

An Exploration of Headteachers' Understanding and Implementation of Inclusive Education in Selected Schools of Southern Province: A Case of Kalomo and Zimba Districts

Mutinta Matambo*

Dmi St. Eugene University.

Abstract

This study examined strategies used by teachers to support pupils with Special Educational Needs (SEN) in mainstream primary classrooms in Gwembe District, along with the challenges faced and possible improvements. A qualitative approach was used to collect data from teachers and school administrators.

Findings showed that teachers use inclusive strategies such as differentiated instruction, scaffolding, and peer learning, though implementation varies due to differences in training and resources. Major challenges included large class sizes, limited resources, and lack of professional support.

The study concludes that while inclusive education is being practiced, its effectiveness is constrained by systemic barriers. Strengthening teacher training, collaboration, and adopting structured frameworks like RTI/MTSS and UDL can improve inclusive support.

Keywords: Inclusive Education, SEN, Teacher Strategies, Challenges, Zambia.

1. INTRODUCTION

Inclusive education is a thought process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This implies that every child has the right to a high-quality education that meets their specific needs. In other words, inclusion is the practice of teaching children with disabilities alongside students without impairments. It implies that every student will be included in mainstream education, regardless of their skills or shortcomings. It provides natural support to learners and their families, as well as a sense of stability and belonging. Continuity of inclusive relationship in school assists children in maintaining a positive sense of identity and knowledge of themselves, family and culture. Once disrupted, this inclusive relationship can be highly traumatizing to learners and in some cases, their families. This study explored the teacher's understanding and implementation of inclusive education in Southern Province with a bias to Kalomo and Zimba district.

Study Background

Inclusive education is a concept that has been defined and interpreted in various ways by different scholars, depending on the contexts and interests they examine. Inclusive education is greatly advanced from the Salamanca conference in Jomptian in the 1990s. Since Zambia ratified the agreements of Salamanca several strides in achieving education for all despite key obstacles of inclusion have been made asserts that over 20 years after the Salamanca Statement, inclusive education in much of sub-Saharan Africa remains legislated rather than systematically planned as the implementation proving to be ineffective. For example, Zambia

still awaits confirmation in order to make inclusive education a statement of aspiration rather than a tangible plan for action.

The United Nation has focused on Sustainable Development Goal (SDG) four (4) which states “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all c”. According to (United Nations ,2017 progress of SDG 4 in 2017 affirms that ‘achieving inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Asia for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas’ and many other less privileged communities.

However, it is for this reason that this study aims to explore how inclusive the education of learners facing various barriers that include environments, attitudes, policies, practices and resources that remain inadequate in inclusive pilot schools in Southern Province, Zambia. In this study, I reflect on the research context and within this framework, use the term *inclusive* education as it is the officially adopted term used within the Zambian context. The proposed topic is of keen interest to me, not only as an education practitioner but also due to my sustained commitment to creating opportunities for learners with Special Educational Needs and Disability (SEND). Over the past five years, I have actively engaged in this area through my role as trainer of trainers in inclusive education.

(Petrie,2015) argues that often children with SEND are not successful in terms of academic learning and are often excluded, and this is the case with children facing the barriers mentioned in the upper text. In terms of policy, exclusive education in Zambia has existed since 1966 as recorded in the educational reforms, a policy guide, and has remained unexplored yet practice has remained a challenge in most parts of the country (Zambia Inclusive Education Programme, 2015). The reason being that the Zambian government has depended on donor community in addressing issues concerning inclusive education since the time inclusive education was introduced in 2000. According to (Simui,2013), it is evident that as the Zambian government tried to improve the education system as an alternative for students facing inclusion barriers, it engaged donor support in promoting inclusive education. (National Policy on Disability, 2013) affirms that although the Zambian government reaffirms its commitment to provide quality education for all learners, the service provisions for specially to SEND is an immense task that requires networking with other stake holders. Currently government strives to provide support to students with SEND through grants given to school for equalization of education.

Despite the government gesture and lack of adequate resources, no follow ups are made to evaluate if planned policies have been implemented. It is worth noting that the government of Zambia through the Ministry of Education is committed to partner with Persons with Disabilities, Disabled Persons Organizations and other stake holders towards the realization of the rights of persons with disabilities as enshrined in the United Nations Convention on Rights of Persons with Disabilities in order to create an inclusive society (National Policy on Disability, 2013).

There are a number of reasons that can be noted as to why this has been the case. Research evidence shows that in 2015 undisclosed number of schools recorded exclusions from the general education system (United Nations, 2016) and t it was, mainly students with SEND who were affected as they were competing with other children for admission.

Other reasons cited for the exclusions in the Special Report of the human rights council according to (United Nations, 2016) are multiple barriers to accessing education on an equal basis with others, lack of accessible infrastructure, the unavailability of assistive devices and materials adapted for different types of disabilities to embrace inclusion. There are a few selected schools in Zambia that have been piloting inclusive education with support from the

Norwegian Disability Consortium through Community Based Rehabilitation (CBR) programme. CBR programme is a strategy within community development used for social inclusion, equalization of opportunities and poverty reduction. It is implemented through the combined efforts of people with disabilities, their families and communities, government, non-governmental organization, education and other services. However, there had not been a breakthrough in achieving accessible inclusive education, until 4 years ago when Community Based Rehabilitation (CBR) Support Programme begun piloting inclusive education in some selected schools in Zambia in partnership with the Ministry of Education (MOE) in Livingstone, Kazungula and Zimba district of Southern Province. The MOE dispenses all direct educational costs for children with SEND and provide bursaries for individuals at tertiary level (MOE, 1996).

From most human perspective, above strategies are attainable but the situation on the ground contradicts the policies, because in reality the government prefers the education for the able bodied to that of disabled children. Research evidence conducted shows that the Zambian government through Ministry of Education only funds special education an allocation of 5% regardless of the special needs of learners and related financial cost of such needs (Mainza, 2017), thus neglecting its policies, leading to failure in policy implementation and practice.

However, it is the experience of working with intellectually disabled children and other marginalized groups that has driven this study of investigating how inclusive education is understood and implemented especially among the pilot schools in Zambia. The policies are well written in support of learners with special needs yet the attitude towards implementing has segregated the learners. For example (MOE, 1996) argues that The Ministry of Education will ensure quality of educational opportunity of children with special educational needs, the ministry is committed to providing education of particularly good quality to pupils with special educational needs and will improve and strengthen the supervision and management of special education across the country' (MOE, 1996).

All children have the fundamental right to education; therefore, students facing different barriers to inclusion are not an exception. It is with this view that Zambia as a signatory to international conventions has emphasized the need to provide appropriate and quality education, realizing that the initial plan of inclusive schooling programme of 2000 had operational challenges ranging from inaccessible infrastructure, inadequate equipment, qualified special education teachers and financial support (MOE, 2016). Education Act (2012) reports that Zambia is among the countries that ratified the United Nations Convention on the Rights of Persons with Disabilities in the year 2010, in giving support to people with disabilities through the education policy of 1996. The MOE 10 backs the principle that "every individual has an equal right to education opportunity" (MOE, 1996). Therefore, failure by government to embrace policy and practice, the situation at hand can be described as futile as from the time the pronouncement of inclusive education was passed, schools hardly implemented inclusion for children. The study aims at finding out how teachers understand and implement inclusive the education to learners

Problem Statement

The conferences held in Jomptein and Darker all focused on a provision of education for all regardless of one status as education is perceived as an equalizer for all persons regardless. Zambia has ratified all the conversions that relate to provision of education for all and currently supports the same provision through the Policy document educating our Future (1996). The government has also come up with the 2017 inclusive education policy with several other subsidiary laws that relate to practical and sustainable ways of managing inclusion in schools and society. The government has made several grant allocation

percentages to monies that are given to public schools at the rate ranging from 5% to 20% in categories provided. The curriculum for the teacher training college has all been made to have a section dealing with inclusive education under the educational management component. Schools have also received certain equipment that encourages presence, participation and achievement in schools. These materials could be targeting disabled learners, pregnant girls, feeding programs and things like cloths, books, shoes, bags.

In 2022, the newly elected government introduced free education (education for all) in which no child was to pay school fees which the previous government had also reduced to K200.00 across the board for day schools and k1200.00 for boarding schools, all to attain inclusion. The free education policy in turn enhanced return to school for girls that became pregnant while still learning. Several organizations like Dreams under the umbrella of USAID, NGOCC, FAWEZA have also come on board to support especially, girl child education which equalized the numbers of girls and boys in school.

Besides all these policy guides and initiatives done by government there still seems to be a vacuum as many learners still have to survive in schools whose environment is unfriendly to them. For instance, most schools have poor walk ways of rumps that make mobility a challenge for learners with physical disabilities. Some learners learn in environment with poor attitudes, poor teaching methodologies, lack of initiative to manipulate available resources and many other activities that would enhance presence, participation and achievement in schools.

It is against this background of the problem statement that this study will endeavour to explore teachers understanding and implementation of inclusive education in Southern Province with a bias to Kalomo and Zimba district because of the piloting and implementation of inclusive education. Significance of Study

It is envisioned that the information that is generated by this study in inclusive development would provide awareness that would inform teachers and the community on the best practices to inclusiveness development. This information might be valuable to teachers as they interact with learners, environment, policies, practices and resources that are inclusive in nature in a manner that is supportive for the learners to present, participate and achieve in school. It is also hoped that the findings would help develop a body of knowledge to which teachers, the community and policy makers could refer to in developing effective and efficient intervention programs that are sensitive to the unique needs of the included learners regardless. Guidance teachers would benefit by accessing and recognizing included learners and developing meaningful programs for them to acquire knowledge, skills values and abilities making all learners included.

Main Objective

The main objective of this study was to explore teacher's knowledge and implementation of inclusive education in Kalomo and Zimba district.

1.5. Specific Objectives

1. To investigate teachers' knowledge of inclusive education in Kalomo and Zimba District?
2. To find out how teachers implement inclusive education in Kalomo and Zimba District?
3. To explore professional services to include children in Kalomo and Zimba District?

Research Questions

1. What is the level of teacher's knowledge and understanding of inclusive education in Kalomo and Zimba Districts?
2. How do teachers implement inclusive education practices in schools in the two districts?
3. What professional support is available to facilitate the inclusion of children in schools in Kalomo and Zimba Districts?

2. LITERATURE REVIEW

Prevalence of Disability in Zambia

Disability prevalence varies globally due to differences in definitions and data collection methods. In Zambia, the 2010 census estimated that about 2.7% of the population lives with disabilities, though actual figures may be higher due to underreporting and methodological limitations. The World Health Organization estimates that disability rates could range between 10–20% of the population.

Despite these figures, access to inclusive education remains limited. Many learners with disabilities are excluded due to lack of infrastructure, inadequate data systems, and limited prioritization of inclusive education. This suggests that although policies exist, practical implementation remains a challenge. Disability prevalence highlights the need for stronger systems to support inclusion in schools.

SEND and Inclusion

Inclusive education refers to the process of addressing diverse learner needs by increasing participation and reducing exclusion. It is guided by international frameworks such as the Salamanca Statement (1994) and the United Nations conventions on education and disability. In Zambia, SEND (Special Educational Needs and Disabilities) refers to learners who require additional support due to learning difficulties or impairments. Inclusion involves integrating such learners into mainstream classrooms while adapting teaching methods to meet their needs.

However, there is no universal definition of inclusion, and interpretations vary across contexts. In Zambia, inclusion is often limited to physical placement of learners in classrooms rather than full participation. Negative societal attitudes and cultural beliefs also influence perceptions of disability, often viewing it as a social stigma.

The social model of disability emphasizes that barriers in society—not the individual—limit participation. Therefore, removing environmental, social, and institutional barriers is key to achieving inclusive education.

Intellectual Disabilities

Learners with intellectual disabilities face significant challenges in academic learning, problem-solving, and daily functioning. These learners often require specialized teaching approaches and additional support.

Research shows that children with intellectual disabilities are among the most excluded from mainstream education due to lack of resources, trained teachers, and appropriate learning materials. In many cases, their needs are not adequately addressed, leading to poor academic outcomes.

Although policies suggest that such learners should be accommodated in mainstream schools, implementation remains weak. Some learners require adapted curricula or individualized support, but these provisions are often lacking.

Inclusion of learners with intellectual disabilities requires coordinated efforts, including teacher training, curriculum adaptation, and supportive learning environments.

Inclusive Education in Zambia

Inclusive education in Zambia has evolved over time, influenced by global initiatives such as Education for All and Sustainable Development Goal 4. The government has made efforts to promote inclusion through policies and collaboration with stakeholders.

Despite these efforts, there remains a gap between policy and practice. While inclusive education is widely supported in principle, implementation is inconsistent due to limited resources, inadequate training, and weak institutional frameworks.

Inclusive education is understood as a continuous process that aims to increase participation and achievement for all learners. However, contextual differences, including cultural beliefs and socioeconomic factors, influence how inclusion is practiced.

There is a need to strengthen inclusive pedagogies, improve infrastructure, and enhance teacher capacity to ensure effective implementation

Development of Inclusive Education

The development of inclusive education in Zambia has been supported by both government and international organizations. Programs such as the Inclusive Schooling Programme (INSPRO) were introduced to promote inclusion but faced challenges due to structural limitations and dependence on donor support.

Although Zambia has adopted international conventions supporting inclusive education, progress has been slow. Challenges such as lack of sustainability, insufficient planning, and limited local adaptation have hindered effective implementation.

Inclusive education requires long-term commitment, clear policy frameworks, and locally relevant strategies. Without these, initiatives risk being ineffective or unsustainable.

Education for Children with Special Educational Needs (CSEN)

All children have the right to education, including those with disabilities. However, many learners with SEND in Zambia still face exclusion due to barriers such as poor infrastructure, negative attitudes, and lack of resources. Studies indicate that children with severe disabilities are less likely to be enrolled in schools. Even when enrolled, they often do not receive adequate support. This highlights a disconnect between policy commitments and actual practice.

Efforts to improve inclusion include curriculum reforms, teacher training, and support programs. However, these efforts are often fragmented and lack coordination. To achieve effective inclusion, there is a need for comprehensive support systems, including accessible infrastructure, assistive technologies, and specialized training for teachers.

Chapter Summary

This chapter reviewed literature on inclusive education, focusing on disability prevalence, SEND, intellectual disabilities, and the Zambian context. The review highlighted that while policies supporting inclusive education exist, implementation remains inconsistent. Key challenges include limited resources, negative societal attitudes, and lack of trained personnel. The gap between policy and practice continues to hinder effective inclusion. The chapter concludes that inclusive education in Zambia requires sustained effort, improved coordination, and ongoing research. Strengthening systems and addressing barriers will be essential in achieving equitable and quality education for all learners.

3. RESEARCH METHODOLOGY

Research Design

This study employed a qualitative research design using a grounded theory approach to explore teachers' understanding and implementation of inclusive education. Grounded theory was appropriate as it allows theory to emerge from systematically collected and analyzed data rather than relying on pre-existing assumptions.

The study focused on generating in-depth insights into how inclusive education is practiced in pilot schools in Zambia. Qualitative methods enabled the researcher to capture participants' experiences, perceptions, and interpretations. The approach was flexible and open-ended, allowing themes and patterns to emerge naturally from the data

Research Setting

The study was conducted in selected pilot schools in Kalomo and Zimba Districts of Southern Province, Zambia. These schools were part of inclusive education initiatives supported by Community Based Rehabilitation (CBR) programmes.

The schools provide education from early childhood to secondary level and serve both rural and semi-urban communities. Many learners travel long distances to school, and the communities are largely characterized by low socio-economic status and limited access to resources.

Cultural beliefs and attitudes toward disability in these communities also influence how inclusive education is perceived and implemented.

Data Collection Tools

Data were collected using semi-structured interviews and open-ended questionnaires. The semi-structured interview was conducted with a headteacher to gain detailed insights into school-level practices and policies.

Open-ended questionnaires were distributed to teachers to gather their perspectives on inclusive education. These tools allowed participants to express their views freely and provided rich qualitative data.

Due to logistical constraints, some data were collected remotely through phone interviews and digital communication platforms. In addition, document review was used to supplement primary data and provide background information.

Data Analysis Procedure

The study used thematic analysis to analyze qualitative data. This involved identifying, organizing, and interpreting patterns (themes) within the data.

The process included transcribing responses, coding relevant information, grouping similar ideas into themes, and interpreting their meaning in relation to the research questions.

An inductive approach was used, allowing themes to emerge directly from the data rather than being predetermined. This ensured that the findings were grounded in participants' actual experiences.

Data Generation

Data generation involved collecting information from interviews, questionnaires, and documents. Themes were developed based on recurring ideas and patterns observed in the responses.

The integration of multiple data sources enhanced the depth and credibility of the findings. This process enabled the researcher to construct meaningful interpretations of how inclusive education is understood and implemented.

Coding and Transcribing

Data from interviews and questionnaires were transcribed and coded systematically. Coding involved assigning labels to key ideas and grouping similar responses under common themes.

The process included identifying major themes, assigning codes, classifying responses, and organizing them into a coherent structure. This helped in simplifying large amounts of data and identifying significant patterns.

Thematic categories were refined until no new information emerged, indicating data saturation.

Research Sample

The study targeted teachers and headteachers in inclusive education settings. A small sample was selected to allow for in-depth exploration of experiences and perspectives.

Participants included teachers from different grade levels and one headteacher from a selected school. The sample size was determined based on data saturation, where no new information was obtained from additional participants.

Sampling Procedure

Purposive sampling was used to select participants who had direct experience with inclusive education. This method ensured that relevant and information-rich participants were included in the study.

Teachers working in inclusive classrooms and a headteacher involved in school management were selected based on their knowledge and involvement in inclusive practices.

Ethical Consideration

Ethical guidelines were followed throughout the study. Permission was obtained from relevant authorities before data collection. Participants were informed about the purpose of the study and their consent was obtained.

Confidentiality and anonymity were maintained by using pseudonyms and ensuring that personal information was not disclosed. Participants were also given the right to withdraw from the study at any time. The study adhered to established ethical standards in educational research.

Credibility and Trustworthiness

To ensure credibility, the study used multiple data sources, including interviews, questionnaires, and document analysis. Findings were compared with existing literature to ensure consistency.

The research process was conducted systematically to enhance reliability and transparency. Clear documentation of methods and procedures allowed for verification of results.

These measures ensured that the findings were accurate, dependable, and reflective of participants' views.

Limitation of the Study

The study had several limitations. The small sample size limited the generalizability of the findings. Financial and time constraints affected data collection, as the researcher could not visit all sites physically.

Additionally, learners were not included in the study, which limited the perspectives gathered. External factors such as school closures also affected the research process.

Despite these limitations, the study provided valuable insights into inclusive education practices.

Chapter Summary

This chapter outlined the research methodology used in the study, including the research design, setting, data collection methods, and analysis procedures.

The qualitative approach provided in-depth understanding of teachers' experiences with inclusive education. Ethical considerations and measures to ensure credibility were also addressed.

Overall, the methodology ensured that the study was systematic, reliable, and aligned with the research objectives.

4. CONCLUSION

This study examined teachers' understanding and implementation of inclusive education for learners with barriers in pilot schools in Zambia. The findings reveal a clear gap between policy and practice, with limited resources, inadequate facilities, and negative attitudes affecting effective inclusion.

Although learners with Special Educational Needs and Disabilities (SEND), particularly those with intellectual disabilities, are enrolled in mainstream schools, they often do not achieve meaningful academic outcomes. Current practices focus more on remediation rather than preparing learners for real-life participation in society.

The study also highlights the heavy reliance on external support and the challenges of applying inclusive education models developed in different contexts. While inclusion is recognized in policy, its implementation remains inconsistent due to contextual and systemic constraints.

5. REFERENCES

- [1] American Psychiatric Association. (2009) Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR. Arlington: Library of Congress Publication Data
- [2] Best,J.and Kahn,J,V. (2009) Research in Education. New Delhi: PHI Learning Private Ltd
- [3] Braun,V and Clarke,V.(2006) Using thematic analysis in psychology. Qualitative research in psychology, (3), 77-101
- [4] Bryant,A.and Charmaz, K.(2007) The SAGE Handbook of Grounded Theory. London:SAGE Publications Ltd.
- [5] Central Statistics Office . (2010) Analytical Report. Lusaka: CSO
- [6] Clarke,V. and Braun,V. (2013) . Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. The psychologists,26 (2). 120-123.Available at:<http://www.thepsychologist.org.uk/archieve-home.cfm>(Accessed:15/07/18)
- [7] Cohen,L.,Manion,L and Morrison,K. (2011) Research Methods in Education. London: Routledge
- [8] Creswell, J.W. (2007) Qualitative Inquiry and Research Design: Choosing among five approaches. (3rd ed) Oaks CA: Sage.
- [9] Dawson,C. (2009) Introduction to Research Methods. London: Robinson Publishers lxii
- Denscombe, M. (2007) The Good Research Guide for small scale social research projects.(3rd ed) Maidenhead:Open University Press
- [10] Fielding, M. and Moss, P. etal (2011) Radical Education and the Common School . A Democratic Alternative . Oxon: Routledge
- [11] Gibson, G. and Hartman,J. (2014) Rediscovering Grounded Theory . London: Sage Publishers Ltd
- [12] Guba ,E.G and Lincoln,Y.S.(1989) Fourth generation evaluation .Newbury Park CA:SAGE Gray, D.E. (2014) Doing Research in the Real World. London: SAGE

- [13] Government of the Republic of Zambia . (2017) Sixth National Development Plan 2015 – 2017. Lusaka: MoFNP
- [14] Government of the Republic of Zambia, (2012) Persons with Disability Act, Lusaka: Government printers
- [15] Government of the Republic of Zambia . (2011) Sixth National Development Plan 2011 – 2015. Lusaka:
- [16] MoFNP Government of the Republic of Zambia . (2011) Education ACT .Lusaka :Government printers
- [17] Government of the Republic of Zambia. (2008) Fifth National Development Plan 2006 - 2010, Lusaka: MoFNP lxiii
- [18] Hammersley, M. and Atkinson.(2007) *Ethnography: Principles in Practice* (3rd ed). London:Routledge
- [19] Hodkinson,A . and Vickerman, P. (2009) *Key issues in Special Educational Needs*. London: Sage
- [20] Kalabula, D.M and Mandyata J.(2003) *Inclusive practice in schools: investigation of Northern province of Zambia*, University of Zambia.
- [21] Kalabula D.M (1991) *Integrating visually handicapped children into Zambian Ordinary secondary schools*, University of Birmingham. School of Education (PHD Thesis).
- [22] Kamenopoulou, L. (2018) *Disability and the Global South*.5 (1) 1192-1214.Available at:<http://disabilityglobalsouth.files.wordpress.com>(Accessed :02/06/18).
- [23] Kumar, R. (2014) *Research Methodology*. London: SAGE Publications Ltd.
- [24] Kyalabantu, F. and Mwamba, M.N. (2017) *Teaching For Inclusivity in Africa: Training Teachers For Inclusive Education in Zambia*.Lusaka: MoE.
- [25] Lacey, A. and Luff, D. (2007) *Qualitative research analysis. The NIHR RDS for the Midlands/Yorkshire*: University of Nottingham
- [26] Lincoln, Y., Lynham, S.A., and Guba, E..G. (2011) *Contractions and emerging influences*. (4th ed) .pp.97—128, Thousand oaks, CA: Sage Publications
- [27] Mainza, (2017) *Financing of Special Education in Zambia: An exploration of the current practice in Southern Province* . Lusaka: University of Zambia Press lxiv
- [28] Maguire. and Delahunt, B (2017) *Doing a Thematic Analysis: A practical Step by step guide for learning and teaching scholars*.3(2017) 3351-33514
- [29] McCall Education Consultancy. (2015) *Zambia Inclusive Education Programme Final Evaluation*.Lusaka
- [30] Mitchell, R. (2017) *Inclusive education in sub-Saharan Africa* .University of Cambridge
- Ministry of Education (2016) *Inclusive Education and Special Education in Zambia Implementation Guidelines* . Lusaka: Proprint Ltd
- Ministry of Education, (2014) *Educational statistical bulletin* . Lusaka:
- [31] MoE. Ministry of Education. (2013) *Education Curriculum Framework*. Lusaka: CDC
- Ministry of Education . (2012) *Educational statistical bulletin* . Lusaka: MoE.
- [32] Ministry of Education . (2001), *Inclusive Schooling Implementation Guide: Guidelines for INSPRO stakeholders*. Lusaka: Government Printers.
- [33] Ministry of Education . (1996) *Educating Our Future: National Education Policy*. Lusaka: Zambia Educational Publishing House
- [34] Mwamba, M. (2017) *Report on the Inclusive Education Symposium*.Lusaka: British Council Zambia
- National Policy on Disability. (2013) *Empowering Persons with Disabilities*. Lusaka: Government Printers
- [35] Nowell, S., Norris, M., J., White, D., E and Moules, N., J. (2017) *Thematic Analysis: Striving to Meet the Trustworthiness Criteria*.16 (2) 1-13. Available at:<http://www.us.sagepub.com/enus/nam/open-access-at-sage>(Accessed:02/07/18). lxv

- [36] Ndhlovu ,D. (2007) How ordinary schools can be inclusive to pupils with disabilities in Zambia. Lusaka:UNZA
- [37] Ndhlovu ,D. and Simui,F. (2012) An analysis of Attitude, Policy and Practice towards inclusive schooling in Zambia.Lusaka:Unza
- [38] Petrie, P. (2015) Social Pedagogy in the UK: Gaining a firm foothold? *Social Pedagogy in the 21st century*. 21(37) pp. 1-16.Available at: <http://www.thempra.org.uk>.(Accessed:01/07/18). Punch, K.F. (2016) *Developing Effective Research Proposal s*. (3rd Ed.) London: Sage Publications Ltd Punch, K.F and Oancea, A. (2014) *Introduction to research methods in education*.London: SAGE Publications Ltd Ritchie,J.,Lewis,J., Nicholls,C.M.,and Ormston,R.(2013) *A guide for Social science students and researchers*.London:SAGE
- [39] Sakala, M. (2017) *Report on the Inclusive Education Symposium*.Lusaka:British Council Zambia
- [40] Sarantakos, S. (2005) *Social Research*. (4th ed.) New York: Palgrave Macmillan
- [41] Smith,P.K. (2014) *Understanding school bullying: its nature and prevention strategies* .London: Sage Publications
- [42] Simui, F. (2013) *Preparing Teachers for Inclusive Education: the English Approach* .Manchester:Lambert Academic Publishing lxvi]
- [43] Simui, F. and Mtonga ,T. (2012), *An Evaluation Study on the Performance of the Disability Education Access Rights (DEAR) Project in Western Province in Zambia* Lusaka: ZOCS.
- [44] Teddle ,C. and Yu,F (2007) *Mixed methods sampling :a typology with examples* . *Journal of mixed methods research*, 1(1), 27-100.
- [45] Tobia,G.A, and Begley,C.M. (2004) *Methodological rigour with a qualitative framework*.*Journal of Advanced nursing* , (48) 388-396.
- [46] Thomas,D,R. (2006) *A general inductive approach for analysing qualitative evaluation data*,*American journal of Evaluation* 27(2) 231-246 UNESCO, (2009). *EFA global monitoring report 2010: Reaching the marginalized*. Paris:
- [47] UNESCO UNESCO, (2009) *Policy guidelines on inclusion in education* .Paris: UNESCO
- [48] UNESCO, (1994) *Final Report : World conference on special needs education: Access and quality* ,Paris:
- [49] UNESCO United Nations. (2016) *Report of the Special Rapporteur on the rights of persons with disabilities on her visit to Zambia: Human Rights Council 34th Session* .Lusaka: United Nations Secretariat