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 constrains 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 polices to guide the implementation of inclusive Education.

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

INTRODUCTION

The Inclusive Education movement, which is a system of education pushing for the right to education for all learners, is gaining attention in the international community (Samkange, 2013). A study by Mafa (2012) points out that Inclusive Education in Zimbabwe began to attract focus of the government, educationists and the public since 1994. It is over two decades now and Zimbabwe is still facing challenges of implementation in both education ministries (Mafa and Makuba, 2013). The absence of a vibrant inclusive education practice in teacher education is a major gap which might lead to a challenge in cascading inclusive education in Zimbabwean schools (Jenjekwa, Rutoro and Runyowa, 2013). Florian and Rouse (2009) argue that it is critical for pre-service teacher education programmes to equip teachers with pre-requisite skills and attitudes in order to enable them to teach learners in inclusive settings. In 2012 the then Ministry of Higher and Tertiary Education hosted a one week long workshop on inclusive

education. The participants were drawn from lecturers in the fourteen (14) teachers' colleges Zimbabwe. This workshop created a platform for sharing ideas on conceptual issues on inclusive education and how colleges could incorporate this practice in the teacher education curriculum. At the end of the workshop, the ministry directed that colleges should come up with action plans for the introduction of inclusive practice in teachers' education. Four years have elapsed since that workshop and there is not much on the ground going on in terms of the introduction of inclusive practice in teachers' colleges. The nagging question of the failure of teachers' colleges o fully incorporate inclusive education in their pre-service curriculum has prompted the researcher to explore into this issue with a view of revealing the barriers if they are there so that they are redressed. Issues around inclusive education derive from the view that education is a basic human right (Westwood, 2013). UNESCO (2009) asserts that inclusive education is a philosophy that seeks to attain equity, justice and quality education for all learners including those that have been traditionally left out such as: the girl child, children living with disabilities, orphans, children living in abject poverty and those from minority ethnic groups. The Nziramasanga Commission of Inquiry into Education in Zimbabwe (1999) refers to them as vulnerable groups and further recommends that an inclusive system of education can benefit them. The researcher observes that some of these groups referred to by Nziramasanga (1999) as vulnerable are an actual fact left out in teacher training programmes because of their life circumstances. Chireshe (2013) in a study on inclusive education in Zimbabwe cites lack of resources as a major barrier in implementing inclusive education. Other studies done by Zimbabweans also cite the same reason, (Mpofu, 2000; Peresuh, 2000; Mpofu et al, 2007; Chireshe, 2011).

The researcher feels that the notion of incorporating inclusive education in teacher education is critical. Failure to implement at this level would mean failure to introduce this in the large system of education. UNESCO (2001) makes reference to the Cascade Models when training teachers. Teachers properly trained in inclusive education practice have the skills, knowledge and competence to be able to run an inclusive system in the general system of education (Chireshe, 2013). Another level of incorporating inclusive education in teacher education is enrolling amongst others teacher trainees referred to by Nziramasanga (1999) as vulnerable groups. When teachers learn in an environment of inclusive education practice, they will understand the philosophy in depth (UNESCO, 2001). For this incorporation to take place there would be need to assess structural barriers with a view of making modifications which exist in teachers' colleges and the system of education in general. The principles which guide the notion of inclusive practice derive from a number of international agreements (Westwood, 2013) . Zimbabwe is a signatory to these international agreements which have clearly pointed out that it is imperative to ensure that all learners must have access to education (Nziramasanga, 1999). These agreements and conventions have set the impetus and laid the foundation on which the philosophy of inclusive education is anchored (UNESCO, 2001). The fundamental principles advanced by these arguments and conventions capture the notion of inclusive education which asserts that all children, regardless of gender, ethnicity, religion, language, ability or disability and socio-economic status have a right to participate in all activities and programmes of school life (Westwood, 2013). It is pertinent to make reference to some of these international agreements in which Zimbabwe is a signatory to. Article 26 of the Universal Declaration of Human Rights (1948) argues that education is a basic human right. Article 28 of the United National Convention of the Rights of the Child (1989) asserts that primary education should be free and compulsory. The Jomtien Declaration (1990) launched the Education For All (EFA) movement. The Dakar World Education Forum (2000) and the Salamanca World Conference (1994) have been very influential on including all children in education in general and those with disabilities respectively. Also critical is the Millennium

Development Goal No. 2 which focuses on achieving universal primary education. The above international agreements are just but a few from a plethora of international which have set the impetus of the inclusive education movement (Westwood, 2103). Largely, governments have responded in varying degrees in the implementation of inclusive practice in their countries. The principle of inclusive practice seems to be accepted globally (McMenamin, 2011). However, there seems to be implementation challenges as some governments have not practically addressed the challenges of implementation (A Global Report, 2009). Zimbabwe seems to be in the category of these countries which seem to have challenges of implementation (Mafa, 2012). The Nziramasanga Commission of Inquiry into Education and Training in Zimbabwe (1999) makes clear recommendations on how inclusive education should be adopted at all levels of education. Since the report was published, to date, there are no tangible results of implementation, though a lot of rhetoric abounds on inclusive education. Mafa and Makuba (2013) observe that teacher training colleges are not mainstreaming inclusive practice in their teacher education programme.

The researcher feels that the notion of incorporating inclusive education in teacher education is critical since in practice it will have to deal with the following barriers:

- Enrolling teacher trainees from diverse backgrounds including the group referred to as vulnerable (Corbett, 2001; O'hannon, 2003 and Nziramasanga, 1999).
- Including content in the form of topics on inclusive education in the college curriculum which will empower teacher trainees with skills, competencies and
- attitudes of handling inclusion in schools after qualifying as teachers (UNESCO, 2001).
- Modifying teaching/learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs (Jenjekwa, Tutoro and Runyowa, 2013). Trainee teachers be exposed to a variety of teaching strategies which cater for unique needs of learners learn and master these teaching strategies and are likely to use them in inclusive settings in the school. These become teacher expected minimum standards.
- Making adaptations to college infrastructure so that it is friendly to everyone in the college community (Westwood, 2013). A teacher trained in an inclusive system is likely to improve these infrastructural adaptations in schools in which they will all teach. They are likely to influence decisions of School Development Committees in modifying and adapting infrastructure.

The problem in this study is that there are inconsistencies in the implementation of inclusive education in teachers' colleges of Zimbabwe. This has created a lot of confusion and challenges of implementation. Failure to implement this practice means that teachers produced in teachers' colleges would not have the requisite skills, knowledge and competencies to teach in inclusive settings. The entry point of inclusive education in Zimbabwe should be teachers' colleges. If not implemented at this level, it may fail to cascade to the large system of education in the schools.

This research is guided by or seeks to answer the following research:
1 Why should inclusive education be incorporated in the teacher education programme?
2 Do college staff have the expertise to implement inclusive education?
3 Why should lecturers and students have a positive attitude if the incorporation of inclusive is going to be successful in teachers' colleges?
4 How can colleges cater for the diverse needs of student teachers in the spirit of inclusive education?

5   Why is legislation important in supporting the implementation of inclusive education in teachers' colleges?

MATERIALS AND METHODS
Research Paradigm

A paradigm assist the researcher to make highly critical decisions on his or her research conduct during the whole process. The paradigm therefore guides the researcher on which design to use, the instruments to engage and even the of data to be collected, for example, qualitative or quantitative data. In this present study the quantitative research paradigm has been noted to be the best approach to adopt. Nyawaranda (2014) defines qualitative research as a science of finding essential meaning in society and not outside it. Bodgan and Biklen (2003) also add that on qualitative research design, one learns by doing, by participating in the world under investigation and focusing on what the actors do and say. Therefore, quantitative research is an approach in research that is more interactive in nature and further permits the study of participants in their natural settings. As opposed to quantitative approaches, qualitative researches also allow or enable the researcher to collect data regarding the feelings, views and opinions of the participants about the phenomenon and further presents this in descriptive statements. Since the researcher in this present study wanted to gather views of participants on incorporating inclusive education in the pre-service teacher education curriculum in teachers colleges, the qualitative research approach way seems to be the most suitable, due to the fact it could facilitate the use of such methods of collecting data as interviews, focused group discussions (FGDs) and documents analysis among others. In addition, the nature of the phenomenon under study requires the researcher to capture data from participants in their natural settings. Thus, all this qualifies the qualitative research paradigm to be most appropriate means for the study.

In this present study the descriptive survey design has been adopted. Cohen et al (2000) expound that surveys describe the nature of existing conditions and identify standards against which existing conditions can be compared. This study sought to establish what was obtaining currently in teachers colleges with respect to inclusive education and hence the descriptive survey becomes the most appropriate design. Brown and Clarke (2013) also point out that descriptive surveys are quick and inexpensive way of collecting data from a lot of people within a short space of time. Thus, with reference to this present study, the researcher would be able to gather the requisite data from sizable samples in the two studied colleges in few days through the use of FGDs, interviews and a questionnaire. In addition, Cohen and Marrion (2006) acknowledge that results of a descriptive survey are easy to analyse, hence this allows for quick action to effect change to be taken. The named authors also add that the use of surveys allow for sampling, collection of relevant data favourable for this present study.

In this present study, the population comprised the principals, lecturing staff and the whole student body in targeted two colleges. This hence gave the researcher an estimated population of 1400 participants for the study. However, due to limited time and resources, the entire population was not taken on board for study. Instead, the researcher had to use a manageable sample, as advocated for by Cohen and Marion (2004). In defining a sample Conhao and Keogh (2004) posit that, this is a formation of the population that will have been used by the researcher to collect data, analyse and further generalise it for entire population. In this study, a total sample of 70 participants was used. Fig 1.1 below reflects on the categories of the participants and the numbers sampled from each:

Fig 1: Number of sampled participants per category

	Principal/ V. Principal	Lecturers	Students	Total
Sample per college	1	14	20	34
Total sample from 2 colleges	2	28	40	70

This study purposively took the principles of the studied colleges on board. Blandford and Squire (2000) expound that, in purposive sampling the researcher uses his or her experiences and targets those information rich participants without wasting time. Hence principals of the chosen colleges were notably the focal persons and the first respondents in as far as college teacher education programmes were concerned. With regard to the phenomenon under study, they would supply the researcher with requisite information.

Students and lecturers from the studied colleges were put into status before the randomly picking up of the names of those to be used in the study. Thus, from each college four strata, there was one for the so- called normal students. On the other hand, lecturers were stratified into male and females. Briggs and Coleman (2009) comment that, on stratified sampling the researcher wants to ensure that his or her sample contains different proportions of what is found in a given. The named authorities also concur with Neucombe and McCormick (2001) that stratified sampling facilitates equal and four representation of different categories of a given population. It is these benefits of stratified sampling that the researcher observed.

From the strata of both the students and the lecturers, the researcher then randomly picked an equal number from the names that were put inside containers. For instance, from the two groups of students in both colleges, 56 participants were picked, that is 20 from each group. On the other hand 20 lecturers were picked from each college, of which 14 came from a group. Regarding random sampling, Brown and Clarke (2013) observe that it subjects all the participants to an equal and known chance of being picked for the study. Random sampling also assist the researcher to avoid bias on the process of selecting his or her participants for the study. The researcher hence was aware of such conditions in engaging the simple random techniques.

In this study, one set of semi-structured questionnaires were distributed by the researcher, for the lecturers. The questionnaire was meant to gather the views, facts, opinions and attitudes of the respondent regarding the phenomenon. The questionnaire was administered on this study because of the several benefits that they would offer both to the researcher and the respondent. To begin with, the researcher appreciated that questionnaires would enable him to gather a lot of data within a short space of time from a sizable population. . In addition questionnaires have been preferred in this study because they provided for greater assurance of anonymity, since respondents did not reveal their identities. Such confidentiality therefore raised high the probability of the provision of honest data by the respondents.

Despite the questionnaires offering some of the above merits highlighted above, the researcher was quite ware of some weaknesses associated with them. Barley (1987) noted that questionnaire lack flexibility due to the fact that the researcher has no opportunity to probe for more information. This therefore further confirms that the observation of the critical non-verbal behaviors is also not facilitated. Further confirm that questionnaires have a low rate of returns, since some respondents might be irresponsible and fail to account for the forms.

To reduce the above drawbacks of the questionnaires, the researcher tried by all means to construct very simple straight forward questions. In addition, the constructed types of the items were trial or tested with a large group of students and lecturers who did not later participate in the study. It was after trial or testing that the researcher managed to remove vague questions or redrafted them. The researcher also physically hand- delivered the questionnaires forms and further arranged convenient dates with the participants for the collection of the completed forms. In addition, the researcher also used document analysis and interview guides to fill in the information gaps that were left by the questionnaires.

Best and Khan (2003) also point to the effect that, when an interview is used, information regarding an individual's experience and knowledge, his or her opinion, beliefs and feelings is collected. Loosely, interviews therefore can be defined as a formal conversation set up where the researcher solicits verbal responses from the participants with regards to solicit information from the heads of institutions (principles) of the selected colleges. The interviews in this present study were engaged for several reasons. Firstly, the use of these tools. Enable the researcher to probe and further clarify issues where need be (Bury and Gall 2003). The researcher also assessed the validity of the oral responses by observing and evaluating the non-verbal behaviours of his or her participants. Chiromo (2006) explains that this allows for the collection of information that probably could not have been revealed through any other data collection method, especially the questionnaire. Furthermore, the use of the interviews promotes interactions between the researcher and the respondent hence ensuring in-depth understanding of both parties during the whole research process. Thus, the above mentioned benefits, among others, were greatly appreciated by the researcher. Interviews like any other instrument, have their limitations which the researcher was aware of. Firstly, interviews can be time consuming especially when the population is scattered in a wide area. Pawlas (1995) observes that the interview is highly vulnerable to inconveniences like stress and fatigue. Thus such inconveniences may result in lack of concentration where respondents may end up supplying information which they feel will satisfy the researcher. In addition, the researcher is quite aware that interview gives respondents less time to refer to records, resulting in the gathering of inaccurate data. To reduce the highlighted weaknesses, the researcher made prior appointment with the interviewee and he made sure that he timed his sessions to make sure that they lasted less than twenty five minutes. The researcher also used simple and straight forward questions which mainly focused on the issues to do with the study. Also, all the interview questions were pilot tested with the Heads of Department (HODs) who would not be used in the study.

Document analysis entails identifying the relevant documents extracting relevant data from making analysis of the extracted data for the purpose of finding out more about the studied phenomenon. In this present study, the researcher identified students bio-data files, termly schemes of work, the syllabi and the college policy handbook, just to mention a few, as the relevant documents for analysis. Being guided by the document analysis guide, the researcher searched for relevant data that would facilitate the proper interpretation of the whole research process.

As a vital tool for gathering data, document analysis offered the researcher several benefits. It allowed the researcher to gather data from the words of the participants (Briggs and Coleman 2007). In addition, the document analysis facilitated the access of information that could be difficult to gain through the use of other tools such as the interviews. Analysis of documents also enabled the researcher to access data at a time convenient to him. FGDs can be defined as face to face interviews that involve one or more than one interviewer with a group of interviewees. Morgan (2002) says this is a research technique for collecting data through group

interaction on a topic determined by the researcher. Focused Group Discussions (FDGs) can be viewed as techniques whereby the researcher asks a series of research questions to a group of respondents regarding the phenomenon under study. The FDGs in this study were administered to the selected students from the two colleges and were conducted with the help of the research assistant. In engaging the FDGs the researcher appreciated that these would offer an interactive atmosphere where respondents would also be encouraged to contribute freely. Furthermore, FDGs were meant to achieve an accurate representation of the views of the group as a whole. The researcher also observed that FGDs could also be less expensive in terms of time.

RESULT AND DISCUSSION

Data administration, coding and analysis was done with a high degree of confidentiality where largely narrative statements were used. All the collected data was presented and analysed under the research questions, where discussions were also made with reference to the consulted literature for the purposes of making well informed conclusions. For the purposes of clarity and proper interpretation, tables and graphs were used where need be, for example during the process of presenting some personal bio-data information from the respondents. All the attempts made to present and analyse data was for the purposes of understanding the phenomenon under study.

The issues of inclusive education which have maybe remained silent on teacher education and which are seemingly contemporary now were familiar with these participants. Hence the researcher gained a lot of confidence in interacting with his participants where he observed that their views, feelings and attitudes could be well informed by their stay and experiences at college level. It was critical to establish the respondents' understanding of the concept inclusive education. A question was therefore asked which demanded respondents to explain the meaning of the concept inclusive education. A variety of responses were presented in the interviews, questionnaires and focus groups.

Principals

The principals clearly articulated the meaning of inclusive education. They were able to articulate the notion of learning together of students from diverse backgrounds in regular lecture rooms. Green and Engelbrecht (2007) concur with this position as earlier on pointed out in the study. During the interview process the principals were able to give clear examples of those groups of students whom they considered as vulnerable and were supposed to be catered for if inclusivity is going to achieve its goals. Examples given included students with disabilities, those who are poor, minority ethnic groups and the girl child. These examples were earlier on articulated by UNESCO (2006).

Lecturers

On the same question, lecturers had a variety of responses. Some of their explanations are captured below:
- Adapted education that catered for all, regardless of challenges – be they physical or emotional.
- Education that is accommodative of every individual regardless of their physical or mental stature or ethnic orientation.

- Education embracing people with disabilities or challenges, for example, physical or mental.
- Where all persons regardless of ability or disability learn together in the same environment, being taught by the same teacher but being catered for their needs individually.
- Education that takes everyone on board disabled or not in a school, college or university.

The responses from lecturers could easily be categorised into two groups. Some lecturers gave a comprehensive and all-inclusive definition of inclusive education. However, there was a group which conceptualised the notion of inclusivity as the education of the disabled students. Westwood (2013) sees this conception as a narrow view of inclusive education. Overall, 36% of lecturers have the comprehensive definition while 64% of them have a narrow one.

Students

The focus group discussions in the two colleges exhibited the narrow definition of inclusive education which limits it to the learning of students with disabilities with others. This was the situation in both colleges. Only one student during deliberations referred to a poor minority ethnic group. In view of the data presented above with regards to the conceptual understanding of Inclusive Education, it is clear that the principals understand the notion of inclusive practice. However, it would seem that 37,5% of lecturers have a clear understanding of Inclusive Education. The rest of the lecturers have a vague understanding of the notion of Inclusive Practice. The same applies to students.

It was also critical to understand the rationale of teaching inclusive education in teachers' colleges. The question on why inclusive education should be taught in teacher education elicited the following responses from the three categories of participants:

Principals

One of the Principals felt that it was a human rights issue as pointed out by (Armstrong, 2010). His view was that there was need to level the education field for all learners so that quality education could be accessible to all learners. This is the position of the many International Agreements and Protocols which were earlier referred to in study. For example, The Jomtien Declaration (1990) which set the impetus for the Education For All (EFA). There are many others which have already been articulated in the study.

On the other hand, the other Principal saw it as a societal response to redress inequality. She felt that it was a campaign for equity. One observes that the two principals seem to concur on some of the basic principles of inclusive education such as equity and justice in creating opportunities through education (Farrel, 2004; Gauze, 2011). The views, posited by the principals again clearly indicate that they understand the meaning of Inclusive Education.

Lecturers

Responding to the same question, lecturers had a variety of opinions. Some of them are captured below:
- Promotion of co-habitation
- The reason is to bring all students into the mainstream curriculum

- There is no teachers' college for the physically challenged so there is need to include them in the conventional teachers' colleges
- Student teachers need to experience diversity in order that they are prepared for the diversity of learners in the schools
- To prepare teachers for any eventuality where they might meet learners who are different.

The justification referred to above are just a few examples from the lecturers' responses. They are varied and different. This is an indicator of lack of consensus which emanates from a murky understanding of Inclusive Education. The justification of Inclusive Practice is anchored of the rights of people to attain quality education. Issues of equity and justice are critical in the rationale of teaching Inclusive Education. As earlier indicated, Forbes (2007) argues that the principle of Inclusive Education is one way of addressing the social and moral responsibility to ensure that education is accessible to all learners. The researcher's observation is that the justification presented by lecturers raised relevant peripheral issues and missed the core principle. It showed was once again a vague rationale of incorporating Inclusive Education in teachers' colleges.

Students

Students' responses were also varied on this question. Some felt that it was practising unhu/ubuntu. Others still felt that inclusivity is a good thing since those who are supposed to be benefiting are also human beings like everyone else. The researcher found some of these utterances in the Focus Group Discussions as relevant to some extent. Some students seemed to grasp the concept of justice and equity though put differently. However, the majority were also missing the gist of the matter. This therefore was an indicator that student teachers did not quite clearly understand the notion of Inclusive Practice. When asked how their colleges were inclusive, respondents still revealed responses which indicated that some did not quite understand the notion of Inclusive Education. The following responses were observed:

Principals

Principals were able to articulate an array of activities which included issues of enrolment of students from diverse backgrounds. They also commented on the efforts of the colleges in refurbishing infrastructure in order to re-align them for purposes of ensuring that students who are physically challenged can be able to function without challenges. The Principal from College 'X' also indicated that his college has introduced a project of working for fees for those students who are very poor to raise fees. Zvimbo (2015) is an advocate of this approach in tertiary education. As earlier pointed out, he says the 21st century university should operate like a business entity/ initiatives like the 'work for fees project' empowers students who are poor. The Principal however, pointed out that while the effort benefitted the students, it was however, limited in the sense that the college could not afford to take more than twenty (20) students at a time because of limited funds. College 'Y' does not seem to have much of Inclusive Education on the ground. The principal felt that one or two topics on Inclusive Education are housed in the Theory of Education syllabus. The topics are meant to empower students to be able to deal with issues of inclusivity when they are deployed in the schools. College 'X' on the other hand has a well equipped resource room with an array of computers installed with different types of software. The college has enrolled vulnerable groups of students as reflected in the following breakdown

The researcher observed that College 'X' had a strong inclination towards enrolling students with disabilities. The Principal attributed this to the college's background where since 1983, in-service courses on Special Education have been offered in this institution. Specialisation has been in the following courses:

- Mental Retardation
- Hearing Impairment
- Visual Impairment
- Learning Disabilities

The Principal explained that since the college has a department of Special Needs Education staffed with specialists in the above areas, it therefore was at an advantage in its Inclusive Education pre-service programme. The majority of students with disabilities in Visual and Hearing impairments got a lot of support from the department of Special Needs Education. The visually impaired were taught Braille while the hearing impaired benefitted from a Sign Language course. The college has also benefitted from the specialist advice of lecturers in the Special Needs Education on adapting infrastructure and furniture for the physically disabled students. The Principal went on to explain that lecturers in the pre-service programme get a lot of support regarding this category of students who have been enrolled in the spirit of Inclusive Education in the pre-service programme. The researcher observed that in terms of inclusivity, particularly in respect of students with disabilities, College 'X' was far ahead of College 'Y'. Asked whether the college had other vulnerable groups apart from the disabled students, the Principal responded by indicating that the college had introduced the teaching of ChiTonga and TjiKalanga languages since 2014. The Principal explained that they were responding to the provision of the new Zimbabwean Constitution. He felt that it was also an initiative of Inclusive Education in an effort to empower minority ethnic groups. ChiNambya was going to be introduced in 2016, September Intake.

The interview of the two principals revealed that College 'X' has made some strides in Inclusive Education. Not much is going on in College 'Y'.

Lecturers

When asked the same question in the questionnaire, lecturers in their responses articulated the same responses put across by their principals. The following response was captured from one of the lecturers from College 'Y':

- Inclusive Education not yet implemented in my college.
- The college has to revamp its structures first.
- Revision of the curriculum is necessary but not yet done.
- The college must staff develop the lecturers first.
  On the other hand the following responses were noted from one of the lecturers from College 'Y'.
- Implementation is taking place though it is slow.
- There is cultural diversity in the student population.
- ChiTonga and TjiKalanga languages have been introduced.
- The college has attended to infrastructure problems though there are some offices which are still inaccessible.
- All the Professional Studies syllabi have incorporated a topic on teaching classes with diverse learners.
- Students with different disabilities have been enrolled at college.

The justification of the two responses above reflect the different levels at which the two colleges are in terms of Inclusive Education. It would seem College 'x' has been supported by its background to improve its Inclusive Education programme.

Students

The same question was asked to the two groups of students, that is, one at College 'X' and another at College 'Y'. The group at College 'Y' felt that inclusive education was not visible in the college. On the other hand the group from College 'X' felt that the college had been successful in creating an inclusive community.

The three questions on the conceptual understanding of Inclusive Education have revealed that College Principals understand the meaning of inclusivity in teacher education. The responses also reveal that 36% of the lecturers understand the notion of Inclusive Practice while 64% have a vague understanding of the concept. The Focus Group Discussions revealed that students view Inclusive Education as a system to do with students with disabilities.

Attitudes

The issue of attitudes was also an important thematic area which guided the research process. The question asked the respondents about their perception of learners towards the implementation of Inclusive Education in teachers' colleges. The following responses were noted:

Principals

Both Principals in their responses felt that lecturers had a positive attitude towards the implementation of Inclusive Education. The Principal for College 'X' was of the view that his lecturers were improving their skills and competencies on operating in an inclusive setting. During meetings, they report positive progress about the situation on the ground. The Principal for College 'Y' responded by saying that her staff need more staff development so that the implementation of Inclusive Education would be easy. Principals therefore felt that their lecturers had a positive attitude towards the implementation of Inclusive Education in teachers' colleges.

Lecturers

Responding to the same question, lecturers felt that their colleagues had a positive attitude towards the implementation of Inclusive Education. The view was that lecturers needed staff development since the area of Inclusive Education is fairly new. Some of the responses captured were the following:
- Actually, lecturers seem to be interested in incorporating inclusivity. They only lack skills of handling those students with diverse needs.
- Very supportive
- Generally welcoming
- Some are positive while others are resentful.
- They are welcoming.

The responses in both colleges indicated that lecturers felt that their colleagues have a positive attitude in the implementation of Inclusive Education in Teacher Education. Out of the twenty eight (28) respondents, only one felt that some lecturers were resentful.

Students

Students also responded to the same question. They were mixed opinions on this matter. At College 'X', some students felt that a few lecturers had a negative attitude towards students with disabilities. Those who presented this argument were saying that some lecturers seem to show that giving attention to students with disabilities is a bother. Negative attitudes can be a barrier in the implementation of Inclusive Education (Mafa, 2012; Westwood, 2013; UNESCO, 2005). These scholars posit that people with negative attitudes give excuses on why Inclusive Education cannot work. Some simply say they have no skills for this practice. Others argue for separate special schools. Students in college responded by pointing out that their lecturers need staff development for them to be able to successfully implement Inclusive Education.

Another critical question sought to find out how colleges can create a possible tone which can promote the successful implementation of Inclusive Education in teacher education, the responses were as follows:

Principals

The Principal of College 'X' responded by saying that he had managed to create a culture where both students and lecturers respect diversity. The sensitisation takes place in any forum when he is addressing students and in meeting the staff. With regards to students with disabilities, the Principal explained that fellow students assist their colleagues who have challenges. Most of those students do not have appointed assistants but they are assisted by fellow colleagues who share lecture rooms and residential hostels with them. The Principal went on to explain that in 2014 students fundraised for a fellow student who was failing to raise the university academic examination fees. The Principal of College 'Y' responded by saying that this is a challenge the college is yet to face.

The two (2) college Principals are positive in creating a tone that will enable Inclusive Education to grow in their institutions. Chireshe in her study posits that leadership is critical in creating a positive tone in inclusive practice. As pointed out earlier, this should be a collective effort by everyone in the college or school community (UNESCO, 2009; Donaldson, 2005; Mutepfa et al 2007). These scholars feel that formulating awareness programmes is critical for the purpose of creating the conducive environment in the institution.

Lecturers

In their responses lecturers indicated that sensitisation works are vital in creating a conducive tone for Inclusive Education in teachers' colleges. Some of the responses from the different lecturers are captured below:
- General workshops involving both lecturers and students can create a positive tone.
- Workshops or seminars
- By having more workshops
- People need to be informed so that they know what they are dealing with. Workshops and seminars have to be done.
- Send lecturers for training.

- Hold workshops on the importance of Inclusive Education.
- Workshops, workshops
- By having more workshops.

In light of these responses it would seem that lecturers are agreed that staff development can change the attitude of both lecturers and students. Almost 100% of these responses indicated that lecturers should be empowered with knowledge and skills so that they appreciate the importance of Inclusive Education in teacher education. Hlatywayo and Nleya (2014) in their study argue that on-going staff developments can create the needed commitment in the lecturing staff. This is probably a challenge for teacher education to consider. If Inclusive Education should take off in colleges lecturers must be capacitated so that they have the knowledge to run it.

Students

In their response to the same question, students felt that authorities should sensitise the entire student community. There seemed to be consensus in their response. Their view is that this should be a collective effort, that is, of lecturers and students. Their view is that if the leadership lead by example students would follow suit.

The response of Principals, lecturers and students seem to converge. There is consensus that there is need to create a positive tone in order to ensure that Inclusive Education takes off in teachers' colleges. Awareness campaigns and workshops can bring people together so that they work towards creating a positive attitude which should ensure that Inclusive Education is incorporated in teacher education.

The question on the perception of respondents on the behaviours of students towards the implementation of Inclusive Education was important as it sought to find out the attitudes of students towards Inclusive Education. The following responses were noted:

Principals

Principals were happy about the manner in which students behave towards their colleagues particularly those in the vulnerable category. Principals also felt that there was no negative behaviour against the incorporation of Inclusive Education in teacher education. They pointed out that if anything, students have a good rapport amongst each other including the vulnerable groups who have been enrolled in colleges in the spirit of inclusivity. The Principal of College 'X' illustrated that in his college students act as assistants to those students with challenges.
The response, therefore, is indicative of the fact that fellow students are not the barrier against the notion of inclusivity in teachers' colleges. If the views of the Principals are anything to go by, fellow students are supportive of Inclusive Education in teacher education.

Lecturers

Responding to the same question, lecturers felt that interactions amongst the student body were positive and exhibited family hood. The following are some of the responses captured from the lecturers.
- Students are supportive to their colleagues who are vulnerable.
- They cooperate
- Generally good and positive

- Students seem to accept these handicapped students both in class and outdoors.
- They are interested in it.
- Students appear to accept inclusivity but individual opinions have not been sought.

From the responses noted by the researcher, lecturers are of the opinion that students have a positive attitude towards their college who are vulnerable. There is 100% consensus in the responses from lecturers from both colleges. This then is a pointer that there are no barriers from the students. Students are a big community and when they are supportive, certain values and beliefs are engrained into the culture of the institution (Chireshe, 2011).

Students

Responding to the same question, students are generally agreed that they are positive to their fellow colleagues who need support. They guide their fellows who are visually impaired. They push the wheel chairs of those incapacitated to walk. They give support in a variety of tasks which students perform in the curriculum. In the discussions, students pointed out that such forms of vulnerabilities are also found in their own communities. While there is general consensus about the positive attitude of students to their colleagues, one student indicated that there are however a few naughty students who gossip particularly about students with disabilities. He felt that such gossip exhibited a negative attitude as they used labelling terms about their handicap. In their researcher's view it is probably true that there could be an insignificant number of students who have this negative attitude. In a community of many people there may be some who exhibit traits which are anti-collective majority. However, these are usually insignificant. In the same vein the researcher's view is that students are not a barrier against Inclusive Education.

Catering for diversity in teacher education

The question on the state of preparedness of colleges in terms of friendly and appropriate infrastructure was important since it sought to find out whether all buildings are accessible to all students. The following responses were made:

Principals

Principals felt that the issue of infrastructure is very important and colleges were gradually attending to it. They pointed out that their colleges are old institutions which still created mobility problems to physical challenged and those on wheel chairs. To them infrastructural refurbishment was work-in-progress which would be attended to gradually because of scarce resources. They however, pointed out that they have made adaptations to some structures, particularly enlarging doors and creating appropriate toilet cubicles for students with disabilities. Principals also pointed out that they have created ramps around their institutions to allow easy mobility to students who are physically challenged.

In the researcher's view, college infrastructure can be a barrier to Inclusive Education. There is need to create a physical environment which is friendly in institutions. The challenge with such an undertaking is that funds are limited to carry these refurbishments. Colleges should therefore budget for these so that all structures become friendly to all students including those who have mobility challenges.

Lecturers

Lecturers also responded to the same question. The following are some of the responses:
- Improvements are being done since the college did not cater for the disabled before.
- A few structures were attended to during the Youth Africa Games. More still needs to be done.
- Ramps have been constructed
- Preparedness is average in terms of infrastructure face-lifts for accessibility to various facilities
- Pathways and ramps have been constructed.

Responses in both colleges indicate that colleges are doing something in infrastructure refurbishment though a lot still needs to be done. The researcher observes that this is likely to be a gradual process since it requires resources which are, unfortunately, scarce. In spite of these challenges of resources, it is imperative that these structures be attended to. If not done, infrastructure can be a barrier to Inclusive Education.

Students

Responding to the same question, students indicated that attending to college infrastructure is critical. They felt that authorities should continue working on these until colleges become friendly in terms of their infrastructure (Hlatywayo and Muranda, 2014; Torrento, 2011; Mett, 2004). The writer observes that all respondents seemed to concur on the matter of infrastructure refurbishment. There is however acknowledgment of the little which has been done so far. Colleges therefore should continue working on these infrastructures until all the barriers of mobility are eliminated.
Another question which was raised was the state of preparedness have been achieved.

Policy on inclusive education

Questions were asked around policy issues. One of the questions sought to find out whether there were any policies to guide the implementation of inclusive education in teachers' colleges. The following responses were provided.

Principals

Both principals in their responses indicated that so far there were no policies in place to guide the implementation of inclusive education in teacher education. Government has not yet drafted any policies and also the colleges themselves had no local policies.

In view of these responses, the researcher felt that this was a major gap in the effort to incorporate inclusive education in teacher education. In the absence of policies, institutions do not feel obliged to comply. Chataika (2007) posit that policies on inclusive education need to be put in place if this practice is going to succeed. It is not just national policy which is required but also local policies which can be enabled by the College Academic Board. The absence of such policies could be a factor in the failure of colleges to fully implement Inclusive Education.

Lecturers

When asked the same question, lecturers had the following responses;

- Not seen the policies
- Policies not yet crafted
- Not yet in place
- So far there are no specific policies to facilitate the implementation of Inclusive
` Education.
- Nil.

Clearly, all lecturers concur that there are no policies to guide the implementation of Inclusive Education in teacher education. In fact there was 100% response in this regard. As already pointed out, this is a gap which requires redressing immediately. It may account for the failure of implementing Inclusive Education in teacher education.

Students

In response to the same question, students were not sure whether such policies were there. They however pointed out that if they are not there, it would be important to have them so that they guide the incorporation of Inclusive Education in teacher education. Another important question was why it was important to have a policy on Inclusive Education. The following responses were presented.

Principals felt that a policy was critical since it would be mandatory for everyone to follow. It is a piece of legislation which institutions would not deviate from. The principals went on to indicate that the provisions of a policy provide guidelines of implementation. An enacted policy sometimes pushes the authorities to budget for the programme. In this case, a little funding could be provided for Inclusive Education.

The researcher's observation is that the absence of a national policy does not prevent the Principals and their Academic Board Members to formulate local policies. This is a matter which institutions should address urgently. Crafting such a policy would even enhance the understanding of the notion of Inclusive Education in the Teacher Education. Such a policy would then guide the incorporation of Inclusive Education in Teacher Education.

Lecturers

Responding to the same question, lecturers felt that a policy was needed urgently to guide the incorporation of Inclusive Education in teachers' colleges. The following are some of their responses:
- Government must craft a national Inclusive Education Policy.
- A policy is necessary.
- Operating without a policy creates disorder.
- A policy must be put in place.
- A policy forces everyone to comply.

The lecturers' responses clearly indicate that a policy is required in Inclusive Education. In fact, 100% of the lecturers felt that this was important. UNESCO (2009) is pushing for a situation where member states should craft policies from International Agreements. These then should be adopted to local situations. Zimbabwe has not yet drafted its Inclusive Education Policy.

Students

Students also felt that a policy on Inclusive Education was necessary. They felt that such a policy on Inclusive Education was necessary. They felt that such a policy may provide affirmative action for some vulnerable groups. Mathematics is a challenge for the visually impaired students. Mathematical language is difficult to capture in Braille. This puts visually impaired students at a disadvantage. Students felt that when a policy is available, it might address some of these challenges.

AUTHORS' CONTRIBUTIONS
Academic and professional recommendations

- ➤ There is need for regular staff development for the college communities on the concept inclusive education.
- ➤ Colleges have to conduct a variety of activities which include sporting activities, concerts writing clubs and debate among others which all work and combine efforts towards the spirit of inclusivity.
- ➤ The college leadership and the academic board need to include issues of inclusivity in their strategic plans and further map up effective strategies for monitoring the implementation of the drawn plans.
- ➤ The colleges have to mobilise and utilise adequate resources that will cater for students with diverse needs under the spirit of inclusivity.
- ➤ College academic boards to craft policies that will facilitate the implementation of inclusive education in teacher education curriculum.

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