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Special Needs Education In-Service Teacher Trainees' Views on Inclusive Education in Zimbabwe

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ABSTRACT The study investigated special needs education (SNE) in-service teacher trainees' views on inclusive education in Zimbabwe. Participants were 76 SNE in-service teacher trainees (37 male, 39 female) from Great Zimbabwe University's Faculty of Education. A questionnaire was used for data collection. Descriptive and inferential statistics were used to analyse the data. There were no significant differences between male and female SNE in-service teacher trainees' views on inclusive education. The trainees believed that the present Zimbabwean curriculum did not meet the needs of SNE children, inclusive education affected the teaching methods used, only specialist teachers could handle included children and that regular class teachers could not easily adapt their teaching programmes to accommodate included children. The trainees also believed that Zimbabwe was not ready for inclusive education and that parents of children without disabilities resented inclusion. Recommendations on the improvement of inclusive education in Zimbabwe especially in teacher training were made.