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**THE IMPLEMENTATION OF THE INCLUSIVE EDUCATION POLICY IN SPORT: A
CASE STUDY OF FOUR SECONDARY SCHOOLS IN MASVINGO DISTRICT,
ZIMBABWE.**

A thesis submitted in fulfilment of the requirements of the degree of

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THE UNIVERSITY OF FORT HARE

By

TAPIWA MUDYAHOTO

201415924

SUPERVISOR

PROFESSOR T.D. MUSHORIWA

SEPTEMBER 2016

DECLARATION

I hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled “The implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe” is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources both in the text and in the list of references.

Tapiwa Mudyahoto

May 2016

Signed.....

Date.....

ABSTRACT

The purpose of the present study was to explore the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe. The case study research design was employed; interviews, focus groups, document analysis and observations were used to collect data. Four school Heads, 4 sports masters, 4 team trainers, 4 team captains, 2 learners with disabilities and a district education officer were purposively selected to take part in this study. Data were presented, analysed/discussed, starting with demographic data in the first section followed by emerging themes. It emerged from the study that all the participants were not knowledgeable about inclusive education and the aspect of including learners with disabilities in mainstream sport. The major barriers identified include inadequate policy dialogue, unavailability of sporting equipment and attitudes. Further findings revealed that there is dire need for knowledge and skills in inclusive sport among teachers in regular schools. Findings also confirmed unavailability of policy circulars in schools. Most teachers were not afforded opportunities to attend workshops and seminars. Findings also revealed that teachers faced major challenges such as funding to undertake courses in SNE and inclusive sport. Teachers were reeled in with a lot of pressure due to congested timetables and large classes. Participants believed that the challenges they faced could be resolved through some proposed intervention strategies. The researcher concluded that teachers in regular schools were not equipped to teach sport to learners with special education needs in the mainstream. The MoPSE was not doing much in preparing teachers to be effective in including learners with disabilities in regular school sport. The study recommended that the MoPSE should put in place provisions to meet the inclusive needs of both teachers and learners. It also recommended that school Heads should be taught about SNE and inclusive sport for them to be able to guide teachers properly. Besides the national policy, schools should design inclusive policies specifically for their respective schools in line with the national policy. The study also recommended that the MoPSE should come up with a comprehensive framework in sport to counter some of these challenges.

DECLARATION OF PLAGIARISM

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DEDICATION

I dedicate this work to my late mother, Mrs Nyeurai Mudyahoto (Nee Makore), brother, Tawanda and sisters, Suzan and Mrs Merenciana Dube who passed away before witnessing my greatest achievement. I also dedicate this work to my lovely wife, Farisai, our daughter, Kudzaishe and sons, Melusi and Thabani.

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ACRONYMS

AASPE	American Association for Sport and Physical Education
AHEAD	Association for Higher Education and Disability
APE	Adapted Physical Education
AU	African Union
CWD	Children with Disabilities
DEO	District Education Officer
EHA	Education of the Handicapped Act
FGDSM	Focus Group Discussion for Sports Masters
FGDTC	Focus Group Discussion for Team Captains
FGDTT	Focus Group Discussion for Team Trainers
GPE	General Physical Education
GPE	General Physical Education
IDEA	Individual with Disability Act
IEP	Individual Educational Plan
MDGs	Millennium Development Goals
MoESAC	Ministry of Education Sport and Culture
MoPSE	Ministry of Primary and Secondary Education
NCPE	National Curriculum for Physical Education
OAU	Organisation of African Union
PE	Physical Education
PES	Physical Education and Sport
SDA	School Development Committee
SDC	School Development Committee
SH	School Head
SLAN	Survey on Lifestyle and Attitudes on Nutrition

SM	Sports Master
SMD	Severe Multiple Disability
SNE	Special Education Needs
SPS	Schools Psychological Services
TC	Team Captain
TT	Team Trainer
UAE	United Arab Emirates
UN	United Nations
USA	United States of America
WHO	World Health Organisation
ZPD	Zone of Proximal Development

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study examined the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District Zimbabwe. It was important to undertake such a study because sport is part of the school curriculum in Zimbabwe; yet, the status of including children in sport remains a myth. It was also crucial to conduct such a study as there is overwhelming evidence that, despite the enunciations and enactments of policies on inclusion, implementation has been slow, moving from neglect and mistreatment of children with disabilities (Saskatchewan Learning Special Education Unit, 2001). In line with the global trends regarding people with disabilities, Zimbabwe came up with policies to ensure inclusion of previously marginalised pupils in sport.

Though policies have been easy to craft, major challenges remain regarding putting the policies into practice. The inclusion of children with disabilities in Africa, particularly in Zimbabwe, has remained low as a result of unclear policies, lack of human and material resources, negative attitudes, as well as mainstream teachers' unpreparedness to be inclusive (Hay, Smit & Paulsen, 2001). It is within this context that the researcher has examined the implementation of the inclusive education policy in sport in Zimbabwe.

1.2 Background of the study

Historically, special education programs in many countries were not mandatory. In the United States of America for example, in 1973, congress approved the Education of the Handicapped Act (EHA) (Smeltzer, 2007). With the amendments to individuals with disabilities Act of 1997, schools in various districts in the United States began to slowly integrate students with moderate and severe special needs into regular school

systems. In Europe, each country had its own policy, and the European Agency for Special Needs Agency acted as the overseer for Special Needs and Inclusive Education (Stargazer, 2006).

The rights of people with disabilities have not been fully met throughout history, as people with disabilities at one time were portrayed as inhuman, evil and sick (Trent, 1994). Later, they were viewed as sinners or possessed by the devil, and at times, many would be exterminated or just left to die (Adams, Bell & Griffin, 2007). The mid-18th century saw the beginning of the Eugenics Movement, whose aim was to improve the quality of the human gene and protect society from those with physical or intellectual 'defects'. This then resulted in people with disabilities being segregated and hidden in institutions, hospitals and special schools (Adams et al., 2007). The Eugenics Movement continued to impede the rights of people with disabilities by enacting laws which restricted the movement of people with disabilities into the United States. These people were also not allowed to marry or have children, and in most cases were forced to be sterilised (Adams, Bell & Griffin, 2007).

In the African continent, children with disabilities face barriers in the education system, due to a variety of reasons (ACPF, 2011). In the South African context, this resulted in massive exclusion of children with disabilities from the education system (Department of Education, 2001). Despite the adoption of an inclusive education policy to address these imbalances, one of the challenges that hinders progress is lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of children with special educational needs (Chakaita, Mckenzie, Swart & Lyner-Cleophas, 2012).

Zimbabwe, as a member of the United Nations (UN), has agreed to recognise the rights of people with disabilities through declarations passed by the United Nations Human Rights, including the ratification of the UN Convention on the Rights of People with Disabilities. Some of the declarations passed are: The International Year of Disabled Persons of 1981 which called for the rights of people with disabilities and the Standard rules on the Equalization of Opportunities of 1993. The rules authorized states to make strong moral and political commitment to take action on equalization of opportunities for people with disabilities. The rule's motive is to improve the quality of life of people living with disabilities through fully taking part in inclusion (United Nations, 2002). The Salamanca Statement of Action (1994) re-emphasized the right of

education of every individual as mentioned in the 1948 Universal Declaration of Human Rights. All the said declarations aim at policy changes so as to promote inclusive education to make schools be able to serve all children, especially those with disability challenges. The Salamanca document excludes the establishment of special schools which discriminates children with disabilities from their environment and advocates for inclusion based on the human rights model. Thus, it points out that ordinary schools should accommodate all children irrespective of their physical, social, emotional, linguistic or other disabilities (Chireshe, 2011).

Further to this, Zimbabwe as a signatory to those inclusive education related charters and conventions, was mandated to initiate and support inclusive programs for people with disabilities. Strides have been made by drafting legislation, though it was not comprehensive and specific to inclusion of people with disabilities and particularly in sport. The Constitution of Zimbabwe, Amendment No, 20, Act of 2013 does not say much on the issue of inclusion, especially in sport. It merely spells out that the state and all institutions of government at any level must, within the limits of the resources available, assist persons with physical or mental disabilities to achieve their full potential and to minimise the disadvantages suffered by them.

As noted from the above, the Constitution is urging institutions and its agencies to assist in the best way they can to make the disadvantaged reach their full potential. However, the Constitution is silent on how children with disabilities may be assisted in sport, neither does it categorise disabilities such as blindness, deafness physically challenged etc. and how best each may be assisted. The Constitution is neither mandatory nor forceful, compelling institutions and agencies to ensure that children with disabilities are taken care of. The phrase “within the limits of the resources available”, gives leeway to institutions to either implement, or not, basing on the resources available. The Act is, thus, general and needs to state how each category of disability may be assisted in a classroom environment and in sport.

The Constitution does not indicate whether children with particular disabilities e.g. blindness, shall do sport or compete with all other pupils or shall compete on their own. This seems to be left to the discretion of teachers, and it tends to create problems in the implementation of the inclusive education policy in sport since each school may end up running its own show.

The Education Act of 1987 amended in 1996, points out that every child in Zimbabwe shall have the right to school education. It is important to note that no mention whatsoever is made of the rights of children with disabilities specifically. On the other hand, the Act does not give guidelines for the inclusion of learners with disabilities in sport, by stating how these learners should be included in mainstream sport. Making necessary adjustments or modifications to the requirements of learners with disabilities would enhance their full participation. The Act should have come up with suggestions needed for the hearing impairment, visual impairment, developmental/intellectual and the physically challenged to participate among themselves or with children without disabilities.

The Zimbabwe Disabled Persons Act of 1992 addresses the rights of people with disabilities in relation to education, employment, recreational facilities, community and social services but still fails to articulate how children with disabilities may be assisted in sport. The Act does not make the Government provide inclusive education in any concrete way. The Government's efforts end at integration in resource units and special classes. The Nziramasanga Commission of Inquiry into Education and Training in Zimbabwe (1999) says that inclusive education called for by the government then, was merely theoretical. The Commission noted that, the real and serious inclusive education needed to be adopted at all levels of the education system. This came as a result of social and community rehabilitation (Hapanyengwi, 2009).

The policies on inclusion are derived from the principles enshrined in various conventions such as the United Nations Convention on the Rights of the Child (UN, 1989), The International human rights legislation and agreements, including the Salamanca Statement and Framework for Action (UNESCO, 1994), the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (UN,1993) and the Dakar Framework for Action (UNESCO, 2000).

Before Zimbabwe attained her independence in 1980, the provision of Special Needs Education was in a haphazard state, with various uncoordinated church and charitable organizations each doing its own thing (Hulley, 2004). Christian missionaries, mainly from Europe, initiated all formal education including special education. Thus, in Zimbabwe, the Dutch opened a school for the blind in Masvingo and later, philanthropic

organizations such as the Jairos Jiri Association also took part in the establishment of schools for children with disabilities (Chimedza & Peters, 2001).

This saw the recognition of the rights of people with disabilities, being partially fulfilled in Zimbabwe. To some extent, there seem to be some acknowledgement of the civil rights of people with disabilities in terms of educating them. Although there is a greater awareness and acceptance in including people with disabilities in schools, there is still much to be done in terms of including these children in sports

Sport are activities involving physical exertion and skill in which an individual or team competes against another or others for entertainment (www.unesco.org/edn/efa/ed). Silk and Andrews (2010) define sport as those activities done for enjoyment, physical, intellectual, social development, and competition and for the challenge it gives. Sport may also be viewed as competition played within the rules established by governing bodies while pursuing victory (Tim & Tim 2009). In this context, these are mainly physical - playing competitive games mostly played by children at school.

Some children with disabilities do not experience the thrill of sport due to physical challenges and limited locomotion. For many children with disabilities, the chances to play in the play field with others are very limited, probably due to the fact that teachers are not fully prepared to meet the children's demands because some teachers do not have the knowledge of what to teach and how to teach it. Inclusive Sport is not properly taught to children with disabilities in schools as teachers focus on competitions with other schools. Churcher (2014) confirms that sport has been viewed as nothing more than leisure, and educators fail to clearly define the importance in terms of enjoyment, development of motor skills, communication and cooperation among children.

In Zimbabwe, each school is expected to have co-curricular activities involving sport. However, experience has shown that while schools accommodate learners from different backgrounds in terms of the inclusive policy, very few, if any, have given thought as to how they can make school sport inclusive, that is, to accommodate the diverse kinds of learners they have enrolled. It is the researcher's contention that sport has not been made fully inclusive nor is there enough provision made for the participation of learners in sport. The researcher asserts that sport is not yet perceived as an integral part of an inclusive pedagogy and is, therefore, not sufficiently utilized to

enhance sustainable inclusive environments. The main emphasis is for children with disabilities to improve both socially and academically by learning with those without disabilities (Farrel, 2000).

Sport and education are closely related though indications are that sport for learners with disabilities is not well taken in schools. Musengi, Mudyahoto and Chireshe (2010) conducted a study in Zimbabwe on the quality of sports participation by pupils with disabilities in inclusive education settings in Masvingo Urban. They found out that a low expectation for sport was evident for learners with disabilities from both teachers and learners without disabilities in schools. It also revealed that provision has not been made for inclusive sport in schools. This study, among many, is indicative that practices of exclusion are still prevalent in many schools despite efforts to implement inclusion. Sport has been found to be beneficial to learning or educational outcomes. For instance, Bailey (2006) postulates that it is not only the participation in sport that fosters a spirit of success among learners but also the interaction that it promotes between educators and learners, let alone its therapeutic tendencies.

Bailey further points out that sport yields positive experiences, enjoyment, all of which result in potential benefits for participation. The indication is that sport is a necessary activity that could bring learners together, foster scholastic patriotism among learners, and the benefits of mutual co-existence which is pivotal to inclusion.

In spite of the failure by society to fully address the issues on inclusion, people with disabilities are opposed to the discredited welfare approach to disability. Instead, they view inclusion of people with disability in society as an obligation and not an option (Malinga, 2014). Hence fixing the environment is a key factor as opposed to fixing disability. They further propose for facility activity for people with disability as a key requirement, as opposed to limiting activity.

A successful process of inclusion requires community belief in the competence of the education system to respond to the needs of all students. Therefore, parents need to gain confidence in the capacity of the schools to understand and effectively educate their children without disabilities (Favazza & Odom, 1997). Parents of children without disabilities worry that their children will not be challenged in an inclusive classroom, fearing that the teacher will have modified the curriculum for the whole class. On the other hand, parents of children with disabilities would fear for their children to be

injured during sporting activities. Parents of children without disabilities also worry that their children will receive less one-on-one attention, as the teacher allocates extra time to the child with disability (Radojicic, 2014).

In some Zimbabwean societies, some parents of children without disabilities are not keen to have their children in an inclusive setting, as they believe disability is a result of witchcraft or some form of punishment by God, hence they fear that their children without disabilities may get affected as they interact with peers with disabilities even during sport (Chimedza & Peter, 2001; Chimedza & Sithole, 2001). Some parents, from the Shona and Ndebele cultures in Zimbabwe view disability as caused by contagious diseases as a result of evil influences such as devils and demons residing within the child with a disability (Chimedza & Peters, 2001). Some parents from the Shona and Ndebele cultural groups believe that children with disabilities require cleansing through traditional rituals before inclusion (Chimedza & Peters, 2001)

Currently, there have been attempts towards inclusive education in a number of schools in Zimbabwe, but the trend has been that projects for people with disabilities fail, presumably due to lack of support, lack of clear policies, resources and negative attitudes (UNESCO, 2006; Hapanyengwi, 2009 & Cheshire, 2012). Some living examples of the inclusion programs which were started in both rural and urban settings failed at commencement due to economic hardships and sanctions. At present, speculation has been that the Schools Psychological Services (SPS) and the Special Needs Education (SNE) are facing challenges in implementing awareness and advocacy programs on inclusive education in the whole country because of lack of financial, human and material resources (Miles & Singal, 2012; Chireshe, 2011; Mutepfa, Mpofu & Chataika, (2007).

Finance from the state is perceived as a problem; hence, with no money, it is difficult for the SPS and SNE to implement inclusive education in sport. This has led people with disabilities to continue living in institutions where stigmatization and exclusion from the mainstream activities are practised (Mutepfa, Mpofu & Chataika, 2007). In Zimbabwe, many people with disabilities remain indoors as many schools still have no resources for including them (Maseko, 2014). Hence, equal participation, especially in sport, has remained a pipe dream for people with disabilities in Zimbabwe. Despite the constitutional and legislative imperatives, Phasha, cited in Lemmer and Van Wyk

(2010), posits that while the right to education is guaranteed, there are learners whose educational needs call for more resources beyond what mainstream schools can offer. Phasha further states that more provision should be made to accommodate all learners in schools as per the constitution and international declarations and treaties referred to above.

Several authors have written on inclusive sport from different contexts. For example, Sykes and McPhail (2008) have raised concerns about the exclusion of overweight and obese learners from sport and aver that this could have far-reaching negative effects such as instilling a sense of alienation and poor self-esteem in the learners. Mushoriwa (2001) adds that teachers' attitudes can affect the way they perceive, value, judge, interact with and teach children with visual disability. Therefore, schools have to respond inclusively to the physical sporting needs of all learners.

To this end, several studies have been carried out on aspects such as inclusive pedagogy (Florian, 2009; Makoelle, 2013), inclusive discourses (Dyson, 2001), curriculum and inclusion (Giangreco, 2010), developing inclusive school-policy practice (Ainscow, Farrell & Tweddle, 2000) and others. While these studies gave accounts of the developments in inclusive philosophy, research and practice, the focus on developing inclusivity in sport has only been researched to a limited extent, to the researcher's knowledge, thus there is dearth of literature in as far as inclusivity in sport is concerned.

1.3 Statement of the problem

The Government of Zimbabwe, through the Ministry of Education, Sport and Culture, has formulated policies aimed at raising the status of children living with disabilities in schools. According to the researcher's experience, secondary school teachers continue to use methods which mostly cater for mainstream children. Chimedza and Peters (2001) say that teachers' attitudes on policy have a significant bearing on determining their pedagogical practices in implementing policy reforms. There are indications in studies by Musengi, Mudyahoto and Chireshe (2010) that teachers are not implementing inclusivity in sport. Part of the reason for this state of affairs seems to be that there is paucity of research on how children with disabilities may be included in sporting activities. There have been no researches on how the implementation of the

inclusive education policy in mainstream may be achieved.. Hence, this study sought to examine the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe.

1.4 Research question

How is the inclusive education policy in sport implemented in Zimbabwe's secondary schools?

1.4.1 Sub- research questions

- What support services have the government put in place in schools in support of the implementation of the inclusive education policy in sport?
- What are the school practices regarding the implementation of the inclusive education policy in sport?
- To what extent are children with disabilities involved in sport in four secondary schools in Masvingo District?
- What intervention strategies can be put in place to improve the implementation of the inclusive education policy in sport?

1.5 Research objectives

The objectives of the study are to:

- Establish the efforts put by the government in support of the implementation of the inclusive education policy in sport.
- Find out the schools practices regarding the implementation of the inclusive education policy in sport.
- Find out the extent to which children with disabilities are involved in sport in four secondary schools in Masvingo District.
- Establish the intervention strategies that can be put in place to improve the implementation of the inclusive education policy in sport.
- What suggestions could be given for a good inclusive education policy framework for sport?

1.6 Purpose of the study

The main purpose of this study was to explore the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe, with the aim of possibly improving children with disabilities' participation in sport.

1.7 Significance of the study

The study may be relevant to sports masters, teachers and school Heads as it may give insight and guidelines on how the inclusive education policy in sport can be implemented, monitored and evaluated. The study might guide the government on its responsibility to have an inclusive education policy that is implemented by all stakeholders for it to succeed as currently, there is dearth of documented policies on how specifically children with disabilities may be included in sporting activities. The documents available, such as the Constitution of Zimbabwe Amendment (No.20) ACT 2013, The Education Act of 1996 and The Director's Circular No 7 of 2005, only vaguely hint on inclusion and are silent on the 'How' aspect.

The study may also assist policy makers to review and identify gaps. The document may be a source of reference to many scholars in Zimbabwe and, possibly, the region at large as there is no literature or any other research that has been carried out in Zimbabwe or any other country to the researcher's knowledge.

1.8 Delimitations of the study

The study explored the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe paying particular attention to what exactly is obtaining in selected schools. The focus of this study was on gaining in-depth understanding of the experiences and practices of the inclusive education policy in sport. Thus the study was confined to two selected special secondary schools which have adopted the policy of inclusion in the District. Participants were drawn from school Heads, Education officers, teachers and pupils. The study was carried out in four secondary schools in Masvingo District, Zimbabwe.

1.9 Definition of terms

- **Implementation**

According to Durlack and Dupre (2008), implementation is the carrying out, execution or practice of a plan, a method, or any design for doing something. They go further to say implementation is the action that must follow any preliminary thinking in order for something to actually happen. Similarly in this study, the term refers to the process of putting into practice a concept, strategy, policy or model.

- **Inclusive Education**

Inclusive Education is a process of addressing and responding to the diverse needs of all children by increasing participation in learning and reducing exclusion within and from education (UNESCO, 1994). In this study, it is a process of mainstreaming children with special educational needs into regular classroom settings, allowing them to learn side by side with their peers without disabilities. This implies that children with special educational needs have to attend mainstream schools that they would have attended if they did not have a disability.

- **Inclusive Policy**

Inclusive Policy is defined as a principle of integrating learners who are perceived to have special educational needs or impairments. It is also a broad conceptualization concerned with providing appropriate responses to a broad spectrum of learning needs in formal and non-formal education settings (UNESCO, 2006). In this study, inclusive policy is a philosophy which calls for all schools to provide all learners with access to high quality schooling, free from discrimination based on gender, language, ethnicity, religion, disability or geographic location.

- **Sport**

Sport is viewed by Silk and Andrews (2010) as all forms of competitive physical activity which is through casual or organised participation and aims to maintain or improve physical ability, provides entertainment to participants, skills and social interactions. In this study, it refers to taking part in activities such as soccer, volleyball, netball, athletics etc.

1.10 Summary

This chapter looked at the background to the study, statement of the problem, research questions, and objectives, purpose of the study, significance of the study and definition of terms. The next chapter reviews related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the conceptual framework, theoretical framework, a review of literature related to inclusion in general and finally, research studies conducted globally and in Zimbabwe on issues to do with inclusivity in sport. The empirical studies pay attention to various research studies conducted globally and in Zimbabwe on issues to do with inclusivity in sport. The review of empirical studies attempts to give the gaps in the research so far carried out and how these studies relate to the present study.

2.2 Conceptual framework

2.2.1 Concept of inclusive education

A review of international literature reveals extensive debate on the justification of inclusion from human rights, educational and moral perspectives (Ainscow, 1999; Slee, 2003; Florian, 2007). However, there are many definitions of inclusion, and it is important to note that there are no explicit definitions of it in either the Constitution of Zimbabwe or the Education Act.

Dukes and Lamar-Dukes (2006) refer to inclusion as all children being educated where they would be educated if they did not have a disability, with necessary support provided to children, educators and families, so that all can be successful. Bailey, (1998, p.173), refers to inclusion as being:

In an ordinary school with other students, following the same curriculum at the same time, in the same classrooms, with the full acceptance of all, and in a way which makes the student feel no different from other students.

Inclusion can also be seen as, a continuing process of increasing participation of students in the cultures and curricula of mainstream schools and communities (Booth,

1996). Some see it as moving away from benevolent humanitarianism to a discourse of rights, such as the rights to participate in the mainstream school, the right to respect, and the right to what Norwich (2000, p.10) calls “individually relevant learning.” Bunch, (2008) concurs that inclusive education is a new human rights and social justice approach to education and disability. It is a symbol of respect for all humanity.

From the above, one may argue that inclusive education is about social justice and equity and it takes into account learners’ disabilities, potentials and diverse needs. In some way, inclusion can be said to be a philosophy that describes the placement of children with disabilities in regular classes for all or nearly all of the school day. The term also implies an educational model where diverse and children with disabilities play soccer, hockey rugby, netball, volleyball and many other sporting activities alongside their age-mates and learn in general education classrooms with the provision of appropriate aids and services (Gilhool, 1989).

Under these circumstances, the learner does not have to adapt to the school system, but rather the school or the education system has to change in order to meet the learning needs of all children in a given community (Kisanji, 1999; Armstrong, 2005). In other words, inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality (Booth & Ainscow, 2002). The guiding principle in inclusive education is that all learners have a right to learn in mainstream schools. It guarantees children with disabilities their right to education and helps to achieve equality.

The notion of inclusion brings up a range of assumptions. Some of the assumptions underpin the construction of the concept “inclusivity” and the direction an institution might follow to achieve a particular type of inclusivity (Nunan, George, & McCausland, 2000). According to Vaughn (2010), two views about inclusivity illustrate this range of assumptions in education that, inclusion in education is enabling all individuals to participate fully in the life and work of ordinary school settings, whatever their needs. While the other view sees inclusion as a just and ethical approach to education and society, an attempt to put values into action with equity, participation, respect for diversity, community rights, compassion and sustainability (Booth et al., 2000). This principle entails the disestablishment and gradual closure of separate special schools. In a way, inclusion means a re-engineering of ordinary schooling and tends to mean a

transfer of resources to the ordinary school, so that every school, college or university can accommodate every individual irrespective of race, gender, socio-economic status, ethnicity, age and disability (Nunan et al., 2000). Inclusion ensures that all learners belong to a community. Thomas and Loxley (2001) observe that in a broader sense, inclusion entails transferring the support services to the learner, rather than taking the learner to the support services, ensuring that only the learner gains as a student in the class rather than compete with his or her peers.

Inclusion is a situation where the school community adopts the needs of its students and staff. It is also taken as, widening access to opportunities for the production of specific professional knowledge and practices. However, Margison (2009) challenges this and argues that, widening access to opportunities might not make sharing of resources equitably in any way because those positioned to take up the enhanced opportunities are those already advanced. In researcher's view, Margison's argument depends much on the leverage the advantaged may have, with the right framework, this may not be allowed to happen.

Another approach views inclusivity in the educational sense and sees it as concerned with the successful participation which guarantees greater options for those in educations and beyond (Nunan et al., 2000). Accordingly, the construction of inclusivity within this approach tends to focus on factors that directly affect participation, access and success as well as the criteria for assessment of that success. The approach tends to represent an entire array of options as well as affirming the decisions that guarantee basic human values of democracy, participation, emancipation and equality (Inglehart & Welzel, 2005). While this approach to inclusivity is about achieving equitable learner outcomes, it also is integral to the overall professional outcome.

Vaughn (2010) describes the other view of inclusion as traditional and as premised on the development of tolerance, sensitivity and empathy with the broader community. Inclusion framed in this way is mainly to do with the implementation of resources and processes and has little to do with the challenging outcomes that bring about social and economic inequities.

2.2.2 The concept of inclusive education in sport

Inclusive education in sport is an extension of general inclusive education; however, in sport, the concept looks at providing a child with disability with equipment where possible, as well as adapting the games to enable him /her to take part in sport as sport is part and parcel of the Zimbabwean curriculum. Inclusive education mainly focuses on teaching and learning in the classroom, neglecting sport which takes place outside the classroom.

The inclusion of children with disabilities in sport, in Africa, particularly in Zimbabwe, has remained low as a result of unclear policies, lack of human and material resources, negative attitudes, as well as mainstream teachers' unpreparedness to be inclusive (Hay, Smit & Paulsen, 2001). The Zimbabwe Constitution, Amendment No, 20. Act of 2013 scratches on the issue of inclusion of children with disabilities in sport. It spells out that the state and all institutions of government at any level within its limits of resources available must assist persons with physical or mental disabilities to achieve their full potential and to minimise the disadvantages suffered by them. As can be observed from the statement, the Constitution is urging institutions like schools and its agencies to assist in all ways possible to enable children with disabilities reach their full potentials. However, the Constitution is silent on how these children may be assisted in as far as sport is concerned. The Constitution does not even specify how children with other forms of disabilities such as blindness, deafness, and physical challenges may be assisted in sport.

In a way, the Constitution is neither mandatory nor forceful in compelling institutions and their agencies to ensure that children with disabilities are taken care of. The phrase "within the limits of the resources available" gives institutions a leeway to implement inclusion or not, basing on the resources available. Since the Constitution does not mention what the Government would do to assist these disadvantaged children, the Government stands aloof and expects action from institutions. The Act is, therefore, too general as it needs to state how each category of disability may be assisted both in classroom and sport. The Constitution is also silent on whether children with disabilities shall do sport, compete with others or among themselves. These issues seem to have been left out to the teacher's discretion, which even creates problems in the implementation of the inclusive education policy in sport, since

each school may end up doing its own thing, as most of the teachers are not trained to handle such cases.

On the other hand, The Education Act of 1987 amended in 1996 points out that every child in Zimbabwe shall have the right to school education. The Act is equally silent on the issue of children with disabilities in particular; neither does it give guidelines on how children with disabilities may be included in sport nor state whether they should do sport among themselves. All issues are subsumed in the phrase “every child in Zimbabwe shall have the right to school education”. The setting up of categories for competitions, making of adjustments and modifications to suit learners with disabilities is left to the teacher. The Act should have come up with suggestions needed for categories such as, hearing impairments, visual impairments, developmental/intellectual and the physically challenged to do sport among themselves or with those without disabilities.

The Zimbabwe Disabled Persons Act of 1992 addresses the rights of people with disabilities in relation to education, employment, recreational facilities, community and social services but still fails to articulate how children with disabilities could be assisted in sport. The Act is not pro-active by encouraging the Government to provide children with disabilities with financial and material support to enhance their participation in sport. Thus, the policies on inclusion were merely derived from the principles enshrined in various conventions and treaties without Zimbabwe recognising her potential and the feasibility to implement the inclusive education policy in sport.

Giorcelli, in Mushoriwa (2000), gives four main characteristics of successful inclusion as:

- Zero rejection philosophy: this can be interpreted in the implementation of the inclusive education in sport to mean that a child with disability must be accepted fully by the school, teachers and peers. In the context of sport, children with disabilities must equally be accepted by schools, teachers and peers. These children should be allowed to show their full potential in sport by making modifications and providing them with equipment for them to realise their full potentials;

- Age and grade appropriate placements in neighbourhood schools: In sport, this calls for the placement of a child with disability in age appropriate teams or making groups for the child to be socially accepted by peers;
- Special educational support given to regular education: In sport, inclusion would involve making available to the child with disability, special sporting materials and equipment, as well as human resources such as trained specialist teachers to assist the child in sport.
- Co-operative learning in sport: This entails the peers or more knowledgeable others to do sport with children with disabilities, assist them as well as accept/tolerate their challenges. This type of learning will inevitably assist children with disabilities to learn relevant skills from those without disabilities.

Therefore, the concept of inclusive education in sport sees children with disabilities as full time participants in all sporting activities done in their neighbourhood schools and communities. Thus, inclusive education involves all children learning together in the same physical environment. In a way, children with disabilities should take part in sporting activities together with those without disabilities were possible. The idea behind sport inclusion is that since society is inclusive the school, as a miniature society, must also be inclusive, preparing children for life in society. Separate schooling is seen as cultivating alienistic or segregatory tendencies and therefore, ends up being a more serious disability than disabilities themselves.

In sport inclusion, it is the school that must make adjustments to include or accommodate the child with a disability to take part in all sporting activities. The child with a disability should unconditionally be enrolled as he is, and the school must do all it can to ensure that the child with a disability takes part in sport. The major goal of sport inclusion is to enable all students to belong within an educational and sporting community that validates and values their individuality (Stainback, 1994 cited in Knight, 1999). In as far as inclusivity in sport is concerned, sport inclusion calls for schools to come up with adjustments and provision of equipment to allow children with disabilities to take part in sport.

2.2.3 Concept of attitudes in sport inclusion

The concept of 'attitude' implies a way of thinking which determines a person's reaction towards persons, objects, institutions or issues in either a positive or negative way. Apart from determining a person's reaction, attitudes also imply tendencies to categorise based on a positive or negative way (Sidogi, 2001). Furthermore, Bootzin, Bower, Crocker and Hall (1991, p.376) define attitudes in psychological terms as:

an evaluative response to a particular object, idea, person or group of people. They are often measured collectively, with individual preferences grouped together to give a broad picture of the views held by an individual or people.

Attitudes are considered to have three components, namely: effective or emotional component (how we feel about the object), behaviour (how we act toward the object), and cognitive (our knowledge beliefs and thoughts about the object). In this study, attitudes refer to feelings held by teachers or other stakeholders in the education system towards children with disabilities in sport participation

Attitudes are often cited as extremely important in order to successfully work with and teach students with disabilities (Rizzo & Kirkendall, 2006). Attitudes are considered to be combinations of feelings and beliefs that predispose a person to believe in a certain way (Noe, 2002). As sports teachers play an important role in the lives of the children they teach (Auxter, Pyfer & Huetting, 2001), their attitudes towards the inclusion of students with disabilities affect the success of the physical and sporting programmes (Salend, 2001). Teachers' attitudes have been found to affect the process and the outcome of inclusive education in sport to a greater extent (Kalyva, Gojkovic & Tsakiris, 2007).

One of the challenges facing the implementation of the inclusive education policy in sport is, 'attitude' of teachers, which is crucial to children with disabilities' participation in sport. The challenges facing most Zimbabwean teachers are that they have not been trained to cope with the diversity of learners now entering school. Florian and Rouse (2010, p.190) say:

Most mainstream teachers do not believe that they have the skills or knowledge to teach learners with disabilities because they have not taken a specialist course. Furthermore, they believe there are experts 'out

there' to teach those learners on a one-on-one basis and therefore teaching them is not their responsibility.

This type of thinking becomes retrogressive to including children with disabilities in sport. Development of inclusive practices is not only about extending teachers' knowledge, but also encourage them to do things differently and getting them to consider their attitudes and beliefs about including children with disabilities in sport.

Many studies have shown that there is an association between sport and physical education (PE) attitudes which include age, years of experience, number of adapted sports courses taken, exposure to individuals with disabilities and perceived competence to teach students with disabilities and their attitudes towards teaching children with disabilities (Conaster, Block & Lerope, 2000). The three major factors that influence attitudes are teachers' experience, training and motivation, with age and gender also playing a role (Kalya, Gojkovic & Tsakiris 2007). A study conducted in Northern Ireland by Lambe and Bones (2006) on teachers' perceptions of inclusive teaching found that student teachers who had never been to teaching practice held positive attitudes to inclusion in sport, in spite of not having a clear sense of the difficulties and challenges the implementation may hold. This affirms the findings of a study conducted on the general education teachers in the United Arab Emirates (UAE) and their acceptance of the inclusion of students with disabilities. The study revealed that, teachers in general, in the UAE had less encouraging attitudes towards the inclusion of students with disabilities in sport. The studies above, confirm that if a country is aiming to change its education system and push for inclusion, then teachers' attitudes need to change.

Elhoweris and Alsheikh (2006) put forward four strategies to improve attitudes and aid inclusion for sport providers to students with disabilities. First, they recommend increasing the knowledge base of educators and ways to meet the needs of students with disabilities. Shade and Stewart (2001) state that attitudes of Physical Education and Sport (PES) teachers can be positively influenced by training. Secondly, the use of successful inclusive teachers, as demonstrators and public speakers, could be a good strategy to promote successful inclusion in sport. The third aspect would involve teachers' acceptance of individual differences which could involve disability awareness activities in sport would make teachers experience how it is to have a disability (Salend, 2001). Lastly, the need for teacher education programmes to provide both

pre-service and in-service teachers with the opportunity to interact with individuals with disabilities in order to gain experience on how to interact with these students (Elhoweris & Alsheikh, 2000).

The attitudes and perceptions of others are among the most significant factors preventing individuals with disabilities from participating in many sports related activities (Heward, 2000). Kesser and Lytle (2005) state that the effects of attitudinal barriers on individuals with disabilities may be perceived negatively, treated as being incapable of making decisions or even devalued and ignored completely.

The impact of including a student with disability in sport teams made up of children without disabilities is often overlooked. Inclusion in a way looks at what is best for the student with a disability and does not take into consideration the effect that inclusion has on children without disabilities. A study by Verderber, Rizzo and Sherril (2003) in Australia concluded that attitudes of school children towards their peers with disabilities play a part in their intention to participate in sporting activities. A study by Rosenbaum, Armstrong and King (2010) in Ontario, Canada revealed that students in integrated schools held more positive attitudes towards students with disabilities.

A similar study by Tripp, French and Sherril (2009) at the University of Charleston, in the United States of America found that, students who were in integrated settings tended to view their peers more positively than students in segregated classes. In yet another study at the University of Kentucky in the United States of America by Block and Molloy (2006), girls aged 11-13 overwhelmingly accepted a student with a disability into their respective fast-pitch softball league. They were also willingly making modifications to ensure their peer could equally compete. It is important to note that; peer acceptance is not easily achieved when students are perceived as different (Fishbein, 2008). A study by Block and Malloy (2005) in USA suggests that, many students without disabilities may have negative attitudes on peers with disabilities as they have had no prior experience or interactions with someone with a disability.

In some cases, children without disabilities are scared of children with disabilities and others may quickly reject them because they feel that these children will ruin their sporting programmes. Block (2003) believes that the reason for such responses could be that children without disabilities know little about disability and how they should interact with those with disabilities. Therefore, inclusion is an important process that

prepares, educates and provides information on disability to peers, in the hope that all people without disabilities may come to an understanding and appreciation of children with disabilities and eventually resulting in change of attitudes. Such a development may lead to full participation in sporting activities by children with disabilities.

2.3 Theoretical framework

Eisenhart (1991, p.205) defines a theoretical framework as “a structure that guides research by relying on a formal theory...constructed by using established, coherent explanation of certain phenomena and relationships.” A theoretical framework positions the researcher in the discipline or subject in which the researcher is working (Hanning, Van Rensburg & Smith, 2004). Two models were adopted to guide the present study. These are the cognitive socio-cultural theory and the medical model of disability.

2.3.1 The Cognitive Socio- Cultural Model/ Theory

The Cognitive social-cultural theory was used because it sees disability as largely a socially constructed challenge which can be solved by integrating both children with and without disability into society, for children with disabilities to be taught how to access knowledge and skills practised by those deemed capable in society (Valasquez, 2000).

The cognitive socio-cultural theory focuses on the way a learner interacts with his or her environment, as well as factors in the environment that may affect the learner. The environmental factors could be social, involving caregivers, educators and peers, while the environmental factors could also be political and economic factors. The socio-cultural model also looks at the learner as an individual. For example, it looks at the learner in terms of personality, emotions, motivation and cognition and tries to identify ways in which individual characteristics may impact on learning. The environmental or cultural aspect explains learning differences in terms of inadequate or inappropriate environmental experiences (Thomas, 2005). These experiences include poverty, inadequate schooling or difficulties in a family. Therefore, the social-cultural theory also focuses on nurture or the upbringing of the child.

Steiner and Mahn (1996) say that socio-cultural approaches are based on the notion that human development takes place in a cultural context. Human activities are mediated by language and social symbols which become tools for enhancing socio-cognitive development. Thus, according to Steiner and Mahn (1996, p.191), “socio-cultural approaches emphasize the interdependence of social and individual processes in the construction of knowledge”. In this theory, knowledge is believed to be deeply rooted in social structures and in national histories. Therefore, the socio-cultural beliefs will influence how people with disabilities in society and schools, particularly in sport where peers would take part in sporting activities without looking at whether one has a disability or not. The social interactions between children with and without disabilities develop sporting skills for the disadvantaged children, thus, making society a pleasant place to live in.

Disability, in most cases, is worsened by the manner in which people without disabilities treat those with disabilities as unwelcome and unable to take part in sport. If teachers and other peers without disabilities see these children as unable to do sport, then they will treat them as such, thus denying them opportunities to take part in sport.

Vygotsky observed that in social interaction, a knowledgeable participant can create by means of speech and supportive conditions, a situation in which the learner can participate in and current skills and knowledge to a high level of competence. This brings in the aspect of collaboration and co-learning whereby the more capable and knowledgeable adults and peers engage in learning activities with the learner. In sport, it can be taken as the distance between actual skill acquisition through practice under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). Therefore, the zone of proximal development (ZPD) refers to the difference between the skill that the child with disability can do on his/her own and the help he/she needs from the more knowledgeable others. Interactions between peers and adults in the ZPD promote cognitive development while in sport, it promotes skill development.

An important characteristic of the ZPD is the potential of the learner which can be exploited by the supporter or facilitator so that the learner moves to another level where a zone is created, and the cycle goes on until set goals are achieved. As development proceeds throughout the lifespan, the ZPD shifts continuously (Rogoff, 2003). Learning is supported by scaffolds, which are the building blocks or tools for

learning. These are in the form of teaching and learning equipment and materials which exist in one's culture. In sport, the need to provide appropriate facilities and equipment cannot be over emphasised as they are the building blocks. Children with disabilities need appropriate and relevant sporting equipment for them to acquire requisite sporting skills. The provision of these facilities and equipment, including the support from more knowledgeable others, may lead children with disabilities to move from one skill level to the next. Therefore, learning should be viewed as a social activity, making the learner be part of the active and continual meaning making, being guided by the more knowledgeable others, in this instance, athletes (Makineni & Makineni, 2011).

The socio-cultural model thus, views the issue of disability as a socially constructed challenge which can be solved by integrating both children with disabilities and those without disabilities into society. In this model, disability is not of the individual's making but rather a conglomeration of conditions, most of which are created by the social environment (Langtree, 2010). Thus, the management of such challenges requires society to work together as it is their social responsibility to make necessary environmental adjustments for the full participation of people with disabilities in all spheres of social life.

In the social cultural model, the main emphasis is on the removal of stumbling blocks within society for all to take part (Landsberg, Kruger, & Nel 2009). If educators of children with special educational needs view these children(with disabilities) as part of cultural minority group able to achieve some relevance as any other children who do not have special educational needs, they prevent the barrier caused by negative attitudes and stereotyping (Department of Education, 2001). From this perspective, equal opportunities for those with impairments/ disabilities are a human rights issue.

Vygotsky's socio-cultural theory pays special attention to the inclusion of learners with special educational needs in sporting activities. Thus, the more knowledgeable others can raise the learner's competence through the ZPD and so the learner must be in an environment where a more competent peer can be of assistance to elevate his/her competence and so learners need to work together to construct their learning in a socio-cultural environment where all learners will benefit.

The researcher agrees with Borohny (2011) that the Vygotskian perspective is a theory to be considered in planning and implementing the inclusive education policy in sport. Joubert and Andrews (2010) contend that experiences and training contexts of teachers will have major influence on the teaching and learning of children with disabilities. There is need to pay attention to the needs of individual child and every teacher should be able to deal with each situation accordingly.

2.3.1.1 Critique on Vygotsky's socio-cultural theory

Vygotsky's theory takes a constructivist approach of the social environment as a factor of development and learning. Schunk (2004) argues that education cannot be taken out of context, so placing learners in a special school will remove them from the community from which they belong. There are learners with severe difficulties who cannot be catered for in a nearby school, thus, compelling them to access those services at the special school. However, it will be problematic, for instance, to have a blind learner at a mainstream school in which there are inadequate resources, for example no teacher trained in Braille. Inclusive education policy in sport advocates that learners who experience barriers to learning should as far as possible be educated in the neighbouring schools with appropriate support. If a school admits a learner who is blind, there should be a specialist teacher to teach Braille, as failure to do so will be regarded as "dumping" him or her at a school without support.

The socio-cultural model has also tried to take into account all the positive aspects of the different theories and combined them to create a theory that encompasses a variety of possible reasons for learning differences. The theory is a holistic method of looking at a learner from many different angles and perspectives. According to Landsberg et al. (2005), the model involves re-focusing away from the specialness of the learner and the special form of provision they were seen to need, towards the removal of stumbling blocks within society and the participation of all people, especially those with difficulties in their everyday lives in society.

From an environmental theory perspective, learning differences in children and teenagers are seen to be extrinsic to the learner. In other words, the problem causing the learning difficulty is a negative environmental influence rather than an internal or inborn cause per se. It is also criticised for taking into account only factors from the

environment and not considering factors within the individual (Smith, Cowie & Blades, 2003). These could be factors such as the mental, physical and some neurological conditions a child may be born with.

2.3.2 The Medical Model /Theory

The medical model is also referred to as the within-child model and is ultimately a model of diagnosis and treatment. In terms of medicine, the field of its origins, it is highly focused on pathology, sickness, the nature and aetiology of the presenting problem and dealing with the specific pathology in a centred way (Landsberg, Kruger & Nel, 2005). From a medical point of view, the medical model is relevant in suggesting that, where there is a problem, a cure has to be the ultimate goal.

Thus, the medical model sees disability as a medical problem, a defect lying within the individual. This model is the root of most negative attitudes held towards people with disabilities as they are seen as defective and dependant, in need of cure or rehabilitation (Oliver, 2000). According to Smeltzer (2007), the model is looked at in terms of medical challenges that must be treated or remedied by the medical professionals.

The medical model of disability is a social- political model by which illness or disability is the result of a physical condition intrinsic to the individual (Smeltzer, 2007). The model views disability as a challenge of an individual, directly caused by disease, trauma, or other health conditions which may require sustained medical care provided in the form of individual treatment by professionals (Langtree, 2010). The medical model assumes that barriers to learning reside primarily within the learner, and learner support should take the form of specialist, typical interventions (Joshua, 2006). This model is also known as the individual model, and the challenges associated with the disability are seen as lying solely within the individual and his / her medical condition or impairment.

The model views a child with disability as a “patient” in need of accurate diagnosis and treatment and that, the diagnosis should be made by a professional. Hence, the desired solution to these problems is often the cure or rehabilitation of the individual in order to fix the “defect” so that he/she may live as near “normal” as possible. Under this model therefore, people with disabilities are viewed as weak, defective, needy and

dependent, hence, assumed in need of medical professionals and generally incapable of competing with others in society. This led to the idea that children with special educational needs be educated separately (DoE, 2005).

The academic discipline examines the theories about the social, political, cultural and economic factors that define disability; thus, the model is also known as the clinical-pathological paradigm, which is a model of treatment and diagnosis (Landsberg, Kruger & Nel, 2009). This model is what used to exist and may still exist in many countries before and after inclusive education was introduced. In medical terms, where there is a problem, a cure has to be found. In education, the learner has to be singled out as one who is different from others. Nel, Nel and Hugo (2012) say that such a learner is not seen as “normal”. Therefore, those in charge and care of such children will want to diagnose the child and help accordingly. This theory aligns with this study in that children with disabilities need sustained medical care for them to be able to take part in sporting activities.

Sigodi (2001) argues that the education of learners with disability impairments was, to a large extent, influenced by the medical or healing profession. In this case, learners are grouped into categories according to their medical diagnosis, then placed and taught at special schools that provided for their conditions, for instance, blindness or deafness.

2.3.2.1 Critique of the medical model

The medical model assumes that an individual with a disability has an ailment, hence, needs a medical diagnosis. Children with disabilities are also perceived as passive recipients of services, and the impairment is perceived as a problem. The impairment is the focus of attention. This results in a society that discriminates and practises exclusion through the creation of “special” facilities away from the community life, hence, children with disabilities become limited in their participation in social and economic activities (Watermeyer, 2006).

Before the introduction of inclusion, children with disabilities had limited opportunities to interact with other learners who were regarded as “normal”. Learners would be sent away to special schools, away from the community in which they were born or raised, which is, in effect, a form of exclusion. In the researcher’s opinion, the medical model is

used as another form of subtle discrimination because when the learner is taken away to a special school, he/ she will be isolated from people in the community and peers. The learner may not fully get socialised as he or she thinks in terms of being different from others and deserving to be taken care of.

When people with disabilities are seen as sick, as is the case in the medical model, they may tend to be excused from normal duties in society and are isolated from the rest of the population. These low expectations are damaging both to those with disabilities and to society. When looking at the medical model, it becomes clear how society constructs negative perceptions of disability and how people with disabilities are marginalised in society.

In this model, society is not seen as having any underlying responsibility to accommodate people with disabilities, but should instead adapt themselves to existing circumstances with the help from medical professionals who provide treatment and rehabilitation (Kaplan, 2011). The assumption is that any challenges that one might face are a direct result of one's medical impairment and would disappear when the person is cured.

There are some situations in which the medical model may make the most sense. For instance, when disabilities have chronic pain and reduced chances of living a healthy life, it may be proper to focus on finding some sort of a cure. It is not only the finding of a cure that makes the medical model the root of many negative stereotypes of disability. It is mainly the view that people with disabilities have a problem that makes them different from "normal" people. Because of this view, there is a tendency to separate people with disabilities from the rest of the society, which has shaped social roles and classification for many years (Jaeger, & Bowman, 2005).

However, when looking at the other side of human existence, this model is not useful, because human problems cannot be explained medically as some of them are caused by outside forces (Nel, Nel & Hugo, 2012). In the field of education, the model singles out learners who are different from others in some way. Nel et al. (2012) say that these learners are seen as not "normal". As a result of this, those who care for these children want to find out what is wrong with them and help the children accordingly. To achieve this, a thorough assessment of the child is conducted, and results might reveal that the child needs special placement (Landsberg et al., 2005). Similarly, Nel et al. (2012)

point out that after assessment, learners were treated and consequently placed in a specialised environment which resulted in labelling.

The medical model has further been criticised because it fails to explain learning difficulties that occur in the absence of neurological damage. It also seems discriminatory and labels people in terms of their disability. This is going against the principle of inclusive education which acknowledges, accepts and respects differences in learners. Labelling and discrimination are some of the causes of barriers to education in that they encourage separation.

What we see is that the medical model complements the socio-cultural model. Some children with disabilities will need medical attention for them to fully participate in sport. Teachers and the other children without disabilities should be willing to assist them. Attitudes of those working with learners with disabilities are important to know. Besides, the fact that the learner has special educational needs means that one has a challenge and processes such as diagnosis and identification need be carried out before intervention is given.

Though some disabilities need medical attention, most of these disabilities are worsened by the attitudes of society towards the disabilities, hence, in this paper these two theories should be seen as complementary.

2.4 Sport support services for children with disabilities

Support services refer to supplementary resources, aids/equipment that are provided in Physical Education and Sport (PES) activities to enable children with disabilities to take part in sporting activities with peers without disabilities to the maximum extent possible (Munford & Chandler, 2009). For the purpose of this study, support services can be defined as the provision of human and material resources to enable the participation of children with disabilities to play sport with their peers.

Considerable research has been conducted on support services, for example, Lytle and Collier (2002). Volger, Koranda and Romance (2000) say that support services may be extra helpers present as in dual and team teaching, peer tutoring, and various forms of consulting by adapted sport specialists. Support services may also be adapted equipment or classroom materials like station labels in large prints or braille, sport

wheelchairs, and rails on walls to help with balance. A supportive environment also exists where there is collaboration among teachers, district officials, School Heads, parents and learners. According to Calitz (2000), support may involve a group of colleagues or professionals who are available to assist learners experiencing barriers to participation in sport. In this context, it may also refer to what the government does to ensure inclusivity in sport be reached, these include services such as provision of relevant materials for use in sport by children with disabilities.

In line with global trends regarding inclusion of people with disabilities in sport, Zimbabwe swiftly came up with policies to ensure the inclusion of the previously marginalised in school sport. Traditionally, provision of sport for those with disabilities was met in separate institutions, yet upon leaving schools, such children were expected to fit into society. Therefore, the concept of institutionalization was the core of negative perceptions towards disability and isolation of children with disabilities from the mainstream society.

Furthermore, the inclusive concept was viewed as primarily concerned with the provision of education in general to those with physical disability like those with blindness, the deaf and dumb, as well as those with mental challenges (Peters, 2004). After the Jomtien and Salamanca Conventions of 1990 and 1994, respectively, inclusive education in Zimbabwe assumed a paradigm shift and now broadly pertains to including children with disabilities in sport even those who are vulnerable as a result of being orphaned or as a result of poverty and war, among others (Winter & O'Raw, 2010).

The Zimbabwe Education Act of 1987 revised in 2006 recognises and acknowledges the importance of parental participation in the provision of facilities and resources in inclusive settings. Kanhukamwe and Madondo (2003, p.64) posit that:

The school Development Committees/Associations call the parents of children with disabilities to join hands and work in collaboration with the Physical Education and Sport teachers towards the provision and availability of adapted Physical Education and Sport equipment like wheel chairs, brackets, balls, racquets, goal posts, basketball and tennis nets and availability of aides who are trained to handle children with disabilities, school personnel, peer grouping and infrastructure that would allow the effective implementation of an effective programme in both Physical Education and Sport.

There are, however, some parents who prefer and advocate inclusive education, while others are for separate placement (Chakuchichi, Chimedza, Chiinze & Kaputa, 2003; Zindi, 2004). Some parents of children with disabilities argue that they would prefer their children to learn in special schools where there is safety, resource availability and specialist services (Daniel & King, 1997; Sherril, 1998). A study by Zindi (2004) in Zimbabwe, which sought to find out parents' feelings towards their children with disabilities participating in sport established that their children were not given equal opportunities to take part in sporting activities in inclusive settings as there are no adequate facilities to enable their children to take part in sporting activities.

Such views came from parents of children with severe disabilities who were concerned about lack of specialist personnel, special equipment and adaptations that would enhance the teaching of sport in an inclusive setting (Shanker, 1995; Block, Zeman & Henning, 2001). Such views may be due to the concerns that their children may be harmed, ridiculed or not have the chance to use equipment as children without disabilities would take it first (Palmer, Borthwick-Duffy, Widaman & Best, 2001).

In Zimbabwe, inclusive education involves the identification and minimisation or elimination of barriers to student participation in mainstream settings, and maximisation of resources to support learning and participation (Mutepfa, Mpofu & Chataika, (2007). Mpofu (2004) argues that there is no specific legislation for inclusive education and provision of support services, although a number of Government policy issues are consistent with its intent. The most common support services one would get in Zimbabwean schools are the playgrounds and teachers (Mpofu & Chataika (2007). Research shows that support services are a major challenge in African schools due to lack of qualified human and material resources. Lack of clear policies has also resulted in a number of schools not having enough support services nor being built to allow easy access by children with disability.

In most school environments in Zimbabwe, students with disabilities are faced with environmental challenges, especially if the buildings have not been constructed with their mobility needs in mind (Jha, 2002a). In this context, most school buildings and sport facilities were constructed without putting children with disabilities in mind.

The Physical Education Syllabus (Department of Education and Science, 2003) states that ideally, facilities for implementation for PES should include some of the following:

- Suitable indoor space with sports halls;
- Suitable outdoor space such as grass pitch and hard-court areas large enough to work efficiently and in safety;
- Access to all sporting areas, including swimming pool; and
- Access to areas suitable for the teaching of sporting activities.

Due to some constraints in the timetable and access to facilities, PE and Sport for children with disabilities in Zimbabwe seem to be neglected in some schools. Swimming is one such area of concern, despite its so many benefits for students with disabilities (Madondo, 2000)

The Association for Higher Education Access and Disability (AHEAD) (2003) revealed that 99% of secondary schools had an enrolment of students with one or more disabilities. Despite this figure, the study also revealed that only 17% of the schools were accessible to pupils with disabilities. The study showed that 66% of PES teachers felt that their schools were inaccessible and that there were no support services offered to students with disabilities. The situation relating to accessibility is still problematic. Hemmingson and Borell (2002) point out that lack of ramps and other forms of support were some of the environmental barriers faced by students with disabilities in mainstream schools.

The World Health Organisation (WHO) (2003) shows that, physical activity and sporting programmes in schools are decreasing at an alarming rate, leaving approximately two thirds of the world's young people inactive in sport. Their research further showed that 17% of students with disabilities were not participating in physical activity and sport due to lack of resources and facilities.

Omoruan (2010) concurs that facilities and equipment are the greatest challenge among all factors that affect the participation of children with disabilities in sport. The Salamanca Statement (1994) categorically stated that children with special educational needs should have access to regular schools which should accommodate them within child centred pedagogy. This means that the system should provide for the child all the needed resources to make his/her learning of sport possible.

Surveys, by Shahzadi (2009), of teachers working in regular schools, parents of children with and without disabilities and other decision-makers, indicate that they are

willing to accept inclusive education in all areas, if professional support and additional financial resources for the improvement of schools are made available. Sebba and Ainscow (2003) are of the opinion that much of the debate on inclusive schooling was conducted mainly from a philosophical, sociological, as well as political perspective, without due considerations being given to practicalities of implementation at classroom level. More practical guidelines are beginning to emerge to see how pupils with various disabilities can be effectively served in regular classrooms (Leroy & Simpson, 2006).

One area which is contentious is the feasibility of providing specialised services such as, speech therapy, physiotherapy, orientation and mobility training, self-care training and alternative modes of communication. It may be difficult to provide these resources in regular classrooms. Kauffman, Lloyd and Riedel (2009) argue that although it sounds very engaging and intriguing, they doubt that it is possible to provide all needed services in one place at the same time for all types of children one might have. People are eager to say that they do not exclude anybody from a particular classroom when there is no credible research evidence showing that the regular classroom can actually provide superior services for all kinds of disabilities.

Gangopadhyay (2000) says that there should be facilities of all kinds that are necessary for successful and satisfactory conduct of various physical and sporting activities in schools despite economic hardships. However, Barker (1996) points out that many developed countries are hard pressed to source funds for the bare essentials of education such as pens books, pencils let alone funds for expensive sporting equipment.

Providing a supportive environment is a sure way to ensure which children with disabilities can develop optimally in sport. The provision of suitable equipment may help the child to develop sporting skills, independence and self-confidence. Ekpe (2001) confirms that it is difficult to separate the standard of sport resources in a country from the standard of facilities and equipment available. Talabi (2009, p.76) alludes:

The attainment of sporting skills is a reflection of the presence of top standard equipment and facilities. Most developing countries and Nigeria in particular, wish to arrive at the level of developed countries sports-wise overnight, but while developed countries are putting so much into providing excellent facilities and providing standard equipment as well as

creating conducive sporting environments, developing countries seem to lag behind in the provision of necessary amenities, one area of very poor start is the provision of standard facilities/equipment while the few provided are obsolete, not functional or standard.

In Australia, there is provision of support services in sport for children with disabilities across all states and territories. All jurisdictions must comply with the Disability Standards for Education of 2005 as stipulated by the Commonwealth of Australia (2006). Some of the services offered are, the School Learning Support Team, the Learning Assistant Programme and School Learning Support Coordinator. The role of each of these support services is to assist the classroom teacher as well as the child with disability to adapt and modify curriculum and environments to ensure they can be accessed appropriately by students with disabilities.

The policies and supports offered by various systems in Australia vary enormously due to the greater autonomy they experience. In general, their support services are similar to those offered in the government sector, although there are more differences at both inter and intra-state levels (Cummings, 2012). In a study by Hemmingson and Borell (2000), it was reported that lack of adapted sporting equipment, wheel chairs and trained manpower were some of the barriers faced by students with disabilities in participating in mainstream sports. The students in this study also confirmed that sporting facilities and sporting equipment in the school were not suitable for them to take part in sport. It is normal school routine to move to different sport venues for various games, this practice causes problems for students with disabilities, as the short break between venues proved an inadequate amount of time for the transfer. This caused problems when transferring to sport fields as transfer time and changing times were not sufficient to allow students arrive and start sport on time.

However, a survey by the National Curriculum for Physical Education (NCPE) of 1992, with 38 mainstream schools attended by pupils with disabilities found that, despite 79% of sports departments heads claiming to provide suitable sporting facilities and equipment, to pupils with disabilities, physically challenged pupils did not have access to the full range of sporting activities (Penny & Evants, 2011). For example, only 42% provided dance, and 56% provided games for children with physical disabilities, although not always integrated with peers.

Uganda has made some progress towards inclusion in sport, through enacting legislation (Arbeiter & Hartley, 2002; EENET, 2005). However, the practical implementation of the inclusive education policy in Uganda is often hampered by insufficient teacher training, inadequate human and material resources, large class sizes and negative attitudes. In a study conducted in Uganda on teachers' and pupils' experiences on participation of children with disabilities in sport, it was suggested that provision of better resources to school teachers, and improved networking to provide effective support services to schools, would benefit all children.

Joyce and Calhoun, cited in Kanza (2008), found that if the classroom teachers feel supported and safe, they are more likely to be physically and emotionally prepared for the challenges of including children with disabilities in sport. An environment of this kind is more likely to foster exchange of ideas, build networks and facilitate a community problem-solving mentality. It creates the conditions for collective enquiry that is solution focused. A sense of collegial support also reduces the stress that is associated with particularly challenging situations. Ndege (2006, p.43) carried out a study in Nairobi Kenya to find the challenges being encountered by students with disabilities in participation during sporting activities. He found that:

Most African economies have limited budgetary allocations to the education sector; allocation of financial resources for the implementation of inclusive activities remains a major challenge. In countries where funding is predominantly donor- dependent, sustainability is not guaranteed.

Thus, in Uganda, the government is constantly adopting the policy even in the absence of adequate financial resources, to promote equality in learning among learners with and without disabilities. To ensure that all learners with disabilities are given relevant and quality education, all schools in Uganda were grouped in clusters, with each cluster under the supervision of a special needs coordinator (Mwangi & Orodho, 2014).

The above is a clear indication that African countries like Zimbabwe and Uganda were quick to adopt policies on inclusive education without making adequate preparations on support services for the programmes. Australia has an enabling economy which can afford to provide the support services needed in the implementation of the inclusive education policy in sport. Their class sizes are relatively smaller, ranging from 15-20 children per class compared to Zimbabwe and Uganda. Their classes are manned by more than one teacher depending on the cases available. Despite the availability of the

human and material resources, Australia has not made much positive strides in including children with disabilities in sport, and the human resource assistants do not know what to do and how to do it. A study by Special Needs Committee (2004) in Australia established that 44% of the human resource personnel assigned to assist children with disabilities in sport indicated that, they were unsure of their roles, yet their roles and duties should, among others, be:

- Preparing the grounds/facilities on which children with disabilities will use during sport;
- Distribute/ allocate equipment/resources to children with disabilities according to levels of disability;
- Giving assistance to children with particular difficulties for example helping some physically challenged to pick up balls;
- Assisting teachers in the supervision of sporting activities; and
- Collection of equipment after the sporting activities for safe keeping.

Support services, as challenges to the implementation of inclusive education policy in sport, have been identified in a number of countries. For example, in Australia, attitudes play a part as well as failure to streamline roles for those who should assist the teacher (Griender, 2010). In South Africa, there are lack of support services and knowledge among teachers (Pottas, 2005; Stofile & Green, 2007), and in Zimbabwe, there are lack of resources, lack of training of teachers, lack of commitment by policy-makers (Peresuh, 2000; Mushoriwa, 2001; Musengi, Mudyahoto & Chireshe, 2010). A research study by King, Law, King, Rosenbaum, Kertoy and Young (2003) established that, the most frequently identified barriers to the active participation of children with disabilities in sport and physical recreation, are limited support services from government, home and school, high costs and lack of nearby facilities or programs.

In fact, some parents of children with disabilities cited the cost of specialised equipment as one of the reasons why children with disabilities do not frequently participate in sport. Participation is further influenced by the abilities of teachers to give assistance, as well as a conducive environment with proper and relevant support services.

2.4.1 Practices regarding implementation of inclusive education in sport

Practices are initiatives that provide evidence of success in contributing to the removal or reduction of barriers to the inclusion of persons with disabilities in all aspects life. (Ainscow, 2003). In this study, inclusive practices are approaches to teaching that recognise the diversity of students to access course content, as well as fully participate in sporting activities.

In Europe, students with disabilities participate with students without disabilities in sport, Intramural, club or inter-scholastic activities to the maximum extent possible (Liao, 2009). Protection for people with Disability Act also requires school systems to provide sporting programs and activities in the most integrated setting appropriate.

Schools must determine if a student with a disability can participate in sport if provided with necessary modifications of rules to ensure participation in sport. The school is required to make modifications that are reasonably cheap and not interfering with the essential nature of the activity. Examples of adaptations may include, allowing a swimmer with only one hand to be exempted from a two hand touch rule.

Europe also comes in perhaps, as the only continent, world over, that has attempted to assemble data on physical activity involvement of children with disabilities (Boursier & Kahrs, 2003; Dinold & Valkova, 2003).

A survey focusing on the involvement of children with disabilities in sporting programs found that children with disabilities tend to be included in other school programs but not in Physical Education and Sport (PES) lessons. Accordingly, the survey revealed that 30% of children with disabilities are included in general or regular classes in Austria, 20% in the UK and 40% in Netherlands. However, only about 6% are involved in PES, with Norway having about 7% (Barnes, 1992). The school/ education legislation supporting inclusion has been introduced in all European countries, and these laws stress on special education with PES remaining silent. Children with disabilities have obligatory PES lessons in only five countries, namely, Austria, Italy, Slovakia, Sweden and UK. However, they still do not participate because of excuses from parents, doctors or from the special education advisory centres (Adomaitiene, 2003).

In 1987, the Sports Council funded the Everybody Active Project in the North East of England, to investigate how to improve the participation of children with disabilities in

PES activities (Stafford, 2010). Results of the study revealed that 96% of the 51 mainstream schools in the survey excluded children with disabilities from activities to do with sport. The massive inequality facing children with disabilities not to take part in sport was due to, a low level of awareness of disability sport issues among educators, as well as poor knowledge of provisions of children with disabilities among PES teachers and poor initial training in PES in colleges and universities.

A study by the Council for Europe (1987) found that while 30% of people without disabilities participated in sport, only 3% of children with disabilities did take part. Later studies in the UK found that 2.5% of people with disabilities participated in sport compared to 38.4% of men without disabilities and 24.2% of women without disabilities (Sports Council, 2000). Schmidt-Gotz, Doll-Tepper and Lienert (2003) refer to a study in Germany in which 28% of people without disabilities and 2.5% with disabilities were found to participate in sport. Sport England (2001) found from a recent nationwide survey that, whilst the majority of young children with disabilities participate in sport both in and out of school time, the rate and frequency of participation are significantly lower than for the overall population. Only 14% of children with disabilities, compared to 45% of the general population, take part in extracurricular sport.

According to a Health Education Authority study (2009), in the United Kingdom involving 40 in-depth interviews and five focus groups, the significant causes of this lower participation in physical activity and sport are:

- lack of motivation and confidence;
- negative school experiences;
- no support from family and friends;
- lack of information on opportunities;
- transport problems;
- lack of time; and
- poor physical access.

Besides regular PES lessons, there is a system of out of class sports, like swimming for beginners, outdoor activities, excursions and exercises during break etc. During the survey, all countries indicated that they give children with disabilities chances to choose and participate in sport of their choices, but in reality, this occurs in fifteen out

of twenty three European countries. The reasons put forward were that regular sport is not appropriate for children with disabilities, teachers did not make adequate preparations, children with disabilities could not access some venues; there was no appropriate time to do activities and teachers showed no interest (Block, 2000).

The Disability Forum (2011) states that one out of two persons with disabilities has never participated in leisure or sport activities. A study by The Sport Scotland (2001) discovered that participation in sport or physical activity is 24% lower for children with disabilities than those without. The Survey on Lifestyle and Attitudes to Nutrition (SLAN) (2002) also revealed that 35% of people with disabilities in Ireland reported no physical activity of at least moderate intensity. The WHO (2003) discovered that sport and physical education programmes in schools are decreasing at an alarming rate, leaving a few young people inactive to benefit from sport. A research on the implementation of inclusive education in sport in mainstream classes by Subban and Sharma (2005) in Victoria, Australia, revealed that teachers are faced with increased pressure as their roles diversify.

It is expected of teachers to be sensitive to the variety of modern classrooms and rise to this challenge by adjusting their teaching styles in accordance with the multiplicity of learners they are faced with. On closer examination of these findings, one important factor emerges. Teachers' beliefs and attitudes are critical and crucial in ensuring the success of inclusion since these are likely to affect the way they commit themselves to the implementation of inclusion in sport for learners with special educational needs in regular schools. At this point, it is evidently clear that the inclusive education system places a heavy burden on teachers' shoulders, especially in sport where there is 'win-at-all cost' attitude.

The other variable can also be due to attitudes of children with disabilities themselves, as evidenced by research studies carried out in Pakistan by Hayat (2011) which focused on the perceptions of children with disabilities in sport, which revealed that they like to study and play with other children but are unsure of their capabilities and fear the reaction of other children. Hay further found that most children who have disabilities were eager to attend ordinary schools as they found it pleasant to study and do sport with other children. They believed that this would improve their sporting achievements and skills as well remove the stigma associated with disability. However,

they feared that they might be teased for not being able to keep up with the class. Batool and Menmood (2013) found that children with visual disability expressed similar views.

School sport exists in almost all European countries, but in some countries like Spain, Italy and Lithuania, it is not compulsory. In Netherlands, school sport is only implemented in the upper half of the school. Greece and Norway do not have school sport at all. In countries like Denmark, France, Italy and UK, children with disabilities can be integrated into school sport during leisure and recreational time, but not at competitive levels, while in Finland, they may participate in local, inter-school events only. As has been noted, the participation of children with disabilities in sport is not very substantial in Europe, but nevertheless, there are many initiatives showing that the situation is improving (DePauw & Doll-Tepper, 2000).

Despite the irregularities indicated above, many children with disabilities can safely, successfully and meaningfully take part in sporting programmes at all age levels with careful planning and proper support (Valkona, 2003; Koranda & Romance; 2000). Pauls (2007) describes the benefits attained by his son with a disability through taking part in sport, while Therrien (1992) also acknowledges baseball and its importance to children with disabilities. Both Pauls (2007) and Therrien (1992) confirm how taking part in sport does benefit children with disabilities. Stanistreet (2005) alludes to the need for sport participation by children with disabilities and refers to sport as therapeutic.

Studies in a range of countries such as Greece and Cyprus suggest that inclusive practices in sport take different dimensions, as long as teachers have varying training backgrounds (Avramidis & Kalyva, 2007). Thus, teachers have not been trained to adequately handle cases of children with disabilities in sport (Engelbrecht, Swart & Ellof, 2001)

Shaddock, Grorcelli and Smith (2007, p.2) also pointed out that:

Many mainstream teachers report that they do not have the time, training experience and resources to use during lesson delivery. They need to feel confident about teaching students with disabilities sport in mainstream classes.

The practice of providing learners with disabilities sporting opportunities in South Africa has been met with mixed feelings. A research study in Cameroon by Wilton (2012), on high school pupils' views on the practices of including children with disabilities in sport with peers with disabilities, indicated that children without disabilities preferred to have sport on their own, claiming that children with disabilities slow the pace of the game, thereby making it uninteresting.

It was also evident in a study by Bothma, Gravett and Swart (2000), on the attitudes of primary school teachers towards practices in sport inclusion, that their beliefs in the South African Policy of inclusive education were negative, and that their attitudes would become a critical barrier to successful implementation of the inclusive education policy in sport.

Despite the enabling policy framework in South Africa, the implementation of the inclusive education policy in sport has been slow and partial (Wilderman & Nomdo, 2007). A study conducted by Haug (2010), which looked at practices to inclusive education in sport among different nations, found out that inclusive practices in schools give contrasting and diffuse pictures of what inclusion in sport is and how it is practised.

In Zimbabwe, inclusive education in sport according to current thinking, should address the needs of children with disabilities to take part in sport with peers without disabilities or among themselves, depending on the severity of the disability. Thus, the Government of Zimbabwe pursued the concept of inclusive placement. Such pupils will be assisted by specialist teachers (Musengi & Chireshe, 2012). In 2001, through the Director's Circular No.1, 2004, pupils with disabilities were supposed to be included in sporting activities in their own category whenever those without disabilities participated. Through partnership with a non-governmental organisation called Leonard Cheshire Trust, in 2010 the Ministry of Education, Sports, Arts and Culture launched a campaign named Inclusive Education for All, which was targeting pupils with disabilities in government schools to take part in sporting activities (Samkange, 2013). The Leonard Cheshire Zimbabwe Trust also planned to staff-develop teachers on inclusive education in sport. As of now, it seems the Trust's zeal has waned, possibly as a result of resource constraints. Zimbabwe's 2013 Constitution also upholds the rights to sport, to all people including the vulnerable and those with disabilities (SIDA, 2012). Despite

the availability of a supportive policy framework for implementation of inclusive education policy in sport, challenges still persist. Antonio (2013, p.116) says:

“Over six hundred thousand children with disabilities have access to inclusive education compared to ninety percent of those without disabilities, and a small number of these children do take part in sporting activities in their respective schools”.

Current practices with regard to inclusive education in sport in Zimbabwe entail students with disabilities receiving special educational services in sport in an ordinary school environment with their peers. In this case, sport inclusion is just a place or a classroom setting, without specialised teaching of sport to children with disabilities for them to effectively integrate and participate with peers without disabilities where possible (Osgood, 2005). In some way, inclusive education in sport means that all children, regardless of disability, are included in the school as “equal” members of the school. As “equal” members of the school, children with disabilities actively participate in the academic and co-curricular activities of the school (McLeskey, Rosenberg & Westling, 2009).

In this case, children with disabilities have access to the same educational and sporting opportunities as their peers, unlike the outdated practice of mainstreaming, where children with disabilities would be participating members of the general education class and later belong to other specialised environment based on their disability (Halvorsen & Neary, 2009). Where in such a situation, children with disabilities will be tutored basing on specific challenges that they might have without actually following the general curriculum followed by the rest of the school.

In Zimbabwe, students may be served through inclusion with partial withdrawal from regular classes. In this model, they learn subjects such as reading and mathematics in the resource room and attend regular classes with other children for other subjects (Mpofu, 2004, 2009). During sporting periods, the child is reduced to a mere spectator, sent home or given some other tasks not related to sport. Children in this form of inclusion with partial withdrawal are those with hearing impairments, mild to moderate intellectual disability challenges, and visual impairments. The students are selected for curriculum instruction with partial support by an evaluation team comprising parents, teachers, psychologists, and speech language pathologists.

However, the most common type of inclusive education in Zimbabwe is unplanned or *de facto* inclusion. This is where children with disabilities are exposed to the full national curriculum in mainstream settings. Children with disabilities expected to participate in sport together with their peers, though without guidance from specialist teachers or facilities and equipment or any other assistive devices to make them be able to function in a sporting environment. In these cases, it is the parent or guardian's practice to instruct the teacher not to involve the child in sport or at times the parent brings a letter from the doctor with the same instruction. In most cases, the teacher uses his/her discretion not to involve the child with disability in sport. Hence, on paper, Zimbabwean schools are expected to involve every child in the national curriculum which partly involves sport regardless of ability (Education Secretary's Policy Circular 36 of 1990). Schools may use any of these options when dealing with students with disabilities, especially in sport participation if options are available.

With regard to locational inclusion, children with severe disabilities attend ordinary schools and are taught the national curriculum in secluded rooms, located within the school (Mpofu, 2000a). In locational inclusion, children with disabilities may at the discretion of the teacher, be involved in some indoor games. The children have disabilities like deafness, blindness, moderate and severe mental challenges or other neuromuscular conditions. Parents or guardians perceive those special education schools to have better resources for meeting the needs of their children (Mpofu, 2000a). Unfortunately, children with severe disabilities are not well served by unplanned inclusion as is the case in Zimbabwean schools, because the majority of schools lack the personnel and material resources to cater for a variety of learning needs (Mnkandla & Mataruse, 2002). Hence, in most cases, schools are used as play centres where children are to spend the whole day doing nothing meaningful as teachers perceive them as hopeless.

From the above literature, one may assume that to implement the inclusive education policy in sport practices successfully, requires much work, because teachers in educationally-inclusive settings are less positive due to poor specialised training in working with learners experiencing barriers. Thus, it can be concluded that Zimbabwe, like any other African country, has inclusive education in sport still in a haphazard state. Each school interprets and implements inclusivity in accordance to their understanding.

2.4.2 Intervention strategies on inclusive sport

Intervention strategy is a planned action which aims to bring about positive change, in an attempt to address an unwanted situation. In this context, this is a way adopted so that the barriers to the implementation of the inclusive education policy can be reduced or overcome.

Inclusive education for children with disabilities in sport that is being pursued in Zimbabwe is informed by the philosophy of 'normalisation'. The basic tenets of this philosophy are that schools and communities are not complete unless all children are welcome, and that inclusive education in sport gives all children a chance to reach their peak. In this spirit, the Government of Zimbabwe enacted the Disabled Persons Act in 1992 which outlaws discrimination of people with disabilities. The Education Act of 1986 also enshrines education as a right for all children irrespective of diversity, race, creed, gender and so on. Physical Education and Sport (PES) are some of the activities that the Government has adopted with equity as articulating the principle of inclusive education policy in sport.

Since the publication of the Education Act of 1981 and 1988, the central thrust has been for learning together of pupils with special educational needs into ordinary schools and classes alongside their "normal" peers. The other call was also to provide the most appropriate educational provisions for all children with special educational needs within the least restrictive environment. At the Jomtien World Conference on Education for All (1990), much of the emphasis was placed on inclusive education. This inclusive tendency was also a strong feature of the Salamanca Statement on Principles, Policy and Practice in Special Needs Education agreed by representatives of 92 governments and 25 international organisations in June 1994. Their vision was unambiguous; those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting their needs.

Despite these interventions, a study by Hemmingson and Borell (2002) revealed that lack of ramps, elevators and automatic doors were some of the environmental barriers faced by students with disabilities in mainstream schools in developed countries. Instead, in Zimbabwe, human and material resources for use by children with disabilities during sporting activities remains a challenge. Students in this study also

revealed that some sporting equipment and other facilities in the school were not suitable or accessible to them.

A qualitative research study in Zimbabwe by Chireshe (2013) revealed that, since the signing of the Salamanca Statement (1994) by the Government of Zimbabwe, the involvement of teachers in the teaching of SNE has had a more dramatic rise in recent years, in regular classrooms. The challenges that were part of the findings included lack of specific policy on SNE, scarcity of human and material resources, existence of negative attitudes among some stakeholders and lack of understanding of the meaning of inclusive education. However, a practical paradigm shift in the inclusion of learners with disabilities in sport is already underway across the board (Ministry of Education Sport and Culture) (MoESAC) (2006).

The Secretary's Circular Minute No.P36 of (2006) provides guidelines for the realisation of inclusive practices for the benefit of learners with special educational needs at all levels of the education system, sport included. MoESAC guidelines are based on the premise that teachers should have the instructional abilities and other supports to apply in inclusive education teaching in mainstream schools.

Studies on some interventions on curriculum, teacher preparations, pedagogy, curriculum modification and adaptation of the physical environment have observed that teachers are inadequately prepared to teach learners with disabilities in general education classrooms (Chireshe, 2013; Mafa, 2012). Studies further reveal that there are, currently, too few special needs teachers in Zimbabwe to provide instructional support in mainstream classes. Chireshe (2011) observed that, teacher professional development courses are not compatible with inclusive education in terms of content and practice. According to Coltart (2011), a major difficulty in Zimbabwean schools is the teacher-pupil ratio which is too high in many schools, with a single teacher often having to teach fifty or more children. With that number of children in a class, it becomes difficult for a teacher to give children with disabilities the individual attention they require, especially in sport, the problem is worsened by inadequate resources, lack of adapted facilities and equipment. Other major limiting factors are attitudes of families, communities, teachers, parents and other children towards children who are mentally, physically or behaviourally challenged. This is reiterated by Mpofu et al. (2006) and Chireshe (2011).

In Zimbabwe, inclusion has been considered after the realisation that approaches such as integration and institutionalisation did not come up with expected results. These approaches had implementation challenges such as, teachers' negative attitudes, lack of resources, lack of proper laid policies, social repercussions such as isolation and stigmatization of children with disabilities (Chimedza & Peters, 2001). Notwithstanding this development, inclusion in Zimbabwe has not been fully embraced. Very few children with disabilities have been included in Zimbabwe mainstream schools. Unfortunately, in most cases the school systems blame the children for their lack of performance. The Presidential Commission of Inquiry into Education and Training (1999) also alludes to this scenario. The Commission noted that the Disabled Persons' Act Chapter 17.01 of 1992 is silent on education and training of people with disabilities to enjoy their rights as full citizens of Zimbabwe such as the right to participate in sporting activities.

However, in a way Zimbabwe has gone a step further in trying to take the issue of inclusion to every corner of the country through ensuring that every teacher who passes through a Zimbabwe Teachers' College is taught some elements of inclusive education for them to have at least some appreciation of the inclusive concept. The countries' universities have also taken it upon themselves to ensure that every graduate in education has the component of inclusive education.

There is also a body of evidence in the USA which claims that the benefits of sport based interventions are not limited to the individuals but apply to a wider society (Laureaus & Ecorys, 2011). A number of students with disabilities in general education schools need some intervention strategies for them to function well in an inclusive environment. The major aim is to allow children with disabilities opportunities for sporting and academic benefits offered by their peers without disabilities (Causton-Theoharis & Malmgren, 2005; Block, 2007). Because of the unique challenges, there is need for some interventions in the general education settings for effective implementation of the inclusive education policy in sport. Since the challenges are more pronounced in physical activity and sport, there is need to have intervention strategies for the physical, mental and other forms of disabilities (Ellis, Wright & Cronis, 2003). Therefore, teachers need to ensure a meaningful and safe teaching environment, while at the same time encouraging positive interactions between students with and without disabilities in sporting activities.

The inclusion of children in general physical activity and sport may not be successful without making use of supplementary assistance (Block & Krebs, 1992). Traditionally, the human resource support for children with disabilities includes adapted PES specialists or para-professionals (Volger et al., 2000). The use of peers as a natural support may facilitate interactions between children with and without disabilities while also providing individualised teaching instructions (Block, Klavina & Flint, 2007). The use of peers rather than adult support is important when one of the objectives is positive interactions between children with disabilities and their peers.

Research by Hughes and Wehmeyer (2001) demonstrated that peer tutoring can be effective in general education classroom to teach students with disabilities academic and sporting skills. Another study by Volger et al. (2000) also supports the fact that peers can be trained in providing assistance to children with disabilities. Along the same line, Block et al. (2001) determined that peer support can be effective in increasing physical skills and motor performance of children with disabilities. However, in both studies, the peer support programs were implemented in segregated settings. The inclusive general education environment is considered to be fertile ground for the development of peer instructions (Causton et al., 2005). Of the studies addressing interactions between children with and without disabilities in general school settings, most often research has focused on academic outcomes, while the impact of peer tutoring can be an integral part of interaction interventions, because peers provide natural contexts for peer behaviour (Block, et al., 2007).

Children with disabilities should never be placed in an inclusive environment solely for social development (NASPE, 1995). Yet, one of the benefits of including children with disabilities in sport is the opportunity for social interactions between students with and without disabilities. Sport inclusion handled well can promote such social factors as, learning how to interact with peers, playing cooperatively taking turns, dealing with anger, accepting defeat, following rules of the game, listening quietly, and behaving appropriately. For some children with behavioural problems, social development can be as important as motor and cognitive development in PES (Halvorsen & Neary, 2009). A research study by McGimsby and Favel (2010) in Finland revealed that exercise in the form of sport was an efficient means of reducing rates of aggression and hyperactivity in eight out of ten intellectually challenged subjects.

Therefore, participation in sporting activities can improve sport skills, both physically and intellectually by increasing the child's perceptual experience, sensory awareness, co-ordination, and time and space awareness (Harris & Ross, 2006). The social aspects of including children with disabilities in general inclusion are rarely addressed in general PES (Sebba & Ainscow, 2003). Thus, simply placing a child with disabilities in general PES may not ensure socialisation. Many PES teachers unknowingly create situations that prevent the social development of students with disabilities.

On the other hand, students with more severe disabilities need to be under the guidance of teacher assistants in general PES (Lyons, 2000). These teaching assistants are trained and know how to assist children with disabilities to take part in sport and the type of sport they may be involved in (Mosia, 2014). Unfortunately most teacher assistants are hardly found around a student with disability; therefore, unwittingly preventing the student's interaction with peers without disabilities.

Similarly, peers without disabilities often feel uncomfortable approaching a student with disabilities when there is a teacher assistant working with the student. For example, in a throwing game, a teacher assistant instructs the student how to throw overhead. He/she also retrieves balls for the student to throw. Peers seeing this interaction may not want to interfere with the instructions that are taking place (Friend & Bursuck, 2009). The student also becomes very dependent on the teacher assistance in this activity.

Most physical sporting activities cause some injuries to participants, resulting in some negative psychological responses to the child with disabilities (Hamson-Utley, 2008). This, therefore, requires rehabilitation and psychological interventions to enable children with disabilities to continue taking part in sporting activities.

The fields of sport medicine, rehabilitation, adapted sport, and sport psychology are replete with studies focusing on injury prevention and physical rehabilitation methods (Le Mot, 2012; Morry, 2011). Thus, teachers should be well equipped with these courses so as to effectively intervene when children are faced with such challenges. Some studies for example found that children with disabilities' emotions are a U-shaped cycle. For instance, children with disabilities' emotions increase immediately after sustaining an injury in sport, but then decrease sharply if psychological and rehabilitation interventions are made. It has also been noted that negative emotions,

fear of recurrence and performance anxiety increase once more when the child with disability physically recovers and the athlete returns to the sport field (Ramirez & Alzate, 2004). This, therefore, implies that inclusive sport should be manned by a teacher well versed with the aspects of psychology as well as rehabilitation.

Athletes with disabilities who fail to cope with these negative psychological emotions may experience decreased levels of performance suffer a recurrence of injury or even leave the sporting arena altogether. Numerous researches have reported that anxiety and negative stressors are widely reported as psychological issues that cause athletic injuries to children with disabilities in sport (Morris & Murphy, 2005). The investigations and observations made strongly suggest that teachers develop a psychological and rehabilitation intervention programme to reduce negative psychological emotions as well as rehabilitate injuries among children with and without disabilities.

Depauw and Gavron (2013) indicated that physically challenged and non-challenged athletes share similar negative psychological emotions. This means that the teacher should use the same intervention strategies for both children with and without disabilities for them to remain calm and remain interested in the game. However, athletes with disabilities are more likely to experience greater negative psychological effects from livelihood fear, social prejudice and low social support and lack of facilities than compared to those without disabilities (Sherril, 2004). Hence, the teacher needs to pay extra attention and give more psychological and rehabilitation intervention to ensure successful implementation of the inclusive education policy in sport.

In a study in South Korea, by Zellweger (2012), athletes with disabilities who had suffered some sports injuries and were undergoing physical rehabilitation, showed no interest and were bothered by the environment and continuously missing games. These attitudes cause the most challenged athletes, even when suffering sports injuries and are still undergoing rehabilitation, to want to engage in sport wherever possible, despite advice against doing so.

This often causes children with disabilities to encounter enormous psychological difficulties during training since they would not have recovered fully. Ramirez, Alzate and Artaza (2004) argued that this causes challenged athletes to have tremendous

challenges in achieving their peak performances as they experience greater levels of stress and performance anxiety. Therefore, the need for the teacher to employ psychological and rehabilitation interventions to the challenged athletes cannot be overemphasised.

The anti-inclusive beliefs and attitudes in most parts of Africa, where disability is believed to come from witchcraft or is seen as result of evil influences like devils and demons, which are contagious and reside within the child with disabilities, need some intervention strategies for children in mainstream setting to freely take part in sporting activities. Research studies by Batool and Mahmood (2000) in Pakistan pointed out that lack of awareness and education among the general public have been major reasons for misconceptions and negative attitudes towards disability.

Attitudes of some teachers in Zimbabwe, Uganda, South Africa, Botswana, Kenya and many other African countries have been identified as some of the biggest barriers to the effective teaching of learners with special educational needs in regular classes (Mafa 2012 and Chireshe, 2013). Patterson (2005) says that many general education teachers are limited in their knowledge of special education law and policies; yet, they play an integral role in educating students with disabilities. Teachers in most African countries found that the overwhelming challenge for them was to obtain the skills necessary to meet the needs of all students in their classrooms and implement successful inclusion practice. DiPaola and Walther-Thomas (2003, p.6) state:

It has been recognised that effective well trained teachers are capable of implementing inclusive practices. Their skills and knowledge are pivotal for the improvement of educational opportunities for all students, especially those with unique learning needs.

As a way to reduce negative, beliefs and attitude great strides were made through the construction of colleges and universities that teach special needs. There was also the emergence of the UN Convention on the Rights of Persons with Disabilities (2006), which has been entered into international law is perhaps the most significant moral and practical-step towards realising the rights of people with disabilities (WHO, 2006). The Convention addresses discrimination, change perceptions and combat stereotypes and prejudices.

Other interventions made included the: UN Decade for People with Disabilities and the Organisation of African Unity (OAU) (2002), which sought to heighten attention on opportunities for people with disabilities in Africa through adopting the African Decade of Persons with Disabilities (MacLachlan & Swartz, 2009). In 2002, the African Union (AU) adopted the Continental Plan of Action for the African Decade of persons with Disabilities in Durban, South Africa (The Secretariat of the African Decade of Persons with Disabilities, 2006). It seeks to build capacity, both in its own services and among its member organisations, formulate and implement national policies, advance legislation and programmes that will promote the full and equal participation of people with disabilities, lobby and advocate inclusive planning and implementation of disability programmes at regional and continental levels.

The issue of disability is now everyone's responsibility, and recognition of this can be found in documents such as The European Guidance Note on Disability and Development for European Union (EU) Delegations and Services (2004), which states that the Millennium Development Goals (MDGs), and particularly that of exclusion, cannot be met without considering the needs of people with disabilities (Republic of Mozambique Poverty Reduction Strategy Paper, 2007).

In Sub-Saharan Africa, Uganda has been praised as one of the champions for advocating the rights of persons with disabilities (Katsui & Kampuvuori, 2008; Lang & Murangira, 2009). These rights are also incorporated in their national legal framework. This includes the 1995 Constitution which recognises the rights of persons with disabilities to attain full mental and physical potential, through sport as well as development of the 2006 National Policy on Disability. Uganda also has several laws that have been established in the national legal framework to advocate for the rights of people with disabilities. Lang and Murangira (2009, p.5) state that:

Internationally, Uganda is a signatory to several international pieces of legislation advocating for the rights of persons with disabilities including the 2008 United Nations Convention on the rights of persons with disabilities and the 1983 International Labour Organisation convention on Vocational Rehabilitation and Employment of disabled persons

Further to this, there is evidence gathered during the focus group discussions and interviews conducted in the afore-mentioned study, where it became clear that people with disabilities in Uganda are now encountering low levels of social exclusion,

marginalisation and discrimination even in sporting activities due to awareness and intervention programmes undertaken. A vast majority of children with disabilities in primary schools can now learn and participate in sporting activities together with those without disabilities.

South Africa has come up with a comprehensive legal framework on inclusive education although it has been faced with challenges of being inclusive. A research study by Engelbrecht, Oswald and Forlin (2001) in South Africa indicated that there are no adequate facilities to mitigate the demands of children with disabilities in sport. The study further revealed that there are serious challenges on inclusivity in sport due to lack of manpower and equipment. A study by Hay, Smit and Paulsen (2001) in South Africa on teacher preparedness and attitudes towards including children with disabilities in sporting activities revealed lack of resources and teachers' lack of knowledge about issues relating to inclusivity in sporting activities. The study further revealed that teachers felt unprepared and unequipped to teach inclusive groups.

In Zimbabwe, inclusive education in sport involves the participation of children with and without disabilities in sport. According to Mutepfa, Mpofu and Chataika (2007), there is no specific legislation for inclusivity, although a number of Government Policy issues do mention it without specifying what it is all about. The inclusion policies in Zimbabwe were only considered after realization that integration and institutionalization had failed. The approaches to inclusion are partly failing to take off due to lack of resources and inappropriately laid out policies to inform the practice. Thus, inclusion in Zimbabwe has not been fully embraced as few children with disabilities have been included in mainstream classes (Mafa, 2012). However, advocates of inclusion argue that any form of segregation of pupils with disabilities is socially unjust and denial of their rights to be exposed to the same broad range of learning experiences enjoyed by all other children is not acceptable.

2.5 Empirical studies

This section looks at empirical studies conducted in various countries regarding how children with disabilities are involved in sporting activities in mainstream schools.

A number of the empirical studies relevant to the current study have already been addressed in preceding section in this chapter to buttress the present researcher's arguments. This section, therefore, looks at some of the studies that have not been discussed, showing how they relate to the current study.

A study conducted by Mitiku, Alemu and Mengsitu (2014) in selected primary schools of North Gonda, Ethiopia, in order to assess the challenges and opportunities to implement inclusive education, revealed that schools have little opportunities to pave way to implement inclusive education. Some of the challenges noted in the implementation of inclusive education in these schools are attitudes of teachers and parents towards children with disabilities and teachers of students with special education needs. Lack of attention from education officers in all zones of Ethiopia, as well as educational materials and unskilled manpower possess challenges to the implementation of the inclusive education policy. The study is very similar to the current study in that it looked at the challenges and opportunities in the implementation of inclusive education in selected primary schools, while the current study focuses on the implementation of the inclusive education policy in sport in selected secondary schools. Both studies are qualitative in nature, and the findings are almost similar, with the differences being on their focus.

Another research study carried out in the USA by the American Association for Sport and Physical Education (AASPE) (2010) on randomly selected schools to find how schools included students with severe multiple disabilities in Sport and general Physical Education. The study revealed that students who were made eligible for adapted Physical Education and Sport (PES) services without attaining the required comprehensive score of about 1.5 standard deviations below the mean on norm-referenced test, or at least two years below age level on criterion-referenced tests or other tests of physical and motor fitness as required by the Individuals with Disability Act (IDEA). Such children were likely to face challenges in the use of adapted resources and equipment. The children were deemed to fail even to properly fit in an inclusive sporting environment.

Most students did not have unique needs records for instruction in PES, regardless of disability, which entitles them to receive appropriate accommodation through adapted PES. This study has some similarities with the current study as it seeks to come up

with more comprehensive scientific ways of assessing the child with disabilities before they are involved in PES. The assessment methods being advocated are more scientific and give credence to inclusion than the mere placement of a child without disability without any form of assessment.

Teachers did not show commitment to know each student and implementing the most suitable instruction for his/her abilities which includes, using diverse instructional strategies to teach for understanding. Teachers also did not collaborate with other professionals to improve student learning.

A descriptive survey study carried out by Rybova and Kudlacek (2013) in the Republic of Czech on the state of inclusion on students with physical disabilities in general Physical Education in Prague and Central Bohemian Region in Czech Republic established that sixty four percent (64%) of the total number of children participating in Physical Education (PE) lessons are pupils with mild physical disabilities such as pupils with cerebral palsy, or upper extremity amputations etc., who are able to do locomotion independently without using any adapted equipment. Such students had the least challenges for inclusion in PE lessons.

Students with more severe disabilities who used crutches constituted only 4%, and students using orthopaedic wheelchairs made up 28%. Only one student had a disability of the upper and lower part of the body and so was using an electric wheelchair. The rest of the pupils were using mechanical wheel chairs. A look at students who were excluded from PE lessons showed that 15% were able to walk, 19% of them using crutches, and 66% were using wheelchairs, while 21% were using mechanical and 7% used electric.

From the same survey, it emerged that 12 cases of pupils with disabilities were included in PE lessons due to principals and teachers of those schools. Some schools were against inclusion in PE lessons, but some parents of children with physical disabilities appeared wishing them included. In one case, a request came from an employee of the Special Education Centre in the region to include his child who had a disability.

Reasons for not including students with disabilities in PE lessons were in most cases the same. In 55% of the cases, it was parents of pupils with disabilities who showed

no interest, while in the rest of cases, it was due to meaning of inclusion, unsatisfied teachers and directors of schools. This study is different from the current study as it focuses only on PE without mention of sport.

Nevertheless, results further confirm that, inclusion of students with disabilities in PE is beneficial to both. Teachers noted that students with physical disabilities are actively involved in most activities, when motivated to do the best. Their ambition and assertiveness increases as they look forward to belonging from one class with their peers in PE lessons. Despite the current study focusing on sport or PES, the studies are very similar in terms of the findings.

PE teachers reported some specific problems which appeared during inclusion of students with physical disabilities during their lessons. The most common problem was the severity of students with disabilities and uncoordinated or muscle rigidity which negatively affected the teaching process. Other fundamental problems in inclusion of children with disabilities in PE lessons were noted as:

- Lack of teaching assistants (40%);
- Lack of special equipment (35%); and
- Lack of knowledge by teachers in the field (12%).

The other reported issues pertained to:

- inaccessible and barrier-free environment;
- worrying about the safety of pupils;
- distance to the gym and other classes;
- limited options for activities;
- large class sizes;
- speed and strength of other children;
- great fatigue of students with disabilities;
- obesity of wheel chair users; and
- Challenges on including children with disabilities into team sports, competitions and races, only two teachers mentioned that their students are fully included in PE lessons without any supplementary equipment.

The survey also included questions which focused on the preparations and strategies of planning inclusion in PE lessons by teachers. It emerged that some teachers do not plan for students with physical disabilities in different activities. However, some teachers take into account some children's handicap and try to modify activities. During activities that students with disabilities cannot do, they are assigned to do less challenging activities or act as referees.

The survey also established that 52% of students received IEPs, though most of the teachers mentioned that they need help when preparing IEPs. The planning of physical activities depends on the individual options of the child and the current state of his/her health.

The survey also collected views on what would improve conditions in inclusive PE, where teachers mentioned that they would welcome help from trained assistants or some professionals from the field of adapted physical activities. They also indicated they would also need specific advice, ideas and literature about adapted physical education.

The major difference between this study and the current study is that this study focused on quantitative study, while the current is qualitative.

In yet another study by Musengi, Mudyahoto and Chireshe (2010) in Masvingo Urban, Zimbabwe, on sport participation by children with disabilities in inclusive settings, low participation in Sports and Physical Education by pupils with disabilities was noted. Teachers listed unavailability of sports equipment and facilities as hindering the participation of children with disabilities in sport. Some of the listed problems were general e.g. some teachers complained that they did not have special training to handle the cases, while others were disability-related e.g. how to handle children with brittle bones. It also emerged that teachers and both pupils with and without disabilities had low expectations of pupils with disabilities as potentially competent athletes. The teachers and pupils without disabilities viewed sport as competitive events in which pupils with disabilities were unlikely to do well.

Teachers also thought that such pupils could easily get physically or emotionally hurt during sport participation. A significant number of pupils with disabilities appear to have internalised these notions about PES. Some teachers also thought PE, as a

subject, was not as important as other subjects. Teachers and pupils with disabilities viewed sports as leisure activities in which only a few talented pupils could excel.

In light of this, sport could not be expected to have a bearing on pupils with disabilities' ability to earn a living. Pupils with severe disabilities and had been in the school system for a long time, thought sport was not important and therefore avoided participation. Most teachers did not know what activities would be suitable for children with specific disabilities and how to adapt equipment, activities and rules that suit them.

The above research study is different from the present study as it sought the views of teachers and children with disability on the participation of children with disabilities in sport, whereas the current research focuses on the inclusive education policy in sport. The current study is more concerned with how schools could include children with disabilities in sport, without looking at the benefits of including children with disabilities.

A research study on the implementation of inclusive education in mainstream classes by Subban and Sharma (2005) in Victoria, Australia revealed that teachers are faced with increased pressure as their roles diversify. It is expected of teachers to be sensitive to the variety of modern classrooms and rise to this challenge by adjusting their teaching styles in accordance with the multiplicity of learning styles they are faced with. On closer examination of these findings, one important factor emerges. Teachers' beliefs and attitudes are critical and crucial in ensuring the success of inclusion since these are likely to affect the way they commit themselves to the implementation of inclusion for learners with special educational needs in regular schools. At this point, it is evidently clear that the inclusive system places a heavy responsibility on teachers' shoulders, especially in sport where there is 'win- at- all costs' attitude.

This research study is similar to the present study as it looks at implementation, but however the difference is that, this study focused on the implementation of inclusive education only leaving out sport, thus, creating a gap between this study and the current study.

Studies were conducted by Obrusnikova, Block and Dillon (2010) in the United States of America to establish beliefs of children without disabilities towards playing with peers

with disabilities in PES. It was realised that social acceptance by students without disabilities is crucial to successful inclusion of children with disabilities in general education settings (Block & Obrusnikova, 2007; Hutzler, 2003). However, reported experiences of children with disabilities show that social acceptance and interactions with peers without disabilities in PES are often limited (Goodwin & Watkin, 2000). For instance, Godwinson and Watkin (2000) found that fifth and sixth-grade students with physical disabilities had “good days” and “bad days” when included in PES. Good days were noted by a sense of belonging while “bad days” were noted by social isolation as well as questioned competence and limited opportunities to participate in PES.

This study is closely related to the current study as it looks and how peers may influence inclusivity positively and negatively. The study also reveals the feeling of children with disabilities when included or not included in sporting activities.

A research study by Block, Klavina and Flint (2007) in the United States of America on including students with severe, multiple disabilities in General Physical Education, revealed that children with severe multiple disabilities (SMD) are often excluded from General Physical Education (GPE) because the GPE content and activities are deemed inappropriate, of no benefit, or unsafe to students with severe multiple disabilities. Furthermore, most teachers were noted to be ill-equipped to accommodate students with SMD. However, it was also noted that students with SMD are safely, successfully and meaningfully included in GPE programs elsewhere across the states. It also emerged that inclusion of these children can be done with the support of IEP team members, such as teacher assistants, special educators, adapted physical educators, therapists and parents.

The IEP team should help the GPE teacher to carefully plan the inclusive program through:

- determining goals for the student with SMD;
- analysing safety concerns to determine which activities the student can be fully or partially included with minor or major modifications in; and
- Considering ways to get students without disabilities to talk to, play with, and assist peers with SMD.

It was also noted that teachers for GPE and the IEP teams should determine the most appropriate places for students with SMD to receive Physical Education services.

A gap that exists between this research study and the present study is that the former focused on students with severe, multiple disabilities whilst the present study looked at all forms of disabilities. The other major difference is that the current study looked strictly on implementation of the inclusive education policy.

In a research study by Klavina and Kudlaceck (2011) on Physical Education for students with special education needs in Azerbaijan, it was found out that lack of staff expertise was a great challenge in Asian countries. PE teachers were worried about lack of resources, large class sizes and inadequate facilities.

Teaching was also reported to be much more difficult in inclusive settings. Teachers also held collaboration concerns about support and team teaching with other professionals or support personnel. Teachers also complained of not having support services and training. There was urgent need to upgrade initial teacher training programs to address inclusive PE more effectively.

While Adapted Physical Education teachers were considered to be the main source of support service to General Physical Education. The Adapted Physical Education teachers were very limited across European countries. It also emerged that skills, attitudes and knowledge of the adapted physical education specialist combined with the educational environment were influential factors in the type of services provided. The use of consultations and their implementation were often influenced by the social, intellectual and physical environment. The participants revealed that no formal training in consultation was provided as part of their more relevant to real life teaching

It was also noted that Adapted Physical Education (APE) was not mandated in the national legislations or regulations considering inclusive or special education. In other parts of Europe, a Bachelor's degree in APE could lead to physical activity sessions (not sport training sessions) aiming health maintenance, rehabilitation or integration of persons with motor or intellectual disabilities. In other countries such as Portugal, Poland, Latvia, PE teachers working with SNE are required to attend in-service training on APA. While students with disabilities are included in general education with growing

frequency across Europe, all partners indicated that there is lack of guidelines on functions, knowledge and skills of APE professionals working with school age students.

There were some negative reactions to the supporter/ helper role, as the situation of territorial issues with the GPE teacher often arose. There exists a gap between the two studies as this study is concerned with the Physical Education of children with disabilities, while the presents study looks at the implementation of a policy. Therefore, a gap exists where the present study strives to find ways in which the inclusive education policy in sport may be implemented.

In Zimbabwe, the implementation of the inclusive education policy in sport is still lagging behind due to various factors ranging from inadequate resources, manpower and facilities. Some of the factors may include lack of properly laid out policies, which seems to create negative attitude by government as well as teachers.

2.6 Summary

This chapter reviewed literature on sport participation by children with disabilities in mainstream schools. The main aspects reviewed were conceptual framework, theoretical framework, support services towards disability sport, practices regarding implementation of inclusive education in sport intervention strategies on inclusive sport and lastly, empirical studies carried out globally. The next chapter reviews the methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology that was used to explore the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe. Methodology is a branch of science concerned with investigating the potential and limitations of particular techniques or procedures of scientific enquiry. On the other hand, methods are the techniques and procedures followed when one is conducting research. Methods are determined by the methodology (McGregor & Murnane, 2010). All the major aspects that guided this research are discussed in this chapter. These include the research paradigm; research approach and design; population, sample and sampling techniques, data collection instruments, credibility and trustworthiness, data analysis and ethical considerations. A brief discussion of each is presented in the paragraphs below.

3.2 Research paradigm

Hesse-Biber and Leavy (2004) view a paradigm as a set of basic beliefs that deal with ultimate or first principles. In simple terms, it is a belief system or theory that guides the way we do things. A paradigm or world view can also be looked at as a basic and comprehensive belief system that guides research practice in the field. Thus, it is a way of living in the world. Paradigms are also philosophical assumptions, epistemologies and ontologies (Creswell, 2007; McGregor, & Murnane, 2010). Basit (2010) contends that paradigms are models or conceptual frameworks that guide the organisation on views, thoughts and beliefs into a logical whole and eventually inform research. Thus, a paradigm revolves around the naturalistic phenomenological philosophy which sees reality as manifested in a multiplicity of layers with shared experiences interpreted by individuals (McMillan & Schumacher, 2001). Naturalistic studies imply studies that are carried out in people's natural settings, in their life context, where people experience

life in the trueness of the word. Ontology and epistemology are the two major aspects of branches of philosophy called metaphysics. Ontology is the study of claims and assumptions that are made about the nature of social reality, which is something that exists. Epistemologists study what is meant by knowledge of a phenomenon. Epistemology is concerned with what is known about reality. Hence, it is the theory of knowledge embedded in the theoretical perspective and thereby in the methodology. Ontological and epistemological assumptions make up a paradigm.

Ontology is about what can exist or what is real, and epistemology is about knowledge (Creswell, 2003; Grix, 2010). Thus, paradigms are a set of commonly held values which shape or dictate how scientists and researchers should proceed in carrying out research within the research or scientific community in relation to a field of study. The paradigm underpins the focus of the study, methods to be used and how the results should be.

The term *paradigm* also refers to an overall theoretical research framework in relation to the theory of scientific revolutions (Mack, 2010). Kuhn, cited in Mack (2010), saw the development of scientific thought as the emergence of a series of paradigms. He argues that in this process, one set of beliefs and practices is eventually annulled by a new set; for any new set is incompatible with the existing one because they are based on very different beliefs. In social science, no single paradigms co-exist.

The exact number of world views and the names associated with a particular paradigm vary from author to author, but generally, the accepted list includes three paradigms, positivism, post-positivism (critical realism) and interpretivism (Grix, 2010).

The study adopted an interpretive paradigm to get responses from the subjects with regard to their conceptualisation of the implementation of the inclusive education policy in sport. The research was carried out in the participants' natural setting of Masvingo District, where participants enjoyed open-ended opportunity and freedom to give and demonstrate own view points on issues that could be delicate. Thus, in this study, real life experiences of participants with regard to the implementation of inclusive education policy in sport at four secondary schools in Masvingo District were elicited.

The interpretivist paradigm developed out of the philosophy of Edmund Husserl's Phenomenology (1859-1938) and Wilhelm Dilthey's philosophy (1833-1911) and other

Germany philosophers' study of interpretive understanding called hermeneutics (Mertens, 2005; Nieuwenhuis, 2007). Sometimes it is referred to as the constructivism because it emphasises the ability of human organisms to construct meaning. Interpretivist/constructivist approaches to research have the intention of understanding the world of human experience (Cohen & Manion, 2000), while Creswell (2003) and Nieuwenhuis (2007) suggest that reality is socially constructed in this paradigm.

The ontological assumptions of interpretivist are that social reality is seen by multiple people and these people interpret events differently, leaving multiple perspectives of a phenomenon (Mack, 2010). The interpretivist/constructivist researcher tends to rely upon the participants' views of the situation being studied and recognises the impact of the research on their own background and experiences (Creswell, 2003; Nieuwenhuis, 2007). In the current study, the phenomenon of interest is the implementation of the inclusive education policy in sport. Teachers, school heads and both pupils with and without disabilities participated in the design by responding to interview questions thereby availing multiple views based on ways they understood reality.

The interpretivist paradigm was heavily influenced by hermeneutics which is the study of meaning and interpretation in historical contexts and phenomenology which refers to a philosophical doctrine proposed by Edmund Husserl (1859-1938) based on the study of human experience in which considerations of objective reality are not taken into account. Rensburg (2007, p.17) posits that:

By using interpretivism our knowledge interest would not be technical, that is, to form interventions through research, but to develop a deeper understanding of a situation, person, community or whatever the case.

Hebermas call this a practical knowledge interest, in reference to the assumption that if people understand their own situation better, they would be able to take practical actions within it (Rensburg, 2007). Phenomenologists advocate the need to consider human beings' subjective interpretations, that is, their perception of the world. The interpretivist paradigm was established on the basis of meaning-making cyclical process (Mack, 2010). The current researcher's ontological position is metaphysical subjectivism. This position assumes that perception creates reality and there is no other reality than that which is created by our own minds. So, reality about inclusivity which is appropriate for regular schools exists in the minds of teachers, school heads, children and education officers, hence, this study intended to get an insight of people's

views. The paradigm asserts that there is no one objective reality which exists outside the actors' explanations. In this study, the main participants were teachers. The adoption of this research paradigm resulted in a rigorous research study through triangulation and member checking.

Cohen, Manion, and Morrison (2011) reiterate that interpretivists' main tenet is that research must be observed from inside through the direct experience of people and can never be objectively observed from the outside. Thus, this paradigm fits well with the current study where regular teachers responded to the interviews basing their responses on their experiences with in the school they are teaching. Focus group interviews enabled teachers to interact on their own, thereby getting an opportunity to express their experiences from real situations which they observed or in which they were directly involved.

Cohen et al. (2011, p.19) say "the role of the scientist in the interpretivist paradigm is to understand, explain, and demystify social reality through the eyes of different participants". Researchers in this paradigm place emphasis on understanding rather than explanations. The current researcher wanted to understand how the inclusive education policy in sport is being implemented in schools. Shah and Weber (2004) contend that in interpretivism, the ontological and epistemological perspective lie with the idea that the researcher and reality are inseparable. Knowledge is, therefore, gained not by hypothesising a theory and testing it scientifically but rather through observing lived experiences via predominantly qualitative research methods. To the present researcher, this meant that reality lies in the eyes, ears or any other sense organ of the beholder. By setting on the interpretivist paradigm, the researcher wanted to experience reality concerning the implementation of the inclusive education policy in sport.

Corley (2006) contends that interpretive research is based on the belief that a deeper understanding of a phenomenon is only possible through understanding the different interpretations of that phenomenon from those experiencing it, in this case, sports masters, school heads and children with and without disabilities. The researcher's responsibility was to rigorously gather data and make interpretations in a systematic and informed manner in relation to current theory. The current researcher managed to develop insights which were not possible through other methods of analysis by going

into schools to collect data. Data collection was indeed rigorous as the researcher carried out face-to-face interviews as well as focus group interviews with the participants. The interpretations of the study were based on how children with disabilities were being included in sport in regular settings. They were also based on what the researcher observed in person and also on the responses of the participants which were to a large extent influenced by what they were experiencing. Shar and Weber (2004) point out that any data collected this way is open to interpretation and criticism. This meant that this study could be a basis for further research in the areas of inclusivity, special education and effective teaching.

According to Anderson (2010), education involves complex human interactions that can rarely be studied or explained in simple terms. Therefore, the scope of educational research can be extended by the use of qualitative methods. For example, in-depth interviews with students at Great Zimbabwe University were conducted to determine perceived gains of inclusive education, and challenges in its implementation. In-depth interviews were conducted with students and a variety of stakeholders to explore the perceptions surrounding inclusive education.

However, this paradigm, like any other, has its own limitations and critiques. Most of the criticism levelled against the interpretivist research paradigm is directed towards the subjectivity and the failure of the approach to generalise its findings beyond the situation studied (Nieuwenhuis, 2007). Human bias can never be under-estimated nor can the notion of objectivity/subjectivity. Cohen et al. (2000, p.120) concede that:

Qualitative research methodologies are criticised for being, impressionistic (based on reactions or opinions, rather than on specific facts or details), biased, insignificant, ungeneralizable and idiosyncratic, subjective and short sighted.

The subjective involvement of the researcher made him share the experiences with his research participants.

Another limitation levelled against the interpretivist research is that it can promote a relativist perspective, a view that everyone makes their own meaning, and all views are equal and thus fail to provide a basis for decision making (Rensburg 2001). Rensburg (2001, p.18) further argues that:

Interpretivist methodology, with its emphasis on rich contextual detail and close attention to individual life experience and meaning-making, complements quantitative data and broad sweeping overviews; it also avoids values and perspectives which may rise from post-structural, critical and positivist methodologies.

Despite the cited limitations, this study used the interpretivist paradigm because of, as already shown, the relevance the paradigm has to the study.

3.3 Research approach

This study used the qualitative approach to explore the implementation of the inclusive education policy in sport. Qualitative research is an enquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. According to Creswell (2009), the qualitative approach uses different philosophical assumptions, strategies of inquiry and methods of data collection, analysis and interpretation. Denzin and Lincoln (2000:3) add that qualitative research is a field in its own right and can be defined as:

...a situated activity that, locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self.

Therefore, qualitative research gives a researcher the chance to visit respondents in their natural settings as well as gather information on their experiences. In qualitative research, a researcher often approaches reality from a constructivist position, which allows for multiple meanings of individual experiences (Denzin & Lincoln, 2005 cited in Ivankova, Sheldon & Sticks, 2007). Creswell (2005) posits that the goal of qualitative research is to explore and understand a central phenomenon, which is the concept or process explored in a qualitative research study. The sample size is small and is purposively selected from those individuals who have the most experience with the studied phenomenon (Patton, 2002 cited in Ivankova et al., 2007). Writing about qualitative research, Creswell (2005, p.39) describes it by saying:

Qualitative research is a type of educational research in which the researcher relies on views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants,

describes and analyses these words for themes and conducts the enquiry in a subjective and biased manner.

Ivankova et al. (2007) say that the qualitative researcher collects words and images about the studied topic. The data are collected from people immersed in the setting of everyday life in which the study is framed. The researcher serves as an instrument of data collection and asks the respondents broad, open-ended questions to allow them to share their views about and experiences with the phenomenon.

Ryan (2005, p.21), says the following about qualitative research:

It seeks to provide an in-depth picture; it generally deals with smaller numbers than quantitative research; it tries to interpret historically or culturally significant phenomena; it can be used to flesh out quantitative data; it tries to isolate and define categories during the process of research; it is appropriate when the questions posed by the researcher are difficult for a respondent to answer precisely; it tries to illuminate aspects of people's everyday lives; it values participants' perspectives on their words; and it often relies on people's words as its primary data.

Thus, this research methodology fits well with the kind of problem that this study seeks to investigate. The research questions posed by the researcher indicated the appropriateness of qualitative research methodology. The questions asked focused on how the inclusive education policy in sport is being implemented in schools. The qualitative methodology was suitable in this study as the researcher was interested in finding out how inclusivity in sport is being implemented in schools. Hence, the study adopted a qualitative research methodology and concentrated on the qualitative form. The research also looked at what participants had to say with regard to inclusion of children with disabilities in sport.

It can, therefore, be safely said that qualitative research lays emphasis on understanding, processes and meanings. It reveals how all parts work together to form a whole. Barbour (2008) states that qualitative research can help to understand illogical behaviours. The assumption is that meaning is mediated through researcher's own perceptions. This methodology was found to be appropriate for this study as it allowed the researcher to get the data directly from the subjects that is, questioning the respondents and hearing their views, perceptions, voices and expectations in detail.

The research methodology further helped the researcher to recognise several issues that could escape researchers using other methods.

In this study, semi-structured interviews were used to obtain particular participant perspectives of the situations with regard to the implementation of the inclusive education policy in sport. Most qualitative researchers would opt for the use of semi-structured interviews, which allow for the ordering of questions to be employed flexibly in an effort to take account of the priority accorded to each topic by the interviewee, hence, the use of semi-structured interviews in this study.

In summary, this study used the qualitative approach because it uses different philosophical assumptions, strategies of inquiry and methods of data collection, analysis and interpretation. Thus, the use of qualitative procedures generated data pertaining to what school Heads, sports masters, team captains and a District Education Officer (DEO) said regarding the implementation of the inclusive education policy in sport at their respective schools. The researcher also used focus groups comprising sports masters and team captains from each school, and lastly, covert observations to see if and how the inclusive education policy in sport is being implemented at each of the schools under study.

However, findings from a qualitative research are often not generalizable because of the small number and narrow range of participants used in the data collection process. Mays and Pope (1995, p.1) summarise some of the criticisms against the qualitative approaches to research:

The most commonly heard criticisms are, firstly, that qualitative research is merely an assembly anecdote and personal impressions, strongly subject to researcher bias; secondly, it is argued that qualitative research is so personal to the researcher that there is no guarantee that a different researcher would not come to radically different conclusions and, finally, qualitative research is criticized for lacking generalisability. Qualitative methods tend to generate large amounts of detailed information about a small number of settings.

Despite the shortcomings, the present study used the qualitative approach because, as already seen, it - among other things - provides understanding and description of people's personal experiences of phenomena. It can also describe in rich detail phenomena as they are situated and embedded in local contexts

and can as well determine how participants interpret or construct e.g. self-esteem or intelligence (IQ).

3.4 Research design

A research design is a structure of research or basic plan or strategy of the research (Punch, 2005). Trochim (2006), Gay, Mills and Airasian (2009), see a research design as a detailed description of the proposed study aimed to investigate a given problem. Maree (2007) views a research design as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done.

Taylor (2000) has a similar view to that of Maree as he describes research designs as constructed plans and strategies that are developed to seek and discover answers to the research questions. A research design is, therefore, an arrangement of procedures and methods of the research project that include sampling, data collection, and data analysis and interpretation of the results. Finally, a research design provides guidelines and structure to the research process in order to prevent haphazard procedures.

Therefore, a research design is the blue print for conducting a study, as it guides the researcher as he/she collects, analyses and interprets data, in this case, pertaining to the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe.

This research study adopted the case study design as it looked at four schools. The purpose of a case study, according to Cohen and Manion (2000), is to probe deeply and analyse intensively the multifarious phenomena that the life cycle of the unit with a view of establishing generalization about the wider population to which that unit belongs. A case study provides unique examples of real people in real situations, enabling researchers to understand how ideas and abstract principles can fit together (Nisbert & Watt cited in Cohen & Manion, 2000).

The U.S General Accounting Office cited in Mertens (2005, p.237), states that:

A case study is a method for learning about a complex instance, based on a comprehensive understanding of that instance obtained by extensive descriptions and analysis of that instance taken as a whole and in its context.

What is common about these definitions is that they seem to focus on a particular instance or case and reaching an understanding with a complex context. Bassey (1999) states that a case study maybe simple or complex as it may be of a child or a class of children or an event happening. A case study can also be described as a form of descriptor research that gathers large amounts of information about a few participants and also investigates cases in considerable depth (Mertens, 2005; Kalof, Dan & Dietz, 2008). The case study was relevant in this study in that through its use, in-depth information about the implementation of the inclusive education policy in sport was obtained.

Thus, this case study design enabled the researcher to get immersed with the participants and get an in-depth detailed understanding of patterns and trends emerging from the survey stage that enable the researcher an appropriate opportunity to better understand the dynamics (Denscombe, 2001; Creswell, 2007; Maree, 2007). This type of research design enabled the researcher to assess the respondents' views on the implementation of the inclusive education policy in sport.

Lang (1993, p.140) states that, "The case study, is the method of choice for studying interventions or innovations, and education is replete with these." The case study is preferred in examining contemporary events. According to Yin (2009), a case study method has distinct advantage when a "how" or "why" question is being asked about a contemporary set of events over which the investigator has little or no control. Merriam (1988) explains the case study as an examination of a specific phenomenon such as a programme, an event, a person, a process, an institution or social group. She further states that a case study is a design particularly relevant to situations where it is impossible to separate the phenomenon's variables from their context.

There is also no doubt that employing case studies can be extremely useful in terms of enhancing comparative and analytic potential of research (Babour, 2008). The differentiation between the single case study is akin to a single experiment and is appropriate when the case provides a critical test to a well-established theory or where

the case extremely unique or has something special to reveal. A single case study can be used as a pilot study in a multiple case study (Rowley, 2002)

This study adopted a multiple case study design. The more cases that can be investigated to establish or refute a theory, the more robust are research outcomes (Babour, 2008). Cases need to be carefully selected so that they either produce similar results or contrasting results but for predictable reasons like theoretical replication. Mertens (2005) argues that some authors view the case study as one type of ethnographic (interpretive) research that involves intensive study of an individual or a group as an entity. This is contrary to Yin's (2003) view that case studies are not identical to ethnographic research. In this study, the case study was chosen simply because it allowed the researcher to get at the inner experience of participants to determine how meanings are formed through and to discover rather than test variables (Corbin & Strauss, 2008).

This research attempted to understand how the inclusive education policy is being implemented in schools. It was also important for the researcher to use the case study research design as part of the qualitative interpretive research methodology. The study was a multiple case study research design. The case study as a research design was able to highlight the how and the why of a contemporary phenomenon within a real life context (Yin, 2003), as well as cover the logic of the research design, data collection techniques and approaches to data analysis. In this research, the case study research design was based on research questions, assumptions, linking data to assumptions, as well as interpreting the findings. The cases in this study were secondary schools, and sports masters as well as Heads, team captains and both children with and without disabilities.

3.5 Population

Population is defined as a group of elements or cases, whether individuals, events or objects that confirm to specific criteria and to which results can be generalised (Mcmillan & Schumacher, 2010). A population can refer to a group of people who share one or more characteristics from which data can be gathered and analysed. There are generally two types of populations in research, namely, target and accessible populations. Target population refers to the entire group of individuals or

subjects to which researchers are going to generalise their findings. The target population comprised 4 school Heads 4 team trainers, 4 sports masters, 4 team captains, 2 children living with disabilities, 2 children without disabilities and 1 District Education Officer. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples. This researcher used the accessible population because he resides in Masvingo.

3.6 Sample and sampling procedures

A sample is a small portion of the total set of objects, events or persons that comprise the subjects of the study. Leedy and Ormrod (2005) view sampling as a process of deciding on a particular sample for particular entities in a study, while McMillan and Schumacher (2001) define 'sample' as comprising a number of individuals selected from a population for study.

In this study, four schools were purposively selected with the help of the Masvingo DEO in an effort to collect valuable data. Purposive or deliberate selection involves drawing a number of participants from the population in a deliberate or targeted way, according to the set criteria, that is selecting participants because of some characteristics they possess (Punch, 2010). Similarly, Maree (2007) asserts that purposive sampling is mainly used so that individuals are selected because of some defining characteristics that make them the holders of data needed for the study. In the current study, the researcher was assisted by the DEO to select schools which were practising inclusion of learners with special education needs in sporting activities. It was also assumed that teachers (sports masters) in these schools had varied experiences on handling learners with special education needs in sport; hence they were able to provide rich data which were used to come up with the conclusion as to whether the inclusive education policy in sport is being implemented in schools or not

The number of participants purposively sampled included 4 school Heads, 4 sport masters, 4 team captains, 4 children with disabilities and 1 District Education Officer

3.7 Data collection instruments

Four types of data collection instruments were used in this study. The researcher made use of semi-structured interviews, focus group interviews, and observations as well as documents. The combination of these instruments in data collection were able to help the researcher to collect rich and detailed information that provided a more complex picture on the implementation of the inclusive education policy in sport in Masvingo District, Zimbabwe.

3.7.1 Semi-structured interviews

A semi-structured interview schedule which contained a set of predetermined questions and themes to be explored was used in this qualitative method of inquiry. Burton, Brundrett and Jones (2008) say that a semi-structured interview is a flexible style where pre-determined questions focusing on the theme of the study act as prompts. Interviews are viewed as a dialogue that is initiated by the interviewer. It is conducted so as to obtain research relevant material focused on the research.

Maree (2007) views an interview as a two-way conversation in which the interviewer asks the participants questions in an effort to learn about the ideas, views and opinions of the participants. All those involved with the implementation of the inclusive education policy in sport in one way or another were valuable sources of information. The schedule helped the interviewer and each of the interviewees to remain focused on the topic. The aim of this study was to obtain data to help the researcher to understand the participants' views and perceptions with regard to the implementation of the inclusive education policy in sport. Interviews were conducted with 4 school Heads, 4 sports masters, 4 team captains, 4 children with and without disabilities and a District Education Officer (DEO) and children with and without disabilities. All these participants were considered to be information rich.

The interview is probably the most widely employed method in qualitative research (Maree, 2007). It is the flexibility of the interviews that makes it so attractive. In this study, the researcher ensured that all responses were recorded in a voice recorder and on paper so that information was not distorted and could be readily accessed for analysis. In qualitative interviewing, there is much greater interest in the interviewee's

point of view and interviewers can depart significantly from any schedule or guide that is being used. Interviewers can ask new questions that follow up interviewee's replies and can vary the order of questions and even the wording of the questions. As a result, qualitative interviewing tends to be flexible, responding to the direction in which the interviewees take the interview and maybe adjusting the emphasis of the research as a result of significant issues that emerge in the course of interviews.

There are two major types of interviews, that is, the standardized interview and non-standardized interview (Dahlberg & McCaig, 2010). In standardized interviews (structured interviews), the procedure to be followed is determined in advance. Structured interviews are a pre-conceived interview schedule which the interviewer should follow closely while a flexible technique is used in semi-structured interviews. Semi-structured interviews focus on a list of key themes of questions that the interviewer wants the respondents to address. The semi-structured interview does allow the respondent to add new information but they should keep to the key themes (Mertens, 2008). This research study thus, used the semi-structured interviews.

Flick (2006) identified the advantages of using the semi-structured interviews. He argues that interviews allow the researcher to enter another person's world and at the same time, an in-depth understanding of the person's perspective. Interviews are capable of allowing the researcher to get close to the data and get first-hand information about the social world at the same time allowing the researcher to understand the definition of concepts and meanings that respondents attribute to their social world. When evidence does not exist as hard data and is not observable, for example, perceptions, values and attitudes, interviews are more appropriate. Interviews are a method which is consistent with those theories that value human responses as an actuality.

Through use of the interviews, the interviewer was able to elaborate on issues and questions as well as clarifying the meaning of statements, answers or questions that may not have been clear to the interviewee. Semi-structured interviews were conducted and they were able to facilitate direct interaction between the researcher and the respondents. They also helped to enable the collection of rich descriptive data that helped the researcher to understand whether the inclusive education policy in sport was being implemented in schools. The semi-structured interview also allowed

the researcher to ask a series of structured questions and then delve in more deeply; using open-ended questions in order to obtain more complete data and also enable the respondents to express themselves at length (Flick, 2006).

The semi-structured interview was also used in this study because of its flexibility, adaptability and its ability to allow the researcher freedom to probe the interviewee, follow up leads, elaborate on response, obtain additional and more detailed data and clarify answers (Creswell, 2007). Borg, Gall and Gall (1996) also state that an interview provides a suitable and desirable combination of objectivity and depth that permits gathering of valuable data that cannot be successfully be obtained by any other method hence its suitability for this study. It was through the use of the interview that the researcher was able to get rich data from participants and also increase the depth and breadth of findings of the research.

3.7.1.1 Limitations of the semi-structured interview in this study

The main limitation of the semi-structured interview is that the adaptability gained by the interpersonal situations may lead to subjectivity and interactions between the interviewer and the interviewee may be biased (Borg, 1981). Interviews are also a costlier means of collecting data and to reduce these costs, purposive convenient sampling was more ideal as it facilitated the selection of respondents from schools with children with disabilities. The flexibility and adaptability which are the interview's unique strength also allow subjectivity and possible bias. The weakness can arise due to the respondent's eagerness to please the interviewer (Nachmias & Nachmias, 1989).

To reduce these effects, the researcher managed to encourage dialogue, critical thinking, and discussion in order to encourage freedom of expression of respondents' views, perceptions, experiences and opinions regarding the implementation of the inclusive education policy in sport. The other weakness of the interview is that it lacks anonymity questionnaires provide (Flick, 2006). In this research, the researcher reduced the efforts of this weakness by emphasizing on confidentiality with regards to the interviewee's responses.

3.7.2 Focus groups

Morgan (2002) in Briggs and Cohen (2007) defines focus groups as a research technique that collects data through group interaction on a topic determined by the researcher. It is a carefully focused discussion designed to obtain perceptions in a defined area of interest, in a permissive non- threatening environment, from a pre-determined and limited number of people (Krueger & Casey, 2009). Further to this, the same authors posit that focus group interviewing is about paying attention, being open to what people have to say and being non-judgemental. Focus groups offer unique insights into the possibilities of or for critical inquiry as a deliberative, dialogic, and democratic practice (Denzin & Lincoln, 2005). Flick (2007) asserts that any group discussion may be called a focus group as long as the researcher is actively encouraging of, and attentive to, the group interaction.

The purpose of conducting a focus group discussion was to listen and gather information that is related to the phenomenon under study. Through the focus groups, the researcher was able to understand the views, the feelings, perceptions and opinions of participants about the policy under study. Lively conversation among focus group participants can elicit information that paints a portrait of combined local perspectives helping the researcher to see how it all fits together (Duncan & Marotz-Baden, 1999). Participants in focus group sessions are generally allowed to say anything and are considered to be naturalistic (Krueger & Casey, 2009).

A focus group interview is an inexpensive, rapid information revealing technique that can provide researchers with a wealth of qualitative data. The process is facilitated by the researcher, who is able to probe deeply and obtain information about different perspectives, experiences, feelings and preferences about the phenomenon under study (Wolfson, 2007). The advantages of this method include the creation of an open forum for discussion and brainstorming that provides insights into public discourses and the researcher can obtain input from the stakeholders who are usually not consulted in a more reactive manner (Kitzinger, 1999; Wolfson, 2007).

In the first encounter with focus groups, the researcher assured them that the discussion was purely for research purposes and reminded them that they were free to withdraw from the group should they feel uncomfortable. The researcher and the participants engaged in a friendly chat to establish a rapport within the group. This

approach assisted the researcher to improve the interaction within the group. In this case, the researcher needed to create an environment that was conducive to the participants after which they were asked to share ideas, experiences and perceptions about the implementation of the inclusive education policy in sport. Krueger and Casey (2009) alluded to this idea when they wrote:

Paying attention to what people have to say and being non-judgemental. It is about creating a comfortable environment for people to share. It is about being careful and systematic with the things people tell you. And people go away feeling good about having been heard.

It is through this discussion that the researcher gained insight knowledge into the implementation of the inclusive education policy in sport. Issues and questions raised during discussions addressed all the research questions and objectives.

The technique has several advantages. It has low cost and provides speedy results. Its flexible format allows the facilitator to explore unanticipated issues and encourages intervention among participants (Czaja & Blair, 2005). In a group setting, participants provide checks and balances thus minimising false or extreme views. The group interactions during the focus group discussions were productive in widening the range of responses, activating forgotten details of experience and releasing inhibitions that may otherwise discourage participants from disclosing information about how inclusive education is being implemented in schools (Maree, 2007).

However, focus groups have some limitations too. The flexible format makes them susceptible to researcher bias, which can undermine the validity and reliability of findings and discussions can be side-tracked or dominated by a few vocal individuals (USAID, 1996). Focus group discussions do not always work as they should, because they are susceptible to personalities and organisational politics that interfere with the process (Wolfson, 2007). This weakness was addressed by forming a group comprising knowledgeable teachers working in neighbouring schools and was familiar with each other.

3.7.3 Documents

Documents are data gathering instruments which use all types of written communication to shed light on a phenomenon under study (Maree, 2007). Dahberg and McCaig (2010) view document analysis as the systematic scrutiny of the content of

documents to identify patterns of change or development on specific issues. Wolf, cited in Flick, Kardorff and Steinke (2004), states that documents are written texts that serve as a record or piece of evidence of an event or fact and occupy a prominent position in modern societies. The increase in the significance of documents is due to the secular trend towards the legalisation and organisation of all areas of life, and in particular, the development of a modern type of administration characterised by the principle of documentation (Flick, Kardorff & Steinkle, 2006). Documents of all types can help the researcher to uncover meaning, develop understanding and discover insights.

Documents are also likely to provide inside information as compared to interviews and focus groups. The use of documents gives advantages such as low cost and authenticity of information. Document analysis was able to help answer questions that interviews could not address and enlighten the researcher on the grey areas that could not be addressed by the interviews. Maree (2007) argues that document analysis means focusing on all types of written material that could shed light on phenomena. In this research, written data sources included circulars, statutory instruments, policies and mission statements to solicit information on the implementation of the inclusive education policy in sport.

Documents can either be primary or secondary sources. Primary sources refer to those materials which are collected by those who actually witnessed the events which they describe (Maree, 2007). Primary sources also refer to the data which are unpublished which the researcher has gathered directly from the participants who actually witnessed the events which they describe and these include minutes of meetings, reports and correspondences. Secondary sources refer to documents written after an event that the author has not personally witnessed, for example, textbooks and reports.

3.7.3.1 Strengths of document analysis

Document analysis has the advantage that it can be used as the singular method of research or as a supplementary form of inquiry (Maree, 2007). Document analysis differs from the majority of research methods in two major ways. First, it is an indirect form of research in the sense that it is something which has been produced, not an individual that we are investigating. Second, it is an 'unobtrusive' or non-reactive method. This means that the document will not be affected in any way by the research.

It cannot react as a human can. Reliability and validity are central concerns in document analysis (Bernard & Ryan, 2010). Documents generally exist for some purpose and the knowledge of this purpose is important in understanding and interpreting the results of the analysis. The major advantage of document analysis is that the data never alter and can be subject to re-analysis. Events can also be compared over time and through use of computers, the researcher can be aided in analysis leading to complete reliability in applying the rules you set down for coding the text (Creswell, 2003).

3.7.3.2 *Limitations of document analysis*

Due to its social context and identity, the researcher may render a selective and biased understanding of a document and may even deliberately choose and select particular documents (Dahlberg & McCaig, 2010). Authors of documents decide to record and leave out information informed by their social, political and economic environment of which they are part (Creswell, 2003); hence, historical documents are amenable to manipulation and selective influence. In this study, the researcher was aware of these influences and did not assume that documents are simple, neutral artefacts from the past. Using documents without due consideration of the process and social context of their construction exposes researchers to criticism of being un-reflexive and uncritical in their readings. The researcher in this study was on high alert of these limitations in order to minimise their effects.

3.7.4 Observation

Observation is a systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them (Nieuwenhuis, 2007). The researcher in this study adopted non-participant observation to observe whether the inclusive education policy in sport is being implemented in schools. Using this instrument, the researcher was able to observe the following:

- Whether children with disabilities were involved in sport;
- The interaction between children with and without disabilities during sporting activities;

- The adaptations, equipment/ aids given to children with disabilities in sport; and
- How sports masters and team captains assisted children with disabilities in sport.

As a qualitative data gathering technique, observation enabled the researcher to gain a deeper insight and understanding of the implementation of the inclusive education policy in sport in the four secondary schools in Masvingo District, Zimbabwe. According to Nieuwenhuis (2007), the researcher gets into the situation, but focuses mainly on his/her role as observer in the situation.

This study used observation because observational data are attractive as they afford the researcher an opportunity to gather 'live' situations (Wardhani, Purwati & Appl, 2014). The researcher was given the opportunity to look at what was taking place in the four secondary schools rather than having second hand information. This enabled the researcher to understand the context and extent to which children with disabilities are being included in sport, to see things that might otherwise be unconsciously missed, to discover things that participants may not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews) and to access personal knowledge (Cohen et al., 2006).

Yin (2003) says, assuming that the phenomena of interest have been purely historical, some relevant behaviours or environmental conditions will be available for observation. Such observations serve as yet another source of evidence in the case study. Observational information is often useful in providing additional information about the study area. Yin (2003, p.93) states:

If the case study is about the new technology for instance, observations of the technology at work are invaluable aids for understanding the actual use of the technology or potential problems being encountered. The observation may be so valuable that you may even consider taking photographs at the case study site. At a minimum these photographs will help to convey important case characteristics to outside observers.

The advantage of observation is that, the behaviour is recorded as it occurs and that the observer being an outsider can see phenomena about the situation in which those people are involved may take for granted (Cohen, et al., 2006; Leedy & Ormrod, 2005).

The other advantage of the observer as non-participant is that the researcher is not involved and does not influence the dynamic of the setting (Nieuwenhuis, 2007)

Finally, the researcher used observation in this study because it gave him an insight into what was transpiring in schools with regard to the implementation of the inclusive education policy in sport. It also gave the researcher a chance as a non-participant observer to record occurrences as they unfolded, as well as some silent features and facial expressions. The facilities and equipment were also observed as well as the infrastructure within the school.

However, observation technique like any other technique has its own limitations. A central problem of observation is that individuals who are conscious of being under scrutiny are likely to behave differently, usually in the direction of what they perceive to be more socially approved or in accordance with the observer's expectations. Another limitation is that the researcher may miss out an observation as he/she writes what he/she would have noticed. The researcher may also focus on a particular event or feature because it appears particularly interesting or relevant and miss other things that may equally be important, as their importance may not be recognised or acknowledged at the time (Hancock, 2006). The researcher used observation schedules to minimise these limitations. These assisted the researcher to concentrate on core business of the study.

3.8 Credibility and trustworthiness

In qualitative data, credibility and trustworthiness are addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the non-subjectivity of the researcher (Cohen et al, 2007). Lincoln and Guba (2005) argues that rigour in qualitative case studies can be achieved through careful audit trails of evidence; by participant confirmation which is also known as member-checking and also through triangulation. According to Cohen et al. (2011), leaving an audit trail refers to:

... Documentation and records used in the study that include; raw data, records of analysis and data reduction, reconstructions and synthesis of data, process notes (on how research and analysis of data are

proceeding) ... information concerning the development of instruments for data collection.

Guided by the above views in order to heighten the credibility and trustworthiness of the study, the researcher audio-taped all the individual interviews and focus group discussions for the study, presented some of the tapes, typed all the transcripts of raw data and kept the notes based on data analysis.

According to Gray (2009), for most qualitative approaches, credibility is improved and even guaranteed by triangulation where information is gathered, for example from multiple sources or by using multiple tools for gathering data. Triangulation of data, as a validation strategy, combines data drawn from different sources and at different times, in different places or from different people (Flick, Kardorff & Steinke, 2004). The same view is echoed by Yin (2003) who suggests that the multiple sources of data help to deal with the problem of establishing credibility and trustworthiness of case study evidence.

Accordingly, in order to provide multiple perspectives on various aspects of the same situation in relation to the study's research objective, data were collected from 2 urban and 2 peri-urban secondary schools, 4 sports masters, 4 school heads, 4 team captains and one District Education Officer as a way of achieving triangulation of data sources. These categories of experienced personnel who occupy different positions in the field of education focused on the same issue of articulating their experiences from various angles, pertaining to the implementation of the inclusive education policy in sport in the four secondary schools in Masvingo District. Triangulation in qualitative research, in Flick et al.'s (2006) opinion, is viewed as a strategy leading to a deeper understanding of the issue under investigation, and thereby a step on the road to greater knowledge. In other words, besides enhancing credibility and trustworthiness in qualitative case study research, the researcher was also in a position to acquire rich, thick data concerning implementation of the inclusive education policy in sport,

In addition to triangulation of data sources, methodological triangulations were applied to study the research problem. Robson (2002) states that one important benefit of multiple methods is in the reduction of inappropriate certainty. The use

of a single method and finding a pretty clear-cut result may delude investigator into believing that he/she has found the “right answer”. In view of the above, semi-structured interviews, observations, focus group discussions and document analyses were employed to enhance credibility of the study. Cohen et al. (2011) cite the methodological triangulation of data as the one used most frequently in educational research, and also as the one which has the most to offer. The use of triangulation of data sources as well as methodological triangulation, made the researcher to be confident of the research results.

However, Fielding and Fielding (1986) cited in Cohen et al. (2011) point out that methodological triangulation does not necessarily increase credibility, reduce bias or bring objectivity to research.

There are lots of variables that contribute to the credibility and trustworthiness of a research study. There is need for rigour, honesty, depth, richness and the participants from where information is drawn from, including the non-subjectivity of the researcher. Data should also be drawn from different sources, at different times and in different places or from different people.

Pilot testing of the semi-structured interview schedules were done with school heads, sports masters, team captains, children with disabilities to see if it would yield the expected results. It was realised that the semi-structured interviews worked as intended.

3.9 Data analysis

The main goal of qualitative analysis is to organise data into meaningful set of patterns, categories, and themes (Kalof, Dan & Dietz, 2008). Words, phrases, tones, non-verbal communications and the context of comments, among other aspects are analysed. Patton (2000, p.376) argues that, “the first decision to be made in analysing interviews is whether to begin with case analysis or cross- case analysis”. In this study, data analysis was approached by treating each case as comprehensively as possible on its own followed by cross-case analysis. This involved looking for common features in the interviews taken from different people and places, as well as making interpretations on different views given by participants.

The study also established how participants make meaning of the nature of their participation in the implementation of the inclusive education policy in sport by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. The study began the process of data analysis by transcribing verbatim audio taped interviews. The results were cross-checked with the participants. The raw data from the interviews were coded so as to come up with data sets. Responses were treated according to the research questions the respondents were responding to. The study also referred to the transcriptions and cut and paste the data listed under each research question. By so doing, the researcher was able to compile data sets for each research question. The study also came up with inductive themes related to each question. The same process was used to analyse data obtained through observations and document analysis.

Qualitative data collected from the interviews were analysed following these steps (Leedy & Ormrod, 2005).

- Organising and categorising data;
- Interpretation of each and every instance;
- Identification of patterns, that is, classifying information into sub-themes and sub-categories; and
- Synthesis and generalisation of information obtained.

Niewenhuis, cited in Maree (2007) states that qualitative data analysis is an on-going process, the implication being that data collection, processing, analysing and reporting are intertwined. They are not merely a number of successive steps.

3.10 Ethical considerations

Ethical considerations obliged the researcher to inform participants of the nature and purpose of the study. In research, ethical procedures that are normally acceptable should be followed. Informed consent was sought and given by all participants concerned. The researcher's conduct before, during and after conducting the research is critical to the credibility of the study. This study sought to explore the implementation of the inclusive education policy in sport in Masvingo District, Zimbabwe. The topic

involved sharing a lot of personal and professional experiences by the participants, hence, need for informed consent. Silverman (2010, p.155) urges a qualitative researcher to:

Conduct research openly and without deception by giving as much information as possible about the research to enable prospective participants to make informed decisions on their possible involvement.

According to Gilbert (2008, p.150), informed consent is:

a general principle on ethical behaviour in research, generally taken to mean that, those who are researched should have the right to know that they are being researched and that in some sense they should have given their consent.

Therefore, for ethical reasons, the researcher informed participants verbally and then asked them to read and sign an informed consent form as a way of guaranteeing their willingness to freely participate in interviews and focus group discussions.

The informed consent form clearly stated the purpose of the study, that is, their participation was voluntary, that they were free to discontinue participation at will, and that their answers would be held in strict confidence.

On issues of anonymity and confidentiality, participants were informed verbally and in writing that their right to remain anonymous would be fully respected and that pseudonyms would be used in the final research report.

To safeguard the rights of participants in this study, the researcher received authority from the MoESAC to visit schools and meet teachers and school Heads for the purpose of the study, the methods to be employed, what their participation in the research entailed, and the intended possible uses of the research. Prospective participants were informed that if they were uncomfortable with any aspects of the research procedures, they were free to seek clarification from the researcher or even withdraw from participation.

According to Flick (2006), one of the problems with informed consent is that participants may not comprehend the terminology of the research. In the case of this study, participants were familiar with research terminology since all of them except the students were qualified teachers, school heads and an education officer with experience in undertaking research.

3.11 Summary

This chapter focused on the research methodology which is the technical aspect of the study. The main research paradigm (interpretivism) relevant to the study was discussed. The researcher employed the qualitative case study design in an effort to solicit views of participants in the study. The study fitted well in the qualitative approach which underpinned the case study design used in the collection of qualitative data. The population, number of participants and selection of participants that were involved in the study were discussed. Data collection instruments which included semi-structured interviews, focus groups, documents and observations were detailed. The chapter also included data collection, data analysis and ethical considerations. The next chapter focuses on data presentation and analysis/discussion.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS/DISCUSSION

4.1 Introduction

This chapter presents and analyses/discusses the data collected from the field of study. The main purpose of this chapter is to collate the qualitative data collected through interviews, focus group discussions, document analysis, and observations made and present them in line with the research questions which guided the study. The study sought to examine the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe.

To avoid unnecessary repetition which is often found where data presentation and data analysis/discussion are separated, the present researcher presented the data and immediately analysed/discussed them. Relevant literature was cited to buttress the findings of the study.

Below is the main research question, sub-questions and objectives that guided the study.

4.2 Main research question

How is the inclusive education policy in sport implemented in Zimbabwe's secondary schools?

4.2.1 Sub-research questions

- What support services /resources have the government put in schools in support of the inclusive education policy in sport?
- What are the school practices regarding the implementation of the inclusive education policy in sport?

- To what extend are children living with disabilities involved in sporting activities in four secondary schools in Masvingo District
- What intervention strategies can be put in place to improve the implementation of the inclusive education policy in sport?
- What suggestions could be given for a good inclusive education policy framework for sport?

4.3 Research Objectives

The objectives of the study were to:

- establish the efforts put by the government in support of the implementation of the inclusive education policy in sport.
- find out the school practices regarding the implementation of the inclusive education police in sport.
- find out the extent to which children with disabilities are involved in sport in four secondary schools in Masvingo District.
- establish the intervention strategies that can be put in place to improve the implementation of the inclusive education policy in sport.
- make suggestions for a good inclusive education policy framework for sport.

Table 4-1: Respondents by Gender (n=19)

GENDER	SH	SM	TT	TC	DEO	CWD	TOTAL
MALE	4	4	3	3	1	1	16
FEMALE	0	0	1	1	0	1	3
TOTAL	4	4	4	4	1	2	19

Key

SH-School Head

TC-Team Captain

SM-Sports Master

DEO-District Education Officer

TT- Team Trainer

CWD- Children with Disabilities

The researcher intended to find out the views of both male and female participants on the implementation of the inclusive education policy in sport in mainstream schools. Reference is made to table 1 above.

Results in table 1, show that the majority of participants were males (n=16) with only one team trainer and a child with disability being females. According to the European Commission (2013), this is a common scenario in most secondary schools in different countries where the situation is that male teachers are more than female teachers. In this study, the researcher used purposive sampling to get relevant information from people directly linked to sporting activities in selected schools. Gender balance in this study was found not to be necessary, since most females do not prefer to take part in sporting activities, opting for other house hold chores during the time for sport. Generally, there were no differences in opinion between male and female respondents based on gender differences; hence gender did not influence the respondents' responses.

The European Commission (2013) reports that in most African countries, the majority of secondary teachers are men, as opposed to what is obtaining in primary schools where the majority of teachers are females. This could basically be because secondary school work is generally thought to be tougher than primary school work. The report also revealed that the older the children in secondary school become, the higher the number of male teachers. This is so because at secondary level, adolescent children are undisciplined; hence, they need male teachers who are heavy handed. In a study funded by UNESCO, Kelleher (2011) reports that in Dominica, there have been depiction of male predominance over the years and the gap between male and female teachers in secondary schools continued to increase. In India, Lesotho and other African countries, Kelleher (2011) reports that the teaching force in secondary schools is largely composed of men. According to Kelleher (2011), Zimbabwe, Angola, Malawi, Tanzania and Botswana are countries often referred to as having men representing a significant majority of the teaching workforce.

Table 4-2: Qualifications of school Heads (n=4) and sports masters (n=4).

School	Heads'	Team trainers'	Sports masters
A	BA Arts, Grad DE	BSc Economics, BA Heritage studies.BA	BSc (Hons) Media Studies

		History, BSc Environmental Science	
B	MSc Peace & Strategic Studies, MEd Psychology	Diploma in Education, BSc Statistics, BA Shona & English, BA Linguistics, BSc Agricultural Economics.	BSc Geography
C	Diploma in Education, BSc Special Education	Bed Art Education.BA Religious Studies, ND Computers, BA & Grad CE	BSc Chemical Eng.
D	BA Arts (Hons)	BA General & Child Counselling Certificate, A General& Grad CE, BA General, BSc Music	Diploma in Education (Mathematics)

In the present study, the qualifications did not seem to affect how the participants view the implementation of the inclusive education policy in sport in regular schools. Table 2 above indicates a range of qualifications held by school heads and sports masters including their initial training qualifications.

Results in the Table 2 show that only one school head has a Certificate in Education plus a Bachelor of Science degree in Special Needs Education (SNE) which may be relevant to the implementation of the inclusive education policy in sport. Most of the participants interviewed were holders of various degrees which are not directly relevant to the topic under study. According to Mtepfa, Mpofu and Chataika (2007), special needs education teacher certificate or diploma in Zimbabwe is attained after achieving the regular teacher education qualification; hence, a small number of teachers with special needs qualifications.

On the other hand, the SNE qualification in Zimbabwe are not mandatory, neither are teachers incentivised for the extra qualification. These results show that most of the school heads, sports masters and team trainers are holders of other degrees which

may not be directly relevant to the topic under study. This could be an indication of an education system which does not follow a particular procedure to deploy its manpower to teaching positions where they are needed most in schools. It is also an indication of a system in which the Ministry of Primary and Secondary Education(MoPSE) does not consider qualifications of its manpower to man children living with disabilities in sporting activities in regular secondary schools.

By looking at the range of qualifications of school Heads, sports masters and team trainers, the researcher was able to have an insight into the expertise held by the school heads, sports masters and team trainers in the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District. Kempton (2013, p.8) reveals that, "The quality of an education system cannot exceed the quality of its teachers and their work." This means that teacher quality is important for teacher effectiveness, policy implementation and pupils' outcomes. Oluremi (2013, p.423) adds that, "the quality of any educational system depends to a greater extent on the quality of teachers in terms of academic and professional qualifications and experience, as well as their level of competency and level of dedication to their primary functions". Therefore, the findings of the study reveal that while all Heads, sports masters and team trainers who participated in the study were qualified to teach in the main stream, a very limited number had qualifications to handle children living with disabilities, which suggests that regular teachers may need to be taught how to implement the inclusive education policy in sport. Oluremi (2013, p.472) goes further to say, "improving teachers' quality and teaching effectiveness is at the forefront of concern among education stakeholders and policy-makers in recent times". Tantranont (2009, p.17) states that "Regulations in Thailand require all teachers to have a Bachelor's degree in education, which is extended from 4 to 5 years of study." Those people with a Bachelor's degree in other discipline areas will have to take one-year teacher training courses in order to become a qualified teacher. Most of those who become teachers in Thailand have qualifications ranging from Diplomas to Master's degrees in education, while some of them have qualifications ranging from diplomas to Master's degrees in other discipline areas.

There are some differences and similarities in the professional qualifications of teachers in Thailand and in Zimbabwe. While all teachers in Thailand are required to have a Bachelor's degree, in Zimbabwe, it is not yet mandatory. However, all teachers

are expected to have a minimum of a Diploma in Education(Mafa,2012), but the biggest challenge is shortage of qualified teachers in secondary school sectors who are qualified to handle cases of disabilities both in class and during sporting activities. What was observed however that was the participants' responses did not seem to differ as a function of their qualifications.

Responses tended to be similar irrespective of qualifications. This means there are a lot of unqualified teachers who are also expected to teach children with disabilities (Peters, 2003). Such teachers need to acquire basic teaching skills within their schools so that they, in turn, are able to assist learners with disabilities during sporting activities in mainstream schools. In Zimbabwe, all other programmes besides initial teacher training for secondary school teachers are offered as in-service training or in the form of workshops and/or seminars. On the whole, knowledge of teacher qualifications could have been useful in this research since the researcher wanted to find out how the inclusive education policy in sport is being implemented in four secondary schools in Masvingo District. The researcher thought it important to find out school Heads, sports master and trainers' qualifications as those have a bearing in the implementation of the policy in sport. The school Heads have a role of promoting and enforcing the policy implementation, and they can only do that if they are well trained and have the knowledge on how to do it.

- **Distribution of school Heads, sports masters and team trainers by experience**

Organisations hire on the basis of work experience because they expect experienced workers to perform better (Rynes, 2013). Indeed, prior experience is often used by employers as an expedient proxy for the knowledge and skill that contributes to performance. Similarly, researchers studying the relationship between experience and performance often treat work experience as a proxy for knowledge (Almeida, 2003; Huckman & Pisano, 2006), yet the two constructs (experience and knowledge) are theoretical and practically distinct. In this context, experience of teachers was seen as an important aspect in this study. Thus, Chivore (1994) posits that the more the years of experience of a qualified teacher, the more the students appear to learn. Reference is made to Table 3 below:

Table 4-3: Distribution of school heads, DEO, sports masters and team trainers by age and teaching experience (n=13)

Participant	Age range	Years of experience
Head 1	41-45	9
Head 2	56-60	27
Head 3	46-50	15
Head 4	56-60	25
Sports master 1	44-49	8
Sport master 2	39-44	4
Sports master 3	29-34	3
Sports master 4	29-34	6
Team trainer 1	24-29	1
Team trainer 2	25-30	2
Team trainer 3	24-29	5
Team trainer 4	31-36	2
DEO	45+	1

Results in the table reveal that most school heads had the highest teaching experience of between 9 and 27 years. This might illustrate that a lot of school heads who are in positions have served the ministry for longer periods of time. While sports masters have served for relatively shorter periods, ranging from 3-8 years. Assumedly, sports masters take a reasonably shorter time to be appointed in order for them to be get acclimatised to the needs of the position, both at school, zonal provincial and national levels. Their levels of experience lead them to guide their respective team trainers on the expectations of their roles. The results reveal that the majority of sports masters and team trainers in the sample have short experience, while team trainers are relatively young in the profession. The reason why team trainers have little experience could be that they are still young and energetic to take up sporting challenges, as opposed to those with more experience who are now old and tired to be seen running around during sporting activities (Klavina & Kudlacek, 2011).

Mature and experienced teachers are thought to meaningfully apply their knowledge and expertise to deliver effective lessons in the classrooms, and anything else outside the classroom is taken as waste of time (Rynes, 2013). Thus, experienced teachers and school heads have a tendency of resisting new policies. An experienced teacher views classroom events in isolation to those activities that do take place outside the classroom, preferring to call them extra curricula activities (Block et al., 2007) According to the National Commission on Teaching America's Future's Research Study (2010) experience always matters in teaching and improving teaching effectiveness although experienced teachers are resistant to new ideas while newly qualified teachers have new ideas from their initial training but also lack the experience. The report pointed out that many teachers are still improving their teaching techniques and effectiveness after an average of eleven years of teaching.

Ladd (2013), says that experienced teachers are on average more effective in raising student achievement than their less experienced counterparts. Teachers do better as they gain experience. In a research study on middle school teachers in North Carolina, Ladd (2013) found that mathematics teachers become increasingly effective at raising the test scores of their students after about fifteen years. Similarly, teachers may be able to implement the inclusive education in sport with more teaching experience. Therefore, it is more important to recognise the value of teachers' experiences in order to develop participation through research and learning. In the same vein, Rodriguez and McKay (2010) noted that experienced teachers differ from novice teachers in their knowledge, skills and beliefs in new policies. Tsai, cited in Rodriguez and McKay (2010), emphasised the importance of implementing policies meaningfully for the development of children with disabilities in mainstream schools. In light of the foregoing discussion, it was prudent to find out how the inclusive education policy is being implemented in four secondary schools in Masvingo District, Zimbabwe. The researcher thought it relevant to find out how the experience of school heads, sports masters and team trainers have a bearing on the implementation of the inclusive education policy in sport.

Years of experience of school heads ranged from 40 to 60 years and above. This could be because the position of leadership is acquired partly due to experience and qualifications, without taking into account the abilities to implement policies, and those

who take those positions take longer periods to leave the posts, thus, leaving those without experience with little or no space to occupy the positions.

According to Ozigi (1983), the primary aim in school administration is to improve teaching and learning and all activities of the school administrator must be directed towards this end. Administration entails getting things done, which means accomplishments of defined objectives, through proper specific training for school heads which is required in many countries. The European Commission/EACD Eurydice (2013) indicates that the basic condition for appointment as school head was usually an average teaching experience of five years. In most countries, other requirements to be considered when applying for leadership are special training for leadership and administrative experience.

In Zimbabwe, administrative positions are on merit and experience. Usually applicants are called for an interview where they have to show proof of qualifications and experience. Applicants also have to show knowledge of what the job entails.

4.4 Implementation of the inclusive education policy in sport, in four secondary schools in Masvingo District, Zimbabwe

This section presents analyses and discusses data on how the inclusive education policy in sport is being implemented in four secondary schools in Masvingo District, Zimbabwe. Data are presented under seven themes which were drawn from the research questions which guided the study.

4.4.1 Theme one: Support services put in place in support of the inclusive education policy in sport.

In conducting this study, the researcher wanted to establish the support services that have been put in place in support of learners living with disabilities when taking part in sporting activities in regular schools. The researcher thought it important to get views of school Heads, sports masters, team trainers and learners themselves on the support services they get during participation in sport. It was also necessary to find out from the affected learners how they got affected by participating in sporting activities with mainstream children. The researcher also came up with personal observations which

enabled him to make own judgments in respect of the support service that have been put in place.

Table 4-4: Needs of different categories of disabilities and support needs in general

Disability category	Type of sport	Support Needed
Physical	All sporting activities	Wheel chairs, crutches, rumps, even ground, qualified trainers
Visual impairment	Netball, goal ball	Bright coloured balls, ringing balls, guides, even ground, and qualified trainers
Hearing impairment	soccer	Qualified referees
Albinism	All sporting disciplines	Skin lotions, sun glasses and sun huts
Mental challenges	All sporting disciplines	Qualified trainers
Autism	Indoor games	Indoor games & qualified trainers

Table 4 above shows the type of support services required by learners in various categories of disabilities in various sporting disciplines. The results indicate that all learners living with some disabilities need some kind of sport support services in one way or the other to enable them take part in sport with mainstream children. The majority of learners face more challenges when taking part in inclusive sport as opposed to sport where they are on their own. School Heads, sports masters, and team trainers in the study indicated that there are no support services in schools, both human and materially in mainstream schools, hence, making our participation very low if anything. One child with a disability echoed:

There is absolutely nothing offered at this school to allow us to be able to take part with the rest. We end up doing our own activities in order to entertain ourselves.

Learners with specific forms of disabilities were asked to indicate the support services they needed when it comes to sport participation in various disciplines. Results from the study indicate that there are no sporting disciplines where children with disabilities are getting any form of support for them to be able to effectively take part in sporting activities together with peers in the mainstream. This could be because most of the children from the mainstream can perform to their best even without some equipment/resources such as spikes. Some of them have some beliefs that some support services are not necessary for them, but are for those with disabilities. A child with low vision said:

I can play soccer much better than some of those with good vision only that their dark coloured ball is difficult for me to see. If only they could use the white balls like we used to have at primary, then I would compete even at higher levels.

Four school Heads responded to an interview item where they were asked to highlight the support services the Government has put in place in support of the implementation of the inclusive education policy in sport at their respective schools. Results from the school Heads indicate that the Government has virtually made no preparations for the implementation of the policy. Some schools include learners with different disabilities; other schools are for the mentally-challenged, visually impaired and hearing challenges and all these schools would require different equipment if effective implementation is to take place. For example, Head 1 said:

We cater mainly for mainstream children. So far we have only one child with a physical disability and he has nothing to use when it comes to sport.

Head 2 said:

This school came into being without having considered chances of it including both children with and without disabilities; hence, the facilities are not user friendly for children with disabilities. However, we have one or two children with disabilities in the school. We have a boy who had an accident and lost his palm

when he was in Form 3. We could not turn him away because of the mishap. So under these circumstances, the school may not lose large sums of money only to cater for these two. More so they are Form Four hence will be leaving soon.

Responses from Heads 2 and 3 clearly indicate that their schools are missing on the concept of inclusion as they are practising exclusion within inclusion. While learners are benefiting from being in the mainstream with the rest of their peers, they are denied the opportunity of using facilities which are suitable for them. In the case of Head 3, learners are excluded on the pretext that they are attended to by a specialist teacher, yet the idea is to have all learners learning together in all curricular activities in the school.

Head 3 said:

In this school we cater for mainstream children and those with visual challenges. We also have a specialist teacher who takes care of their needs, when it comes to taking part in sport, braille and other things the mainstream teacher might not be well versed in. The class teacher refers them to the specialist teacher. Similarly, in sport, the specialist teacher has her own sporting activities for them.

Head 4 said:

We are a school which specialises in visual impairments. When enrolling students, we don't look at availability of equipment/ resources, but rather we enrol those with medical cards from medical doctors indicating their visual challenges and we also follow what we have been directed to do by the ministry. However, as of now we don't have any specialised equipment for sport to talk about.

These examples of responses were clear evidence that the government has not made meaningful preparations in terms of support services to enable children living with disabilities to be included in the mainstream sport. There was lack of evidence of resources, knowledge and skills from the participants interviewed. This was also in line with what sports masters and trainer respondents had revealed. One of the school Heads indicated that the school had three learners living with disabilities from the

surrounding communities in line with the government policy on inclusive education, despite there being no staff, equipment or facilities to talk about.

Another school Head indicated that his school catered for all learners in the mainstream, but those with visual, physical or mental challenges have no one in the school to assist them effectively. Every challenged pupil learns in the same class with everyone else even those on wheel chairs. The school Head also pointed out that besides these disabilities; there are other disabilities which are found in almost every class, like behavioural and learning disabilities. This means that there were quite a good number of learners with disabilities in regular classes because all learners who make each class are a mixture of learners. However, when it comes to sport we have no provisions to enable them to take part in sport with those without disabilities. The information from school Heads was confirmed during two focus group discussions which also yielded similar responses with some elaborations and additions.

Participants in FGDSM agreed that there are no support services for learners living with disabilities in ordinary schools, hence making the implementation of the policy challenging. Head 3 and Head 4 revealed that they enrolled mainly those with visual challenges in their schools, while others pointed out that they were mainly catering for mainstream learners as they did not have ideas or facilities suitable for children living with disabilities to participate in sport. The other participant in the focus group reiterated that without some specialised materials for some children with disabilities it will be very difficult to let these children enjoy their rights to participate in sport with those without disabilities. For example, a participant in FGDSM, said:

We mainly have those with visual challenges around the school, with only one specialist teacher to assist them in those activities that we are not familiar with. If the school had other resources for use by these children, it is expected that she (specialist teacher) would tell them how to use them. During sport time, we again refer them to the specialist teacher who would engage them in some activities like goal ball etc. and at times, would leave them to walk around and socialise with others.

FGDTT respondents expressed the following:

Our school mainly caters for mainstream children i.e. those without disabilities. Last year we had three children living with disabilities that we could hardly assist in sport due to lack of knowledge and facilities. During sporting activities they would cheer with the rest of the learners who will not be part of the team. Although the children showed some interest in belonging to some sporting teams, our main worry was failure to provide the required support resources by the school.

The inclusion of learners with disabilities in schools means that there is need for schools to have support services in the form of resources, skills and knowledge of handling such learners. Another participant added:

Our school sport is much more focused on winning the competitions; therefore, there was no time for “baby seating” those with disability challenges, especially taking into account that their equipment for use is not available.

Another participant added:

It could have been better if resources were available and their numbers constituting a team, then they would come up with their own teams and compete amongst themselves, rather than for them playing in the same team with those without disabilities.

Yet another participant added:

The moment we include someone with some disabilities in the game, he or she should be given provisions to enhance his or her participation in mainstream sport, otherwise in the absence of those materials the games are slowed down and may start boring.

This was also confirmed by other participants whose responses showed that the inclusion of learners with disabilities in sport, particularly in mainstream, has many yawning gaps with respect to resources/support services which need to be in place if it were to be successful. Teachers as well need to be empowered in terms of skills, resources and knowledge. The school facilities and equipment need to be availed for use by children with disability challenges when they take part in sport. The District Education Officer (DEO) also confirmed that:

Learners with disabilities are not well catered for in sporting activities in mainstream schools as there are no resources for use by these children. School heads and their staff, lack knowledge on how best such children can be incorporated in sporting activities in the absence of support services.

The availability of resources at national, provincial, district and school level determine whether implementation of the inclusive education policy in sport will be successful.

School Head 1 agreed when he said:

Officials do not know what is actually taking place in schools, instead, they ask us to write what we do, yet they are the people who are supposed to know what we are doing. They do not suggest how best we can include some of these children even without resources.

This indicates that there is need to re-train officials about how best to implement the inclusive education policy in sport. If the officials who are supposed to lead the way and provide guidance to the teachers and school Heads are not sure about how best learners can be included in regular school sport, this becomes problematic.

One respondent pointed out that:

The implementation of the inclusive education policy seems to be in a haphazard state as we are not sure of what we are supposed to be doing with these children during sporting times. At least there should have been some few individuals to show us how best to deal with such situations. Government should also have come up with circulars to augment the non-availability of staff. Hence in this situation, everyone does things in their own ways.

This was also affirmed by a respondent in FGDTC who said:

It has been a long time since our teachers have been promising us equipment to use in tennis, basketball and squash, but nothing has been coming forth since last year. We were further promised some seminars and a trip to Harare to go and see how others use sport wheel chairs when playing these games. However, these have remained pipe dreams.

Therefore, the provisions of guidelines and support services are important in making the implementation of the policy a success. Teachers and learners, alike, need to be guided in this respect. Without proper guidelines, it becomes difficult to tell the correct procedures that need to be followed. Learners are also able to copy and emulate when they see others using support material to take part in sport.

Heads 1-4 agreed on the need to have guidelines on the implementation of the inclusive education policy in sport, and went on to say that materials resources were equally important if the implementation of the policy was to be successful. School Head 2 said:

If the Zimbabwe Government is facing some financial challenges, the other route would be training teachers on how to use locally available materials to make some of the equipment needed in sport. That way it would alleviate some of the shortages faced in schools.

However, Head1 and Head 3 echoed:

The Government has literally done nothing in trying to address the shortage of materials in schools to implement the inclusive education policy in sport. This scenario leaves us with no options as school heads but to also sit back and watch what the Government will do.

The seriousness with which the Government commits itself to training stakeholders, and provide material resources at national, provincial, district and classroom teachers determine whether implementation of the inclusive education policy in sport will be successful.

School Head 1 agreed when he said:

Officials do not know what is actually taking place in schools, instead they ask us to write what we do, yet they are the people who are supposed to know what we are doing.

The indications are that the government needs to re-train its officials about how best to implement the inclusive education policy in sport in regular schools. The trained officials are then supposed to teach other interested parties on the proper ways to implement the education policy in sport.

One respondent mentioned that:

No one seemed to know how the policy should be implemented. There are no guidelines, or policy document that govern these things, seemingly everyone is subjective about how to handle this thing.

This was also affirmed by a respondent in a focus group for sports masters who said:

Ever since we have been promised this and that, last year we were promised that by end of the year we have some documents that will guide us but up to this day we don't have them, so its promise after promises that are not fulfilled.

Therefore, it should be noted that there is need to come up with proper guidelines on how the inclusive education policy in sport should be implemented. Without guidelines, it is difficult to know whether what is being done is right or wrong.

All the four school Heads concurred that improvisation of some of the materials used by children with disabilities were some of the intervention strategies that could be used to address the shortage of equipment for use in sport by children with disabilities. School Head 1 said:

Since the government talks of unavailability of funds in the fiscus, improvisation of some material resources would alleviate shortage of materials needed for use by learners with disabilities in regular school sport.

However, Head1 and Head 4 echoed:

Nothing definite was being done to address the shortage of resources supposed to be used by learners with disabilities in the implementation of the inclusive education policy in sport for learners with disabilities in mainstream sport.

What this means is that even though sporting programmes were slotted on the time tables, it was only meant to please the officials, as the programmes would unlikely take place because of unavailability of support services in schools. This, therefore, means the government failed to have a look at the basic needs required before coming up with the policy. Thus, the challenges remain unsolved as long as support services are not available in schools. School Head 4 agreed:

The Government should not seat back on preparing its staff on inclusivity. Workshops, seminars, in-service and pre-service programmes should be made use of in trying to equip teachers with skills to implement the inclusive education policy in sport in regular schools.

One participant in FGDTT disagreed and said:

At times teachers who are given opportunities to attend the staff development workshops may not take it serious to representatives the school as they may come back empty handed without much information to report back to colleagues. So, under such circumstances at times sending people for staff development workshops might be a waste of time and resources.

The above information reveals that sending teachers for staff development workshops was vital for equipping teachers with knowledge and skills for the successful implementation of the inclusive education policy in sport in regular schools. However, school Heads should see to it that those teachers who are sent for staff development workshops should come back and give comprehensive reports that would assist colleagues to implement the policy. A team trainer at School D voiced the following concerns about school Heads:

Since, most of the school Heads are not well versed with the aspect of inclusive education they also contribute to its non-implementation. They leave everything to the teacher who is equally ignorant. This causes lack of seriousness among teachers leading some not giving comprehensive feedback when they come from staff development meetings.

A team trainer at School B retorted:

Teachers must be work-shopped to understand the policy, when they fully understand; it makes them to know the required support services needed for specific games. Such information is very vital to the teacher.

A team trainer at School C further clarified:

I think if those in management positions should be empowered first about inclusive education policy in sport, it could enable those who work under them to

also have full understanding of the policy requirements. When such a situation arises, it might lead to calls for support services that are relevant.

These teachers agreed that if the school Heads were trained first in inclusive education policy in sport, it would be easier to implement the policy in sport in schools since they would source the required materials.

The importance of retraining school Heads first came clearer from a respondent from School C who explained that:

Receiving some training is one of those things that are very important in this case as it opens the minds of those in authority so that they see and appreciate what is supposed to be done. The present scenario serves very little purpose if any, because school heads are told to implement a policy which they do not understand; neither do they appreciate the reasons why it should be implemented. To them, the issues to do with support service only come in as an extra burden to the already burdened school heads. So if we start with the teaching of this group of people and state why we do it and why we are supposed to be part of it, you know, they start to realise and embrace it. They “throw away” the misconception that inclusion means learners who have severe physical or mental challenges. You know all this leads to losing interest because they feel that there is a place where these learners are kept.

Without realising it, education officials can become barriers to the implementation of the inclusive sport in regular schools, if they do not have the knowledge, attitudes or skills to work with learners living with disabilities (Hartley, 2010 & Konza, 2008).

Head 4 spoke of the absence of guidelines and other challenges creating problems for the implementation of the policy:

As we speak right now, there are no guidelines that govern the implementation of the policy in sport. Seemingly every one is subjective about how to handle this thing. So if an official comes from higher offices, he/she may approve what will be taking place and yet a different official may come up with something totally different from what was recommended with the other official. Thus, there is need to meet and come up with a document agreeable to all, which may also stipulate the basic support services needed at each school.

It also emerged from the interview that loans were being granted to schools on a small scale for those schools which wanted to undertake relevant in-service programmes. Only school Head1 attested on further probing that:

There was nothing like that as this announcement was on paper and never benefited any school. This was a funded programme by a non-governmental organisation but it failed to take off due the volatile political situation in our country. Otherwise by now we could have been talking of lots of support services allowing children with disabilities to take part in mainstream sport.

According to Head 3, it was only a minute fraction of schools that could have benefited from this loan because it was not meant for schools only, but for all organisation and companies with people with disabilities. The other hitch was that any organisation could only apply for it once. This information gathered from school heads shows that there are no clear plans that have been put in place in terms of resources to prepare for the implementation of the inclusive education policy in mainstream sport.

In this study, school heads cited staff development meetings as one of the strategies which can be used in schools to provide knowledge on inclusive education policy in sport and its implementation. The strategy recognises that most effective inclusive sport occurs when there is meaningful collaboration and interaction among teachers and other educators. Back, De Geest, Hirst and Marie (2009) contend that cluster based workshops are made of a cluster of several schools jointly do collaborative staff development meetings to assist each other on issues at hand. These may include coaching clinics, mentoring or peer reviews. These are the strategies which can be used by school heads to address the challenges of support services faced by teachers in schools as they try to implement the inclusion of children living with disabilities in mainstream schools.

What this calls for is that these staff development meetings can also discuss and come up with ways to have resource materials for use by learners with disabilities as they take part in regular sport. Such gatherings may also seek the services of specialists to teach them how to make some easy materials for use by these pupils. One participant acknowledged that:

In-service programmes and staff development workshops should be utilised as they do not only pass information, but may also provide skills and knowledge on the importance of support services.

However, it is not always the case as indicated by one participant in focus group discussions, who said:

Sometimes school representatives who are sent to attend workshops do not report back to the whole staff. If they are given the opportunity to give feedback it is usually done hurriedly without benefit to the rest of the teachers.

The interviews further revealed that training of school heads was a vital tool for the successful implementation of the inclusive education policy in sport and also the sourcing of relevant materials. The heads have a significant influence on teachers and in most cases are respected by teachers, so if he or she supports and practices inclusion, teachers will follow suit. A team trainer at *School D* voiced the following concerns about school heads:

Some school heads are still difficult to work with, as they do not understand this sport inclusion philosophy. Thus, they are not bothered by shortage of resource materials at their schools.

Another team trainer at School B retorted:

They must be work-shopped to understand the policy and the need for having sufficient support services in a school for the successful implementation of the inclusive education policy in sport. Their failure to understand make them fail to appreciate the importance of support services, hence, they do not insist on government to supply us with support services necessary for us kick start the implementation of the policy.

A team trainer at School C further clarified:

I think if those in management positions are empowered first about inclusive education policy in sport and the resources needed then it would enable those who work under them to also have full understanding of the policy requirements.

These teachers agreed that if the school heads were trained first in inclusive education policy in sport, it would be easier to implement the policy in sport in schools.

The importance of retraining school heads first came clear from respondent from School C who lamented:

“Advocacy, Advocacy, and Advocacy, at times we think people know about something and when we get into their offices. We start talking blah, blah, and blah for ten minutes non-stop. The head might think you know better what inclusion is all about. So there is need for more stakeholders to come and educate our schools about inclusion in sport in regular schools. You know if we start with the teaching of this with the appropriate resources and support services then everyone starts to realise and embrace it. They throw away the misconception that inclusion means learners who have severe physical or mental challenges. You know all this leads to losing interest because the feeling will be that special schools should take care of such learners.

At times officials from staff from the ministry offices may frustrate the efforts by the Government to implement the inclusive education policy in sport, due to lack of awareness of what should take place on the ground. Lack of knowledge is one of the greatest challenges faced by teachers, Heads, DEOs and other staff in the ministry hierarchy.

Respondent at School D spoke of the absence of guidelines and other challenges creating problems for the implementation of the policy:

There are no proper guidelines that have properly been laid out, hence living out every stakeholder to implement the inclusive education policy in any way they think it suitable. There is also a tendency by DEOs and other ministry officials to differ as they move around schools supervising on the implementation of the policy. This therefore is a clear indication that workshops and seminars should be held to allow all stakeholders to have a uniform approach when it comes to the implementation of the policy.

The DEO further lamented that:

Before the idea of including children with disabilities in sporting activities was mooted, the government should have come up with a budget to buy the basic resources/ equipment that could be needed in sport, then come up with training programmes to equip school heads and teachers with skills on how to use the equipment as well as handle these children.

The DEO went further to say:

Schools should have been mandated to make school environments and sporting facilities accessible to both children with and without disabilities. A certain percentage of the fees collected at schools should be used to for the basic materials for including children with disabilities in sport. Lastly, a policy should have been drawn up enforcing all schools to adhere to the policy.

Observations made by the researcher on the support services that were put in place by the government in preparation for the implementation of the inclusive education in sport, showed that schools were not adequately prepared for inclusive sport in the mainstream as was shown by their lack of knowledge and skills. The researcher noted that schools had virtually no resources to support the implementation of the policy. The Government did not fulfil its part of availing resources in all schools. Out of the four schools, observations showed that some sporting facilities rugby, volleyball, tennis and basketball pitches were not accessible to children with disabilities. Teachers did not include learners with disabilities in sporting teams as they were more geared towards competitive sport, which neglects those with disabilities (Schmitt & Priestly, 2011). Only one school out of the four schools practises inclusivity in sport to some extent as was evidenced by teams that comprised learners from both the mainstream and children living with disabilities though no support services were available.

It was also observed that at times children with disabilities excluded themselves from sporting activities because the grounds and rules of the games favoured those without disabilities. In some cases, children with low vision at a particular school had challenges in seeing the ground markings and the balls which were dark in colour further made it difficult for them to see them. At a school where children with hearing impairments were incorporated into the soccer team, the teacher (team trainer) mostly used the whistle instead of using the signs to cater for those with hearing impairments.

The researcher sought to see documents in the form of circulars, mission statements or any other documents spelling out the resources/ equipment available or how they should be used during inclusion in mainstream sport. It was noted that there were no such documents or information relating to support services. Asked to comment on the support services his office had put in place in preparation for the implementation of the inclusive education policy in sport in regular schools, the DEO said:

My office is an arm of the Government; hence, every material I distribute in schools comes from higher offices. In a way, am saying if the government does not have money to buy equipment or resources for its schools, where would my office get funds to do that?

Schmitt and Priestly (2011), in presenting country reports on SNE for United Nations, indicated that according to data gathered by the European Agency on Development of Special Needs Education, the challenges of learners living with disabilities enrolled in the main stream are various and the said learners are not gaining much from the mainstream as intended mainly due to lack of support services. They gave an example of Slovak Republic and Czech Republic where country reports indicate that the number of children and young people with disabilities enrolled in mainstream schools increased marginally because of the insignificant help they are getting from inclusivity in sport in regular schools. Contrary to the afore-mentioned, the Network of Experts in Social Sciences of Education (NESSE)(2012) research report indicated that in European countries like Scotland and Finland, learners with disabilities were now spending their time in mainstream classes because of the good sporting environment, facilities, equipment/resources as well as specialist training given to teachers. The proportion of children living with disabilities in the mainstream is favourable to the facilities and resources available.

The present study was carried out in Zimbabwe, which is a developing nation. The numbers of learners with disabilities who attend regular classes continue to increase as most parents are opting for the mainstream curriculum where their children would learn with the so called “normal” children. On the other hand, schools are shifting from special classes and special schools as per governments’ call for inclusive education. Despite the unavailability of support services, parents would like their children to learn and live as near “normal” as possible as they interact with peers without disabilities.

However, teachers (sports trainers) from the selected four secondary schools indicated the difficulties they encountered in meeting the sporting needs of learners with various disabilities due to lack of support services. They also expressed the view that teachers who are teaching in special schools are better off than those teaching in inclusive settings in terms of knowledge, skills, resources and information.

Alexander (2001) indicated that teachers were concerned that they might not be able to meet the needs of these children because of lack of training and also due to lack of proper facilities for learners with disabilities to use in regular schools. Haskell (2000) and Unianu (2011) are of the opinion that enrolling children with disabilities in a mainstream school requires teachers with higher and relevant qualifications for the effective teaching of both learners with and without special education needs. According to Alexander (2001, p.20), "this supports and confirms that, concerns do exist regarding students with special education needs who are included in regular education classrooms." This is also the focus of the present study which is a response to concerns of lack of training and overall preparation of regular school trainers for them to be effective in training learners with SNE in mainstream sport. While Alexander (2001) carried out his study with middle and high schools, the present researcher carried out the study in four secondary schools in Masvingo District, Zimbabwe.

Forlin et al., cited in Travers, Butler, DuPont, McDaid, O'Donnell and Prunty (2010, p.255) analysed concerns identified by 228 teachers from 11 schools within 16 districts across Western Australia regarding including children with disabilities in sport. Teachers' responses revealed issues such as:

.... Insufficient in-service and pre-service training to cater adequately for children living with disabilities in mainstream settings...difficulties in monitoring other learners when attending to students with SNE....and reduced ability to teach other students as effective as they would like when including learners with disabilities in their class and lack of support services by the government.

Lack of competence in teaching and assessing students' progress is a major concern reported by teachers. Travers et al. (2010) in a study of a special school-mainstream partnership involved in promoting inclusion, teachers' lack of competency in terms of appropriate teaching strategies was also reported. The dilemma which teachers stressed was having the problem of giving attention to all learners in a class of forty or

more learners, including those with special education needs, and sharing of resources. This is reiterated by Avramidis and Kalyva's cited in Travers et al. (2010) who reported that teachers were most challenged when it came to including students with particular disabilities, for example, those with autism and neurological disorders. While such learners needed to adapt to learning situations in the mainstream, teachers also needed to acquire knowledge and skills suitable for them to handle such challenges.

In a research report by Pricewaterhousecoopers (2012) in Ireland, most teachers in regular schools are finding themselves teaching learners living with disabilities, which demonstrate that there is need for every teacher to have a special needs component in their initial training. Although some of the problems are of a general nature, teachers stated that their students have more than one need. In Zimbabwe, some of the schools are enrolling learners with multiple disabilities, yet there are no support services, consequently, teachers are encountering challenges on how to teach sporting activities in mainstream settings.

Interview data revealed that the majority of teachers/ trainers needed some skills. This was a clear indication that there should be an inclusive education policy in sport component in both in-service and pre-service training for the benefit of teaching children with disabilities in mainstream schools. Teachers were further probed to explain why they thought such skills were really needed in regular settings. The following were some of the responses picked by the researcher:

- *Teachers /trainers needed to have the right equipment and know the right methods/ techniques of teaching sporting activities to children with disabilities in regular schools;*
- *Support services are a vital cog in the implementation of the inclusive education in sport; and*
- *Teachers in the present century should be able to teach in both inclusive and regular settings.*

The above statements place emphasis on the importance of support services and why teachers needed to have knowledge and skills. From those statements, one could deduce that teachers need to be knowledgeable in SNE issues, particularly including children with disabilities in sporting activities in the mainstream as well as having the resources to use.

Some of the responses focused on the critical need for support services and learner instruction. Some of the statements made by respondents to this effect were as follows:

- *Special needs learners are now in regular classes and they should benefit as much as possible if and only if support services are well provided;*
- *There is need to assist these children effectively, especially by way of providing resources; and*
- *Children living with disabilities can be taken through the mainstream education by providing them with support services.*

Noted here was the emphasis which was placed on learners' needs, which could only be met if teachers had the knowledge and skills to handle these children as well as enabling them to use their special resources.

When asked, in face-to-face interviews, what needs of teachers in regular schools are, in line with the implementation of the inclusive education policy in sport, the main needs which school Heads identified were the need for knowledge, skills and resources which could be used by children with challenges to enhance their participation in regular sport.

For example, Head 1 indicated:

Schools need to be well resourced with the equipment to be used by learners with various disabilities in sport. Teachers need to be trained in special needs or inclusive education for them to be able to handle these cases. Above all, teachers would need skills for them to use the equipment or instruct learners with disabilities on how to properly use them. Lastly, teachers should be able to design effective Individual Educational Plan.

Head 3 also said:

The Government or schools should provide essential services for children with disabilities to be able to take part in sporting activities in mainstream sporting activities. Teachers would then need to be fully trained, for them not to waste or misuse resources.

One of the Heads went further to say both in-service and pre-service training should be offered to all teachers since inclusion is now the in thing in the country. There is great need for teachers to be able to handle different cases in the mainstream settings. The head further pointed out that schools or the government should provide equipment, facilities and any other resources to enable these children to reach their maximum potentials. The Head went further to say there is need for teachers to be able to use sign language for communication purposes with learners with hearing impairments. Teachers should as well be able to adjust children's artificial limbs and probably repair them where possible. This means that even though teachers had undergone initial training in colleges, they still need training on how to handle these children.

Teachers who trained before this policy was enunciated need to be equipped with the skills that are commensurate rate with inclusivity. School Heads pointed out that government should make it mandatory that school facilities be accessible to children with disabilities. At the same time, equipment for use by these children should be readily available. Teachers should not be expected to perform duties for which they were not trained. Noted in these responses was that teachers in mainstream had greatest need for specialist training. Further training with a particular focus on SNE would enable teachers to teach/coach children living with disabilities in mainstream sporting activities.

Responses from FGDSM and from an interview with the (DEO) also consolidated the ideas which were put forward by team trainers and school heads. The emphasis by most of the participants was on the need to be and also get financial assistance from government or churches to buy sporting essentials required by children living with disabilities to take part in mainstream sport. The respondents were also emphatic on the fact that these children would not benefit much from a regular class teacher without some support services being provided.

Teachers need in-service training led by knowledgeable facilitators so that they would become aware of the new developments in inclusive education. These new developments are the new inclusive education policy in sport which requires teachers to teach /train learners with disabilities to take part in sporting activities together with those without disabilities. This means that not anyone could just train teachers in this

respect. The training is to be done by people who are well informed and have intensive knowledge and understanding of inclusive education or SNE

One of the participants in FGDSM also pointed out the need for trainers/ coaches to learn how to read and write braille, as they may want to communicate sporting training programmes with their students. One other participant added that besides training and re-training of teachers, there was need for fact finding before implementation of the policy, otherwise implementation would fail. This means that the policy-makers needed to consult stakeholders who in this case were school heads, DEOs, sports masters and team trainers so that they would ascertain facts concerning inclusion of children with disabilities in sporting activities with mainstream children. Policies introduced in schools are bound not to fully succeed if teachers who are the implementers are not prepared for the changes. For example, FGDSM replied by saying:

We need to attend workshops that teach us on the required or suitable equipment to be used by different learners with disabilities in different sporting activities. The workshops should also tell us names and types of equipment as well as how to use them. Otherwise, just mixing these learners becomes a waste of time.

Some team trainers or coaches were also asked to indicate the support services which are present at their respective schools. The way support services were availed, would also influence children's participation as well as teacher effectiveness in the teaching/training of learners with special educational needs in mainstream sport. Teacher participants pointed out four support service deficiencies in schools. Reference is made to Table 5 below.

Table 4-5: Teachers' responses on the availability of support services at their respective schools (n=16).

Expected Materials	Available Materials in School A	Available Materials in School B	Available Materials in School C	Available Materials in School 4
Recreational aids, Cricchet aids, Exercise equipment, Daily living aids, Outdoor equipment,	Soccer balls,	Netballs, basket balls, soccer balls	Wheel chair. Ropes, balls	Ringling balls. Talking watches, movable ramps

Sport wheel chairs, Rehabilitation equipment, footwear, Special balls, Ropes, Artificial limps, Adjustable goals, Movable ramps, Talking watches, Racquets, Tennis balls, Hand cycles, Adaptive bikes, Out-triggers, Sled hockey, Soft balls, Splints, Shattered carbon, Running blades				
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Results reveal that the four schools whose respondents responded to the interview questions for the study indicated that support services were virtually not available in the schools, as there existed only basic sport equipment used by those without disabilities. All the four respondents indicated that there were no support services from the government to allow learners with disabilities to take part in mainstream sport. Support services in the form of soccer balls and net balls were commonly found in schools. This was so because a ball is a basic equipment used in sport and also because they are relatively cheap. It could also be due to the fact that most school heads have no knowledge of inclusive sport, hence, do not know what other equipment or materials to buy. There were participants who lamented that the government should acquire support services in the form of adaptive bikes, sport wheel chairs, exercise equipment among other things, since they are much more expensive and need to be imported from as far as Germany.

These results also suggest that schools do not even have some of the materials which could be improvised. The reason for them failing to even have the improvised materials could be lack of knowledge of what to improvise and how to improvise as well as not

knowing their usefulness in as far as enhancing the participation of children with disabilities in mainstream sport. Schools may also fail to improvise some materials because they do not attach much importance to the call for inclusive sport. The government should, at least, assist schools by buying some of the expensive materials which may need to be imported. Teachers also echoed that school heads should be mandated to use a certain fraction of the fees they collect to buy some of the critical materials needed by learners with disabilities to take part in mainstream sport.

School Heads were also asked to shed light on the availability of support services at their respective schools. The following were the results:

All school Heads indicated that implementation is facing so many challenges, because the policy came into being without consulting the grass roots level. This means that from the onset, there were no support services or qualified staffs to run these programmes. The government has only both children with and without disabilities to its credit, yet there was need to train staff first, then the staff would go on to supervise the construction of facilities and buying the required resources. Consequently, the teacher who is supposed to be taking children with disabilities in sporting activities is a general practitioner. Head 3 alluded:

The school environment has not been constructed with ramps for easy access to all sporting facilities. Our schools mainly have the grounds and few balls which are used by those without disabilities. Even though each of our schools has the grounds, still those grounds are not up to standard. Visually-impaired children need rails to move around the classes and grounds as they change lessons or go for darts or chess, but we have not yet been allocated such a budget. Under normal circumstances the school would need various sporting equipment that would enable those with disabilities to take part in mainstream sport.

Head 2 went on and said:

In as much as the teachers may be interested in including children with disabilities in sporting activities, they have no knowledge and proper facilities to support them More so the Ministry is not even calling for some workshops to educate the trainers. Most of the little equipment we have caters mainly for children without disabilities. For instance,

we only have the dull balls which are not good enough for some children with low vision since they may not see them during play. It has also been long expecting to get sport wheel chairs for children with physical disabilities to use, but nothing is coming forth.

Head 2 went on further to say:

Children with hearing impairment can do almost every sport, but the main challenge is that their ear pieces need frequent adjustments, hence, the need for specialist support services.

FGDSM and FGDTT confirmed that:

Support services in schools were nowhere to be found.

One of the participants pointed out that:

Daily and weekly when we take learners with disabilities with us to the grounds, we fail to find anything suitable for them to use in most cases. In Individual Educational Plans and schemes of work, we always indicate non availability of equipment and resources in schools for the successful implementation of the inclusive policy in sport.

Another participant indicated that:

Support services were also critical in the development of psychomotor skills and the practical skills expected in every game.

The DEO pointed out that:

The District Office depends on what the government provides for schools and also what schools provide and improvise for themselves. However, schools and the government are faced by lack of financial resources; hence schools are unable to buy the required materials.

A research study by Donnelley (2009) in Scotland revealed that schools identified their support needs through evaluating themselves, and what other schools have. In the present study, some of the participants pointed out that, some support needs are identified through supervision, which is an aspect of quality assurance. The education

authority in the study is the DEO. Within the school, quality assurance is ensured by school administrators. However, in this case, there is not much to be supervised as schools would always complain of non-availability of support services. Team trainers also carry out self-assessments through evaluating their training sessions, and finding out what they are able to achieve. In such situations, teachers always find themselves wanting in terms of equipment to use to achieve their intended objectives for each lesson.

Yin, cited by Wan Wai Yan (2011), found that Singaporean team trainers generally perceived implementation of inclusive education policy in sport as important. However, they pointed out that there was need to have a whole range of equipment to use in different sports and a range of disabilities.

In the present study, support services seemed to be *ad hoc* and no specific criteria on where and how to get them. The government should have clearly laid out a clear strategy to ensure every school has some basic resources and equipment to allow inclusion in sport in the mainstream to take place. Ofsted (2006) conducted a research study in 29 schools which had good practices in inclusive education. The study found out that inclusive education was supposed to be well supported so as to lead to improvements in different aspects of disabilities. To identify their support needs, teachers from the selected schools were asked to come up with a list of equipment/resources they take to be crucial in the teaching/training of learners with disabilities in sport in the mainstream. Teachers also responded to a school assessment interview to assist them focus on relevant areas. As a result, schools were able to list equipment which was in tandem with the needs of trainers. The way in which needs analysis was done among schools which participated in the study carried out by Ofsted (2006) is worth noting.

4.4.2 Availability and relevance of support needs for teachers at schools

Interview data revealed that most of the respondents are of the view that there are no support services in terms of sport given to schools by the government. Out of eight participants, only two indicated that support services in sport are given to schools by the government. This could be because schools which were initially special schools before the concept of inclusion was launched had several material resources for use by

children with disabilities. For the other respondent, the reason could be due to lack of financial resources since the Zimbabwe Government has been operating on shoe string budget for some time now.

Almost all the participants disagreed with the interview question which sought to find out whether the government is making efforts to have support services in schools. On the interview question that sought to find out whether support services have any benefits to children with disabilities in mainstream sport. Seven out of eight respondents indicated that support services have little benefit to sport. This could be attributed to lack of knowledge. Respondents may not be sure of the relevance of support services when it comes to sport. It was also indicated that schools were not putting any effort in acquiring support services for their respective schools. This might be due to lack of funds, interest and the fact that they are not compelled to have them. If the government was providing support services and ensuring that equipment is accounted for and used by qualified personnel, then the implementation of the inclusive education policy would be effective.

4.4.3 School Heads' responses to the question on availability and relevance of support services for effective implementation of the policy

Results revealed that all the four school heads concurred that there are no support services in sport given by the government to all schools in the district. Three school heads out of four also agreed that the government is not making any efforts to ensure support services are availed in schools. This could be due to what is observable on the ground where materials are nowhere to be seen. School heads are not finding much co-operation from their superiors on issues to do with the implementation of the policy. School Heads also echoed that they are not receiving any documents in the form of circulars or literature stating how the policy should be implemented. Some school heads said there is need to know about policy, basic core skills, and about the use of some tools used by children with disabilities as a way of support services preparation for inclusivity in sport in the mainstream. A greater number of school Heads indicated that teachers wanted to learn about skills required when including children with disabilities in sport with mainstream peers, but they do not have such opportunities. There was only one Head who seemed undecided.

To substantiate the need for support services in schools for better implementation of the inclusive education policy in sport, all Heads pointed out that there is need for better understanding of the concept of inclusive education policy in sport; teachers need to have basic knowledge in SNE. Generally, all school Heads also agreed that it was essential for teachers to acquire basic skills, core skills and in some instances to have advanced skills in training children with disabilities in mainstream sport. They also needed to learn how to use some materials used by children with disabilities in sport. For example, Head 1 said:

There is need for the government to put more effort on availing materials for use by children with disabilities in sport. For example, partially hearing-impaired children may want to communicate in sport, by way of hearing and responding to the referee. If they don't have the hearing aids they end up getting so much frustrated by what will be going on between those without hearing challenges and the referee. In most cases they see it as if the referee is biased towards those without disabilities. In the case of some children with physical disabilities, they won't be able to operate in most of the sporting activities without sport wheel chairs.

Head 4 confirmed the above, when she said:

When we look at the deaf, if you cannot use sign language you cannot communicate with them. In sports they become very temperamental when they don't seem to understand the communication going on between the referee and themselves. So if there is no communication, the child benefits nothing in sport, especially soccer, volleyball basketball netball and others. In such cases the learner with disabilities does not gain sports wise except social interaction with peers without disabilities.

Some of the school Heads also expressed concern over the top-to-bottom approach used by the government when intending to avail support services to their schools. They do not make consultations on the types of disabilities at each school and the type of equipment they would prefer. Focus group discussions also confirmed that in the event where government was to supply support services in sport, schools are usually supplied with redundant materials since no consultations are made with stake holders. Materials used by children with disabilities in sport enable some to move chasing the

ball, thus, make them experience success in sport. Therefore, basing on this, trainers and school Heads pointed out the need to have basic support services in every school for effective implementation of the policy. For example, a participant in FGDSM said:

The need for support services cannot be over- emphasised as they serve to make children with disabilities enjoy and feel confident when they take part in sport with those without disabilities. The availability of resources also enables teachers to give effective assistance to children with disabilities.

Another participant added:

The government should have provided financial resources to buy materials needed for inclusive education in sport. Funds may not be availed as a lump sum, but at least if the government can try just to have some few items available.

Yet another participant said:

For the effective implementation of the inclusive education policy in sport, we should have materials and be well equipped with the necessary skills to use those materials. There is also need for additional manpower because some of the disabilities require that the child uses assistive devices which may need repair and maintenance.

Such a set-up would be geared towards implementation of the policy. This means equipment would stay for longer periods as they are quickly attended to in the event of break down.

FGDTT participants responded focusing on technological aspects. For example, one participant said:

If the government finds it more challenging to buy and supply support services to all schools, they can call for workshops where participants would be taught how to make some simple models that will be used by children with disabilities in sport. Such a move would find schools having those materials which are easy to improvise.

Another participant added:

When such workshops are held it leads to almost every school to have something which they would start to use. The government may also opt to employ an expert stationed at the district office, in charge of support services. The individual's responsibilities would be ensuring that every school in the district has some improvised materials. Schools may also have instructors trained as teachers who will be responsible in training teachers on how to make and design some support material for use by children with disabilities.

Two participants from FGDSM and the other two from FGDTT cantered the arguments on technological aspects. However, they agreed that for effective implementation of the inclusive education policy in sport to take place, there is need for equipment and manpower with skills to maintain the equipment in the event of break down. They also proposed for maintenance workshops within schools where such equipment would be repaired. As a cost cutting measure participants also proposed for teachers to be taught how to improvise some of the equipment using locally available materials.

The researcher also made some observations pertaining to the support services available in the four secondary schools under study, and noted the following:

School A: Had virtually no resources provided for learners with disabilities to take part in mainstream sport.

School B: Did not have any materials from the government for children with disabilities to use in mainstream sport, serve for some balls and ropes.

School C: Grounds were not even or properly prepared to allow participation of children with disabilities in mainstream sport. The wheel chair was not for sport either.

School D: Some facilities were not accessible nor user friendly to learners with disabilities. There was no equipment for use by those with disabilities, serve for ordinary materials used by those without disabilities.

The DEO said:

The issue of including children with disabilities in sport in mainstream is a mammoth task, if taken casually. The Government should have made some consultations before taking the policy to schools. Now that it was a top-bottom

approach, no one seems to understand what exactly is supposed to be done. So we find a situation where the school Head, teachers and even the community are confused. I am not trained either, hence, cannot effectively supervise, neither do I know the required materials needed.

Margolis and MacCabe (2003) found out that teachers felt a sense of inadequacy when they failed to meet the needs of learners as a result of lack of resources and lack of knowledge. They felt that they were not competent for their job. Similarly, results of the present study revealed that regular school teachers displayed a sense of inadequacy because they lack sufficient knowledge of resources to use in mainstream sport for children with disabilities. Interview results reveal the zeal to learn about sport among teachers, but then there are no materials. Forlin et al., cited in Konza (2008), contend that most teachers have high expectations of themselves, and that the poorly resourced schools with such a wide range of students with disabilities, sets them up to fail. Some of the resources which make inclusion in sport to succeed include human, financial and material resources. Thus, support services by the government would go a long way in equipping school teachers to have necessary skills for teaching learners with special educational needs in regular schools.

Hartley (2010) contends that there is need to equip all teachers with resources and basic knowledge and understanding of children living with disabilities. Basing on core skills, teachers should be able to use skills and knowledge in training special learners in sport. What Hartley (2010) was emphasising was also raised as concerns by respondents who participated in this study. The other important point raised by Hartley is that, these skills can only be acquired when schools have necessary resources. This means that, government should make concerted efforts in providing support services in schools to assist learners with disabilities to gain new knowledge in mainstream sport.

Support services need to be provided by first identifying common disabilities in schools. A research report by PricewaterhouseCoopers (2010) on an Evaluation of the Special Education Support Services, for Children with Disabilities in the Republic of Ireland and in Northern Ireland, pointed out that teachers needed to learn the skills and methodologies to teach sport to learners with disabilities in regular schools. While all teachers are likely to train at least one student with special educational needs, the

range of needs they may encounter are very diverse depending on the sporting activity and individual learner.

These findings are similar to the present study in that, teachers, school heads and DEO indicated that the government should provide various types of equipment to each and every school as there are different types of learners with different types of disabilities in Zimbabwe secondary schools. Teachers were not really concerned about pedagogical issues because they acquired these during pre-service training. Their main concern is finding equipment to use and then gaining knowledge and skills on how to use these. In the same vein, Riddell, Tisdall, Kane and Muldering (2006) found out that many teachers were concerned about support services as well as abilities to teach diverse children with disabilities in mainstream sport.

The other point worth noting from the interviews is the importance placed by researchers on the use of support services in training sport to learners with disabilities in the mainstream. Most participants indicated that they did not have ideas of what some of the materials look like, yet equipment is so vital in sport. Peters (2003) stated that support services for students with both mild and moderate/severe disabilities have been introduced with success in countries of the North; particularly the United States of America (USA). Law now requires that support services be considered in sport for SNE students. Support services have various uses for children with disabilities, for example, increasing mobility, competency in sport, teamwork ability, and fun, among other things.

By the above statement, Peters (2003) pointed out what the respondents in the present study were concerned with. The USA, being a developed country, has already made strides in the use of support services in the teaching of learners with special needs in different sporting categories. It is also appropriate for secondary school teachers in Zimbabwe to have and be knowledgeable about the use of those technologies since the education system is influenced by global policies such as inclusive education policy for learners with special education needs. One of the respondents in focus group discussions emphasized the need for every class teacher teaching children with or without disabilities to have skills in using the equipment. That way, teaching and learning would be meaningful since teachers would be able to apply such skills to different sporting activities in which they may get involved in secondary school sport.

The foregoing discussion centred on the government's need to offer support services to secondary schools in the district, as well as make teachers learn and understand basic skills on how to use those materials in mainstream sport. These issues were found to be very pertinent and were fully supported by researches previously carried out in other countries.

Teachers were also asked to give reasons why they needed certain materials when teaching or training sport to learners with disabilities in mainstream sport. The responses are given below:

The interview results reveal that teachers considered all items to be relevant, in as far as including children with disabilities in sporting activities is concerned. However, there were some which were more important than others. Most of the respondents indicated that they mainly needed support services that would enable skill development. This might be a major reason taking into account that in sport, learners' performances are judged through skill development. Some respondents also confirmed that support services enhance skill development as well as team work. On materials such as exercise equipment, rehabilitation equipment and sport wheel chairs, among others, participants argued that they are therapeutic. Since learners with disabilities are said to be sick in search of medical interventions, these are some of the tools that may be used.

Few of the participants also argued that equipment is meant to strengthen learners' bodies. Almost all teachers (n=16), with the exception of only one teacher, had the opinion that support services allow learners with disabilities to know their roles in a team during inclusivity in mainstream sport. As each learner grabs an item to use in any sporting event, they automatically know their roles in a team. A good number of teachers agreed that support services are essential as they reflect what a learner can and cannot do if given assistance. Learning as a team or group stood as one of the most mentioned views by teachers as most were of the idea that positive social skills come from group work. Teachers pointed out that support services are used to enhance the participation of learners with disabilities to take part in mainstream sport.

One of the teachers reiterated that without support services for these learners, they are bound to be excluded from mainstream sporting activities. These interview results show that, all the support service materials were rated relevant to use when including

learners with disabilities in sport. School heads also responded to the same interview questions which sought to find out why teachers needed certain materials when training sport to learners with disabilities.

Results from the responses by school heads reveal that, support for regular teachers assists them to develop skills in inclusivity. The other relevance for support services is to enhance better lesson delivery by teachers teaching in regular settings. This is so because when support services are available each learner gets occupied in some way, thus, making the lesson easier for the teacher. All school Heads agreed that support services allow regular teachers to know their roles when training teams. As each learner has some materials to use during sporting times, teachers find it easy to assign each to specific activities.

The issue of learners reflecting on what they can and cannot do with assistance was mentioned by the participant who argued that it is through the use of various equipment in sport that learners make a reflection of themselves and can also relate with others. All school heads saw support services as relevant since they allow the development of many facets, including sharing, socialisation and skills among others. This suggests that all sporting equipment is relevant in supporting the needs of teachers when teaching sport to learners in regular schools.

School heads confirmed what was revealed above when they responded to the same face-face interviews. For example, Head 4 commended:

Provision of support services helps teachers to grasp ways of assisting learners with disabilities in sport. The government should make it a point that all schools have necessary resources and that all teachers get some training on how to use the equipment.

Head 3 said:

Teachers seriously need support services for them to be able to assist learners in sport effectively.

Focus group discussions, as a follow-up to the responses made by headmasters during interviews, pointed to the fact that teachers needed support services to develop learners' abilities to take part in sport enhance team work as well as understanding

their team roles. Such skills were considered relevant. The DEO also indicated that teachers needed support services to make their teaching effective and meaningful. Teachers also needed to be equipped with sporting materials so that they would be able to classify and train learners according to their disabilities.

This means that teachers need to make use of skills in teaching/ coaching. Support services are quite necessary in inclusive situations where teachers deal with different children with different disabilities. In such situations, teachers should be able to categorise learners so that they can be assisted accordingly. Without support a service, the inclusive education in sport policy is doomed to fail as most of these children will be turned to be onlookers. Frustration is also bound to manifest as students with disabilities would do not take part in sport, hence, the need for support services in SNE sport. Curriculum only becomes successful and relevant when teachers and the children have support services to use at their disposal. Noted in the school Heads' responses was the fact that it is easy to assess both the teachers and students if support services are available.

Wenger (2000) argues that the success of organisations ultimately depends upon their ability to provide support services for use. In any working environment there is need to have tools of trade for use. Hence, in this case learners with disabilities need to have sporting equipment for use. Results from the present study revealed that support services are relevant in meeting the needs of learners and teachers who take part in regular school sport. If schools have the ability to source resource materials, such a move would bring about great changes in inclusive sport among learners with and without disabilities.

A survey of teachers' support needs in 2002 in England, cited by Hammond (2010), revealed that teachers place importance on support needs which address children's training needs. Teachers' support needs were organised and implemented at schools by teachers themselves. Notable in this study cited by Hammond (2010) is that teachers guided their support needs activities. Each school has unique needs which can best be met by teachers themselves.

The TALIS Survey (2008), which was carried out by the OECD in 2007 and 2008, found that in participating countries, an average of 89% of teachers in lower secondary education need support services. Teachers felt that support services which they were

being subjected to were inadequate and the needs of learners were not being met. Teachers identified the need to be able to teach learners with disabilities as of high priority. This study is similar to interview results in the present study where respondents indicated that they needed knowledge to use some of the equipment when coaching individuals with disabilities in regular school sport. The main difference is that the report indicated that support needs are provided in their respective schools, while in the present study, teachers indicated that support services were not offered at all.

Moreover, a research study by Hustler, McNamara, Jarvis, Londra, and Campbell (2011) found out that teachers needed support services in teaching learners with SNE. Teachers reported significant feelings of inadequacy in regard to teaching students with special educational needs in the absence of required materials. Many teachers struggled with the tension between accommodating children with and without disabilities in sporting activities in the absence of support services.

School Heads also confirmed what has been pointed out in other researches, on the importance of support needs for SNE. School Head 1 indicated that some of the heads consulted and worked hand-in-hand with specialist teachers working in nearby special schools. Head 4 pointed out that, although staff development meetings were said to be important in giving knowledge and skills to teachers, these were merely theoretical without the actual support services needed on the ground. Examples of what some school Heads said in response are, for example:

Head 3:

In this district, the recommendation that schools group in clusters and share some of the materials needed could hopefully assist this shortage. Even though it has its own challenges but at least we would have achieved something. During sharing of the equipment, ideas are also shared.

Head 4 echoed the same sentiments by saying:

Sharing materials is one of the ways we may alleviate this critical shortage. Of course improvisation may also come in to fill the gaps of such shortages.

Focus group discussions also consolidated the issue of the importance of support services when they confirmed what had been indicated by teachers and school heads, for example, a participant in FGDSM said:

Support services are the whole mark of the inclusive education policy in sport. Without these gadgets both teachers and learners become dis functional in as far as implementing the policy is concerned.

Another participant added:

Schools should be well equipped in terms of resources. Otherwise without resources the learning process of including children with disabilities in regular sport would be slow and difficult to implement.

A participant in FGDTT said:

We would prefer a situation whereby each child uses his/her own equipment in whatever sporting activity they might be willing to take part in.

Yet another participant focused on support services at school level and said:

If training children with disabilities in regular sport is to be done effectively, it should be mainly based on support services available and the ability of teachers and pupils to utilise them. We don't need these resources at cluster or district level as they should be easily accessible whenever children want to use them. These materials can be used even during break or spare times.

The responses reveal the importance of support services in schools if the objectives of inclusive sport are to be achieved. To add on to the discussion on support needs, it was noted that each schools should have adequate sporting equipment for its learners, as having resources grouped at cluster level has lots of challenges such as nearer schools accessing equipment much more than those from afar. The issues raised by the DEO were also raised by teachers in some of their responses. Noted were the need for school-based support services and proper use of the equipment. For example, the DEO in one of the responses said:

I feel strongly that the issue of support services in schools has been well spelt. However, we need not to forget that without properly training teachers on how to

use these devices on pupils they may pose some dangers. We need teachers who are well versed on how these materials are used otherwise they stay without use in store rooms. At each school, one or two teachers should be well versed in using such equipment.

This statement suggests that support services provided within the school premises were more fruitful than support services provided elsewhere. A research study carried out by Mokhele (2013) in the Mpumalanga Secondary Science Initiative in South Africa provides evidence that availability of learning materials within a school environment can enable teachers to increase their knowledge and improve their teaching skills. The programme was reasonably successful in changing teachers' knowledge and approaches to the teaching of science and mathematics in many schools. While the above study was carried out in secondary schools in South Africa, it still applies to the present study which focused on regular secondary schools in Zimbabwe in that the focus is not mainly on the subject area but on support needs for the improvement of teacher knowledge levels. School-based support services could prove to be suitable in Zimbabwean schools since they are cost-effective and could be done even during break, weekends or school holidays.

UNESCO (2012) pointed out that initial teacher training does not equip teachers with knowledge, skills and the confidence to effectively use support materials for learners with disabilities in sport, and rarely does it prepare them to work in diverse situations. As a result, many children with disabilities are excluded from sporting activities. Teachers and school Heads indicated that proper support needs should be well focused and well-structured, so that they develop the intended skills for children with disabilities in mainstream sport.

The ORC International cited by Hustler et al. (2011) say that teachers should value sharing teaching materials. Teachers should as well explore new ideas through discussions with other teachers in their own and other schools and with education advisers on the effective use of sporting materials in inclusive settings. Results in the present study revealed that all teachers who participated in the study were in favour of the use of support services when including learners with disabilities in regular sporting activities.

In a survey carried out by Nisbett (2004), the results showed that teachers used sporting equipment they are familiar with and able to use. They also preferred those materials that learners can use on their own without much assistance. Teachers also preferred staff development workshops to be held in their own schools during school time. This is in line with the school-site based approach where teachers can engage themselves in inclusive practices in sport. The study related to the present study in that there is a preference for school based support services by teachers. Although the study focused on the teaching of Mathematics, it is similar to the present study in that it focused on support needs preferences. The difference is that the present study is focusing on the implementation of the inclusive education policy in sport.

In another study, Moore and Shaw's (2000), findings indicated that teachers valued support services that are directly relevant to their practice. They also sought after school-based support needs facilitated by experts. The present study emphasised on the implementation of the inclusive policy in sport in regular school settings.

Both Robinett and Nisbett, cited in Wan Wai Yan (2011), focused on teachers' support needs in specific subjects. Their studies indicated that teachers preferred school-based support services. Moore and Shaw, cited in Wan Wai Yan (2011), found out that support services are believed to transmit adequate knowledge and skills to learners. Therefore, support needs can be a good starting point for teachers and learners to acquire valuable knowledge and skills on the use of sporting materials. In another study, Moore and Shaw's (2000) findings indicated that teachers valued support services that are directly relevant to their practice. They also sought after support needs facilitated by experts. The present study emphasised the inclusion of learners with disabilities in sport in mainstream settings.

Both Robinett and Nisbett, cited in Wan Wai Yan (2011), focused on teachers' developmental needs in specific subjects. Their studies indicated that teachers preferred school-based staff development meetings. Moore and Shaw, cited in Wan Wai Yan (2011), found out that support services are believed to transmit adequate teachers' professional development. Therefore, school-based practices can be an entry point for teachers' support needs using an alternative approach that allows teachers to acquire, share and reflect on support services available in schools.

A study by Hustler et al. (2011) sponsored by the National Foundation for Educational Research, reported that participants felt that effective provision of resources had an impact on knowledge, ideas, skill and learning strategies in including learners with disabilities in mainstream sporting activities.

4.5 Theme two: Practices regarding the implementation of the inclusive education policy in sport for learners with disabilities in regular schools

The second research question sought to find out practices regarding the implementation of the inclusive education policy in sport on learners with disabilities in regular schools. Sports masters responded to interview questions to check on their respective school practices when implementing the inclusive education policy in sport.

Responses given by sports masters revealed that only two schools partially practised the implementation of the inclusive education policy in sport, with two of the secondary sports masters indicating not having any knowledge on teaching approaches used to implement the inclusive education policy in sport. This suggests that some schools are taking no effort in trying to implement the policy at all with some implementing partially.

Those participants who indicated partial implementation of the inclusive education policy in sport practices, also responded to a follow-up item which required them to name some of the approaches they use to involve learners with disabilities in mainstream sporting activities. The following are some of the responses made by sports masters:

- *Children with disabilities can participate in any sporting activities if they so wish;*
- *We do not have any special equipment/resources to assist them in sport;*
- *Those with mild challenges may join any sporting discipline of their choice; and*
- *Those with disabilities may choose to or not to play in any sport of their choice or they may play on their own to reduce injury risks.*

These statements were not detailing the teaching approaches that are used to include a diversity of children with disability in sporting activities in regular schools, but were

rather general statements which show that sports masters do not have enough knowledge on practices they should use to implement the inclusive policy in sport.

When school Heads were interviewed on the practices followed at their respective schools to implement the inclusive education policy in sport, the following were some of the responses:

Head 1 indicated:

We have heard about the policy being said by word of mouth, nothing in the form of workshops or circulars got to us. This in a way makes us non-functional in as far as including children with disabilities in sport at this school is concerned. We are so much afraid of including them since some have medical histories that prevent them from taking part in some activities.

Head 2, in agreement said:

...some students have been instructed by medical consultants not to take part in physical activities because of heart/lung condition deteriorating over the time. So such a situation, coupled with our ignorance to handle them, leaves us with no option but to exclude them from such activities

Head 3 also indicated:

...Our greatest challenge is that of our failure to have background and sufficient knowledge on how to handle learners with disabilities in sport or outside sport. We could be using some of the approaches to include these children, but then our staff has very little background if any on school practices to include children with disabilities in main stream sport. Of course we have children with disabilities in the school, but the human capital is the biggest challenge. We need to have staff that are well trained and have the knowledge on involving the two groups in sport. Otherwise we end up with a situation where learners with disabilities are pushed out of sports by those without disabilities through injuries.

This information suggests in availability of trained teachers to include learners with disabilities in sport. However, the fact that schools are supposed to implement the policy, there is need for government to initiate the process through training teachers on how to include children with disabilities in sport. The statements by school Heads

indicate that there is no one in the school system who has the knowledge and ability to give directions to teaching approaches to inclusivity to take place. Under the circumstances, school Heads indicated the need for teachers to undergo in-service training.

Noted was the fact that school Heads also lacked knowledge on teaching approaches that recognised the diversity of students with disabilities taking part in sport with those without disabilities. However, it could have been appreciated if school heads were articulate on the phenomenon under study, as they would assist sports masters and team trainers to tour the inclusive vision. When school Heads were probed further to find out if they were using any teaching strategies to include learners with disabilities in regular sport, their answers were on the negative, indicating that nothing was being done, hence, most children with disabilities did as they pleased during sports time. Head 2 indicated that they only take into consideration those with mild disabilities who do not disturb the rhythm of games.

Focus group discussions also confirmed unavailability of well-structured programmes indicating how schools should practice the implementation of the inclusive education policy in sport in the mainstream. Non-commitment on the part of government seems to have an indirect link on the haphazard practices that seem to prevail in schools. However, some of the participants indicated that although sports masters and trainers were aware that there are certain teaching approaches which enhance participation of learners with disabilities in main stream sports, they did not have the resources to combine the two groups together. For example, an FGDSM participant responded by saying:

I am aware that for one to teach children with disabilities to take part in sporting activities effectively one should group such children according to their levels of disabilities and then give tasks accordingly. This is as far as my theory is concerned; I have no practical experience to do this.... our approach to including children with disabilities was rather random as we let such children to take part in those sporting activities they are able to and which they have interest in. Hence we have no official approaches to use as our children have different forms of disabilities.

Another participant said:

The numbers of children living with disabilities in the school is so negligible, such that it is very difficult to come up with a formula on how to include them. Learners have different challenges and some of our grounds are not suitable to involve children with disabilities in sport. Personally I have no idea of making them participate and I am even afraid that these children might get injured in the process.

A participant in FGDTT said:

There were never workshops held in respect of the implementation of the said policy neither were there workshops on approaches to use. So this is a big problem because we are merely told to include them in sport without any directions given. May be school heads should be educated first on inclusive education so that they know what strategies to use when including children with disabilities in regular school sport, then they would in turn also educate us.

Another participant added:

The information that school heads get could then be cascaded down to every teacher. In the event teachers in the school becoming aware, individual teachers may then assist each other to strategize on the practices they can use to include learners with diverse disabilities in various sporting disciplines in the school.

The current scenario suggests that almost every teacher included in the present study is ignorant of including learners with disabilities in regular sport. Noted in these responses was the need for in-service training for all teachers. The DEO also confirmed that there was lack of properly laid down procedures in schools on how to include children with disabilities in regular sport, yet the MoPSE expects to see the policy being implemented before school Heads and teachers are been sent for training.

School practices on including children with disabilities in regular sport can only succeed when teachers are guided by a clear policy framework which is designed at school level, with the guidance of national policies (European Commission, 2013). The European Education system has developed compulsory inclusion approaches through school heads, school management teams or the entire teaching staff is mandated to coordinate inclusive activities. Inclusive strategies naturally take into account the developmental and disability needs of learners in the context of sport. The University of

Namibia (2012) points out that in order to have effective practices in inclusive education, there is need for the establishment of effective guidelines and support mechanisms, to ensure meaningful inclusion takes place.

Inclusivity in sport needs school-based approaches and initiatives from teams (committees) in the school. Such committees would co-ordinate inclusive sport at local level and would be responsible for sourcing information from the field and give feedback in a bottom-up manner so as to determine effectiveness in including children with disabilities in sport. In the same vein, the European Agency for Development in Special Needs Education (2003, p.71) stated:

Governments, regional policymakers at the level of communities, school districts or school clusters as well as head teachers have an essential role in translating and implementing governmental policy into practice. Their efforts should be actively supported by policies that clearly communicate and actually assist them in their leadership role.

Similarly, the Government of Zimbabwe came up with education policies and these are implemented under the guidance of senior administrators in the ministry hierarchy. The school head is the person on the ground and is mandated to ensure implementation of policies at school level. However, school Heads indicated that for policy implementation to succeed, teachers need in-service training. Approaches in terms of how to include these children should be put in place. The contents of such policies should aim at meeting the approach needs of teachers at the school level and at the individual level. In the absence of clear teaching approaches in sport for children with disabilities, implementation becomes a challenge for school heads and teachers. The current situation in Zimbabwean secondary schools, therefore, needs attention if regular teachers are going to use effective approaches in teaching sport to learners with disabilities in regular schools.

Teaching approach guidelines are more effective if they stipulate the number of hours allocated to a child, say per year. Kempton (2013, p.13) observed that:

The inclusive Teaching and Learning International Survey (TALIS) shows that, almost 90% of teachers across a range of countries participated in some form of teaching children living with disabilities. The report notes that of those countries

where a minimum time requirement for sport inclusion was set, the requirement was commonly two days a week.

Kempton (2013) points to a more demanding requirement of 104 hours per year in Sweden, 240 hours of sport participation in regular sport within five years. In the Chinese Province of Shanghai and 100 hours of sport practice is set aside per year for Singaporean teachers. While China and Sweden may have excellent time allocation for inclusion in sport in their national policies, it is not the case with Zimbabwe. Lave and Wenger (1998) contend that sport, in this context, becomes part of pupils' day-to-day activities and an integral part of children's social participation in schools and respective communities. Lave and Wenger (1998) propose that sport becomes part of a child's school life. As a result, such learning becomes both a social and educational activity (Cogill, 2008). Inherent in the cognitive social learning theory is the assumption that children learn through observation and modelling the behaviours exhibited by others. Thus, the practice of including children with disabilities in mainstream sport would assist them learn through observing the behaviours being modelled by those without disabilities.

Bamber (2009) points out that those good inclusive teaching approaches are supposed to guide teachers to engage in formal and non-formal sporting activities that would improve their performance in sports at their schools. The use of teaching approaches in inclusive sport promotes collaborative learning among those with and without disabilities.

Most of the teachers felt that all schools should develop teaching approaches that bring about competency-based sport that recognises the diversity of students with disabilities. Approaches to teaching that recognises the diversity of students to access relevant skills vital in taking part in the implementation of the inclusive education policy in sport should be used. The skills and knowledge acquired through the use of particular approaches boost the learner's confidence and self-esteem. During the research process, the researcher observed that learners, when on their own, used various approaches to their learning, as they moved from individuals, groups and pair work as they did in some sporting activities. During the interviews when team trainers were asked to identify the teaching approaches they preferred in mainstream sport, they all pointed out that it depends on the disability type as well as the activity to be

undertaken. One amongst the trainers pointed out that individualised sporting activities create selfishness and do not build co-operation and sharing of values among the pupils.

School Heads were also asked to respond to interview questions on the teaching approaches used to include learners with disabilities at their respective schools. The following were the results:

Some of the school Heads said that common sense tells them that using a single approach throughout the term or year becomes monotonous. The use of various teaching approaches would be so much welcome as it is interesting and funny. Despite mention of the above, the school heads could not come up with any specific approach used in their schools. Focus group discussions and the DEO also confirmed that some of the approaches if used were important since they would stimulate the learners' interest in taking part in sport. The DEO agreed with the teachers and school heads by pointing out that the approaches in teaching sport to children with disabilities were important as they contributed to building learners as full athletes.

It was important to find out if selected schools used some teaching approaches to enhance the implementation of the inclusive education policy in sport. Teachers gave their responses in focus group discussions while school Heads were responding to face-to-face interviews. Basing on the focus group responses, teachers indicated that there was no such a thing as organised teaching methods which existed in their respective schools. For example, one of the participants said:

If there are such organised teaching approaches to teach sport to children with disabilities, I am ignorant of them. All I know is that each teacher uses any approach they are comfortable with, is that what you mean?

This was also confirmed by the school heads who pointed out that they depended on haphazard information shared in staff development meetings as there are no circulars or information from the MoPSE informing teachers how best to include children with disabilities in regular sport. Head 2 indicated that what they had were mission statements for the schools which have no relationship to the issue of inclusion in sport. Head 3 also indicated that some information relayed from the DEOs on teacher practices lacked details and clarifications. The DEO also confirmed that there are no

written documents on how teachers could use particular methods in the inclusion of children with disabilities in mainstream sport.

It could have been befitting if the MoPSE could organise workshops on teaching methods that could be used when including children with disabilities in regular sport. However, the DEO added that lack of adequate funding caused the MoPSE to be unable to organise workshops, hence, no valid information gets to schools. The idea of inclusive teaching approaches is not far-fetched as it is something also done by well-established schools in Europe (Oakhorpe, 2012). The aim of these teaching approaches is to provide appropriate inclusive sport teaching staff, with quality sport in regular schools. There is no mention of particular practices in circulars or literature from the Ministry, hence, the need to avail opportunities for teachers to be re-trained in order to implement the policy effectively. It would be quite befitting to also have school-based approaches in Zimbabwe education system, particularly focusing on special education needs and other areas in special needs which need attention.

Darleen and David (2010, p.45) stated:

A number of studies have shown that teachers' knowledge improves after participating in staff development meetings as well as in in-service training. identified changes in teaching styles, planning and assessment practices as a result of staff development workshops. Similarly, Cordingley et al. (2005b) identified changes in teaching practices as a result of collaborative rather than individual approaches.

These studies, quoted by Darleen and David (2010), clearly indicate the benefits of some teaching methods when teaching diverse students with disabilities.

4.6 Theme three: The extent to which special needs children are included in sport in mainstream schools

It was important for the researcher to establish from teachers the extent to which learners with disabilities are included in sport in mainstream schools.

During the face-to-face interviews on the question that sought to find out the extent to which children with disabilities are included in sport in regular schools. Teachers who

participated in the study indicated that children with disabilities were not included in sport in the mainstream. For example, one teacher commented:

With the little knowledge that we have with regard to handling learners with disabilities in mainstream sport, there is no way we may include them as it may be a risk on the part of the teacher. Some cases of disabilities are very difficult to handle, as at times they might have some mobility challenges.

The other participant was also agreeable to the first participant when she echoed that:

Allowing children with disabilities to take part in sport need specialist teachers to assist such cases. Our school grounds are also not conducive, so allowing them to take part in sport might result in them sustaining some injuries.

A participant in FGDTT said:

The issue of including children with disabilities need some wide consultations between parents, and medical doctors. This would reduce instances of fatal injuries or collapses. So before taking up such a big venture school heads also need to be involved as well.

Another team trainer said:

We cannot allow these pupils into sports before we understand the reasons of including them. The moment we try to include them, it means all the sporting programmes in the mainstream have to change since the rate at which these pupils do sport is totally different from the mainstream, hence we can't compromise sport in the name of inclusion. The only way is to allow them to take part in sport on their own.

On the second question that sought to find out whether children with disabilities were at times allowed to take part in some sporting activities, Participant 1 said:

This depends on the type of the disability as well as the trainer concerned. At times the learner with a disability would be so enthusiastic about taking part together with those without disabilities, at the same time performing even better than those without disabilities, and then the coach or trainer may allow such cases.

Another FGDTT participant indicated:

Those mild cases may be included; on condition they are also interested. It is only those extreme cases which distract the rhythm of games that we do not include at all.

Participants in FGDTT and FGDSM agreed:

While it is true that we may allow some mild cases to take part in sport, we may not allow everyone else with disabilities to take part as there is need to protect them.

An FGDTT respondent said:

At our school those that are allowed to take part are only those with the same disability type. This is done so as to curb injuries. There are some other disability types which are very difficult to include in sporting activities that are done in the mainstream.

From the researcher's observations, it was noted that children with disabilities are moderately included in sport as was indicated by their mild involvement at times. Learners were even free to leave the sporting activities before the stipulated times. In some cases, children were merely made to throw or role the balls to each other. This is a clear indication that some schools need to be recognised as if they are implementing the inclusive education policy in sport in the mainstream, while in real fact they are not.

These responses in general reveal that children living with disabilities are not so much involved in sporting activities in regular schools. This is probably due to lack of knowledge, skills and resources.

School Heads also responded to interview questions which required them to indicate whether children with disabilities do take part in sporting activities at their respective schools, for example, Head 1 commented:

With the little knowledge that our teachers have with regard to including children with disabilities in sport, these children cannot always be allowed to take part in sporting activities as they are unlikely to benefit and also that they are a risk.

Head 2 said:

There is need for specialist teachers or specialist training in the form of in-service training. Allowing them at times to take part is only meant to please the authorities, so that we are seen to be doing something, because issues to do with including learners in mainstream sport were always mentioned whenever we have meetings with the DEO.

Head 4 said:

Complying with the Ministry's directive sometimes compels us to include these children, but honestly speaking, they draw back our sporting programmes as they cannot always cope with the demands of mainstream sport. The best form of inclusion would be to have them on their own.

This information suggests that the MoPSE has to come up with some form of mechanisms to see to it that children with disabilities get involved in sporting activities. Teachers are indicating that they lack knowledge in this regard, hence, the non-involvement or partial involvement of these children in sporting activities. The participants' responses also revealed that for children to be well involved in sporting activities in schools there is need for trained personnel as well as material resources.

Responses from the DEO and observations made by the researcher also confirmed limited participation of children with disabilities in sport. The DEO said:

In as much as I am aware of the little activities that are taking place in schools, I cannot punish schools when in the first place I failed to lobby for the materials and workshops they are seriously in need of.

This shows that the policy was merely dictated from the top to the bottom without making other considerations for its implementation success.

Results from the focus group discussions also confirmed partial to total non-involvement of children with disabilities in sport. For example, one participant said:

We understand that the government is in a financial fix, but they should have been able to go the cheaper route where they train few individuals who would in turn train others at school or cluster levels. At least we would have been

somewhere rather than merely keeping these children in schools without giving them what they deserve.

The response meant that the Ministry is virtually doing nothing in as far as making sure that learners living with disabilities are involved in mainstream sport. A pertinent issue raised was that, despite financial challenges faced by the government, they train few teachers who would train the bulk of other teachers which allows the cascading of information with little financial resources used. The European Union (2013) states that a key factor in the inclusion of children with disabilities includes availability of human and material resources. Teachers need to have sufficient knowledge and skills in order to enable them to deliver. However, a common finding in most African States is that inclusive education in sport is perceived as irrelevant and there is no follow up in terms of policies (African Country Synthesis Report, 2011).

UNESCO (2006) indicated that inclusive policy approaches in Zimbabwe are *ad hoc* and are not adequately co-ordinated at all levels. Inclusivity is a loose phenomenon, possibly unrelated to what is on the ground. In the same vein, Jaji (1990) observed that teachers in regular schools were not subjected to any workshops or training. Studies by Nyagura and Reece (1989) also revealed that professional support to teachers through seminars and workshops in Zimbabwe was inadequate. According to Vaillant (2011), studies carried out in Colombia focusing on professional development for inclusive education found that except for some information-sharing meetings, no special workshops or training sessions have been devoted to the issue of inclusion of learners with special education needs. This discussion reveals a situation which needs a sport inclusive framework which is cluster or school-based to ensure that every pupil gets involved in regular sporting activities.

There was also need for the researcher to find out from teachers whether the time allocated for inclusive sport in mainstream schools was adequate. Responses were as follows:

The time allocated for inclusive sport in mainstream schools was not adequate, due to reasons such as lack of knowledge and lack of interest. Fahey, Delaney and Gannon (2005) pointed out that there are certain shortcomings when it comes to the provision of sport in secondary schools. One area worth noting is the allocation of time to do sport. The current secondary education sport time-table has four-hour slots per week,

that is, two hours on Tuesdays and Thursdays every week. When sports masters were asked with respect to the time allocated for sport, one sports master replied:

The Department of Sport in our school allocates 4hours per week, that is, 2hours on Tuesdays and another 2hours on Thursdays. Children take between 6 and10minutes to get to the grounds and when they get to the grounds there is need to involve almost every learner in some form of sporting activities and thus, leaving the time inadequate because of shortage of courts or grounds.

A team trainer explained that:

The 6-10 minutes of getting to the grounds is for those without disabilities, time taken by those with disabilities could be more. The time taken also depends on the distance to particular courts or grounds to which learners will be going, as getting to some courts is extremely difficult if not impossible for children in wheel chairs.

A sports master from school A said:

Looking at the time learners with disabilities take to get to various sporting facilities and then organising learners into various teams will also take some time. So all in all that would eventually lead to more time lost.

A team trainer at School D echoed:

The issue of time could be overcome by having more teachers with specialist training who would engage those with disabilities while those without are attended to by the ordinary teachers. Such a move would save time.

Fisher (2010), in a study carried out in Ireland on allocation of sport time, revealed that the status and time allocation for sport in Ireland does not compare well to other European countries. Fisher explained that the main reason behind lack of time allocation was due to the fact that the main focus for teachers was on sporting activities which they held competitions on at zonal, district or national levels.

Another respondent explained:

There should be time specifically slotted for learners with disabilities to take sport. An arrangement should be made to include them in those other small school teams, leaving out the first teams undisturbed.

School Heads respondent to interview questions on adequacy of time allocated for inclusive sport in mainstream schools. All school heads indicated that although sporting time was slotted on the school timetable, time for teachers to engage children with disabilities in sport with those without disabilities was not available. The slotting of sessions on timetables was meant to remind every teacher of the need to include children in sporting activities. However, teachers with busy schedules at the back of their minds are unable to comply. School Head 1 remarked:

Time remains inadequate because teachers are pre-occupied by preparations for competitive sporting activities with other schools. These competitions do not take cognisance of those with disabilities. Therefore, taking much time on those who are not considered outside the school sport might be a waste of time.

Head 4 said:

We are supposed to allocate four hour sessions per week, that is, Tuesdays and Thursdays. However, with the demand to practice for the zonal and district competitions on the same days, the time table becomes heavily packed such that there is no space to train those who do not take part in competitions outside the school.

All focus group discussions also stressed the fact that time for inclusion in sport in the mainstream was inadequate. The responses that were given showed that teachers were not much concerned about including children with disabilities in mainstream sport. For example, FGDTT participant said:

How are we expected to operate? Like machines? I think policy makers should make consultations with us, because we don't have enough time to train both teams and categories i.e. the other teams comprising children with and without disabilities, and the other with those without disabilities only.

Another respondent in the focus group lamented:

A child living with a disability echoed:

I don't know why they always look down upon us and leave us out to take part in sport. Yet, in some sporting activities we even perform much better than those without disabilities. At this school when we get to the pitches they always prefer those who would play in competitions.

Observations made by the researcher in the school visited indicated that the time allocated to children with disabilities in mainstream sport was very little. Teachers or coaches always preferred to have those who would play in the regular teams to be given chance first. The engagement of those with disabilities in mainstream sport is considered a waste of time (Alexander, 2001).

However, while the DEO acknowledged that time was not adequate, the explanations given by the child with a disability and a participant in the focus group shows that there is more to time than said by the DEO. It was therefore up to individual school heads to make sure that teachers engaged children with disabilities in inclusive sport in regular schools. The other issue raised was that teachers are only ready to train those who go for competitions; hence teachers concentrated more on training and producing good results for the school by using those living without disabilities in sport.

According to OECD (2011), teachers in Singapore are entitled to 100 hours of sport sessions per year in order to address the inclusive needs fully. Teachers need to add more time for children with disabilities to practise inclusive sport in mainstream.

Yip cited by Wan Wai Yan (2011) found that in Singapore, teachers felt that resources and time to assist learners in regular sport was insufficient. This was also revealed in the findings of the present study. Teachers lamented lack of time as the greatest impediment to inclusion in mainstream sport. A team trainer said:

Time for including children living with disabilities will never be sufficient as long as we have children without disabilities out-numbering those with disabilities in mainstream schools, and also as long as it is those without disabilities to compete at those levels outside the school.

Other barriers were inadequate grounds and perceived lack of interest among teachers or trainers. Australian research (e.g. Westwood, 2003) found similar results where teachers were not concerned about lack of time; instead some of the teachers

were worried about behaviours of some learners with disabilities, presumably those with mental challenges. Thus, a teacher in focus group FGDTT disagreed and said:

The issue of time is neither here nor there, as we are more concerned about the behaviours shown by some of the children with disabilities. Some of whom have disruptive behaviours as they may take the ball for instance and refuse to share with others.

The teachers also argued that their workload would obviously increase because of having learners with challenges in the mainstream. Teachers therefore need to be knowledgeable about handling such learners and preparing IEPs. Forlin (2001) and Westwood (2003) found out that teachers had similar concerns with those expressed in the previous studies. Similar concerns were also raised by participants in the present study. Konza (2008) reiterated that having a child with disabilities in a regular setting was very demanding. The DEO alluded:

It is only that the Zimbabwe Government is broke, but otherwise it would have been a noble thing for them to incentivise those teachers who handle learners with special needs in the mainstream.

Kavale (2002), Scruggs and Mastropieri, cited in McEarchem (2007), found similar results where teachers expressed their inability to teach learners with disability challenges and also lamented lack of time. These findings echo the concerns of educators in the Hartford Public School System where it was found that special education students were not getting sufficient time to take part in regular sport as they were perceived to be disruptive (Gottlieb, 2006).

Time was repeatedly cited by respondents as an impediment to including children with disabilities in regular sport, whereas teachers cited workload and large class sizes as problems. Some teachers revealed that they have very tight and demanding schedules. Secondary education was found to be very demanding, amid new policies which are being added to the already tight schedules. According to research by Westwood and Graham (2003), cited in Konza (2008), time was found to be a major challenge associated with sport inclusion in the mainstream. As a result, balancing time for classroom teaching with sporting time was problematic. Teachers who participated in the present study also said:

We are getting a lot of pressure resulting in us failing to cope with time and large classes. More so we are supposed to ensure that every child with a disability gets a turn in one activity or the other, therefore time becomes insufficient.

According to Konza (2008), meeting the needs of a child with special education needs and other duties was overwhelming. These needs include recording skills and assisting them to interact well in sport with others. In the present study, some respondents revealed that because classes were large, learners with disabilities tended to be sidelined. A teacher commented:

There is no way we can cope with such demands, for instance, children without disabilities will be expecting tough training in preparation for the impending games. On the other hand, those children with disabilities also expect to have a share in those teams preparing for competitions; such a scenario leaves us with no options other than ignoring the other group.

Kavale, cited in Travers et al. (2010) in a research study carried out in Ireland, found similar results which revealed that a good number of teachers believed that they did not have sufficient time to train children in inclusive sport. They were also not prepared to teach students with disabilities sporting activities in the mainstream. A research report by PricewaterhouseCoopers (2012) also revealed that participants in a survey reported that the main barriers to undertaking inclusive sport were unavailability of time and sport resources. In the present study, teachers and school heads pointed to the need for specialist teachers and reduction of class sizes if learners with special education needs are to benefit from mainstream sport.

Barret, cited in Edge, Tao, Riley and Khamsi (2008), suggests that improving conditions such as decreasing class sizes, employing specialist teachers and providing in-service training that focuses on teaching sport to learners with disabilities will inevitably save on time. In a research report by PricewaterhouseCoopers (2012) on Evaluation of Inclusive Education in Mainstream Sport, the majority of respondents singled out lack of time to undertake inclusive sport as the greatest challenge.

According to Kempton (2013), the allocation of time should be significant and should reflect the importance of including learners with disabilities in mainstream sport.

Teachers should identify their needs which will form the basis for including learners with disabilities in mainstream sport. Inclusive sport is a responsibility of all regular teachers, who should take reasonable steps to broaden knowledge, skills and capabilities appropriate for the effective teaching of learners with special education needs. These are good practices which can be applied to the Zimbabwean situation.

Shaddock, Giorcelli and Smith (2007, p.2) in Australia, asserted:

Many mainstream teachers report that they do not have the time, training experience, personal resources and/or access to in-service training so that we feel confident about teaching students with disabilities in the mainstream.

The foregoing discussion is a clear indication that the unavailability of time allocated for inclusive sport was a disadvantage to regular teachers who needed in-service and staff development workshops to update their skills on a daily basis within their schools.

4.7 Theme four: Challenges faced by teachers in implementing the inclusive education policy in sport

This section looks at some of the challenges faced when implementing the inclusive education policy in sport. The challenges are broken down into access, facilities and funding.

In the school environment, students with disabilities are faced with many environmental or access barriers, especially if the grounds are not constructed with mobility needs in mind (Jha, 2000a). In the Zimbabwe context, most school grounds or courts were built without taking into account the disability needs of learners with disabilities. For example, a child with disability at School C lamented:

...at times we are forced to remain in classes doing some odd work like sweeping or tidying up the classroom as our teacher says we cannot walk the long distances to the grounds or courts.

Yet another learner with a disability at the same school said:

In most cases we are reduced to spectators as sports masters do not care about us. We also do not have proper equipment to use and nobody seems to

know or to be concerned about us. Some of this equipment is very necessary as it prevents us from injuries. Most of the mainstream games are rather too fast for us; hence, the coaches need to slow them down.

A learner living with disabilities at School A agreed with the learner at School C as she reiterated that:

It is now like a routine, as we don't have to be told every sports afternoon that I and a colleague remain behind sweeping and doing some corrections. After that we go home ahead of others.

A respondent at School B said:

I for one can wheel myself to the grounds but at times am assisted by friends. However, there are certain areas where I can't get to the intended playground. For example, the rugby pitch would involve me being lifted.

Another respondent at School B said:

Most of the coaches are more concerned with competitive sporting activities; hence they leave us out because they think we cannot make the grade. Even if we were to be part of the teams, the grounds and sporting rules are not favourable to us.

Another learner at School D commented:

...our school has made some efforts to put some access ramps to get to the net ball courts. They should do the same with other courts which are difficult to be accessed by us.

Respondents also pointed out to the issue of access to information as a challenge faced by teachers in implementing the inclusive education policy in sport. The majority of teachers indicated that they did not have any access to any workshops, policy documents or literature. The unavailability of workshops, literature or policy documents leads to ineffective teaching. Some teachers indicated that they have never come across any written information on SNE and sport. However, on further probing during focus group discussions, it became clear that those who had knowledge on SNE were specialist teachers and also those who had experience in working in special school

environments. Specialist teachers have a focus on children with disabilities and only lacked the aspect of including them in mainstream sport. The following are some of the statements concerning inclusive sport information:

- *Information on SNE should be availed to all teachers through in-service training and workshops;*
- *Administrators should make it a point that they send at least one or two teachers for in-service training;*
- *Efforts should be made by schools to attract those with qualifications so that they can disseminate information to others;*
- *Schools should choose to pass information to teachers through staff development meetings; and*
- *The Ministry should always generate information and pass it onto schools to update teachers on mainstream sport inclusion.*

This information suggests that school administrators should make efforts to hold staff development workshops as a way of disseminating information on inclusive sport to teachers. There is need to focus on teachers in regular schools so that they learn the skills required to handle these children in sport. There is need for holding workshops, preparing pamphlets, and booklets with information on inclusive sport.

The DEO gave further explanations on challenges faced by teachers when it comes to information on the implementation of the inclusive education policy in sport. For example, the DEO said:

The greatest challenge we face as a nation is largely financial resources which would make it possible for the government to hire qualified personnel to generate pamphlets, books and other forms of literature that can be used by teachers to get information on how to include learners with disabilities in regular school sport. Most of the teachers do not know what to do and how to include children with disabilities in sporting activities as they have never come across information on including children with disabilities in sport.

One of the participants went on to say:

There is a gap between children with disabilities and teachers in the mainstream due to lack of information.

Participant 5 lamented:

Access to information is very vital in this technologically-advanced world....With information man can transform this world into a better one. In the context of including children with disabilities in regular sport, teachers can use information and use it to be better teachers. If as teachers we are not supplied with adequate information, surely with time the policy will fizzle out.

Responding to the same issue on information challenges during implementation of inclusive policy in sport in regular schools, the DEO also confirmed that teachers should be supplied with different forms of information to enhance their inclusive education knowledge. Teachers should be informed about methods and other issues they did not acquire during initial training. The DEO added that the government should have mandated schools to do everything within their means to ensure that they are well resourced in terms of information. Without that, the teacher would not be effective in teaching sporting activities to children with disabilities. Noted in the DEO's response was its similarity to responses by teachers and school Heads.

The needs of teachers in regular schools were those of gaining knowledge and skills, through workshops, literature and other related seminars where they would discuss and be told the manner in which these students are supposed to operate in mainstream sport. In the same interview, children with disabilities pointed out that, their main challenge was failure to know what they are supposed to be doing during sporting time in the mainstream.

From the information drawn from different participants, one could deduce the dire need for teachers and their school heads to undergo in-service training in order to be effective implementers of the inclusive education policy in sport in their respective schools. The ensuing discussion pointed to the fact that there are lots of challenges faced by stakeholders in the implementation of the policy. A close analysis of the responses from the two focus groups, DEO and interviews with children with disabilities indicates that there are agreements in opinions among the participants. These

participants are aware of their needs. What they require are the needs to be met well before the implementation of the policy.

UNESCO (2009), WHO (2011) and other international documents stress the importance of both initial and pre-service training for the effective teaching of learners with diverse educational needs in regular schools. However, this assumption only becomes true when regular teachers get involved in including children with disabilities in sports with those without disabilities.

The issue on how the Ministry was passing on information to teachers on how inclusive sport was to be carried out in mainstream schools was a challenge. Some teachers indicated that they rely on the general knowledge they have on inclusive education. Some teachers reported that the few chances that were availed to go for workshops were given to school heads, who at times failed to give meaningful feedback. At times, administrators chose to send teachers who were not involved in sport for such workshops. Teachers also reported that there was no formal way of being updated on inclusive sport.

A research report in Ireland by PricewaterhouseCoopers (2012) revealed that there is rarely feedback or evaluation on inclusive sport in schools. Teachers are made aware of inclusive sport through friends from other schools country-wide. The most commonly expected form of passing information to teachers on inclusive sport should be conferences or school-based workshops. These are the most effective, easy and cheap practices of information dissemination to teachers.

The other challenge cited by Ndege (2006, p.43) is that:

The reading culture has not been inculcated...since most training institutions across the continent still employ traditional teaching methods as opposed to the innovative approaches that ingrain a culture of self- directed learning.

When teachers were asked about their interest in reading on their own, some of them indicated that they wanted to read but had no time to do so because of tight schedules. With regard to reading specifically about inclusive education in sport, one of the participants indicated that they are not encouraged to read because having an extra qualification on inclusion does not reward them financially. Others indicated that schools did not have inclusive sport materials like books and magazines, which

commensurate with sport for children with disabilities in the mainstream. Others were honest enough to say that they had no interest in reading. This is in line with Ndege's (2006) findings on the reading culture of teachers.

Thus, for them, to be able to access information on inclusive sport, teachers need to develop an interest in reading about inclusion from different sources. Respondents in the present study indicated that no information on sport inclusion is availed to them by school heads. However, teachers should also take it upon themselves to search for reading materials on inclusive sport from libraries, internet and also from neighbouring special schools.

In a survey on regular teachers' perceptions of mainstream sport with children with disabilities, Kamens, cited in McEarchem (2007), found out that teachers expressed the need for inclusive sport and information regarding sport for specific learning disabilities. Carol, cited in Konza (2008), carried out a survey where most teachers reported that they do not feel relaxed when interacting with learners who are mentally or physically challenged because of lack of information.

This is an indication of the need for information on SNE, which can only be obtained through both formal and informal ways and participating in some programmes. Teachers need some form of education in order for them to be able to interact comfortably and effectively when including special needs learners in mainstream sport. Results of the present study revealed that regular secondary school teachers lacked knowledge and skills to teach learners with special needs effectively in mainstream sport. In an interview with the researcher, the DEO said:

There is no way we can expect wonders from these teachers as they are more of general practitioners. Their training had some elements to do with special needs, leaving out how these children can be included in mainstream sporting activities.

Buell, Hallam, Gamel-McCormick and Scheer (2001) concluded in their study at Transylvania University in Lexington in the USA that general education courses should include more information on disabilities and teaching of sport to children with disabilities. In the same vein, most regular teachers in Zimbabwe lack information and knowledge on special needs education as evidenced by findings in the present study.

There is need for regular teachers to be assisted in acquiring knowledge and skills in inclusive sport so that they are able to teach/train sport effectively to learners living with disabilities.

Tantranont (2009, p.29) in a study on how teachers felt about inclusion of children with disabilities in mainstream sport in Thailand indicated:

Inclusive sport in mainstream practices was found wanting in the majority of teachers due to lack of information...These teachers are not confident to teach students and expressed the need to gain greater expertise for teaching students in mainstream sport effectively.

In the present study, like in the above research study, information to enhance inclusive sport among teachers at school level was found to be lacking. There is, therefore, need for schools to source materials on inclusive sport. Sometimes school Heads are given copies of information pamphlets like the once launched by the Ministry of Education in 2010, when the policy on inclusive education was being launched in Zimbabwe. Such informative pamphlets become the school Heads' property and teachers never lay their hands on them. This was revealed by teachers when they were surprised to hear of such information booklets by the present researcher. A team trainer alluded:

We at times hear that school heads are at times given pamphlets or booklets at workshops they attend, however, those materials hardly get to us as the intended beneficiaries. Instead, they are piled up in the school head's office. We at times get surprised when we get information from neighbouring schools.

Patterson (2005) states that many general education teachers are limited in their knowledge of inclusive education, yet they play an integral role in educating children with disabilities in mainstream schools. The implication in the present study is that teachers in Zimbabwe should be supplied with information on inclusive challenges, to enable them to have an insight of what is supposed to be done when including learners with disabilities in mainstream sport, as the number of students with disability challenges in regular schools increases. There should be lots of information from various sources that teachers should read and use the information to include these children in mainstream sport.

According to Rodriguez and McKay (2010), teachers gain new knowledge through information from both electronic and print media to enhance their teaching profession. Teachers are expected to update their knowledge and skills through reading, seeing and hearing information on the current educational reforms and improve their practices (Radhakanta & Shushama, 2013). This is in agreement with the responses which were given by the participants in the present study where teachers said:

... It is true in theory that we should get information from various sources, but on the ground there are virtually no ways through which we can get relevant information.

In the same vein, Bacakova and Closs (2013) noted that information plays an essential role in promoting effective learning in mainstream settings.

In this study, the focus was on the implementation of the inclusive education policy in sport in four regular secondary schools. The fact that the MoPSE enunciated the inclusive policy in Zimbabwe schools calls for the full preparedness and intensification of information that would be used by both teachers and learners in a bid to overcome these challenges in the teaching profession. Society is rapidly changing and teachers are facing new challenges in their day to day teaching (European Commission, 2011). Among the most significant has been the unprecedented increase in the number of learners with special education needs in mainstream.

Mukhopadhyai, Molosiwa and Moswela (2009) conducted a study in Botswana on teacher preparedness for Inclusive Education in Botswana schools and concluded that, teacher educators were lagging behind in as far as having information on inclusive education was concerned. The solution in such a case would be to involve such teachers in in-service training.

In Zimbabwe, a similar situation occurs where a school Head revealed that:

Teachers from colleges and universities do not have adequate information on how to include learners with disabilities in mainstream sport. Students just do a single module or course which covers the introductory parts of inclusive education without delving much into those issues on how learners may be handled or included in mainstream sport.

In a research report written for NCSE by Winter and O' Raw (2009), the emphasis was on equipping teachers with information necessary to successfully teach sport in regular schools. In a research study carried out in Ireland, Kempton (2013, p.9) said, "Classes where teachers had taken part in high quality teacher training with full information on inclusive education/SNE, improvements were twice as fast as those in other classes". Availability of information for teachers was one way to ensure teachers of high quality in regular schools.

In response to the question, whether it was necessary that they do in-service training and workshops in SNE, most participants in this study felt that it was necessary since they did not get such training in their pre-service teacher training. Of course the information would be limited as students do one or two modules, with the other courses having nothing to do with including learners with disabilities in regular sport.

NSSE (2010) added that many teachers leave colleges and universities without adequate information as the curriculum is too wide, leaving students unable to teach sport to diverse groups of children in the mainstream schools.

This is in agreement with the concerns which were also raised by participants in this study who felt that it is not an easy task to teach or train children of different abilities in the same class; teachers may need well designed workshop programmes to update their knowledge and skills.

According to the American Association of Physics Teachers (2009), qualified teachers are expected to understand what constitutes effective teaching. Teachers should, at a minimum, have had appropriate experiences leading to an understanding of pedagogical knowledge in the teaching profession. According to a research study by Mafa (2012, p.17) on challenges of implementing inclusion in Zimbabwe's Education System, the effective teaching of inclusive classes is influenced by a number of factors which include teacher training methods, resource provision, workshops and in-service training. International and European studies have also identified adequate teacher training workshops and in-service programmes as essential prerequisites for teaching learners with special education needs in the mainstream (OECD, 2005). There is an increasing recognition of the benefits of teachers being able to promote sporting interactions between children with and without disabilities. A respondent said:

In the case of Zimbabwe, as teachers, we are expected to produce good results in as far as including children with disabilities in sport is concerned, yet the government is doing nothing to make us well equipped and better teachers in this respect.

The ensuing discussion revealed that teachers who participated in the present study had concerns on lack of information encountered in the implementation of the inclusive education policy in sport. School heads, the DEO, team trainers and children with disabilities were equally concerned. However, with proper in-service and resources, teachers were willing to take up the task. The issue of availing information on including children with disabilities in different forms to all stakeholders is an international issue, as evidenced by international policies and research conducted around the world on the need to implement the inclusive policy

4.8 Funding

The researcher also sought to find out finding challenges that were being faced by teachers in the implementation of the inclusive education policy in sport. Teachers responded to interview questions which addressed this issue of funding. Respondents were asked to state their experiences with regard to funding of the implementation of the inclusive education policy in sport. All teachers interviewed indicated that funding for inclusive sport was not available from government and schools were finding it difficult to fund themselves in full because of their meagre financial resources.

The following are some of the statements which were made by teachers, indicating a huge problem of funding:

- *Schools run short of funds, we are financially handicapped;*
- *Short courses and in-service programmes are important but there is no funding;*
- *Very few benefits because of shortage of funding;*
- *Funding is inadequate; in fact, it is not available;*
- *Most schools cannot fund themselves due to the meagre financial resources they have;*

- *The inclusive education policy in sport should be fully funded by the government for it to be properly implemented; and*
- *Funding is a problem, and government does not fund inclusive programmes.*

These statements suggest that there is an urgent need for funding if the inclusive education policy in sport is to be successful. The statements also suggest the need for government to make concerted efforts for this programme to be successful.

Further probing on funding challenges faced by schools on the implementation of the inclusive education policy in sport indicated that the issue of inclusivity in sport is not common to Zimbabwe. There are very few individuals, if any, with the knowledge or skills in special needs education, let alone involving such learners in sporting activities in the mainstream. The following are some of the statements which were made by teachers in response to the interview questions on challenges they faced:

- *Most of us have no knowledge or ideas of what sport inclusion is all about;*
- *We have no literature from which to read and improve the inclusive education knowledge;*
- *No resources / equipment to use when including children with disabilities in sport;*
- *Even if the equipment/ resources is/were available, using them would be yet another challenge;*
- *The present facilities are not user friendly to children with disabilities;*
- *The school administrators are not supportive of the inclusive policy in sport; and*
- *Inclusive sport is not given value by peers, community and even the Ministry itself.*

The statements suggest that the MoPSE launched the inclusive education policy in sport without having done much research to see if it was viable to do so. It further shows that there are no human and material resources in schools to see the policy taking off. There is need to focus on funding of training of teachers so that they acquire the skills to handle children with disabilities during sporting activities.

A participant said:

I need to go for training, but I need money to do so. Since the government is not funding us in most cases, these learners do not get any assistance. They are just whiling up time socially and academically.

Participant 2 in focus group for team trainers (FGDTT P2) added:

... because we are not well equipped due to lack of funding, there is not much we can do as teachers since we did not get enough training to deal with these children. We need funding so that we enhance our skills to include these learners in mainstream sport.

From the above, it is quite clear that funding is one of the biggest challenges being faced by schools subsequently leading to teachers' failure to include children with disabilities in mainstream sport. Teachers reported that schools did not have any support for inclusive sport. Government was also reportedly failing to fund teachers for in-service training. Although short courses and staff development workshops were important, there was need for funding. Very few teachers benefited from specialist teachers from neighbouring schools. Inclusivity in sport at school level was not being funded by the government.

Funding is an important requirement for teachers to be able to take up sport for children with disabilities in mainstream schools in Zimbabwe. The unavailability of funding by the government to enable children with disabilities to take part in sport in the mainstream setting is a challenge, as results presented earlier in the chapter revealed that there are no teachers who have ever participated in inclusive sport programmes, hence, not much is being done in terms of school-based inclusive sport programmes which are cheaper, since school heads and teachers lamented the unavailability of funds as a huge challenge for them to invite specialists in SNE to come and facilitate staff development meetings.

While in developed countries they have budgets for schools with children with disabilities, nothing or at most, very little of that exists in Zimbabwe. For example, findings of Liberal Democrats (2014) in UK reveal that school allocations vary alarmingly, with some funding for inclusive schools being inadequate and patchy.

Inclusivity, particularly in sport was being given relatively low priority in most of the schools. The report recommended that it is important to put professionalism back into the hands of teachers and allocate resources to meet inclusive needs in sport. Schools should also be entitled to access external funding where possible. This might be aligned with the idea of a national inclusive framework. The national inclusive framework was to be rigorous about this so that inclusive sport funding is seen as worthwhile. The national framework being described above includes inclusive funding for initial training, and sport inclusion in the mainstream. There could be a great source of expertise in special needs education so that regular teachers become effective in teaching sport to learners with disabilities.

Ndege (2006, p.43) carried out a study to find out challenges which were being encountered by medical practitioners in accessing funding for continuous professional development in South Africa. He found that:

...most African economies have limited budgetary allocation to the health sector; allocation of financial resources for the implementation of professional development activities remains a major challenge. In countries where professional development funding is predominantly donor-dependent, it is neither guaranteed nor sustainable.

Such lack of financial resources which affects the health sector also affects the education sector in many African states. The present study focused on the implementation of the inclusive education policy in sport. In a related study by Lloyd and Payne (2010) on raising the quality of vocational teachers through staff development meetings in England, Wales and Norway, Hagen and Nyen (2009) indicated that although funding was available, most of it was being spent at governmental level rather than at school levels.

In the Zimbabwean context, the little that is availed by the government and donors for inclusive education is believed to be spent at national, provincial or district levels before it gets to the intended beneficiaries, which in this case are the schools as pointed out by some of the school heads in face-to-face interviews. For example, one school Head said:

... Nothing is channelled to individual schools, let alone to individual teachers. This makes it difficult for teachers to take up opportunities in inclusive sport when available. It also makes it difficult for us as school heads to organise meaningful inclusive sport activities for teachers within the schools.

The DEO went further to say:

Corruption is one of the chief problems that hinder the implementation of the policy, because at times the government releases some funds though little, but before it reaches the schools, it is diverted for personal use or to other programmes perceived to be important.

4.9 Theme five: Attitudes towards including learners with disabilities in mainstream sport

On this theme, the researcher was concerned with participants' attitudes towards the implementation of the inclusive education policy in sport. There is need to take note that the attitudes and perceptions of others are among the most important factors preventing individuals with disabilities from taking part in mainstream sport (Heward, 2000). Research has shown that attitudes of school children towards their peers with significant disabilities play a part on their intention to participate (Verderber, Rizzo, Sherill, 2003). Peer acceptance can also bring about the vital difference between successful and unsuccessful inclusion. In this study, teachers were asked whether they felt students with disabilities were accepted by their peers without disabilities. Teachers put forward various reasons as to why children with disabilities were not accepted by their peers. These included:

- Age – the older the student the less acceptance of a student with a disability. Budisch (2004) concurs with the above view in that the more social contact and interaction a child has with other children or adults with disabilities early in life, the more positive their attitudes towards disabilities; and
- Teachers also felt that if students had exposure to other students with disabilities at primary school level or home; it becomes a norm thereby accepting them at secondary school level.

One of the team trainers said:

In the first year there is shunning of learners with disabilities from both teachers and peers. However, the attitudes of peers are always positive if they had been together from primary school level. With teachers' attitudes seeming to improve with time

Head at School C agreed:

...the issue of getting used to each other through interactions is very important, as is noticed by the interaction levels of students without and students with disabilities who have been attending the same primary school. In as much as we try to encourage children not to shun one another, still we take note that it takes time to sink into their heads, but for those who come from the same primary schools they relate very well. The belief is so much respected by pregnant women who believe that, getting associated and getting in contact with those with disabilities will result in them bearing a child resembling the one with a disability.

However, some teachers indicated that their beliefs could be put in straight perspective if only they were to be educated about students with disabilities fully. On further probing as to why they do not take the initiatives to learn about inclusion, a participant said:

We are not so much interested in learning issues to do with special needs education, as it is an extra burden on our teaching loads and sporting activities. Training sport to children with disabilities is not beneficial remuneration-wise.

The DEO indicated that:

The issues to do with attitudes are prevalent in schools that have not been practising inclusivity before. But for those that have been in to it, there are no such challenges at all.

Co-operation with team coaches was raised by a team trainer who elaborated that:

If students without disabilities respected and co-operated with team coaches, then teachers felt children without disabilities were more accepting than those with disabilities.

On disruption, teachers felt that learners with disabilities were not accepted because they tended to disrupt the whole sporting programmes. A team trainer confirmed:

Learners with behavioural problems either disrupted the activity totally, which may annoy other learners causing the class to be disjointed.

Teachers felt that children without disabilities accepted students with disabilities in classrooms only, but not in physical sporting activities, therefore they avoid working with them or do not want to be partners with them. A teacher explained:

Groups are very intolerant of being held back and they feel it is a punishment if I put them to work together with peers with disabilities. It causes a lot of unnecessary friction between the learners.

The reasons could be that some students are worried about students with disabilities that they may get injured; others will immediately reject them because they feel these students will ruin their sporting games or programmes.

Views and opinions of children without disabilities towards those with disabilities have an impact on students with disabilities and their motivation to take part in sporting activities in the mainstream. Two students with disabilities substantiated that:

We do not like taking part in mainstream sport because people say lots of stuff about us. The other one went on to say, I am very bad at sport and am scared people will laugh at me.

This is a clear indication that peers play an important role in fostering positive attitudes in aiding students with disabilities to accept taking part or not taking part in mainstream sport. The researcher feels that with knowledge and understanding coaches and other children with disabilities may eventually be accepted in regular sport.

The following were some of the statements which were made by the respondents concerning attitudes on taking special needs courses:

- *There is no remuneration after all;*
- *It's a matter of giving oneself extra work;*
- *The Ministry does not recognise sport for those with disabilities; and*
- *The zonal, district, provincial sport should also timetable inclusive sport.*

While some of the respondents indicated that there was need for teachers to undertake special needs education courses, a good number indicated that there was no need to overload the present staff with extra work. There is need instead, to employ specialist teachers who specifically should focus on training sport to children with disabilities.

School Heads also responded to the interview questions on attitudes of teachers on including children with disabilities in mainstream sport, where it emerged that negative attitudes were being caused by the low status with which children with disabilities are viewed, and these attitudes were considered to be partly emanating from cultural beliefs some of which are briefly discussed below.

4.9.1 Negative attitudes due to cultural beliefs

In this section, the researcher briefly discusses some African Cultural beliefs on disabilities. African cultural perceptions and beliefs on disabilities play a big role in instilling negative attitudes to teachers as well as to both learners with and without disabilities.

On the other hand, people with disabilities are viewed as being possessed by demons and their taking part in sport is taken to be of no benefit to the school or community at large. As a result, participants in this study believed that including learners with disabilities in mainstream sport has no relevance in the secondary schools sporting curriculum.

The gravity of negative attitudes towards inclusive policy, especially in mainstream sport, was made loud and clear when many teachers indicated that even if textbooks and other materials were available, they were still not prepared to include children with disabilities in regular school sport as it is an extra burden to their work. Sixteen participants comprising team captains' sports masters and team trainers who took part in the study indicated their unwillingness to implement the inclusive education policy in sport. Reasons for their unwillingness to implement being partly centred on those teachers held views that children with disabilities are being punished for sins committed by their parents, or their conditions could be an appeasement of some sort. Below are statements from a team trainer in the focus group discussion who showed negative attitudes including learners with disabilities in mainstream sport.

I won't include learners with disabilities in my team because they are possessed; they may cause harm to themselves or other playing players, thus putting me in hot soup by both parents and administration.

This, therefore, became clear during focus group discussions, that team trainers, sports masters, team captains and peers without disabilities had negative attitudes towards the inclusion of learners with disabilities in mainstream sport.

4.10 Theme six: Intervention strategies to improve the implementation of the inclusive education policy in sport

The researcher also sought to find out the intervention strategies which can be used by the MoPSE to improve the implementation of the inclusive education policy in sport in regular schools. The DEO responded on face-to-face interview saying:

...Don't forget that I was open enough that I was not knowledgeable about how to implement the inclusive education policy in sport, but I hope and trust that your research will assist the MoPSE in a big way. I also hope the Ministry will be assisted in that it will get to know of its pitfalls so that they can be addressed.

The above statement from the DEO clearly demonstrates the need to furnish education authorities with information on how they can achieve their policy objectives of implementing the inclusive education in sport in secondary schools. Accordingly, in this section, the researcher reports the suggestions given by participants in this study pertaining to what they considered to be the measures which could be put in place to break the barriers which hinder the implementation of the inclusive education policy in sport in ordinary secondary school settings. Three issues emerged from this theme, namely, professional development of teachers, sensitisation of stakeholders and provision of educational material resources. These issues are elaborated in the subheadings below.

4.11 Professional development of teachers

The professional development of teachers as an intervention strategy was regarded by school heads, sports masters, team trainers, team captains and the DEO as the major

technique which should be employed by universities; teachers' colleges and the MoPSE to empower teachers on the role played by including learners with disabilities in mainstream sport at secondary school level. Participants suggested that such training had to be done at all levels of the education sector for the benefit of DEOs, heads of secondary schools and teachers. Suggestions on the role of teacher education institutions in the professional development of secondary school teachers for the benefit of including learners with disabilities are presented and analysed in the next sub-heading.

4.11.1 The training role of teacher education and MoPSE

All the teachers in this study strongly believed that if they could go for re-training or in-service training, they would be in a position to cope with the demands of the policy which encourages the inclusion of learners with disabilities in regular school sport. The participants proposed that teachers' colleges and universities which award diplomas and degrees in education had to be involved right from the planning stage of the implementation policy. The following statements from interview questions typify responses on the reasons for involving teacher education institutions:

A teacher at School D alluded that:

Universities and colleges must be involved from the moment of crafting the policy so that there will be very easy flow of information.

Another teacher at School B added:

Teachers should be fully trained at teachers' colleges, not to send them information by word of mouth or circulars that might be difficult to interpret and implement.

Another one retorted:

Students in universities and colleges should be equipped and acquainted with the changes so that they implement when they get to their respective schools. College and university lecturers should hold in-service and refresher courses for teachers.

Involvement of teacher education institutions was considered important in making teachers appreciate the benefits of including learners with disabilities in mainstream sport. Teachers in this study therefore valued the training of pre-service teachers as a crucial step for any meaningful implementation of the inclusive education policy in sport. Coupled with pre-service education was the suggestion that the re-training of practising teachers was very vital and it was proposed that this could be done through seminars, workshops and in-service programmes. This finding is demonstrated in the following: Respondents at schools 1, 3 and 4 agreed:

...Implementers should be educated through seminars, workshops or some inclusive courses. There is also need for training of teachers for them to have a know-how of the inclusive education policy in sport. Provision of learning resources in the form of textbooks and facilitation of workshops on the importance of these policies would lead to professional development of teachers.

For a respondent in focus group for sports masters, training was supposed to be done over a long period rather than simply offering refresher courses as these would not provide ample time for teachers to master the relevant techniques on how to implement the inclusive education policy in sport.

The issue of training needs was also raised during the focus group discussion for team trainers at the four sites where the informants suggested staff development workshops for teachers for the following reason:

Staff development workshops at school level should be done with the supervisors and DEOs also involved so that when the DEOs come for supervision they will not label me dull.

Thus, teachers who participated in this study claimed if they were trained on how to implement the policy, they would be in a better position to put it into practice, as explained by one respondent:

It's just like a stranger, you are not quite sure of strangers. This policy is like a stranger in this case, so we are afraid of it.

Lack of training plus ignorance, fear of the unknown even if we hear it now we don't know whether it will be successful or not.

The idea of the need for training was also raised by the school Head for School B who was of the opinion that both teachers and school Heads required re-training as a way of preparing them for the implementation of the inclusive education policy in sport.

The first thing, I think the government could re-visit the training of teachers, may be re-train the teachers to adopt this new policy...Training of personnel, teachers and heads to adopt that policy, maybe that could be a good intervention strategy.

Besides teachers, school Heads and DEOs equally regarded staff development as a move that the government needed to consider seriously, this view was expressed thus:

Well, I think there is need for a level of consciousness on the part of the Ministry to make sure that they have put resources that will enable u-u-m players like DEOs and school heads to be informed, to be knowledgeable, to be staff developed on this policy so that its implementation can be effective.

The idea of staff developing practising teachers was further suggested by the DEO when he clarified how such an initiative could be exercised at various levels in the Education District. According to him, teachers should be trained as follows:

Staff development should start right at school level, mostly at cluster level and then district. At district level it will be those members, few members who will go back to their clusters, cluster chairpersons or those who are interested, who are specialist teachers or have an element of special needs education. Then we will take those ones and then they will disseminate. They hold staff development workshops at cluster level or even at school level.

Pertaining to staff development of education personnel, the DEO's advice was that such training could be conducted at district level and cascaded down to school clusters and finally to individual schools, while utilising those teachers who have special needs education component.

What we see is that, all the three categories of participants, namely, teachers, school heads and DEOs were of the view that professional development of teachers and

education officials was an effective intervention measure which could assist in providing requisite knowledge and skills to enable teachers to implement the inclusive education policy in sport.

4.11.2 The exemplary role of teacher education as an intervention strategy

Apart from training of teachers, participants in this study suggested that teacher education institutions should be exemplary in their demeanour regarding the implementation of the policy. This view was expressed by some participants in their responses to interview questions. Some of the responses were:

The institutions should be exemplary and teach both learners with and without disabilities to be inclusive.

The education institutions should teach that all children are important hence, should follow the same curriculum.

Students at colleges and universities should be equipped and acquainted with the changes so that they implement them when they get to schools. College and university lecturers should hold in-service and refresher courses for teachers.

Likewise, the question of exemplary teacher education institutions was raised by informants during focus group discussions at School A as exemplified by one responded who averred that:

Universities and teachers' colleges need to implement the policy by including students with disabilities in sport so that the students, who will take part, will also take it to the pupils.

Thus, the findings indicate that teacher education institutions are regarded as vital nerve-centres where inclusion in sport has to be taught through example to pre-service and in-service students as a way of giving them confidence to implement the policy upon completion of their programmes. Another crucial role suggested for teacher education institutions as focal points on the training of teachers was that of research as illustrated in the section below.

4.11.3 The research role of teacher education as an intervention strategy

Besides the training of teachers through pre-service and in-service programmes, conducting research and experiments on how to implement the inclusive policy in sport was deemed a necessary intervention strategy by participants in this study. This kind of thinking was revealed in the following responses:

They should call for workshops to teach how the policy can work given time to use it. They also can make experiments at certain schools so that others can see the results.

Focus group discussants at one of the secondary schools proposed that the relevant teacher education institutions should:

Research further, find out from other countries which have been successful on outreach programmes to make teachers aware, like what you are doing right now.

I think they should consult, yes, involve the policy implementers during the drafting stage. Then when the policy is drafted, they should pilot-test it with just a few schools.

It was, therefore, believed that by researching to find out from other countries and also by getting ideas from secondary school teachers who are the policy implementers, loopholes would then be identified and rectified through an informed process. This finding was articulated by school Head 4 who said:

Right, I would quote sir like what you are doing now, you are doing research. If we could have more people doing research on this aspect, we are going to make a breakthrough.

Participants in this study were generally in agreement that teacher education institutions should play the key role of training teachers on how to implement the inclusive education policy in sport through pre-service and in-service programmes, through research and by playing an exemplary role in their conduct. Likewise, the staff development of qualified teachers was also regarded as the responsibility of the (MoPSE) as participants anticipated that such a pivotal role could be accomplished through conducting seminars and workshops to empower teachers on the

implementation of the current policy. The recommended role of sensitising all stakeholders in education by the MoPSE is described in the next section.

4.11.4 The role of the MoPSE in securing funds as an intervention strategy

For the success of the inclusive education policy in sport by learners with disabilities in mainstream, participants suggested that the MoPSE was supposed to carry out the major task of sourcing sufficient funds and making them available for securing material resources and the professional development of teachers.

Many respondents saw the need for enough funds for all programmes, and resources deemed important for the successful implementation of the inclusive education policy in sport. They felt that the government must carry out awareness campaigns, enough training for teachers, and have enough funding for the programmes that should be carried out.

During focus group discussions for team trainers (FGDTT), the idea of strong funding also came up. A further proposition was given during focus group discussions at School D, where one of the participants suggested a way of going around the problem of shortage of funds:

I think they should also seek donor funding so that resource materials can be availed in abundance and be able to be distributed to schools. They will also have money to arrange for seminars and workshops so that the policy implementers will be aware and equipped with the information pertaining to the policy.

The idea of the MoPSE plays a momentous role in the success of the current policy of including learners with disabilities in mainstream schools was aptly summarised in the following manner:

Introduce within the curriculum aspects that will support inclusivity in sport among learners. Provide relevant material support for implementation. Provide funds for training already practising teachers as well as students on how to implement the policy.

Thus, participants in this study were of the idea that for the effective implementation of the inclusive education policy in sport in secondary schools, availability of funds was a critical issue that had to be attended to by the MoPSE in order to allow for the availing of material resources and the actual professional development of DEOs, school Heads and teachers at district, cluster and individual school levels. It was further suggested that all stakeholders who had something to do with the education of secondary school learners needed to be sensitised to the significance of including learners with disabilities in regular school sport as described in the section below.

4.11.5 Sensitisation of stakeholders as an intervention strategy

Many participants in this study expressed the concern that as long as stakeholders did not know the implications of having learners with and without disabilities learning separately, successful implementation would not be achievable. It was proposed that teachers, school Heads, DEOs and parents all needed to be made aware of policy requirements for them to be convinced about the worth of including children with disabilities in mainstream sport at secondary school level. These ideas were raised in the responses to interviews as exemplified by the participant who put forward the following suggestion:

If circulars were to be distributed well to all schools, then teachers would have to give suggestions that would help policy makers to think of a better way of making the policy effective.

Focus group discussants were of the same views pertaining to the proposal that policy implementers should be made aware of the policy requirements and its advantages. This is evident in the statement below:

I think if the policy is explained and as teachers we understand it, it will be easier for us to implement it because you cannot just implement something which you don't know.

A similar strategy was brought up by the DEO who suggested that the best method of making teachers aware of the policy is that of consulting them by way of involving them. This idea was expressed as follows:

... And I think the policy makers should first consult with the people who are supposed to implement the policy because this is a new policy. They just drop the policies from above, that's why they don't even reach this far because those people who are in the middle if they don't support the policy, and they sit on it and relax.

At school level, a teacher suggested an intervention strategy which would see school heads disseminating information on inclusive education policy in sport at cluster level for the benefit of all teachers. This is evident in the following citation:

I can take it in this view that as school heads when they go for meetings and get information. They should come and quickly deliver the information at cluster level, if the headmasters give lessons pertaining to policy implementation the information will be understood and taken seriously.

Apart from making teachers and other education authorities aware of the relevance of inclusive sport, participants suggested that it was crucial to work closely with those parents whose children were in secondary schools and to educate them on the importance of the policy. This view was also expressed during focus group discussions for sports masters at School C, where it was also suggested that parents and the community at large were crucial stakeholders who should be informed about the worth of including learners with disabilities in mainstream sport.

One sports master commented:

Parents may want to understand the importance of that policy to them and to their children and in what way it would assist them, only then would they accept it.

Maybe of importance is to make parents aware of the new policy so that they know what is going on in schools. The community needs to be conscientised on the importance of including learners living with disabilities in mainstream sport.

Maybe if the community is made aware of the changes, then we would not face many hurdles. Parents should be made aware that teachers are now free to include learners with disabilities in regular school sport.

During individual interviews, the requirement to make teachers and school heads conscious of the inclusive policy in sport was emphasized by school Heads at schools B and D when they pointed out that:

There is need I think, once the policy is put in place the powers that be must ensure that this is followed to schools in the spirit of the circular and by making follow-ups during supervision, and then making it be implemented at all schools.

There is need for them to disseminate information about the whole thing because right now we don't have any information about it. So let them disseminate the information. They should also give us circulars u-m-m modules about inclusion of children with disabilities in regular sport, so that we can easily understand and implement. There is also need to staff develop the staff, through mounting of workshops and meetings with teachers and heads of schools.

The school Heads and teachers also suggested that parents needed to be made aware about the requirements of the inclusive education policy in sport, the DEO went into detail to advise how that intervention strategy could be implemented by clarifying:

The fact that now the Government has opened a stage that we always have meetings with the SDA, that's the only time now we can introduce the importance of including children with disabilities in regular sport to the School Development Association (SDA) or School Development Committee (SDC) so that when they are to buy any assistive devices they should consult with school heads of their suitability. They will only do that after we have conscientised them through workshops which we are always having with SDC members who will go back home and educate their counterparts who voted them into those posts.

According to the above proposal, parents can, therefore, be made aware of the inclusive education policy in sport through SDA or SDC meetings with education officials from the District Education Office. Thus, participants in this study recommended intervention strategies that would make parents, teachers, school heads and DEOs conscious about the importance of learners with disabilities taking part in sport together with those children living without disabilities at secondary school level.

4.11.6 The role of Government in enhancing policy implementation

In this section, the researcher describes what respondents proposed as a measure that can be put in place to combat the problem of children with disabilities being looked down upon and discriminated against in sport. The major task was to overcome the problem of lack of material resources in the implementation of the inclusive education policy in sport. For these participants, provision of material resources would make the implementation of the policy more viable. This observation is highlighted in the following statements:

The policy must be made public to the teachers and also the material resources must be availed to all secondary schools.

Resource materials like sports wheel chairs and other essential materials which are useful to children when they take part in sporting activities with those without disabilities should be provided

They should also make sure that materials are available for us to be able to implement that policy.

To the above submissions, a participant at School C added the initiatives of providing resources in secondary schools as a measure to ensure the implementation of the inclusive education policy. During individual interviews with school Heads, the response on how to break the barriers due to lack of resources was seen by the school Head for School B in the following context:

If we could have more trained personnel, who are well versed in implementation of the policy, then others will learn.

The idea of making children to be supervised in sport by those with the know-how in schools was taken to be an effective measure to enhance the implementation of the inclusive education policy in sport in secondary schools.

Apart from making resources available through MoPSE, participants in this study implored the Government to involve the public media to make the concept of including children with disabilities known and to employ a bottom- up approach for policy implementation if the policy is to be taken seriously.

Starting with the media, it was suggested that the public media had to be mainly educative as well as conscientising the public. This idea was further elaborated in focus group discussions at schools 1 and 4, where it was raised that simply conscientising would not be sufficient a strategy to convince stakeholders to accept the inclusive education policy in sport in secondary schools. Rather, for inclusive sport to be accepted from a broader spectrum through the media, the entire community should get involved. This kind of thinking was expressed by some participants who argued saying:

I think for the policy to be accepted, various forms of media have to be used, since people have different beliefs and orientations towards people with disabilities, Radios and televisions should clearly spell out some misconceptions held by some people. Visual pictures should show learners in jovial moods as they interact in sport.

During focus group discussions at School C, discussants were also mainly of the opinion that for sport for children with disabilities to be successfully implemented, the Government ought to make it mandatory and make follow-ups. The following responses confirm this kind of thinking:

If sport inclusion is to be successful in schools, then the Government has to completely break away from the concept of special schools. It should be mandated that every special school is turned into an ordinary school. They should also make some follow up to check on what will be happening.

The idea of having some schools as excellent academic institutions should be phased out and have excellent inclusive sport institutions. Maybe that way people may start regarding inclusion as important.

It was also suggested in this study that the top-to-bottom approach in the dissemination of the inclusive education policy in sport information had to be revised if the government wanted to get positive results. The issue was raised at a focus group discussion at School B and it also came up during individual interviews with school heads for schools 3 and 4:

I think policy making should start at school level going up not from the top. It is vice versa, they should start here because at the top they do not know what we are facing here.

The Ministry should maybe u-m-m stop giving policy directives from top to bottom. Instead, they can get ideas from the shop floor, the schools, whereby they can get ideas from us then make recommendations upwards and then come up with a viable policy.

I think the top should come down to the grass roots and make sure what they put on paper is implemented. They should not just plan or propose, put something on paper and fail to make follow-up on the implementation of the policy.

Participants, therefore, suggested that ideas should come from the implementers and not the other way round. Coupled with ideas from the grassroots, there were further suggestions from School B during focus group discussions where it was suggested that monitoring of policy implementation by policy-makers should be done through the method of moving from one school to the other. For example:

The policy-makers should be sure of how the policy is being implemented. They should move around the schools or move around the districts or whatever and be aware of implementation of their policy as well as including the schools to be part of the policy-makers so that it won't be difficult for them to put the policy into practice.

Thus, close monitoring was seen by participants as an effective approach that would ensure effective implementation of the inclusive education policy in sport in schools.

Besides conducting seminars on the implementation of the inclusive education policy in sport for his/her teachers, participants expressed the view that it was imperative for the school head to supervise the implementation of the inclusive education policy in sport in a more serious manner. The following interview responses are a case in point:

If Heads can visit the school grounds to see the progress being made by several teams at his/her school, what would make him/her fail to assess the level of

participation of children living with disabilities in mainstream sporting activities at his/her school?

Apart from staff development and supervising teachers, unique methods of promoting inclusivity in sport in secondary schools were further recommended when some respondents advocated competitions at zonal, district and even national levels using the quota system to include children with disabilities in mainstream sport. Therefore, by suggesting the use of quota system during competitions, participants in this study were of the opinion that including children with disabilities would be taken more seriously by teachers who happen to be the policy implementers.

Findings in this category indicate that participants advocated Government input through establishing effective dissemination strategies and raising the status of including children with disabilities in mainstream sport in secondary schools.

Findings under this theme are that respondents proposed many intervention measures that could be employed to make the implementation of the inclusive education policy in sport policy viable, chief among them being professional development of teachers. Sensitisation of parents and educators at all levels, and also provision of educational material resources.

4.12 Theme seven: Suggestions for a good inclusive education policy framework for sport

The researcher asked for suggestions or input for an inclusive framework so that teachers become effective in the teaching of sport to learners with disabilities in the mainstream. Teacher participants responded to interview questions in which they were asked to indicate specific areas in inclusive sport where they would like to receive support. A team trainer lamented:

The need for more information on specific disabilities was of paramount importance as that would need to be considered when designing an inclusive framework so that teachers become effective in the teaching of learners with disabilities in schools.

Another teacher added:

The use of phrases such as “more information” “more opportunities” shows that what is being offered is inadequate.

This shows that teachers opted for more information relating to specific disabilities and more opportunities on inclusive sport. There should be necessary additions on special needs policy in general; thereby leading to the information on school- based inclusive sport which was found to be non-existent in all schools which were included in the study. The Ministry of Education (2009) and Federal Democratic Republic of Ethiopia (2009) stated that Governments in both developed and developing countries are introducing legislation concerning inclusive education and linking it to career structure and appraisal. The legislation also covers terms and conditions of service such as minimum teaching time and minimum inclusive time, thus, such efforts will ensure effective implementation of the inclusive education policy in sport.

Although sport inclusion does not seem to be taken seriously in Zimbabwe as no specific time has been set aside for schools and individual teachers, new ideas on inclusive sport are already being implemented in many countries, with Zimbabwe seeming to be lagging behind in this respect. In a research article on promoting teacher quality and retention in Special Education, Billingsley (2004, p.374) says:

Including teachers in the mainstream sport for learners with disabilities is a critical support for all teachers and is necessary to all student growth and achievement. Teachers desire new challenges because they want to learn, develop better skills, and obtain greater knowledge about their practice. Greater levels of expertise, in turn will allow teachers to be more effective with their students.

Thus, teachers need to acquire knowledge and skills in specific areas of special educational needs. Teachers need support to develop their own skills and to improve the quality of teaching in secondary schools across Sub-Saharan Africa (Cullen, Keraro & Wamutitu, 2012). While teachers work in their respective schools, they also need opportunities to meet with teachers outside their own schools to discuss good practices in sport inclusion and to learn more about curriculum differentiation, especially the development of Individual Educational Plans. Teachers need to learn how to manage skills and behaviour problems of children with disabilities. Thus, needs identification by teachers themselves is an important aspect in coming up with a comprehensive

inclusive framework for regular teachers for them to be effective in the teaching of learners with special education needs in mainstream sport.

Teacher participants responded to an open ended interview question where they were asked to make suggestions for what they wanted included in an inclusive sport framework, for them to be able to teach learners with disabilities effectively. Respondents were free to make as many suggestions as they could think of. The dominant theme was the need for school-based inclusive sport. Some suggestions given were that teachers needed to attend workshops and share ideas with others as a school and with other schools. The use of awards to motivate teachers was also suggested. These workshops were to be held at school, cluster and national levels. However, the Ministry of Education of the Federal Democratic Republic of Ethiopia (2009, p.7) stated:

Research shows that the workshop method can only be effective if it is used as part of a planned series of activities or workshops linked together through specific tasks or activities. Used on their own they rarely lead to long term changes in teaching, or to a lasting impact in the classroom. A single workshop is an in-effective, inefficient and costly investment of human and fiscal resources.

However, some of the responses revealed that teachers were aware of the problems much as failure to give satisfactory feedback by those who attend workshops at district or national level. Teachers need to be guided by specialists or experts in their professional growth. The other suggestion was that specialist teachers in schools who have qualifications in SNE were to be part of the training personnel in their schools. These suggestions show that respondents wanted to get something of value from experts. This information also suggests that teachers knew what they wanted and finding out from them was the most ideal move as this would be a spring-board to improve the inclusive education policy framework.

Despite all the physical and social challenges that learners with disabilities face when included in mainstream sport, the fact that content is abstract and is presented by unqualified teachers, the majority of teachers indicated that they would go for training if given the choice. The grounds for preferring to be in-serviced include the need to be well equipped so as to do away with negative attitudes. Therefore, due to negative

attitudes participants in this study did not give due consideration to the importance of including learners with disabilities in regular school sport. According to O' Gorman, cited in a report by PricewaterhouseCoopers (2012), the success of the inclusive approaches to teaching requires the development of appropriate support structures within schools, teachers with the knowledge and skills to support inclusion and school personnel to develop collaborative relationships.

The other suggestion which was quite dominating was the issue of time. There was need for more time to attend courses on inclusive sport. Suggestions of convenient time to undertake inclusive sport programmes were put forward. These could be conducted during weekends, during school holidays or on Fridays in the afternoon as per arrangements. The other suggestion was that some of the activities on the time table which are non-examinable could alternate with inclusive sport sessions. The suggestions given show that those teachers needed an inclusive education policy framework in sport which would clearly stipulate the issue of availability of time for sport inclusion. It was noted earlier that respondents pointed out the inadequacy of time to engage in inclusive sport. School heads and the DEO also bemoaned the inadequacy of time. The Ministry of Education of the Federal Democratic Republic of Ethiopia (2009) reports that in many developed and developing countries, there is often a mandatory requirement supported by legislation that teachers should spend a certain minimum amount of time engaged in inclusive sport. No students attend classes on these inclusive sport days, and teachers come together for training, sometimes in groups or clusters of institutions. Fraser, Kennedy, Reid & Mckinney (2007) assert that the importance of in-service training in inclusive education policy in sport is increasingly acknowledged in countries throughout the world.

The other suggestion which is critical is the financial support in order to meet the inclusive sport needs of teachers in regular secondary schools. Teachers suggested that the inclusive education policy framework in sport should be clear on funding so that school heads and other education officials could plan ahead. The issue of financial support was emphasized as a backbone to improve teachers' involvement. All the avenues were to be carefully explored to make sure financial support would be forthcoming. The issue of financial support was repeatedly raised in the face-to-face interviews in focus group discussions. Teachers also reiterated that they preferred

school-based workshops because all of them would have a chance to participate. For example, one of the respondents said:

Schools should set time for inclusive sport as a way of promoting areas in special needs education. Every teacher and child in the school should take part in these activities.

The whole school team and individual development priorities would be met if school-based inclusive programmes are well planned for. Teacher responses revealed that these respondents had expectations which they wanted fulfilled in an inclusive education policy framework in sport.

School heads respondent to an interview item where they were asked to make suggestions for an inclusive policy framework for regular teachers. All school heads suggested in-service training for all regular teachers. For example, School Head 3 said:

Training should be provided for all teachers instead of just one or two teachers to attend workshops. All teachers are now involved in teaching these children. It is no longer only the special class teacher who is involved. So it is best that all teachers be trained in the new skills that they need in teaching these children.

The strategy of workshops and cascading the information was the best, considering that all teachers were being required to teach sport to both children with and without disabilities in the mainstream. The Ministry of Education of the Federal Democratic Republic of Ethiopia (2009) asserts that although the cascade model is a well-used approach in both developed and developing countries, it has a dilution effect. The best way would be to train all teachers in one or two sessions so that they gain these skills at more or less the same time. Thus, as far as school heads were concerned, teachers need to be made aware about learners living with disabilities through workshops and short courses.

The need of training all teachers was reiterated and emphasized. The head, by using the word compulsory meant that it should be a Ministry regulation. The word compulsory also gives the seriousness with which inclusivity in sport should be perceived. The head suggested more staff development meetings at school level, short courses and supply of reading materials for teachers. All these suggestions have financial implications. Another suggestion was that of salary increments. Head 1

indicated that teachers valued their profession hence, inclusive sport would add value to their work. Inclusive programmes, especially short courses, were supposed to be affordable. Head 2 also suggested that inclusive courses should be designed in an attractive way so as to attract teachers.

Suggestions put forward here were of inclusive sport that would add value to teachers by way of certificates. When something is adding value, it means improving its quality or relevance. Manuals, workshops and tutors were to be availed in order to support teachers in gaining knowledge and skills in SNE. Yet another school head suggested that the Government should come up with an additional amount of money for teachers besides what they are getting as salaries, so that they are attracted to do some courses. The specialist teacher would remain a technocrat who would actually outline ways by which regular teachers would handle special needs learners. The specialist teacher was to be viewed as an expert, not only in teaching but also in facilitating inclusive sporting activities in schools by way of imparting knowledge and skills to regular teachers.

A further suggestion pointed to the school heads' need for in-service training as they were not knowledgeable enough to guide teachers on inclusive sport in the mainstream. This was noted earlier on and it is an important suggestion. Training of teachers and provision of short courses were a consolidation of what had been pointed out earlier. All in all, school Heads' suggestions were unique while at the same time quite similar in many respects, with the aim of coming up with an inclusive framework that would be used to develop regular secondary school teachers so that they become effective in teaching sport to learners with disabilities in secondary schools.

Focus group discussions also responded to an item where they were to come up with suggestions for an inclusive education policy framework in sport. Both focus groups emphasised the importance of in-service training for regular teachers. The suggestion made was that every teacher was to get a chance to attend a workshop on SNE. Teachers also expressed concern over the issue of incentives. Good salaries would enable regular teachers to pay for their inclusive programmes. Thus, the issue of funding and low salaries remained a bone of contention and needed to be made clear in policy documents.

The DEO added that there was need to form partnership with schools abroad that have interest and know-how in SNE. Schools need to have access to exchange programmes so that those countries with better resources could have an appreciation of our way of doing things and come to assist if they can. Again, this should be a government's deliberate move as a matter of policy which should be carried out every year for schools which have serious inclusion challenges. Governments should meet half way with the school in funding. The regular teachers should get certificates of attendance from workshops. Resources, in terms of training centres for teachers, media and literature should be made available. The schools have to assist teachers so that they accept learners with disabilities to be part of the community through workshops. Other children also learn to accept and accommodate children with disabilities.

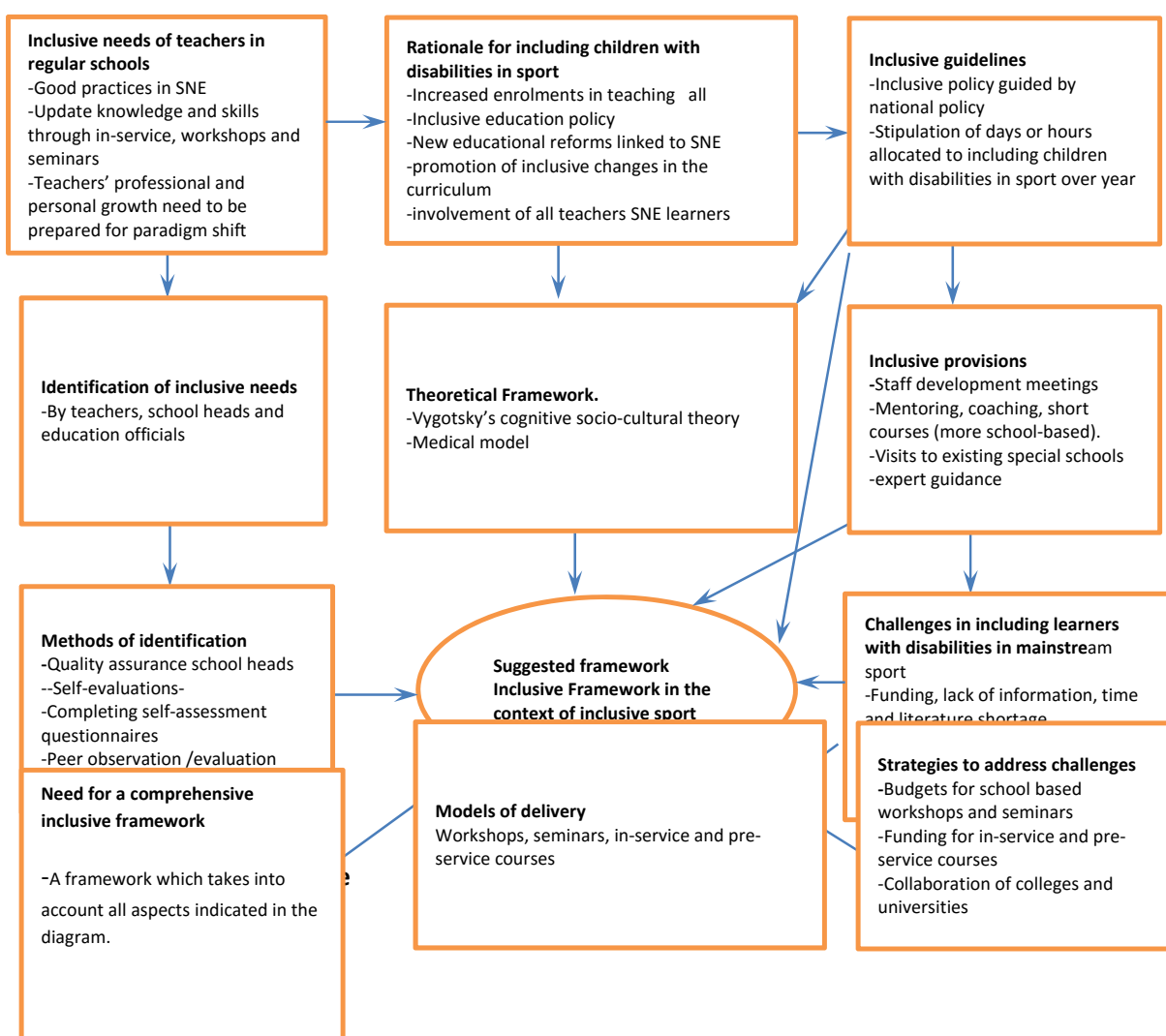
Purdon (2003) is of the idea that government needs to come up with a planned, coherent and responsive inclusive framework in which teachers' views are encompassed through consultations. There is a strong possibility of teachers showing willingness to engage in those activities. Thus, the Government and the MoPSE should value teachers' responses and develop policies accordingly, instead of treating research in inclusive sport as mere pre-determined policy.

According to Kern (2006), teacher programmes should utilise a model that prepares special education teachers to teach special education students in regular schools. Regular education teachers, therefore, feel overwhelmed and ill-equipped by the prospect of teaching children who have special needs. Both pre-service and in-service programmes need to be revised in such a way that they would include the idea of inclusion in sport with the seriousness that it deserves.

In a research report by UNESCO (2012) in Papua Guinea, a national policy on the enrolment of children with disabilities in regular schools was formulated. Existing special schools were transformed into mainstream centres with their teachers being paid by the national government. Regular teachers were given basic knowledge in enrolling children with disabilities, and also learned to identify and refer many children at risk of developing disability conditions.

UNESCO's (2009) report on support systems for regular schools suggested that a whole school approach be taken in which specialist teachers who have the expertise to train others in the same school and in neighbouring schools.

Basing on the suggestions and views of participants, the researcher came up with a framework that could be adopted in order to enhance the inclusive education policy in sport in regular schools.



A comprehensive theoretical framework in the context of inclusive sport in regular schools should take into account of all issues that would lead to successful inclusion of learners with disabilities in mainstream sport. Workshops, seminars, in-service courses should be used in this framework. Ministry should come up with budgets to cater for the workshops. Knowledgeable teachers with skills should be employed to take charge of children with disabilities. School heads and DEOs should make assessments and evaluations and give recommendations accordingly.

4.13 Creating a conducive inclusive sport teaching environment

Responses revealed that teachers cherished conducive environments to be created for them. However, school heads were finding it difficult to do much on inclusive sport because of financial constraints. Head 4 said:

If our schools had sufficient funds for use, we would be creating some conducive environments for our schools to practise the inclusive education policy in sport without many hindrances. We would be able to handle our own situations under such circumstances.

This suggestion indicates that if schools had sufficient funding, the creation of conducive inclusive environments would be easy to achieve. Such a situation would make teachers feel supported and safe as they are more likely to be physically and emotionally prepared for the challenges of inclusive sport. An environment of this kind is more likely to foster exchange of ideas, build networks and facilitate a community problem-solving mentality. It creates the conditions for collective enquiry that is solution-focused. A sense of collegial support also reduces the stress that is associated with particularly challenging situations.

The nature of funding to be provided at school level should focus on the common disabilities found in schools and that would determine whether implementation of the inclusive education policy in sport will be successful.

School Head 1 agreed when he said:

Officials do not know what is actually taking place in schools, so instead schools should be seen creating conducive inclusive environments on their own.

This indicates that there is need for schools to try and put their resources together to facilitate the implementation of the inclusive education policy in sport. If the officials who are supposed to lead the way and provide guidance to the teachers and school heads are not sure about how best learners can be included in regular school sport, this therefore becomes problematic.

One respondent mentioned that:

No one seems to know how the policy should be implemented as there are no guidelines, or policy documents that govern these things, seemingly everyone is subjective about how to handle this thing.

This was also affirmed by a respondent in focus group for sports masters who said:

Ever since we have been promised this and that, there is nothing that has come to fruition as we are always told in the last minute that money was not available. However, it is clear that without some of these resources, it is difficult to create a conducive sporting environment for both teachers and pupils.

It should be noted that there is need to create conducive inclusive sporting environments as teachers cherished such environments. Despite schools finding it difficult to come up with such environments, concerted efforts should be made as this is the only way to create a conducive sport environment to make the inclusive education policy in sport effective.

All the four school heads concurred that their greatest challenge was finance, but all the same they agreed that they should not fold their arms and watch the situation without thinking of some other ways of raising funds for this noble project. School Head 2 said:

Since the government talks of in availability of funds in the fiscus, there is also need for school heads to approach various non-governmental organisations to come and assist with resources to make our schools conducive for including learners with disabilities in mainstream sport.

However, School Head 3 and 4 echoed:

Nothing definite was being done by the government to address the inclusive policy in sport for learners with disabilities by way of supplying the required materials for implementation of the policy.

What this means is that even though staff development meetings were slotted on the time tables, it was only meant to please the officials because nothing meaningful is coming out of them in the absence of conducive sporting environments. Most of the discussions under such circumstances would be hinged on theorising instead of having it practically in such workshops. This means that the needs were not being met as

challenges remained unsolved despite the attempts to solve them through workshops. School Head 1 agreed:

In-service programmes and staff development workshops should be utilised as they pass information to others, but they need to be substantiated by creating a conducive sporting environment for teachers.

However, it is not always the case as indicated by one participant in focus group discussions, who said:

Some schools have capacities of creating conducive sporting environments through use of funds they collect from fees, but however due to their lack of understanding of the policy, they prefer to use the money to fund other activities they think worth.

The interviews further revealed that training of school heads was a vital tool for the successful creation of a conducive sporting environment. The heads have a significant influence on teachers as they (Heads of schools) in most cases are respected by teachers, so if he or she supports and practises inclusion, teachers will follow suit. A teacher at School D voiced the following concerns about school Heads:

Some school heads are still difficult to work with, as they do not understand this sport inclusion philosophy and hence do not value it neither are they prepared to part with any little cash in trying to create conducive inclusive sporting environments.

A teacher at School B retorted:

They must be work-shopped to understand the policy, because may be they are doing it because they don't understand it and teachers as well must be work-shopped.

A teacher at School C further clarified:

I think if those in management positions should be empowered first about creating a conducive inclusive sporting environment, this would enable those who work under them to also have full understanding of the policy requirements.

These teachers agreed that if the school heads were trained first in inclusive education policy in sport, it would be easier to implement the policy in sport in schools.

The importance of re-training school Heads first came clear from a respondent from School C who lamented:

There is always need for some respectable people in society to spear head the creation of conducive sporting environments. Teachers as well as the community at large would find it easier to accept and follow. Misconceptions are easily thrown away in the event of involving outstanding people in society.

Without realising it, education officials can become barriers to the creation of conducive sporting environments in regular schools, if they do not have the knowledge, positive attitudes or skills to work with learners experiencing barriers to inclusive sport.

A respondent at School D spoke of the absence of guidelines and other challenges towards creating a conducive inclusive sporting environment:

As we speak right now, there are no guidelines that govern the creation of conducive inclusive sporting environments. Seemingly every one is subjective about how to handle this thing. So if an official comes from higher offices, he may approve what will be taking place and yet a different official may come up with something totally different from what was recommended by the other official. Thus, there is need to meet and come up with a document agreeable to all.

It also emerged from the interview that loans were being granted to schools on a small scale for those schools which wanted to purchase relevant materials for inclusion. Only School Head 2 attested on further probing that:

There was a fund which could be borrowed by government schools to pay for their materials for inclusive programmes which they may wish to undertake in their respective schools. However, the funds are very little and difficult to get since they are distributed to other ministries.

According to School Head 1, it was only a minute fraction of the school which could get this loan because it was not meant for schools only, but for all government departments which practised inclusion in one way or the other. The other hitch was that

a school could only apply once in five years. This information gathered from school heads shows that there is no clear policy framework in creating conducive inclusive sporting environments in schools.

In this study, school Heads cited staff development meetings as a strategy which could be used in schools to provide knowledge on inclusive sport. The strategy recognises that most effective inclusive sport occurs when there is meaningful collaboration and interaction among teachers and other educators. Back, De Geest, Hirst and Marie (2009) contend that cluster-based workshops are made of a cluster of several schools jointly doing collaborative staff development meetings to assist each other on issues at hand. These may include coaching clinics, mentoring or peer reviews. These are the strategies which can be used by school Heads to address the challenges faced in implementing inclusion in mainstream sport.

According to Ridley (2011), to some extent the idea of mainstream teachers learning aspects of inclusive education is a reaction against perspective one-size-fits-all. In schools, learning takes place communally, the emphasis being that learning comes from colleagues and that ideas are generated among people themselves. This matches the views of teachers in the present study where teachers' existing knowledge and the development needs of the school are seen to be of the utmost importance. Teachers expressed a preference for tailored in-school provision delivered by colleagues in whom the school functioned as a community and a professional learning community, rather than a perceived one-size-fits-all.

4.14 Summary

The chapter presented and analysed/discussed the data generated in the study. It stated by the research questions and objectives of the study. The demographic characteristics of the sample were next examined. Based on the implementation of the inclusive education policy in sport, seven themes were generated. These themes were, support services put in place in support of the inclusive education policy, practices regarding the implementation of the inclusive education policy in sport on learners with disabilities in regular schools, the extent to which special needs children are included in sport in mainstream schools, challenges faced by teachers in implementing the inclusive education policy in sport, attitudes towards including learners with disabilities

in mainstream sport, intervention strategies to improve the implementation of the inclusive education policy in sport and suggestions for a good inclusive education policy framework for sport and the results were discussed accordingly.

Major findings of the study were that the Government was not providing any form of support services in schools to enhance the effective implementation of the inclusive education policy in sport. It also emerged that schools are not implementing the inclusive education policy in sport as each school is doing its own thing. Children with disabilities were not being included in mainstream sporting activities as teachers lacked knowledge and skills. The study also revealed that children with disabilities face some challenges in accessing some of the sporting facilities in the school. Negative attitudes by teachers and peers were a result of some of the African belief systems. Teachers should get training through in-service or pre-service training, workshops or seminars. It also emerged that a good inclusive framework should include all stakeholders and specify how some forms of disabilities should be treated and included in sport.

The next chapter looks at the summary of the whole study, draws conclusions from the study and makes some recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.15 Introduction

In this chapter, the researcher presents the summary of the study, draws conclusions and makes some recommendations. In the present study, the researcher looked at the implementation of the inclusive education policy in sport in regular schools in an effort to find out the extent to which learners with disabilities are included in mainstream sport. The chapter is fragmented into five sections. The first section provides highlights of the main ideas from each of the four preceding chapters, up to the findings of the study. The second part makes conclusions based on major findings of the study, taking cognisance of the theory which guided the study. Finally, researcher makes some recommendations based on findings of the study. The fourth section suggests areas for further research. Contributions of the present study to new knowledge regarding the inclusion of learners with disabilities effectively in regular schools are presented in the last section.

4.16 Summary of the study

Chapter 1 looked at the parameters of the problem under study. This study focused on the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District, Zimbabwe. The study sought to interrogate how learners with disabilities are being included in regular sporting activities in mainstream settings. To contextualise the study, the researcher started by presenting the history of inclusive education in countries such as the United Kingdom, Ireland, Uganda, South Africa. The researcher then moved on to look at inclusion in Zimbabwe in an effort to see how the inclusive education policy in sport is being implemented. Both research questions and objectives which were aligned to each other were stated. Generally, these intended to find out how the inclusive education policy in sport was being implemented in Zimbabwe.

The thinking in the study was that, although the Government had launched the inclusive education policy in 2010, the inclusive needs for both teachers and learners were not being addressed adequately for educators to include learners with special education needs effectively. The significance of the study was that it would help the Government on its responsibility to have an inclusive education policy that is implemented by all stakeholders for it to succeed, as currently there is dearth of documented policies on how specifically children with disabilities may be included in sporting activities in mainstream settings.

Chapter 2 focused on the review of related literature. First, the theoretical framework that guided the study was discussed. Vygotsky's (1978) cognitive socio-cultural theory and the medical model were adopted to guide the present study. The cognitive socio-cultural theory/model views human learning as a social process and that the origination of human intelligence comes from society or culture. Hence, social interactions play a fundamental role in the development of cognition. The theory aligns with the study in that it views disability as largely a socially-constructed challenge which can be solved by integrating both children with and without disabilities in society, for children with disabilities to be taught how to access knowledge and skills practised by those deemed capable in society.

The medical model on the other hand sees disability as a medical problem/challenge which needs diagnosis and treatment by professionals. This theory also aligns with the present study in that children with disabilities need sustained medical care for them to be able to take part in sporting activities. The understanding of the medical model would assist educators to identify and know that children with disabilities need assistance and those teachers should be able to diagnose learners with disability challenges and give them help accordingly. This means that when it comes to sport, these learners need to be assisted if they are to meaningfully participate.

The conceptual framework mainly focused on the concept of inclusion and its justification from human rights, educational and moral perspectives. It was observed that generally inclusion refers to all children being educated where they would be educated if they did not have a disability, with necessary support provided to the children, educators and families, so that all can be successful (Dukes & Lamar Dukes, 2006).

Empirical studies were reviewed and generally, these revealed either inadequacy or absence of research on the extent to which children with disabilities were included in mainstream sporting activities. Thus, there is dearth of literature with regard to the inclusion of children with disabilities in regular sport, except for literature that focuses on the academic forms of inclusion.

Chapter 3 focused on research methodology. The main paradigm which underpinned this study was the interpretive paradigm, which takes on qualitative approaches. Corley (2006) contends that interpretive research is based on the belief that a deeper understanding of a phenomenon is only possible through understanding the different interpretations of that phenomenon from those experiencing it, in this case, regular secondary school teachers.

The study adopted a multiple case study design. The sample comprised 4 Heads, 4 sports masters, 4 team captains, 4 team trainers (coaches), 2 children with disabilities and 1 DEO. Purposive sampling was used. The researcher found the use of face-to-face semi-structured interviews, focus group discussions, observations and documents very ideal for data collection of the study. The data collected were clustered into common themes to uncover the main issues that arose.

Chapter 4 presented and analysed/discussed demographic data in the first section. Variables in the first section were demographic information of respondents, gender, professional qualifications, age and experience of school heads and teachers. In the second section, the researcher presented and analysed/discussed the results thematically. As noted earlier, in chapter four, discussing results immediately after presenting them assisted in avoiding the repetition that often arises when there is separation of data presentation and analysis/discussion.

Results of the study which were presented thematically were as follows:

In theme one, findings indicated that there were no support services in the form of circulars, policy guidelines and staff development workshops as policy dissemination strategies to make teachers aware of the inclusive education policy in sport and how to implement it. Due to inadequate policy, dialogue and resources, all the study participants were ignorant of the nature and requirements of the policy on the inclusion of learners with disabilities in mainstream sport. Consequently, teachers implemented

the policy inappropriately; learners with disabilities were doing sporting activities on their own if they chose to do so.

Theme two revealed that the inclusive education policy in sport is not being implemented currently in schools, as each school does its own thing with regard to including children with disabilities sport. Children with disabilities are mostly left to do as they please during sporting periods. They may even go home or stay up in their classes, while some may choose to do sporting activities of their choice among themselves.

In theme three, it was clear that children with disabilities were not included in mainstream sporting activities as teachers did not have the knowledge of how to handle such cases. Teachers were partly afraid of taking the responsibility in the event of a child living with a disability getting an injury. Similarly, peers without disabilities would not want to shoulder responsibility when a child with a disability was injured. Under these circumstances only those with minor forms of disabilities could take part in mainstream sport, depending on their level of performance in a particular sporting activity. Thus, the extent to which children with disabilities take part in mainstream sport is very limited.

In theme four, teachers in this study expressed concern that challenges of the implementation of the inclusive education policy in sport ranged from access, facilities to funding. At times, children with disabilities are forced to remain in class because they are unable to access some of the sporting facilities in the school. All the facilities in most school were not constructed with children with disabilities in mind and, therefore, can only be accessed by peers without disabilities. The unavailability of funding has also been noted as another hindrance to the implementation of the inclusive education policy in sport, as there are no funds for workshops, in-service courses or for purchasing of resource materials for use by children with disabilities in mainstream sport. Information in the form of literature could have served to facilitate the implementation of the inclusive education policy in sport.

Theme five exposed that negative attitudes were predominant among almost all the participants. First, negative attitudes emanated from the low status given to the concept of including children with disabilities in sporting activities, which was seen as being of no value in the education of secondary school learners. Second, it surfaced

that both children with and without disabilities could not freely mix as they were not used to each other. Some peers without disabilities harboured some negative perceptions from their homes. At times, children with disabilities could not easily fit and get accepted by peers without disabilities because of age differences, as most children with disabilities tended to be older than their peers without disabilities. Furthermore, almost all the teachers did not want to include children with disabilities in their teams even if all the materials were available. This was so mostly because most teachers think that children with disabilities interfere with the sporting of children without disabilities.

Theme six consisted of suggested intervention strategies, with the major proposition being that of training teachers through various professional development programmes; both at pre-service and in-service levels for two major reasons. First, training and re-training of teachers on the issue of including children with disabilities in mainstream sport. Second, such professional development would equip teachers, school heads, and DEOs with the knowledge of how to implement the inclusive education policy in sport. Teacher Education institutions were expected to be exemplary in the implementation of the policy and more importantly, to conduct research on how to implement such a policy at secondary school level. To complement the efforts of Teacher Education institutions, the MoPSE was expected to source funds for various activities associated with the implementation of the inclusive education policy in sport, such as dissemination of materials, production and professional development of education personnel through seminars and workshops at district, cluster and individual school levels.

Theme seven focused on the success of an inclusive education policy framework in sport which requires the development of appropriate support structures with-in schools as well as other relevant officials. The teachers as well as other officials need to have knowledge and skills to support the inclusion of learners with disabilities in mainstream sport. The suggestions for an inclusive framework also emphasized the need to design a policy that has information on how specific forms of disabilities should be treated when included in sporting programmes. Teachers also basically need to acquire knowledge and skills in the area of including children with disabilities in regular sport before they take up tasks in including these children. There is need for teachers to know how to manage different skills and behaviours exhibited by children with

disabilities. It also emerged that a comprehensive inclusive education policy framework should possess guidelines which enable teachers to include learners with disabilities in mainstream sport effectively. Workshops, as well as guidance from experts and specialist teachers, were considered as some of the corner-stones for a comprehensive framework to implement the inclusive policy effectively. The issue of financial support dominated the responses as it was considered the backbone for the success of any policy implementation.

4.17 Conclusions

This study focused on the implementation of the inclusive education policy in sport in regular secondary schools for effective teaching of learners with special education needs in Zimbabwe. Meeting the inclusive needs of teachers is crucial given the global trends such as including learners with special needs in mainstream schools. The purpose of the study therefore, was to explore the implementation of the inclusive education policy in four secondary schools in Masvingo District, Zimbabwe. The MoPSE should not operate in a vacuum, but instead should work with guidelines in policy implementation.

When the inclusive education policy was launched in 2010, it translated into increasing enrolments of learners with special education needs in regular schools. Stakeholders continue to be concerned about the inadequate teacher preparation in the context of special education needs in general schools. Teachers have also raised concerns over their unpreparedness to teach learners with special education needs. To the researcher's knowledge, very limited research has been conducted in Zimbabwe and particularly in Masvingo District concerning the inclusive needs of teachers to ensure the effective teaching of learners with special education needs in secondary schools. It is for these reasons that the researcher undertook this study.

Findings revealed that teachers, school Heads and DEOs were not knowledgeable about the implementation of the inclusive education policy in sport, which suggests that learners with disabilities were somehow disadvantaged when it comes to sport given that those in authority were not sure about how the implementation of the inclusive education policy was

supposed to be done. There were no circulars, no clear policy guidelines or follow-up mechanisms put in place by the MoPSE to make teachers aware of the demands of the policy and how it should be implemented. Consequently, when nobody is clear about what needs to be done as a result of failure to put in place mechanisms to prepare teachers to make the vital follow-up activities, implementation becomes unfeasible or at least weak/poor. Such lack of Government intervention to come up with relevant policy dissemination strategies may have contributed towards failure by teachers, school heads and DEOs to understand the policy, making it difficult, if not impossible, to implement a policy which implementers are not well versed with. Due to lack of knowledge on the stipulations of the current policy, it may have resulted in the non-implementation of the inclusive education policy in sport.

It further emerged that the MoPSE does not make any effort, to train teachers and other stakeholders on how children with disabilities can be included in mainstream sport. Teachers indicated their unwillingness to include children with disabilities in regular sport, because of lack of knowledge regarding how to do it. This suggests that the inclusion of children with disabilities in sport only exists in theory. Many children with disabilities largely remain excluded when it comes to sport.

Vygotsky's cognitive socio-cultural theory indicates that for learners to acquire knowledge and skills, they need the assistance of the more knowledgeable others, such as peers and teachers. Borohny (2011) says that Vygotskian perspective is a theory to be considered in the planning and implementation of the inclusive education policy in sport in regular schools. Now given the scenario in Zimbabwean schools, one may not hesitate to conclude that there is very little of inclusion of children with disabilities in regular school sporting activities.

The researcher also observed that Vygotsky's principles such as the ZPD and the expert/novice paradigm were not being utilised in mainstream sporting activities. This was found to be unfortunate, considering that there are lots of experienced teachers in regular schools responsible for taking learners for sport. A thorough understanding and appreciation of this theory can help increase the participation of learners with disabilities in sport.

Findings of the study also revealed that resources were not really considered in meeting the inclusive needs of teachers as teachers, school heads and DEO bemoaned lack of preparation of teachers in the context of SNE. Therefore, the researcher concluded that MoPSE was not doing anything meaningful in preparing teachers for effective inclusion of learners with disabilities in mainstream sport. The researcher also concluded that teachers were facing a number of challenges in terms of funding for in-service courses, availability of information and opportune time for including learners with disabilities in regular sport. Not much was being done to address these challenges because of lack of resources. In the final analysis, suggestions which were given by respondents pointed to the need for a more comprehensive inclusive framework so that teachers would become effective in the teaching of learners with special education needs in regular school sport.

4.18 Recommendations

4.18.1 Recommendations based on the findings of the study.

In view of the findings of the research study which focused on the implementation of the inclusive education policy carried out in four secondary schools in Masvingo District, Zimbabwe, a number of recommendations were made.

- The study recommends that the inclusive needs of teachers should be met so that they are able to teach sport to learners with special education needs in mainstream effectively. This recommendation was necessary taking into account that the enrolment figures of learners with disabilities were increasing and inclusive education was becoming a reality. Data gathered for the European Agency on Development of Special Education Needs by Schmitt and Priestley (2011) indicated that the number of special needs children enrolled in mainstream was increasing.
- The study also recommends that teachers be fully involved in the implementation of the inclusive education policy in sport. Although

findings revealed that both teachers and school heads need to take part in the implementation of the inclusive education policy in sport, it is the implementation process which should improve. Including children with disabilities in sport was met with a lot of resentment and mixed feelings because teachers were overwhelmed with large classes, shortage of time and lack of know-how on the implementation of the policy. Teachers should, therefore, be given the opportunity to assess their strengths and weaknesses in the teaching of learners with disabilities by completing some self-evaluation questionnaires. This would assist them to focus on relevant areas (Ofsted, 2006). Thus, teachers should be able to categorise different types of disabilities and include them accordingly.

- Also noted was the fact that although teachers had undergone initial teacher training in colleges and universities, they needed to be engaged in in-service, workshops and seminar trainings to be able to handle these cases (learners with disabilities). There is need for teachers who trained before the policy was formulated to be equipped with the knowledge and skills that are commensurate with SNE.
- The study further recommends that inclusive education workshops and seminars should be facilitated by experts. The staff development meetings should be held more within schools and less frequently outside the school to ensure maximum participation by teachers. Intensive school-based staff development workshops can help teachers to increase their knowledge and improve their teaching skills. Ono and Ferreira (2010) contend that inclusive skills and knowledge can be acquired through participation processes that involve teachers in identifying their own shortcomings thereby awakening awareness to perform according to laid down criteria. By placing responsibility in the hands of educators, learning activities become locally driven and self-directed, thereby placing inclusive education in sport in daily realities of the regular school situation.
- On the issue of policy guidelines, the study recommends that teachers should have knowledge of these guidelines before they start

implementing the policy at their respective schools. Teachers revealed that they had very limited or no knowledge concerning policy circulars and inclusive sport requirements. Policy documents should not be a preserve of specialist teachers and those teaching special classes.

- The study also recommends that school heads need knowledge and skills in SNE for them to be able to guide teachers properly and to be supportive of the policy. Besides national policies, schools should design inclusive education policies in sport specifically for their respective schools, in line with national policies to guide them in schools. The MoPSE should take it upon itself to make sure schools formulate such policies.
- On inclusive sport provisions, the study recommends that workshops and seminars should be used with caution. Workshops which are organised outside the school, that is, at district or provincial level, were attended by very few teachers in most cases one or two representatives from each school. As a result, most teachers remained unknowledgeable in the area of SNE. Cascading of information by those who attend workshops on behalf of their schools is not properly done. It is recommended that those who attend out-of-school-based workshops as representatives of schools should be given enough time to cascade that information to the rest of the staff.
- Some recommendations are made to mitigate the challenges which teachers face in implementing the inclusive education policy in sport. Funding was found to be a pertinent and key issue in implementing the policy. The study recommends that there should be a budget set aside by the MoPSE for teachers to implement the inclusive education policy in sport. It is important to put issues to do with professional development of teachers into their hands and allocate resources to meet their needs for implementing the policy (Liberal Democrats, 2014).
- Another recommendation is that there is need for school Heads to make sure they disseminate policy documents to all teachers so that they are kept abreast with new developments since they are implementers of

policies. To mitigate the problem of inadequate time, it is recommended that workshops, seminars and other courses be conducted during certain school days, weekends and during school holidays.

As a way of summarising the main findings of the current study and recommendations thereof, the researcher has come up with table 6 juxtaposing good inclusive education practices as revealed in literature, the findings of the present study and major recommendations (supporting action) of the present study. The researcher felt that perhaps this might shed more light and, possibly, contribute to new knowledge in this area.

Figure 0-1: Juxtaposition of ideal inclusive practices, findings of present study and recommendations by participants

Ideal inclusive practices	Findings of the study	Suggested Action
1) How inclusive needs are identified -increase of learners with disabilities in regular schools. -change of teaching practices and updating knowledge and skills. - through quality assurance, self-evaluation, self-assessment, questionnaires, peer observations, Head's knowledge of teacher performance	-increased enrolment figures of learners with disabilities in mainstream. -Dire need for knowledge and skills in inclusive sport. -Teachers not including learners with disabilities in sport. -policy introduced without teacher preparation.	-Classification and placement of learners with disabilities. -Teachers to be involved in identifying inclusive needs -Regular consultations with the MoPSE officials concerning policy and inclusive needs of teachers.
2) Inclusive guidelines -Policy guidelines need to stipulate number of days or hours allocated to sport inclusion per year. -Inclusive sport plans succeed when they are guided by a clear policy framework. -Design inclusive sport policy at school level, guided by the national policy	-No specific hours or days allocated for inclusive sport. -Staff development meetings, workshops and seminars are ad hoc.	-The MoPSE to incorporate the idea of school-based inclusive sport policy guided by the national policy. -Specify number of hours or days allocated for inclusive sport per year.
3) Inclusive sport provisions -Human and material resources are key. - Accessibility to all playing fields. - Accessing programmes such as, in-service and other related workshops by teachers. -Visiting some schools to have hands on experience.	-Workshops and seminars organised outside the school were attended by one or two teachers from each school. -Teachers remained unknowledgeable in inclusive sport.	-Introduce and intensify school –based workshops. -Focus on relevant short courses on including children with disabilities in sport. -Workshops and seminars should be facilitated by

-Having intensive on going school based workshops. -Well monitored report backs by those who would have attended workshops or seminars.	-Cascading of information was not properly done. -Time for teachers to include learners in inclusive sport was not available. - Time table was heavily congested. -Support was limited in terms of resources. -There was no coaching or mentoring of learners with disabilities in sport.	- experts in the area. -Specify clearly the use of resources in each type of disability. -Make visits to existing special schools. - Set aside some time and training days.
4) Challenges faced by teachers in including learners with disabilities in sport. -There is limited literature to direct teachers on how to include learners with disabilities in sport. -There are limited resources to meet the inclusive needs of teachers. -Teachers are not motivated enough because of low salaries -There is no funding to boost the concept of inclusive sport among teachers. -There is need for education and information on SNE among teachers and other stakeholders. -Time to undertake inclusive sport remains a challenge in the inclusion of children with disabilities in sport.	-Funding for inclusive sport was not available from the ministry or government. -Not much was being done in terms of workshops or seminars -Teachers not accessing information on inclusive sport. -Information to be made available so that teachers may be able to implement the inclusive education policy in sport effectively. -Time for including learners with disabilities in sport was either not available or inadequate because of busy schedules in schools.	-Government to budget for school-based workshops and seminars specifically for inclusive sport. -Salary increments to increase teachers' morale. -Engage NGOs as African states depend on financial support from these organisations. -Design short courses on inclusive sport for teachers in collaboration with local universities and colleges. -School-based inclusive sport, to be allocated specific time on the school calendar. -MoPSE to ensure information is made available to all teachers.
5) Strategies to address the challenges. -Promote an environment in which teachers are encouraged to learn and make innovations in inclusive sport. -Reward teachers for taking part in inclusive sport.	-Staff development meetings conducted during working hours. -No financial assistance given to teachers to further studies on SNE and inclusion. -No inclusive funding available at school level.	-Schools need financial backing from the government. -Government needs to come up with strategies to support inclusive sport focusing on SNE at different levels.

6) The need for a comprehensive inclusive sport policy framework. -Governments in both developed and developing countries have introduced some legislation concerning inclusion of learners with disabilities in mainstream. -The success of inclusive approaches to teaching requires the development of appropriate support structures within schools, teachers with knowledge and skills to support inclusive sport and school personnel to develop collaborative relationships. -In many developed and developing countries there is often a mandatory requirement supported by legislation that teachers should spend a minimum amount of time engaged in inclusive sport. -Teachers should come together training, as groups or clusters.	-Teachers opted for a framework which would give them more information and more opportunities for inclusive sport, better access to teaching materials and more opportunities to work with experienced practitioners in SNE. -Teachers opted for school based inclusive workshops. -Inclusive policy should be clear on funding at different levels so that school Heads and other education officials could plan ahead. The issue of financial support was emphasised as a backbone on inclusive sport for teachers.	-Government to introduce an inclusive legislation focusing on SNE and other aspects in the teaching career. Take into account the theoretical framework of the present study on how learners with disabilities learn. -These include Wenger's social learning theory; Vygotsky's socio-cultural theory. -More use of school-based than out-of-school-based workshops.
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While the researcher managed to come up with a juxtaposition of ideal inclusive practices, it is important for the MoPSE to take note of some variables which also came up during data collection which would be an impediment in the whole process of trying to make the teaching of learners with disabilities more effective in regular schools. These include large classes or large teacher-pupil ratios, poor infrastructure, overloaded time tables, introduction to policy without adequate preparations, poor working conditions for teachers, and low salaries. If these issues are not addressed, it could be difficult to come up with satisfactory results in the end.

4.18.2 Recommendations for further research

The researcher identified some areas for further research:

- The present study was carried out in one district of Zimbabwe for in-depth purposes. A study of the same nature, which would look at the whole province or a number of provinces, would be more ideal as the results might be generalised to the whole country.

- The present study focused on secondary school teachers only. A research which focuses on the implementation of the inclusive education policy in sport in primary or tertiary institutions would complement the present research.
- A study which also focuses on the experiences of special education learners in inclusive settings would be important for planning and in preparing Individual Educational Programmes and also in meeting the social and emotional needs of learners.
- A study similar to the present one in design but using teacher education personnel in the form of university and college lecturers, to investigate their views on the implementation of the inclusive education policy in sport, needs to be conducted. This would be important to assess their beliefs and attitudes since they are expected to lead by example in preparing pre-service and in-service teachers on how to implement the policy.
- A similar study involving parents' views on the inclusion of learners with disabilities in regular school sport would also be necessary.

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APPENDIX A: ETHICAL CLEARANCE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE

Certificate Reference Number: MUS051SMUD01

Project title: **Implementation of the inclusive education policy in sport: A case of two schools in Masvingo District, Zimbabwe.**

Nature of Project: PHD

Principal Researcher: Tapiwa Mudyahoto

Supervisor: Prof T Mushoriwa

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number-indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

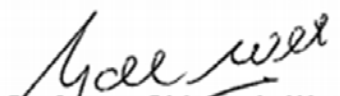
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely



Professor Gideon de Wet
Dean of Research

15 May 2016

APPENDIX B: EDITOR'S CERTIFICATE

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200



To whom it may concern:

This document certifies that the PhD. thesis whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

The Implementation of Inclusive Education Policy in Sport: A Case Study of two Secondary Schools in Masvingo District, Zimbabwe

Author:

Tapiwa Mudyahoto

Date Edited:

04 May 2016

Signed:

A handwritten signature in black ink, appearing to read "Rose", enclosed within a faint, hand-drawn diamond-shaped border.

Rose Khanyisile Masha

082 770 8892

Bachelor of Library and Information Science, Hons (English Language Teaching), HDE,
MA (Hypermedia in Lang. Learning), PhD (Education)

APPENDIX C: INTERVIEW SCHEDULE FOR SCHOOL HEADS

I am a PhD student in the Faculty of Education at the University of Fort Hare in South Africa. Am carrying out a study on the topic: The implementation of the inclusive education policy in sport: A case study of four secondary schools in Masvingo District, Zimbabwe.

Participation is voluntary. You are kindly requested to select a suitable response from the choices provided by the researcher. All responses will be used for academic purposes only

Section A : Biographical Data

Gender	Male	☐
	Female	☐

Age Range	25-29	☐
	30-34	☐
	35-39	☐
	40-44	☐
	45-49	☐
	50-54	☐
	55-59	☐
	60+	☐

Academic Qualifications	'O' Level	☐
	'A' Level	☐

Professional Qualifications	CE	☐
	DipED	☐
	BED	☐
	MED	☐
	PhD	☐

Section B: Support Services

1. What is your total enrollment at this school

Pupils

Males

Females

2. What is the staff establishment at this school

Teachers

Males

Females

3 Out of the total number of your staff, how many are trained to deal with children with disabilities?

.....

4. In a given year, about how many children with disabilities do you usually have in this school?

5. What are some of the major challenges you encounter with children with disabilities during sport?

a).....

b).....

c).....

d).....

6. How would you address these challenges?

a).....

b).....

c).....

....

d).....

7 From your own understanding, what support services is your school getting from government specifically for children with disabilities?

.....

.....

.....

.

8) How is the school and community working together in assisting children with disabilities to take part in sporting activities?

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.....
.....

9. In what ways do you feel the government would assist children with disabilities in as far as support services are concerned?

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.....
.....

10. which sporting activities are children with disabilities involved in at your school, and what forms of support do they get to enable them take part in sport?

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.....
.....

11. Comment on the availability of resources to make children with disabilities learn effectively at your school.

.....
.....
.....

Section C: School Practices

12. Which education policy or policies guides you when enrolling children with disabilities at this school?

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..

13. In which sporting activities do you involve children with disabilities at this school?

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.....

14. How much time do you allocate to different categories of children with disabilities per week and do you consider the time to be adequate or not? Explain

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.....
.....

15. What is your view about teachers' qualifications who handle children with disabilities in sport?

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.....

16. How can these teachers be enhanced to be better teachers if need be?

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.....

17. What are the views held by teachers and peers towards participation of children with disabilities in sport?

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18. What barriers do teachers encounter when dealing with children with disabilities during sport?

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19. Do you think your staff really knows how to handle learners with disabilities during sport?

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.....

20. Explain what you consider to be the needs of teachers to ensure effective teaching of children with disabilities during sport.

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.....

21. In what ways do you think the current inclusive education practices at this school helps in the development of a child as a whole?

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.....
.....

Section D: Extent of involvement (Participation) in sport

22.To what extent do children with disabilities participate in sport at this school?

.....
.....
.....
.....

23. In which sporting activities do children with disabilities participate in at your school?

a).....

b).....

c).....

d).....

24. Comment on how children with disabilities perform during sporting activities at your school?

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.....
.....

25. What is the highest level in sport that has been participated by children with disabilities at your school?

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.....
.....

26. What are some of the challenges that you face during sporting activities with children with disabilities?

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.....

27. What limitations do you have towards the participation of children with disabilities at this school?

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28. How do you as Head, teachers, peers and community assist in the participation of children with disabilities in sport?

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29. Suggest any ways, you think children with disabilities can be fully involved in sport participation in schools?

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.....

30. If you were asked to come up with policy framework to address the policy of inclusion, what would you include to make it effective?

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.....
.....

31. Comment about your teachers’ qualifications and skills to handle children with disabilities to participate in sport?

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.....

Section E: Intervention strategies

32.What strategies are you using to make sure those children with disabilities are not looked down upon by teachers and other pupils in your school?

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.....
.....

33. How does your school ensure that all disability categories participate in sporting activities at your school?

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.....

34. In what ways do the government, school and parents assist children with disabilities to take part in sporting activities?

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35. Make suggestions of activities you would like included in a good policy document to be used by teachers at your school

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...

36. Comment on the infrastructure available at your school with regards to enabling children with disabilities to take part in sport

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.....

37. What type of assistance do you give children with disabilities to enable them participate in sport?

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.....

38. As school head, how are you building positive attitudes to the community, teachers and peers about children with disabilities taking part in sport?

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.....

39. Has the Ministry of Primary and Secondary education organized workshops focusing on children with disabilities between 2011-2015. In both cases explain

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.....

40. How can the government, community and teachers contribute/ improve the participation of children with disabilities in sport?

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41. In your own opinion, what is your take about the ministry's intervention strategies to improve attitudes and resources in schools?

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Thank you for allowing me to record the interview

APPENDIX D: INTERVIEW SCHEDULE FOR SPORTS MASTERS

These questions seek to gather information on the implementation of the inclusive education policy in sport in four secondary schools in Masvingo District. Information obtained will solely be used for educational purposes and shall be treated with strict confidentiality. Your cooperation in this research study is greatly appreciated.

Section A: Biographical Data

Gender	Male	☐
	Female	☐
Age Range	25-29	☐
	30-34	☐
	35-39	☐
	40-44	☐
	45-49	☐
	50-54	☐
	55-59	☐
	60+	☐
Academic Qualifications	'O' Level	☐
	'A' Level	☐
Professional Qualifications	CE	☐
	DipED	☐
	BED	☐
	MED	☐

Section B: Support Services

1. How many years of teaching experience do you have, teaching children with disabilities in sport?

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.....
.....

2. What forms of support services are offered at this school to assist the implementation of the inclusive education policy in sport?

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.....
.....

3. How does the school assist children with disabilities to participate in sporting activities?

.....
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.....

4. Could you name some of the sporting activities done by children with disabilities at this school?

a).....

b).....

c).....

5. In what ways do you feel the government should come in to assist in the implementation of the inclusive education policy?

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6. What are some of the challenges faced by pupils with disabilities at this school?

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7. What are some of the challenges you face as a teacher when teaching sport to children with disabilities?

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8. What form of qualifications and experience do you hold which has made you teach children with disabilities at this school?

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9. In your own opinion, how does the community and peers view the aspect of inclusivity in sport?

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10. Suggest how the policy of inclusive education can be improved if need be

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Section c: School practices

11. How do you select children with disabilities to take part in certain sporting activities?

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12. What is the school practices regarding the implementation of the inclusive education policy?

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13. Comment on the attitudes of teachers, peers and community towards the participation of children with disabilities in sport?

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14. What are some of the materials / aids you use in assisting children with disabilities to participate in sporting activities?

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15. Suggest ways of improving children with disabilities participation in sport at your school

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16. During sporting period what will some teachers be doing with other children with disabilities in their respective areas?

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17. During sporting activities, do children with disabilities mix with those without, and how do you view the reception given by peers?

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18. How do you treat the following categories of disabilities during sporting activities?

- a) Blind.....
- b) Hearing impairments.....
- c) Physical disabilities.....
- d) Others.....

19. If you were asked to come up with a policy framework to address the issue of inclusion, what would you include to make it effective?

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20. Explain how the school head and the district education officers, assist in the implementation of the inclusive education policy in sport practices at your school?

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Section D: Extent of involvement (participation) in sport

21. What categories of children with disabilities do you have at your school?

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22. In which sporting activities do you involve these children?

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23. How do you select pupils to participate in different sporting activities?

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24. At your school do children with disabilities mix with those without disabilities during sporting activities, and what are the views of their peers?

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25. Up to what level have children with disabilities at your school managed to compete?

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26. What do you think are the feelings of children with disabilities with regards to participating in sport?

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27. Comment on the extent to which children with disabilities take part in sporting activities at your school.

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28. What is your view with regards to level of participation of children with disabilities in sport?

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29. What strategies do you use as a sports master to ensure that every child with a disability take part in sporting activities?

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30. Is there anything else you would like to add?

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Section E: Intervention strategies

31. As a sports master, what are some of the areas that you think can help improve the implementation of the inclusive education policy?

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32. Make suggestions of activities you would like included in a good policy document to be used by sports masters.

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33. What are some of the intervention strategies that can be used in the implementation of the inclusive education policy?

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34. Which of the strategies do you think need to be first prioritized and why?

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35. Which intervention strategies can be put at school level to curb on attitudes by teachers and peers?

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36. Which intervention strategies need government's commitment to improve on implementation?

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37. How can the community come in to assist with their children's support in the implementation of the policy?

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38. Comment on the intervention strategies that need to be put in place to improve the implementation of the policy?

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39. How does your school strategize to improve on the implementation of the inclusive education policy in sport?

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40. In what ways does the district education officer ensure the improvement of the implementation of the inclusive education policy in sport?

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END OF INTERVIEW, THANK YOU FOR ALLOWING ME TO RECORD YOU

APPENDIX E: DISRTRICT EDUCATION OFFICER INTERVIEW SCHEDULE

I am a PhD student in the Faculty of Education at the University of Fort Hare in South Africa.
Am carrying out a study on the topic: The implementation of the inclusive education policy
in sport: A case study of four secondary schools in Masvingo District, Zimbabwe.
Participation is voluntary. You are kindly requested to select a suitable response from the
choices provided by the researcher. All responses will be used for academic purposes only

Section A: Biographical Data

Gender	Male	☐
	Female	☐
Age Range	25-29	☐
	30-34	☐
	35-39	☐
	40-44	☐
	45-49	☐
	50-54	☐
	55-59	☐
	60+	☐
Academic Qualifications	'O' Level	☐
	'A' Level	☐
Professional Qualifications	CE	☐
	DipED	☐
	BED	☐
	MED	☐

Section B: Support services

1. As a district education officer, what is your mandate with regards implementation of the inclusive education policy in sport?

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2. Could you explain in what ways; you are assisting children with disabilities with support services for effective participation in sport?

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3. How do you identify needs at schools in your district?

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4. Do you think schools in your district are well equipped to handle children with disabilities in sport? If Yes/No explain.....

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5.Explain what you consider to be the basic needs of teachers and children to ensure effective teaching and participation in sport

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6. How many teachers in your district are well qualified to handle children with disabilities in sport?

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7. In what ways is the government ensuring that children with disabilities are getting support services for the implementation of inclusive education policy in sport?

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8. Could you comment on the availability of support services your schools have

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9. What barriers do teachers encounter in the implementation of the inclusive policy in sport?

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10. What are some of the support services that you consider schools can't afford to do without if the inclusive education policy is to be successful?

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Section C: School practices

11. What are the school practices with regards to the implementing of the inclusive education policy in sport?

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12. Do you think school heads are well equipped to guide teachers on how to handle children with disabilities in sport? Yes/No explain

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13. What are the advantages and disadvantages of having children with and without disabilities do sport together?

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14. Explain how children with different forms of disabilities can be included in the some activities?

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15. Do you think children with disabilities need to compete outside the school? If yes/No explain

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16. How many schools in your district are effectively implementing the policy and what could be the reasons?

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17. What kind of disabilities do you commonly find in your schools and of each, explain how each is catered for during sporting activities?

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18. Explain how the practices of inclusivity in sport can be improved to the benefit of children with disabilities?

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19. Do you think the practices being followed in schools are in line with the expectations of the policy? If Yes/No why?

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20. In your own view, how do you think school practices can be improved?

Extent of involvement (Participation) in schools

21. Do you think children with disabilities are being involved in sporting activities in schools, if Yes/ No give reasons

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22. Which sporting activities are children with disabilities involved in, in schools under your jurisdiction?

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23. Up to which level can children with disabilities participate?

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24. What barriers, if any do children with disabilities face during their involvement in sport?

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25. Do you think involving children with disabilities in sport at school, zonal, district and national levels has some relevance? If Yes/NO explain

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26. Do you think teachers are able to make children with disabilities reach their maximum potentials in sport?

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27. What efforts do you put as government to ensure that children with disabilities take part in sport at their respective schools?

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28. What barriers if any if any do teachers face in an effort to involve children with disabilities in sport?

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29. Which of the schools in the district do you rate best for involving children with disabilities in sport?

30. Do you have any children with disabilities who have competed in school and outside school? If Yes? No which sporting event and what disability categories were these?

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Section D: Intervention strategies

31. What do you think needs to be done to improve the implementation of the inclusive education policy?

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32. What do you do with schools that do not implement the inclusive education policy?

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33. What intervention strategies have you put in place to ensure schools implement the inclusive education policy in sport?

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34. What are some of the yawning gapes with the policy which may need being addressed?

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35. Explain how the policy can be amended to ensure that it fully caters for children with disabilities in sport.

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36. What intervention strategies can be put at school and community levels to make the implementation succeed?

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37. As an education officer what is your role, in ensuring that the implementation of the policy improves?

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38. Do you think as a country the policy of inclusive education policy in sport is properly being handled? Yes? No why?

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39. Can you list some of the intervention strategies that you thing will inevitably assist in improving the policy implementation?

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40. Section D: Extent of involvement (participation) in sport Section D: Extent of involvement (participation) in sport 0. What are some of the intervention strategies that can be done at local school and community levels?

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41. Is there anything you would like to add?

Thank you for allowing me to record the interview

APPENDIX F: FOCUS GROUP INTERVIEWS FOR TEAM CAPTAINS

Section A: Support Services

1. Are your schools providing support services to enhance participation of children with disabilities in sport?
2. What are some of the support given to children with disabilities to make them participate effectively?
3. What are some of the challenges faced by children with disabilities when participating in sport?
4. How can these challenges be addressed?
5. In your opinion do you think it is necessary to involve children with disabilities in sport?

Section B: School practices

6. In which sporting activities do children with disabilities participate in?
7. At your respective schools, do pupils with disabilities compete among themselves or with non-disabled?
8. For what durations do children with disabilities get involved in sport?
9. What are some of the adaptations that they make for children with disabilities in sport?
10. What other suggestions do you have to improve practices at your respective schools?

Section C: Extent of participation

11. What is obtaining at your schools with regards to participation of children with disabilities in sport ie do they participate at school levels only or otherwise?
12. Which sporting activities are they mostly involved in?
13. How do the children with disabilities feel when participating with non- disabled?
14. What is the reason why children with disabilities should also take part in sporting activities?
15. Have any students with disabilities competed outside school level? Explain

Section D: Intervention strategies

16. What can be done to improve attitudes of teachers and peers towards children with disabilities participation in sport?
17. What are some of the resources needed to assist children with disabilities take part in sport?
18. How can the government assist to ensure children's participation is a success?
19. In your opinion are your schools doing enough to assist these pupils in sport? Yes/No explain
20. Is there anything you would like to add?

End of interview, thank you for allowing me to record you

APPENDIX G: CONSENT FORM

INFORMED CONSENT

I hereby agree to participate in research regarding implementation of the inclusive education policy in sport: A case study of four secondary schools in Masvingo District, Zimbabwe..... I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....
Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study

APPENDIX H: AUTHORIZATION TO UNDERTAKE RESEARCH

ALL communications should be addressed to "The Provincial Education Director for Primary and Secondary Education"
Telephone: 263585/264331
Fax: 039-263261



Reference: Tapiwa Mudyahoto

Ministry of Primary and Secondary
Education
P O Box 89
Masvingo

17 November 2015

Tapiwa Mudyahoto
Great Zimbabwe University
Private Bag 1235
Masvingo

**RE: PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH AT
CHIRICHOGA, MUCHEKE, CHRISTIAN, MUTENDI AND PAMUSHANA
HIGH SCHOOLS: MASVINGO DISTRICT: MASVINGO PROVINCE:
TAPIWA MUDYAHOTO: GREAT ZIMBABWE UNIVERSITY**

Reference is made to your letter dated 16 November 2015 concerning the above matter.

Please be advised that the Secretary of Primary and Secondary Education has granted permission to carry out your research on;

**"THE IMPLEMENTATION OF THE INCLUSIVE EDUCATION POLICY IN
SPORT: A CASE STUDY OF FIVE SECONDARY SCHOOLS IN MASVINGO
DISTRICT".**

You are also advised to liaise with the District Education Officers who is responsible for the schools which are part of the sample for your research.


Z.M. Chitiga
Provincial Education Director
MASVINGO PROVINCE





APPENDIX I: APPLICATION FOR PERMISSION TO COLLECT DATA

Great Zimbabwe University
P.O Box 1235
Masvingo
Zimbabwe

15 November 2015

The Permanent Secretary
Ministry of Primary and Secondary Education
P.O. Box CY 121
Causeway
Harare

Dear Sir/ Madam

RE: Request for permission to collect data for my Doctor of Philosophy: Education study at five secondary schools in Masvingo District, Masvingo Province.

I am a PhD student in Education at University of Fort Hare in South Africa, having enrolled in August 2014 to carry out an investigation on the implementation of the inclusive education policy in sport: A case study of four secondary schools in Masvingo District, Zimbabwe.

I am a Lecturer at Great Zimbabwe University and currently on fulltime Manpower Development Leave from August 2014 to 31 December 2017 granted by the Great Zimbabwe University Council.

I am seeking permission to collect data and other related information in Masvingo District at five research sites which are Chirichoga High; Mucheke High; Christian Secondary school Mutendi High and Pamushana High.

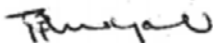
Attached are the following documents in support of my request:

- Research proposal
- Letter of request for permission to carry out research from my supervisor, Professor T.D Mushoriwa
- Approved four data collecting tools by the Ethical Clearance Committee of University of Fort Hare.

As an ethical requirement, the researcher will be obliged to acknowledge the approval and any assistance rendered towards the undertaking of this study in the final research report, a copy of which will be availed to your office.

I look forward to an earliest positive response by your office for real concrete preparations for the journey to Masvingo.

Yours sincerely



Tapiwa Mudyahoto.