Implementing inclusive education in Building Technology and Design in Zimbabwe Secondary Schools: Challenges and the Way Forward

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***Abstract*: This study sought to bring forward the challenges of implementing inclusive education in Building Technology and Design a learning area in the Technical Education component of the Zimbabwe secondary school curriculum. The study was motivated by the lack of tangible commitment to implement inclusive Technical Education in the country's high schools. Data was collected from 30 Building Technology and Design subject teachers from the seven districts of Masvingo Province. The descriptive research design guided this study from data collection to analysis. The results of the study show that Building Technology and Design teachers had limited knowledge of what inclusive education entails and lacked the necessary pedagogic skills to accommodate learners with disabilities in their classes. The teachers however appreciated the need for inclusion in Building Technology and Design as the learning area has the potential to empower all learners including those living with disabilities with survival economic skills. The study recommends in-service programs on inclusive education for practicing Technical Education secondary school teachers and the need to train inclusive oriented teachers at colleges and universities. It also recommends the provision of assistive devices for learners with disability to fully participate and benefit from technical learning areas such as Building Technology and Design.**

***Key words*: inclusive education, Technical/vocational education, Building Technology and Design, learners with physical disabilities, inclusion**

I. INTRODUCTION

Inclusive education has become a topical issue the world over with agencies such as the United Nations taking centre stage in urging its member states to adopt and implement the concept of inclusion in their education systems. The Education for All Movement and the Millennium Development Goals has played a central role in highlighting the need for universal education for every child (UNICEF, 2014). Zimbabwe has responded to this call of inclusive education by rectifying the United Nations Convention on the Rights of Persons with Disabilities of 2008. The country has enacted concrete legislative and policy provisions that indicate commitment to the rights of persons with disabilities (Mapuranga et al, 2015: Mafa, 2012).

The Constitution of Zimbabwe (2013) guarantees equal rights to all people and provides for inclusive education at all levels of the education system. Chapter 4, Part3, Section 83 of the constitution compels the state to "take appropriate measures to ensure that persons with disabilities realize their full mental and physical potential" (page39). These measures include enabling persons with disabilities to be self-reliant, to live with their families, and participate in all social and economic activities in their communities and providing special facilities for their education. Persons living with disabilities should also be protected from all forms of exploitation and abuse (Ministry of Primary and Secondary Education MoPS, 2020: Hlatywayo & Mapolisa, 2020).

The Education Amendment Act Section 68B (2) requires that "every school in Zimbabwe to ensure the rights of pupils with disabilities are taken into account during teaching and learning". Other pieces of legislation and policies that promote inclusivity in education include the Zimbabwe Disability Act of 2019, the National Plan of Action Zimbabwe Education for All of 2005, the Presidential Commission of Inquiry into Education and Training (CIET)of 1999 and the Curriculum Framework for Primary and Secondary Education 2015-2022.

The practical application of inclusive education at secondary school level in Zimbabwe remains elusive and unclear to most stakeholders in the country with Technical/Vocational education the most affected. Small percentage of learners with disabilities find their way to secondary school in Zimbabwe as most of them are either not enrolling or drop out due to challenges they face to continue with their education (UNICEF,2013 : MoPSE, 2019).

II. BACKGROUND

Inclusive Education

Inclusive education is based on the philosophy that regular schools should serve all children including children with disabilities (Cologan, 2014). It is a process that honours and advocates for the recognition of human diversity where all pupils without exception have value and deserved place in an education setting (Clark& Farager, 2014: Bubevska,2014). Inclusive education centres on the equality for all including learners with disabilities. McManir (2021), posits that all learners regardless of any challenges they may have are placed in age-appropriate general education classes that are in

their own communities and neghbourhoods. The UNESCO Salamanca Statement on Special Needs Education of 1994 calls upon the international community to endorse the approach of inclusive schools by implementing practical and strategic changes that benefit all learners including those with special needs.

The school is required to operate on the premise that learners with disabilities are just as competent as learners without disabilities. In inclusive education, focus is on the learner. It is the entire education system that should change and adapt to the individual needs of every learner (British Council, 2014) and not the traditional way where the learner was expected to adapt and fit into the school setting. Inclusion is also seen as a process which is different from segregation and integration as it involves both social and academic inclusion that is free from discrimination in any form (Cologan, 2014). A research by Mafa (2012), in Zimbabwe, has shown that integration, main streaming and instutionalisation were not yielding expected results as they have the tendency of removing and isolating persons with disabilities from their families and communities. Institutionalization has also the disadvantage of excluding a number of learners with disabilities who could not be accommodated by such schools due to financial and vacancy challenges. Inclusive education is therefore most appropriate alternative to institutionalization and integration as it embraces diversity and focuses on providing learners with challenging and flexible general education for all.

Challenges of Implementing Inclusive Education

Implementing inclusive education is shrouded by a number of challenges the world over and these are more pronounced in developing countries such as Zimbabwe. One of the major challenges emanates from the misunderstanding of the concept of inclusive education by teachers (Sanagi, 2016) and as a result, some teachers are inadequately prepared to teach inclusive classes (Clark-Howard, 2019). Teachers as a result, do not have the necessary competences to manage inclusive classes (Mathew & Jha, 2015 and Mafa,2012). The challenge is also acknowledged by Mag and Sinfield (2017) who argues that lack of teacher training in facilitating the learning of students with disabilities is a barrier to individuals being able to succeed in education. Mathew and Jha (2015) have the opinion that the whole idea of inclusive education is defeated through lack of proper attitude and sensitivity on the part of teachers, parents, and community as well as class mates. This results in de facto inclusive schools that would naturally result in students with disabilities dropping out of school (Mutepfa and Mpofu, 2007, UN, 2014).

Another major challenge to inclusive education is lack of resources. Most schools do not have resources such as teaching and learning materials, assistive devices and adequate friendly infrastructure, lack of specialized and adaptive equipment and technologies to adequately accommodate students with disabilities (Malle, 2016, Mag et al, 2017 and African Union, 2014). This according to Malle (2016) is a result of lack of funding targeted directly at promoting inclusive education in schools.

With regards to participation in formal technical/vocational schools by students with disabilities, the findings of Malle et al (2015) revealed significant barriers that limit their full participation such as lack of adaptive educational materials and facilities, lack of trained trainers and systematic exclusion of students with disabilities.

Technical/Vocational Education

Technical/vocational education in Zimbabwe is part of the inclusive school curriculum from primary to high school that aims to promote the acquisition of practical and technical skills. Vocational education means any education offered with the specific objective of developing pre-defined skills (CIET, 1999) and it involves those practical subjects that are likely to provide learners with basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to enter other manual occupations (Bacchus in Mandebvu, 1990). The goal of education according to Jabbari (2015) is not merely giving information to learners by teachers. It is about giving practical skills to learners and this should be noticed during training. UNESCO (2006) considers the following elements as important for Technical and Vocational Education and Training (TVET);

(a) an integral part of general education
(b) a means of preparing for occupational fields and for effective participation in the world of work
(c) an aspect of lifelong learning and a preparation for responsible citizenship, and
(d). a method of facilitating poverty alleviation.

Effective vocational skills training is seen as an essential pre-requisite for the creation of a productive workforce that has the potential to contribute significantly to the socio-economic development of a country (Malle, 2016, African Union (AU), 2007). Africa has a large number of young people living with disabilities who do not have access to education that affords them skills needed for employment (AU, 2007). To alleviate this challenge, the AU places emphasis on vocational skills development as an important strategy to empower the maginalised groups in society by improving their livelihood (AU, 2014).

In Zimbabwe, inclusive Technical/Vocational education at secondary school level encompases learning areas such as Building Technology and Design, Metal Technology and Design, Technical Graphics, Wood Technology and Design and Design Technology (Ministry of Primary and Secondary Education Curriculum Framework of 2015-2022. The aim is to provide learners with skills that are relevant to the current labour market demands as well as preparing them to pursue further studies in the technical areas of interest (CIET, 1999). Technical education fits well in the ‘education for all mantra’ as it prepares individuals to be productive and contribute positively to the development of a nation.

Technical education has a number of advantages to students and probably much more important to children with disabilities as they are provided with practical and technical skills that enable them to be self-reliant. It also provides them with opportunities of self-sufficiency and improving their living conditions (Gyamfi et al, 2015). An inclusive technical education enables communities to combat exclusion and discrimination of disabled persons as they would be able to fend for themselves and eliminate the dependency syndrome that society associates them with (UNICEF, 2014). Other advantages of technical/vocational education include easy job employment, offering careers in hands-on fields, increase in quality life and removal of barriers (Norton and Norton 2021). Enabling learners with disabilities to learn together with those without disabilities helps to create a mutual bond between them that promotes recognition of diversity and overcome barriers to learning and participation for all people.

Theoretical framework of the Study

In order to implement a successful inclusion of learners with disabilities in mainstream secondary schools offering technical subjects, it is imperative to analyse and be guided by relevant theories on inclusive education. A number of theories on disability have been on offer and they include the charity model, the medical model and the social model among others. This study is guided by the Social Model of Disability which was coined by Mike Oliver in the mid-1990s.

The Social Model views disability as a result of the interaction of a person's impairment and the environment (UNESCO, 2014). Oliver (1993) views disability as a creation of society. Oliver argues that while it is correct to say the impairments of people with disabilities were physical, their 'disability' was a result of a social phenomenon in its self the product of environmental, economic and cultural values created by society. Disability as therefore is not seen as a product of bodily pathology in the social model but a result of social and economic structures that are responsible for the exclusion of people with disabilities from participating fully in mainstream social activities. It is a paradigm shift from the medical model which views disability as a medical problem that needs to be diagnosed and cured or rehabilitated by the health experts (Ralf, 2017). Social model proponents see disabled people as an oppressed social group and argue that the biological and cognitive characteristics of disabled individuals are social creations that are fully determined by the social context and social values of society (Anastasiou & Kauffman, 2013). Society should remove barriers that prevent the integration of people with physical disabilities. Once these social barriers are removed, the disability itself is removed (Oliver, 1993).

Tugli et al, (2019) argue that the philosophy of the social model is that people with disabilities are an integral and indispensable part of society with roles to play in all human activities and development. They further posit that the barriers created by society are the ones that prevent them from playing these roles. The social model seeks to ensure that persons with disabilities participate on equal basis with others in every sphere of life without any form of discrimination.

An understanding and appreciation of the social model sheds more light on the concept of inclusive education with regards to learners with disabilities. Inclusive education is rights-based and follows the social model (UNICEF, 2014) of conceptualizing disability as a result of the interaction of a person's impairment and the environment. The presents of learners with disabilities in mainstream educational settings requires adjustments to be made by schools to accommodate their learning needs. Another implication of the social model on inclusive education is that focus should be on the learner. It is the entire education system that should change and adapt to the individual needs of every child including those with disabilities (British Council, 2014) and not the traditional way where the learner was to adapt and fit into the school setting.

From the Social Model of disabilities, we learn that it is possible for learners with disabilities to be part and parcel of an inclusive technical education at secondary school level if effort is made to remove barriers to their active participation in the learning process. Barriers that include physical structures of schools, attitudes, rigid curriculum and pedagogy should be tackled at every level to achieve meaningful and beneficial inclusive education.

Statement of the Problem

In Zimbabwe, technical/vocational education is part of the inclusive primary and secondary education curriculum. Learners with disabilities in mainstream schools however have limited access to technical/vocational education at secondary school level in the country. Very few learners with disabilities are enrolled in Zimbabwe secondary schools study technical learning areas such as Building Technology and Design besides the subjects having the potential to provide them with effective production skills that have the potential to make them active members of society and in the same vain eliminating poverty and removing discrimination. The study was therefore motivated by lack of a noticeable commitment to implement inclusive technical education in Zimbabwe high schools.

Research Questions

This study was guided by the following questions:

- Are teachers aware of the concepts of inclusive education?
- Is inclusive education applicable in technical areas such as Building Technology and Design?
- What are the obstacles encountered by teachers in implementing an inclusive Technical Education in Zimbabwe?
- What measures can be taken to promote the implementation of inclusivity in technical education in schools?

III. METHODOLOGY

Research Design

Research design as defined by Makore-Rukuni (2001) is a plan or structure for an investigation. It consists of plans and procedures that reduce error and at the same time helps to obtain empirical data or evidence about isolated variables (Best, 2006). According to Creswell (2003:37), "an adequate design is judged by the extent to which the results can be interpreted and generalized".

The research design chosen for this study is the descriptive design. The descriptive design has the ability to measure qualitative data such as attitudes and perceptions of respondents (Makore-Rukuni, 2001). The descriptive survey enables the use of data available to infer, deduce, interpret and make conclusions based on gathered data. The other advantage of the descriptive research design is its use of a representative sample of a population under study, making it easier to generalize the findings to the whole population (Franklin, 2012).

The descriptive survey method used in this study aimed at finding out the challenges faced by teachers in implementing inclusive technical education in schools. Views and attitudes of teachers on inclusive education were adequately addressed and inferred using the descriptive survey.

Study Population and Setting

The research population included thirty Building Technology and Design teachers from secondary schools offering the subject in Masvingo Province up to 'O' or 'A' level. The teachers from different schools in the province were attending a Zimbabwe School Examinations Council (ZIMSEC) workshop on assessment of Building Technology and Design practical and coursework examinations. These teachers were actively involved in the teaching and assessment of Building Technology and Design in the seven districts of Masvingo Province. All the teachers were qualified Building Technology and Design teachers having undergone teacher training at college or university level.

Sample

A sample is a group of strategically and systematically identified group of people that meet the criterion of representatives of a particular study (Merrian and Simpson, 1984). A sample therefore reflects the characteristics of that are important to the researcher. Due to the size of the population, it was decided that the sample size be the same as the population size. The sample therefore was made up of thirty Building Technology and Design teachers who were deemed to be true representatives of the subject due to their settings in the Masvingo Province.

Instrumentation

The questionnaire, designed by the researcher was the instrument used to collect data from the respondents. The items in the questionnaire aimed at collecting information from secondary school teachers on their perceptions of inclusive education in their learning field. The questionnaire also targeted to elicit from respondents the challenges they are encountering in the implementation of inclusive education as well as possible solutions that would help with effective inclusion of learners with disabilities in building Technology and Design.

Data collection

Since the participants were attending a workshop, the researcher sought permission to collect data through questionnaires from the organizers of the workshop prior to the commencement of the workshop. The organizers slotted the time for data collection in their programme on the last day of the workshop. All the participants were able to complete the questionnaires and submit them soon after completion which ensured a 100 percent return rate.

Data management and analysis

The returned questionnaires were edited and checked for completeness, accuracy in answering and uniformity in interpretation. The questionnaires were coded by means of numbers to avoid mixing them up during data analysis. The data analysis was done through extracting, connecting and linking relevant segments of the data with each other to enable the establishment of patterns and relationships within the participants' responses.

Ethical consideration

The study was guide by the following ethics:

Participants were assured of confidentiality and anonymity during and after the research. No names were written of the questionnaires. It was explained to the participants that the study was for the good of humanity and not otherwise. The study was carried out within the framework of the Constitution of Zimbabwe. Since the data was collected during the Covid-19 restrictions, the precautionary measures that include wearing of face masks, social distancing and sanitization were observed before, during and after the completion of the questionnaires.

Challenges and Limitations of the study

The restrictions in movement due to the advent of Covid-19 since March 2020 had a bearing on the study as this limited the number of participants who took part in the study. This has a direct impact on the generalizability of the study.

IV. RESULTS

1. *Demographic data of respondents: N=30*

Table 1: Demographic data of respondents

Gender	Frequency	Percentage
Female	12	40
Male	18	60

Total	30	100
Professional Qualification		
B. Ed Building Technology	8	26.67
Diploma/Certificate in education	21	73.33
Total	30	100
Teaching Experience		
0-5 years	5	16.67
6-10 years	9	30
11-15 years	6	20
16 and above	10	43.33
Total	30	100

From Table 1, it can be observed that 40 percent of the participants were female while 60 percent were males. On professional qualifications, most of the participants were males contributing 73.33 percent and the remaining 26.67 percent hold Bachelor of Education degree in Building Technology and Design. Table1 also indicates that most of the teachers who participated in the study had sixteen and above years of experience (43.33%), followed by those with 6-10 years' experience (30%). Participants with 11-15 years of experience contributed 20 percent of total participants while those five and below years of experience contributed 18.67 of the participants.

2. Awareness of the concept of inclusive education

Table 2. Awareness of inclusive education: N=30

Variable	Frequency	Percentage
Conversant	4	13.33
Aware	6	20
Limited knowledge	18	60
Not sure	2	6.67
Total	30	100

Table 2 shows that 13.33 percent of the participants were quite conversant of the concept of inclusive education. Twenty percent indicated that they are aware of the idea while Sixty percent said they had limited knowledge about the concept. The remaining 6.67 percent were not sure of their knowledge of inclusive education.

3. Is inclusive education applicable to learners with disabilities in Building Technology and Design?

Table 3: Applicability of inclusive education in Building technology and Design: N=30

Variable	Frequency	Percentage
Not applicable	6	20
Partially applicable	10	33.33
Quite applicable	12	40
Not sure	2	6.67
Total	30	100

From Table 3, it is shown that 40 percent of participants see inclusive education as quite applicable in Building Technology and Design. The other 33.33 percent see it as partially applicable depending on the disability. Twenty percent of the participant felt that it is not applicable to have learners with disabilities in a Building Technology and Design class while the other two participants were not sure if it was applicable.

4. Do you have learners with disabilities in your class? N=30

The next question asked the participants if they had learners with disabilities in their classes. Nine participants indicated that that they had such learners in their classes while twenty-one showed that they did not them. Participants who had no learners with disabilities in their classes were asked to give reasons. Most teachers felt that their schools did not have the necessary facilities to accommodate such learners. The participants also gave the reason that they were no students with disabilities in the schools.

5. Training in inclusive education: N=30

Another question was on training on inclusive education. Twenty teachers indicated that they had some elementary training through courses on special needs education during teacher training at college or university. The remaining ten indicated that they had no training of any nature in inclusive education**.**

6. Obstacles faced in implementing inclusive education

Table 4: Obstacles faced in implementing inclusive education: N=30

Variable	Frequency
Lack of pedagogic skills to deal with such classes	18
School environment not friendly to learners with disabilities	22
Some practical activities do not accommodate some learners	18
A rigid curriculum that does not promote inclusivity	27
An inflexible assessment examination system	21
Lack of resources to implement inclusive education	26
Society that views people with disabilities as liabilities	20
Managing individual differences of an inclusive class	18
Lack of assistive devices for learners with disabilities	23

Table 4 shows the frequency of responses by participants on some of the challenges faced by teachers and schools in implementing inclusivity in their classes. Eighteen of the thirty respondents indicated that they lack the pedagogic skills to deal with learners with disabilities while unfriendly school environment was picked by 22 of them. Eighteen respondents picked the problem of some students not being able to carry out some building practical activities due to their disability. The challenge of a rigid curriculum that does not promote inclusive education was picked by twenty seven of the participants out of thirty. Twenty participants indicated the

problem of an assessment examination system that is not flexible to the plight of learners with disabilities while twenty six saw lack of resources as a major challenge. The problem of society attitude towards people with disabilities was indicated by twenty respondents. Eighteen participants selected the problem of managing individual differences in an inclusive class. Twenty-three respondents identified lack of assistive devices for learners with disabilities as a major challenge.

7. Measures to promote inclusive education in Building Technology and Design in schools: N=30

The participants were asked to suggest measures to be taken in order to promote inclusivity in Building Technology and design in schools. The most common measure suggested by 29 teachers was the provision of adequate resources followed by staff development with 22 teachers recommending it. Provision of friendly infrastructure and a curriculum that promotes inclusivity was given by 20 participants apiece. Eighteen teachers felt that the provision of assistive devices to learners with disabilities should be prioritized while sixteen felt assessment of the subject should be more accommodative to learners with disabilities. Fifteen teachers felt that people with disabilities should be encouraged to be actively involved in the teaching and learning of Building Technology and Design at school level. Promotion of advocacy in schools and communities on the importance of inclusion of people with disabilities were given by fourteen participants.

V. DISCUSSION

The purpose of technical and vocation programmes such as Building Technology and Design in schools is to introduce and provide learners with skills that are relevant for the world of work. The technical/vocational knowledge and skills acquired should be used by the learners for their benefit as well as their communities. To people living with disabilities, studying technical learning areas such as Building Technology and Design should help them to acquire skills that make them productive members in their communities and improve their social standing in communities they live in. This study intends to contribute to the literature on inclusive technical education.

The concept of inclusive technical education remains a topical issue in Zimbabwe as mirrored by the results of the study supported by the reviewed literature. In answering the first research question, the results show that teachers were partially aware of the concepts of inclusive education. The awareness varied among the participants. The findings are consistent with the work of Salahuddin and Islam (2019) and Clark-Howard (2019) who noted that most teachers did not have clear understanding of inclusive education. The results also cement Clark- Howard (2019) who concluded that some teachers are inadequately prepared to teach inclusive classes. However a study conducted by Makinen et al (2019), revealed that awareness improved after some training on inclusive education awareness.

Responding to the second question on applicability of inclusion of learners with disability in Building Technology and Design, the results show that the majority of teachers were in agreement with the concept. A small fraction felt that it was not applicable. Makinen et al (2019) in their study noted that attitude had a bearing on the applicability of inclusivity in technical/ vocational education. The results of a sub-question on applicability showed that very few of the participants had learners with disabilities in their classes. This might be an indication that the concept of applicability of inclusivity in Building Technology and Design is below acceptable levels due to lack of attitude change as eluded by Makinen et al (20119). Applicability of inclusive education could be influenced by courses coved during teacher training at college. The results show that most participants had elementary training in special needs education and some had no training on inclusivity at all. The findings are consistent with the work of Nguyet and Ha (2010) who noted that training of teachers on inclusive education is correlated to the application of an inclusive education. They further advocate that inclusive education should be a compulsory subject for all teacher trainees at college and university level and in-service training programmes for teachers already teaching so as to provide them with skills and techniques for inclusive education. Mag et al (2017) advocate for the building of teaching excellence through pre-service and in-service training to make educational settings more inclusive.

In answering the third research question, the study revealed that implementing inclusive education in Building Technology and Design has several challenges and these include: a rigid curriculum, lack of resources, unfriendly school environment, societal attitudes, lack of pedagogic skills and managing individual-learner differences. Similar studies by Dube (2016, Mathew and Jha (2015) and Chinhengo (2016) concluded that the whole idea of inclusive education is defeated through lack of proper attitude and sensitivity on part of the community that include teachers, parents and pupils, irrelevant curriculum, incompetence of teachers, lack of resources as well as lack of proper and friendly infrastructure. It also emerged in the study that lack of a flexible assessment examination model at national level had a bearing effect on the inclusion of learners with disabilities in technical education. This is evident by the requirements of all technical learning areas of the O-Level Zimbabwe Secondary School Curriculum of 2015-2022 where every candidate has to take a practical examination paper as part of the assessment regardless of one's disability. Whilst previous research has focused on inclusive education in general mainstream schools, these results demonstrate that inclusivity in technical education learning areas has more complex challenges to learners with disabilities as it deals with practical technical skills acquisition.

In answering the last research question on measures to take to promote inclusivity in Building Technology and Design, the study revealed measures that include provision of adequate

resources, staff development, provision of friendly infrastructure and advocating for an inclusive technical education curriculum. It also emerged in the study that providing assistive devices to learners with disabilities, promotion of active participation of people leaving with disabilities in the teaching of technical education and promotion of advocacy in schools and communities were among the measures that promote inclusivity in technical education. The findings are consistent with the recommendations of the United Nations and the work of Mafa (2012), Sibanda (2018) and Majoko (2018). Their findings and recommendations included raising awareness among educational stakeholders, allocating resources for inclusive education, improving physical accessibility of schools, intensifying the teaching of inclusive modules to pre-service and in-service teachers, planning inclusive awareness programmes and recruiting teachers with disabilities. The findings on introducing a flexible curriculum are in line that of Hlatywayo and Maposa (2020) who also propose the need to revise the curriculum so that it becomes flexible and meet the individual needs of all learners.

VI. CONCLUSION

This study focused on the implementation of inclusive education in Building Technology and Design a component of Zimbabwe secondary school technical education curriculum. An inclusive technical education at secondary school promotes the active participation of people living with disabilities in the economic activities of the communities they live, enhances their integration and acceptance in society. The findings of the study however suggest that a lot has to be done by the relevant education authorities ensure that learners with disabilities practically benefit from technical education programmes such as Building Technology and Design offered in Zimbabwe secondary schools. From the findings of the study, it could also be concluded that very few learners with disabilities proceed to secondary school and an almost negligible number are involved in technical learning areas. This is a major challenge on its own. It is also important to acknowledge the complexities faced by teachers in implementing inclusivity in Building Technology and Design that include lack of concrete knowledge on inclusive education, lack of the necessary pedagogic skills to deal with inclusive classes, lack of resources and a rigid curriculum among others. Having said that, it is encouraging that the Zimbabwe Ministry of Primary and Secondary Education (2021) advocates for capacitation of learning institutions to ensure learner-friendly, inclusive educational facilities and programmes to enable all learners to optimally benefit from the curriculum. Thus the increased call for inclusivity in the education system continues to take centre stage and needs concrete action especially in technical areas such as Building Technology and Design.

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