

REMEDIAL EDUCATION IN INCLUSIVE SECONDARY SCHOOLS IN ZIMBABWE : IMPLEMENTAION, CONSTRAINTS AND OPPRTUNITIES

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ABSTRACT

Remedial education is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. This study examines the implementation of the remedial education programmes in secondary schools of Bulawayo province in Zimbabwe. Questionnaires and interview schedules were employed for gathering data from 50 participants that included remedial teachers, students and school administrators. Thematic analysis of data revealed that unavailability of the policy and lack of resources to implement the remedial programme forced the remedial teachers and school administrators to assist students with learning difficulties with minimal ways of achieving their full potential. The findings further revealed that remediation in secondary schools increased the teachers' workload and that timetabling of remedial classes was difficult for the remedial teachers to implement. The study recommends that the Ministry of Primary and Secondary Education, through department of Schools Psychological Services and Special Needs Education, should hold workshops and seminars for remedial teachers to develop their skills in teaching remedial students.

Keywords: Remediation, Remedial Teacher, Inclusive Education, Learning Difficulties.