, 1980), this is whereby students with disabilities are taught in the very same classrooms with other students using the same curriculum without proper documentation of their exact disability. Institutions are not furnished to educate disabled students and account for them; resulting in most of them dropping out of school in lower grades. However, schools resorted to alternatives in performing inclusion on an individual basis; again, the system still lacks quality and standardization, especially in remote and schools on the peripheries. Chireshe (2004) claims that inclusive education needs supportive laws and policies to be successful, trained teachers and awareness campaigns in a bid to reduce or do away with stigma associated with disabled individuals.

Globally education has been accepted as a fundamental right through different governments' constitution; however, gender stereotypes and discrimination in education still exist. The problem is small in primary schools than what it is in secondary schools. The United Nations report claims that in 2009, a bigger number of female students completed primary school as compared to their male counterparts. Come 2010, the number of females who completed secondary education dropped drastically in comparison to males who completed secondary and higher education.

Assessments have shown that female students drop out of secondary school than their male peers as they grow due to drop early marriages, societal beliefs such patriarch, and gender

stereotypes in high schools. This is because female are seen a way of generating income in times of hardships through marrying them off. Families educate sons in a way to increase their earning potential. A lack of education for females correlates with developmental risks including adolescent pregnancy, HIV and AIDS, poor health and poverty. In times of economic hardship, resources for education are allocated to males more than females due to labor roles, social values and gender expectations. However, reports from the UN Children's Fund claim that Zimbabwe's gender gap in education is smaller than many other African countries.

### **1.2Aims**

The aim of this research is to evaluate the inclusive education policy in Zimbabwe and the role of public private partners in supporting inclusive education.

### **1.3Objectives**

- To assess the policies and acts enacted by the government in providing inclusive education as a fundamental human right.
- To evaluate the challenges being faced by government in supporting inclusive education.
- To assess the role of private partners in enhancing inclusive education in Zimbabwe.

### **1.4Statement of the Problem**

The gap created as a result of exclusion has resulted in the lack of access to education for both children and adults with disabilities. Exclusion has also been viewed as a violation of educational rights and other related human rights in Zimbabwe. The inclusive education policy formulation process in Zimbabwe was hurried and highly centralized. The “de facto” inclusive system was not really delivering in terms of the creation of the productive labor market which has the disabled people also in the mix. School dropouts, especially the

disabled are still high while the quality of the education still low in respect to the disabilities. This in all is a sure indication of how the inclusive system is having a hard time finding its place in the education system. The goals and targets were not put within a reasonable time frame, they were largely an act of faith as the strategies and targets were neither well defined nor focused.

### **1.5 Research Questions/Sub Problems**

- What are the policies enacted by the government in providing inclusive education as a fundamental human right?
- What are the challenges that are being faced by the government in supporting inclusive education?
- How can the role of private partners enhance inclusive education delivery?

### **1.6 Assumptions**

- The main assumption of this research is that the government has failed to support its policies of inclusive education hence violating educational rights and other related human rights.
- The role played by private partners has not fully reduce the inclusion backlog gap.

### **1.7 Significance of Study**

The following will benefit from this study:

#### **Policy makers**

Policy makers will obtain essential information in policy formulation for inclusive education delivery. In the end, it would be useful in coming up with the right and practical followed by the right implementation of the policies. The study will also help if there is need to amend the existing policies so that inclusion can reach its intended target of educating child in Zimbabwe regardless of gender, ability, religion and race.



### **Academia**

Academia obtained data will be added to existing literature on inclusive education delivery. The findings will. Obtained data will also be used for learning purpose and also making them aware of the importance of inclusive and the study will help them appreciate and understand inclusive education.

### **Curriculum planners**

Curriculum planners: study may make known of new and current socio-economic challenges which planners may take into consideration for inclusive education provision. This will help if there is need to redesign the curriculum as a way of accommodating different learners with different ability in an inclusive setup such schools. The need to remove stereotypes that reinforces segregation and exclusion in the social setups, in the curriculum can be noted through the research.

### **Stakeholders**

Stakeholders, representatives for example members of parliament- will determine inclusion needs for beneficiaries to be put on the national agenda. The need to re-align the policies and national laws to fully embrace inclusive education in Zimbabwe through parliamentary protocols can come out through the study.

### **Non state actors**

Non state actors effectively observe supplementary players' efforts in inclusive education provision and how they are supporting the government. The study will help in showing where they is need to for attention, help in the process of re-aligning the inclusive education policies to the international and national laws so that inclusive education policies will help in taking inclusion to its intended target.

## **1.8 Feasibility**

The research was feasible as it is mainly on the citizen's views and policies as primary element in evaluating inclusive education as a fundamental human right in Zimbabwe.

## **1.9 Limitations**

The target group might unwilling to input into the research. This challenge was countered by explaining the benefits and significance of their contribution to this research

## **1.10 Key Definitions**

**Education** is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life

**Inclusion** is inviting those who have been historically locked out to “come in” or recognizing our universal “oneness” and interdependence.

**Inclusive education** is a system that caters for all excluded children who are currently o t support

**Government** is a group of people who administer and make decision in a state, nation or country guided by people driven policies.

**Public and private partnership** has been defined as a collaborative effort among public private and third sector organizations based on mutual trust, a division of labor and a comparative advantage in the sharing of responsibilities, risks and benefits (Shelter Afrique, 2008 in Ibem, 2010)

## **1.11 Summary**

The above discussion has created a guideline on how this research will be carried. The background of this study is a determinant on how to review past quality education provision

mechanisms which are a key resultant of present inclusion situations. The aim, objectives and statement of the problem have helped in highlighting what this study need to discuss and be able to come up with key recommendation areas. This chapter has also identified groups that will be impacted by this study hence giving justification on why this study is important in our communities and among the academia. The chapter 2 of this study will look at the theoretical framework and literature of researches, policies and international norms that surrounds education for all at a global, regional and local level.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.0 Introduction**

This chapter seeks to look at the related literature and studies that were carried in relation to inclusive education. The use of existing information will help in analysing current situations and predict on future developments and their sustainability. This study chapter will help in comparing global, regional and local practices homogeneity and heterogeneity of inclusive education challenges that are being faced by institutions in offering inclusive education, especially Danhiko School. The study will look into inconsistency policies and practices that have led to major inclusion backlog as many of these legal statutes have not been looked into much. Identification of major players in inclusive education provision such as private partners will also be noted as this has remained a dynamic discourse in this field of study due to changing policy environment hence answering some of the research questions. Therefore, this chapter will focus mainly on theoretical framework and related literature.

#### **2.1 Theoretical Framework**

The social contract theory can be defined as a theoretical or actual agreement between society and its state (Clark: 2003). This agreement has been said to be responsible for the basic moral and legal obligations of the society. Social contract theory raises the opportunity that the need for social order and certain natural limitations might provide us with a natural basis for standards. (Hobbes in Gaskin) indicated that life without a guided contract would be solitary, nasty, brutish and short. Therefore, to mitigate these factors, equality of needs, shortage, equality of human power and limited altruism need to be governed well (Hobbes in Gaskin 1998). The government is therefore obligated to protect, promote, respect and fulfill people's needs and rights. The government contract with the society is under national constitution that

is drafted through active citizen participation. This consists of several rights that include the right to education regardless of gender or disability and other related rights. The state and all institutions and agencies of government at every level must take reasonable steps within the limits of the resources available to them; enable every person to have access to education” Section 75 of Zimbabwean Constitution. This is an indication of the contract that exists between the government and society to enjoy fulfilment of needs and rights.

## **2.2 Government Obligation**

### **Recognize and Respect**

Recognition of educational rights should include signing and ratification of international laws and aligning them to national laws. This remains the most basic step a state can make to legally address educational needs. In regard to obligation of respect, the state must act in a manner that does not infringe the recognized educational rights. For instance the government should provide for less privileged groups and offer solutions to dropout cases. Therefore this will act as a reinforcing measure of recognizing educational rights and provision to citizens especially less privileged groups and those who were socially excluded before.

### **Promote**

This measure comprise of legal and policy initiatives driven by the government. Enactment of legal and policy frameworks should promote equal opportunities of learners, recognition of those with different challenges, be it physical or social challenge, made education easily accessible to everyone at reasonable fee, emphasis of right to education and other related rights. Government initiatives that promote the above lead to a more holistic approach to inclusive education needs especially in urban areas where the population is growing at an alarming rate and in rural areas where the majority are living below the poverty datum line.

This is coupled by amending and aligning all types of legislation that do not conform to inclusivity.

Fulfil

Fulfilling and ensuring is an obligation that includes interventionary policies and measures which help promote inclusive education needs for those who cannot self-support. Fulfilling inclusivity may be through financial and legal assistance to support educational provision. The state may not be capacitated to fully meet this obligation single handed but it creates an environment where other players such as private partners can help. This obligation strengthens equal access of resources between members of the society. Social contract Theorists concur that resources are scarce and it stands for the government to bring sanity in fair distribution of these resources as the advantaged and strong may overpower the weak.

### **2.3 What is inclusive education?**

The word inclusive has been seen as the act of incorporating all the important or relevant items. In this case, inclusive education is an approach of education in which the disabled student spent all or most of their learning time at school with the non-disabled students at the school.

UNESCO describes inclusive education as

*“a process of taking into consideration the different needs of all learners through allowing their full participation in the core business of the school, and the extra curriculum, and reducing the chances of segregating each other basing on physical, cultural and social differences. It calls for moderating the learning content, teaching styles, school structures and changing of strategies, with a goal*

*of covering all learners of different age, and ability with a conviction that it is state's responsibility to educate all children."*

## **2.4 Concept of Inclusive Education**

Education is simply an art of empowering the children as well as the adults towards the future. Although it may seem easy but the human populace consists of a heterogeneous attributes ranging from race, language, ethnicity as well as the physical attributes. Physically people are unique in their own ways hence the term disability. Every child has the right irregardless of their disabilities hence there has been approaches to incorporate them into the world through education.

Conventionally there are three methods in which the disabled children are taught. The first one has been the segregated approach. In this, disabled children go to special schools which cater for their disabilities. For instance, the blind go to schools for the blind.

The second is the integrated approach in which the disabled children go into the same schools as the non-disabled but do not really learn with them as they are put in special classes. Zimbabwean schools use up to four curriculum and instruction options to support school participation by students with disabilities: locational inclusion, inclusion with partial withdrawal from ordinary classroom settings, inclusion with clinical remedial instruction, and unplanned or de facto inclusion (Mnkandla & Mataruse, 2002; Mpofu, 2001)

The locational inclusion is more like the integrated education system as there is the creation of the special classes. Those in these classes are separated from the rest of the class due to the type of disability they possess. In most cases, those in these classes are those with blindness, deafness, as well as severe to moderate mental retardation.

There is the inclusive with partial withdrawal from ordinary classroom settings. As the name implies, there is partial withdrawal especially on the subjects that are really need special attention like Maths and reading. They may join the rest of the class during social sciences, sciences religious and moral education. Mostly children with disabilities ranging from mild to moderate hearing impairment, mild to moderate visual impairment as well as mental.

The next one is the inclusive with clinical recommendation. This is more like the inclusive with partial withdrawal as there is partial inclusion. The difference is that it tends to deal with a small group which is handpicked and assessed based on their disabilities. Students served through inclusion with clinical remediation take the full curriculum in ordinary classrooms and receive clinical remedial instruction as needed. The purpose of these clinical instructions is to focus on the difficulties brought as a result of their learning disabilities

Unplanned or de facto inclusion is the other and common form. It is mainly due to lack of options than a design. In this setup, disabled children learn together with the non-disabled in a normal schooling setup. Most of the times, there is no records of their disabilities. Unfortunately this is the most prevalent in Zimbabwe due to lack of personnel and material resources to cater to a variety of significant learning needs.

Although there are some limitations, the general idea was to ensure that each and all of them are afforded equal opportunities towards the creation of labor market. Although the idea of exclusive education may seem noble and quite appropriate, the issue is that at the end of the day, the disabled have to mix with the non-disabled. At some times, it may create an awkward and tense moment. Discrimination may arise due to the fact that there is no participation of both disabled and non-disabled. The effectiveness of any education relies on the ability to make full use of it. This is possible through them participating with the non-disabled. Setting early foundation through them participating together with them gives them



confidence as well removing the effect of stigmatization as the non-disabled learn from an early age.

## **2.5 Benefits of Inclusive Education**

The main aim of education besides the creation of potential labor capital is the creation of social relationships and interactions. In order to survive in this world there is always the need to forge relationship whether social, business or even political. At some point, the disabled people have to interact with them on matter how difficult and awkward it may seem. On their part, early interactions with the non-disabled children give them confidence and ability to forge relationship with them. The more they interact with the non-disabled, the more they can make meaningful life changing decisions without the fear of being intimidated by the other people.

Respect and understanding grow when children of different backgrounds and abilities play, social and learn together. At times, stigmatization and discrimination arises when people are separated. As noble as the creation of special schools is the cause, it tends create a host of misunderstanding statements, stereotypical views as well as loss of respect as none of the two parties never get a real chance to know the other well.

This is also seen in many aspects of the life. The only way to remove this disease is by ensuring the disabled and none-disabled children learn together. That way, they learn to appreciate the other while understanding the strengths and weakness of the other. In the end, there would be fewer cases of discrimination and stigmatization.

The most important benefit is that children learn important life skill through education. Their labor capital potential is enhanced giving them the freedom of forging their paths instead of

waiting for the left overs and handouts. The element of high self-esteem as well as the skill obtained may prove important not only to them but to the industry, company, individual or even the country.

## **2.6 Challenges of the inclusive Education System.**

In a utopian society, any policy enacted is bound to be a remarkable success followed by good results. Unfortunately any given policy is likely to face a plethora of challenges which can either advance it forward or deem it redundant. The same also applies to the policies aimed at advancing Inclusive Education in the society.

The success of Inclusive education is largely connected to the availability of the funds which can make it a resounding success. Inclusive education is not about the inclusion of the disabled children into the normal conventional educational setup but also ensuring that they are catered for so that they can contribute towards the future. In this scenario, there is the case of ensuring that there is enough material and financial resources to cater for the special group. For instance, for the lid, there is the need to ensure that there is available Baillie books for them as well as the material that is need to ensure that there are able to obtain some form of education. This may include books, audio textbooks for the blind and so on.

There is also the need of teachers who are not only highly qualified but also experienced enough to teach these children. It is important to note that different disabilities have got different ways of being taught. The normal conventional teachers are not always capable of teaching the disabled children hence the need for the schools to hire those qualified. Unfortunately this is not always the case as the highly qualified and experienced teachers are hard to come by if not expensive. I some schools abiding by the de facto inclusive system, the

normal teachers are the one assigned to teach the disabled children and this is a huge challenge.

In most cases with any policy, apart from the issue of funding and resources, the major challenge is the political will of the policy makers. Due to the advent of globalization as well as the international relations, there has been the need to the international conventions in order to paint a better image to the outside world with a real urge of real political will embodied in it. In the process, the major concern is normally education as a whole with a few markups in some areas like really ensuring that inclusive education is fully implemented. For instance, although there are Acts and laws aimed at advancing, there is however no specific law that enforces inclusive education in schools.

The government is the one that is mandated to support the education in the country and it must support, provide as well as protect the disabled children in the schools. However the inability of the government to fully support the cause through the right allocation of the cut from the national budget is a cause of concern. Even in the money allocated to education there is no real amount that is really allocated towards inclusive education. The issue of underfunding by the government is a real concern and it can be a result of political will as well as the fact the country would be facing cash problems.

At times, the efficacy of the administration can be a real challenge. This would be the school head and those who aid him or her in the running of the school. Effective administration knows to source the right personnel for this task while constantly monitoring and maintaining the right environment for inclusive education to thrive. In the case of incompetent administration, it would mean that the standards may even drop down. In the right setup, issue of corruption, embezzlement of funds as well as discrimination can be removed.

Embezzlement of funds can seriously cripple the inclusive education system of any schools while discrimination affects both the school and the students.

## **2.7 Educational Rights**

Every citizen has the right to education. Fundamental to the attainment of this ordinary way of living and achievement of human life further than just survival is access to proper education. According to Partason (2005), education creates social solidarity; teaches skills necessary for work and core values and helps in role allocation and meritocracy. It fulfills psychological needs by providing a sense of belonging to a group. It fulfills social needs by providing a gathering area. The right to education is reflected in international law. In Article 26 of the Universal Declaration of Human Rights and Article 13 and 14 of the International Covenant on Economic, Social and Cultural Rights. Article 26 states that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to strengthening of respect for human rights and fundamental freedoms." Governments are obligated to function as fair and stable systems through which their citizens can achieve the satisfaction of their rights, and to provide the means for the realization of the right to proper education which their citizens may utilize through their own free initiative". Efforts by government in realizing educational rights to support human development will be looked at.

Educational rights at international level are derived from treaties (also known as charters, conventions, covenants, protocols etc.) The nature of these instruments comprises legal obligations that are binding to all signatory states. However, some rights are customary in nature which therefore does not give room for states to deny their citizens such rights as they would have been consistently practiced within their states or in the global village. It is therefore justifiable to illustrate inclusive education as a fundamental human right that can be

grouped under customary law as educational provision has been a core to the general understanding of socio-economic rights. Quality provision of inclusive education is a prerogative to the social contract between the state and its citizens.

Educational rights strengthen the norm of quality inclusive education provision. Inclusive education provision not only does it counter educational demand but it acts as a measurement to government's ability to meet its obligations (fulfill, promote, protect and respect). By meeting these obligations the government will be viewed as upholding and strengthening inclusion.

This research will therefore want to study inclusive education provision hand in hand with educational rights as they are inseparable aspects with many researchers have in the past tried to deal with them separately.

#### Related Rights

Generally education can be interpreted to mean, the process of facilitating learning or the acquisition of knowledge, skills, values, and habits (Zvobgo, 1994). According to the United Nation Office of the High Commissioner of Human Rights; Report on Human Rights Indicators (2012), rights cannot be dealt in isolation without looking at some external rights that assure sustainable results of achievements. This section of related rights has created the major gulf in educational provision that this research seeks to look at mainly. The process of inclusive education requires a deep understanding of all the principles to guarantee adequate equal opportunities. This forms the basis of educational rights and others that are intertwined such as rights to dignified living, rights of the child, right to health, rights of women, rights to privacy and family life among other several rights that lead to human satisfaction (Leckie, 1992). This research will look at the impact of educational provision in relation to other human rights and how they impact on each other.

Government has a role to provide good services like good human resources, grants and related resources which are basics to the fulfilment of educational rights. The benefits of education to both children and broader society could not be clearer. Education can break generational cycles of poverty by enabling children to gain the life skills and knowledge needed to cope with today's challenges (Watter, 2011) Education is strongly linked to concrete improvements in health and nutrition, improving children's very chances for survival. Education empowers children to be full and active participants in society, able to protection factor: children who are in schools are less likely to come into conflict with the law and much less vulnerable to rampant forms of child exploitation, including child labor, trafficking and recruitment into armed groups and forces. It is therefore not justifiable to leave out these externalities that are linked to the provision of inclusive education as this has affected pupils who fail to get full area support from the government to fulfil the process of inclusion (Weiner, 2001). This can be blamed to weak government monitoring mechanisms, lack of zero-discrimination policies, and lack of accountability for children who drop out of education and unchecked power by school officials, among the factors contributing to governments' failure to ensure the right to quality education for children who have traditionally endured discrimination.

## **2.8 POLICIES AND ACTS ENACTED BY THE GOVERNMENT IN SUPPORTING INCLUSIVE EDUCATION AND EDUCATION AS A HUMAN RIGHT.**

### **2.8.1 Global overview**

This section will concentrate mainly on international code of conduct in relation to inclusive education provision and the provision of education in general and show how this affects legal and policy formulation among members of the UN. Though this area of study have been highly oversubscribed by researchers, this research seek to look for universally applicable ways of incorporating legal statutes in relation to the international norms of educational

provision and rights. The expected outcome will be to align the findings into fitting governments' approach to inclusive education provision at Danhiko.

### International Law on Education in General

United Nations Declaration of Human Rights of 1948 and other international conventions that followed in support of the earlier declaration will be used in this section's study. This will be followed up by an assessment if education can be termed an inherent right that the government should provide

Educational provision to every citizen is recognized as a fundamental human right as have been contemplated by the international community. This has been highly noted through its efforts to setup educational rights instruments monitored by United Nations Children's Education Fund. Globalization impact through capitalism has led transnational companies to put pressure on governments for public service to be privatized. This has basically led to privatization and commercialization of basic human rights such as education. This has affected many poor people who end up lacking these basic necessities as most governments are failing to meet the demand of inclusivity in education.

Introduction of UNDHR in 1948 marked the new era of civil, political, economic and social rights at a global level. This placed rights like education and others that come with it as fundamental needs for social and economic development of an individual. These human rights can be realized through three main forms which are state constitutions, treaties between states and international customary law (Reichert, 2011). Adoption of the UNDHR by the United Nations General Assembly (UNGA) marked a milestone development of human rights and fundamental freedoms under resolution 217 of December 1948. Article 25 of the UNDHR states that,

This research, there for, seeks to identify if educational rights are being followed in Zimbabwe through policy and practice. Inclusive education as part of those fundamental needs should be given to every citizen without discrimination especially when there is dire need and people cannot fully sustain themselves.

The International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1966 is one of the most relevant covenants in the study of educational rights as provisioned by the United Nations. It was ratified by majority of states upon adoption. When a state ratifies a Covenant, it obligates itself to compatibly its national laws with their international duties in the spirit of good faith. Through ratification of international treaties states become accountable to the international community hence promoting spirit of good governance and upholding of human rights.

UNESCO under article 11 states that every State Party should recognize the right of everyone to have access to quality education irregardless of gender, race, class and ability. According to Zvobgo (1996), all countries must recognize the educational rights dimensions of inclusion and ensure no measures of any kind are taken with the intention of eroding the legal status of this right. The research will support this view and further outline the relevance of some policies in strengthening this right. States, therefore, are encouraged to take appropriate legislative measures and policies which are geared towards recognition, promotion, respect and protection of educational rights.

Other relevant statutes in the recognition of housing rights include The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) adopted by UNGA under resolution 34/180 of December 1979 which entered into force on 3 September 1981 and some became members as of March 2005. There is also The Convention on the Rights of the Child and The International Convention on the Protection of the Rights of All



Migrant Workers and Members of Their Families as was adopted by UNGA resolution 45/158 of 18 December 1990, and entered into force in July 2003. The above mentioned international statutes will help in identifying if there is no discrimination in the provision of education in general and inclusive education.

These above instruments justify that provision of inclusive education and education in general as a fundamental human right that states should take as an obligation to carry. International relations have grown to make the world a global village. This has impacted mainly on respect of human rights, inclusive education being part of it. Conventions and treaties have made states accountable to each other so as to create sustainable global economic, social and political balance. Therefore, the research seeks to bridge the policy gap existing between international law and national laws.

### **2.8.2 Regional Overview**

African Union and regional bodies make no specific mention in regard to educational rights through its African Charter on Human and Peoples' Rights. The right to education and issues of inclusivity in education are indirectly addressed through other provision such as right to life, right to individual dignity, right to mental and physical health among others. However, many African states use the UNDHR to guide policies of inclusive education and legal frameworks hence the legal guidelines set by UN is applicable in the African context.

All countries under the UN are guided by the UNDHR and the millennium development goal (MDG) to reduce poverty. The study realizes that education is an indicator of poverty hence addressing inclusive education provision through constructive policies help in tackling the challenge of inclusive education demand

The education plan in Ghana from 1984 to 1985 indicated that about 20 schools were to be built annually through the Fourth National Development Plan. This was in a bid to reduce exclusion and provide citizens with quality education. This was followed by a government

enterprise which they worked in conjunction with UN called UN-backed Master Plan for Ghana. This helped in supporting about one million students who were socially excluded before and World Bank backed this programme by upgrading schools (, 2006). Ghana has further shown great strides in inclusive education provision ambitions as it formulated the Medium Term Sector Strategy of the Education Sector for Ghana for the period 2011-2013. This shows an evolution of policy and strategy that seek to promote sustainable inclusive education provision. Irem (2010) argues there has been lack of an effective policy that could address inclusive education challenges, this indicates that even with all these policies much need to be done and researches that highlight loop holes that concern inefficiency inclusive education policies be considered a gap which this study will fill.

### **2.8.3 National Overview**

Government has enacted several policies and acts that seek to fulfil its obligations and enable needs satisfaction. Policies that seek to have impact on the people should be mainly subjective to benefit every citizen through putting so much consideration on the less privileged groups such as low-income earners; Zvobgo, 1994. Education provision by government is slated under distributive policy class. Distributive policies involve allocation of services or benefits to particular segments of the population individuals, groups, corporations, and communities. Distributive policies typically involve using public funds to assist particular groups or communities (Anderson, 2003). However the role of government in present day set up has been that of a facilitator giving autonomy to the private sector hence fulfilling its mandate through other channels.

Education in particular to those at Danhiko projects which is a sub-section of Epworth, Mabvuku, Tafara (EPMAFARA) district have been affected mainly by the inclusive education policies and acts set up by government in concept and practice. A Mutumbuka

(1983) note that, post-independence educational programs were very effective in educating Zimbabwe's every child for a short while. It faced major challenges such as lack of adequate funds and resources. Food shortages ultimately led to increase in child labor which defeated the purpose. The same man who had begun building this system began to tear it down because his government remained in power for too long and became corrupt. He introduced policies that were not of the best interest to Zimbabwe. He became more concerned with fighting for power than developing the country's system. The educational sector, along with other related sectors were one of the most affected. A system that had been built on high values ended up tumbling into pieces. The research therefore seeks to investigate some clauses in policies and acts that promote inclusive educational provision and fulfillment of education rights.

#### Inclusive education provision and rights under Zimbabwean constitution

Constitution of Zimbabwe is the supreme law of the land that states what the government and citizens should do. In this document of law, educational rights are encompassed. This is in recognition of international statutes which Zimbabwe is a signatory to majority of them like the UNDHR and ICESCR among others. Zimbabwe is also a member of United Nation Education Fund (UNICEF).

Zimbabwean constitution has been amended 20 times since its adoption in 1979 under the Lancaster House resolution that paved way for Zimbabwean independence. Amendment number 20 came up with a new constitution which was endorsed through a referendum vote of 2013. Pre amendment 20 documents have been widely believed by the majority of opposition parties such as Movement for Democratic Change (MDC) as a tool in which Zanu PF used to violate human rights. Some members of Zanu PF saw the constitution as puppet document which is the reason why it was amended many times. This, therefore, becomes a

prerogative to this research in analysing the impact of policies that were crafted under this constitution as they are a by-product of it.

Adoption of amendment number 20 (Zimbabwean new constitution) of 2013, addressed much on human rights as a pillar to creation of a balanced society through the expansion of Bill of rights according to Masuka (2014, 30). Masuka (2014) goes on to say that the expanded bill of rights incorporated social rights which included education, health, and social welfare that were previously ignored. This led to the creation of Zimbabwe Human Rights Commission an independent commission on human rights. This was to keep the government accountable on issues that concerned individual and group rights.

Inclusive education has remained a complex issue. As the Zimbabwean constitution seeks to promote inclusive education provision for groups and individuals, it has made it a prerogative measure to encompass educational rights in the supreme document. As have been mentioned earlier that, this is in fulfilment of international conventions and treaties in which Zimbabwe is a signatory party state.

The 2013 constitution states that the government, all institutions and agency of government must take reasonable legislative measures to enable every person to have access to quality education irregardless of gender, race, class, religion and “ability”. This is in line with article 25 of the universal human rights which provides that educational rights should be made available to everyone. This, therefore, strengthens accessibility of education for all to all through policy formulation. Gatora (2013), further define education as a basic human right, which must be accorded to all regardless of gender, color, religion and any other discriminatory tools. It can, therefore, be observed that the new constitution guarantees the provision of inclusive education as a right and this research seeks to analyze if this has been implemented fully.

## **2.9 Government and Inclusive Education Delivery**

The Zimbabwean inclusive education issues have led to several misconceptions on what role the government should play and other actors that need to be involved (Watter, 2011). Education has been used as a plumb line to measure the key areas that affect human security (Wolton, 2006). Muderere (2011) observes that global concepts that come in form of norms, values and principles which include sustainable development, human rights, good governance and democracy are to inform local practices and this is through the government. According to the Zanu Pf election Manifesto of 2013, its government (led by Zanu PF) identifies education as a critical pillar of the indigenization and economic empowerment agenda. “This is only through Zanu PF’s policy of education for all,” reads the manifesto. This ideology concurs with the Zimbabwe Agenda for Sustainable Socio-Economic Transformation of 2014 which seek to reduce the illiteracy rate of 15% by 2020 to achieve 0%. As stated through the social contract theory, the government is obliged to provide inclusive education and fulfil this right to education need of the general citizens. Therefore this research will help look at the government action plan and referring also to the policies as part of governance.

Government response to promotion of this right to education has raised concern for research as dropouts and cases of discrimination are rising. This came during a time when the government had no alternative solution and left a thousand of children out of schools and exposing many to abject poverty (Human Rights Watch, 2006). Castells (1977) point that discrimination crisis, inclusion crisis and dropouts do not derive from poor school system management but rather from government’s reluctant to support its policy of inclusive education. Despite global recognition of the importance of education as a human right, it is estimated that over one billion children in Zimbabwe does not have direct access to proper education either as a result of gender or ability or poverty, according to United Nations High Commissioner for Human Rights. Inclusion is a humanitarian issue henceforth it may be

futile to discuss issues of inclusive education leaving out the feelings, emotions and beliefs at the occupants of the education. Misappropriate handling of this right to education may consciously or sub-consciously temper with all other rights related to it in the process of governance. Therefore it will be a point to consider when looking at the challenges faced by the government and its efforts to work towards provision of inclusive education taking into consideration funds set for educational programs.

## **2.10 ROLE OF THE PRIVATE SECTOR.**

### **2.10.1 Public-Private Partners**

Due to economic decline in the start of the millennium, the government has adopted a role of facilitator rather than the sole provider in the inclusive education process. This is due to lack financial and material resources that have been triggered by straining of relationships between government and its major partners such as Britain and United States of America (Bhebhe, 1999). Lack of resources has led to failure in implementing the inclusive education policy of 1890 and leading to massive school dropout in rural area and high density suburbs by 2012 according to the MDC-T 2013 manifesto. The government has resorted to private partnerships (PPs) through use of churches, community based organization and non-governmental organization and their influence has also been felt at Danhiko projects. These newly established partners have found their place in supporting the role of government to provide education as fundamental human right. PPs in education, therefore, indicate an adjustment in the role of the government from a provider of education to an enabler. However, concern has been raised as these partners are now seen as exploiting the opportunities for capitalization rather than catering for social welfare and this call for concern hence forming an axis for this research. Graham, 2013, notes that volumes of private schools are now offering education to make profits

## **2.11 Summary**

This review of literature has justified what the quality inclusive education provision situation is like in Zimbabwe with a number of challenges that were faced in the past and their remedies. This has mapped on the approach to look at gaps that were left in the study of educational provision which has resulted to high backlog. An understanding of inclusive education has been mainly discussed in the international and local context so as to have a broad idea as quality education provision is an international issue that is based on human rights (educational rights). This study will look at some new policies that were adopted as this is a field that has not yet been looked at. There has been also the gap that many researchers left in the study of inclusive education in relation to private actors. Researchers looked mainly at government agencies and failed to address the role which other private players play in provision of inclusive education. Chapter 3 of this study will look on research methodology and how data is going to be collected in the field.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents research methodology which will encompass research design, location of study, target population, sampling, data collection, data analysis methods, feasibility of the study, limitations to the study and ethical considerations.

#### **3.1 Research Design**

Research design encompasses the methods and procedures employed to conduct research (Angel and Scutts, 2009). The study made use of case study research design to get an in-depth understanding of issues concerning inclusive education at Danhiko. Case studies offer descriptive, exploratory and explanatory approach though this study was biased mainly on the exploratory aspect as the research sought to evaluate the inclusive education policy in Zimbabwe. The goal of using a case study was to provide results that approximate reality and are judged to be trustworthy and reasonable in the provision of inclusive education at Danhiko.

Core to this research was qualitative research paradigm which informed the researcher on choosing a case study as the research design. Case study as a design, made use of in-depth interviews, questionnaires, observations and document review. This helped to gain social insight of the inclusive education provision indicators. Quantitative research paradigm was also used to complement and support qualitative paradigm findings. This approach enhanced triangulation of data obtained from the field. The two research paradigms furthermore, were essential in providing deductive and inductive approaches to case data analysis that helps one



to gain insight into the social environment which is under study (Marshall and Rossman, 2011).

### **3.2 Research Instruments**

Research instruments are tools that are used to collect data. This study focused on in depth interviews, questionnaires and observations hence to collect data concerning inclusive education in Zimbabwe at Danhiko; questionnaires and interview guides were used to collect data.

#### **3.2.1 Interview Guides**

According to Collins and Hussey (2008) interviewing is a method of collecting data in which selected participants are asked questions to find out what they feel, do or think. The interview guide allowed respondents at Danhiko to give their views in a manner that respond to the objectives of the study. Open ended questions were used to allow respondents to express their opinions and ideas on their situation and also probing for clarification. Face to face interview helped the researcher to notice non-verbal cues of the participants.

#### **3.2.2 Questionnaire Form**

It is a research instrument containing series of questions and prompts for the purpose of sourcing data from the participants. Questionnaires are documents normally distributed by the researcher to be filled by the respondents to seek either factual information or to determine opinions, attitudes and interests of the respondents they allowed for data consistency. Questionnaires were used to acquire information from key informants. Questionnaires helped in collecting quantifiable data pertaining inclusive education at Danhiko.

#### **3.2.3 Observation**

It improved result validity since the researcher would capture the finer details of the phenomena such as feelings, culture and inclusion practice that surround inclusive education at Danhiko. The researcher took this as an opportunity to conduct observations in order to

form research questions. Using an observation as a data collection method had advantages that include sourcing first-hand information and the researcher was able to observe situations in their natural settings.

### **3.2.4 Document research**

Use of already obtainable literature helped to understand procedures and steps that have been tried in the provision of inclusive education and also to identify areas of research by other scholars who contribute in the housing field. Hence documents formulated the brainstorming foundation for this research. These documents included research work by other scholars, policies, political parties' manifestos and newspapers. In regard to use of documents in obtaining data; qualitative and quantitative research paradigms will be used to sync the correspondence of the two in this study.

### **3.3 Target Population**

According to Wallimam (2011), population in research refers to a collective term used to describe the total quantity of cases of the type which are the subject of the study. The target population is a set of elements larger than or different from population sampled and to which the researcher will like to generalize findings. Danhiko School has an estimate population of 300 pupils, 21 teacher, and 7 management team staff. The study targeted 50 participants that are at Danhiko hence 15 respondents were chosen to represent the total population. The statistics were provided by Danhiko Projects. The study targeted also EPMAFARA District (education), the responsible authority of Danhiko Projects and 2 private partners as key informants to this study.

### **3.4 Sample and Sampling Techniques**

#### **3.4.1 Sample**

The researcher identified Danhiko School purposively to be the research case study. Sampling involved the selection of a population that generalizes the whole population of Danhiko School. According to Sinch, (2000) sampling is a process which involves the selection of a given number of people from a defined population or representative of that population. A sample is part of the population concerned. This sample was drawn from the target population of 40 participants and in this regard the representative sample which was 15 respondents.

#### **3.4.1 Sampling technique**

Sampling can be defined as the selection of a fraction of the total amount of units of interest to decision makers to draw a general conclusion about the entire body of units. The common types of sampling technique are probability and non-probability which were both used for this study and specifically; random sampling, stratified sampling and convenient sampling.

Random sampling was employed in the selection of the respondents. Random sampling was adopted working collaboratively with stratified sampling. Stratified sampling was used to cover different parts of the area; with three stratus being adopted. Random sampling reduced risks of bias consciously and sub-consciously. According to Silverman (2010) simple random sampling entails that all the possible participants has an equal chance of being selected. The researcher chose 15 participants randomly from the 40 participants targeted by the researcher. They responded to in depth interviews that were pre-planned.

The researcher used convenient sampling to choose participants to respond to questionnaires with authorities (key informants) involved directly in inclusive education provision at Danhiko. Convenient sampling was the best method because the researcher had to choose from the already existing public and private institutions. These include Ministry of Education

represented by the EPMAFARA District; CBZ Bank, Schweppes Zimbabwe and Bata Zimbabwe.

### **3.5 Procedures for Collecting Data**

Procedures to collect data through questionnaires and interviews will draw different approaches as the participants targeted that are pupils, teaching and none teaching staff and key informants. The researcher first conducted a pilot research to validate the feasibility in the use of research instruments. Pre-research data collection targeted casual individuals but with the knowledge of inclusive education provision in EPMAFARA District. Interviews were done with pupils and questionnaires were given to key informants. This pilot project reflected on challenges that were likely to be faced such as time taken to interview participants, communication as language in use is concerned and if the questions are addressing research objectives. In the final (actual) research the researcher first observed the area of study where pictures were taken and then conduct interviews with the participants. Interviews took 10 minutes per each participant. After the interviews the researcher conducted another observation practice to align what he had observed. The researcher then distributed questionnaires to various key informants. Key informants were to be asked to respond (answer) within a period of 7 working days. Documents that impact inclusive education provision were collected also from responsible authorities

### **3.6 Presentation and Analysis**

Content analysis was used further as it is a procedure for the categorization of verbal and behavioral data, for purpose of classification, summarization and tabulation. The researcher analyzed data using themes, that is, similar data will put under similar themes. Thematic analysis focused on identifying and describing implicit and explicit ideas within the data (Dey, 1993 in Teddlie 2010). The data analysis was done manually. The findings were presented in a narrative form. Tables and graphs were used also to present and summarize

some of the findings. The acquired data will be presented further in pictorial format. This approach of data analysis and presentation helped to understand the qualitative and quantitative research approaches that were adopted as the guiding paradigms hence allowing the triangulation of data.

### **3.7 Ethical considerations**

Ethics are a set of moral principles or norms that are used to guide moral choices of behavior and relationships with others (Gray, 2005 in Neuman, 2007). The researcher ensured informed consent of the participants through the signing of informed consent form by the respondents (refer to appendix 1). The principle of confidentiality was upheld by the researcher throughout and participants were ensured. The aim of the study was explained to participants and they were informed about voluntary participation and the right to terminate their participation without fear of being victimized. The researcher ensured that data collected reflected real situation on ground, hence objectiveness and honest was ensured by the researcher.

### **3.8 Summary**

This chapter presented the methodology of the study, target population, the sample and sampling techniques, research instruments, procedures of collecting data and ethical consideration. The next chapter will present data presentation, analysis and discussion of research findings

## **CHAPTER IV**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

This chapter will focus on data presentation, analysis and discussion of the findings. It relates to the literature in chapter 2, including the theoretical framework. The data presented in this chapter was collected using in-depth interviews guides to Danhiko Secondary students, observation method and questionnaire forms for key informants operating at Danhiko Projects. This chapter seeks to assess the impact of policies that support inclusive education, challenges which the government face in provision of education as a fundamental human right and the role of private partners in the process of inclusive education provision.

#### **4.1 Data Presentation**

The findings are presented in a narrative form. Tables and graphs will be used to present and summarize some of the findings from the interviews and questionnaires distributed to key informants. The acquired data from observations will be presented further in pictorial format. In presenting the data, the researcher will focus mainly in getting results for the key objectives.

#### **4.2 Response Rate**

The research targeted a sample population (respondents) of 15. The response rate was 100% with male respondents being 67% (10) and 33% (5) was of female respondents. The research also targeted one government institution (ministry of education represented by EPMAFARA), two private partners, students and staff of the Danhiko Projects. The researches could not reach to one private partner due to time constraints which reduced the response rate of key informants to 80%.

**Table 1: Percentage of Response Rate**

Participants	Expected Respondents	Total Number of Respondents	Response %
Pupils (interviews)	15	15	100%
Key Informants (questionnaires)	5	4	80%

### **4.3 Demographic Characteristics of Respondents**

#### **4.3.1 Gender, Form and Age of Respondents**

Out of 15 respondents who participated, 9 were boys and 6 were girls. The age range of participants was from 14 to 19 years, 2 of the respondents were form 2, 3 form ones and the rest were form threes. Of the 15 pupils 3 had hearing impairment, the research was assisted by their teacher, five were disabled with 1 out of these 5 had a double disability, that is having the physical disability and cerebral palsy. The research could not reach to form fours as there were not available at school when the research was carried out.

#### **4.3.2 Educational Background of key informants**

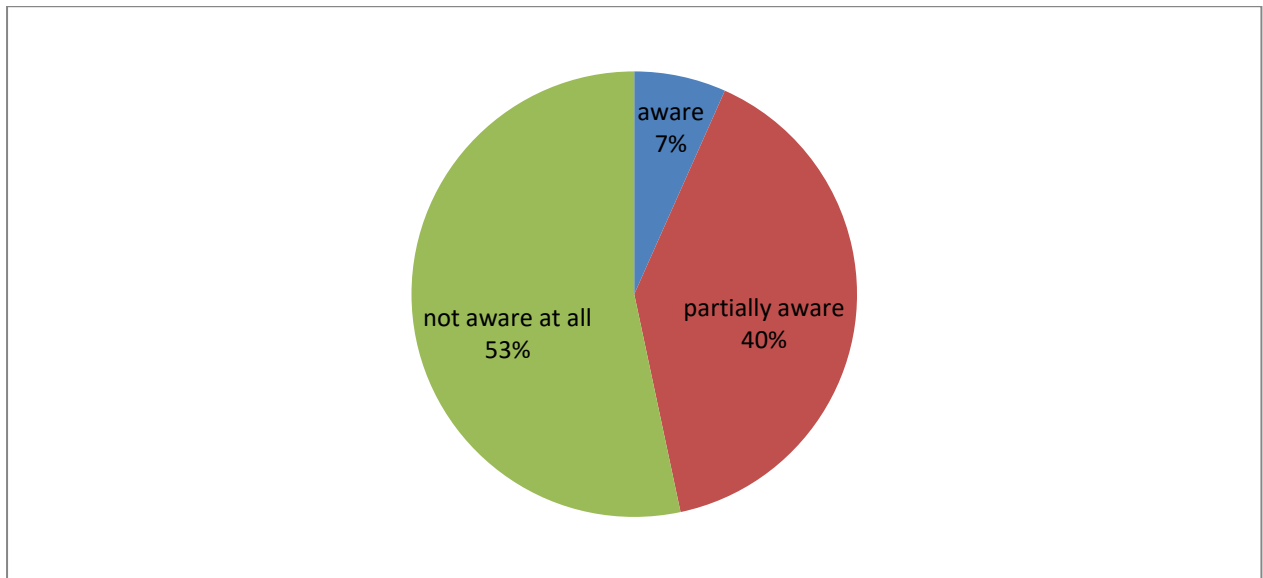
Out of the total of 4 respondents 2 attained tertiary education with degrees on special needs education, 1 attained higher education with a diploma, and the other one had a master's degree. Education of a respondent influenced their understanding of issues of inclusive education provision in Zimbabwe and at Danhiko to be specific. This also had impact on their policy literacy.

#### 4.4 Research findings

##### 4.4.1 Policy awareness on students

From the 15 student only 6 proved be partially aware of the inclusive education policy, one proved to be much aware of the policy and the rest were not even are of the policy. The below chart will further shows the policy awareness on interviewed students

**Fig 1: Policy awareness chart of pupils**

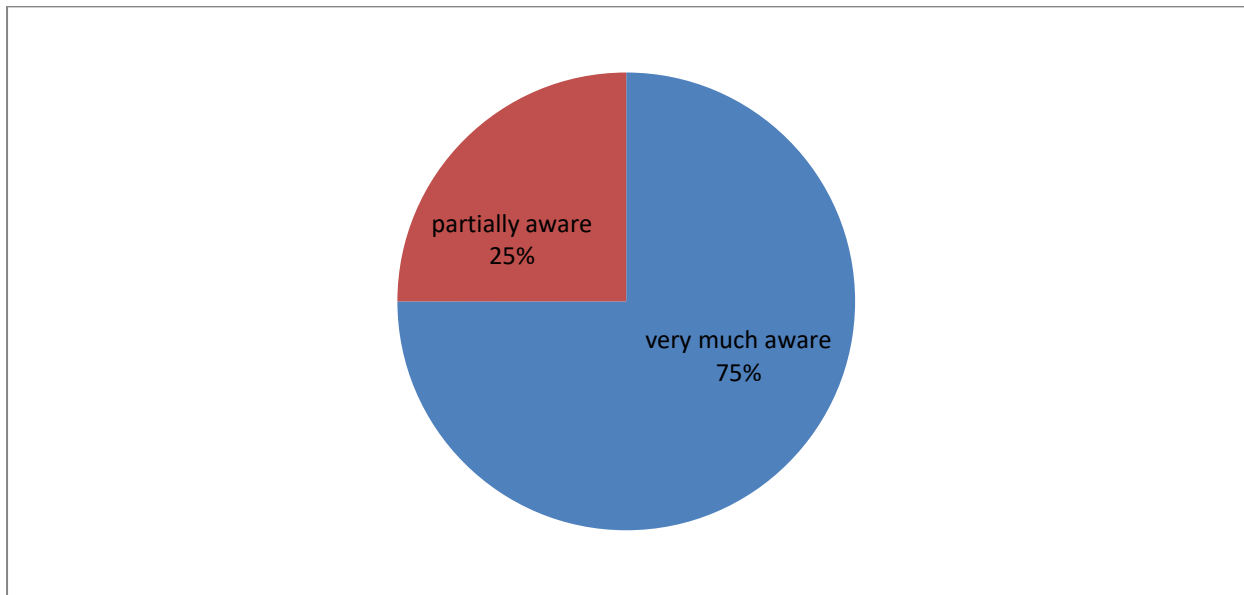


##### 4.4.2 Policy awareness on key informants

Of the 4 respondents three proved to be very aware of the inclusive education policy and one was partially aware



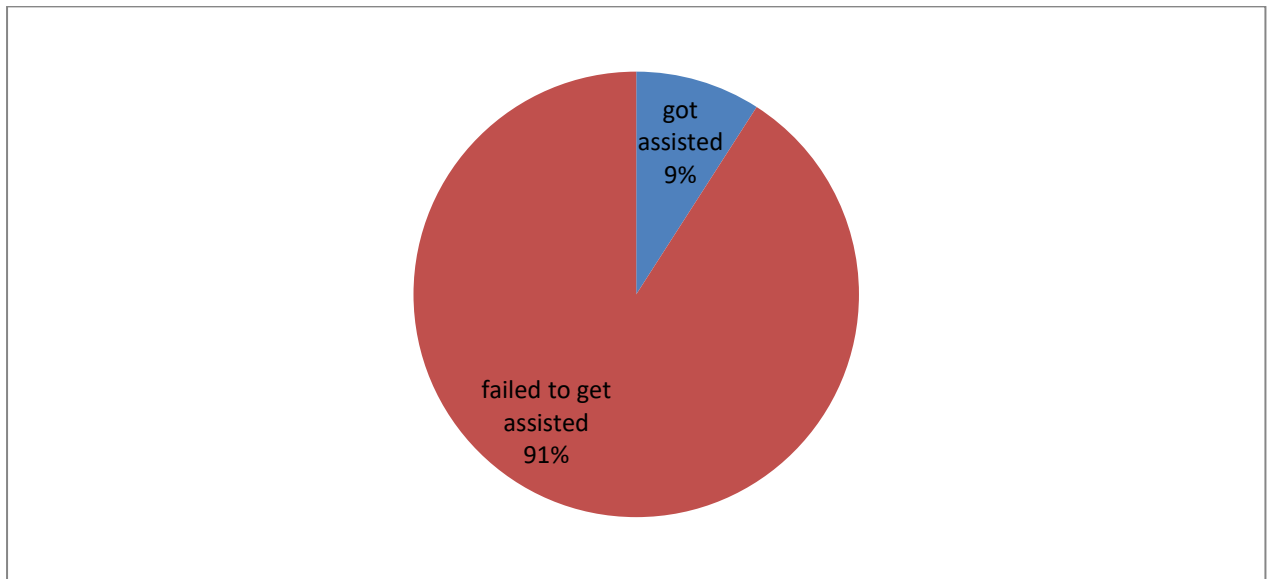
**Fig 2: Policy awareness chart of key informants**



Of the 15 students 11 of them come from low income earners families, and all of them once tried to have educational support from the government entities such as BEAM, however one out of all was direct assisted by the programme as he is an orphan.

Research findings have shown that the educational assistance from government through entities such as BEAM and private partner entities such Capernaum Trust is criteria based, that is, for one to be assisted he/she had to meet their required standards. For example, the assistance form Capernaum Trust is based on merit. Thus findings form the research have shown in practical that little, got assistance basing on ability but rather on socially background and merit leaving out questions such as; How far is the country in reached where it supposed to be in terms of inclusive education if the above criterions are still in place? Is education for all achievable with the caliber of partners that the country has?

**Fig 3: The assistance chart**



#### **4.5 Discussion and Analysis of Findings**

##### **4.5.1 Policies and Acts Enacted By the Government in Providing Inclusive Education**

The number of respondents that are informed of the policies and acts that govern inclusive education provision has proven to be very low. The respondents that had knowledge of some inclusive education policies indicated incapacity to interpret these policies. This indicated that stakeholders' (students and staff) capacity to distinguish the role of government in the provision of inclusive education is below acceptable levels. Some of these policies are Education for All (EFA), Education Act of 1996, the Disabled Persons Act of 1996, the Nziramasanga Policy of 1999 and different ministry circulars on inclusive education, however, not all the above mentioned directly impact on inclusive education provision

Knowledge of policies helps in the realization of government social responsibility towards its citizens. Muderere (2011) stated that educational rights are legal privileges for man. This therefore supports that through the social contract between the government and citizens, the theory indicate responsibilities of the government towards its citizens and should uphold its obligations. The government is obligated to respect, promote, protect and fulfill citizens'

fundamental needs such as education for all. UNICEF study indicated that educational rights should be governments' priority which the government as an elected body of members that is responsible for people's welfare should uphold. Citizens are also obligated to respect the rules and regulations set by the government in form of policies and acts; all guided by the national constitution.

Referring to the policy awareness chart, 53% of the respondents were not aware of the policies that guide inclusive education provision. This indicated government's inaction to educate citizens of these policies. One respondent pointed that; *"Mitemoyandinozivahapananekutihapanadzidzisoyatakambowanawomaereranonayo"*. (I do not have any knowledge of policies because I did not receive any education on them). Policy illiteracy rate can be seen as high. The government's failure to impart policy knowledge to citizens has indicated also its failure to educate the citizens on the role it plays in inclusive education provision and also on other players that legally approved. It is, therefore, against such background that the citizens cannot take the government and its institutions to task. This, therefore, has managed to acknowledge the gap that lack of policy education has incapacitated the role of effective government intervention. According to the research findings, a number of factors have hindered the smooth implementation of the inclusive education policy, which is corruption, financial constraints, and politicization of national blueprints and policy frameworks

EFA was adopted in several year back and brought about a new dimension in the provision of inclusive education. In 1999 (the Nziramasanga Policy) a new policy was authorized in force with a vision to build a nation with sustainable inclusive education. The policy is based on the promotion of inclusive education development strategies to assist the disabled, the poor and those who were socially excluded before (GoZ, 1999). The elements of this policy

encourage participation of private partners in inclusive education provision. The inclusion of private partners was in a bid to reduce inclusive education backlog.

The research findings have indicated that, EFA and other related policies and act have failed to development inclusivity on Zimbabwean education system and provide framework for inclusive education delivery. Ibem (2010) indicated the effectiveness of policies as prime to service delivery. In the EFA document; it is stated that everyone has right to education, which is a complement to the national constitution. The Government has failed to educate people on these vital policies and this has led to poor inclusive education provision. One respondent pointed that: “*Mitemo yavo haisikusevenza kwatiri*” (Their laws are not working for us). This is a clear indication that citizens are not incorporated in the process of policy formulation and implementation as they are refusing ownership to these laws.

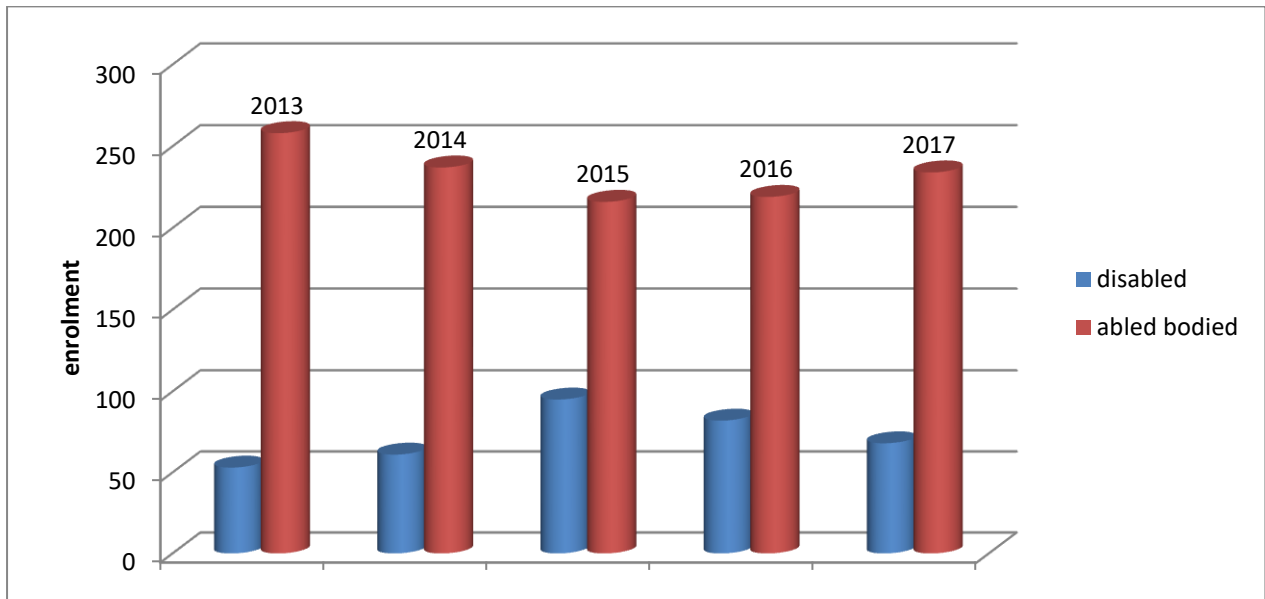
EFA, has not only become a policy document from being a political party (ZANU PF) document but has been viewed as a transformative document that had to impact on inclusive education provision also. ZANU PF has politicized and monopolized the initiative that has seen it to be at core discussion on its events. This has created partisan politics in national initiatives as parties seek political leverage. Politicization has also impacted on delivery of inclusive education in the past which is an area under scrutiny by many scholars in the implementation process. At Danhiko, those who got assisted are children of war vets and relatives of political gladiators.

#### **4.6 The State of Danhiko Projects in Relation to Inclusive Education Delivery**

Since the inaugural of Danhiko Project in 1982 up to present, the progression rate is very slow, the enrolment is revolving around the same figures of about 300 to 320 student, and this is due to slow in development of the project in terms of infrastructure. The wheelchair pavements that were constructed at the inception of the project are the ones that are still in

place and no revamps had been done so far. This is because the projects survive on the levies from students and funds from donors. With atmosphere of the environment, a lot of ancillary workers are required, hence all funds goes towards paying ancillary workers. Out of 21 teachers, only 3 had special education qualifications, this then shows that the institution talks of inclusivity maybe only by combining students of different abilities only. The toilet facility again does not cater for disabled students, especially the wheelchair users. An insider source has indicated that corruption is causing stranded growth of the institution as donor funds are pocket for personal use, the source pointed that, *"mari dzinouya kubva kumadonor asi vanodzishandisa zvavanoda havo, anoedza kusimudza musoro anotyityidzirwa nezita raamai"*( funds from donors are pocketed for personal use, those who demand for clarity get silenced using the patron's name). However, with the help of the first lady of Zimbabwe, the projects has outshone in sporting activities of disabled students through hosting Danhiko Paralympics games annually. Around two thousand disabled students within Zimbabwe and beyond the borders participated every year. In terms of integrating students of different abilities, Danhiko has proved its capacity beyond anyone's doubt; the issue is on inclusive education delivery basing on its state. The institution hurriedly adopted and tried to implement the inclusive education policy without adequate and proper facilities or as an act of faith. However, credit should be given to the institution as it is the only one in the whole district of EPMAFARA offering inclusive education. The research has shown that the institution is far from reaching what is expected as a result of financial constraints and corruption and it will be discussed below.

**Fig: 4 Enrolment chart**



#### **4.7 Challenges Faced By the Government in Providing Inclusive Education**

##### **4.7.1 Policy Inconsistence**

The government has faced a challenge in policy consistence. Inclusive education related policies have failed to complement each other decisively. The government has failed to align policies that impact on inclusive education provision which is key to strategic co-ordination of implementation. Research has shown that there is need to the coordinate policies by aligning different inclusive education policies to the national constitution

##### **4.7.2 Financial**

Financial constraints have equally affected inclusive education of in Zimbabwe especially pupils at Danhiko. The government has faced financial constraints since the start of the millennium which has affected mobilization of human capital and other material resources that lead to inclusive education development. One respondent said that; there is need for funding to implement inclusive education successfully.

The financial resource is at the core for every projects success as indicated by 60 % (9) of the respondents which shows the importance of financial resources in the inclusive education

delivery. Another respondent suggested that; “*Hurumende ngaipe weeducation mari, ivo vapihwa wovoonawo zvikoro zvakaita sechino kunyanya*” (Government should give the ministry of education financial resources and then the ministry supports institutions such as this one).

**Fig 5: The researcher in the field**



Primary source: Researcher poses for the photo with research participants and other students

Danhiko has been greatly affected by underfunding, with the nature of its students a lot needs to be done with requires funds, which is revamping its pavement, having a state of art rehabilitation clinic, specialists on areas of teaching, health and physiology.

#### **4.8 Role of Private Partners in Enhancing Housing Delivery**

The role of private partners came in to complement efforts by government to provide inclusive education. Private partners such as CBZ has once been active at Danhiko, this is through donating wheelchairs, clutches, blankets and support few selected individuals. BEAM was only active in theory as the authorities were complaining of not receiving school fees of BEAM students for almost 3 years by the time this research was carried out. Some

private partners offer educational loans to families of low income earners; the researcher was very privileged to have information from the key informants that EduLoans is active at Danhiko though the time this research was carried it was not in place. It offered educational loans of any amount at 15 % interest per specified time. Below is a picture of a student who is under direct assistance from the CBZ.

**Fig: 6 Pupil under CBZ assistance**



Primary source: student at the institution

#### **4.9 Guiding Principles**

This research managed to note two classes of private partners that are directly connected to inclusive education provision. These are classified as nonprofit making partners and profit making partners. Both serve the same motion. However the guiding principles for the two are distinct. Profit making private partners considers inclusive education provision as a business opportunity which distinguish it from non-profit making partners that view education and inclusive education as a fundamental human right that should be provided to all. Colleges, churches, government entities such as BEAM are an example of inclusive education



provision initiative. They are controlled by the MoPSE hence basically some guidelines to their operations through the Education Acts.

Private Partners that focus on profit making have not been affected by government policies. There has been lack of coordination from this third part player in inclusive education provision as the government has failed to set guiding frameworks for them to operate considering social responsibility aspects. Responding to policy regulations that guide EFA operations; the research discovered that the organization was guided by its policies. Stating that; *“Organizational policies stamps to make sure that every citizen have a decent and quality education”*. Assistant to the Director of the Danhiko Projects indicated; *“There are no guidelines that govern the role of private partners but terms and conditions are set as to when and how they should assist, give off their loans and to who by the Project Authorities”*. Therefore, guiding principles that deal with housing provision from private partners need to be put into consideration as there are no provisions on how private partners are going to assist.

#### **4.10 Challenges faced by Private Partners in Provision of inclusive education**

Challenges faced by government are almost similar to those faced by private partners as there is a connection between operations of the two. Respondents noted that the role of the government have a huge bearing on the operation of private partners.

The private partners that are for profit making have failed to meet social responsibility goals. EFA has a vision to provide education for all. This is also indicated in the Nziramasanga policy also known as the Presidential Commission of Enquiry into Education (1999). The need to meet inclusive education demands has been staggered by profit making prospective. The issue has been worsened by the fees paid at the institution (Danhiko), which is \$760 per

term. A staff that is also a parent to the student at the institution complained of such a high fee. This informed the researcher that some private partners are using the situation to their advantage

#### **4.11 Summary**

The research findings have indicated that there is high consideration to the issues that promote educational rights and inclusive education delivery. The education sector can be viewed as encompassing individuals, private partners and the government. In the analysis above, indication of private partners taking a center stage in the provision of inclusive education has been noted with the government playing a facilitating role and also CSOs monitoring both actors to promote educational rights. The Chapter to follow will look at the research summary of the study, conclusions and recommendations to various stakeholders based on research findings.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter will present some major findings from the research, it will also indicate research conclusions based on findings and also recommendations to findings. Summary will highlight on the major area of focus guiding the study. Conclusions will be based on the findings and will help the research draw recommendations to this study.

#### **5.2 Summary**

The study sought to look evaluate inclusive education in Zimbabwe using Danhiko as a case study. This follows realization of major inclusive education backlog that had triggered human insecurity. The gap created as a result of exclusion has resulted in the lack of access to education for both children and adults with disabilities. Exclusion has also been viewed as a violation of educational rights and other related human rights in Zimbabwe. The inclusive education policy formulation process in Zimbabwe was hurried and highly centralized.

The literature review consisting of the conceptual and theoretical framework was based on the Social Contract Theory of T. Hobbes. Literature review was mainly focused on the 3 research objectives that formulated a guide to the study. The researcher identified each objective then relates it to the global, regional and national views of study taken by other scholars. Human rights concept in relation to inclusive education was also addressed which helped in the understanding of government's obligation to support social service provision. Lack of proper support from government of inclusive education has also been viewed as a driving factor to the violation of educational rights and other related human rights in Zimbabwe. This can be explained by Hobbes Social Contract that eludes the moral obligation

assumed by the government to its citizens of providing basic needs. However in this case it logical to argue that the Zimbabwean government has failed to uphold this obligation, by failing to provide inclusive education.

Chapter 3 of the study made use of the qualitative and quantitative paradigms of research which sought to find what the government is doing in the process of inclusive education delivery. For primary data collection, interviews were used and questionnaires were used to collect data from key informants with this data being corroborated by journals, newspapers, international publications and articles. 15 pupils and 4 key informants were chosen as respondents to the questionnaires. Questionnaires were distributed among project responsible authority, the school admin, and teaching staff, these acted as key informants to the study.

Chapter 4 presented, discussed and analyzed research findings that were obtained through interviews, questionnaires, observation and document research. Presentation of findings was done through the use of graphs and themes. Thus the acquired data was discussed with reference to literature review and theoretical framework. Theoretical framework for this chapter was important as it guided the approach to which the research problem was to be addressed.

Chapter 5 of this study summarized the whole study from chapter 1 to chapter 5 focusing on the layout of the study and giving description of findings and literature. The researcher further concluded the study making use of major research findings. Thus focuses of the conclusions were on the research objectives. Recommendations to different stakeholders were made in relation to the findings.

### **5.3 Constraints**

□ The researcher faced challenges during data collection as some key informants such as those of Danhiko responsible authority were restrictive in the information they were

providing. There was lack of adequate cooperation that could have helped in the research such as series of government direct support statistics to reduce inclusion backlog.

□ The researcher also faced a challenge to find private partners active at Danhiko as most of them were not well organized. However this was countered as the researcher had adopted convenient sampling technique for key informants who offered diversity in choice.

□ The researcher also failed to get access of national budget for document research on education budget. This was for discussion on the fiscal amount allocated for inclusive education support.

#### **5.4 Conclusion**

Research conclusion will focus mainly on reflecting the findings and how they have helped in addressing research objectives. Overallly the study found that educational provision is now strategically distributed among private partners. The government has failed to provide inclusive education as a fundamental human right and also on social responsibility grounds. Its role has shifted from being a provider to a facilitator through formulating policies that accommodate other players to get involved. Following conclusions will, therefore, be directly targeting research objectives and possible answers to the problem under study

#### **5.5 Policies and Acts Enacted By Government**

The research realized that there is need to study the contemporary influential policies that affect inclusive education provision at national and local level. The study furthermore went on to look at stakeholder's (students and staff) knowledge of policies that affect inclusive education provision at Danhiko and the country at large. This is after the realization that the stakeholders can only take the government to task after gaining knowledge of these policies as they can monitor government's policy implementation strategies

The research revealed the absence of citizen participation in EFA formulation. There is high policy illiteracy rate with 53% of the respondents failing to know a single policy. The Government has failed to incorporate citizens in policy formulation. This has undermined policy implementation. CSOs as watchdogs to policy formulation and implementation have offered civic education to students through workshops and dialogues. It can be argued that informed citizens can actively participate in policy implementation hence influencing success of policies. Policies that are grassroots oriented are ought to have public support unlike bureaucratic formulated policies. Therefore, it can be concluded that there is lack of citizen participation in policy development process.

The research findings also revealed politicization of policies which has affected policy implementation through partisan politics that hinders educational development. EFA, the Nziramasanga Commission of 1999 and other policies have been highly associated with ZANU-PF which has triggered instability among people of different political ideologies as to the motives behind implementing such policies. There has been also an indication that what political leaders say on rallies is adopted as a policy measure. This has affected the effectiveness of result based policies. Politicization of policies as said by some key informants hamper development and giving reference to the social contract theory, it's the first step of failure in a process to address social ills and create balance as there will be partisan politics. It can henceforth be concluded that politicization of national policies has staggered the smooth growth and the development of inclusive education in Zimbabwe. This notion leads us to an understanding that policies need to be autonomous from the direct party politics. However it can argued that party politics is influential to policy formulation as parties seek to implement their manifestos which are a guide to their rule.

Overally it can be concluded that lack of sustainable and coherent policies to inclusive education development issues has led to massive inclusion backlog that has left Zimbabwe

facing challenges in try to implement inclusive education. The research revealed there is incoherent of policies that have affected the relationship between institutions. Inconsistent policies have had spillover effects that have deeply affected the practice of private partners in their role as inclusive education supporters. Policies are also important in guiding other stakeholders that are active in the provision of inclusive education. Policies help us measure success and failures of the government. Concluding the study noted that there is policy inconsistency, which has distorted even institutional coordination.

### **5.6 Challenges Faced By Government in the Provision of Inclusive Education**

The research revealed that failure of inclusive education in Zimbabwe is mainly because of financial constraints. This has been due to poor revenue turnovers that add to the national budget. Investors have also deserted the country due to the economic sanctions. Investors have avoided to input into inclusive education programs also due to failure by actors to operate in a more transparent and accountable manner. It has been argued that the government often makes unrealistic budgets towards programmes such as that of EFA then fail to attract investors that can support financially. The study, therefore, would conclude that failure by the government to input needed resources into the education sector have affected inclusive education delivery. The study revealed that, corrupt officials have also stalled the success of inclusive education in Zimbabwe. The inclusive education provision by has been stained by corruption which has basically denied students from low income earning families to acquire education and hinders the development of inclusive education. The research reviewed that corruption has been perpetrated by political officials from different political parties that have influence in the government. Generally this has scared away foreign investors in participating in the inclusive education development. Challenges posed a strategic advantage in that respondents were able to input on what should be done to counter inclusive education development and delivery problems. Thus the issues of corruption of

those in control have become cancerous and stiff measures should be taken through active citizen participation. It is in this vein that CSOs have to come in as watchdogs so that there could be transparency and accountability in the process of governance. Therefore, it can be concluded that issues of corruption have deeply affected public trust towards the government and has caused institutions in the inclusive education delivery and development to underperform.

The study has noted that there is poor strategic coordination of institutions that are working towards inclusive education provision. It can be concluded that this has in turn created conflict of interest among actors. Inconsistence of policies as indicated earlier has greatly affected lack of coordination among institutions and private players. This has created a gulf between implementation and management of inclusive education programmes. Therefore, it can be noted that lack of effective coordination among players has created friction in the implementation process of policies.

### **5.7 Role of Private Partners in Enhancing Inclusive Education Delivery**

The world system through globalization is now designed in a manner that promotes inclusion of public private partners in all sectors of the economy. Therefore, after realization of the development that is increasingly achieved under the banner of private partnership, it was important to include them to this study as major player to consider. The research, therefore, seeks to make conclusions on how private partners have contributed to inclusive education provision.

The research revealed that private partners have taken the leading role in supporting inclusive education in Zimbabwe. It can be concluded that private partners have taken the role of funding and delivering inclusive education in Zimbabwe. This has increased inclusive education provision to all classes of the society as the government has been facing challenges



to carry out its legal obligation of delivering inclusive education. Students from low income earning families have gained a lot from private partners as they reach to all classes of the society hence bridging the gap between low income earners and middle income earners. Pooling of resources have made it easier for other services that come with inclusion such as wheelchairs, clutches, shoes and books provided by private partners.

The research discovered that private partners are not yet aware of their social responsibility especially for low income earning groups. Concluding on this finding, private partners still need to be conscientized that they have a role to play in upholding social responsibility not necessarily for profit making. Some private partners have seen this as a business opportunity failing to take into consideration the social responsibility that comes with it. This has been orchestrated by lack of guiding principle or policies that monitor their operations in the provision of inclusive education. Private partners have been closely linked to high ranked people who view opportunities in the education sector and wish to manipulate them for business opportunities.

Private partners have also been involved in some illicit deals that have affected their reputation in the provision of inclusive education. Out of the research findings it can be noted that private partners are now characterized by corrupt individual that are after self-enrichment.

## **5.8 Recommendations**

Following findings from the research, recommendations to different actors were made as follows:

### **5.8.1 To the Government**

- There is need to align inclusive education related policies to each other. Amalgamation of these policies is important to increase efficiency in implementation. The research noted that policies that are from different ministries are affecting inclusive education delivery.
  
- Pro-poor inclusive education policy should be drafted that have direct impact on the private partners as they are failing to uphold social responsibility principles. This is to curb unethical practices that have been experienced and failure to consider inclusive education provision as a social responsibility especially for disabled and low income earners.
  
- The government should also centralize inclusive education delivery services to Ministry of Education which will then monitor its smooth running. This will be coupled by offering financial support to the ministry.
  
- The government should have stiff penalties to corrupt officials, individuals and institutions engaged in unscrupulous use of inclusive education funds either from government itself or from donors and also private partners that do not follow policies of inclusive education that govern its smooth running.
  
- Government should depoliticize state institutions and policies to improve cooperation and investments.

### **5.8.2 To Private Partners**

- Private partners should create good professional relationships with the government through memorandum of understandings so that they can fully support inclusive education together.

There is need for private partners to put consideration students from low income earning communities in the process. This will help achieve education for all.

Private partners' especially inclusive education colleges should be registered with the responsible ministry or institution to validate their existence. This will help also in the process of monitoring their activities and come up of clear statistics of inclusive education in the country.

Private partners should have clear organizational policies that guide them to state transparent and in delivering inclusive education.

### **5.8.3 To Stakeholders/Students and Staff (Institutions)**

Citizens should get knowledge of policies that guide inclusive education provision so that they can take the government to task.

Students should enroll to registered institutions and should be able to enquire on the status of private partners (registered or not registered). .

Stakeholders should lobby more for educational rights promotion and protection. They should also offer civic education amongst themselves at community level.

### **5.8.4 To curriculum planners**

There is need to redesign the curriculum accommodating learners of different abilities and different backgrounds and blot out characters that reinforce stereotypes in the textbooks

There is need to work towards having different curriculums that affects students of different abilities in a different setup.

## **5.9 Areas for Further Research**

- There is need for further study on the impact of dynamism of economy in the process of inclusive education delivery. This has been an emerging issue during the research which respondents viewed as affecting inclusive education delivery process.
  
- There is also need for scholars to consider researching on the nexus between policy and institutional coordination impact on inclusive education provision.

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## **Appendix 1 CONSENT FORM**

My name is Ernest Mudzengerere studying for a Bachelor's of Education Honors Degree in History with Midlands State University. I intend to undertake a study on: **AN EVALUATION OF THE INCLUSIVE EDUCATION POLICY IN ZIMBABWE, A CASE STUDY OF DANHIKO SECONDARY SCHOOL IN EPMAFARA DISTRICT.**

You have been chosen to participate in this research as a respondent. Details of the research and researcher are given below.

### **Interview Details:**

The interview will take approximately 20 minutes and you are free to reject taking part in the interview at any time. Your responses as well as observations made in this interview will be used for the purposes of this study only and will not be released to anyone. The interview procedure involves me asking you questions and I will record your answers. You are free to seek clarification, expand your responses or ask questions. There are no risks or direct benefits associated with this study but your contributions will help build knowledge that will be used to shape future interventions.

Declaration of consent:

I.....  
..... Consent to take part in this research under the terms stated above. I have appended my signature below as a sign of willing to participate.

Interviewee`s

signature.....Date.....

Interviewer`s

signature

.....Date.....

## Appendix 2 INTERVIEW GUIDE FOR PUPILS

My name is Ernest Mudzengerere studying for a Bachelor's of Education Honors Degree in History with Midlands State University. I intend to undertake a study on: **AN EVALUATION OF THE INCLUSIVE EDUCATION POLICY IN ZIMBABWE, A CASE STUDY OF DANHIKO SECONDARY SCHOOL IN EMPAFARA DISTRICT.**

This research is submitted in partial fulfilment of the Honors Degree mentioned above. Your participation in this study is highly appreciated.

### SECTION A: Demographic Data

Gender of respondent: .....

Age of respondents .....

Form.....

Disability                      No { }                      Yes { }

If                      (yes)                      state                      the                      nature                      of  
disability.....

### Section B: Policies and Acts related Questions

1. Have you faced or are you facing any challenges in your day to day learning at an inclusive school such as this one (nature of challenges)?

2. Are you aware of policies enacted by government, acts and sections in the constitution that address inclusive education related issues?

i. If yes, can you tell me those you know?

3. Are the policies enacted by government beneficial or impacting on inclusive education?



**Section C: Challenges faced in Zimbabwe in delivering inclusive education.**

1. What support have you acquired from government to access education directly or indirectly?
2. Do you feel satisfied by the actions of the government in delivering inclusive education?
3. What are your expectations of the roles that the government should play in providing inclusive education?

**Section D: The role of private partners in enhancing inclusive education delivery in Zimbabwe**

1. Are you aware of the private partners (e.g. Capernaum Trust, BEAM, C etc.) operating in Zimbabwe and at Danhiko to be specific?
2. What role are they playing in the provision of inclusive education?
3. Is the school benefiting from the assistance offered by the private partners?

**4. Do you have any other comments to make?**

End of interview.

*Thank you for participating in this study*

**Appendix 3 QUESTIONNAIRE FORM FOR MANAGEMENT TEAM AND THE  
ADMIN (DANHIKO PROJECTS)**

My name is Ernest Mudzengerere studying for a Bachelor’s of Education Honors Degree in History with Midlands State University. I intend to undertake a study on: **AN EVALUATION OF THE INCLUSIVE EDUCATION POLICY IN ZIMBABWE, A CASE STUDY OF DANHIKO SECONDARY SCHOOL IN EPMAFARA DISTRICT.**

This research is submitted in partial fulfillment of the Honors Degree mentioned above. Your participation in this study is highly appreciated.

Position \_\_\_\_\_ of \_\_\_\_\_ Respondent

.....

Date:.....

1. Do you have any bye-laws for supporting inclusive education and how are they complementing Inclusive Education Policy and The National Constitution?

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2. To what extent does the government support pupil with different abilities at your institution in the process of acquiring education?

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4. What is causing inclusion backlog at Danhiko?

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i. What is the growth rate of direct support to student with disabilities in relation to enrolment growth? (Attach statistics if possible from 2011 to 2016).....

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5. What are the challenges faced by government in supporting inclusive education?

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6. What is being done to counter these challenges?

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7. What is the role of private partners in supporting inclusive education?

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8. Is there a general guideline that governs the role of private partners in supporting inclusion at your institution?

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9. What can be done to enhance the role of private partners in support of government initiatives?.....

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*Thank you for participating in this study.*



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3. Are your roles regulated by a policy to support inclusive education?

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4. What is the cause of government's challenge in provision of inclusive education?

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5. What is your view of the inclusive education backlog?

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6. To what extent have your operations supported the government in provision of inclusive education?

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Recommendations:.....

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Any Additional

Comments:.....

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*Thank you for participating in this study.*



