

BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF SCIENCE AND ENGINEERING
DEPARTMENT OF SUSTAINABLE DEVELOPMENT



RESEARCH TOPIC:

**INVESTIGATING CHALLENGES OF IMPLEMENTING INCLUSIVE EARLY
CHILDHOOD DEVELOPMENT PROGRAMS IN SEKE RURAL DISTRICT.**

BY

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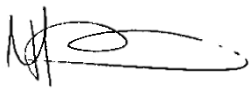
**SUBMITTED TO THE SUSTAINABLE DEVELOPMENT DEPARTMENT AS A
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DECLARATION

I declare that this research on *investigating challenges of implementing inclusive Early Childhood Development Programs in Seke Rural District* is my own work and the sources I have used or quoted are indicated through full reference. It is being submitted in partial fulfilment of the Bachelor of Honors Degree in Sustainable Development at Bindura University. It has not been submitted before for my degree or examination at any university.

Student's Signature..... Date 14/06/2025

Supervisor Signature..... Date 14/6/2025

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DEDICATION

I am dedicating this project to my family who supported, loved, prayed and encouraged me during my academic years.

ABSTRACT

Early Childhood Development (ECD) is crucial for a holistic development in young children. Recent Literature has highlighted that ECD is crucial for improving the social skills, academic performance and emotional wellbeing of children with diverse needs. However, there are major barriers to its effective implementation in Zimbabwe's Seke Rural District. This study explores the difficulties ECD centers encounter when putting inclusive programs into practice, identifies factors leading to the low administration of children living with developmental and physical challenges and it advises on the steps that should be taken to promote inclusive ECD.

This study used purposive sampling to target the primary schools, educators and other key players in implementing inclusive ECD programs in Seke Rural District. As a result of the contribution of these players, the research identified multiple barriers to the practice of inclusive ECD programs in Seke rural district. These include lack of funding, lack of knowledge on how to implement inclusive ECD programs, limited awareness and inadequate infrastructure. To address these challenges the study recommends the authorities to increase funding, raise awareness and improve teacher trainings, infrastructure development and policy reforms. To support inclusive ECD programs in Seke Rural District, targeted interventions are required.

By putting these suggestions into practice, stakeholders and legislators may collaborate to make early childhood environments more welcoming and encouraging which can ultimately improve the development outcomes of young children.

TABLE OF CONTENTS

Contents

DECLARATION	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	viii
LIST OF TABLES.....	viii
LIST OF ABBREVIATIONS AND ACRONYMS	ix
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of the study.....	1
1.2 Statement of problem.....	3
1.3 Aim of study	3
1.4 Objectives.....	3
1.5 Research Questions	4
1.6 Justification	4
1.7 Location of Study	6
1.8 Delimitation of Study	7
1.9 Definition of key words.....	8
1.10 Chapter summary.....	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Concept of ECD	9
2.2 The concept of inclusion in ECD.....	10
2.3 Global, Region, and Local perspectives inclusive ECD	11
2.4 Barrier to accessing inclusive ECD.....	12
2.5 Role of Policy and Government: Zimbabwe	14
2.6 Community Engagement and Awareness	15
2.7 Best Practices and Successful Models.....	15
2.8 Theoretic Framework.....	18
2.9 Chapter summary.....	18

CHAPTER THREE: RESEARCH METHODOLOGY	20
3.0 Introduction	20
3.1 Research design	20
3.2 Research philosophy	20
3.2.1 Data Collection Methods	21
3.3 Population included in the study	22
3.4 Research Sampling	23
3.5 Data Analysis	23
3.6 Ethical Considerations.....	23
3.7 Chapter Summery	24
CHAPTER FOUR:	25
DATA PRESENTATION, ANALYSIS AND DISCUSSION	25
4.1 Introduction	25
4.2 Analysis of the data.....	25
4.3 Characteristics of the research sites	25
4.4 Description of the participants	27
4.5 Findings on the challenges facing the implementation of inclusive education in the three study schools of Seke district	29
4.6 Summary	39
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.....	40
5.0 Introduction	40
5.1 Summary of the findings	40
5.2 Conclusion	41
5.3 Recommendations	42
REFERENCES	44
APPENDICES	51
APPENDIXE A1: INTERVIEW GUIDE FOR HEAD TEACHERS AND TEACHERS	51
APPENDIX A2: INTERVIEW GUIDE FOR PARENTS AND CAREGIVERS	54
APPENDIX A3: INTERVIEW GUIDE FOR STAKEHOLDERS (Education Ministry, NGOs, Health and Education Officers and the District education officer)	55
APPENDIX B1: LETTER TO THE MINISTRY OF EDUCATION	57
APPENDIX B2: PERMISSION LETTER FROM THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION	58

LIST OF FIGURES

Figure 1 Seke District Map	6
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LIST OF TABLES

Table 1: Demographic Characteristics of the Head teachers (teachers in charge) at the three study schools	28
Table 2: Demographic Characteristics of the teachers from the three study schools	28
Table 3: Demographic Characteristics of the District School’s Inspector	29
Table 4: The status of teaching and learning materials for inclusive education in the three study schools.	32
Table 5: The availability of inclusive education related policy documents in the three study schools.	34
Table 6: Evaluation of special needs-friendly infrastructure	35

LIST OF ABBREVIATIONS AND ACRONYMS

- | | |
|-----------------|--|
| 1. ECD | :Early Childhood Development |
| 2. IECD | : Inclusive Early Childhood Development |
| 3. EFA | : Education for all |
| 4. DEC | : Division of Early Childhood |
| 5. NAEYC | : National Association for the Education of Young Children |
| 6. ECE | : Early Childhood Education |
| 7. MOE | : Ministry of education |
| 8. MOPSE | : Ministry of Primary and Secondary Education |
| 9. ICT | : Information and Communication Technology |
| 10. AECN | : African Early Childhood network |
| 11. TIC | : Teacher in charge |
| 12. DSI | : District schools inspector |
| 13. NGO | : Non-Governmental Organisation |
| 14. SDGs | : Sustainable Development Goals |
| 15. CSOs | : Civil Society Organisations |

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter outlines the study's background, problem statement, research objectives, significance, scope, and provides a comprehensive overview of the project.

1.1 Background of the study

Ensuring the delivery of standard inclusive learning in ECD is the primary objective of any educational system. Offering comprehensive, standard quality inclusive ECD programs is widely considered as the most equitable approach that establishes a strong basis for lifelong learning (Nitecki and Chung 2016). Yaboah et al. (2023) argues that the method of offering inclusivity affords all learners irrespective of their disabilities, talents, background, or vulnerability, it gives them equal chances to develop and reach their full potential. Inclusive early childhood education (ECE) programs open doors for young learner's development by providing them with experiences that are specifically designed to meet their requirements. Additionally, inclusion is seen as a strategy that enables schools to better accommodate diverse student populations (Rapp & Corral-Granados, 2021). Therefore, excellent inclusion emphasizes that educators must comprehend diversity as a component that takes into account all types of differences, not just those related to disability (Mahadew, 2023). Children should be permitted to take part in all activities to ensure that they attain high-quality education in normal ECD settings (Corral-Granados & Rapp, 2021).

The concept of inclusive education is reflected in global frameworks such as the Sustainable Development Goals, particularly SDG 4, which advocates for inclusive, equitable, and quality education. It is also supported by national legislations like Zimbabwe's Education Amendment Act of 2020, which affirms education as a fundamental right essential for reducing poverty, fostering equal opportunities, and upholding human rights and dignity (Díaz-Vega et al., 2023). The international emphasis on inclusive education dates back to the 1994 Salamanca Statement and Framework for Action on Special Needs Education, which served as a catalyst for the global movement toward educational inclusion. The Salamanca declaration includes normative inclusion principles that acknowledge schools that welcome all students, value diversity as a strength, encourage learning, and react to specific requirements (Rapp & Corral-Granados, 2021; UNESCO, 2004). In line with the Salamanca Statement this study took a comprehensive approach to inclusion, advocating for equitable access and opportunity for varied students, encompassing differences in ethnicity, skin color, gender, sexual orientation, trauma, and

learning styles and disability (UNESCO 2004). On the other hand, the European Agency (2015) describes inclusive education as a comprehensive approach designed to deliver high-quality learning experiences in mainstream schools that address both the academic and social needs of all learners. Similarly, a joint position by the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) defines inclusive education as a set of principles, policies, and practices that uphold the rights of every infant and young child. Drawing from these perspectives, it can be reasonably concluded that inclusion aims to ensure that children from rural and marginalized backgrounds including those with developmental differences—are actively engaged and supported in mainstream classrooms, free from discrimination or exclusion, with equal access to learning opportunities (Heleta, 2016; Abdelrahim, 2020; Mcunu, 2017; Zondi, 2019; United Nations, 2015).

Different African nations have adopted the inclusive education policy at varying degrees (Oduro, 2019). Botswana has implemented an inclusive policy which allows all pupils, regardless of handicap to have educational access in any school (Government of Botswana, 2011). However, some teachers' blatant disregard for the policy is seriously impeding its implementation in Botswana (Bose, Chadha & Chabra, 2016). Although many teachers have expressed strong support for inclusive education since its introduction in Ghana (Opoku et al., 2021), a lack of awareness and understanding of inclusive policies among some Ghanaian educators poses a risk to the successful implementation of these initiatives (Mantey, 2017). In Zimbabwe, Makaya (2022) identified inadequate teacher training and insufficient school resources as major barriers to the adoption of inclusive practices. Similarly, a study by Maseko and Fakudze (2014) in Swaziland revealed that while educators recognize the value of inclusive education and are willing to implement it, their efforts are hampered by challenges such as limited infrastructure, funding shortages, low parental involvement, and gaps in skills and knowledge. In Oyo State, Nigeria, a key hindrance to embracing inclusive education is the lack of in-service training for teachers (Akanmu & Isiaka, 2016). Notably, most studies conducted across Africa have largely overlooked the quality of inclusive education programs at the Early Childhood Development (ECD) level.

The Zimbabwean government started promoting Education for All (EFA) after gaining independence in 1980 (Makaya, 2022). Peters, (2003) stated that the EFA's objectives were to guarantee that no kid, regardless of gender, sex, race, ethnicity, social status, physical characteristics, or cultural background, should be excluded from school. This led to massive campaigns for inclusive education. More so, the Zimbabwean government is completely

required to adopt and implement inclusive education as a signatory to the 1994 Salamanca Convention (Majoko, 2016). Following this, a number of laws supporting inclusive education were established, such as the Directors' Circular No. 1 of 2004 and the Education Act of 1987 (Mpofu, 1999). Equal opportunities were promoted by the policies. However despite all of these efforts, implementing inclusive ECD programs remain a challenge in rural Zimbabwe. Carrington and Robinson (2004) highlighted that, rural schools often face significant challenges to inclusion such as lack of funding, low levels of community and family involvement, poor infrastructure and a teacher shortage. Considering this, this research aims to investigate the difficulties in implementing high-quality inclusive education programs in schools, specifically in Seke Rural District exploring experiences of teachers, parents, and children.

1.2 Statement of problem.

This research paper aims to investigate the obstacles hindering the successful implementation of inclusive ECD initiatives in rural Zimbabwe. Governmental and non-governmental institutes have initiated efforts like making policies such as the Early Learning Policy of 2023 and engaging into partnerships such as Global Partnership for Education to promote inclusive ECD programs in Zimbabwe. However, despite these efforts of implementing policies and partnerships, some rural communities struggle with the effective integration of inclusive ECD programs. The area of Seke rural district is no exception. The existing ECD programs in the district are often characterized by limited accessibility for children with disabilities, inadequate teacher training and resources, insufficient community engagement and support, and disparities in education outcomes. The challenges limit ECD programs' ability to support social justice, holistic development, and inclusive education for children living in rural areas. Therefore, a thorough comprehension of the difficulties facing inclusive ECD programs in Seke Rural District is essential to develop effective strategies for addressing these challenges and promote IECD.

1.3 Aim of study

This study seeks to examine the challenges encountered in implementing inclusive Early Childhood Development (ECD) programs in schools within Seke Rural District, focusing on the experiences of teachers, parents, children and other key stakeholders

1.4 Objectives

Aim

1. To investigate the challenges of implementing inclusive ECD programs in Seke Rural District, Zimbabwe.

Specific Objectives

1. To identify challenges faced by Seke Rural District in implementing inclusive ECD programs.
2. To explore the experience of teachers and parents in inclusive ECD programs in Seke Rural District.
3. To examine the role of stakeholders (MoPSE, NGO's, and communities) in supporting the effective implementation of inclusive ECD programs.
4. To develop recommendations for improving inclusive ECD programs in Seke Rural District and similar rural context in Zimbabwe.

1.5 Research Questions

1. What are the challenges faced by Seke Rural District in implementing inclusive ECD programs?
2. How do teachers and parents experience inclusive ECD programs in Seke Rural District?
3. What are the barriers to effective stakeholder engagement in supporting inclusive ECD programs in Seke rural District
4. What are the measures that can be implemented to improve inclusive ECD programs in in Seke and similar rural context in Zimbabwe?

1.6 Justification

This study investigates the challenges of implementing inclusive Early Childhood Development (ECD) programs in Seke Rural District, Zimbabwe. It aims to resolve inequalities in access to quality ECD programs and improve developmental outcomes for rural children. This research will have significant implications for the following stake holders:

1. For ECD Learners:

Since inclusive ECD programs greatly enhance developmental outcomes, this study is crucial for rural children, particularly those with impairments. Supportive surroundings have a significant impact on children's development (Bronfenbrenner, 1979). By identifying obstacles to high-quality education and access, stakeholders may develop focused solutions that guarantee all children can flourish in a welcoming environment.

2. For Parents and Caregivers:

Understanding the challenges in implementing inclusive ECD programs enables parents to support and represent the needs of their children. Epstein (2011) emphasizes on how family participation improves academic outcomes in his research on family and school partnerships. Thus, this study will promote parental support and involvement by offering evidence-based interventions to expand access to quality ECD programs.

3. For Teachers and Schools:

This study offers insightful information on how to support inclusivity and cater to the particular requirements of rural children to teachers and schools. Florian (2008) argues that inclusive learning results are improved when teachers are prepared to serve diverse learners. Therefore, the results of this study will inform teacher training and resource allocation, ensuring that teachers possess the skills to support every student's learning requirement.

4. For Community Leaders:

This research helps local leaders create context-sensitive solutions by bringing attention to issues unique to their communities. Freire (1970) argues that the idea of community empowerment emphasizes how crucial it is to include local stakeholders in educational projects. Thus, children and families will gain from increased community involvement in development projects since it will promote sustainability and ownership.

5. For Policymakers and the Ministry of Education:

This analysis backs policy choices that reduce rural-urban gaps and advance inclusive ECD. Heckman (2006) highlighted the importance of evidence based policy in early education in his study on social and economic advantages of early childhood interventions. The findings will guide resource allocation and support the development and implementation of policies that enhance the cognitive, socio-emotional and physical growth of vulnerable children.

6. For Development Practitioners:

This research informs practitioners on the significance of inclusive ECD programs in fostering resilience in rural children. Masten (2014) highlights on how effectively planned early interventions can lessen the impact of adversity in his work on resilience. Thus, findings will

guide development program and guarantee that interventions are customized to fit the unique requirements of rural communities.

7. For Researchers:

This study adds to the corpus of information already available on inclusive ECD initiatives in rural areas. Pianta (2006) emphasizes the significance of studies that back inclusive teaching methods. Hence, the findings of this study will inform future investigation on practical methods for advancing inclusivity in teaching methods

Consequently, this research is highly justified, given its potential to provide significant advantages to diverse stakeholders.

1.7 Location of Study

The location of study is: Seke Rural District

Seke Rural District Map

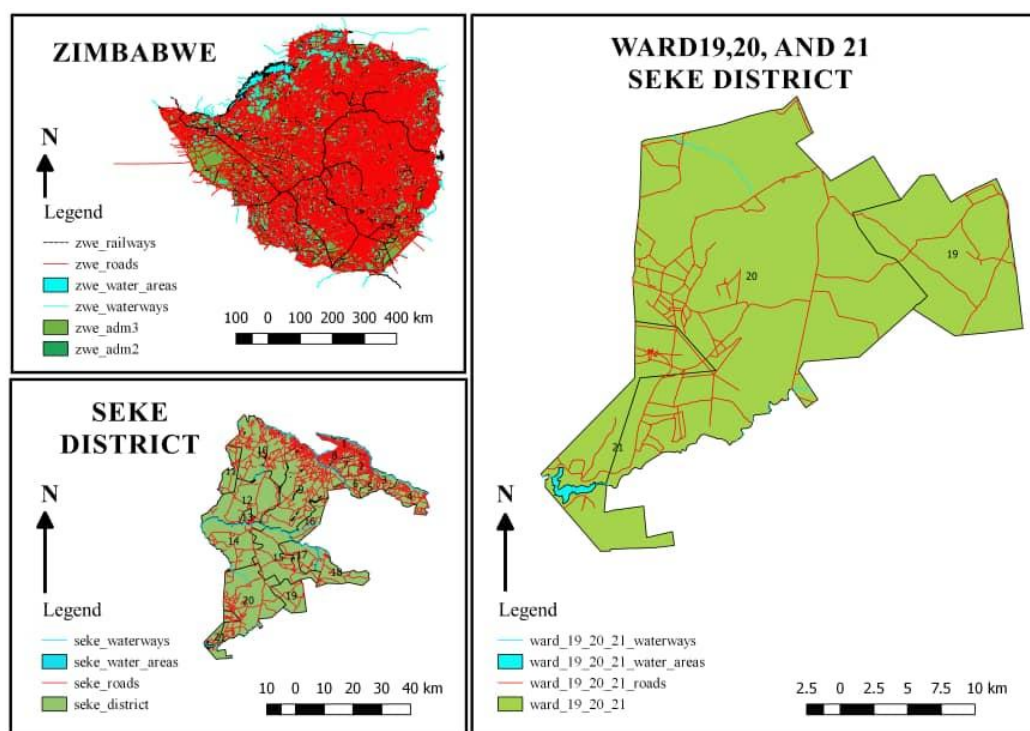


Figure 1 Seke District Map

Specific details:

- Province: Mashonaland East Province
- District: Seke Rural District

- Region: Rural Zimbabwe

Geographic Coordinates:

- Latitude: -18.2357300 S
- Longitude: 30.9564900 E

Seke Rural District is located approximately 50 kilometers southeast of Harare, the capital city of Zimbabwe.

1.8 Delimitation of Study

Delimitations:

1. Geographic Location: This study is limited to Seke Rural District, in Mashonaland East Province, Zimbabwe.
2. Population: The study focuses on Early Childhood Development (ECD) programs in primary schools within Seke Rural District.
3. Sample Size: The study will involve a total of 3 primary schools and 20 participants.
4. Timeframe: Data collection will occur for a period of 2 months.
5. Research Design: This study employs a qualitative approach.
6. Variables: The study explores challenges in implementing inclusive ECD programs.

Exclusion:

1. Urban areas.
2. Secondary schools.
3. Private schools.
4. Schools outside Seke Rural District.
5. Non-ECD programs.

Limitations:

1. A small sample size.
2. Limited geographic representation.
3. Potential biases in self-reported data.
4. Limited access to resources and data.

Assumptions:

1. Participants will provide accurate and reliable information.

2. The study findings will be generalizable to similar contexts.

Scope:

1. Study will investigate challenges in implementing inclusive ECD programs.
2. The study will identify strategies to address these challenges.

By acknowledging these delimitations, limitations and assumptions I hope that this study maintains focus, feasibility and validity.

1.9 Definition of key words

(Key words: inclusive education, Early Childhood Development (ECD), Challenges, Implementation, Rural Education, Sustainable development)

Inclusive Education - According to UNESCO (2017), inclusive education is an educational approach that values diversity and ensures equitable access to learning for all learners, irrespective of their socio-economic status, language, cultural background or physical and cognitive abilities

Early Childhood Development – It is described as the period of growth, development, and learning that takes place from conception to the age of eight, laying a crucial foundation for future educational achievement and overall lifelong well-being (World Bank, 2018)

Challenges - Mkandawire (2020) defined challenges as obstacles that hinder the successful execution of inclusive ECD initiatives.

Implementation – An act of putting into practice policies, plans or programs (Fullan, 2016).

Rural Education - Mulkeen (2016) defined Rural Education as education provided in rural areas, often characterized by unique challenges such as limited resources, infrastructure, and accessibility.

Sustainable development - Sustainable development is defined as development that fulfills the needs of the current generation without compromising the ability of future generations to meet their own needs (United Nations, 2015)

1.10 Chapter summary

This section presents the study's background, rationale, assumptions, and research objectives. The following chapter provides a review of relevant literature from previous studies.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This literature review explores the challenges of putting inclusive ECD programs into place in Zimbabwe, emphasizing the vital interaction between best practices, community involvement, and policies that promote fair access to quality education for every child. The chapter examines the theoretical and historical foundations of inclusion and ECD, identifies the main obstacles to obtaining inclusive ECD, and examines how best practices, government assistance, legislation, and community involvement have interacted to shape inclusive ECD. This review concludes with best practices that can promote the implementation of inclusive ECD programs in Seke rural district and recommendations for further study.

2.1 Concept of ECD

Early Childhood Development (ECD) encompasses the physical, cognitive, emotional, and social growth that takes place from conception until approximately age eight, establishing the foundation for future academic success, health, and overall well-being (Shonkoff & Phillips, 2000). The National Association for the Education of Young Children (2019) highlights that, ECD is the most critical period of growth in a child's life, during which the basis for later achievements in school and life is formed. According to the World Health Organization (2018), ECD is the process through which children develop the skills, knowledge, and attitudes necessary to thrive academically and personally in the future. Physical, cognitive, emotional, and social development are among the many aspects of development that are included in ECD and are impacted by a lot of things, including genetics, environment, nutrition, health, and caregiving (Bronfenbrenner, 1979). The importance of ECD cannot be emphasized even though it is a crucial time for language acquisition, brain development, and social-emotional learning (Hart & Risley, 1995). Some of the long-term effects that high-quality ECD programs and services can have on children's lives include stronger family and community ties, better academic achievement, greater social mobility, improved health and well-being, and improved cognitive and socio-emotional development (Heckman, 2006). World Bank (2018) argues that investing in ECD is one of the key tactics in reducing poverty and enhancing economic growth. The SDGs of the UN, particularly SDG 4 also highlight the significance of ECD in attaining high-quality education, lowering inequality, and encouraging lifelong learning (United Nations, 2015). ECD is a significant investment in human capital, with lifetime benefits (Heckman, 2006; Shonkoff et al., 2000). More so, it has been reviewed that ECD improves children's resilience, confidence, and sense of self, preparing them for success in school and

beyond (Webster-Stratton & Taylor, 2001). To guarantee that children realize their full potential, it is important to give ECD top priority and give them access to quality education and care.

2.2 The concept of inclusion in ECD

Inclusive education refers to when all learners, regardless of their challenges or needs learn with the other peers of their age in regular classes in their local learning centers so that they can receive support, high quality teaching and intervention so they can succeed in the core curriculum (Ballard, 2012; Makaya, 2022). As a contemporary issue globally, inclusive learning has been driven by the philosophy which states that children should attend the same school and they should be in the same classroom with other fellow students, regardless of how mild or severe their individual differences may be (Maladev, 2023). More so, inclusive learning is considered as a system which caters for the varied needs of different students, consequently all forms of discrimination are eliminated in an effective manner (UNESCO, 2004).

The emergence of the American Civil Rights Movement in the 1960s initiated a critical examination and widespread rejection of racially segregated services, including healthcare and education, on the basis of race and color. This movement laid the groundwork for the development of inclusive education (Thomas et al., 1998). Many people who had experienced segregation began to challenge the misconception that physical disability equates to incapacity (Chireshe, 2013; Thomas et al., 1998)

Inclusive learning began in 1994 at the Salamanca World Conference in Spain, where the Salamanca Statement was adopted. This statement called for equal opportunities for all learners, regardless of differences in race, gender, learning styles, trauma, or disabilities (UNESCO, 2004). Consequently, the primary aim of inclusive education is to recognize and uphold the dignity and worth of every child.

Although national, regional and global policies promote learning environments that value and support every student, there are situations in which financial crisis, geographic location, cultural barriers, lack of knowledge, awareness and discrimination prevents teachers, schools, and the curriculum from fostering excellence in learning. Such experiences affect students' access to equitable and quality education within inclusive schools (Parker, 2022). Hence, it is essential for a research like this to explore these challenges and propose viable solutions.

2.3 Global, Region, and Local perspectives inclusive ECD

a) International Perspective

Globally, inclusive Early Childhood Development (ECD) programs are recognized as key strategies for promoting social justice, equity, and human rights. The United Nations Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities (2006) both affirm that every child is entitled to inclusive education, regardless of their abilities or impairments (United Nations, 1989; United Nations, 2006). According to goal 4, of the SDGs (2015), which values inclusive and equitable quality education, every child should receive high-quality education by 2030 (UNESCO, 2015). Globally, the acknowledgement of inclusive education as a basic human entitlement has grown so much, and people are focusing more on community-based projects and culturally sensitive methods to promote inclusivity (Singal, 2008). Successful initiatives like the Madrasa Early Childhood Program in East Africa, which provides community-based ECD services (Miles, 2013), and the High Scope Perry Preschool Program in the United States, known for its focus on inclusive, high-quality education (Weikart, 1998), demonstrate the effectiveness of inclusive ECD programs in alleviating poverty. Additionally, efforts such as the Global Partnership for Girls' and Women's Education and the ICT for Inclusive Education initiative show how technology can enhance inclusive ECD (UNESCO, 2019). These examples underscore the importance of promoting inclusion in ECD and emphasize the need for sustained commitment to ensure all children have equal opportunities to succeed and reach their full potential.

b) Regional perspectives

At regional level inclusive early childhood development (ECD) programs have promoted social justice and equity. While the Continental Education Strategy for Africa (2016–2025) recognizes Early Childhood Development (ECD) as a crucial component of human capital development, the African Union's Agenda 2063 places greater emphasis on inclusive education (African Union, 2015). The potential of regional initiatives to drive change for instance the AECN "Early childhood care and Education" initiative which provides training and resources for ECD practitioners in 22 African countries demonstrate the importance of such initiatives in the region (AECN, 2020). The "Early Childhood Education for All" program, which offers inclusive ECD services to children with impairments is another regional initiative which was successful in Malaysia (Malaysian Ministry of Education, 2019). Inclusive education is a

primary objective in the European Union's Disability Strategy (2010-2020) in Europe, and this shows the importance of a welcoming and encouraging learning setting (European Union, 2010). The value of inclusive ECD programs has grown and it is being understood as a result of the implementation and success of these regional initiatives.

c) Local perspective

At the local level, inclusive Early Childhood Development (ECD) initiatives have played a significant role in advancing social justice and equity. To enhance access to quality education for all children, regardless of their abilities or disabilities, South Africa established the Department of Basic Education in 2010 (Department of Basic Education, 2010). Similarly, India highlights the importance of inclusive education for children with disabilities through the Rights to Education Act of 2009 (Government of India, 2009). Zimbabwe's Inclusive Education Policy of 2019 prioritizes inclusive education by focusing on ECD programs that create educational environments that are accessible and encouraging for every child living with disabilities (Ministry of Primary and Secondary Education, 2019). Successful initiatives like Zimbabwe's Budding Minds Early Childhood Development Program, which offers inclusive ECD services to children living with disabilities in rural areas have demonstrated the potential of inclusive ECD programs in promoting a positive change in these areas (Moyo, 2017). More so, parent-teacher associations and community based initiatives have effectively promoted IECD locally. For example, Kenya's Community Based ECD Program, which involves the members of the community in planning and delivering ECD services has shown great improvements on ECD out comes (Ochola, 2015). Thus these local initiatives demonstrate the growing awareness on the significance of IECD programs.

2.4 Barrier to accessing inclusive ECD

Implementing inclusive ECD programs in rural Zimbabwe has been difficult over the years due to a number of significant challenges. These include:

1. Financial Constraints:

Quite a number of ECD centers, especially those in rural areas, do not have funding which can help them in providing the necessary resources such as teaching aids, adaptive learning materials and accessible infrastructure that is essential in promoting IECD. Masuka (2017) highlighted that, schools in rural Zimbabwe face challenges in accessing funding from governmental and non-governmental organizations.

2. Lack of ECD specialists:

Another significant problem is the shortage of qualified teachers. Mafa and Mataruse (2011), highlighted that, the lack of the necessary qualifications or training in inclusive practices affects the quality of education delivered. Teachers frequently lack the abilities to plan and deliver inclusive lessons to accommodate diverse learners, due to lack of training (Chireshe, 2013).

3. Cultural attitudes:

Cultural beliefs and stigmas surrounding disability is another challenge to inclusive education. Some rural communities exclude children living with disabilities because they see them as a source of shame (Mpofu & Shumba, 2012). Consequently, some parents become less inclined to enrolling their children in ECD programs.

4. Lack of infrastructure:

Another challenge hindering inclusive learning is the lack of infrastructure. Many rural schools lack basic amenities such as ramps, adequate sanitary facilities, and adaptable learning material for children with diverse needs. Nyoni (2020), argues unfriendly facilities infrastructure excludes children with physical disability from attending school.

5. Geographic isolation:

Significant differences in children's developmental possibilities arise from rural communities' geographic isolation, and this makes it more challenging to access services as well as support networks (Love & Beneke, 2021).

6. Lack of awareness and understanding:

One major obstacle to the effective execution of inclusive ECD in Zimbabwe is the lack of knowledge and comprehension about it (Moyo, 2017; Shumba, 2019). Negative attitudes, often rooted in misinformation and fear, can create a hostile atmosphere for young people with physical impairments and their families (Moyo, 2017). Consequently, parents might refuse to enroll their children with disabilities in ECD programs because they are worried about the standard of care and the possibility of their child being marginalized. More so, teachers might lack knowledge or resources necessary to successfully integrate students with special needs into the classroom (Chireshe, 2018).

7. Socio-economic differences and poverty:

Poverty and socio-economic disparities create a complex web of challenges in IECD implementation (Mhaka & Mutepfa, 2018). Low income families might not afford pay for quality ECD programs, which would prevent them from taking advantage of early education benefits and development. Since children from underprivileged homes are less likely to get the early help they require to thrive in school and in life, this might prolong the cycle of poverty.

8. Lack adequate knowledge on diversity:

The lack of information regarding early developmental deficits exacerbates inequalities, as many children do not receive timely interventions due to poor identification and referral systems (Gil et al., 2020).

2.5 Role of Policy and Government: Zimbabwe

The Zimbabwean Education Act (2020) mandates that learning centers provide equitable access to education for diverse learners (Government of Zimbabwe, 2007). It further encourages schools to support students' learning by ensuring access to safe water, sanitary facilities, nutritious food, and healthcare services (Government of Zimbabwe, 2020). The policy also requires all ECD classes to create environments that guarantee emotional, relational, and physical safety for young learners (Chinhara, 2018). Following international guidelines, all primary schools with ECD classes were directed to implement inclusive education as per the Director Circular Number 12 (2007). Additional support for inclusive education in Zimbabwe comes from Secretary's Policy Circular No. 36 of 1990, which endorses inclusion, and the Education Director's Circular Minute No. 20 of 2001, which integrates sign language into the curriculum, stating that 'Schools are to enroll children with significant disabilities in general education classrooms.' Majoko (2017b) notes that, based on these policy frameworks, the Zimbabwean government has long promoted inclusive education from ECD through to tertiary levels. The education system in Zimbabwe emphasis on compulsory participation, ensuring accessibility, promoting nondiscrimination of all the students in the schooling structure. This encompasses children with physical disability and those from disadvantaged socio-economic backgrounds. The second focus was on treating students and their families fairly, distributing resources fairly, providing equitable learning opportunities, and conducting fair assessments of learning. Although the research agrees that Zimbabwe's government has policies and procedures to promote inclusive learning from the early stages of development, it is clear that young students with disabilities continue to face obstacles in terms of attaining education. What necessitates the persistence of these challenges

is unclear especially in rural areas. In light of this context, this paper aims to address the following research question:

What are the challenges encountered in trying to promote inclusive ECD programs in Seke Rural District.?

2.6 Community Engagement and Awareness

Community awareness and engagement are important when it comes to enhancing inclusive education. Community involvement is very important when it comes to enhancing inclusive ECD since it fosters a welcoming environment that encourages social inclusion (Henderson and Mapp, 2002). Community members serve as a key factor in driving inclusive education, promoting social change and raising awareness on the benefits of inclusive ECD (Kagan & Cohen 1997). Research from various scholars indicates that community involvement enhances Early Childhood Development (ECD) outcomes, including health and well-being, social mobility as well as cognitive and socio-emotional growth (Shonkoff et al., 2000). Effective strategies for raising awareness about the benefits of inclusive education include community outreach programs, parent-teacher associations, and local advocacy groups (Weiss & Greene, 2012). Community-driven efforts, such as Zimbabwe's 'Inclusive Education for All' campaign, have notably increased the enrollment of children with physical disabilities in ECD programs (Moyo, 2017). Thus, it is important to give community engagement and awareness top priority to make quality education universally available to children.

2.7 Best Practices and Successful Models

Several countries have created prosperous inclusive ECD models that can guide IECD practices in rural areas and Zimbabwe. For example, Brazil's municipal has driven ECD programs by implementing cost effective inclusive strategies and offering incentives to parents who send their children to inclusive schools (Macedo, 2016). Similarly, Uganda's Early Childhood Development and Education (ECDE) model prioritizes collaborations between communities, governments, and non-governmental organizations in order to promote inclusive education (Rogers, 2018). By practicing these, Zimbabwe's inclusive ECD programs can become a success.

In the field of inclusive ECD, a number of best practices have surfaced providing valuable insights for improving the quality of these programs in Zimbabwe. These include:

1. Teacher training and development:

ECD teachers must receive specialized training, so as to create inclusive learning environments (Chireshe, 2018). Teachers must acquire knowledge on how to teach diverse children especially those living with disabilities. Teacher trainings should cover subjects like differentiated instruction, early interventions, and strategies for helping children with specific difficulties.

2. Curriculum Development:

MoPSE should create an inclusive ECD curriculum. To promote high quality education for every learner, this curriculum is necessary. The curriculum should integrate principles of inclusive education to address the diverse learning needs of all students, including those with special needs. This involves giving teachers specific instructions on how to support children with various diversities, developing individualized learning plans, and adapting teaching methods to meet individual needs (UNESCO, 2017). Ensuring that all children receive high quality learning and equal chances of development, a comprehensive and inclusive ECD curriculum is necessary (Singal, 2008).

3. Mentorship and support:

In order to foster a culture of inclusive practices ECD teachers should receive mentorship and support (Shumba, 2019). To support new teachers in building their skills and confidence when working with children with disabilities, experienced teachers should provide guidance and mentorship. Mentorship programs should be held in order to provide ongoing professional development. This ensures that teachers remain informed on the current best practices in inclusive ECD.

4. Resource Allocation:

Primary Schools in Seke District should receive support from MoPSE through the provision of additional resources such as funding for specialized equipment, materials, and accessible learning environments (Moyo, 2017). This would ensure that ECD centers have the necessary equipment and materials to support learners with disabilities and create welcoming learning environments.

5. Infrastructure development:

Infrastructure development is important in promoting inclusive education. Infrastructure development, which involves making sure the facilities have ramps, restrooms that can

accommodate wheelchairs, and other amenities that make them accessible to all the learners, regardless of their physical capabilities is important in ECD centers. (UNESCO, 2017). The physical surroundings of an early childhood development facility significantly impact a child's sense of belonging and capacity to actively participate in the learning activities.

6. Community Partnerships:

MoPSE should support collaborations between schools and nearby communities to promote inclusive ECD. Community connections are very crucial when it comes to promoting inclusive ECD programs that are effective and long-lasting. Singal (2008) highlighted that, to create a robust support system for inclusive practices, collaborations with parents, community organizations, and other interested parties should be made. Such partnerships can help raise awareness about the importance of inclusive ECD, address negative attitudes toward diverse children and mobilize necessary resources.

Awareness Raising and Advocacy:

- I. **Community Outreach:** The Ministry of Education should organize community outreach activities to combat negative views on enrolling children in ECD, particularly those with disabilities, and to increase awareness of inclusive ECD (Moyo, 2017). In order to foster an inclusive culture and change attitudes, community outreach programs should be prioritized. Parents, community leaders, and other stakeholders can collaborate with these programs to reduce the unfavorable misconceptions on disability, this will inform them on the benefits of inclusive ECD (Shumba, 2019). These programs can advance inclusive education for children in rural communities by enhancing knowledge and awareness.
- II. **Parent Involvement:** The Ministry of Education should actively involve parents when creating and carrying out inclusive ECD programs. Parental involvement is crucial for ensuring that inclusive ECD programs effectively address the needs of children and their families (Chireshe, 2018). Parents should be educated about inclusive ECD, empowered to participate in decision-making, and encouraged to advocate for their children's needs. This approach helps tailor programs to the specific requirements of families and children, fosters collaboration and builds trust between parents and schools.

2.8 Theoretic Framework

The theoretical framework for this study is based on social constructivism, a concept developed by a Russian psychologist Lev Vygotsky in 1968, who highlighted the crucial role of language, culture, and society in knowledge formation (Kober, 2015). Social constructivism asserts that individuals construct meaning and knowledge through social interactions and experiences (Vygotsky, 1978). This theory, rooted in both socio-cultural theory (Vygotsky, 1978) and cognitive constructivism (Piaget, 1969), suggests that reality and knowledge emerge within social contexts and are co-created by learners engaging in collaborative activities. Topciu and Myftiu (2015) emphasize that social factors such as media, elders and peers facilitate faster socio-cognitive development through social engagement. According to the hypothesis, people build knowledge more effectively through social engagement and information sharing than through their own encounters (Vygotsky, 1978). Based on the aforementioned descriptions, it can be inferred that social constructivism holds the understanding, it is not an individual experience but a creation of social interaction with others. Social constructivism highlights the importance of culture and context in understanding social phenomena and constructing knowledge (Mogashoa, 2014; Mensah, 2015; Kapur, 2018). Schools serve as sociocultural environments where inclusive learning is practiced through cultural tools like classroom activities, teacher-student interactions, student participation and instructional methods. Learning occurs in social and cultural contexts and knowledge is socially created Kapur (2018). In this study, the classrooms served as social contexts where inclusive education is performed, while the ECD settings served as sociocultural settings. The research has the chance to observe the degree to which the involvement of different stakeholders in inclusive education lead to equality.

2.9 Chapter summary

This literature review has looked at the difficulties of putting inclusive ECD initiatives into place in rural Zimbabwe through various lenses. It emphasized Zimbabwe's unique policies and practices, the global context of ECD, and the philosophical and theoretical foundations supporting inclusive practices. Notably, it pointed out important obstacles to successful implementation, including a lack of resources, cultural hurdles, and systematic injustices. Future studies should focus on long term studies aimed at measuring the long term impacts of inclusive practices, explore community based interventions that engage stakeholders and investigate the role of technology in enhancing access to ECD resources in rural settings.

Addressing these gaps will be essential for developing sustainable inclusive ECD programs that effectively serve all children in Zimbabwe.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This study adopted a constructivist paradigm and employed a qualitative research approach. It focuses on identifying and interpreting the main challenges of inclusive education within the ECD context through narrative descriptions, analysis and interpretation of the phenomena. Qualitative methods and designs are employed in combination with the constructivism ideology which focuses on actual events in this study. The study concentrated on inclusion as a reality that social actors encounter in the real world. The methodology utilized verbal accounts to capture the depth and complexity of real-life events as experienced and described by participants. The qualitative research approach enabled an in-depth exploration of the challenges faced in implementing inclusive ECD programs in Seke Rural District, offering rich insights into the complexities of inclusive education, making it an appropriate choice for this study (Creswell, 2014).

3.1 Research design

To explore current phenomena within their real-life context this study employed a multiple case study research strategy, a qualitative method involving an in-depth examination of several cases within a common setting (Merriam, 2015). A multiple case study approach enables researchers to collect varied viewpoints from numerous sources and identify patterns, themes and relationships across cases to increase the validity and dependability of findings. This approach makes it possible to explore the selected research schools in Seke Rural district. The layout made it easier to investigate complex issues by permitting the compilation of diverse viewpoints from various sources, including relevant background information (Yin 2017). Many case studies addressed the "how" question (Yin, 2009). This aligned with the study's research objective which looks at how ECD teachers apply inclusive approaches in the classroom.

3.2 Research philosophy

Based on the constructivist philosophy underpinning this research, the opportunities and challenges in implementing inclusive ECD programs in rural areas are socially constructed, shaped by context, and influenced by the interactions and experiences of key stakeholders like parents, teachers, and community members. By exploring the subjective meanings and perspectives of these stakeholders, the study seeks to uncover the complex, nuanced, and context-specific factors that impact the implementation of inclusive ECD programs in rural environments.

3.2.1 Data Collection Methods

1. Desk review

Desk research method also known as secondary research, was used in this study since it allows one to make use of data from existing sources, and it is a cost effective approach, with primary expenses limited to personnel time, phone charges, and resource materials (Bryman, 2016; Saunders et al., 2016). Robson (2011) suggests that desk research is a type of study that draws from information found in reports and other comparative documents that are available in public libraries, websites, and information gathered from previously conducted surveys. The researcher made use of internet sources, books and newspaper articles. The researcher visited the Bindura University library, and the Harare city library. During the library visits the reader came across books such as *Inclusive Education*. The researcher also utilized online resources to collect information on the challenges of implementing inclusive ECD programs in rural Zimbabwe. Among the materials reviewed were journals such as *An Investigation of School-Based Challenges Facing the Implementation of Inclusive Education in Primary Schools in Malawi: A Case Study of Four Primary Schools in Zomba District* by Grames Chirwa, and *Exploring Challenges to Inclusion of Children with Intellectual Disabilities in Early Childhood Development: Mutoko District, Zimbabwe* by R. M. Ncube

During the desk research the researcher faced multiple challenges such as poor service from the service provider and funds for mobile broadband.

2. Semi structured interviews

To gain insights into participants' experiences with implementing inclusion, the researcher conducted semi-structured individual interviews (Creswell and Poth, 2018). A total of 20 participants were involved including teachers, parents, the District Special Inspector (DSI), health officers and representatives from the district education office. The interviews explored their perceptions and experiences of inclusive education, focusing on challenges, opportunities and strategies for ensuring equitable and quality education for all learners, especially those with diverse needs. All interviews were conducted face-to-face to thoroughly examine participants' experiences in applying inclusive practices. Every participant's interview lasted about fifteen to twenty minutes, and some interviews were recorded in order to ensure accurate data capturing. Throughout the trial, all ethical guidelines were followed.

3. Observations

Field notes were used during observations. Observations allowed the study to create a "written photograph" for the current situation under investigation and to precisely define the prevailing circumstances using pertinent senses (Leedy & Ormrod, 2013). To gain a deeper understanding of the phenomena in its natural setting, the researcher observed the learning environment, students participating in activities and teachers conducting lessons. This also helped the researcher to produce in-depth field notes. Every lesson observation lasted for 20 minutes. The observations were made in order to obtain first-hand, open-ended information on how educators were implementing inclusive teaching methods (Mukherji and Albon, 2015).

3.3 Population included in the study

The target population refers to the specific group of individuals or cases that the researcher intends to study (Creswell, 2014). The main target audience of this study consists of Seke District administrators, health officers, caregivers, TIC, and ECD teachers. These individuals are directly involved in implementing inclusive ECD programs and they have firsthand experience with the difficulties encountered.

The target population should be accessible, homogenous, and specific (Bryman, 2016). In this case the target population meets these criteria:

1. Specificity: ECD professionals working in Seke District.
2. Homogeneity: Share occupation and work experience in ECD.
3. Accessibility: ECD centers and local education agencies can provide contact information.

The target population's specific characteristics include:

1. Age: 20-55 years
2. Occupation: ECD professionals.
3. Education level: Diploma/ Degree in ECD or related fields
4. Work Experience: At least 1 year in ECD Programs.

The secondary target population comprises children with special needs or disabilities enrolled in ECD programs, their parents or caregivers and local community leaders or stakeholders

engaged in ECD initiatives. These groups provide valuable perspectives into the challenges and efficacy of inclusive ECD programs.

3.4 Research Sampling

Purposive sampling was employed to select participants for this study. These included 12 experienced teachers, 3 guardians and 5 community stakeholders (local education officials, health care professionals, and community leaders). Purposive sampling allowed for the selection of rich information cases, providing comprehensive insight into inclusive ECD practices and challenges (Johnson and Christensen, 2004). The selection of participant was based on factors such as teaching experience, proficiency with inclusive methods and direct familiarity with the difficulties of ECD in rural areas (Adewumi and Mosito, 2019). By purposefully selecting stakeholders with unique perspectives this study aims to collect rich, contextual data on inclusive practices in rural settings.

3.5 Data Analysis

To address the research questions, data were analyzed using thematic analysis, a qualitative method for identifying and interpreting patterns and themes within datasets which may include text, images or numeric data. The analysis followed Braun and Clarke's (2006) six-phase framework. Interview transcripts were carefully reviewed to gain a comprehensive understanding of participants' responses. After that, the data was manually coded in a rigorous way to guarantee organization and provide context for the gathered material. After that, the coded data was divided into several themes and sub-themes (Marshall & Rossman, 2016; Bartlett & Vavrus, 2016). This allowed the study to focus on the individual obstacles that teachers, parents and community stakeholders face in implementing inclusive ECD programs in Seke rural district. The themes were then defined, in order to determine the main points of each subject (Clarke and Braun 2006).

3.6 Ethical Considerations

In respect of the legal framework of Research Policies the researcher requested permission from MoPSE, to be allowed to obtain data from the schools.

The names of all the parents, teachers and head teachers' participants, as well as those of their schools are represented with pseudonyms throughout this study, in accordance with the standard ethical requirements of Bindura University. Letter of consent were sought from relevant authorities and an agreement was made on the dates to carry out the research.

3.7 Chapter Summery

The challenges of implementing inclusive ECD programs in Seke Rural District were examined using a case study and qualitative methods. The study conveniently sampled the sight but purposively sampled the participants. Additionally, the study employed desk research, face-to-face interviews and classroom observations as data collection methods. The collected data were then analyzed using thematic content analysis.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The results from the study investigating the challenges of implementing inclusive ECD programs in Seke rural District are presented in this chapter using tables and direct quotations. The results are presented in way that reflect qualitative data, giving a complete view of the participants' experiences and insights. This method makes it easier to understand the identified challenges and potential areas where ECD initiatives could be improved.

This chapter comprises of three sections: Section one presents the description of the research sites, section two which provides the description of some of the research participants, and then section three which presents findings of the study using direct quotations and tables. The detailed approach taken to analyze the data is presented in subsections below.

4.2 Analysis of the data

4.2.1 Analysis of face to face interviews data

By listening to the data from the recordings and transcribing it the researcher was able to analyze interview data. Once the data were transcribed, the researcher reviewed each interview transcript to gain a comprehensive understanding of the entire dataset. Key themes from the data were identified in the process. It was a to and fro process as argued by Lichtman (2010) that qualitative research is a cyclic process and not a linear process.

4.2.2 Analysis of the classroom observations

The researcher obtained data from the lesson observations, transcribed it and then came up with themes for the analysis of the class room observations. In order to find out if what the teachers in charge and teachers had expressed during interviews was the reality of their classroom practices the researcher had to conduct classroom observations. These findings from the data are presented in the following subsections, starting with the description of the research sites and the participants.

4.3 Characteristics of the research sites

This section presents the characteristics of the research sites involved in this study. To provide information on the characteristic of inclusive education context in which the study was conducted the district and the schools were described. The study was conducted in Seke district and in three schools that were assigned pseudonyms A, B and C.

1. Characteristics of the research district: Seke

Seke district was chosen because it was a convenient research site for the researcher. The researcher was based in Seke as her area of focus at work during her attachment period.

2. Characteristics of the schools

Three government primary schools in Seke rural were selected for the study. In order to provide anonymity the schools have been assigned pseudonyms A, B and C. Provision of anonymity to all schools was according to the recommendations of the research ethics, on the importance of ensuring confidentiality through anonymity of all participating institutions and participants in academic research. The following is an overview of the schools that participated in this study.

School A

The school is located in ward 21, Logan Lee farm in Seke district.

Management

The management of the school consists of the headmaster, the vice heard master, the TIC and the school committee.

Resources

The school consists of both old and new classrooms. However the ECD classrooms which is the area of focus are new classrooms and these were built for the school by Nhaka Foundation, a non-governmental organization which promotes early childhood development and the community. Each grade has one classroom that is one class for ECD's, one for grade ones up to grade twos. The school has a big yard and a nutritious garden which helps promote the school feeding program.

School B

The school is located in ward 20, Malet farm in Seke district.

Management

The management of the school consists of the headmaster, the vice heard master, the teacher in charge and the school committee.

Resources

At the school there are both old and new classrooms. However the ECD classrooms which is the area of focus are new classrooms which were recently constructed. Each grade has one classroom that is one class for ECD's, one for grade ones up to grade twos. The school has a large yard and a nutritious garden which aid in the feeding program.

School C

The school is located in ward 19, Eden farm in Seke district.

Management

The management of the school consists of the headmaster, the vice heard master, TIC and the school committee.

Resources

The school consists of both old and new classrooms. However the ECD classrooms which is the sole focus of the study only has new classrooms. Every grade has only one classroom that is one class for ECD's, one for grade ones up to grade twos. There is a big yard at the school and a nutritious garden to support the school feeding program.

4.4 Description of the participants

In every study the characteristics of the participants are very important, especially in a qualitative research where population sampling is used. The research focused on examining the characteristics of the selected officers involved in the implementation of inclusive education in Seke district. The goal was to assess whether these attributes provide insights into the current state of inclusive education in the area. Key participant attributes included their academic qualifications and training or orientation, both of which are essential for the effective delivery of inclusive ECD programs in schools. The study's participants consisted of representatives from the Ministry of Primary and Secondary Education, Ministry of Health, CSOs, NGOs as well as both lead and general teachers. While participants actively participated in the study, detailed characteristics are only available for a subset of individuals, as some chose not to share personal information. In the subsection below are the characteristics of these willing participants.

1. Description of the head teachers (teacher in charge) from the three study schools in Seke district

Three teachers in charge from the three study schools were involved in this research. All of

them were female. Their ages ranged from 45 to 50. All the teachers in charge in the three study schools have diplomas as their highest qualification. They had 12 to 20 years teaching experience. Table 1 below summarizes the findings on the demographic data for the head teachers in the three study schools.

Table 1: Demographic Characteristics of the Head teachers (teachers in charge) at the three study schools

Head Teachers	Gender	Age	Qualification	Teaching Experience	School
1	F	45	Diploma in ECD	15 years	A
2	F	49	Diploma in ECD	12 years	B
3	F	50	Diploma in ECD	20 years	C

Teachers are the frontline professionals directly responsible for implementing inclusive education in schools. Nine teachers participated in this research. Six of these were female and the other three were male. They varied in age from 20 to 45 years. They held qualifications ranging from A' level certificate to Diploma. They had a range of 1 to 20 years of work experience. Table 2 summarizes the findings on their demographic data.

Table 2: Demographic Characteristics of the teachers from the three study schools

Teacher	Gender	Age	Teaching class	Teaching Experience	Academic Qualification	School
1	F	30	ECD A-B	Diploma in ECD	5 years	A
2	F	23	Grade 1	A level certificate	1year	A
3	F	20	Grade 2	Diploma in Education	45	A
4	F	32	ECD	Diploma in ECD	7	B
5	M	40	Grade 1	Diploma in ECD	15	B

6	F	35	Grade 2	Diploma in ECD	12	B
7	F	37	ECD	Diploma in ECD	10	C
8	M	39	Grade 1	Diploma in Education	17	C
9	M	30	Grade 2	Diploma in Education	7	C

2. Description of the participants in the District Office.

The National Inclusive Education Strategy stated that, the DSI is anticipated to carry out the ministry's educational plans at the district level. The findings on the characteristics of the DSI have been summarized in table 3 below.

Table 3: Demographic Characteristics of the District School's Inspector

District Manager	Education	Sex	Age	Qualification	Experience
1		F	52	Bachelor's Degree in Education	5yrs

4.5 Findings on the challenges facing the implementation of inclusive education in the three study schools of Seke district

The main research question asked in the study was: ***What are the challenges facing Seke rural district in implementing inclusive ECD programs?*** The primary informants in investigating the difficulties experienced by the schools in executing inclusive ECD programs are the head teachers (TIC's), general teachers and other key stakeholders such as the District School's Inspector, officers from the Ministry of Health together with the CSOs and NGOs. The subsections below present the main findings on this research.

4.5.1 Ineffective orientation of head teachers (TIC's) and teachers.

The orientation of TIC's and general teachers is recommended by the Education Secretary's Policy Circular No.12 which is a policy document guiding the implementation of inclusive education in the primary schools of Zimbabwe, as it is a prerequisite for the effective implementation of inclusive education in the schools. This study was therefore interested in

finding out if the TIC's in the three study schools who are the supervisors of inclusive education implementation at school level felt that their orientation on inclusive education was sufficient in enabling them to carry out their supervisory role on inclusive lessons. The study found that the Teachers in Charge (TICs) at the three participating schools had not received adequate in-service training or orientation on inclusive education. Data revealed that the TIC's are not able to effectively fulfill their supervisory responsibilities and offer professional assistance to teachers as expected by the Education Secretary's Policy Circular No.12 as they did not receive any meaningful inclusive education orientation. For instance, the TIC at school A shared the following regarding the nature and quality of inclusive education training she received:

"I do not think we can be better advisors for our teachers as we have not received any meaningful orientation training on inclusive education. What advice can I give? The orientation only lasted for two days yet inclusive education involves a lot. We are not sure on what to do though we are trying our level best to promote inclusivity at this school."

Similarly, the TIC at school C expressed her dismay regarding the training she received and said:

"The training I received was too short and there was a lot to be covered within a course of three days."

According to the study TIC's in the three research schools in Seke district did not receive an effective orientation on inclusive education, which is likely to make it more difficult for them to effectively mentor their teachers as they implement inclusive ECD programs in their respective schools. Similarly, the study revealed that, like the Teachers in Charge (TICs), the teachers themselves had not received sufficient orientation training on inclusive education. As stated in the Education Secretary's Policy Circular No. 12, the success of inclusive education depends heavily on prioritizing teacher orientation. The data indicated that three out of the nine teachers involved in this research had not undergone any orientation on inclusive learning. For instance, when asked about her training on inclusive education, a teacher from school A responded as follows:

"I am not sure what it really is, I did not receive any inclusive education orientation."

The research indicated that a lack of adequate professional development in inclusive education hindered teachers' ability to effectively implement inclusive ECD programs

4.5.2 Ineffective preparation and delivery of lessons that are inclusive of special needs learners by the teachers

Another challenge to implementing inclusive ECD programs in the three primary schools of Seke District is teachers' inconsistent lesson planning and delivery that fails to address the diverse needs of learners. Due to insufficient orientation in inclusive education, teachers struggle with planning and teaching in a way that is inclusive for diverse learners. For instance, when a teacher at school C was asked whether she could deliver courses tailored to students with diverse needs she simply responded "No". When asked to explain further, she stated:

"There are many pupils with different challenges in my class. I do not know what to do with them. As teachers we share information about inclusive education sometimes but it's just too little information to help. When planning a lesson, I use the regular approach. I may be denying help that can come as a result of your research if I lie to you."

Likewise, when asked whether she was able to conduct inclusive lessons that accommodate learners with special educational needs the ECD teacher at School B responded as follows:

"I feel limited when planning an inclusive lesson since I have never been taught on how to do this, I have no idea on how to plan yet I have a student with speech impairment. I feel bad that I am not good enough to help this special need learner. I sometimes feel that she should not have come to this school as we cannot assist her. I wish I had someone to teach me how to help learners with special needs".

This suggests that educators struggle to include activities that support learners with diverse needs because of insufficient teacher training. Therefore, it is essential to provide teachers with adequate training to enable them to effectively address diverse learning requirements.

4.5.3 Unavailability of teaching and learning resources in schools for diverse learners

The availability of pertinent materials and the teacher's effective orientation are both necessary to achieve inclusive lessons. Thus the goal was to determine whether there were any teaching and learning resources available that help the three research school to promote the learning of diverse pupils. The study reviewed that, there is a severe teaching and learning resource deficiency in the three study school and this has affected the implementation of inclusive ECD programs. For instance, when asked why she did not use any teaching aids during her lesson a teacher at School A explained:

“We lack even the basic teaching and learning materials for normal learners here. Inclusive education is being forced upon us without suitable and adequate resources for special need education learners in the schools. Does that work? Okay, imagine, I cannot use sign language and I have a learner who cannot hear. How will I communicate with her? What teaching aid can I use to fully incorporate her in my lesson and how can I do that without sign language? I do not think I know how to use a teaching aid in a class with the deaf and the dumb or the blind.”

Thus, this study discovered that inadequate instructional material for inclusive education and limited understanding of how to use them effectively, even when available has affected teachers in implementing inclusive ECD programs in the three study schools. The table below presents a summary of the availability of instructional material for learners with diverse needs across the three study schools.

Table 4: The status of teaching and learning materials for inclusive education in the three study schools.

School	Teaching and learning materials for inclusive education	Number	Condition (good/poor/very poor/adequate for the teaching and learning for diverse learners)
A	Teachers’ Guide in Braille	0	
	Student’s text book in braille	0	
	Pictures and diagrams	Many	Good
	Assistive devices for students with varied needs	0	
B	Teachers’ Guide in Braille	0	
	Student’s text book in braille	0	
	Pictures and diagrams	Many	Good

	Assistive devices for students with varied needs	0	
C	Teachers' Guide in Braille	0	
	Student's text book in braille	0	
	Pictures and diagrams	Many	Good
	Assistive devices for students with varied needs	0	0

The table above indicates that the three schools involved in the study lack sufficient instructional materials to support diverse learners. Consequently, the study concludes that the shortage of teaching and learning resources is a key obstacle to the successful implementation of inclusive ECD programs in these schools.

4.5.4 Lack of specialist teachers to support inclusive education implementation in the mainstream schools

The absence of specialist teachers is another challenge facing the inclusive implementation ECD programs in the research schools. MoPSE is expected to deploy qualified specialist teachers in accordance to the Education Secretary's Policy Circular No. 12, for diverse needs education in every school to give regular teachers direction and support. Thus, the aim of this research is to ascertain the current state of the supply of certified specialized teachers to assist the regular teachers in inclusive education implementation. Data reviewed that there are no specialist teachers at three study schools. The DSI had this to say when she was asked about the availability of specialist teachers at the school:

"I do not think that we have these teachers in our schools."

Therefore, the shortage of specialist teachers is a significant barrier to the effective implementation of inclusive ECD programs in the research schools. Coupled with this is the limited accessibility of inclusive education policy documents which hinders teachers' awareness and understanding of inclusive education practices. The implications of this finding are discussed further in the subsection below.

4.5.5 Unavailability of inclusive education policy documents

The unavailability of policy documents supporting the inclusive implementation of ECD programs has been identified as one of the primary challenges hindering the effective application of inclusive ECD programs in the three study schools of Seke District. MoPSE highlighted that for the successful application of inclusive education, primary schools are supposed to have policy documents to guide their practice. Teachers need to be more familiar with the inclusive education implementation guide lines for the successful application of inclusive ECD programs. Thus, the research has discovered that the three research schools do not have policy documents related to inclusive learning. The TIC at school C had said this, when asked to remark on the availability of policy documents at his school:

“I am not sure on how we can get them, those documents are needed at this school. You have to know that I have never heard of some of the documents you have mentioned here.”

Similarly, the TIC at school B, addressing the absence of policy documents related to inclusive education, remarked:

“The government is responsible for making these documents available for use in schools. Inclusive education is being forced on us and we really do not know much about it.”

Table 5: The availability of inclusive education related policy documents in the three study schools.

School	Policy Document	Availability Status
A	Practical inclusive educational handbook (2020)	Not Available
	Early Learning Policy (2012)	Not Available
	Zimbabwe National Disability Policy (2021)	Not Available
	Education Amendment Act (2020)	Not Available
	Secretary’s Circular No.14 of 2004	Not Available
B	Practical inclusive educational handbook (2020)	Not Available
	Early Learning Policy (2012)	Not Available

	Zimbabwe National Disability Policy (2021)	Not Available
	Education Amendment Act (2020)	Not Available
	Secretary's Circular No.14 of 2004	Not Available
C	Practical inclusive educational handbook (2020)	Not Available
	Early Learning Policy (2012)	Not Available
	Zimbabwe National Disability Policy (2021)	Not Available
	Education Amendment Act (2020)	Not Available
	Secretary's Circular No.14 of 2004	Not Available

The study therefore concludes that the unavailability of inclusive education policy documents in the research schools poses a significant challenge to the effective implementation of inclusive ECD programs.

4.5.6 Unavailability of infrastructure suitable for the learners with special education needs in the schools

An additional obstacle affecting the implementation of inclusive ECD programs in the three study schools is the lack of adequate infrastructure to accommodate learners with physical disabilities such as the absence of ramps and accessible, spacious toilets designed for their needs. These are important as they allow these learners to have easy access to the school's facilities. The research has found that the participating schools have no infrastructure that can accommodate students with diverse educational needs and this has limited the enrolment of physically disabled learners in these schools thus hindering the inclusive implementation of ECD programs in these schools. The findings of this study are summarized in the table below:

Table 6: Evaluation of special needs-friendly infrastructure

School	Infrastructure	Number
A	Spacious toilets for learners with physical disabilities	0

	Total number of ECD classrooms at the school (ECD A-Grade 2)	3
	ECD classroom with ramps (ECD A-Grade 2)	0
B	Spacious toilets for learners with physical disabilities	0
	Total number of ECD classrooms at the school (ECD A-Grade 2)	3
	ECD classroom with ramps (ECD A-Grade 2)	0
C	Spacious toilets for learners with physical disabilities	0
	Total number of ECD classrooms at the school (ECD A-Grade 2)	3
	ECD classroom with ramps (ECD A-Grade 2)	0

Thus the lack of suitable infrastructure for diverse learners has limited the study schools from implementing inclusive ECD strategies in Seke, thus schools need to build adequate infrastructure which allow them to implement inclusive ECD programs.

4.5.7 Lack of support from the community for the effective implementation of inclusive education in schools

The lack of community support to effective inclusive education implementation is another problem facing the three research schools in implementing inclusive ECD programs. The Education Secretary's Policy Circular No. 12 states that, communities are anticipated to support schools so that they can effectively implement inclusive education. However, the research concluded that communities are not helping the schools under investigation to successfully implement inclusive education. For instance, a teacher at school C said this when asked to remark on the issue of community support:

“Parents do not support the school much on the issue of the education of learners with special needs, aside the issue of the feeding program.”

This clearly indicates that a lack of community support undermines the effective implementation of inclusive education.

4.5.8 Lack of awareness and stigma

Ignorance and stigma is another challenge facing the inclusive ECD programs implementation in Seke rural district. The analysis found that, parents are not enrolling their children in school, primarily due to negative attitudes and stigma. Numerous parents stated that their children experience mental discomfort and low self-esteem as a result of being made fun of, judged or excluded from social activities. A parent from Malen farm had this to say when she was asked the reason as to why she stopped sending her child to school:

“My son complained that the other children did not like to associate with him when he come to school, more so the community often laugh and judge us as parents. It is heartbreaking such that we had to take that step whilst raising money to send him to a school with children like him not this one.”

This study shows that lack of awareness and stigma obstructs the execution of inclusive ECD programs in Seke rural district. The study also identified another challenge hindering the implementation of inclusive education in the three schools, insufficient support from the Ministry of Primary and Secondary Education (MoPSE) and other relevant stakeholders. The findings are detailed in the following paragraph.

4.5.9 Lack of adequate support from the Ministry of Education and relevant stakeholders

An additional challenge to the adoption of inclusive education in the three research schools is inadequate support from MoPSE and relevant stakeholders to the schools in their effort to put inclusive education into practice. The Education Secretary’s No. 12 states that, it is the duty of MoPSE to ensure the coordination of efforts of various stakeholders involved in offering support services to learning centers for the application of inclusive education efforts. At district level for example, the MoPSE is represented by the DSI that helps the mother ministry of education to implement its educational plans at district level. The study found that the district office of Seke is not effectively coordinating the inclusive education initiatives of various stakeholders in the district. Data has revealed that different stakeholders involved in inclusive education initiatives in the district have no forum that would allow them work together and make collective decisions on how they would better support schools to implement inclusive education effectively. This was supported by the District health Officer from the District Health

office who voiced concerns with the way inclusive education efforts are being managed in the district:

“I know very little of what is happening in this area. We are not seriously involved in these things.”

The study has thus found that MoPSE is not doing enough to ensure that different stakeholders work together and make collective decisions on how they would better support schools to effectively implement inclusive education. Therefore this research recommends MoPSE to put more effort in making a forum where all key stakeholders can work together and support the district’s implementation of inclusive ECD programs.

4.5.10 Inadequate funding for schools to implement inclusive education activities

Inadequate funding for inclusive education activities is another significant challenge hindering the application of inclusive ECD programs in the three study schools in Seke district. According to the Education Secretary’s Policy Circular No. 12, the government has a responsibility to increase funding for schools to enable the effective implementation of inclusive education. Adequate funding is essential for the development and provision of teaching and learning materials tailored for children with special needs as well as for conducting comprehensive orientation training for teachers on inclusive education. However, this study found that education authorities are not prioritizing inclusive education activities financially.

The interview with officers from Seke District Education Office provided proof for this. When asked whether the financial resources were sufficient for implementing inclusive education in the district’s schools, they responded as follows:

“Inclusive Education is facing acute challenges in terms of its funding budget.”

This therefore shows that, underfunding is significant challenge to the application of inclusive learning.

4.5.11 Lack of adequate support from the CSOs and NGOs to the schools for effective implementation of inclusive education in the mainstream schools.

A further obstacle to successfully implementing inclusive education is the limited backing from the CSOs and NGOs to the study schools. Education Policy Circular No. 12 stipulates that CSOs and NGOs are expected to support schools by assisting MoPSE in providing teachers

with in-service trainings in inclusive education. The study found that Civil Society Organizations and Non-Governmental Organizations have not been adequately supportive to schools in providing in-service trainings in terms of inclusive learning. Data has revealed that very few organizations are committed to assisting MoPSE in promoting inclusive learning by ensuring in-service training to the schools in Seke district. For instance, Nhaka Foundation is the only one that has been reported to be among the providers of inclusive education in in-service training to teachers at the study schools out of the many organizations involved in implementing projects in the district. This was evidenced in an interview with the TIC at school A. She had this to say when she was asked on the support they were receiving from these organizations:

“There are many organizations that visits us at this school but none of them support us in terms of inclusive education as much as Nhaka Foundation does. Recently it conducted a teacher capacity building conference. We are really grateful for that.”

This shows that CSOs and NGOs are not sufficiently assisting MoPSE in promoting inclusive education as expected thus hindering the effective implementation of inclusive ECD programs.

4.6 Summary

The obstacles facing the application of inclusive ECD programs in three study schools have been presented in this chapter. These include ineffective orientation of TICs and regular teachers on inclusive learning, ineffective supervision of inclusive learning implementation, lack of instructional material for varied learners, lack of specialist teachers just to mention a few. Addressing these challenges can promote the application of inclusive ECD programs in the three research schools of Seke district.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section presents the research summary and offers recommendations aimed at promoting inclusive ECD programs in rural areas, ultimately enhancing the quality of early childhood development and supporting the holistic growth of young children in these communities.

5.1 Summary of the findings

Problems facing the execution of inclusive ECD programs tend to combine to make it very difficult for the effective implementation of these programs in the primary schools of Seke district. One challenge tends to strengthen the effect of another. This implies that, to have the efficient application of inclusive ECD programs in the schools, all stakeholders must put effort in order to address the obstacles involved in executing inclusive learning in the district.

5.1.1 Ineffective orientation of the head teachers and teachers on inclusive education

This research discovered that neither the TICs nor the general teachers received effective inclusive education orientation. The implication is that, since orientation gives a good starting point for effective practices, ineffective orientation of TIC's and the general teachers can be ranked the number one factor as the TIC's and teachers are left to operate without direction, like sailors without a map chart, thereby lowering the chances for the effective implementation of inclusive ECD programs.

5.1.2 Unavailability of specialist teachers to provide specialist inclusive education support to the regular teachers in mainstream schools

Based on findings of the study, the unavailability of specialist teachers in the research schools in Seke district is compounding the already challenged teachers. This is because there is no one to give teachers the much needed support to effectively manage varied need learners. Consequently, it reduces the prospects for the impactful implementation of inclusive ECD programs as regular teachers have no one to turn to for support in the face of challenges that are based on their limited knowledge on the best inclusive practices. It therefore can be suggested that the government ensures that specialist teachers are deployed in schools to provide the necessary support for the ordinary teachers.

5.1.3 Unavailability of inclusive education teaching and learning materials suitable for the special educational needs learners

Based on the findings of this study, the unavailability of inclusive learning resources in learning centers of Seke district is seriously hindering the efficient application of inclusive learning.

The absence of the teaching and learning resources adds to the other factors and makes it difficult even for the few teachers capable of teaching inclusively to fail to do so because of the lack of necessary resources to include different educational needs in the classroom.

5.1.4 Unavailability of infrastructure that is suitable for the learners with diverse educational needs

Based on findings of the study, the unavailability of suitable infrastructure hinders the successful implementation of inclusive ECD programs. Due to this, such schools lack suitable environments for the effective inclusion of diverse needs learners. Thus it can be suggested that the government take seriously the issue of school infrastructure that is inclusive of diverse needs learners.

5.1.5 Poor coordination of inclusive education support services

Based on the study's findings, lack of coordination among stakeholders responsible for providing inclusive learning and support services has affected inclusive education implementation efforts. As a result, the inclusive education efforts in Seke district are at standstill. It can therefore be suggested that MoPSE should act as the focal point to support service providers for the coordination of inclusive education efforts.

5.1.6 Lack of funds

According to this study, lack of funds crowns the ineffective inclusive education implementation situation in the three research schools in Seke rural. Lack of funds has serious consequences since money is needed for inclusive education orientation and the purchase of the teaching and learning resources. Thus, the challenges facing inclusive education implementation tend to intertwine, and inability to resolve one challenge strengthens or makes room for another challenge.

5.2 Conclusion

Overall, the research's findings indicate that there is ineffective execution of inclusive ECD programs in the three study schools in Seke rural area. The challenges stem from ineffective inclusive education orientation for head teachers and teachers, a lack of teaching and learning materials for inclusive education and insufficient funding to support the effective implementation of inclusive education activities. Nonetheless, it is important to acknowledge that teachers in the three study schools have shown a strong willingness to embrace and implement inclusive education effectively despite these obstacles. However, this can be more meaningful if they are equipped with basic implementation skills and instructional resources for inclusive education.

5.3 Recommendations

The results of the study have revealed a number of difficulties facing the execution of inclusive ECD programs in the learning centers under investigation. To overcome these problems, the study has made several recommendations. These are:

1. For the Government and MoPSE:

- This study proposed the scaling up the inclusive funding so that inclusive learning can be effectively practiced in the schools.
- MoPSE and the government must ensure that instructional material for inclusive learning is made available in all the schools in Zimbabwe.
- Deploy specialist teacher at schools so that they can provide support to the regular teachers.
- Provide effective orientation and training on inclusive education for TIC's, general teachers and stakeholder.
- Develop and distribute inclusive ECD programs policy documents at schools to guide teachers and stakeholder.
- Improve infrastructure and make it suitable for diverse learners.

2. For Teachers and Schools:

- Develop inclusive learning plans and strategies to handle the varied needs of students.
- Establish support systems for teachers.

3. For Stakeholders and Support Services:

- Improve coordination among stakeholders, including government, NGOs, and community organizations.
- Supply resources including funding, expertise, and materials and offer support for inclusive education initiative to schools.
- Raise awareness about inclusive education and its benefits for learners, families, and communities.

4. For Future Research:

- Future researchers should conduct research that investigate the impact of inclusive ECD programs on learner outcome and wellbeing.
- Future researchers should explore effective strategies for addressing the challenges facing the effective practice of inclusive ECD programs.

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APPENDICES

APPENDIX A1: INTERVIEW GUIDE FOR HEAD TEACHERS AND TEACHERS

Instrument for collecting data on the Practice of Inclusive Education in the Primary Schools of Seke Rural District.

Research Title: Investigating the Challenges of Implementing Inclusive Early Childhood Development Programs in Seke Rural District.

Section A: Demographic Information

Ward:

School:

Role (Teacher or Head Teacher):

Sex (male or female):

Age:

Years of teaching experience:

Section B: Interview Questions

1. What is your understanding of inclusive education? What does inclusive education mean?
2. Any formal training in inclusive education? Yes/No (If yes, explain briefly)
3. How prepared do you feel to teach learners with special education needs (SEN)?
4. How do you design and deliver lessons to cater to diverse learners?
5. Do you have the following teaching and learning aids available for children with SEN like these or any other?

Availability of teaching and learning materials for inclusive education

School	Teaching and Learning materials	Number	Condition (good/poor/very poor/adequate for the teaching and learning for diverse learners)

	Teachers' Guide in Braille		
	Student's text book in braille		
	Pictures and diagrams		
	Assistive devices for students with varied needs		

6. Are there sufficient teaching and learning resources to support inclusivity?

7. Do you work with any specialist teachers for inclusive education? If not, how does that affect teaching?

8. Are the following policy documents on inclusive education accessible to you or any other?

The availability of inclusive education related policy documents in the three study schools.

School	Policy Document	Availability Status
	Practical inclusive educational handbook (2020)	
	Early Learning Policy (2012)	
	Zimbabwe National Disability Policy (2021)	
	Education Amendment Act (2020)	
	Secretary's Circular No.14 of 2004	

9. Is the school infrastructure suitable for learners with disabilities (e.g., ramps, toilets, learning spaces)?

10. How supportive is the community (parents, SDCs, local leaders) of inclusive education efforts?

11. Are there issues of stigma or lack of awareness among teachers, parents, or students?

12. What support have you received from the Ministry of Education or district offices regarding inclusive ECD?

13. Have you received any financial, material, or program support from NGOs or CSOs to help with inclusion?

THANK YOU!!!

APPENDIX A2: INTERVIEW GUIDE FOR PARENTS AND CAREGIVERS

Instrument for collecting data on the Practice of Inclusive Education in the Primary Schools of Seke Rural District.

Research Title: Investigating the Challenges of Implementing Inclusive Early Childhood Development in Seke

Section A: Demographic Information

Relationship to the child:

Age of the child:

Is the child enrolled in an ECD program? Yes/No.....

Does your child have any disabilities or learning challenges? Yes/No.....

Section B: Interview Questions

1. What do you know about inclusive education?
2. Have you observed how teachers support learners with special needs in ECD settings?
3. Is the school infrastructure accessible for children with physical challenges?
4. What challenges do parents face in supporting inclusive education at home or in the community?
5. Have you seen any stigma or discrimination against children with disabilities?
6. What support do you think the school or teachers need to better include children with special needs?
7. Are there community efforts or organizations that support inclusive education?
8. Do you think government and NGOs are doing enough to support schools?

THANK YOU!!!

APPENDIX A3: INTERVIEW GUIDE FOR STAKEHOLDERS (Education Ministry, NGOs,
Health and Education Officers and the District education officer)

**Instrument for collecting data on the role of different Stakeholders in the implementation
of Inclusive Education in the Primary Schools of Seke Rural District.**

**Research Title: Investigating the Challenges of Implementing Inclusive Early Childhood
Development in Seke**

Section A: Demographic Information

Organization:

Name of representative:

Age:

Position/Role:

Years of experience in education, health, or community support:

Section B: Interview Questions

1. What is your organization's role in supporting inclusive ECD?
2. What policy frameworks or guidelines are in place to guide inclusive ECD in Zimbabwe?
3. What challenges does your organization face in supporting schools to implement inclusive education in rural settings like Seke?
4. How does your organization help with infrastructure, training, or resources for inclusive ECD?
5. Do schools have access to inclusive education materials and policies through your office?
6. Is there any training or orientation offered to teachers or school leaders on inclusive ECD?
7. How do you address community stigma and awareness challenges related to disability and inclusion?
8. What financial or material support is provided to schools to promote inclusion?
9. Are there any collaborations with other stakeholders or NGOs to promote inclusive education?

10. What improvements or interventions do you recommend to enhance inclusivity in ECD?

THANK YOU!!!

APPENDIX B1: LETTER TO THE MINISTRY OF EDUCATION

151/24 Goromonzi

MessCamp

Goromonzi

0775 777 063 kudzimiri@gmail.com

The Ministry of Primary and secondary school

P.O Box CY121

Causeway

Harare

Sir/Madam

RE: Permission to conduct Research Project in three schools in ward 19, 20 and 21 Seke District.

My name is Miranda Kangere student number B212421B at Bindura University of Science Education. I am writing this letter requesting permission to conduct a research project in three schools in ward 19, 20 and 21 Seke District.

I am pursuing a Bachelor of Honors degree in Sustainable Development and I have a keen interest in understanding the challenges faced in rural communities in the implementation of inclusive Early Childhood Development programs. Understanding the challenges will assist to identify best practices and strategies to overcome implementation barriers as well as enhance my research skills. This study will employ a qualitative research design utilizing observations and semi structured interviews to collect data.

I sincerely hope that you will consider my request. I look forward to your possible response. Please feel free to contact me at 0775 777 063.

Yours sincerely

Kangere Miranda.

APPENDIX B2: PERMISSION LETTER FROM THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION

All communications should be addressed to the
Secretary for Primary and
Secondary Education
Telephone: +263 242 794 509
Toll Free: 317



Ministry of Primary and Secondary Education
88 Kwame Nkrumah Avenue
Queen Lozikeyi House
P O Box 121
Causeway, Harare

6 May 2025
Reference: C/426/3
Kangere Miranda
151/24
MessCamp
Goromonzi

RE: PERMISSION TO CARRY OUT A RESEARCH IN MASHONALAND EAST PROVINCE: SEKE DISTRICT: LOGAN LEE, TAGARIKA AND MUVANDE PRIMARY SCHOOLS.

Reference is made to your application to carry a research from the above-mentioned schools on the research title:

" INVESTIGATING THE CHALLENGES IN IMPLEMENTING INCLUSIVE EARLY CHILDHOOD DEVELOPMENT PROGRAMS IN SEKE DISTRICT ."

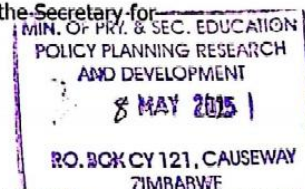
Permission is hereby granted. However, you are required to liaise with the Provincial Education Director for Mash East, who is responsible for the schools district, which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education

Musingarimi H

Acting Deputy Director Innovation and Development

For SECRETARY FOR PRIMARY AND SECONDARY EDUCATION



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