

INCORPORATING INCLUSIVE EDUCATION IN THE PRE – SERVICE TEACHER EDUCATION CURRICULUM IN ZIMBABWEAN TEACHERS’ COLLEGES

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ABSTRACT

The study set out to explore views of principals, lecturers and students from teachers colleges regarding the confusion in the incorporation of inclusive Education in the teacher education curriculum. It focused on two selected teacher’s college in Bulawayo Metropolitan. The practice of Inclusive Education is new and contemporary and little research has been conducted in the area particularly in teacher education in Zimbabwe. The population for this study comprised principals, lecturers and students from the two selected colleges. The estimated population was 1000 participants. Due to limited time and constraints of resources, only 70 participants were sampled. Sampling was done on lecturers and students who had very large numbers, whilst the two Principals were taken on board. Purposive, cluster and simple random techniques guided the process of coming up with a manageable sample for the study. The whole study was qualitative and the descriptive survey research design was used in the collection of data. The researcher used semi-structured questionnaires, interview guide and focused group discussions as instruments in the study. The data collected was presented in narrative statements by the researcher under the four sub-themes which were meant to assist in addressing the major question. By the end of the study, it was observed that principals were clear on what inclusive education is. On the other hand only a few (36%) lecturers had a comprehensive understanding of IE. The study also revealed that Principals lecturers and students have a positive attitude towards Inclusive Education. On catering for diversity the two colleges are at different levels in terms of the incorporation of inclusive education in teacher education. The study also revealed that currently there is no national policy or local policies to guide the implementation of inclusive Education.

Keywords: Inclusive education, pre-service, teacher education, curriculum.