

Inclusive Education at Primary School: A Case Study of One Primary School in Glen View/Mufakose Education District in Harare, Zimbabwe

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Abstract

There have been different attempts to make education inclusive in Zimbabwe. Such attempts have been guided by the medico-psychological perspective. The paper focuses on steps that have been taken by the Government of Zimbabwe to make education inclusive. The paper starts by defining inclusion in education. The study examines one primary school which is on the pilot programme of the Ministry of Education, Sport, Arts and Culture and the Leonard Cheshire Zimbabwe Trust in Harare. The study uses the qualitative methodology and the case study design. Data is collected through the use of group discussions at workshops attended by the researcher and observations made during visits to the school. The school is purposively selected. The paper examines the different categories of students that are intended beneficiaries of the inclusive education model. These are students with learning disabilities, visual impairment, hearing impairment, the gifted students, intellectual challenges, behaviour problems and physical disabilities among other disabilities. It also examines the attitudes and perceptions of peers, teachers and parents. All these observations are made in relation to Zimbabwe Government policy on education, and the policy on inclusive education in particular and the United Nations Conventions on education and inclusive education. In the end, the study identifies areas of success and challenges experienced in the implementation of inclusive education at primary school in Zimbabwe, so as to suggest the way forward.

Keywords: *Inclusive education, impairment, learning disabilities, inclusivity.*