

**A CASE STUDY OF INCLUSIVE EDUCATION PRACTICES EMPLOYED
BY SCHOOLS IN THE ENGELA CLUSTER OF THE OHANGWENA
REGION, NAMIBIA**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION (INCLUSIVE EDUCATION)
OF
THE UNIVERSITY OF NAMIBIA**

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April, 2018

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ABSTRACT

Noticing the complexity of inclusive education in theory and practice, this study is aimed at finding out the nature and types of Inclusive Education (IE) practices employed in the Engela cluster in the Ohangwena region, Namibia. A mixed research design was employed to solicit information using a quantitative survey and a qualitative case study. A criterion sampling procedure was used to select a sample of six school principals, 48 teachers and 120 learners to share their experiences regarding the practices of inclusive education in schools. To seek convergence, corroboration and correspondence of data, the researcher applied triangulation using different research tools (Creswell & Clark, 2011). Various instruments such as one-on-one interviews, focused group interviews, questionnaires and visual representations (pictures) were used in this study. The quantitative and qualitative findings are presented simultaneously according to themes. The results obtained were presented, analysed and discussed in line with the themes derived from research questions. The quantitative results were analysed using descriptive statistics, while the qualitative data used typological and polyvocal data analysis. The findings revealed that the Engela cluster comprises a wide range of learners with special/diverse needs of which the most prevalent group is orphans and vulnerable children (83.3%). It was found that the school principals and teachers tried to implement inclusive practices despite the fact that they did not have in-depth knowledge and skills in what constitutes Inclusive Education. Although the envisaged idea of inclusive education is to ensure education for all learners, most school principals and teachers were of the opinion that inclusion in the Engela cluster can only be applied with confidence to a limited extent. Moreover, they maintained that not all the learners found in their respective schools are eligible to be taught in

regular schools. This assertion was attributed to poor school infrastructure which does not respond to the call of Inclusive Education and that obstructs inclusion of learners with special/diverse needs. Nevertheless, it was also found that some school-based interventions applied were in compliance with the call of inclusive education. Results suggested that the IE practices employed by schools in the Engela cluster could not vigorously be established due to various challenges. Hence recommendations were made to relevant stakeholders and further research to be conducted in the IE field.

ACKNOWLEDGEMENTS

I would like to thank God for blessing me with strength to carry on even when I was at the verge of giving up. I cannot achieve anything without His guidance. Through His endless love I managed to push through till the end.

I also want to thank my supervisor Dr. C.K. Haihambo Ya-Otto for her support and direction throughout the course of this study. My deepest appreciation also goes to my co-supervisor Prof. R.F. Zimba for his exceptional commitment, dedication and professionalism.

I am deeply indebted to all school principals, teachers and learners from schools in the Engela cluster in Ohangwena circuit for their support. They managed to squeeze me into their busy schedules and assisted me to the best of their abilities.

I want to express my deep appreciation to the Ministry of Education, Arts and Culture for permitting me to conduct my study in the Ohangwena Education Directorate. Last but not least, to my friends and colleagues “Sharing is caring!” I particularly applaud the kind support I received from Anna Kapiya, Nancy Muyoyeta, Otilie Taukeni-Daniel, Albertina Ndinoshiho, Meme Toini Haihambo, Nelago Davids, Oshike, Henry “Skelle”, Tangi “Tall” Kwela and my best friend Mr. Alberto.

DEDICATION

This thesis is dedicated to my mother Alina Mutschoka Ipinge-Shiimi and my daughter Tangi Lovisa Sandra Alberto. Meme you are the most wonderful person. You encourage me to achieve my dreams. Tangi I challenge you to do better than this because I believe you can.

DECLARATIONS

I, Hilda Nuusiku Shiimi, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Hilda Nuusiku Shiimi

Date

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ACRONYMS

IE - Inclusive Education

EG - Education Grant

LRC - Learner Representative Council

MEC - Ministry of Education and Culture

MGECW - Ministry of Gender Equality and Child Welfare

MoE - Ministry of Education

MoEAC - Ministry of Education, Arts and Culture

MoHSS - Ministry of Health and Social Services

NGOs - Non-Governmental Organizations

OVC - Orphans and Vulnerable Children

SADC - Southern Africa Developing Community

SA - South Africa

SDG - Sustainable Developmental Goal

PGSC - Postgraduate Study Committee

PS - Permanent Secretary

UK - United Kingdom

UNAM - University of Namibia

UNDP - United Nations Development Programme

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNICEF - United Nations Children's Fund

1. INTRODUCTION

1.1 Orientation of the proposed study

Education is a fundamental human right and all people are entitled to receive education of good quality. Namibia is not an exception in this regard. Education is central to an individual and national development thus guaranteed in article 20 (1)(2) of the Constitution of the Republic of Namibia which stipulates that:

“All persons shall have the right to education”

“Primary education shall be compulsory and the state shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining state schools at which primary education will be provided free of charge”.

The Ministry of Education, Arts and Culture had been dedicated to ensure that the major goals of education namely access, equity, quality and democracy are attained (Ministry of Education and Culture [MEC], 2003). The Ministry of Education, Arts and Culture in Namibia is also a signatory to a number of international agreements and national legislations and policies (Ministry of Education [MoE], 2013). In this regard Namibia reaffirmed international reviews made at the World Declaration on Education for All goals (1990) and the Salamanca Conference (1994) on special needs education.

The Ministry of Education, Arts and Culture supports developments in support of education for all, thus creating an inclusive education orientation system which is deemed most effective in combating discriminatory attitudes, creating welcoming communities and building an inclusive society (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005). The realisation of

Education for All and Inclusive education in Namibia should be viewed as a crucial transformation in the Namibian education taking into account the disparities that existed in the Namibian education system before independence.

In 2013, the Education Sector Policy on Inclusive Education (2013) was endorsed to direct the education sector by adopting flexible and holistic approaches for strengthening the inclusive education system in Namibia. Inclusive education approaches are intended to create a conducive learning environment for all children in schools. Contrary to that intention, a report by the United Nations Children's Fund [UNICEF] indicates that in Namibia less than 50% of the children who enter grade one pass their grade 12 examinations, while almost half of all primary school children who enrol for secondary education do not complete grade 12. This situation is noted to be prevalent amongst children with disabilities, as well as children with special needs including children from disadvantaged communities and minority groups (UNICEF, 2015).

All educational stakeholders in Namibia have the responsibility to ensure that education is accessible to all without discrimination or exclusion despite the learners' socio-economic status, physical disabilities or abilities. However, due to the conventional styles, historically and currently, applied to schools by managements, the likelihood that the implementation of the Education Sector Policy on Inclusive Education (2013) is met with various challenges cannot be ruled out (Mitiku, Alemu & Mengsitu, 2014; Josua, 2013;). This assumption is based on the acknowledgement that to a large extent, current styles of managing schools are rooted in a disciplinary culture that emphasises uniformity. In contrast to this, the inclusive education principles require an acknowledgement of diversity as a norm and a caring school culture.

1.2 Statement of the problem

The researcher noted with a great concern that there is a high rate of learners' drop-out in the Ohangwena region. This means that learners' education that presumed to be the key to success is ruined. Moreover, the likelihood of achieving Inclusive Education milestone as a priority to the Namibian agenda is at stake. Bartlett as cited in Chitiyo et al. (2016) noted the societal and economical issues as some of the contributing factors. These factors could further be attributed to challenges faced by schools' inability to cater learners with diverse/special needs. Engelbrecht and Green (2007) indicated that children with special/diverse needs are usually neglected, ignored, abandoned and left out of the education system. Thus, the researcher is of the opinion that schools have certain practices that enhance or impede the principles of inclusion that are worth documenting and could be used to guide during the implementation of the Sector Policy on Inclusive Education in Namibia (2013). This study was driven by the desire to find out which practices within the schools (structures and cultures) are good inclusive practices and which ones are not speaking to the principles of inclusive education. Sands et al. (as cited in Barnes, 2011, p.2) notes that *"achieving an inclusive school community is dependent on establishing the school climate and culture that will encourage the collaboration of all stakeholders"*. Inclusive education in Namibia can be promoted if stakeholders in education are enabled to understand and have their attitudes and perceptions relating to children with diverse/special needs changed (Möwes, 2012). In saying that, the challenges such as the lack of stakeholders' knowledge and skills as well as inappropriate school environments can lead to ineffective practice of inclusion in inclusive schools. It is anticipated that those challenges will obstruct the proper execution of the Education Sector Policy on Inclusive Education (2013) as a crucial

national agenda. Consequently, this leads to infringement of fundamental human right causing uncertainty on the attainment of access, quality, equity and democracy in education.

1.3 Research questions

This study was guided by the following research questions:

1. Which learners are targeted for inclusion by schools in Engela cluster?
2. What inclusive education practices do schools in Engela cluster apply?
3. How do school cultures and structures enhance or impede inclusion of learners from diverse backgrounds?
4. What interventions do schools in the Engela cluster use in response to learners' diverse needs?

1.4 Significance of the study

It was anticipated that the study would help raise awareness of good and not so good practices of inclusive education. The study would be of significance to learners since it aimed at promoting the rights to education for all learners regardless of their abilities, capabilities and their psycho-social needs.

The findings would serve as a guide for the Ministry of Education, Arts and Culture in planning for possible workshops and in-service training courses that would eventually empower all stakeholders towards the implementation of the Sector Policy on Inclusive Education (2013).

1.5 Limitations of the study

The inclusive education concept is complex and in most instances in Namibia, it is closely linked to disabilities. Therefore, participants might interpret the concept differently which could lead to bias in their responses. The researcher overcame this

limitation by making a short presentation to explain what the concept entails, and avoided using the term “*inclusive education*” prior to the data collection.

1.6 Definition of concepts

The terms below were defined in relation to this research. Hence in this research context these concepts mean the following:

Inclusive Education

In this study Inclusive Education means a field of study that aims at responding to learners with special/diverse needs who are likely to be excluded or discriminated due to their economical backgrounds, social exclusion, physical disabilities as well as their learning abilities. Furthermore, the United Nations Education, Scientific and Cultural Organization (UNESCO) that:

“...systems that recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula organizational arrangements, teaching strategies, resources use and partnership with other communities” (UNESCO, pp. 11-12, 1994).

Inclusion

According to Loreman, Deppeler and Harvey (2010, p.2) “*at its best, inclusion involves the full participation of all learners in all aspects of schooling*”. It involves regular schools and classrooms being responsive, willing to genuinely adapt and change to meet the needs of all learners, as well as celebrating and valuing difference.

Inclusive schools

These are the schools that enrol and provide similar education to all the learners irrespective of their abilities, disabilities, gender, social statuses, religion or culture.

Engela cluster

The Engela cluster is one of the clusters found in Ohangwena circuit in Ohangwena region in Engela constituency situated 5 km West of Oshikango town. This cluster consists of six cluster schools. The cluster schools are located within the same geographical vicinity which makes it easy to share resources and expertise in subject areas.

School cultures

This “refers to the guiding beliefs, values, perception relationships, attitudes, and written and unwritten rules that shape and influence how a school functions, but the concept encompasses more concrete issues such as the physical and emotional safety of learners, the orderliness of classroom and public spaces or the degree to which a school embraces and celebrates racial, ethnic, linguistic or cultural diversity” (Abbott, 2013, p.1).

Barriers to learning

These are the obstacles that hinder the learner from acquiring quality education and meaningfully get maximum benefits from the teaching/learning process or to use the school/classroom resources fully.

Special/diverse needs

These two words are used interchangeably throughout the study. The words are used here to refer *“to all children whose needs arise from disabilities or learning difficulties, poor and the disadvantaged, working children, remote rural dwellers, ethnic and linguistic minorities, children affected by HIV/AIDS, hunger and poor*

health” UNESCO (2009). In addition it can further be extended to all the learners who are at the risk of exclusion due to social integration inadequacy and discrimination. The learners with special/diverse needs are those that require additional support from the various educational stakeholders for them to attain the goals of education without any discrimination.

1.7 Summary

This chapter presents the orientation of the study. In this chapter, the background information on inclusive education was outlined, followed by the statement of the problem. The research questions which guided this study are also stipulated in this chapter. It further explains the significance of the study as well as the limitations and lastly the definition of concepts which were likely to be misunderstood or misinterpreted in this study context.

2. LITERATURE REVIEW

2.1 Introduction

The chapter comprise the conceptual framework addressing the philosophical assumptions and reviews of various researchers' literature in Inclusive Education. The chapter therefore articulates substantive findings from other related research studies on inclusive education.

2.2 Conceptual framework

The Salamanca Statement (1994) proclaimed that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs (United Nations Educational, Scientific Cultural Organization [UNESCO], 1994).

Smyth et al. (2014) argued that international conventions and treaties such as the UN Convention on the Rights of the child (1989) and the UNESCO Salamanca statement (1994) have played a great role in the development of inclusive education. Barton as cited in Liasidou (2012) explained that the radical human rights approach to inclusive education concentrates on redressing inequalities of power and discriminatory practices on the basis of disability as well as other forms of social disparities.

It is imperative that alongside a commitment to the rights of children there is equal recognition from educational systems to guarantee that their rights are valued through the provision of quality education. As a result, policy makers have been experiencing immense pressure to come up with policies regarding inclusive education. This has led many countries to draft policies or implement the policy that promotes inclusion of learners with special or diverse needs in regular schools (Avramidis & Kalyva, 2007). Meanwhile, Florian and Linklater (2010) noted that the manner in which learners with disabilities are taught has under-gone a great change over the past decade. Teachers are faced with a great task of teaching children with varying abilities, therefore demanding teachers to be committed to making inclusive education a reality.

Johansson (2014) noted that various governments have policies regarding inclusive education, but could not come up with appropriate inclusive practices in various schools. Ferguson (2008) argued that the difficult part is on the practises of inclusive education rather than policy making. Inclusive education can be attained if the teachers who are central to its success are given enough support and resources. Furthermore, coherent and supportive inclusive policies should be in place to make inclusive education successful. Thus researchers argued that the development of inclusive school practices, like all best educational practices must be a dynamic and evolutionary process (Winter & O'Raw, 2010).

Pijl, Meljer and Hegarty (2010) noted that over the past decades, the general belief was that children with disabilities cannot be educated in regular schools. As a result, the education systems were characterised by two parallel systems made up of the regular schools and special schools for those thought to have learning difficulties.

However, with the emerging paradigm shift and transformative views on education for all, the emphasis is to teach all children together irrespective of their abilities and disabilities. Johansson (2014) asserted that policies need to focus on moving beyond the track-systems and adopt pragmatic strategies that are context sensitive in order to successfully implement inclusive education. Selvaraj (2015) argued that there is need for great analysis regarding the fusion of policies and practices of inclusive education. Successful implementation of inclusive education entails implementing the government policies which supports inclusion and ensuring schools have sufficient resources to enhance their capacity in handling diversity.

The impetus provided by the Salamanca Statement and Framework for Action on Special Needs Education shapes the Inclusive Education and Education for All that Namibia seeks to achieve. This conceptual framework is important for this study to provide literature that is evident in bridging the gap that exists between education and human rights.

2.3 Who should be included?

2.3.1 Inclusion in Education

According to Ekins and Grimes (2009), *“the notion of inclusion as multifarious in various nations and settings” “...inclusion remains a complex and controversial issue with continuing uncertainty about its definition and implications”* (Hick, Kershner & Farrell, 2009, p. 2). Loreman et al. (2010) argued that sometimes the concept is misinterpreted due to narrowed or broaden interpretations. Collins (2003) views inclusion as an educational situation that values social skills over academic skills, thus defining inclusion as:

“... an educational philosophy that places a high value on the acquisition of social skills, and holds that segregating learners inhibits this acquisition. Inclusion has to do with eliminating any and all segregation, and prescribe regular classroom placements for all learners and correspondingly proscribe or eliminate all options for alternative placements” (Collins, 2003, p. 449).

Furthermore, Collins (2003, p.451) views inclusion as a *“radical educational perspective or philosophy, one that is focused almost exclusively, not on the outcome of the educational process as measured in academic achievement, but on how to achieve equality simply through classroom placement”*. Despite the different interpretations, of the inclusion concept and diverse ways on how it is applied in schools, there are a few commonalities which are likely to be applicable on how inclusion is practised (Landsberg, 2011).

Ainscow and Dyson as cited in Landsberg (2011, p. 6) listed some broad principles of inclusion such as: *“a dedication to building a more democratic society, a more equitable and quality education system, and a belief that extends the responsibility of regular schools to accommodate the needs of all learners”*. Inclusion goes beyond disabilities to include all forms of diversity and presume all learners are a part of the regular school system. Therefore, an inclusive school is one that educates all learners in the regular schools. This can be achieved if there is ample support and assistance to the teachers to implement the inclusion practices in regular schools.

2.3.2 The inclusion legion based on the Namibian definition

In Namibia inclusive education has been contextualised to fit the Namibian settings and it is stipulated that:

the targeted population of inclusion in Namibia includes: those who are “*educationally marginalized and who may be children of farm workers; children in remote areas; street children; children in squatter, resettlement and refugee camps; children with disabilities and impairments; children who are considered “over-aged” in the current education policies (be they within or outside the system); children of families in extreme poverty; children who are heading households; child labourers; children with learning difficulties; orphans and vulnerable children; the girl child; the learner-parent; children with extreme health conditions/chronic illness, children with emotional and behavioural challenges*” (MoE, 2013, p.5).

Schools in Engela cluster consist of a wide range of learners with diverse/special needs whereby some of the learners can be classified in more than one category. The fact that the schools in Engela cluster have diverse/special learners’ population is good for inclusion, but equally increasing the need to acknowledge and respond to this diversity.

2.4 Achieving a responsive inclusive school

Hannes, Von Arx, Christiaens, Heyvaert and Petry (2012) stated that education systems are challenged to strategize workable plans to improve inclusive education in practice. There is a need to address the barriers in inclusive education settings in order to include all the learners irrespective of their diverse/special needs. The findings of the South Africa pilot study on inclusive education by teachers and principals revealed the importance of overcoming barriers to learning and presented the factors regarded as being central to inclusive education in broad categories as indicators for inclusive education. These indicators were namely: addressing the

contextual factors, developing positive attitudes and respecting diversity, support provision, curriculum factors; addressing management and sustainability challenges (Department of Education, 2002). These factors are briefly discussed as follow:

- Addressing contextual factors

Contextual factors are the characteristics related to social, political and economic factors. These are the factors which indirectly influence the effectiveness of teaching and learning. This includes the social issues which prevents the successful implementation of inclusive education. For instance HIV/AIDS pandemic, substance abuse, poverty have a negative impact on the teaching and learning. This means that positive support and intervention mechanisms need to be in place to address the social factors detrimental to inclusion.

- Developing positive attitudes and respecting diversity

According to UNESCO (2005, p.5) “*education has to take on the difficult task of turning diversity into constructive contributory factor for mutual understanding between individuals and groups*”. This implies that education plays a role to ensure people with different principles, values, traditions and rights accept one another and build strong relationships together. Based on the model proposed by Maslow (1943), “*respect of others*” is among the needs that need to be satisfied for an individual to live a fulfilled life. For instance teachers must take every prevailing opportunity to reinforce positive behaviours portrayed by learners. Equally they need to apply appropriate measures to correct learners’ indiscipline. It is important to ensure that the learners are valued and respected despite their uniqueness.

- Addressing management and sustainability challenges

Josua (2013) maintained that the school management plays a role in planning, organising, controlling and leading the activities of the school. This means the school management need to make effective contributions to realise the visions and missions the school is striving to achieve. Hence it is important for the school managers to recognise and allow schools to conduct cross-curricular as well as extra-mural activities which contribute to teachers' and learners' development. This can be done by organising events in which teachers and learners participate including sport, special events like welcoming party. It is believed to promote confidence and understanding amongst members of the school for effective operation for the school (Haydar & Gülbanu, 2013). Furthermore, Haydar and Gülbanu (2013) emphasised that school managements systems shape teachers' development, determine the education goals of the school, direct educational objectives, make recommendations on the regulatory practices, solve problems and ensure the motivation of teachers improve the quality of education.

Ainscow and Booth (2002) devised a practical document to help schools in attending to the values and conditions of teaching to build inclusive education settings. All these documents contain useful suggestions on inclusive education practices which could be useful in providing guidelines while Namibia is at the initial stages of the implementation of the Education Sector Policy on Inclusive Education (2013). Researchers have common views indicating that key indicators in inclusive education practices entail curriculum differentiation, availability of resources, team teaching and collaboration and addressing the contextual factors (Ainscow & Booth, 2002; Department of Education, 2002; Winter & O'Raw, 2010). This seems to suggest that significant changes need to be made to the content, delivery and organisation of

schools to accommodate the learning needs of different types of learners found in inclusive schools.

Inclusive education is a dynamic approach of responding positively to learners with diversity and seeing individual differences not as a problem, but as an opportunity for enriching learning (Maringa, McConkey & Myezwa, 2014). Research indicates that the success of inclusion in education depends to a great extent on the availability and quality of education support that is offered in mainstream schools (Forlin, 2010). Adding to that, Abbot as cited in Dukmak (2013) urged that schools should adopt the inclusive approach to education provide a climate of high expectation, to value a broad range of abilities and achievements, to remove barriers to learning and to promote positive appreciation for diversity of individuals. Thus, achieving a responsive inclusive school involves transforming schools in their context of learning in order to cater for all children, since there is no single approach to inclusion (Wah as cited in Westwood, 2013). The view point cited implies that every school can adopt flexible ways to become more inclusive.

In conjunction with the Education Sector Policy on Inclusive Education (2013), Namibia is committed to fulfil new development agenda aimed at fighting injustice, poverty and inequality which are the focal points to inclusion. For instance Namibia continues to commit to the global goals such as (Goal 4) of the Sustainable Developmental Goal (SDG) aimed to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” (United Nations Development Programme [UNDP], 2015).

2.4.1 Inclusive curriculum

Loreman et al. (2010) indicated that the curriculum is the core aspect central to the teaching and learning process. Lunenberg (2011) summarized curriculum in various concepts such as: content learning experience, behavioural objectives, a plan of instructions and a non technical approach. All these summarised concepts of curriculum need to reflect learners' "*culture, unique history, familiar life experiences and future work related needs*" (Landsberg: 2011, p. 494).

Jorgensen, McSheehan, Schuh and Sonnenmeier (2012) stated that inclusive school's curriculum and instructions should be designed to accommodate the full range of learners' with diverse needs to enable them to fully participate and make progress in their lives. Provided the situation, Möwes (2012) suggested that it is imperative to review the curriculum and make it more responsive to diverse learning needs and thereby promote inclusive education. However this will demand teachers' to adapt and modify the learning objectives and competencies for their lessons (Westwood, 2013), in order to ensure that knowledge for learners at different levels in the classroom is catered for. For instance teachers should vary their lessons' competencies and assessment tasks in liaison with the cognitive domains as emphasized by Benjamin Bloom in the model (Bloom's Taxonomy, 1956).

The basis of comprise the essential in addressing the learners' needs through the modification or differentiation of the curriculum during the teaching process. However, some research literature warns that adaptation and modifications of the curriculum should not be done unless it is absolutely necessary, since this limits learner's potentials (Westwood, 2013). In addition, Shaddock as cited in Westwood (2013) indicated that not all learners with diverse needs require adjustment to the curriculum as many require teaching and or environmental adaptations only to access

the curriculum. Connecting this literature to the Ohangwena cluster schools' context, schools consists of diverse/special needs learners in which the majority can be categorised as being at risk of exclusion if not supported. Sometimes the contributing issue to the poor attainment of curriculum is the manner in which teaching is conducted as well as poor organisation of the school regarding accessibility. The teaching methodologies need to reflect the needs and abilities of learners in a particular class. In addition, individual schools need to make adaptations to the physical settings of the school in order to reach out to all learners. For example it is natural for child with albinism disorder to have poor vision due to bright light. The teacher can improve the learning environment by hanging drapes which prevents light to suffuse through the classroom. This can enhance learning for that particular learner without making adjustments on their curriculum.

2.4.2 Collaboration

Thomson (2013) maintained that collaboration is among the important aspects for the successful implementation of inclusive education. Moreover, Pijl et al. (2010) asserted that cooperation between parents and teachers is a critical element in the inclusion and implementation process. Avramidis and Norwich (2010); Galović, Brojcin and Glumbic (2014) noted that in the instances where teachers and parents work together, it yields positive results when it comes to the inclusion of learners. Avramidis and Norwich (2010); on the other hand, Frederickson, Dunsmuir, Lang and Monsen (2014) and Hemmings (2011) observed that collaboration among various educational stakeholders ensures effective application of the educational practices. Inclusive education is successful if parents are willing to take an active role in the education of their children. All educational stakeholders need to be in charge to assist learners to achieve their academic potentials. Based on the

observations, parents in most cases are reluctant to partake in activities concerning their children at school. For instance parents meetings are attended by fewer parents than the expected number of parents who supposed to attend.

Teachers and parents should be receptive to the ideology behind inclusive education and consider the relationship as important. Miles and Singal (2010) argued that addressing the issues of access and teacher training is not yet enough in dealing with inclusion, but rather to encourage partnership between parents and schools in order to support the learners with special/diverse needs.

In a study conducted in the United Kingdom (UK) on parents' and teachers' perspectives on inclusive initiatives, the findings revealed that respondents were of the opinion that for children with special/diverse needs to achieve social values and academic merit in regular schools collaboration is essential (Frederickson et al., 2014). Collaboration within the school helps the staff to share expertise and values necessary to change attitudes in an inclusive setting. Moreover, the findings revealed that barriers experienced by teachers such as proper planning, timetabling and curriculum organization issues are address through sharing experiences.

It is in this context that Frederickson et al. (2014) postulated that well established and supported communication channels between parents and schools, provide possibilities for good working relationships with shared objectives. All in all, the study indicates that both teachers and parents singled out proper planning, preparation and effective systems of communication as important elements to promote collaboration within schools.

In another study, Hemmings (2011) found that although teachers successfully implemented inclusive practices in classrooms, they clearly indicated that the support they got from school management, resource persons and their pre-service education

was central to the success of inclusion in their schools. The teachers further suggested that family involvement was important in implementing inclusive practices.

2.5 The impact of school cultures and structures on learners of diverse backgrounds

2.5.1 School positions

Schools are social entities which consist of heterogeneous groups of people with unique identities, beliefs and values; however all school stakeholders steer toward the same vision firmly supported by the school cultures. Marimuthu and Cheong (2014) suggested that schools are a collection of individuals within a shared culture, therefore attainment of successful inclusion require a certain culture and ethos. This means that, securing suitable conditions for all learners is a pre-requisite for the functioning of inclusive education in practice (Kratochvilová, 2015). This is supported by Engelbrecht and Green (2007) and Dukmak (2013), who indicated that the pre-conditions for a successful learning require a favourable psychosocial learning environment. It is essential to implement changes in the education system in order to restructure and coordinate service delivery models to help all learners to access education in inclusive environment setting (Jones, Forlin & Gillies, 2013).

2.5.2 Factors steering inclusive education

Forlin as cited in Jones et al. (2013) indicated that a successful and sustainable inclusive education approach that caters for the needs of learners is established based on the whole school perspective. Therefore, demands in the wide range of multi-dimensional development have to be considered. In his book, Westwood lists factors

that are seen as necessary to influence inclusive education in a positive direction such as:

- *“A genuine commitment and leadership by school principals and staff.*
- *A whole-school approach to creating and maintaining an inclusive culture with a positive attitude and willingness among all teachers.*
- *Supportive school policy, with clearly understood roles and responsibilities among staff.*
- *Teachers able to collaborate as members of a team, and able to work cooperatively with the support of the personnel.*
- *Adequate time for teachers to meet plan and evaluate.*
- *Teachers with appropriate skills and strategies for adopting the curriculum and teaching methods when necessary.*
- *Appropriate cooperative learning and peer tutoring methods alongside effective research based on instruction.*
- *Adequate provision of support personnel (special education teachers, teaching assistants and volunteer helpers).*
- *Access to any necessary services (e.g. speech therapy, behaviour modification team, and psychological assessment).*
- *Parental involvement and support.*
- *The provision of an individual education plan for each learner with a significant learning problem.*
- *Learners feeling that they ‘belong’ and are valued in the group”.*

The aforementioned factors imply that inclusive education requires multi-dimensional support from various stakeholders in order to become a reality. The

school management have a crucial role in imparting good morals within the school community. This can be achieved by educating learners to have acceptable moral and values for respecting diversity. Nonetheless, there are other useful factors which can steer inclusive education in a positive direction ranging from the teachers' conducts, parents, and learners. Partnership is crucial to ensure the success of inclusive education.

The result of a study on school environments with inclusive education revealed that inclusion is likely to be more successful when the whole school system is adjusted to cater for learners' diverse needs (Hannes et al., 2012). Unfortunately, in Namibia research reveals that there are many impediments to the implementation of inclusive education such as attitudinal barriers (Winter & O'Raw, 2010). It appears that there is a lack of sensitivity and awareness on inclusive education in schools in Namibia in general. For instance Hannes et al. (2012) pointed out that the lack of knowledge of peers impedes the inclusion of learners with special educational needs in regular school environment. This means that the lack of learners' awareness on inclusive education can result in exclusion of learners with diverse/special needs in school settings. Therefore there is a need to sensitize learners to avoid labelling, bullying and isolating others peers on the basis of their differences.

2.6 Learner-support

2.6.1 School access

The need for inclusion cannot be solely made to infrastructure such as classrooms, but to the entire school environment including entrance to the school. McKeivitt (2012) indicated the importance of school entrances to be accessible to all learners, teachers, and community members. There is a need for special considerations to be

made for people with disabilities accessibility on school premises. In most instances most schools' entrances have too much sand and could not make provisions for wheelchairs for learners with physical disability and bicycles which are mostly used by learners as a form of transportation.

The ideal inclusive school should be able to welcome the community members including parents whose intervention in learners' education is crucial. Nevertheless, if the environment does not make provisions for easy access then that could discourage parental commitment and involvement in school activities. Corbert as cited in McMaster (2013) recognised the importance of creating the institutional culture that is more responsive to differences.

2.6.2 School buildings

In case of accessibility all school buildings need to have universal physical access. This means learners with movement and mobility impairments need to be accommodated in inclusive schools. The hierarchy of needs model recognised the safety needs as vital (Maslow, 1943). Loreman et al. (2010) suggested among the things the installation of ramps in areas where there are stairs. Ramps are important to ensure that learners using wheel chairs and those with general mobility difficulties have access to the school buildings. Kratochvílová (2015) stressed the necessity to provide schools with a complete unambiguous and understandable structure of requirements to support learners with special needs in inclusive schools.

In addition, the provision of accessible ablution facilities for learners with physical disabilities is important. This is due to the fact that the fundamental requirements such as physiological needs may alter learners' focus on academic learning and personal development if not met.

2.6.3 Classrooms

Loreman, et al. (2010) stressed the importance of the physical layout of the inclusive classroom. Furthermore Loreman et al. (2010) stated that classroom organization is an issue of prime importance to learning. It is argued that the development of clear structures helps to ensure that the day runs smoothly and learning is optimised.

Loreman et al. (2010) and Kratochvílová (2015) both concurred that it is in the interest of the school to draw their attention to their facilities in relation to the support needed in teaching.

2.7 Teachers practices with regard to inclusion

2.7.1 Teachers' beliefs and efficacy

According to Maringa et al. (2014) one of the most important variables in any attempt to implement inclusive education in a school is the teachers' belief and efficacy. Maringa et al. (2014) further stress teachers' education as a key to the effective implementation of inclusive education, as its success is largely dependent on the attitudes and skills of teachers. It is noted that inclusive education is a challenge due to shortage of properly trained teachers and curriculum that is not adapted to the needs of learners (Marimuthu & Cheong, 2014). Dupudong (2014) indicated that the requirement for a teacher to work in an inclusive school needs to consider the teachers' training in special education and the teachers' willingness to work with special educational needs learners. Dupundong (2014); Hannes et al. (2012); Marimuthu and Cheong (2014) suggested the need to provide more special educational needs training, sufficient learning support, including appropriate teaching strategies on bridging theory and practice in inclusion. It is important for those that are planning to undertake teaching courses to have willpower to work with

learners' with different abilities and make a difference for learners with diverse/special needs. The knowledge of inclusive education can be useful when applied in practice.

Unianu (2013) concludes that teachers have a crucial role to play in an inclusive education setting. For example, they can identify appropriate strategies that can help all children to progress in inclusive education settings. Learners with visual impairments can be assisted by planning teaching and learning written materials in appropriate fonts which are readable to them. The teachers need to plan compensatory and remedial lesson for the ill-health learner who missed a number of lessons due to illness. In addition, it is necessary for teachers to have knowledge and understanding in order for them to apply good inclusive education practices. Studies show that the inclusive education philosophy has been embraced by some teachers whereas other teachers resisted the idea (Ainscow & Miles 2009). This resonates with the analysis of Hannes et al. (2012) which pointed out that there is a lack of evidence of acceptance of a total inclusion or 'zero rejection' approach to diverse/special educational needs provision. This implies that it cannot be confirmed whether teachers have thoroughly accepted inclusion. For instance some teachers' are uncertain about learners with diverse/special needs in mainstreams because their needs are alleged suitable for special environment and can be taught by teachers with special skills.

Moreover, some teachers are of the opinion that learners with diverse/special needs can be taught together with other learners to benefit from education, if teaching is enhanced by using appropriate teaching and learning resources, teaching methods as well as developing a positive attitude towards learners with diverse/special needs. For instance a learner with hearing impairment can cope in a mainstream classroom

with the help of a sign language interpreter. On the other hand, it cannot be comprehensively confirmed that there are those schools that refused to enrol a learner due to diverse/special needs, however the reality of how learners with diverse/special needs are included in education can be a concern. This means that the position of teachers with regards to inclusion is not certain and this could impact the practice of inclusive education. Mitchell (2010) noted in-sufficient time and resources amongst the reasons given by teachers for not willing to accommodate learners with diverse/special needs. This raises a need to design appropriate and adequate resources to assist learners to learn in inclusive settings.

2.7.2 Teachers' attitudes toward inclusion

Various studies on teachers' attitudes towards inclusion and their age, gender, and years of teaching were investigated in several international and regional studies. For instance Dukmak (2013) revealed that teachers in the United Arab Emirates showed supportive attitudes towards inclusion, and male teachers were found to be more supportive than female teachers, while the teachers' age and years of teaching experience were negatively correlated to their attitudes towards inclusion. This means that older teachers with many years of experience have little interest in inclusion. Meanwhile, a regional study by Mukhopadhyay, Nenty and Abosi (2012) on learners with disabilities in Botswana primary schools found that teachers have less preference for learners with physical disabilities, deafness or with severe visual impairments and those with emotional problems. In the same way Haitembu's (2014) study conducted in Omusati region in Namibia reported that teachers are hesitant to provide support to learners with diverse/special needs. In most cases teachers are sceptical about their knowledge and skills to teach learners with diverse/special needs due to the lack of confidence because most of them believe it is

challenging. On the other hand, teachers do not want to be held accountable to their performance agreement pronouncement. For instance if learners failed a certain subject a teacher is obliged to explain the cause of failure irrespective of the situations surrounding that learner. Winter and O'Raw (2014) suggested that many teachers became less positive and experienced anxiety and stress when challenged to incorporate learners with disabilities in their classrooms. Westwood (2013) indicated that the lack of awareness and adaptive teaching strategies, contributes to uncertainty to some teachers who then try resists the inclusion of learners with disability or learning difficulties in mainstream classes. Subsequently, the inability to meet the needs of learners with special needs contributes to fear and concern towards a reduction in academic success of their schools (Dupudong, 2014).

Engelbrecht and Green (2007) indicated that a critical step to promote inclusive practices in schools is to empower teachers with skills in order for them to address the unique needs of the learners. The core issue in inclusive education is for the teacher to possess high moral qualities and professional competence in inclusive activities (Smanster & Ignatovitch, 2015). This means that teachers need to be acquainted with useful skills which will enable them to facilitate the practice of inclusive education. Besides, teachers need to demonstrate a considerable level of aptitude to deal with diverse/special needs learners.

Zimba, Möwes and Naanda (2011) recommended that all teachers from early childhood education should be well prepared and trained in inclusive education approaches in order to facilitate learning for all learners and to avoid developing and expressing negative attitudes towards learners with special educational needs. For instance the teachers who attended the teachers' training course in the past merely understand the concept of inclusion, hence less sensitive towards learners with

diverse/special need compared to the novice teachers who completed teachers' education training recently. Maringa et al. (2014); Zimba, Mufune, Likando and February (2013) suggested inclusive education knowledge to be disseminated to both novice and existing teachers via teachers' education institutions and in-service capacity building workshops respectively. This implies that teachers have to undergo effective teaching practice during their pre-service and in-service capacity workshops. Inclusive education should not merely aim at providing a qualification and professional competencies, but should aim at equipping teachers with values and attitudes in order to cope in an inclusion environment. Zimba et al. (2011, p. 148) stated that *"it is imperative that teachers' education need to address change"*. Furthermore, Maringa et al. (2014) suggested that there is a need for future research to be broadened to assist in evaluating the most effective and efficient means of changing attitudes, gathering knowledge and enhancing skills amongst all stakeholders. Future research necessitate to focus on teachers' perspectives, values, motivations and views as well as their natural resistance to teachers and in integrating their efforts in bridging about a shift in culture and practices.

Since inclusive education is still an emergent concept in the Namibian education system, it is expected that there will be a divergence of teachers' attitudes towards inclusive education in schools. Moreover, the teachers' levels of training in inclusive education vary and that determines how inclusive education practices are employed in the Engela cluster.

2.8 Summary

This chapter articulated the conceptual framework of the study and reviewed relevant literature to broaden knowledge on the research topic. This study it is the first of its kind to be conducted in Oshana region, Engela cluster. It is therefore anticipated that this study contributes new knowledge to the Inclusive Education field and fill a gap in knowledge. The next chapter deals with the methodology used for this study.

3. METHODOLOGY

3.1 Introduction

Chapter three is the outline of the methodology followed to conduct this study. The chapter outlines the research design; defines the targeted population; and indicates the sample selected as well as the sampling procedures used. Research instruments used in the data collection process, the research procedures, the pilot study results, the data analysis tools as well as the ethical considerations were outlined.

3.2 Research design

A mixed methods design employing both quantitative survey and qualitative case study was used for this study. Tashakkori and Creswell as cited in Creswell and Clark (2011, p.4) define mixed method as *“a research in which one collects and analyzes data, integrates the findings and draws inferences using both qualitative and quantitative approaches and methods in a single study or a program of inquiry”*. Moreover, a link in mixed method designs emerge when the researcher employ mixed strategies which include: *“(1) merging the data sets, (2) connecting from the analysis of one set of to the collection of a second set of data., (3) embedding of one form of data within a larger design or procedure, and (4) using a framework (theoretical or program) to bind together data sets”* (Creswell & Clark, 2011, p.66). Furthermore, (Creswell: 2014a, p. 201) emphasizes that the researcher must:

“Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study”.

The purpose of the mixed method is to validate the scientific inferences through the use of triangulation for methods and data (Mertens, 2010). Maxwell as cited in Maree (2011) suggests that the use of triangulation reduces the risk of systematic bias to rely on information collected from a diverse range of individuals, teams and settings using a variety of methods.

3.3 Population

Creswell (2014b); Davies and Hughes (2014) define the population as a group of individuals comprising the same characteristics in which a study is interested. The population of this study was 2126 participants. It consisted of six school principals, 61 teachers and 2059 learners in the Engela cluster (Directorate of Oshana Region, 2017). The target population have similar traits because it is composed of participants operating in inclusive schools, the principals have the responsibilities of managing inclusive schools, and teachers implement inclusive education while the learners are recipient of inclusive education.

3.4 Sample

According to Davies and Hughes (2014, p.57) a sample is *“the selection of a number of cases from a larger group of the population”*. The Engela cluster was chosen for this study based on the criterion of geographical location of schools. The schools in the Engela cluster are not far from the researcher workplace which makes it economical on the transport fares.

In this study the sample consisted of all six principals from each school in the cluster, 48 teachers and 120 learners from the cluster. Teachers were selected randomly based on the criterion of gender, four males and four females from each of the six schools in the cluster. With the assistance of the principal, the schools identified 20

learners based on the criterion of orphaned and vulnerable children (OVC), children with learning difficulties, children with impairments and disabilities and children of families in extreme poverty. The above mentioned criteria were used to include a wide range of learners with diverse needs.

The purposeful sampling technique was used to select the various research participants. Gay and Mills (2016) stated that in criterion sampling the researcher selects all cases that meet some sets of criteria or meet some defined characteristics.

3.5 Descriptions of the samples' demographic information

The researcher opted to give details of the demographic descriptions for sample used in the study. These data consists of descriptive statistics derived from school principals, teachers' and learners' deemed crucial in providing in-depth understanding of the participants' background.

3.5.1 School principals

School principals' demographic information

Table 1: School principals' demographic information

Characteristic	Category	Frequency (f)	Percentage %
Age	20-29	0	0
	30-39	0	0
	40-49	1	16.6
	Above 50	5	83.3
Gender	Male	5	83.3
	Female	1	16.6
Teaching experience in years	0-5	0	0
	6-10	0	0
	11-20	3	50
	Above 20	3	50
Teaching qualification	Certificate in Education	0	0
	Diploma in Education	2	33.3
	Degree in Education	3	50
	Masters in Education	0	0
	Others (BA Sociology)	1	16.6
Training/Professional development course on IE	Yes	3	50
	No	3	50

The information represented in Table one below indicates the school principals' age, gender, years of teaching experiences, teaching qualifications, an indication of whether they have had training/professional development course on Inclusive Education and the type of schools where they teach

Age

The range of the school principals were over 39 years, whereas in the age range of 40-49 there was only one school principal represented by (16.6%). The majority of the school principals (83.3%) were in the age category above 50 years.

Gender

Table one illustrated the gender representation of school principals in the Engela cluster. The Engela cluster is dominated by males than females in the school principal position and this account for (83.3%) male and (16.6%) female respectively.

Teaching experience

Table one shows that no school principal taught for less than 10 years. In both categories 11-20 and above 20 years of teaching experience, Table one show (50%) for each.

Teaching qualifications

Table one shows that (33.3%) of the respondents had a diploma in education, followed by (50%) with a degree in education and one respondent (16.6%) with a Bachelor Degree in Sociology which is partly related to education.

Training/professional development

Table one revealed that (50%) of the school principals have had training/professional development courses on Inclusive Education, while the other (50%) did not have any Inclusive Education training/professional development course. Table one shows that (50%) of the principals were managing primary schools, (33.3%) managing the combined schools and (16.6%) for the junior secondary.

3.5.2 Teachers

Teachers' age

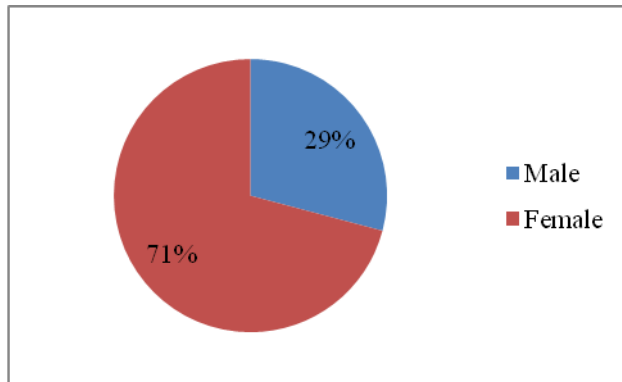
Table 2: Teachers' ages (N=48)

Age in intervals	Frequency (f)	Percentage %
20-29	18	37.5
30-39	19	39.6
40-49	6	12.5
Above 50	5	10.4

Table two indicates that (37.5%) of the teachers fell in the age interval between 20-29 years. In the range of 30-39 were (39.6%), while (12.5%) were teachers in the category of 40-49 and only (10.4%) of teachers were in the category of above 50 years.

Gender

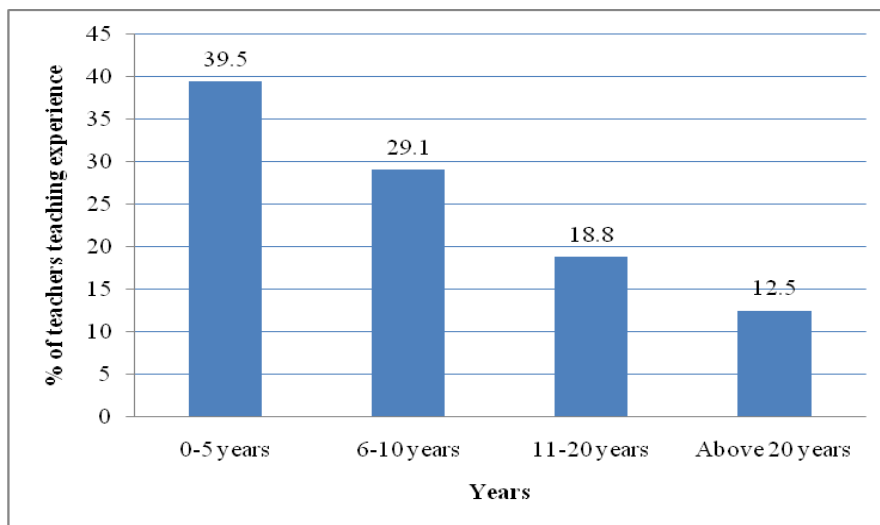
Figure 1: A pie chart showing teacher' gender (N=48)



The majority of teachers were female 34 (71%) and 14 (29%) males.

Teaching Experience

Figure 2: Teachers' teaching experience



According to the graph in figure two above, the majority of teachers (39.5%) had teaching experience in the range of less than five years. Teachers with teaching experience falling between 6-10 years constituted (29.1%), whilst the category of 11-20 years was represented by (18.8%) and those who had taught for over 20 years represented (12.5%) of the total number involved in this study.

Teachers' qualifications

Table 3: Teachers' teaching qualifications

Level	Frequency (f)	Percentage%
None	4	8.3
Certificate in Education	6	12.5
Diploma in Education	31	64.5
Degree in Education	7	14.5
Masters in Education	0	0
Others	0	0

Table three above shows that (8.3%) of the teachers did not have any qualification in education or other field of study. This is followed by (12.5%) teachers with a certificate in education, while (64.5%) had a diploma in education and (14.5%) degree in education.

Teachers' training/professional development course on IE

Table 4: Teachers' training/professional development course on IE

	Frequency (f)	Percentage %
Yes	17	35.4
No	31	64.5

Table four indicates the percentages of teachers who have received training /professional development course on IE. A high percentage of (64.5%) did not

receive any training on IE compared to (35.4%) of teacher with training in Inclusive Education.

3.5.3 Learners

Table 5: Learners' demographic information

Characteristic	Category	Frequency (f)	Percentag e%
Age	Under 10	2	1.6
	10-15	76	63.3
	16-24	39	32.5
	Above 24	3	2.5
Gender	Male	61	50.8
	Female	59	49.1
Current grade	Grade 4	13	10.8
	Grade 5	5	4.1
	Grade 6	8	7
	Grade 7	37	30.8
	Grade 8	7	5.8
	Grade 9	33	27.5
	Grade 10	17	14
Years in a current grade	1 year	107	89.1
	2 years	13	10.8
	More than 2 years	0	0
Social grant	Yes	21	17.5
	No	99	82.5

School Type	Primary	40	33.3
	Combined	60	50
	Junior Secondary	20	16.6

Learners' age

Table five indicates an insignificant percent (1.6%) of learners under the age of 10, followed by (63.3%) of learners between the ages of 10-15. Table five further shows that (32.5%) of learners were in the age range of 16-24 and the last category of those above 24 years was (2.5%). The same table shows that there was an insignificant difference of 1% between male learners, and female learners. The learners whose ages were above 24 years are considered to be over-age in relation to the Grades they were. This could have been resulted from the learners repeating the same Grades due to failure.

Learners' grade

Regarding the Grades of learners, Grade four was represented by (10.8%); Grade five had a small representation of (4.1%); Grade six with (7%) learners while Grade eight had (5.8%), Grade nine had (27.5%) and (14%) of the sampled learners were in Grade 10.

Number of years in the current grade

Table five shows that the majority learners' constituting (89.1%) were in their current grade for the first time compared to (10.8%) learners who were repeating the current grade for the second time and none indicated that he or she had been in a grade for over two years.

Number of learners receiving social grants

Child welfare grants is the social protection effort in Namibia advocated as one of the core measures for strengthening the capacity supporting families to care for OVC and children with diverse/special needs. Various stakeholders such as the Ministry of Gender Equality and Child Welfare [MGECW], the Ministry of Health and Social Services [MoHSS] as well as the constituency counsellor office in a particular area have the right to make recommendations for the children with diverse/special needs to be a recipient for the social grant. Table five shows that (17.5%) of learners received social grant from the government, while (82.5%) learners were not beneficiaries of the government social grant.

School type

Table five further indicated that (33.3%) of the sampled number were primary schools learners whilst, (50%) of the learners were in the combined school and (16.4%) were in the junior secondary schools.

3.6 Research instruments

The study used both qualitative and quantitative tools. The close-ended questionnaires obtained quantitative data, while the focussed group interviews, one-on-one interviews and visual representation (pictures) were used to collect qualitative data.

3.6.1 Questionnaires

The questionnaires consisting of open-ended questions were used to collect qualitative data, while the close-ended questions from the same questionnaire

obtained quantitative data from principals and teachers. The questionnaires consisting of close-ended questions obtained quantitative data from the learners.

3.6.2 Focus group interviews

Silverman (2011, p.169) defines a focus group as “*a way of collecting data that draws on group dynamics to acquire rich deep information*”. Maree (2011) adds that in focus group interviews, participants engage in discussions with each other; build on each other’s ideas and comment to provide an in-depth view not attainable from individual interviews. Vaughn, Schumm and Sunagub as cited in Clough and Nutbrown (2012) indicate its advantages suggesting that it offers a variety and versatile opportunities to both qualitative and quantitative research methods. Besides the focus group format offers distinctive advantages such as encouraging interaction which subsequently promotes openness.

In this study, the researcher utilized the focus group interview consisting of eight teachers to obtain information from teachers from each of the six schools forming the Engela cluster. The availability of teachers determined those that participated in focus group discussion. Eight teachers were selected to form a focus group by using the simple random method. Simple random sampling method was preferred since it saves time. The focus group interview allowed teachers in each school to be interviewed at once instead of interviewing every teacher individually. The researcher’s experience regarding the focused group interviews was overwhelming even though at some schools there were instances where some participants refused to partake in discussions. With the permission of the respondents, a digital voice recorder was used to capture the discussions.

3.6.3 Interview

A one-on-one interview was conducted with the school principals during the first visit at each of the six schools in the Engela cluster. All one-on-one interviews were conducted at six respective schools in each school principals' office. The length of the interview varied in different school because some school principals were brief in their responses, while others were critical thus providing in-depth responses. Hence the interview sessions lasted in the range of 30-50 minutes in various schools. One-on-one interview sessions were interesting since it allowed probing; nevertheless some school principals seemed to be not confident and suggested to studying the interview guide prior to be well prepared therefore requesting the interview to be postponed to the next day. It was an interesting experience to get in-depth interpretations of inclusive education from school managers and how they linked the discussions to their daily experiences at different schools.

An interview guide consisting of both close-ended and open-ended questions was used to get information from the six principals in the Engela cluster. Creswell (2014b, p.410) stated that "*one-on-one interviews are useful for asking sensitive questions and enabling interviewees to ask questions or provide comments that go beyond the initial question*". This method allowed principals as heads of schools to reveal unique characteristics of their individual schools in their own private space without fear of being judged or critiqued by other principals. Individual interviews enabled the researcher to gather rich information from the principals. The researcher obtained consent from participants and used a digital voice recorder to capture the interviews.

3.6.4 Visual representation (pictures)

Based on the research objectives of the study, the researcher took photographs of the school infrastructure that depict enabling and disabling inclusive school settings. Visual representation reflects investigative information on the social and cultural practices (Silverman, 2011). A digital camera was used to capture visual representations of inclusion or exclusion in schools settings. The researcher ensured that ethical values were observed when taking photographs. This included obtaining permission to take pictures of the schools' setting and explaining how the pictures would be used for the study. The researcher focus was on photographing the school environment and not the people (learners, teachers, parents or visitors).

3.7 Pilot study

A pilot study was conducted with one principal, two teachers and two learners from a school in Oshikango cluster. The reason for a pilot study was to determine the clarity and validity of the questionnaire and to determine the clarity and correctness of the one-on-one interview as well as the focus group questions. Maree (2011, p.155) states that *“a pilot study is always a good idea to test whether the respondents interpret the questions correctly and whether the response categories provided for the questions are suitable”*. The focus of the pilot study was to check the language used in both interview guides and questionnaires. That is to determine how well the participants would understand the instructions and questions. The pilot study helped the researcher to estimate the time needed to be assigned for each research instrument.

3.7.1 Results of the pilot study

First, the researcher gave a questionnaire to the school principal to complete. After the completion of the questionnaire, a one-on-one interview was conducted with the principal. The same mechanism was used to obtain data from the teachers. The teachers were given questionnaires first and then gathered to partake in a focused group interview. However, the researcher noted that the sequence used had an impact on the reliability of the responses from participants. Due to the fact that questionnaires were given first, participants relied on the information in the questionnaires to respond in the interviews. The researcher changed the sequence of conducting research to ensure that interviews were conducted first and then questionnaires follow.

Second, there were mistakes detected in the principals' and teachers' questionnaire. First, the word Section D was repeated. Secondly, under a theme "*intervention in response to learners with diverse needs*" in number eight, there was an incomplete statement. The same section that was supposed to be Section E did not have the instructional statement.

The learners' questionnaire had limited options on learners' age under the biographical information heading. Initially the age range started from 10-15 years, thus excluding learners under the age of 10. The category for less than 10 years old was added. In addition, the option for the current Grade for the learners considered only Grade eight to Grade 10. To include the primary school learners the option for the Grade column started from Grade four and ended with the junior secondary Grade 10. The questionnaires were corrected as per detected mistakes to ensure that they were free of errors.

Lastly, some of the concepts used in the questionnaire and interviews guides were not familiar to the participants for instance “*diverse needs*”. To overcome this challenge the researcher intervened during the one-on-one and focused group interview by giving a brief explanation of the concepts and started using an alternative word “*special needs*”.

3.8 Research procedures

Alongside the ethical clearance letter from the University of Namibia (UNAM) Postgraduate Study Committee (PGSC), the researcher sought permission from the office of the Permanent Secretary (PS) of MoEAC. The researcher used the directive from the PS to request for permission from the Director of Ohangwena Educational Region and the later to the Inspector of Education Ohangwena circuit to give authorization for this research to be carried out. After getting the authorization, the researcher made appointments with all six schools. A week prior to the data collection a letter requesting for permission to conduct research for three days was delivered at all six schools. The content in the letter indicated the search topic, the sample needed to take part in the research, the research tools to be used by a certain sample representation and how the ethical standard would be maintained during the data collection. Arrangements were made by the school principals to identify the OVC learners to complete the close-ended questionnaires and to inform eight teachers to take part in a focus group interview and to complete the questionnaires. On the first day of each visit, the researcher conducted focused group interviews with the teachers and a one-on-one interview with the school principals. On the second day the researcher administered the questionnaires to the principals, teachers and learners. Guidance on how to respond to the questionnaires was ensured. Participants were given a day to complete the questionnaires conducted in their free

time after work. On the third day questionnaires were collected and the researcher used the opportunity to take photographs of the environment.

3.9 Data analysis

The quantitative data obtained from closed-ended questionnaires were analysed with descriptive statistics which include histograms, tables, pie-charts, and bar graphs.

Qualitative data were obtained from transcripts of semi-structured interviews and focused group interviews. Interviews were recorded with a digital voice recorder and then transcribed. For the analyses of the qualitative data, the researcher used typological data analysis (Hatch, 2002) to summarise the data collected from the focus group interviews and one-on-one interviews (Mertens, 2010). In this study the interview and focus group data was coded according to the research questions to get themes, patterns and relationships. The researcher selected the data excerpts and summarised them according to the study research questions.

The school settings were photographed to illustrate the enabling and disabling inclusive education characteristics in school settings. Polyvocal data analysis was used to extract meanings from the visual representations (pictures) by translating the visual images into wording (Hatch, 2002).

3.10 Research ethics

It is imperative that researchers make their procedures transparent, avoid or eliminate any harm for the participants and protect data (Flick, 2011). With the ethical clearance letter from the University of Namibia Research Ethics Committee (see appendix A), the researcher sought permission from the office of the Permanent Secretary (PS) of MoEAC and Director of Ohangwena Educational Region to give consent for this research to be carried out. After getting the approval, appointments

were made with the respective schools where the study was conducted. Participants were informed that the study had no intention of harming them. The researcher assured participants that the data would be used for research purposes only. The researcher ensured confidentiality of research information by ensuring that research records will not be disclosed without the participants' permission. Anonymity was maintained since the study did not require personal identities of the participants. The researcher obtained consent from the school principals to photograph the classrooms and the school environment. The researcher made participants aware that they were free to withdraw from the study should they feel that they no longer wish to participate.

3.11 Summary

Chapter three discussed the mixed method research design employing a quantitative survey and a qualitative case study. It stipulated the target population in which a sample of six school principals, 48 teachers and 120 learners was drawn. It further outlined criterion sampling as a procedure that used to select the sample. The chapter outlined the research instruments namely: questionnaire, focus group interview, one-on-one interview and visual representations (pictures). The procedures followed during the data collection process were explained. This chapter outlined how the pilot study was conducted and provided the pilot study results. The chapter indicated the data analysis methods whereby the quantitative method used descriptive statistics, while the qualitative method used both typological and polyvocal data analysis to generate meaning from the results. Research ethics followed in this study were also explained in this chapter.

4. RESULTS OF THE STUDY

4.1 Introduction

This chapter presents the results and discusses findings that emanated from data collected as indicated in chapter three. The results emanated from the principals', teachers' and learners' questionnaires, principals' one-on-one interviews, teachers' focus group interviews as well as photographs.

The results are presented based on the following themes: learners targeted for inclusion, achieving a responsive inclusive education school, school cultures and structures and interventions in response to learners with special/diverse needs.

4.2 LEARNERS TARGETED FOR INCLUSION ACCORDING TO SCHOOL PRINCIPALS AND TEACHERS

4.2.1 Conceptual understanding of Inclusive Education

When you hear the phrase “Inclusive education” what comes to your mind?

According to XI Inclusive Education means “to include everyone in the mainstream irrespective of their intelligence, looks, and abilities as well as to teach the learners according to their level of needs”. Inclusive education means to include all learners in regular schools despite the learners' social status, abilities and disabilities since all children have rights to education.

“It means all people have rights to education regardless of their backgrounds, where they come from and their disabilities”

“To teach all learners or to include all learners in lessons”

Respondent X2 said inclusive education is a new concept that is divergent to the past education system. IE is emphasizing schools to be accommodative different types of learners in order for children to be provided with education according to their levels of needs. In addition, X2 stated that school-going age children should not be left out despite their special need. In addition, X2 stated that IE means to ensure those learners with disabilities and those without disabilities are taught and learn together. Some respondents also indicated that it is a new concept they had no clue about it.

According to X3, *“Inclusive Education is a broad concept that is non-discriminatory”*. It is a concept advocating for the rights of every human being. In terms of school going children, IE means to involve all learners in mainstream education irrespective of their differences with consideration to the religions, race and psychological needs. Regarding adults, IE means education provided to ensure that every person is exposed to the minimum education through various channels such as informal education in order to assure quality life for everyone. All in all, X3 explained that the IE concept has an emphasis on education for all.

X3 said that IE means to accommodate learners with different abilities, capabilities, learning difficulties and all different types of learners (religion, races, marginalized) in ordinary schools in order to ensure that every Namibian child has benefited from education.

4.2.2 Prevalence of learners with diverse/special needs in the Engela cluster

The researcher sought to find out from school principals and teachers the most prevalent diverse/special needs learners found in their respective schools. The questionnaire stipulated a list of learners with diverse/special needs as classified in

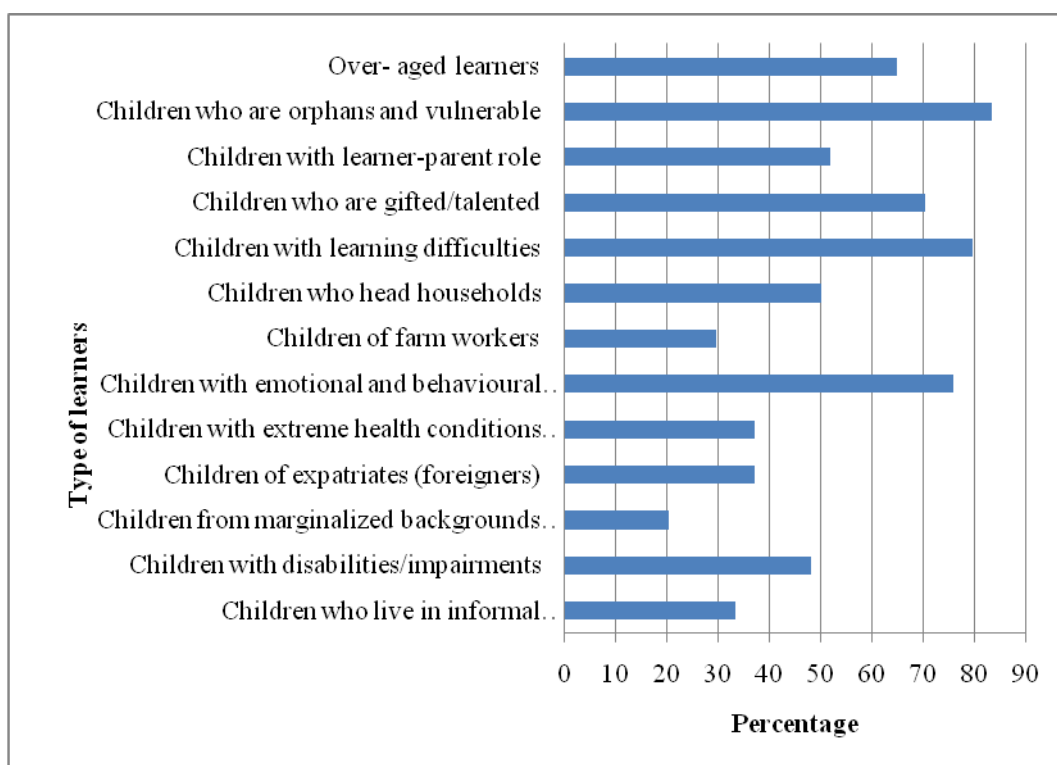
the Education Sector Policy on Inclusive Education (2013) and required respondents to indicate the types of learners observed at their schools.

Question: Which of the following diverse/special needs learners are commonly found at your school? Mark *[X]* at your preferred option.

Table 6: Information of learners prevalence with diverse/special needs in the Engela cluster

DIVERSITY OF LEARNERS'NEEDS	F	%
1.Children who live in informal settlements, resettlement and refugee camps	18	33.3
2. Children with disabilities/impairments	26	48
3. Children from marginalized backgrounds (e.g San children)	11	20.3
4. Children of expatriates (foreigners)	20	37
5. Children with extreme health conditions or chronic illnesses	20	37
6. Children with emotional and behavioural challenges	41	75.9
7. Children of farm workers	16	29.6
8. Children who head households	27	50
9. Children with learning difficulties	43	79.6
10. Children who are gifted/talented	38	70.3
11. Children with learner-parent role	28	51.8
12. Children who are orphans and vulnerable	45	83.3
13. Over- aged learners	35	64.8

Figure 3: Prevalence of learners with diverse/special needs in the Engela cluster



According to Table six, the majority of teachers (81.2%) were of the opinion that orphans and vulnerable learners mostly commonly were found in their schools while, (77%) of teachers chose children with learning difficulties, (75%) indicated children with emotional and behavioural challenges, (68.7%) children who are gifted or talented, (62.5%) opted for over- aged learners, (52%) opted for both children with disabilities or impairments and children with a learner parent role, (47.9%) children who headed households, while (37.5 %) opted for both children with extreme health conditions or chronic illnesses and children of expatriates (foreigners), (31.2%) children of farm workers, (33.3%) children who live in informal settlements, resettlement and refugee camps, whereas the least option with (14.6 %) indicated children from marginalized backgrounds (e.g San children).

4.3 ACHIEVING A RESPONSIVE INCLUSIVE EDUCATION SCHOOL

4.3.1 Interventions associated with Inclusive Education

The researcher listed some of the interventions that are used in schools. The school principals and teachers were requested to give their opinions on whether the listed methods were likely to promote inclusive education or not at their respective schools.

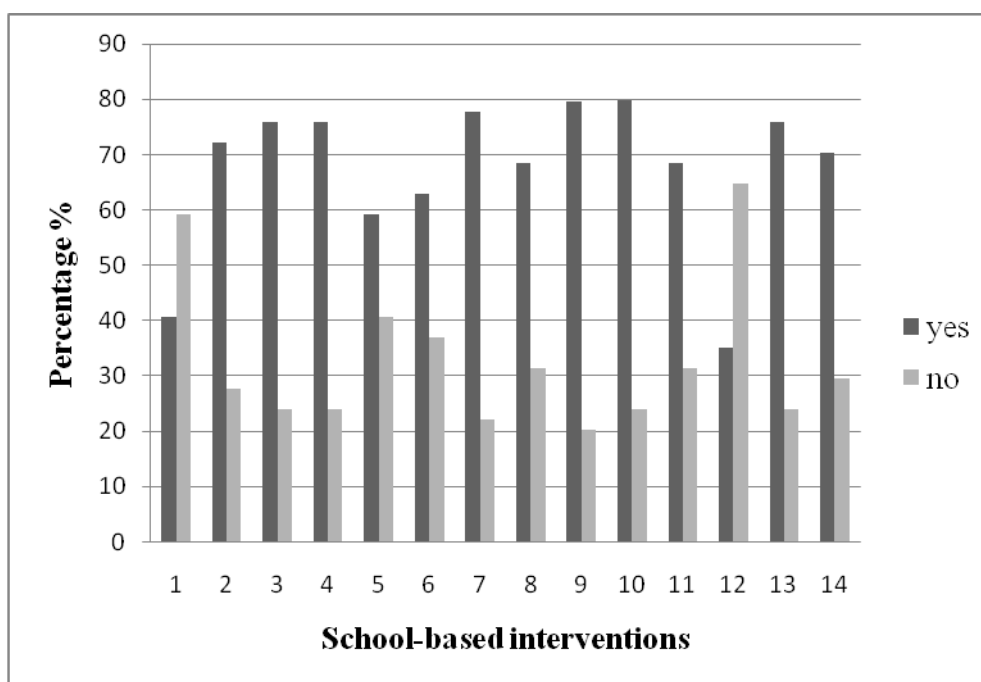
Question: Which of the interventions below would you regard appropriate to promote inclusive education? Mark [*X*] at your preferred option.

Table 7: Interventions used in schools to promote inclusive education

SCHOOL-BASED INTERVENTIONS	YES		NO	
	f	%	f	%
1. Additional classes for learners with disabilities	22	40.7	32	59.2
2. Availability of resources	39	72.2	15	27.7
3. Co-teaching	41	75.9	13	24
4. Collaboration	41	75.9	13	24
5. Curriculum differentiation/diversification	32	59.2	22	40.7
6. Differentiated Instruction	34	62.9	20	37
7. Extrinsic motivation	42	77.7	12	22.2
8. Peer- tutoring	37	68.5	17	31.4
9. Supportive management	43	79.6	11	20.3
10. Support services from Ministry Education, Arts & Culture	41	79.9	13	24
11 Social integration	37	68.5	17	31.4
12. Tracking learners	19	35.1	35	64.8

13.The principal, teacher, learners knowledge on inclusion	41	75.9	13	24
14. The provision of special schools for learners with diverse needs	38	70.3	16	29.6

Figure 4: A graphical representation of school principals and teachers responses on IE interventions applied in schools



Intervention 1: Additional classrooms

With regard to views on additional classes for learners with disabilities, only 40.7 % support this method, while (59.2%) of schools’ principal and teachers were against the idea of extension of classrooms in school in order to have learners with disabilities taught in separate classrooms.

Intervention 2: Resources

The overwhelming majority of school principals and teachers, (72.2%) indicated that the availability of resources will promote inclusive education. This was different from (27.7%) of school principals and teachers who thought that inclusive education is not promoted by the provision of resources.

Intervention 3: Co-teaching

According to Table eight, co-teaching is considered crucial by (71.9%) of school principals and teachers, while (24%) indicated that it is not crucial.

Intervention 4: Collaboration

Table eight shows that (75.9%) of school principals and teachers were in support of collaboration between parents and the school as a good method to promote inclusive education, whereas (24%) were not in support.

Intervention 5: Curriculum differentiation/diversification

Curriculum differentiation/diversification is supported by (59.2%) school principals and teachers as an inclusive education method, while (40.7%) were against the idea.

Intervention 6: Differentiated Instruction

Regarding differentiated instruction as an inclusive education method, the majority of school principals and teachers (62.9%) were in support of differentiated instruction, while (37%) were against that practice.

Intervention 7: Extrinsic motivation

The results from Table eight indicate that (77.7%) of school principals and teachers believed that learners' motivation can promote inclusive education, whereas (22.2%) did not support this method.

Intervention 8: Peer- tutoring

According to results shown in Table eight, (68.5%) of the school principals and teachers were of the opinion that peer-tutoring promotes Inclusive Education, while (31.4%) were not in favour of the practice.

Intervention 9: Supportive management

From the analysis of the results in Table eight, it is shown that (79.9%) of school principals and teachers believed that inclusive education is supported when there is a supportive management and (20.3%) were not in support.

Intervention 10: Support services from Ministry Education, Arts and Culture

According to Table eight, (79.9%) of school principals and teachers believed that inclusive education is promoted if the Ministry of Education, Arts and Culture provides support services to schools, while (24%) of the school principals and teachers were against the idea that inclusion will be successful if the MoEAC provide the necessary support to the schools

Intervention 11: Social integration

Table eight shows that (68.5%) of the school principals and teachers believed that social integration of learners promotes inclusive education, whereas (31.4%) were against the idea.

Intervention 12: Tracking learners

Furthermore, Table eight shows that (35.1%) of the school principals and teachers were in favour of tracking of learners as a way of promoting inclusive education, while (64.8%) were not in favour of the method.

Intervention 13: Principals, teachers and learners knowledge on inclusion

The analysis of the results in Table eight shows that (75.9%) of the school principals and teachers were of the opinion that enhancing knowledge on inclusion in school of the principals, teachers and learners will help to promote inclusive education. However, (24%) school principals and teachers were not in support of the idea that expansion of inclusion knowledge could help to promote inclusive education in schools.

Intervention 14: The provision of special schools for learners with diverse needs

Table eight indicates that (70.3%) school principals and teachers believed that the provision of special schools for learners with special/diverse needs seemingly helps to promote inclusive education, while (29.6%) were not in support of the idea.

4.3.2 Results on perceived ways to achieve a responsive inclusive school

The learners were asked to indicate their views how inclusion is achieved based on the school response to their needs. The questionnaire therefore required learners to indicate for each given statements if they strongly disagree (SD), disagree (D), neutral (N), agree (A) or strongly agree (SA). Their responses are presented as follow:

Question: The statements below explain perceived ways to ensure inclusion. What are your views regarding achieving inclusion in your school? Please rate the statements below by marking (X) on a prefer option to indicate if you **strongly disagree, disagree, neutral, agree or strongly agree.**

Table 8: Learners' perceived ways to ensure inclusion

Statements	SD		D		N		A		SA	
	f	%	f	%	F	%	F	%	f	%
1. The teacher teaches in the way that I understand.	8	6.7	48	40	20	16.6	10	8.3	34	28.3
2. All teachers treat learners humanely, and with respect.	12	10	40	33.3	25	20.8	19	15.8	24	20
3. All learners are motivated to learn.	13	10.8	12	10	46	38.3	12	10	37	30.8

Statement 1: Teaching strategies

In the first statement learners had to indicate their opinions on whether the teachers teach in the way that they understand. Table nine above shows that (28.3%) strongly agreed, (8.3 %) agreed, (16.6 %) were neutral, 40% disagreed and (6.7%) strongly disagreed.

Statement 2: Teachers' moral behaviours

The second statement made provisions for learners to indicate if all teachers at their respective schools treat learners humanely and with respect. The results in table nine shows that (20%) strongly agreed, (15.8%) agreed, (20.8%) were neutral, (33.3%) disagreed, while (10 %) strongly disagreed. The findings indicate that most learners disagrees which calls for a need of mutual respect between teachers and learners.

Statement 3: Motivation

The third statement required learners to indicate whether they were motivated to learn. Table nine above shows that (30.8%) strongly agreed, (10%) agreed, (38.3%) were neutral, (10%) disagreed and (10.8%) strongly disagreed.

4.3.3 Qualitative results derived from teachers regarding achieving a responsive inclusive education school

When you hear the phrase "Inclusive education" what comes to your mind?

According to XI Inclusive Education means *"to include everyone in the mainstream irrespective of their intelligence, looks, and abilities as well as to teach the learners according to their level of needs"*

“It means all people have rights to education regardless of their backgrounds, where they come from and their disabilities”

“To teach all learners or to include all learners in lessons”

In addition, X2 stated that IE means to ensure those learners with disabilities and those without disabilities are taught and learn together. Some respondents also indicated that it is a new concept they had no clue about it.

On the other hand, X3 said that IE means to accommodate learners with different abilities, capabilities, learning difficulties and all different types of learners (religion, races, marginalized) in ordinary schools in order to ensure that every Namibian child has benefited from education.

What, in your opinion, are the characteristics of an inclusive classroom in which all learners with all their differences feel accepted, welcome and are enabled to learn?

Respondents X1 and X3 expressed similar opinions that an inclusive classroom should consist of the following:

- ✓ Support structures, for instance the classrooms should be accessible and *“disability friendly”*.
- ✓ A classroom should have teaching materials, these should be able to assist learners with visual impairments, and hearing impairments, as well as pictures hung on walls to ensure that slow learners learn at their own pace.
- ✓ A classroom with good organizational layout- for instance the arrangement of the classroom should be based on the needs of the learners. The learners with

visual and hearing impairments should be placed according to the different levels of needs.

The findings of this study are supported by the prior research that indicated that the pre-conditions for a successful learning environment require a favourable psychosocial learning environment (Dukmak 2013). Loreman et al. (2010) emphasized the importance of constructing buildings in such a way that they have easy access and enabling features. The enabling features should take into account the learners experiencing mobility difficulties to enter the classrooms for instance those learners who are on wheel chairs or those using crutches.

Moreover, X1 and X3 indicated that learners will feel accepted, welcome and enabled to learn once they are treated equally by their teachers, for instance when they are given equal chances of partaking in activities.

On the contrary, X2 argued that the ideal inclusive education classroom does not exist since schools do not portray any sign of being accommodative to all learners.

In your views, which activities can teachers perform to ensure inclusion in their classrooms?

X1, X2 and X3 pointed out that teachers first need to know their learners in order to plan their lessons accordingly. The teachers also need to plan varying assessments for learners to ensure that both slow and fast learners are catered for.

Secondly, teachers need to set classroom rules in favour of all the learners and ensure that rules are adhered to which entails that the teachers should not practice favouritism. Besides, teachers can also provide additional support for learners that need help for instance to provide remedial teaching for learners with learning disabilities.

Nonetheless, X2 indicated that there is a need to be considerate with time allocated to learners to do their work. The teachers also need to adapt some of the teaching materials to suit learners' needs for instance to print written work in larger fonts for learners with poor sight. Moreover, teachers need to motivate, encourage and give feedback to learners for them not to feel discouraged.

In addition, X3 stated that teachers can ensure inclusion in their classrooms by applying different teaching methods such as group work.

Do you feel that you have the necessary skills needed to implement inclusive education successfully in your school? Explain.

X1 indicated that they have limited skills and others indicated that they do not have the necessary skills needed to implement Inclusive Education successfully. Those with limited skills explained that it is not simple sometimes schools do not have teaching materials needed by all learners and those without skills explained that they were not trained on how to practice Inclusive Education.

X2 indicated that they have the necessary skills needed to implement inclusive education and such skills have resulted from the past experiences through working with different types of learners.

According to X3, they have skills but did not utilise them due to limited time. It is not possible to plan for compensatory teaching and to complete a wide range of school activities in order to cater for all the learners. Researchers argued that there is a possibility of teachers without Inclusive Education didactics for them not to provide appropriate support since they may struggle due to the lack of preparedness or experience with diversity (Dieker & Hines, 2014).

If you feel you do not have adequate skills, what support would you need in order to implement the Policy on Inclusive Education in your school?

All respondents X1, X2 and X3 shared the same opinions and suggested the following:

- Training/workshops on Inclusive Education. The reviewed literature support this finding by pointing all teachers from early childhood education to be well prepared and trained on inclusive education approaches in order to facilitate learning for all learners and avoid developing and expressing negative attitudes towards learners with diverse/special educational needs (Zimba et al., 2011; Chitiyo et al., 2015).
- Materials for learners (hearing devices for the learners & Braille,)
- Guidance on how to implement IE policy
- The need to restructure infrastructure to allow easy access for learners with physical disabilities to enter classrooms.
- A need to reduce a number of learners in classrooms, a reduction in lessons and administration work
- Employ enough personnel to assist teachers because teachers alone will not manage to attend to all learners' needs.

4.3.4 Qualitative results derived from school principals regarding achieving a responsive school

What, in your opinion, are the characteristics of an inclusive classroom in which all learners with all their differences feel accepted, welcomed and enabled to learn?

Respondent *X1* said “*the ideal inclusive education classroom is the class environment where prior knowledge of learners is encouraged*”. However, *X1* alleged that characteristics of an inclusive classroom are still mysterious, since an Inclusive classroom never existed before.

Respondents *X1*, *X2* and *X3* revealed that the physical environment should be inclusive in a sense that the classrooms should allow easy access of learners. An inclusive classroom should be equipped with teaching and learning aids accessible to all learners.

Moreover, respondent *X3* indicated that the classrooms should have good ventilation to allow a good flow of air. In addition, learners will feel accepted if their needs are put into consideration for instance the sitting arrangements should take in account children with low vision or hearing impairments. An IE classroom is recognized by a group of learners with mixed abilities, but not by grouping learners according to their learning abilities. Learners will be enabled to learn if teachers are considerate with planning their lessons by ensuring that the learning content has a variety of learning levels, when assessing as well as to ensure that responsibilities within the classroom are assigned to all learners without discrimination.

What would you need to transform your school into an inclusive school?

Respondent X1 indicated the need for change in educational stakeholders' attitudes. X1 continues to clarify that at school level, teachers need to understand the meaning of Inclusive Education and learners need to be taught to accept and respect one another. There is a need to transform the available infrastructure to fit the needs of learners. In addition to that, respondent X2 suggested that instead of a sandy school ground, their schools need interlocking brick pavements. Respondent X2 further indicated the need to have a house constructed beside each inland school for learners with physical disabilities, since it is difficult for the learners using wheel chairs to reach school.

The following are the ideal needs indicated by respondent X3, which are necessary to transform the current schools into inclusive schools.

- The schools need audio-visual materials. According to Anzaku (as cited in Shamsideen, 2011, p.20) *“the term audio-visual material is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”*.
- A stable alliance between schools and the Ministry of Health and Social Services to ensure that assessments are done to identify learners' problems per annum. This will then help to ensure that there are appropriate interventions are given to assist the learners with special/diverse needs.

4 SCHOOL CULTURES AND STRUCTURES

4.4.1 Quantitative results derived from principals' and teachers' views on school cultures and structures

The principals and teachers were asked to indicate their views and experiences about the learners and teachers attitudes amongst themselves as well as the learners' wellbeing in relation to the school environment. The questionnaire therefore required principals and teachers to indicate for each given statements if they strongly disagree (SD), disagree (D), neutral (N), agree (A) or strongly agree (SA). The responses are presented as follow:

Question: Which of the statements do you support regarding the practice of inclusion based on the school cultures and structures? Rate the answer based on scale provided below.

Table 9: School principals' and teachers' views regarding school cultures and structures

Statements	SD		D		N		A		SA	
	f	%	F	%	F	%	f	%	f	%
1. Learners appreciate one another regardless of their physical, social and academic status	4	7	3	6	19	35	16	30	12	22
2. I observe teachers with Inclusive education training treating learners with respect as opposed to those who are not	1	1	7	1	15	27	12	22	10	19
	0	9		3						

trained.										
3. The mobility of learners with physical disabilities can be limited due to poor school infrastructure.	6	11	3	6	11	20	9	17	25	46

Statements 1: Views on acceptance

According to the results in Table 10, school principals and teachers had to indicate their views whether learners appreciate one another regardless their physical, social and academic status. A total of (7%) strongly disagreed, (6%) percent disagreed, while (35%) indicated neutrality, with (30%) agreeing and (22%) strongly agreeing.

Statement 2: Teachers with positive inclusive education attitudes

The second statement sought to find difference in treatment between teachers who received training in inclusive education and teachers without inclusive education training. The result in Table 10 shows that (19%) strongly disagree, (13%) disagreed, (27%) were neutral, (22%) agreed and (19 %) strongly agreed. In comparison to prior research, Unianu (2013) found out that those teachers with bachelor degrees and those with medium level education are different in terms of their prejudices towards the integration of learners with educational needs in regular schools.

Statement 3: Learners’ mobility

Table 10 presents school principals’ and teachers’ results on whether the mobility of learners with physical disabilities can be limited due to poor school infrastructure.

The responses revealed that (11%) strongly disagreed, (6%) disagreed, (20%) neutral, (17%) agreed, while (46%) strongly agreed.

4.4.2 Quantitative results derived from learners' regarding school cultures and structures

The learners were asked to indicate their views and experiences regarding inclusion at their schools in relation to relationship amongst themselves and their interaction with the school environment. The questionnaire therefore required learners to indicate for each given statements if they strongly disagree (SD), disagree (D), neutral (N), agree (A) or strongly agree (SA). The responses are presented as follow:

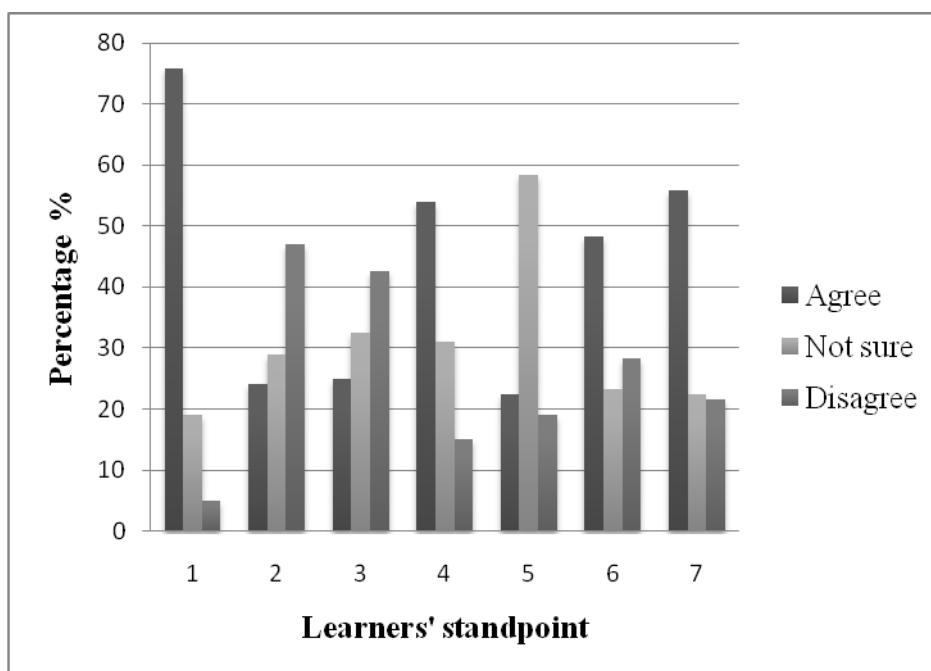
Question: Which of the statements below support inclusive education practice regarding school cultures and structures? Indicate whether you agree, not sure or disagree.

Table 10: Learners' results regarding school cultures and structures

Statements	AGREE		NOT SURE		DISAGRE E	
	f	%	F	%	f	%
1. The school environment is a safe place for all learners.	91	75.8	23	19.1	6	5
2. All learners treat each other with respect.	29	24	35	29	56	47
3. Learners support and help one another	30	25	39	32.5	51	42.5
4. All learners are able to participate in	65	54	37	31	18	15

both indoor and outdoor activities.						
5. All learners are treated equally by the teachers and principal.	27	22.5	70	58.3	23	19.1
6. The school has high stairs.	58	48.3	28	23.3	34	28.3
7. All learners are able to use the school facilities	67	55.8	27	22.5	26	21.6

Figure 5: A graphical representation of learners' views regarding school cultures and structures



Learners' standpoint 1: School environment

Table eleven illustrates (75.8%) of learners agreed that the school environment is a safe place for all learners. In contrast to that, only (5%) disagreed and (19.1%) were not sure.

Learners' standpoint 2: Learners' conduct

According to Table 11, only (24%) of learners agreed that all learners treat each other with respect. On the other hand, (29%) of learners were not sure, while the majority of learners (47%) disagreed.

Learners' standpoint 3: Learners' support provision

Concerning the question whether learners support and help one another, only (25%) agreed, (32.5%) were not sure and the majority (42.5%) of learners were not in agreement.

Learners' standpoint 4: Learners and extracurricular activities

In Table eleven, (54%) agreed that all learners were able to participate in both indoor and outdoor activities, (31%) were not sure, while (15%) disagreed.

Learners' standpoint 5: Principals and teachers conduct towards learners

As shown in Table eleven, (22.7%) agree that all learners are treated equally by the school principal and teachers, (58.3%) were not sure, while (19.1%) disagreed.

Learners' standpoint 6: Classroom entrance

According to Table eleven, (48.3%) learners revealed that the school environment has some high stairs, while (23.3%) were not sure and (21.6%) disagreed.

Learners' standpoint 7: Users-friendly environment

Table 11 displays the majority of learners (55.8%) agreed, (22.5%) were not sure and (21.6%) disagreed that all learners are able to use all school facilities.

4.4.3 Qualitative results derived from teachers on school cultures and structures

In what way does the physical resources of your school support or not support the needs of learners with special/diverse needs?

Both X2 and X3 responses indicated that the physical resources at their respective schools do not support the needs of learners with special/diverse needs, since the infrastructure in place does not support learners with special/diverse needs. For instance, X1 indicated that the schools do not have netball courts, soccer fields, basketball courts and that deters talented learners from active participation in sport. X2 indicated that in some instances schools are not spacious this is because the classrooms have too many learners because the classrooms cannot accommodate a high number of learners. This have an effect on inclusivity since the teacher cannot attend to all different needs of learners in the whole class. Consequently, learners with special/diverse needs will not be given special attention as it would have been in comparison to classes with a fewer number of learners.

In terms of social settings, can you say your school setting supports the inclusion of learners with special/diverse needs (for example learners from extreme poor backgrounds, learners at risk of dropping out of school, learners with impairments, orphans and vulnerable children)? Please explain your answer.

According to X1, there is support of inclusion based on the social settings. First, the availability of feeding programs at the schools is helpful to learners as it is one initiative that is helping to retain learners to be in school. Second, the schools have various cultures that are followed to encourage pride for instance learners wear school uniforms, so it promotes unity and uniformity. In view of the fact that learners look similar when wearing school uniforms reduces competition amongst

them. Thirdly, schools have internal policies against discrimination, a culture of sharing of resources whereby in some instances teachers make voluntarily contributions to buy uniforms or other consumables for the learners with a serious need. Lastly, teachers frequently motivate learners to work hard and encourage learners to accept situations which are irreversible.

The response given by X2 is also in conformity with the preceding responses, respondents indicated that schools do not discriminate when admitting learners, all different types of learners are accommodated.

In addition, X3 pointed out that there is an open dialogue between the school and parents. *“There is an open channel of communication between learners and the school management”*. The schools have Life Skills teachers who provide counselling services to learners and to do referrals in case there is an issue that needs to be brought to the attention of other stakeholders for instance the Ministry of Health and Social Services, Ministry of Safety and Security, or Ministry of Gender Equality and Child Welfare.

What behaviours and practices have you observed in your school that are likely to make learners with special/ diverse needs feel worthless or rejected?

Responses from X1 revealed that all learners are treated equally by the school principal and teachers. The responses also indicate that learners support each other, treat one another with respect and there is unity amongst the school members.

While X2 and X3 responses indicate that the schools witness emotional challenges such as bullying of learners by other learners. In most instances pregnant learners and learners from poverty stricken backgrounds become victims of bullying. Learners with special/diverse needs are observed to have low self-esteem and often

isolate themselves from others; this may have not been a result of bullying but rather self-consciousness. Respondents indicated that to ease situation and to boost the victimized learners' self-esteem, learners are treated equally irrespective of their special needs. For instance all learners are engaged in all school activities by empowering them to take leadership roles in the school, hence a learner with special/diverse need can be appointed to be a class monitor or a Learner Representative Council (LRC) for the school.

Do learners without diverse/special needs willingly assist those who find it difficult to learn?

According to X1, X2, X3 teachers revealed that learners assist each other to a certain extent, this is because some learners do not like to share subject matters with others especially during group work.

Discuss what the school should do to ensure that there is a good relationship among learners without diverse/special needs and learners with diverse/special needs?

According to X1, the schools can ensure a good relationship among learners with diverse needs and learners without additional needs by involving all the stakeholders of the school in setting school rules. This ensures that the learners will be willing to observe and respect the rules which they were involved in crafting. In addition, the schools organize social events such as 'a fun day' for teachers and learners to socialize. Moreover, schools ensure that human rights issues are emphasised across the curriculum. It is also revealed that schools would foster a good relationship by ensuring that there is a fair distribution of responsibilities among learners. Responses from X2, suggest that teachers discourage bad behaviour among learners

in order to model good behaviours and for well behaved learners to be exemplary to other learners.

4.4.4 Qualitative results derived from principals on school cultures and structures

In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, play ground, etc.)? If yes/no explain.

All respondents *X1*, *X2* & *X3* indicated that their school facilities are accommodative to all learners to a certain extent. For example, *X1* stated that although there are classrooms and toilets available at schools, most of them are in dilapidated conditions. As such learning takes place in an environment that is not conducive and it impairs learning since learners are not motivated to be in school. This could be one of the reasons learners opt to drop out of school, if schools do not make provisions to support and retain them. Some principals, such *X1* revealed that some schools do not have enough classrooms and learning facilities such as libraries, laboratories and computer rooms. In cases of learners with severe physical disabilities, schools are not accommodative because of high stairs which limit easy access of learners to classrooms.

Moreover, *X2* indicated that the fact that most of the schools do not have flushing toilets, but pit latrines that are located a distance away from classrooms. This does not make such facilities easily accessible to learners with special needs. Nevertheless, among the facilities available none was designed specifically for the people with disabilities.

Both *X1* and *X3* indicated that the unavailability of sport facilities in schools excludes most of the learners. They further explained that a school is a social setting

that is supposed to develop learners holistically. The absence of sport facilities deters some learners from showing their talents. Furthermore, they explained that in most cases learners who are not academic achievers are likely to be talented in other areas such sport. The absence of sport facilities deprives them to showcase their skills which limit the learners to develop holistically.

4.4.5 The visual presentation (pictures)

Visual 1: An enabling learning environment in a primary school



Visual one shows a classroom decorated with pictures in a primary school. These seemed to imply that learning is made easy since learners are at liberty to learn from the posters at their own pace. The classroom has good ventilation and lighting. (Visual one) seems to be conducive and it explains an inclusive enabled environment.

Visual 2: Classroom entrance at a junior secondary school



Visual two above depict a disabling IE infrastructure, a classroom entrance with high stairs imply a barrier to access the classroom. These stairs are not only obstacles to learners with disabilities, but they are also barriers to learners without disabilities and teachers to ensure easy access into the classroom. The stairs seems to be dangerous they have no brims support to provide to prevent falls.

Visual 3: Latrine depicting disabling inclusive school setting at a junior secondary school



The latrines shown above are not designed to cater for learners with physical/emotional disabilities. The distance from the classroom is too long (± 200 m) and the area from classrooms to this facility is sandy limiting easy mobility of the learner with physical needs. Besides these latrines are not conducive as they seem to be hosts for micro-organisms to thrive which is putting learners at risks of contracting infections and diseases. Subsequently, these facilities contribute to poor health which does not support the principle of inclusive education.

Visual 4: Sandy school entrance depict disabling inclusive school setting



The picture above shows the entrance of the school area covered with sand. About 80% of the school is sandy. This seems to limit mobility for learners with disabilities.

The findings of this study revealed that all school in the Engela cluster have their grounds and surrounding covered by sand which makes movement for learners with physical disabilities very difficult especially those who use wheelchairs to move. In one of the schools in Engela cluster, a learner who is supposed to be on wheel-chair is carried around instead because the wheel-chair is unable to enter the school premise and unable to move within the school due to the sand. The issue of terrain does not only have a negative effect to learners with physical disabilities, but it affects the community such as parents and visitors to have easy access to the schools premises. Some of the learners' guardians are old and they may not be willing to visit the school to attend and provide support for activities which requires the parents' involvement.

Visual 5: A poorly arranged inclusive classroom



The picture above shows an assumed inclusive classroom with a number of disabling characteristics such as poorly arranged furniture, poor resources and uncondusive study environment for learners with diverse/special needs. The arrangement of furniture in this classroom does not reflect an inclusive classroom. An inclusive classroom would be achieved when planning sitting arrangements to ensure that all learners are able to benefit. The picture shows the tables in a haphazard situation and such situation impedes inclusivity in a way that it limits learners' ability to interact and assist each other to learn. The posters on the notice board are written in small fonts with too many information. This will disadvantage the learners with visual impairment in that class because the information is not legible. In addition, these posters are at the back of class facing the same direction where learners are facing. Therefore these posters may not be as helpful as they should to the learners because of less exposure.

4.5 SCHOOL INTERVENTIONS IN RESPONSE TO LEARNERS WITH SPECIAL/DIVERSE NEEDS

4.5.1 Results derived from school principals and teachers regarding school interventions for learners with special/diverse needs

The principals and teachers were asked to give their views and experiences regarding the intervention they consider helpful in achieving inclusivity at their respective schools. The questionnaire therefore required principals and teachers to indicate for each given statements if they strongly disagree (SD), disagree (D), neutral (N), agree (A) or strongly agree (SA). Their responses are presented as follow:

Question: In your views, which of the statements below regarding inclusive education interventions are useful to both you and your school? Rate your answer according to the scale provided below.

Table 11: School principals' and teachers' results on intervention for learners with diverse/special needs

Statements	SD		D		N		A		SA	
	f	%	F	%	F	%	f	%	f	%
4. Capacity building workshops on inclusive education are offered to principals and teachers.	11	20.3	14	26	13	24	12	22.2	4	7.4
5. The school management plays a role in the implementation of	5	9	9	17	13	24	17	31.4	10	18.5

inclusion at the school.										
6. The school management collaborate with parents to address issues concerning learners' needs.	2	4	2	4	7	12. 9	26	48.1	1 7	31
7. The teaching styles used at my school take learners needs into consideration.	1	1.8	2	4	8	15	31	57	1 2	22. 2
8. The inclusive education policy is clearly clarified at my level.	19	35. 1	10	18. 5	14	26	5	9.2	6	11. 1
9. I clearly understand the inclusive education policy.	18	33	13	24	9	17	12	22	2	4

Statement 4: Inclusive education in-service training

On the subject whether school principals and teachers are given in-service training on Inclusive Education, (20.3%) strongly disagreed, (26%) disagreed, (24%) were neutral, (22.2%) agreed and (7.4%) strongly agreed.

Statement 5: The school management

With regards to whether the management plays a role in the implementation of inclusion at their schools, the results revealed that (9%) of the respondents strongly agreed, (17%) disagreed, (24%) were neutral, (31.4%) agreed, whilst (18.5%) strongly agreed.

Statement 6: Collaboration between the school management and parents

School principals and teachers results revealed that (4%) strongly disagreed, (4%) disagreed, (12.9%) were neutral, (48.1%) agreed and (31%) strongly agreed that school management collaborate with parents to address issues concerning learners' needs.

Statement 7: Teaching styles

With regards to the teaching styles used in schools whether they take into consideration the learners needs, Table 12 indicated that the majority of teachers (57%) agreed, (22.2 %) disagreed, (15%) were neutral, while (4%) strongly agreed and (1.8%) strongly disagreed.

Statement 8: Clarification of the Education Sector Policy on Inclusive Education (2013)

To indicate if the Inclusive Education policy is clearly clarified for school principals and teachers, the results indicated that the majority of respondents (35.1%) strongly disagreed, (18.5%) disagreed, (26%) were neutral, (9.2%) agreed, while (11.1%) strongly agreed.

Statement 9: Perception of the Education Sector Policy on Inclusive Education (2013)

In addition, the school principals and teachers had to indicate if they have a comprehensive understanding of the Inclusive Education policy. The data in Table 12 above shows that, only (4%) strongly agreed, (22%) agreed, (17%) were neutral, (24%) disagreed, while (33%) strongly disagreed.

4.5.2 Results derived from learners regarding interventions in response to diverse/special needs

The learners’ attitudes towards inclusion were assessed. Learners were required to respond to the given statements by choosing the options either always sometimes or never. The results show that most of the learners indicated always to statements one, four, five and six, while the majority indicated sometimes for statement two. Their responses are presented in Table 13 and (figure six) respectively.

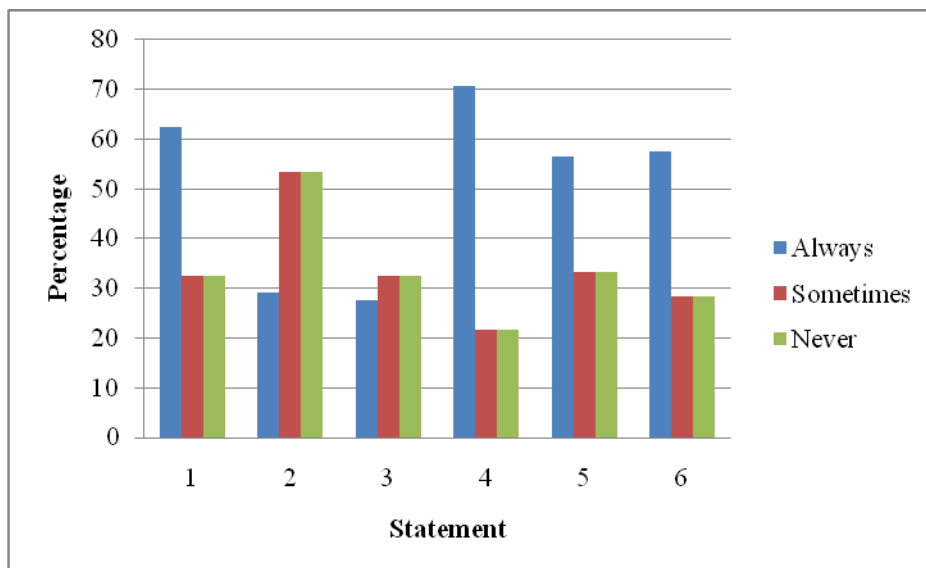
Question: What are your views regarding the interventions in response to diverse/special needs? For each of the statements below, rate the statements by indicate with (X) in the appropriate box by responding **always, sometimes or never.**

Table 12: Learners’ results regarding the interventions in response to diverse/special needs

Statements	ALWAYS		SOME TIMES		NEVER	
	f	%	F	%	F	%
1. The principal and teachers listen to	75	62.5	39	32.5	6	5

learners' problems.						
2. The school provides additional assistance to learners who do not perform well.	35	29.1	64	53.3	21	17.5
3. The school provides assistance to learners with disabilities	33	27.5	39	32.5	48	40
4. Teachers take responsibility of ensuring that learners complete their learning tasks.	85	70.8	26	21.6	9	7.5
5. Teachers work together with parents to help learners.	68	56.6	40	33.3	12	10
6. The school has sufficient and helpful learning materials.	69	57.5	34	28.3	17	14.2

Figure 6: A graphical representation of learners' responses regarding the interventions in response to learners with special/diverse needs



Statements 1: Learners' needs

According to Table thirteen, (62.5%) learners indicated that the school principals and teachers listen to the learners' problems always, (32.5%) indicated sometimes, while (5%) said principals do not listen to learners.

Statements 2: Support for learners with learning difficulties

On the subject of whether the school provides additional assistance to learners who do not perform well, the majority of (53.3%) of learners indicated sometimes, followed by (29.1%) indicating always, whereas (17.5%) indicated never.

Statements 3: Support for learners with disabilities

Regarding whether the schools, if they provide assistance to learners with disabilities; the majority (40%) indicated that the schools do not assist learners with disabilities, (32.5%) indicated sometimes, only (27.5 %) indicated that schools assists learners with disabilities.

Statements 4: Execution of learning tasks

Table 13 reveals enormous data (70.8%) teachers take responsibility of ensuring that learners complete their learning tasks, (21.6%) indicated sometimes and (7.5%) indicated that teachers do not take responsibilities to ensuring that learners complete their learning tasks.

Statements 5: Collaboration between teachers and parents

Regarding the question whether teachers work together with parents to help learners, a substantial number of (56.6%) indicated that teachers and parents collaborate, (33.3%) indicated sometimes, while (10%) indicates that teachers never collaborate.

Statements 6: Learning materials

According to Table thirteen, (57.5%) learners revealed that the schools have sufficient and helpful materials, (28.3%) indicated that resource and materials are sometimes available, while (14.2%) indicated that the school does not have sufficient materials.

4.5.3 Qualitative derived from teachers on interventions in response to learners with diverse/special needs.

Did you attend any in-service or pre-service training workshop with regards to inclusive education? If yes, briefly explained what knowledge and skills you gained during the training?

Respondent X1, X2 and X3 reported that some teachers attended in-service or pre-service training workshops, whereas others did not attend any training workshops on the topic of inclusive education or related fields. The skills and knowledge learnt by those that attended workshops are as follow:

- How to set assessment tasks for different types of learners
- The contributing factors of learning barriers
- Different types of disabilities
- Psychosocial issues
- How to do referrals and collaborate with various stakeholders

Suggest what you think can be done to ensure that the needs for learners with diverse/special needs in your school are met.

X1, X2 and X3 indicated that teachers need training in Inclusive Education. Inclusive Education targets should be included in school budgets since the current Education Grant (EG) has so many limitations to the extent that some of the IE issues may not be solved with that budget.

Nonetheless, X3 suggested that additional classes should be built for each school for the physically disabled learners. The idea is for learners with diverse/special needs to attend school with other learners, but in a different class setting with the learners without diverse/special needs. This finding seems to be contradicting the Education Sector Policy on Inclusive Education (2013). This is because the aim of inclusive education is to ensure that learners are educated in least restrictive settings.

Is there anything else that you would like to comment on or suggest regarding inclusive education?

Some participants indicated that they would be interested in the findings of this research. They requested the researcher to share the findings of this research with them. The respondents indicated also a need for officials from the Ohangwena Education Regional Office from the Inclusive Education department to visit schools from time to time so that the officials can understand IE practices from real life situations. If the government officials acquaint themselves with real life situations regarding inclusive education at the schools, it will help officials to understand the schools' needs in order to provide appropriate support to address the inclusion challenges being experienced.

4.5.4 Qualitative results derived from school principals' interviews on schools' interventions in response to learners with diverse/special needs

Do you have an understanding of the Inclusive Education policy? Explain.

Both X1 & X2 respondents indicated that they are not aware of the existence of the Education Sector Policy on Inclusive Education (2013), besides their understanding of IE concept. While X3 stated that although no policy in a form of a soft or hard copy was sent to them, to a certain extent IE policy is understood in a shallow sense. It is a guiding tool that stipulates how learners should be included in mainstream/regular education.

What kind of techniques do you use in order to accommodate the needs of learners with special/diverse needs at your school?

According to X1 and X2 the schools have learners' support programs for helping the struggling learners. Respondent X1 suggested that schools initiated individual teaching plans for specific learners in the afternoons to assist the learners with learning difficulties. Respondent X1 went on to say schools have counselling sessions in place to help specific or a group of learners with diverse needs. Besides, the schools maintain an ongoing relationship with the parents to assist learners.

Respondents X2 said the schools do referrals for learners so that the learners can get additional assistance depending on their needs. For instance for learners coming from poverty stricken families, the Regional Council is informed so that it can intervene and recommend the learners to get a social grant or to be registered for drought relief programs, whilst learners with health related problems are referred for assessment at health centres.

In addition, X3 indicated that they ensure that learners with special/diverse needs are accommodated in their schools by ensuring the implementation of the Ministry of Education, Arts and culture policies. For instance, there is pregnancy management policy, OVC policy and HIV/AIDS work place policy which serve as guiding tools for the learners to be treated accordingly and to minimize the violation of the learners' rights. Furthermore, respondent X3 articulated that some schools are applying a pilot program on Social Accountability and School Governance that attract various educational stakeholders to take up their roles in assisting learners with special/diverse needs to reach their potential.

What behaviours and practices have you observed in your school that are likely to make learners with diverse/special needs feel worthless or rejected?

According to respondent X1 & X2, school principals observed cases of bullying. Learners bully each other directly or indirectly. Some learners for instance ridicule others by writing private information about other learners on the toilet walls for instance. Besides, there are also practices done as a way of instilling discipline, which are likely to cause emotional pain. In a case where a learner acts wrongly, other learners are not given counselling, but rather exposed to other learners to laugh at them. Furthermore, this reinforces negative punishment which tends to violate the learners' rights which means humiliation is applied as a strategy to discipline learners.

According to respondent X3, some schools are multiracial and international consisting of foreigners and indigenous learners. It is observed that in most instances foreign learners had fallen victim to indigenous learners' maltreatment. In addition, some teachers still apply corporal punishment.

What behaviours and practices have you observed in your school that are likely to make learners with diverse/special needs feel valued or accepted?

Responses from X1 tend to suggest that there are some kind teachers who manage to go an extra mile in providing support to the diverse/special needs learners. Most of the responses were “*we make monetary contributions to assist learners who are unable to buy school uniform*”. The culture of helpfulness amongst some schools enhances buoyancy in learners with diverse/special needs.

Respondent X2 indicated that maintaining discipline by ensuring that all learners adhere to their code of conduct guarantees security and in this way a learner with special/diverse needs will feel valued. Learners are encouraged to respect and accept each other irrespective of their differences.

Respondent X3 said “*after counselling is done, learners are not left in limbo*”. Post-counselling follow up sessions are conducted to ensure that learners’ issues are stabilized and the goal of counselling is maintained. One school principal, X3 further added that from time to time the learners are engaged in informal discussions with the teachers and principal to discuss crucial issues such as freedom and rights of children as well as build the learners’ confidence.

Does the Ministry of Education, Arts and Culture provide sufficient support to ensure that there is effective practice of Inclusive Education your school?

Respondent X1 respondents said “*not at all because the MoEAC is good at drafting policies without planning*”. This means that schools are not in a position of ensuring that all learners can be accommodated, since infrastructure does not reflect signs of being inclusive. Meanwhile, respondent X1 and X2 said “*yes*” because MoEAC in partnership with other government ministries and Non Governmental Organizations

(NGOs) managed to subsidise the OVCs and special cases where learners are unable to meet their daily living demands. Again MoEAC provides learning materials such as textbooks and stationery. Almost at each school there is a teacher counsellor or Life Skills teacher to provide counselling and to deal with learners in need.

Respondents X2 and X3 said “*partially*” because MoEAC concentrate more on providing the teaching and learning materials only, but not special learners’ support equipment such as wheel chairs.

Comment, suggest or share with the researcher anything regarding the Inclusive Education practices in schools.

X1 indicated that inclusivity is central to learning, thus the MoEAC need to expand its effort in educating the nation including all stakeholders to ensure that the rights of children are not violated. On the contrary, respondent X1 respondents stated that it would be right if the MoEAC do away with the issue of IE since it requires the modification of infrastructure in all corners of the country. The assumption is that IE will make huge demands on government finances in order to materialize. Instead respondent X1 asked “*can’t this Inclusive Education idea be done away with?*”[sic]. Furthermore, respondent X3 indicated that IE is being practiced in schools with limitations due to the fact that there is limited knowledge about inclusive education in schools and local communities.

4.6 Summary

This chapter presented the results obtained during the data collection process. The data from the questionnaires were presented by using descriptive statistics, while, interviews, focus group interviews and photographs data were presented in summaries. The combination of both quantitative and qualitative result was simultaneously presented based on themes derived from research questions.

5. DISCUSSION OF RESULTS

5.1 Introduction

In the previous chapter, the researcher presented the results of this research. In this chapter, the researcher interprets the findings and makes recommendations informed by the major research themes such as: learners targeted for inclusion, achieving a responsive inclusive education school, school cultures and structures and interventions in response to learners with special/diverse needs. The themes on which discussions in this chapter are based emanated from the research questions below:

1. Which learners are targeted for inclusion by schools in Engela cluster?
2. What inclusive education practices do schools in Engela cluster apply?
3. How does school culture and structure enhance or impede inclusion of learners from diverse backgrounds?
4. What interventions do schools use in response to learners' diverse needs?

5.2 Discussions on learners targeted for inclusion

5.2.1 Conceptual understanding of Inclusive Education

This study discovered that the concept inclusive education was not well understood by all respondents. Findings revealed that the inclusive education concept was defined in a superficial manner which eventually emanated in biases. In most cases learners referred to inclusive education as a process of including learners with physical disabilities in mainstream settings. These findings are in agreement with the literature review by Ekins and Grimes (2009); Hick et al. (2009); Loreman et al. (2011) and Westwood (2013) who suggested that inclusive education concept is

diverse hence contributing to either narrowed or broadened interpretation of the concept. In addition, the findings revealed that some teachers indicated that the concept was not familiar, which implies the lack of knowledge and skills in ensuring proper execution in that regard (Westwood, 2013).

5.2.2 The prevalent diverse/special needs learners in the Engela cluster

This study revealed in figure three that the most prevalent diverse/special needs in Engela cluster are children who are orphans and vulnerable. This implies that most of the learners have lost one or both parents because of death while under the age of 18 years hence need care and protection. Being an OVC deter learners to access education owing to psychosocial needs and poverty. These findings are in conformity with the Education Sector Policy for Orphans and Vulnerable Children (2008) who noted high number of orphans and vulnerable children in Namibia (MoE, 2008). It is important for schools to implement the MoEAC policies in support of inclusive education to assist these learners.

Among the high prevalence diverse/special needs learners in Engela cluster, this study identified children with learning difficulties and children with emotional and behavioural challenges more prevalent than other categories of diverse/special needs learners. The children with learner-parent role, those who head households and children with disabilities/impairments are commonly found among the Engela cluster population. This means teachers need to understand and address the contextual issues surrounding these learners and remove learning barriers which would have been resulted due to the special/diverse needs of the learners. In addition to that, the prevalence of diverse/special needs learners challenge school principals to

demonstrate strong leadership role in implementing inclusive education in the school and support teachers to employ inclusive practices in their classrooms.

5.3 Discussions on achieving a responsive inclusive education school

5.3.1 Principals' and teachers' perceived methods to achieve inclusive education

The findings of this study revealed that school principals and teachers were not in support for schools to have additional classes to cater the learners with disabilities. These findings support the fundamental principles of inclusion. In line with UNESCO (1994) who realised all children to learn together regardless of any difficulties or differences they may have. The findings mean that inclusive schools should be characterised by harmony. All in all, these findings on inclusion concur with the summarized ideas as stated by Ainscow and Dyson as cited in Landsberg (2011) who suggest that inclusion is the dedication to building a more democratic society, a more equitable and quality education system and a belief that extends the responsibility of regular schools to accommodate the needs of all learners. Inclusion goes beyond disabilities to include all forms of diversity and presume all learners are a part of the regular school system. Hence, researchers urge that under no circumstances should the learners be separated from their friends by keeping them in separation according to their abilities or disabilities during their school career (Levin & Santos, 2013).

Respondents in this study believed that the availability of teaching and learning resources in school promotes inclusive education. In support of these findings Josua (2013) indicated effective teaching and learning is achieved with the availability of materials accompanied by assistive devices. In line with those views, Westwood (2013) suggested inclusive classrooms to have a wide range of instructional materials

at different levels of difficulties in order to reflect inclusive in teaching. Teachers are challenged to be creative and innovative to design teaching aids which can assist to minimize the learning barriers experienced by diverse/special needs learners in inclusive settings. The rights of children can be violated by teachers without additional support to teach learners with diverse/special needs (Mukhopadhyay et al., 2012). To cross-validate these findings, other findings also revealed that classrooms should have teaching materials to assist learners with visual impairments, and hearing impairments, as well as pictures hung on walls to ensure that slow learners learn at their own pace.

This study revealed that co-teaching is one of the methods teachers can employ to achieve inclusion. In co-teaching two or more teachers assist one another to teach learners to reach the ultimate aim of supporting the learners (Smith, Polloway, Patton & Dowdy, 2012). Teachers often need to work together to solve the challenges created by inclusion. In some instances co-teaching help assist with expertise in a certain skills. A teacher might not have sufficient knowledge on a topic hence arrangements can be made to get an expert to assist in that regard.

The results of this study revealed that collaboration is a preferred practice by principals and teachers to achieve inclusion. This is supported by literature review indicating that collaboration is among the important aspects for the successful implementation of inclusive education (Thomson, 2013). The interaction among teachers, parents and other stakeholders for the purpose of planning, teaching and supporting learners yield positive results for learners in a heterogeneous learning environment (Soodak, 2014 & Galović et al., 2014). This finding is confirmed in a study on parents' and teachers' perspectives on inclusive initiatives by Frederickson

et al., (2014) who indicated collaboration within the school helps the staff to share expertise and values necessary to change attitudes in an inclusive setting.

Partnership in education is useful since it contributes to shared roles. That implies that learners with diverse/special needs may require various interventions and therapies which teachers alone cannot achieve. Miles and Singal (2010) argued that addressing the issues of access or teacher training is not yet enough in dealing with inclusion, but rather to encourage partnership between parents, educational stakeholders and schools in order to support the learners with special/diverse needs.

The results were positive for curriculum differentiation/diversification as a method to help achieve inclusion. These findings are supported by Mara and Mara (2012) who indicated the need to adjust education to benefit all learners in spite of their needs. For instance this implies that the curriculum is planned in such a way that a learner with hearing impairment is exempted from auditory activities such as listening skills with an alternative skill such as written activity. In agreement with this method, Mara and Mara (2012) insisted that all learners must benefit from differentiated education due to the fact that learners have different abilities, interests and previous experiences of learning.

This study findings indicated differentiate instruction as a preferred method by principals and teachers to ensure inclusion. Bayat (2012) urge appropriate adaptations and modification to be done when planning lessons to help meet the needs of learners. Mara and Mara (2012) further adds that the difference should be a normal inclusive practice in each class because the learners have different learning styles. The teachers' results further revealed that teachers need to plan varying assessments for learners to ensure that both slow and fast learners are catered for.

The results of this study also indicate a need of learners' motivation. The results revealed that the majority of principals and teachers (68.5%) in the Engela cluster believed that peer-tutoring as an essential method in promoting IE. Peer-tutoring is the assistance given from one learner to another learner or to an entire class. This is supported by Smith et al., (2012) who indicated this method is helpful to the learners because it encourages easy learning from other peers. Furthermore, Westwood (2013) supported this finding indicating the usefulness of the method because it provides learners with opportunities to learn in a non-threatening situation. Furthermore, during peer tutoring the teacher manages to get the opportunity to work intensively with the learners.

The results of this study revealed that supportive management is essential in achieving an inclusive school. In agreement with these findings Haitembu (2014) stated that inclusive education systems require good leadership from education managers. This includes the school management team as well as the school board of directors. These findings are in line with those of Westwood (2013) who listed "*genuine commitment and leadership by school principals*" amongst the factors necessary to influence inclusive education in a positive direction. Hemmings (2011) pointed out that although teachers implement inclusive practices in classrooms, central to the success of inclusion in their schools is support from the school management.

Principals and teachers believed inclusion is achievable with the support from the Ministry Education, Arts and Culture. The findings are supported by the UNESCO guidelines for action at the national level, which stipulates the development of inclusive schools as the most effective means of achieving education for all. Hence

inclusive education should be a recognised government policy and should be accorded a privileged place on the national agenda (UNESCO, 1994).

In this study the teachers revealed that they have limited skills and others indicated that they do not have the necessary skills needed to implement Inclusive Education successfully. Those with limited skills explained that it is not simple sometimes schools do not have teaching materials needed by all learners and those without skills explained that they were not trained on how to practice Inclusive Education. This implies that support from the MoEAC is mandatory to help teachers to make up for the lacking skills. In support of the idea, researchers suggested teachers training programs to be considered throughout the inclusive implementation plans which could intensify the existing ability of regular teachers to handle diversity (Marimuthu and Cheong, 2015; Chitiyo et al., 2016). To support this, it is argued that teachers education programmes should be structured along the principles of learners with special/diverse needs in order to ensure that all learners' identities are validated in the classroom (Nkomo & Vandeyar, 2008). Literature review further indicates that schools managements have a crucial role in imparting the whole school community positive attitudes.

Social integration was discovered as a good intervention by school principals and teachers to achieve inclusion. In accordance with the literature review the Salamanca Statement proclaimed that every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning (UNESCO, 1994). This implies that learning should not be viewed as a lone activity, but rather as a way of acquiring knowledge through various means including social interaction. Learners with diverse/special needs can be deprived to learn if they are in isolated settings, similarly they can be encouraged to learn if they are socially

integrated. In agreement with Westwood (2013) asserted that inclusion is heading in a positive direction if learners with diverse/special needs have a sense of belonging and valued in social settings.

The findings of this study revealed that principals and teachers were not in support of track method to support inclusion. In accordance with the literature review of this study, Liasidou (2012) stressed the radical human right which aims at redressing inequalities and discrimination practices on disability and other social disparities. These findings discourage segregation of learners with diverse/special needs in mainstream settings. Tracking involves separating learners into groups for a specific subject, class or abilities. This means learners are labelled based on their academic achievement as some would be below average, average and above average. These instil inferiority in learners hence contributing to low self-esteem. As a result it discourages learners from learning.

The respondents in this study believed that principals, teachers and learners' knowledge on inclusion is crucial. Literature review of this study indicated that the success of inclusion in education depends to a great extent on the availability and quality of education support that is offered in mainstream schools (Forlin, 2010). This implies that all stakeholders within the school play a significant role to contribute to inclusion. Therefore these findings suggest school principals to be committed to implement policies in support of inclusion such as the Education Sector Policy on OVC, Education Sector Policy for the Prevention and Management of learner Pregnancy in Namibia as well as the Education Sector Policy on Inclusive Education. It further requires teachers to ensure the proper execution of inclusive education practices in classrooms, and learners' attitudes to reflect positive inclusive culture.

Results of this study indicated that most of the school principals and teachers were tremendously in support of the provision of special schools for learners with diverse /special needs. The underpinning idea implies that the respondents were not ready to integrate learners with diverse/special needs in their classrooms thus referring some of the learners as “*unteachable*”. Although some teachers felt that all learners can be included in regular schools and classrooms, others argued that inclusion can only be achieved up to a certain level. For instance, those against inclusion indicated that learners with severe or diverse needs need to be in special schools. This finding implies most teachers are not prepared to work with learners with diverse needs and find it challenging to embrace the philosophy of inclusion (Dieker & Hines, 2014).

5.3.2 Learners’ perceived ways to achieve inclusion

The findings of this study revealed that the majority of learners participated in this study are not satisfied with the manner their teachers teaches them. These findings resonate with the results revealed by the teachers indicating in most instances teaching is conducted without considering different learning abilities, but rather to ensure that the competencies of their subject syllabus are covered. This means the teachers concerns are on trivial challenges such as completion of the syllabus, class sizes, and minor behaviour challenges instead of providing individualized attention to address the learners’ needs. Contradicting learners’ results above, teachers indicated the challenges of planning for compensatory lessons to supplement teaching and other activities requiring the teachers’ attention apart from teaching as time consuming. This study concludes that teachers require high moral qualities and professional competence to facilitate inclusive learning (Smanster & Ignatovitch, 2015).

The results of this study further revealed that on a Likert scale most of the learners disagreed to the statement requiring their rating if all teachers treat them humanely with respect. Apart from the teaching process, teachers' roles are presumed to be diverse. The teachers' roles extend beyond the teaching and learning process. Kratochvílová (2015) confirmed that teachers-learners rapport is a crucial factor in the area of education. Furthermore, sharing values and attitudes is extremely important in an inclusive school. The results indicated that learners will feel accepted, welcome and enabled to learn once they are treated equally by their teachers, for instance when they are given equal chances of partaking in activities.

Teaching learners with diverse needs requires teachers to be more caring, model good behaviours and treat learners equally with respect. In agreement with these findings, Loreman (2010) stated learners develop stronger bonds with effective teachers who are warm, helpful, honest, and encourages autonomy. Furthermore assert teachers to adopt flexible ways of regulating their emotions of handling stress and challenging situations in a respectful way (Loreman, 2010).

Regarding motivation, the data further indicate that most of the learners were neutral about the statement if all learners were motivated to learn. This implies that some of the learners were positive about learning whereas others were not. Motivation is an essential tool for learning. Bayat (2012) argued that effective learning is achieved when learners are motivated.

This implies that learners without motivation have no incentives to act. Learners have curiosity and interests which need to be nurtured by teachers to encourage learning. Meanwhile, the teachers have the responsibilities of providing positive

reinforces such as praise, encouraging words to learners or even by providing learners with gifts to encourage learners to perform well.

5.4 Discussions on school cultures and structures

5.4.1 School principals' and teachers' views regarding school cultures and structures

The principals' and teachers' results based on learners' attitudes amongst themselves indicate neutral. This implies that there were empathetic learners who can provide assistance to other learners, yet there were those who were not helpful. For instance the findings revealed cases where emotional challenges such as bullying of learners by other learners had occurred. For instance a respondent witness an incident where a male learner bullied another learner who was pregnant by making a provoking statement that: "*okafuma kalya kakwawo*" which literally translates "*a frog swallowed another frog*". In most instances pregnant learners and learners from poverty stricken backgrounds become victims of bullying. Learners with special/diverse needs are observed to have a low self-esteem and often isolate themselves from others. According to Ntshangase, Mdikana and Cronk (as cited in EL-Daw & Hammoud, 2014, p.147) "*learners with diverse/special needs, who are in mainstream school are deemed to be at risk for low self-esteem associated with significant difficulties they experience in mainstream schools, both in terms of academic performance and peer acceptance*". These findings further confirm that learners assist each other to a certain extent. This is because some learners do not like to share subject matters with others especially during group work. However, the learners' perception on how they treat each other was indicative of positivity.

Teachers indicated that they discourage bad behaviour among learners in order to model good behaviours and for well behaved learners to be exemplary to other learners. This is in line with prior research by Dieker and Hines (2014) who argued that threats are minimized in education to yield positive behaviour and build a positive school culture.

The findings of this study revealed that most of the schools support diverse/special needs learners by attempting to retain them through school feeding programs. Again some schools have various cultures that are followed to encourage learners with diverse/special needs 'pride for instance by empowering them to take leadership roles in the school. Hence learners with special/diverse needs can be designated to be a class monitor or be a member of the Learner Representative Council (LRC) for the school. Each of the schools that participated in the study has a common dressing code which is a school uniform. Learners are encouraged to wear the school uniform to uphold schools' pride as well as to promote unity and uniformity. That means when learners look similar by wearing school uniforms, it portrays a sense of similitude and reduces competition amongst learners which can contribute to acceptance of diversity. In conformity with the preceding responses, respondents indicated that schools do not discriminate when admitting learners, all different types of learners are accommodated.

The study further revealed that all schools sampled in this study have Life Skills teachers who provide counselling services to learners and to do referrals in case there is an issue that needs to be brought to the attention of other stakeholders. For instance cases might be referred to the Ministry of Health and Social Services, Ministry of Safety and Security, or Ministry of Gender Equality and Child Welfare. Meanwhile, teachers indicated time resource as a challenge since they cannot

manage their workloads. Apart from the teaching and learning process, teachers have multiple-roles which include completing administration work for the school, marking learners work, attending to learners who require compensatory classes and other crucial issues alike. In this way some teachers perceive the practice of inclusive education as a burden and it should rather be left with the school management and the Life Skills teachers.

Literature asserted that schools are social entities which consist of heterogeneous groups of people with unique identities, beliefs and values; however all school stakeholders steer toward the same vision firmly supported by the school structures and cultures. The results of principals' and teachers' views regarding school cultures and structures discovered that poor school infrastructure affects the mobility of learners with physical disabilities. It is important for schools to be structured in an inclusive way. This means that all learners are able to participate in both indoor and outdoor activities. The school buildings need to be users friendly, unlike the results of this study revealing that in most instances schools were constructed with high stairs which limits the mobility of physical disabled learners and contributing to injuries and accidents (see visual two, p.113). The cross validated findings from the teachers indicated that infrastructure in place do not support learners with special/diverse needs. For instance, it was found that schools do not have netball courts, soccer fields, basketball courts and that deters talented learners from active participation in sport. The results revealed that some schools do not have enough classrooms and learning facilities such as libraries, laboratories and computer rooms. As such learners are deprived of learning opportunity especially with regards to technology (Chitiyo et al., 2016; Josua, 2013).

The learners' views regarding the school cultures and structures revealed that most of the learners agreed that their school environments are safe places to be. This implies that learners feel secured being at their respective schools. McMaster (2013) highlighted the importance of making school environment to be responsive to diversity. This means that the environment that welcome, nurtures and support learners encourages a positive culture that strives for success. Learners are therefore empowered and retained, consequently minimising not so good factors such as school drop-outs which eventually result in street children which consign the principle of inclusion.

5.4.2 School environment

The findings of this study (see visual four, p.115) revealed that all schools in the Engela cluster have their grounds and surrounding covered by sand which makes movement for learners with physical disabilities very difficult especially those who use wheelchairs. In one of the schools in Engela cluster, a learner who is supposed to be using a wheel-chair is carried around instead because the wheel-chair is unable to enter the school premises and it is unable to move within the school due to the sand. The issue of terrain does not only have a negative effect to learners with physical disabilities, but it affects the community's access to the school premises. Poor schools' accessibility discourages elderly and mobility and movement impaired guardians to visit the schools and provide support for activities which requires the parental involvement.

5.4.3 Classroom entrance

The finding in (see Visual two) indicates the classroom entrance which does not allow easy access to all learners with physical disabilities in instances where a

learner uses a wheelchair for mobility. Besides, the high stairs pose dangers to all learners. In case a learner stumbles, it can lead to accidents which can lead to serious injuries. This state of affairs contradicts the principle of inclusive school that states that all learners should learn together, regardless of any difficulties or differences (Winter & O’Raw, 2013).

5.4.4 Ablution facilities

The results on ablution facilities (see Visual three), latrines seem not designed in a comfortable manner since some toilets do not have doors. The distance from the classroom is too long (± 200 m) and the area from classrooms to this facility is sandy limiting easy mobility of the learner with physical needs. To add onto that, there are no special toilets facilities specially constructed to cater for learners with disabilities. This finding seems to imply that there is no consideration made in the Engela cluster schools to ensure that learners with physical disabilities are included.

5.4.5 Classroom layout

The results on learning environment (see Visual one) showed that mostly primary schools classrooms were accommodative thus indicated the enabling features such as good ventilation and lighting. Visual one seems to be conducive and it explains an inclusive enabled environment. Engelbrecht (2013) emphasizes that teachers have the responsibility of creating and maintaining a classroom atmosphere which nurtures the personal, cognitive and development of all learners. Enhancing the classroom environment is an important aspect, since poorly equipped classrooms or learners without textbooks and writing materials are not conducive for effective learning (Zimba et al., 2013). These findings are confirmed by Kratochvílová (2015) who states that at the school and classroom level, it is important to define and ensure

that the schools are organized with sufficient personnel, material and spatial conditions.

In contrast, results indicated some of the school environments portraying disabling characteristics (see Visual five). The results show the tables in a haphazard situation and such situation impedes inclusivity in a way that it limits learners' ability to interact and assist each other to learn. The posters on the notice board are written in small fonts with too many information. This will disadvantage the learners with visual impairment in that class because the information is not legible. In addition, these posters are at the back of class facing the same direction where learners are facing. Therefore these posters may not be as helpful as they should to the learners because of less exposure. The findings of this research are not in conformity with the research findings which recommended that teachers need to consider that their classrooms can be structured to meet the needs of all (Loreman et al., 2010).

5.5 School interventions in response to learners with special/diverse needs

5.5.1 School principals' and teachers' views regarding school interventions in response to learners with special/diverse needs

The results revealed that most of the school principals and teachers noted poor interventions due to lack of capacity building workshops in inclusive education whereas some others agreed that provisions of inclusive education are sufficient. This implies differences views in the provision of inclusive education workshop capacity building workshops amongst school principals and teachers. There are those who have possibly attended workshops, whereas others have not attended any which deter educators from inclusive education awareness. For instance those that have attended capacity building workshops on inclusive education pointed out that

they gain knowledge on how to set assessment tasks for different types of learners, learnt learning barriers, being able to identify different types of disabilities, psychosocial issues and how to do referrals and collaborate with various stakeholders.

Authors like Zimba et al. (2013) suggested inclusive education knowledge to be disseminated to both novice and experienced teachers via teachers' education institutions and in-service capacity building workshops respectively. That means the MoEAC at all levels have responsibilities to ensure an on-going professional development education to help uphold the values and attitudes to reinforce inclusive education cultures and practices. The results further discovered that IE is being practiced in schools with limitations due to the fact that there is limited knowledge about inclusive education in schools and local communities. Through cross-examination of the results, respondents urged MoEAC to reach out to schools in attempt to have views on how to retract issues obstructing effective implementation of IE. Literature suggested that education systems gradually need to expand the provision of access to education for all, building the capacity and competencies of teachers and support personnel, monitor and evaluate the development of the whole education system (Landsberg, 2011).

As findings of this study revealed earlier, the school management plays a role on the implementation of inclusion at the school. Inclusive education is fully established once barriers to learning are removed. With regards to the school culture, the school management has a role to play to instil good discipline. For instance findings discovered that some learners ridicule others by writing private information about other learners on the toilet walls for instance. Besides, there are also practices done as a way of instilling discipline, which are likely to cause emotional pain. In a case

where a learner acts wrongly, other learners are not given counselling, but rather exposed to other learners to laugh at them. Furthermore, this reinforces negative punishment which tends to violate the learners' rights which means humiliation is applied as a strategy to discipline learners. Another finding revealed that foreign learners had fallen victim to indigenous learners' maltreatment. All these findings explicate the need for the schools' management to be pro-active when it comes to ensuring inclusivity in schools. In relation to the conceptual framework of the study, the idealistic view is to ensure the rights of children are protected hence redressing inequalities of power, discriminatory practices as well as other social disparities (Liasidou, 2012).

This study discovered that there are instances where teachers apply corporal punishment as a corrective measure to ensure learners' discipline. However this practice is considered to be a violation. According to Article 8 (1) and (2b) of the Namibian Constitution (2002), stipulated that "*the dignity of all persons shall be inviolable and no persons shall be subject to torture or to cruel, inhuman or degrading treatment or punishment*". Therefore school managements have the mandate to act against those would commit this offence and assure protection to all learners despite their needs and abilities. The results indicated that most schools' management collaborate with parents to address issues concerning learners' needs. In support, Westwood (2013) and Moliner and Doménech (2013) noted parental involvement and support important in addressing learners' needs. Therefore necessary for the schools' management to attract parents' interests to attend to their children regarding school pertaining issues.

The results of this study on teaching styles indicated that most of the teachers were in agreement that they take into consideration learners needs. Thus, teachers employ

learner-centered teaching approach as well as ensuring various supports programs for assisting the struggling learners in place. The findings revealed that most of the schools have initiated individualized teaching plans for learners with diverse/special needs to be assisted in the afternoons. This is a good initiative to uphold the principles of inclusive education. In agreement with this finding, the literature review of this study asserted that teachers can identify appropriate strategies that can help all children to progress in inclusive education settings (Unianu, 2013).

Results on whether the Education Sector Policy on Inclusive Education (2013) was clarified and well understood for implementation, the majority of principals and teachers strongly disagreed. The findings revealed some teachers were unaware of the existence of the Education Sector Policy on Inclusive Education (2013) in Namibia. The results further discovered that schools were not provided with the policy document either in a soft or hard copy by the MoEAC to serve as a guiding tool for implementing inclusive education. These findings imply that principals and teachers lack knowledge about inclusive education. Even though some of the principals' and teacher' practices support the principles of inclusion, this cannot be presumed that they have a thorough understanding of inclusion as this could be a coincidence. A study by Forlin (2010) emphasized that the success of inclusive education mainly depends on the availability and quality education support offered in mainstream school. Literature further points out that, successful implementation of inclusive education entails proper execution of the government policies in which the Education Sector Policy on Inclusive Education is at the core of the MoEAC.

5.5.2 Learners' views regarding interventions to diversity

The findings revealed that school principals and teachers listen to learners' concerns. These findings are in conformity with prior findings by the principals and teachers who indicated that all learners are treated equally without being discriminated based on their diverse/special needs. Hence findings in this study indicated that some schools have made internal policies to combat discrimination of learners. In support to these findings, Stainback and Stainback as cited in Soodak (2014) asserted that all teachers, including those who strive to create a sense of community among diverse learners, need to be responsive to learners whose behaviours impede their own or others' sense of community. This means learners are encouraged to be open to report any threatening situation especially from other learners.

This study further discovered that additional assistance to learners with learning diverse/special needs is provided by the school to a certain extent. The literature review by Westwood (2013) urged teachers to design individualized educational plans for each learner with a significant learning problem. This implies that teaching diverse/special needs learners need to be provided with extra lessons to meet the competencies expected from the curriculum. To validate these results this study further indicated the need for teachers to provide additional support for learners that need assistance for instance to provide remedial teaching for learners with learning disabilities.

In addition, findings of this study revealed that some schools are beneficiaries of the MoEAC feeding program which assist learners to be well nourished with a nutritious meal once per day, while the learners are still at school. The feeding program is a good inclusive practice and an initiative of the MoEAC. Unfortunately this provision is limited to primary schools. Learners in secondary schools who face food

insecurities continue to go to school hungry, which may lead to special needs and underperformance. These learners might be physically present in schools, but they can barely benefit from teaching and learning. The findings further revealed that for those schools where feeding program is provided, learners are encouraged to come to school every day unlike those schools without the provision of this program, where learners' truancy is reported to be the highest.

The results regarding social assistance, findings revealed that schools do referrals for learners to be assisted. This implies that learners who come from poverty stricken families are given recommendation by the schools in order to be registered for drought relief programs which are provided by the Constituencies' Regional Council or to be registered for social grant. The results further indicate that some schools have designed programs such as Social Accountability and Schools Governance which consists of various stakeholders to take up the role of finding means to assist learners with diverse/special needs in mainstream settings. This implies that a collective effort from various stakeholders perceived to make a positive contribution to the wellbeing of the learners collaborates to improve welfare of the learners.

This study revealed that schools provide assistance to learners with disabilities. Authors like Haitembu (2014) validate these findings by indicating the needs for special support for inclusive education to be a success. The literature review supported these findings by pointing out that there is a need to provide support of different intensity and duration to individualized needs (Kratochvílová, 2015). Further in support of these findings, the literature review by Westwood (2013) who concurred that each learner with a significant learning problem requires an individualized teaching plan to help with learning. These findings implies that learners with diverse/special needs need to be exposed to the necessary services to

help them achieve their full potential. Finally, in cases where the schools cannot address the learners' needs, further support can be sought from relevant government ministries and NGOs. For instance a child with hearing impairments can be referred to an expert who can conduct further assessment. Consequently, learners with impairments can be provided with the necessary assistance to help them succeed in their education and to ensure that they are not excluded from learning. As indicated in prior findings of this study, this will promote inclusive education and trigger networking among various stakeholders.

5.6 Summary

The findings of this study depicted the understanding of inclusive education concept from principals, teachers and learners. The study found out that all learners irrespective of their needs are welcome to attend schools within Engela cluster, indicating the zero tolerance of discrimination. The Orphans and vulnerable children were among the prevalent diverse/special needs cohort. Due to various challenges, the findings established that inclusive education practices employed in the Engela cluster could not be presumed with confidence whether they were satisfactory. It is evident that there are a few practices employed by schools in the Engela cluster which support the call of Inclusive Education, while some other practices were detrimental to the attainment of the IE goal.

6. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

In chapter five, the researcher summarized the findings derived from results and discussions presented in the previous chapter. The mixed method design was applied to collect data, thus triangulations of methods with research tools such was used. The quantitative and qualitative research findings were presented and discussed simultaneously in themes. Recommendations were presented at the end of each theme.

6.2 Summary

6.2.1 A responsive inclusive education school

To sum up the findings on the types of learners targeted for inclusion, it is evident that there is a wide range of learners with special/diverse needs in Engela cluster. As presented in (Figure three), the prevalence was found to be high in orphans and vulnerable children is found to be the highest among others supported by (83.3%) participants, following children with learning difficulties (79.6%), children with emotional and behavioural challenges (75.9%), the other categories fall in the middle range while the children of farm workers and children from marginalized backgrounds are found to be the least amongst others with (29.6%) and (20.3%) respectively.

With regards to other practices deemed to promote inclusive education in schools, school principals' and teacher' findings established that some inclusive education principles are good to apply. These includes co-teaching, provision of resources, collaboration, curriculum differentiation/diversification, differentiated instructions,

learners motivation, peer tutoring, supportive management , support services from MoEAC, social integration and the principal, teachers and learners knowledge of IE can be useful tools in schools to promote inclusive. Furthermore, the findings of this research study revealed that tracking learners and constructing additional classes for learners with disabilities are bad practices that could relegate the entire establishment of inclusive education in regular schools.

The participants gave their views on the inclusive education concept. Findings revealed the emergence of different related concepts and key words which explain what inclusive education mean. The findings conclude that even though the majority of school principals and teachers in Engela cluster apply some inclusive education practices, the uncertainties indicating a gap in knowledge and understanding about the concept of inclusion were observable. Subsequently, some respondents were also strong in their request for more information, knowledge and expertise in an attempt to implement inclusive education successfully. It is also worth noticing that some school principals and teachers reach the extent of suggesting children with special/diverse needs to be referred to special schools, while others suggested the entire concept of inclusion to be abolished, since it is assumed that inclusion can not materialize in mainstream schools.

However most of the explanations were mostly linked to disabilities. This can be cross validated with the results in (Table seven) which reveals a high percentage of (70.3%) supporting the provision of special schools to cater for learners with diverse needs because in their views they feel that some learners cannot be accommodated in regular schools, but rather need to be sent to special schools.

The findings from the learners revealed that most of the learners (40%) disagreed with the fact that they are taught by their teachers in the manner they understand

easily, while an insignificant (8.3%) agreed. Most of the respondents, however strongly disagreed with the opinion that all teachers treat learners humanely and with respect.

6.2.2 Recommendation

- Respect of human dignity must be incorporated in schools' internal policies to ensure that learners treat each other humanely despite their uniqueness

6.3 School cultures and structures

On the issue of what constitutes an IE classroom, the findings from various data tools vary considerably. Inference drawn from teachers and school principal are somehow consistent with the visual representation findings indicating the importance of taking consideration of the physical environment organization as a crucial factor. Participants stated variables such as sitting arrangements ventilation, lighting, classroom accessibility spacing and teaching/learning materials as some of the factors that portray inclusive education classroom. The visual representations depict similar findings observed in some schools in Engela cluster as shown in (Visual one). The findings further reveal that all learners with all their differences will feel accepted, welcomed and enabled to learn if there is no form of discrimination imposed on them. Besides, some findings contrast the aforementioned findings on the characteristics of an inclusive classroom that it cannot be comprehensively established since there has never been a model to indicate what constitutes an inclusive classroom. This could be linked as well to the consistent findings from visual representations as shown in (Visual two & five).

Teachers' findings on the activities that teachers can perform to ensure inclusion, clarified tasks such as planning differentiated teaching and assessment tasks.

Participants suggested that teachers should not practice favouritism, should allocate enough time to learners to complete their tasks, provide remedial or compensatory teaching, motivate learners, applying different teaching methods such as group work to ensure inclusion for all.

6.3.1 Recommendation

- The MoEAC need to make renovations and construct facilities (proper toilets, sport facilities, classrooms and other necessary infrastructure) to the current infrastructure to become adaptive and cater for all learners.
- Further research can be conducted to find out the factors which enhance or impede the application of inclusive education in schools?

6.4 School interventions in response to learners with special/diverse needs

The findings of teachers and school principals if they have necessary skills needed to implement IE indicated that most school principals and teachers were not able to confidently pronounce their positions on their skills to implement IE successfully. These findings are consistent with the results in (Table seven) for school principals indicating (50%) have had training in the area of IE, while (Table four) indicates (64.5%) teachers admitted not to be trained or to have attended a professional development course on IE.

With regards to the support that school principals and teachers need to implement inclusive education successfully in their respective schools, the findings had similar opinion suggesting the following: first, training/workshops on IE and to be guided on how to implement the Sector Policy on IE (2013); second, a need to reduce the teacher-learner ratio because the teachers are unable to keep up with the work load; third, the provision of assisting materials or assistive devices for learners (e.g hearing

devices) and then the restructuring of school infrastructures to ensure access for all learners. The later finding is consistent with the school principals and teachers' and learners' findings as indicated in (Table 11) and a representation in (visual two) respectively, showing that schools in Engela cluster have high stairs. Meanwhile, a high percentage in (Table 10) expressed the views on the mobility of learners with physical disabilities which tend to suggest that their movement can be limited due to poor school infrastructure.

The principals suggested a need for educational stakeholders' change in attitudes to transform schools into inclusive schools. These findings resonate with the findings from teachers' responses as shown in (Table seven) about collaboration as a practice believed to promote inclusive education. Furthermore, finding suggested schools to have interlock brick pavements constructed and inland schools to have houses constructed to accommodate learners with severe disabilities. In addition to that the findings revealed a need for a strong coalition between schools and other associated ministries such as MoHSS to ensure that learners with hearing and sight problems are identified and given proper health assessment at least once every year.

The data revealed that physical resources in most schools in Engela cluster do not support learners with special/diverse needs. Besides the poorly constructed infrastructure, there are some schools that do not have enough facilities such as (classrooms, appropriate toilet facilities and sports facilities). In terms of social schools setting, the findings revealed that learners with special/diverse needs are supported through the feeding program which is an initiative of MoEAC. The teachers also revealed that there is a strong emphasis on the schools' culture which entails expressing pride through school dress code, execute social events, giving

motivational speeches as well as encouraging a culture of sharing among the school community and community members where the school operates. These findings are however inconsistent with the learners' findings from the questionnaire in Table 11 indicating a minimal percentage (24%) and (25%) support that learners treat each other with respect and learners support and help one another.

Engela cluster schools ensure a good relationship among learners without and with special/diverse needs by ensuring that all learners' safety is considered. That is achieved by ensuring that all learners take a full responsibility of setting up school rules irrespective of their abilities and disabilities and ensure that rules are adhered to. The findings also indicated that bad behaviour among learners is discouraged. The learners' questionnaire also found out as shown in (Table 10) that the majority (75.8%) of learners agreed that their school environments are safe for all learners. Teachers also indicated that sensitive issues such as the human right and other social issues are taught across the curriculum to encourage learners to have respect for humanity.

The findings of this study also revealed that the needs of learners with special/diverse needs would be met if a provision is made to allow the flexibility of the current EG budget. The fact that the funds from the government to schools has limitations on how it should be utilized, confines schools to attend to other important aspects including inclusive education issues. Findings reveal the need of schools to be restructured in such a way that caters for all. Findings indicated that as much as the Namibian education system advocates for accommodation of education for all; schools need to respond to the call of being inclusive in terms of infrastructure.

Besides, on the issue of the techniques, school principals indicated that they accommodate learners with special/diverse needs in their respective schools. Findings reveal that various schools in Engela cluster have support programs in place whereby learners with learning difficulties are assisted after school hours. The findings reveal that the schools work closely with the Life Skills teachers to provide counselling to learners with socio-emotional problem. Counselling is provided continuously to learners with problems until a positive outcome is achieved.

The results indicated that schools collaborate with the Regional Councils to assist learners in poverty with drought relief food, and collaborates with other educational stakeholders to assist with special/diverse needs so that learners with special needs can reach their potentials. In addition, the principals ensure that the schools adopt the MoEAC policies (such as the pregnancy policy, OVC policy, HIV/AIDS policy) to ensure that all learners with special/diverse needs are accommodated.

With regards to the issues of behaviours or practices that are likely to make learners with special/diverse needs feel worthless or rejected. The findings revealed that in Engela cluster there are reported cases of indiscipline among learners such as bullying. Again it was revealed that some school principals and teachers still apply corporal punishment which is prohibited in schools according to the MoEAC. On the other hand, findings established that there are behaviours and practices that are likely to make learners with special needs feel valued or accepted. The findings consistently indicated that school principals and teachers assist learners in need financially or in kind by volunteering to buy school uniforms. This is an indication that most of the schools have the culture sharing.

Findings of this study also indicated that the MoEAC partially provides support to ensure the evolvement of inclusion in schools prevails. Furthermore, findings from this study also reported that there is need to develop schools to cater for learners with special/diverse needs. The results revealed that principals have a humble request to the MoEAC to ensure that from time to time regional officials in the department of IE must visit schools to gain an in-depth understanding of inclusive education in practice and to get a glimpse of inclusion in reality.

6.4.1 Recommendations

- It is recommended that further research be conducted to explore the implementation of the Sector Policy on Inclusive Education.
- The issue of teachers work load should be investigated to re-consider the teacher-learner ratio and administration duties.
- If all school cannot be made to reach up to the standards of including all learners due to financial constrains-decentralization should be made in each cluster to build or renovate one school that will be able to cater for learners with severe needs.
- It is recommended for the Education Grant budget to be reviewed to cater for inclusive education related challenges at schools.
- It is recommended that from time to time MoEAC should do inspection to evaluate and conduct sensible need assessments on IE in schools.

6.5 Conclusions

Inclusive education involves schools and classrooms adapting the ways in which all learners are educated together in a common context and treated equally (Landsberg, 2011; Loreman et al.; 2010 Loreman, McGhie-Richmond, Barber & Lupart, 2008).

In quest to answer the research question about the learners targeted for inclusion by schools in Engela cluster, research findings concludes that Engela cluster comprised of a wide range of learners with special/diverse needs. The most prevalent group is orphans and vulnerable children (83.3%), however the schools enrol all different types of learners irrespective of their needs. Subsequently, this makes a demand on schools within the cluster to become more inclusive in order to cater for all learners. On the second research question about the inclusive education practices do schools in Engela apply, it was found that principals and teachers support most of the IE practices which promote inclusion at their respective schools. Aspects such motivation, learners support programmes, applying various teaching methods, good lesson planning, allocating enough time for learners to complete their tasks, establishing good discipline among learners are found to be good practices which can be employed to promote IE. Besides, the research found out those good practices such as the availability of teaching and learning resources, co-teaching, collaboration with parents and various stakeholders among the good practices employed by schools in Engela cluster to promote inclusive education.

The findings conclude that school principals and teachers are not introduced to the Education Sector Policy on Inclusive Education (2013), and consequently that causes a negative impact to extend knowledge and skills to cater for learners with special/diverse needs. The findings conclude that school principals and teachers' attitudes towards learners were found unsatisfactory since practices such as corporal punishment is imposed to learners by some teachers, and all these could be linked to the lack of sensitization, knowledge and experience in IE. Even though school principals and teachers seemingly support inclusion, it can still be deduced that they

either have a limited understanding and far-fetched understanding of what inclusion or IE really mean.

Based on the research question about school cultures and structures, whether enhance or impede inclusion of learners from diverse backgrounds the findings varied. This research study found most schools in Engela cluster to be less accommodative for learners with physical disabilities. All schools in Engela cluster were observed with sandy grounds from the school gate entrance and this is likely to interfere with the mobility of learners with physical disabilities if they are using wheel chairs. Consensus suggests school environment to be inclusive by ensuring accessibility to all learners and parents.

Classrooms are found to have long stairs which depicts disabling inclusive education settings. Most of the classrooms are observed to be disorganized with little space to allow learners to move freely. The findings also revealed that infrastructural facilities in Engela clusters were found to be insufficient. Research found insufficient infrastructure due to the absence of netball courts, soccer fields, basketball that deters talented learners from active participation in sport. The results revealed that some schools do not have enough classrooms and learning facilities such as libraries, laboratories and computer rooms. All these elements contribute to the poor application of inclusive education.

In effort to address the research question on what interventions do schools in the Engela cluster use in response to learners' diverse needs? Research findings of this study revealed that various interventions are employed to mitigate the challenges faced by Engela cluster in order to respond to the IE call. The MoEAC address poverty through its provision of social grant to learners from poor and marginalized

backgrounds. However, research findings indicated the need to review the social grant application criteria since it is not flexible enough to allow all learners with needs to be catered for. This research concludes that other interventions provided by the MoEAC such as feeding program benefits primary school learners only, but not other learners from different phases such as junior secondary school which have adversely contributed to others negative issues like learners' truancy and dropping out of school.

Some schools in Engela cluster employed intervention strategies to ensure inclusivity that includes the preparation of school social events which encourages socialization among learners, encourage learners with diversity to take leadership positions at school, strengthening school culture as well as teaching of social issues across the curriculum. The findings indicate that even though schools in Engela cluster collaborate with other stakeholders in an effort to help learners, sometimes this does not materialize due to bureaucracy within the government system and also a lack of human resources at regional level to facilitate IE.

All in all, the IE practices employed by schools in the Engela cluster could not strongly be established since the cluster is faced with challenges ranging from poor infrastructure, limited knowledge and skills among teachers and principals to implement inclusion successfully.

The researcher suggests that there is potential contribution of this study in the field of Inclusive Education in Namibia. This is due to the fact that the inception of the Education Sector Policy on Inclusive Education (2013) came about in a short while and thus assuming possible deficit in comprehensive documentations that are assessing and analysing the effectiveness as well as the practicability of the policy in

real situation. For instance the ideal insights presume that all stakeholders within the Namibian educational fraternity were implementing the Education Sector Policy on Inclusive Education (2013), surprisingly the findings revealed that some of those who supposedly regarded to be at the core of implementation have not sound knowledge of what Inclusive Education is all about.

It is against this background that the findings of this study adds value to prior studies conducted in this IE field and laid a foundation for the development of inclusion in Namibia particularly to the contextualized site, Ohangwena region. In addition to that, deducing from the methodology followed the researcher is convinced that the results yield were valid and reliable to guide future studies in the same field

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APPENDIX A



STUDENT ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/57/2015

Date: 30 September, 2015

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's **Research Ethics Policy and Guidelines**. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: A CASE STUDY OF INCLUSIVE EDUCATION PRACTICES EMPLOYED BY SCHOOLS IN THE ENGELA CLUSTER OF THE OHANGWENA REGION, NAMIBIA

Nature/Level of Project: Masters

Principal Researcher: H.N. Shiimi

Student Number : 200304542

Host Department & Faculty: Faculty of Education

Supervisor(s) : Dr. C. K. Haihambo (Main) Prof. R. F. Zimba (Co)

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i). withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii). request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

A handwritten signature in black ink, appearing to read 'T. Mapaure', is written over a circular stamp or seal.

Prof. T. Mapaure
UNAM Research Coordinator
ON BEHALF OF UREC

APPENDIX B



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Enquiries: Ms. Amukana /Ms Gqwede *Private Bag 13186*
Tel.: 061-293323357/3201 *WINDHOEK*
Fax: 061- 2933922
Email: Hilteni.Amukana@moe.gov.na

Ref: 12/2/6

To: Ms. Hilda Nuusiku Shiimi
P.O. Box 2479
Oshakati, Namibia

Dear Ms. Shiimi

**SUBJECT: PERMISSION TO CONDUCT A PILOT STUDY AND RESEARCH IN
ENGELA CLUSTER - OHANGWENA REGION**

Your letter dated 03 December 2015, on the above-mentioned matter is hereby acknowledged.

Your request to conduct a pilot study and research in Ohangwena Region on **Inclusive education practices employed by schools in the Engela Cluster of the Ohangwena Region**, Namibia, is approved.

Please take note that the permission to visit the schools is subject to the following conditions:

- You should first acquire authorization from the concerned Regional Director before you visit the schools.
- Interviews or discussions with teachers and learners must not be held during normal school time. In other words, the normal school programme of teaching and learning should not be interrupted.
- Liaise with principals of concerned schools for their permission as well as for the sake of securing their cooperation.
- Participation of learners and teachers in your interview is a voluntary action on their part.

All official correspondences to be addressed to the Permanent Secretary

The selected region is notified by copying of this letter to Regional Director of Education.

The Ministry of Education, Arts and Culture wishes you success with your study and waiting to share your research results with us.

Yours sincerely


Sanet L. Steenkamp
PERMANENT SECRETARY




Date

CC: Mr. A Kashiimbi - Acting Director of Education: Ohangwena Region

APPENDIX C



OHANGWENA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
DIRECTOR'S OFFICE

1st Floor Greenwell Complex Private Bag 88005 Eenhana Tel: 065 – 290 201 Fax: 065 -290 224

Enquiries: Magano Gaoses
Email: mcnotto@yahoo.com
Ref: 12/3/10/1

28 December 2015

Ms. Hilda Nuusiku Shiimi
P.O Box 2479
Oshakati

Subject: Approval granted to conduct a pilot study research at schools in Ohangwena Region – Engela Cluster.

1. Receipt of your letter dated 22 December 2015 on the above subject matter, is hereby acknowledged.
2. The Ohangwena of Education, Arts and Culture indeed supports and herewith grants approval to you to carry out the envisaged pilot study and research on “ Inclusive education practices employed by schools in the Engela cluster – Ohangwena Circuit.
3. Your case study is most certainly welcomed as it will be done with a specific focus on inclusive education practices and how it is used in schools; this being for a good cause to get findings on what needs to be done as it will also be beneficial to you for future use and the interest of the Namibian child.
4. As you intend to do interviews, this office hereby advises you to make proper arrangements with the staff members concerned so that the normal teaching and learning process is not disturbed while doing your research.
5. You are also advised to contact the office of the Inspector in order to set an appropriate timeframe for this practice to take place

We wish you all the best with your research.

Yours Sincerely

Armas P Kashiimbi
Acting Director: MEAC
Ohangwena Region

Ohangwena Regional Council
Directorate of Education, Arts and Culture
Director
28 DEC 2015
Tel: 065-290 200 • Fax: 065-290 224
P/Bag 88005 • Eenhana
REPUBLIC OF NAMIBIA

APPENDIX D

INTERVIEW GUIDE FOR THE SCHOOL PRINCIPAL

School code:

School type	Code
PrimarySchool	X1
Combined School	X2
Junior Secondary School	X3

Introduction

I am Hilda Shiimi, a Master of Education student at the University of Namibia specializing in Inclusive Education. I would like to thank you for taking time to partake in this study titled: ‘Inclusive education practices employed in the Engela cluster’. I would like to assure you that the information you will share with me will be used for research purposes only and your identities will not be publicized. I further assure you that the information obtained from this study will be kept secret and private, unless to be used for the purposes of research only.

Instructions

- Please share your views on the subject to the best of your ability.
- There are no right or wrong answers to the questions that will be asked. All responses will be highly appreciated.

SECTION A DEMOGRAPHIC INFORMATION

Teaching experience in years:

Years Intervals	Indicate with (X)
0-5	
6-10	
11-20	
Above 20	

Teaching qualification:

Level	Indicate with (X)
Certificate in Education	
Diploma in Education	
Degree in Education	
Master in Education	
Others (<i>specify</i>)	

**SECTION B ACHIEVING A RESPONSIVE INCLUSIVE
EDUCATION SCHOOL**

1. What does inclusive education mean to you?

.....
.....

2. What, in your opinion, are there characteristics of an inclusive classroom in which all learners with all their differences feel accepted, welcome and enabled to learn?

.....
.....

3. What would you need to transform your school into an inclusive school?

.....
.....

SECTION C SCHOOL CULTURE AND STRUCTURES

4. In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, play ground, etc.)? If yes/no explain.

.....
.....

**SECTION D INTERVENTION IN RESPONSE TO LEARNERS WITH
DIVERSE NEEDS**

5. The Inclusive Education policy was just implemented recently.

5.1 Do you have an understanding of the Inclusive Education policy? Explain.

.....
.....

6. What kind of techniques do you use in order to accommodate the needs of learners with special/diverse needs at your school?

.....
.....

7. What behaviours and practices have you observed in your school that are likely to make learners with special/diverse needs feel **worthless or rejected**?

.....
.....

8. What behaviours and practices have you observed in your school that are likely to make learners with special/diverse needs feel **valued or accepted**?

.....
.....

9. Does Ministry of Education, Arts and Culture provide sufficient support to ensure that there is effective practice of Inclusive Education your school?

.....
.....

10. You are most welcome to comment, suggest or share with me anything regarding the Inclusive Education practices in schools.

.....
.....

******* Thank you*******

APPENDIX E

INTERVIEW GUIDE FOR TEACHERS (FOCUS GROUP)

School code:

School type	Code
Primary School	X1
Combined School	X2
Junior Secondary School	X3

Introduction

I am Hilda Shiimi, a Master of Education student at the University of Namibia specializing in Inclusive Education. I would like to thank you for taking time to partake in this study titled: ‘Inclusive education practices employed in the Engela cluster’. I would like to assure you that the information you will share with me will be used for research purposes only and your identities will not be publicized. I further assure you that the information obtained from this study will be kept secret and private, unless to be used for the purposes of research only.

Instructions

- Anonymity will be maintained; thus you are not required to provide your names.
- The format that will be used will not merely be a question-and-answer, but participants are free to be in agreement or disagreement and discuss issues that will be raised.

- When I pose a question, I expect you to give me an indication that you would like to respond.
- Please share your views on the subject to the best of your ability and knowledge.
- There are no wrong answers to the questions that will be asked, all responses will be highly appreciated.
- Only one respondent will be allowed to talk at a given time to ensure that we all have a fair chance to contribute and also to avoid chaos.

SECTION A**DEMOGRAPHIC INFORMATION**

Teaching experience in years:

Years interval	Number teacher
0-5	
6-10	
11-20	
Above 20	

Teaching qualification:

Level	Number of teachers
None	
Certificate in Education	
Diploma in Education	
Degree in Education	
Master in Education	
Others (<i>specify</i>)	

**SECTION B ACHIEVING A RESPONSIVE INCLUSIVE
EDUCATION SCHOOL**

1. When you hear the phrase “Inclusive education” what comes to your mind?

.....
.....

2. What, in your opinion, are the characteristics of an inclusive classroom in which all learners with all their differences feel accepted, welcome and are enabled to learn?

.....
.....

3. In your views, which activities can teachers perform to ensure inclusion in their classrooms?

.....
.....

4. Do you feel that you have the necessary skills needed to implement inclusive education successfully in your school? Explain.

.....
.....

5. If not, what support would you need in order to implement the Policy on Inclusive Education in your school?

.....
.....

SCHOOL CULTURES AND STRUCTURES

6. In what way does the physical resources of your school support or not support the needs of learners with special/diverse needs?

.....
.....

7. In terms of social settings can you say your school setting supports the inclusion of learners with diverse needs (for example learners from extreme poor background, learners at risk of dropping out of school, learners with impairments, orphans and vulnerable children)? Please explain your answer.

.....
.....

8. What behaviours and practices have you observed in your school that are likely to make learners with special/ diverse needs feel worthless or rejected?

.....
.....

9. Comment on the relationship of learners with diverse needs with their peers at school:

9.1 Do learners without special/diverse needs willingly assist those who find it difficult to learn?

.....
.....

10. Discuss what the school would do to ensure that there is a good relationship among learners without special/diverse needs and learners with diverse/special needs?

.....
.....

INTERVENTION IN RESPONSE TO LEARNERS WITH DIVERSE/SPECIAL NEEDS

11. Did you attend any in-service or pre-service training workshop with regards to inclusive education? If yes, briefly explained what knowledge and skills you gained during the training?

.....
.....

12. Suggest what you think can be done to ensure that the needs for learners with special/diverse needs in your school are met.

.....
.....
.....

13. Is there anything else would you like to comment or suggest regarding inclusive education?

.....
.....

*******Thank you*******

APPENDIX F

A QUESTIONNAIRE FOR SCHOOL PRINCIPALS & TEACHERS

School code:

School type	Code
Primary School	X1
Combined School	X2
Junior Secondary School	X3

SECTION A BIOGRAPHICAL INFORMATION

Mark with X at your preferred option

1. Age

20-29	30-39	40-49	Above 50

2. Gender

Male		Female	

3. Did you receive any training/ professional development course on Inclusive Education?

YES	
NO	

SECTION B LEARNERS TARGETED FOR INCLUSION

Question: Which of the following diverse/special needs learners are commonly found at your school? (*Indicate with [X] on your preferred options*)

DIVERSITY OF LEARNERS' NEEDS	
1.Children who live in informal settlements, resettlement and refugee camps	
2. Children with disabilities/impairments	
3. Children from marginalized backgrounds (e.g san children)	
4. Children of expatriates (foreigners)	
5. Children with extreme health conditions or chronic illnesses	
6. Children with emotional and behavioural challenges	
7. Children with emotional and behavioural challenges	
8. Children of farm workers	
9. Children who head households	
10. Children with learning difficulties	
11. Children who are gifted/talented	
12. Children with learner-parent role	
13. Children who are orphans and vulnerable	
14. Over- aged learners	
15. <i>others (specify)</i> _____	

**SECTION C ACHIEVING A RESPONSIVE INCLUSIVE
EDUCATION SCHOOL**

Question: Which of the interventions would you regard appropriate to promote inclusive education? Mark [X] at your preferred option.

INTERVENTIONS	YES	NO
1. Additional classes for learners with disabilities		
2. Availability of resources		
3. Co-teaching		
4. Collaboration		
5. Curriculum differentiation/diversification		
6. Differentiated Instruction		
7. Learners motivation		
8. Peer- tutoring		
9. Supportive management		
10. Support services from Ministry Education, Arts & Culture		
11 Social integration		
12. Tracking learners		
13 The principal, teachers, learners knowledge on inclusion		
14. The provision of special schools for learners with diverse needs.		
15. Others (<i>Specify</i>) _____		

SECTION D SCHOOL CULTURES AND STRUCTURES

Question: Which of the statements do you support regarding the practice of inclusion based on the school cultures and structures?

Please rate the statements below by marking (X) on a prefer option to indicate if you **strongly disagree, disagree, neutral, agree or strongly agree.**

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

Statements	SD	D	N	A	SA
1. Learners appreciate one another regardless of their physical, social and academic status					
2. I observe teachers with Inclusive education training treating learners with respect as opposed to those who are not trained.					
3. The mobility of learners with physical disabilities can be limited due to poor school infrastructure.					

SECTION E INTERVENTIONS IN RESPONSE TO LEARNERS WITH DIVERSE NEEDS

Question: In your views, which of the statements below regarding inclusive education interventions are useful to both you and your school? Please rate the statements below by marking (X) on a prefer option to indicate if you **strongly disagree, disagree, neutral, agree or strongly agree.**

Statements	SD	D	N	A	SA
4. Capacity building workshops on inclusive education are offered to principals and teachers					
5. The school management plays a role in the implementation of inclusion at the school.					
6. The school management collaborate with parents to address issues concerning learners' needs.					
7. The teaching styles used at my school take into consideration the learners needs.					
8. The inclusive education policy is clearly clarified at my level.					
9. I clearly understand the inclusive education policy.					

*******THANK YOU*****.**

APPENDIX G

A QUESTIONNAIRE FOR THE LEARNERS

School code:

School type	Code
Primary School	X1
Combined School	X2
Junior Secondary School	X3

SECTION A BIOGRAPHICAL INFORMATION

Mark with X at your preferred option

1. Age:

10-15	
16-19	
20-25	
Above 25	

2. Gender

:

MALE		FEMALE	
-------------	--	---------------	--

3. Current grade:

GRADE	<i>Mark (X)</i>
6	
7	
8	
9	
10	

4. Number of years in your current grade

1 YEAR		2 YEARS		MORE THAN 2 YEARS	
---------------	--	----------------	--	------------------------------	--

5. Do you receive government social grant?

YES		NO	
------------	--	-----------	--

**SECTION B ACHIEVING A RESPONSIVE INCLUSIVE
EDUCATION SCHOOL**

Question: The statements below explain perceived ways to ensure inclusion. What are your views regarding achieving inclusion in your school? Please rate the statements below by marking (X) on a prefer option to indicate if you **strongly disagree, disagree, neutral, agree or strongly agree.**

Statements	SD	D	N	A	SA
1. The teacher teaches in the way that I understand.					
2. All teachers treat learners humanely, and with respect.					
3. All learners are motivated to learn.					

SECTION C SCHOOL CULTURES AND STRUCTURES

Question: Which of the statements below support inclusive education practice regarding school cultures and structures? Indicate whether you agree, not sure or disagree.

STATEMENTS	AGREE	NOT SURE	DISAGRE E
1. The school environment is a safe place for all learners.			
2. All learners treat each other with respect.			
3. Learners support and help one another			
4. All learners are able to participate in both indoor and outdoor activities.			
5. All learners are treated equally by the teachers and principal.			
6. The school has high stairs			
7. All learners are able to use the school facilities			

SECTION D INTERVENTIONS IN RESPONSE TO LEARNERS WITH DIVERSE NEEDS

Question: What are your views regarding the interventions in response to diverse/special needs? For each of the statements below, rate the statements by indicate with (X) in the appropriate box by responding **always, sometimes or never.**

STATEMENTS	ALWAYS	SOME TIMES	NEVER
1. The principal and teachers listen to learners' problems.			
2. The school provides additional assistance to learners who do not perform well.			
3. The school provides assistance to learners with disabilities.			
4. Teachers take responsibility of ensuring that learners complete their learning tasks.			
5. Teachers work together with parents to help learners.			
6. The school has sufficient and helpful learning materials			

***** THANK YOU*****