

The Right to Information: Library Services and Disability at Tertiary and University Libraries in Masvingo Urban in Zimbabwe

Tofara Rugara, Shadreck Ndinde and Webster Kadodo
Great Zimbabwe University
Masvingo, Zimbabwe

Abstract. This article argues that accessibility to, and of information in institutions of learning is as much a right as is education to all human beings. The premise for this deductive declarative observation is based on the understanding that information is a facility that enhances learning without which we can hardly talk of education. Many countries in the world, Zimbabwe included, ratified and signed protocols on equal access to education for all their citizens. For that reason, Zimbabwe formulated regulatory policies on inclusive education as a way of discouraging discrimination in education and society at large. In short, the implied value of inclusivity is equal access to education in spite of mental, physical challenges or otherwise. These researchers argue that equal access to education is much more than having the various categories of learners in one class, one group or same institutions or signing protocols but includes all the support services that should act as equalization facilities. This research, therefore, examined to what extent tertiary and university libraries in Masvingo urban fulfill this mandate.

Keywords: Inclusivity; human rights; information; library; disability.

1. Introduction

The absence of disabled people in development discourse has been seen as evidence of discrimination in society (Yokoyani, 2001). As reaction, equity and equality in education have become major components of the 'rights discourse' in modern day society (Samkange, 2013). These have become catch-phrases epitomizing various countries' commitment to their peoples' rights to education irrespective of their physical and/or mental states. This led to the adoption of UNESCO's Salamanca statement and framework for action on special needs education advocating for the inclusion of learners with disabilities in mainstream groups (Chireshe, 2013; Samkange, 2013; UNESCO, 1994). By inclusion, we mean "children with special educational needs...attend

mainstream schools they would have [*naturally*] attended if they did not have a disability” (Chireshe, 2013, p.223). Inclusive education can, therefore, be viewed as a ‘new’ human rights and social justice approach to education and disability (Bunch, 2008). Inclusion, in this sense, involves restructuring the cultures, policies and practices in education so as to respond to the diversity of students in their locality irrespective of their physical or mental states (Chireshe, 2013; Booth & Ainscow, 2002), that is, rights of all learners to mainstream learning institutions. Mainstreaming is the educational equivalent of the normalization principle based on the view that people living with disability have the right to the same life experiences as their peers (Swart & Pettipher, 2001). The concept of mainstreaming, however, needs to be pruned off its reliance on the medical perspective in which the barriers to equal access are seen as caused by the disability of the affected persons with no regards to how the institutional environment may be contributing to disabling them (Pieterse, 2010). Evidently, the underlying philosophy for inclusivity germinates from equal access and education for all movements in which education is seen as a right for every human being (UN, 2006). The above is tantamount to also declaring that every human being has right to information (Ndinde & Kadodo, 2014). In other words, the provision of information is as much a human rights issue as is provision of education. The United Nations Convention on the Rights of Persons with Disabilities of 2008 “reinforced our understanding of disability as a human rights and development priority” (World Health Organization, 2011, p.5). We note here that inclusion extends beyond the physical placement of people with disability to include moral issues of human rights and values (Pieterse, 2010; Clough, 1998; UNESCO, 1994). Inclusivity, in this regard, is a move away from the deficit perspective (a move from blaming the victim) to a systemic authentic change (Lomofsky & Lazarus, 2001) where people living with disability are viewed, accepted and included for what they are. Inclusive education in learning institutions should be understood as an integral component of a democratic society (Engelbrecht & Green, 2001; Dyson & Forlin, 1999). The hallmark of a fully inclusive community is where people with disability can declare that “we are everywhere these days, wheeling and looping down the street, tapping our canes, sucking on breathing tubes, following our guide dogs, puffing and sipping on the mouth sticks that propel our motorized chairs” (Heyer, 2007, p.261; Linton, 1998, p.4). This includes accessing and sharing information in same learning institutions.

The United Nations Convention on the Rights of Persons with Disability (UNCRD) (UN, 2006) set the tone for member states to adopt, adapt and develop their own models of the rights of those living with various forms of disability for integration in mainstream systems. The UNCRD defines disability as evolving from interaction between persons living with impairments, attitudinal and environmental barriers that hinder their complete and effective participation in society on an equal basis with others (UN, 2006). Impairment, as Chataika (in Deaf Zimbabwe Trust, 2014) notes ranges from physical, sensory, neurological, intellectual, multi-impairments to mental illness or psychiatric. In other words, impairment is a long-term limitation of a person’s physical, mental or sensory function (<http://www.scope.org.uk/about-us/our-brand/social-model-of-disability>)

downloaded 31/03/2015). In Zimbabwe, the spin at making education a right for all its citizens was visible in the 1987 Education Act that declared 'education for all' seen as a corrective measure to empower the formerly disadvantaged group(s) in society. As regards disability, a SINTEF study carried out in 2003 (Choruma, 2006; SINTEF 2003b) indicated that 32% of the people with disabilities in Zimbabwe had no schooling, 36% had some primary schooling and 32% had some education beyond primary level. This acted as catalyst for activism on the rights of learners with various forms of disabilities. The logic informing this move rested in the recognition of education as human rights issue in which equal access became the catch phrase. The concept of equal access, however, can never be achieved without incorporating the rights of those with impairments. In order to facilitate the integration of learners with various forms of impairment into mainstream education, Zimbabwe (being a signatory to the Salamanca declaration for action on special needs education) developed a national framework to this end (Chireshe, 2013, 2011; Musengi et al., 2010; Mpofu et al., 2007).

Zimbabwe does not have a specific policy on inclusive education but has inclusive education related policies, for instance, the 1996 Education Act and the Zimbabwe Disabled Persons Act of 1996 that advocate for non-discrimination of people with disability in the provision of education (Chireshe, 2013). This research, however, notes that inclusivity is much more than ratifying protocols and designing policies, or having a range of learners together in same institutions. To fully embrace the concept of inclusivity, it is equally necessary to ensure all other equalizing aspects are taken into account. Unless this is ensured, inclusivity would just remain a principle that has very little relevance to reality on the ground. For instance, Stofile and Green (2007) report on implementation problems of inclusivity owing to lack of adequately trained educators in South Africa, Griender (2010) reports on lack of logistic coordination amongst stakeholders in Malawi, whilst Musengi et al. (2010; see also Chireshe, 2013) note that lack of resources, relevant manpower training, policy makers and politicians' commitment to inclusivity as serious hindrances to successful implementation in Zimbabwe. This research looks at both accessibility of physical library structures and information in libraries as key to inclusivity. These are components that, together with others, should act as equalizing aspects for inclusivity to be realized.

1.1 Theoretical framing of disability

Assessing the extent to which institutional libraries support inclusivity (or thereof lack of it), requires an understanding of how disability is framed because that inadvertently influences how libraries provide for various groups of its clientele. There are three perspectives that are used to frame disability. These are the Medical model, the Charity model and the Social model (Deaf Zimbabwe Trust [DZT], 2014). Some researchers like Yokoyani (2001), classify these perspectives into two, that is, the Medical and the Social where the Charity model is subsumed in the Medical model. In this research, we prefer to concentrate on the Medical and the Social because we are convinced that the Charity model comfortably sits within the Medical model. For convenience, we,

however, begin with an outline of the three. As noted earlier, impairment is in various forms such as physical impairment, sensory impairment, neurological impairment, intellectual impairment, multi-impairments, mental illness or psychiatric impairment (Chataika, 2014 in Deaf Zimbabwe Trust, 2014). It is beyond the scope of this research to assess which impairment types could be handled in what way(s) or with what ease or difficulties for inclusivity to succeed. Rather, our purpose is to assess whether tertiary and university libraries in Masvingo urban are fulfilling their role to support inclusivity using infrastructural and informational accessibility for all users.

1.1.1 The Medical Model

This perspective sees impairment as the problem and therefore regards problems of disability as situated in disabled individuals (Yokoyani, 2001). This view emphasizes individual deficits resulting in individuals needing to be cured and cared for. The model conceives that such individuals require medical treatment from doctors, physiotherapists, speech therapists, occupational therapists etc. whilst their caring requires rehabilitation centres, special schools, social workers, sheltered workshops, educational psychologists, specialized transport, sympathy and charity (Yokoyani, 2001; Deaf Zimbabwe Trust, 2014). This perspective places greater emphasis on the impairment than the capabilities and needs of the person (Deaf Zimbabwe Trust, 2014). The perspective sees individual deficit rather than the limitations of suitable provisions for personal needs (Yokoyani, 2001) as the problem. In short, in this perspective, the victims are blamed for being victims and are seen as only suitable for peripheral charity. They are viewed as passive recipients who should be cured and cared for by professionals within specialized settings manned by specialists. The exclusion is not viewed as discriminatory but as “a natural outcome of a person’s physical or mental deviation from the nondisabled norm” (Heyer, 2007, p.265). Given the views above, what could this mean regarding service provision for impaired users in a carelessly envisioned library?

1.1.2 The Charity Model

The model sees charity as the only logical way of helping persons with disabilities (Deaf Zimbabwe Trust, 2014). Charity is envisioned as necessary to create separate ‘specialized’ facilities located away from ‘mainstream’ community life. A typical example in Zimbabwe has been the establishment of Jairos Jiri Shelters for the physically impaired away from the so called mainstream society. The charity discourse is underpinned by the medical model of disability thus, does not foster self-esteem but instead opiates disability. As already stated above, we believe that the very characteristics that define this model situate it squarely as a subset of the medical model that rely on cure and care that come through charity from the ‘able’ and the ‘haves’.

1.1.3 The Social Model

The emphasis in this perspective is on the socio-political environment in which problems of disability are situated in social structures (Yokoyani, 2001). The structures are seen as unyielding and unsupportive of people living with disabilities. These structures, rather than being enablers, they actually become

disablers and tend to lower impaired people's self-esteem creating a sense in which the so called mainstream society seem to say, 'It is alright, we understand that you can't do much within the *normal* environments'. This becomes an excuse for the many badly designed social structures and mind-sets that are exclusionist. From the library point of view, exclusion occurs primarily due to both the physical buildings and institutional inaccessibility for impaired people (Yokoyani, 2001).

Attitudinal segregation that are coupled with prejudiced views, are deep-sited in cultural and religious beliefs, and tend to diminish and erode impaired people's self-belief that they can actually achieve a lot of progress primarily from their own individual efforts. In other words, social structures create the dependency syndrome in people living with disability. In this way, self-assertiveness diminishes and self-pity and blame sets in. As Harvey (1992 in Yokoyani, 2001) notes, the situation will not be fully changed until the social structures and people's mind-sets towards disability are changed. Unfortunately, the Disabled Person's Act in Zimbabwe does not have adequate provisions nor powers to compel services infrastructure and public transport owners to ensure that their facilities allow free access by impaired people (Mandipa, 2014 in Deaf Zimbabwe Trust, 2014). We believe that when disablers/barriers are removed or minimised, impaired people can exercise their independence and experience equal access with a measure of choice and control over their own lives (<http://www.scope.org.uk/about-us/our-brand/social-model-of-disability> downloaded 31/03/2015). Drawing from an amalgam of disablers/enablers outlined in the social model ranging from cultural and religious, segregation, inaccessibility and social prejudice, this research examines how libraries in the research location handle two critical enablers/disablers; accessibility of facilities and accessibility of information for impaired people. Depending on how each is treated, these can work as either enablers or disablers. One critical assumption of the social model is that once the nondisabled majority gains increasing contact with their disabled peers, discriminatory attitudes and fears of the unknown will disappear (Heyer, 2007).

1.2 Libraries, disability and inclusivity

We note that the user is the 'life-blood' of any 21st century library the world over. The library itself is in fact "the heart if not aorta" of any institute of learning (Sharma, 2012, p.222). The inclusive movement recast the mandate of libraries as an important component of the equalization process. Libraries, as centers of information provision, aim at providing timely, pertinent and reliable information for their users without discrimination. It cannot be overemphasized that the library is the hub of any learning institute. The library has mandate to collect and provide information to the whole range of their clientele. Wright (1997) posits that all library facilities and information services should be available to all library users. What this implies is that the facilities and services that libraries offer should be in tandem with the needs of all their users. This research examines whether this equalization desire is fully supported on the ground. We examine the nature of service charters, what James Cook University Library (downloaded 08/01/2016) sets out as 'development of standards' that each of the libraries in the research site has and to what extent these are evident

of equalization in services provision. We also look at in-house and external training that the library staff undergo to strengthen their service delivery. In addition, we look at accessibility of the physical infrastructure and whether information is properly coded for the various readers to fulfill the library's mandated service delivery to all its clients. As noted earlier, there are various categories of impairment that the library needs to cater for in its quest for inclusivity. They range from cognitive, mental, sensory, emotional, developmental, to multi-impairment. This implies physical access to buildings and service areas, workstations, reading rooms, relevant visual/audio materials, relevant information technology gadgets for various library user-categories, specialized software etc. (Atiles et al., 2004). Some researchers like Williamson et al. (2007) observe that libraries have had problems in providing information for people with disabilities.

2 Research question

Having noted the presence of library clients with various forms of disability, these researchers were left wondering as to what extent the said libraries were copying. We, thus, decided to carry out a research guided by the following question. To what extent are tertiary and university libraries in Masvingo urban supporting inclusive education?

3 Research methodology

The current research employed qualitative methodology to assess the role of libraries within inclusivity education discourse. Qualitative research is "a situated activity that locates the observer in the world...[it]...involves an interpretive, naturalistic approach to the world...[where]...researchers study things in their natural settings, attempting to make sense of, interpreting phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2011, p.3; Creswell, 2013, p.43-4). The theme of inclusive education is social discourse whose comprehension requires understanding of "the social world that people have constructed and which they reproduce" through their activities and interactions (Blackie, 2007, p.124). As Blackie (2007) notes, qualitative research allows us to understand the meanings of social situations, interpreting people's actions and meanings of human-created worlds. Situating ourselves physically as researchers in the research environment allowed us to interpret and comprehend the underlying perceptions influencing the way libraries in the research site deal with education inclusivity and disabled library users. Through the interpretive paradigm, we sought to understand socially constructed reality (Yanow & Schwartz-Shea, 2011; Denzin & Lincoln, 2011; Creswell, 2013; Thahn & Thahn, 2015) from the point of view of both library staff and impaired library users. We were convinced that we could discover their reality through participants' views, their own backgrounds and experiences as well as through our own observations (Yanow & Schwartz-Shea, 2011; Creswell, 2003). It was for that reason that we employed semi-structured interviews and observation as data generating methods.

The current research took the form of a qualitative descriptive survey design. The design helped us to understand how things are and what obtains on the

ground (Denscombe, 2010). In short, this design was very useful in providing information about the “current state of affairs” (Kadodo, 2013, p.509) regarding library services in the defined research site. Information was given directly by participants (which helped us to assess the underlying attitudes of individuals) and through observation of situations on the ground (Kadodo et al., 2012).

3.1 Semi-structured interviews and observation

An interview can be effectively used for gathering data about “a person’s knowledge, values, preferences and attitudes” (Gray, 2014, p.383). Commenting on semi-structured interviews Brenner (2006), notes that the method allows researchers to ask all participants the same core questions with the freedom to follow-up questions that build on the responses received. Since the required information was located in social realities, semi-structured interviews helped to elicit highly personalised information that may otherwise not have been got through other data collection procedures (Gray, 2014). Participants expressed their views and feelings regarding whether libraries involved in this research were adequately catering for all their library users. Semi-structured interviews are flexible in that participants can expand their answers to clarify their meanings and reasons.

Denzin and Lincoln (2011, p.467) note that observation is “the mainstay of the ethnographic enterprise” in which researchers are “observers of both human activities and of the physical settings in which such activities take place”. Through observation, we were able to ‘see’ beyond participants’ “opinions and self-interpretations of their attitudes and behaviours” (Gray, 2014, p.413). This data generating method allowed the researchers to observe the physical set-up of libraries. This data generating method moved us “towards an evaluation of their [*participants*] actions in practice” (p.413).

Use of the two methods allowed us to triangulate and further move us to a deeper understanding of what really obtains (and why) in libraries in the research site. It was for these reasons that we used semi-structured interviews and observations to generate data for this research.

Data collection was done by the researchers. Questionnaire items were developed around three key areas, namely the availability of client service charters in libraries, physical infrastructural accessibility and informational infrastructural accessibility. The researchers developed and administered the questionnaire and interviews.

3.2 Research participants

Participants in this research comprised eight library staff, four impaired library users and two impaired lecturing staff. Of the eight library staff, two were Deputy Librarians whilst six worked at materials issuing as well as help desks. Their years of experience was two years and above. This selection decision ensured that we collect data from ‘information rich’ participants regarding the phenomenon under study. The experience of the two lecturers was between three and five years in tertiary and university teaching. Two of the four library users were in their first year whilst the other two were in their second year of

study. All participants were drawn from the four libraries that took part in this research; namely Great Zimbabwe University Library, Zimbabwe Open University Library, Masvingo Teachers' College Library and Masvingo Polytechnic Library, all located in Masvingo urban.

All research participants were purposively selected from libraries that took part in this research. We opted to purposively sample participants to ensure that only "knowledgeable people" take part in interviews (Cohen et al., 2011, p.157). We were convinced that we would get valuable information through focusing on "a relatively small" but information-rich group (Denscombe, 2010, p.34) allowing us to understand how the libraries are fulfilling the inclusive education mandate.

4 Findings and discussions

Results for this research are organized into three thematic categories, that is, client service charter for inclusivity, physical infrastructural accessibility and informational accessibility. The results discussed here should be understood within the context of the tertiary and university libraries that participated. Although the same results may obtain in other localities beyond this research area, we emphasize on the 'trustworthiness' and 'credibility' of results than the 'transferability' of them owing to the uniqueness of each library locality (Gray, 2014, p.186; Denzin & Lincoln, 2011, p.120).

Data was analysed qualitatively and the discussion of findings was organized into themes. The results are thus discussed under three thematic categories namely, client service charter for inclusivity, physical infrastructural accessibility and informational accessibility.

4.1 Client service charter for inclusivity

Library client service charter is a document that spells out in succinct terms the nature and quality of service provision, relational partnership of library staff and users and the inclusivity of service provision. The State Library of Queensland, Australia, in its draft charter notes that a "Customer Service Charter is an excellent opportunity to spell out your services and objectives" referring "to any existing library policies e.g. internet policy, and any library rules or regulations" (State Library of Queensland, download 08/01/2016). It further notes that the charter should be clearly displayed in the library, on the library website and on appropriate library promotional materials to facilitate maximum exposure to the library community. A client service charter is part of an organization's "continual efforts to improve client services in line with high standards of quality" (Dubai Customs, downloaded 08/01/2016). James Cook University Library client service charter, for instance, states that it "provides an environment that is inclusive and diverse" assuring its clients living with disability (James Cook University Library, downloaded 08/01/2016).

The results from interviews with library staff and observations that we carried out revealed that none of the libraries taking part in this research had any client service charter in place. The interviewed library staff professed ignorance on the

desirability of a client service charter for, and in the library. What we noted from some of the libraries were very brief mission statements adapted from organizational mission statements. For example, one such mission statement displayed on one library's website reads "...to support the teaching, learning and research programmes by acquiring and organizing access to information resources in a variety of formats..." This is just about all that talks about this library's service provision to its clients. The mandate of inclusivity for libraries is left to speculation with no clearly put across commitment by the said libraries. This, contrasted with, e.g. the James Cook University Library Charter that reads, as one among several of its key functions, that "We provide an environment that is inclusive and diverse..." (James Cook University Library, downloaded 08/01/2016) makes it sound like some libraries operate in the mode of 'business as usual' with no particular urgency nor are under any pressure to be accountable to their clients. It is our conviction that modern libraries in the 21st century must be answerable to the demands of inclusivity as much as they should to their clients. We strongly believe that libraries should design client service charters that spell out the expected service partnership with their library clients. As libraries "we must focus on the needs of our clients" (University of Technology Sydney, downloaded 08/01/2016) ensuring that they are all catered for. A client service charter acts as both a guide and reminder for the library staff and library users of the essential cardinal rules of service partnership and provision.

In a related issue, participants revealed that the current crop of library staff is not capacitated enough to attend to the needs of users with disability. The World Health Organisation, 2011, p.9) notes that "weak staff competencies can affect the quality, accessibility, and adequacy of services for persons with disability". One participant in this research noted that "There is no specific training geared towards servicing users with disabilities" and that it was "out of human heart" that "we strive to help them under difficult circumstances". The greater number of interviewed library staff felt that libraries should employ 'specialist' library staff capable of assisting users with disability. Another participant weighed in that "It's a forgotten tribe in librarianship" referring to disabled library users. We, however, do not share the same views of employing library specialists to cater for the disabled users because that would perpetuate discrimination and derail inclusivity and equal access. This path, in our view, is shaped by the Medical (including the Charity) model where lack of equal access to service in the library is blamed on the disability of users than social structures that prefer keeping disabled users as a separate group needing specialist personnel to care for them. We rather suggest that all library staff be capacitated to deal with all groups of users to avoid this subtle form of discrimination. As a community, we need mentality/attitudinal shift to see all users as deserving equal treatment. Unless we are ready to embark on this counter-attitudinal shift, we must openly make our 'goodbyes' to inclusive education.

4.2 Physical infrastructural accessibility

Physical infrastructural accessibility relates to accessibility of buildings, services space and work stations. This also includes transport systems, all which should

act as equalization factors. Unless these factors are attended to, then equal access and inclusive education are not possible in our communities. For the purpose of this research, we did not include transport and parking issues because we felt that this was outside the scope of institutional libraries. Data from interviews and observations revealed that of the four libraries, two had constructed ramps as an after-thought. The situation at one other library was particularly worrying. At this library, both the entry and exit points are fitted with 'rotational' single, upright entry requirement facilities. Obviously, this does not accommodate wheelchair-bound users and is likely to give crutch-aided library users access-problems. Our observations at this library did not reveal any other entry options to this library. One impaired user we interviewed revealed that such users relied on the 'charity' of friends who, after borrowing library materials would share with them. We also noted that at another library, though a ramp has now been constructed, those with mobility impairment were limited to the ground floor because there are no elevators. The only means of access to the first floor is a flight of steps. On the plus side, we noted that one of the four libraries has purpose-built restrooms but the other three still have to make such provisions. Interviews with both library staff and impaired users, and our observations revealed that in all libraries there were no height-adjustable tables for users with such requirements. We also noted that access to some workstations and services desks was not guaranteed for some impaired users owing to infrastructural designs.

In his Foreword to the Report of the World Health Organization, Professor Stephen W Hawking notes that "My house and my workplace have been made accessible for me" (World Health Organization, 2011, p.3) indicating that for equality and inclusivity to be realized we need to make deliberate efforts to adjust physical infrastructure to be accommodative of all library users. The World Health Organization (2011) notes that reports from even countries with laws on accessibility, even those dating as far back as from twenty to forty years ago, confirm a very low level of compliance with these requirements. What this tells us is that we need to double our efforts for inclusive education and equal access to be realized.

6.3 Informational accessibility

Informational accessibility refers to accessibility of information in formats consistent with the requirements of each library-user categories. Interviews and observations yielded data that revealed that the great bulk of library information was not available in formats accessible to some impaired library users. For example, speech to text and/or text to speech computer software, speech synthesizers, magnification equipment, large print and braille were conspicuously absent from the four libraries. Only one library had some software for the partially-blind. There were equally no capacitating sign language interpreters or displayed signs for the deaf and those hard-of-hearing (dumb). In short, the libraries in the whole did not have special format materials and technical aids for those impaired. While the four libraries had computers and other electronic gadgets, they did not have any adaptive technology and software for impaired library users. The World Health Organization's (2011,

p.10) report also notes that reports from elsewhere indicate that “Little information is available in accessible formats, and many communication needs of people with disabilities are unmet”. Most of the interviewed library staff sited lack of resources and funding as a major handicap.

5 Conclusion and recommendations

This research notes that the current position of the four participating libraries is that they are not offering adequate services to some of their library users. It was discovered that some user-categories are not fully catered for. As noted by various research participants, one of the noted problems is funding for libraries to make necessary physical infrastructural alterations to allow free access to services and facilities by impaired users as well as for the procurement of technologies and information in formats consistent with the needs of various groups of impaired users. However, in our view, this problem goes deeper than ‘meets the eye’ where we may be framed to see the library and its environs as the problem. The issues go deeper than just the provision of the physical infrastructure and informational access. These issues need also to be understood at the attitudinal level for library staff, institution managers and policy makers. Unless commitment to inclusivity is demonstrated and vigorously supported from the national executive (politicians) there will be very little progress in realizing equal access in the area of education, and libraries in particular. Ratification and implementation of policies should be translated into practical actions that are backed by the executive at national level. In our view, we need to move away from seeing impairment from a deficit position to enabling social structures that allow impaired people to unleash their potentials. Meaningful in-housing training for library staff can only be realized when attitudes to impaired people are positive. As Engel and Munger (2003, p.80) notes, “rights shape identities” and these determine how the rights can be turned into “rights as a framework interpreting...experiences of unfairness”. We believe that by positively framing impairment, we move a step in the right direction in equalization of both physical infrastructural and informational accessibility as well as developing positive attitudes towards impaired library user.

Declaration

The researchers wish to declare that there was no research grant attached to this research by any organization.

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