

ABSTRACT

THE INTERPLAY BETWEEN INCLUSION AND EXCLUSION: THE CASE OF DEAF LEARNERS AT A MAINSTREAM SCHOOL IN NAMIBIA

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
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BY

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ABSTRACT

This case study employed a qualitative research method to explore the interplay between inclusion and exclusion of Deaf learners at a mainstream school in the Zambezi region of Namibia. Data was collected from the participants using one-to-one and focus group interviews. The one-to-one interviews were audio recorded while the Deaf learners' interviews were video recorded. Observations were conducted to gain insights on how the Deaf learners were taught in mainstream classrooms, Deaf learners interactions with one another and also on their communication with hearing learners and teachers at the mainstream school.

The study revealed that Grades one to seven Deaf learners were confined and taught in one classroom of the mainstream school, using a multi-grade teaching approach. Furthermore, the study revealed that the only teacher of Deaf learners at the mainstream school had no professional training in teaching Deaf learners. Additionally, the study showed that the hearing learners and teachers of the mainstream classes were willing to communicate with Deaf learners, but lacked the necessary Sign Language skills to interact effectively with Deaf learners.

The study recommended that Deaf learners should be taught, as far as possible together with the hearing learners and not be taught in isolation. The study also recommended that the Ministry of Education, Arts and Culture (MoEAC) should deploy more qualified Sign Language teachers to teach Deaf and hearing learners in mainstream schools. Furthermore, the study recommended that the Ministry of Education, Arts, and Culture should avail user-friendly materials for hearing learners and teachers to study and acquaint themselves with the basic Sign Language skills. Additionally, the study recommended that the University of Namibia, Katima Mulilo Campus should introduce Sign Language short courses to equip

teachers of mainstream schools with the fundamental skills of Sign Language as a medium of instruction for Deaf learners.

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My appreciation goes to my husband for his words of encouragement, and the company he rendered when I needed it most. Last but not least, I thank my children and grandchildren for their patience during my studies.

DECLARATION

I, Monica Kachana Matakala, hereby declare that this study is my own work and it is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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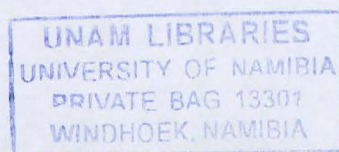
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v



ABBREVIATIONS

CCDS	Centre for Communication and Deaf Studies
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DL	Deaf Learners
EFA	Education for All
GRN	Government of the Republic of Namibia
HL	Hearing Learners
HoD	Head(s) of Department(s)
MoEAC	Ministry of Education, Arts, and Culture
NIED	National Institute for Educational Development
PG	Parents/Guardians
SBM	School-Board Members
T	Teachers
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

TABLE OF CONTENTS

ABSTRACT.....	i
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
DECLARATION.....	v
ABBREVIATIONS.....	vi
TABLE OF CONTENTS.....	vii
CHAPTER 1.....	1
1. INTRODUCTION.....	1
1.1 ORIENTATION TO THE STUDY.....	1
1.2 STATEMENT OF THE PROBLEM.....	4
1.3 RESEARCH QUESTIONS.....	4
1.4 SIGNIFICANCE OF THE STUDY.....	5
1.5 LIMITATIONS OF THE STUDY.....	5
1.6 DELIMITATION OF THE STUDY.....	6
1.7 DEFINITION OF TERMS.....	6
CHAPTER 2.....	9
2. LITERATURE REVIEW.....	9
2.1 INTRODUCTION.....	9
2.1.1 Conceptual framework of inclusive education.....	9
2.1.2 Theoretical framework of inclusive education.....	12
2.1.3 Two schools of thoughts on inclusion and exclusion of Deaf learners.....	16
2.2 MODELS OF DEAF LEARNERS.....	18
2.2.1 Medical-deficit model.....	18
2.2.2 Social-ecological model.....	18
2.2.3 Bioecological model.....	18
2.3 FACTORS THAT INHIBIT INCLUSION FOR DEAF LEARNERS.....	19
2.3.1 School ethos and teachers' attitudes.....	20
2.3.2 Collaboration and support.....	21
2.3.3 Curriculum.....	23
2.3.4 Teacher education.....	25
2.3.5 Learner support.....	26
2.4 CONCLUSION.....	27
	vii

CHAPTER 3	28
3. RESEARCH METHODOLOGY	28
3.1 INTRODUCTION.....	28
3.2 RESEARCH DESIGN.....	28
3.3 POPULATION OF THE STUDY	28
3.4 SAMPLE.....	29
3.5 RESEARCH INSTRUMENTS	30
3.6 PILOT STUDY	31
3.7 DATA COLLECTION PROCEDURES	32
3.8 DATA ANALYSIS	32
3.9 RESEARCH ETHICS.....	33
3.10 CONCLUSION	34
CHAPTER 4.....	35
4. RESULTS OF THE STUDY	35
4.1 INTRODUCTION.....	35
4.2 DEMOGRAPHIC DATA OF PARTICIPANTS.....	35
4.3 PERCEPTIONS ON INCLUSION AND EXCLUSION OF DEAF LEARNERS	41
4.4 CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION.....	49
4.5 ROLES OF STAKEHOLDERS TO IMPLEMENT INCLUSIVE EDUCATION	56
4.6 NEEDS OF DEAF LEARNERS.....	64
4.7 COMMUNICATION IN AN INCLUSIVE EDUCATION ENVIRONMENT	70
4.8 SCHOOL INTERVENTIONS TO SUPPORT INCLUSIVE EDUCATION	77
4.9 SUGGESTIONS FOR IMPROVING INCLUSIVE EDUCATION FOR THE DEAF LEARNERS ..	84
4.10 RESEARCHER'S OBSERVATION.....	93
4.11 SUMMARY	96
CHAPTER 5	97
5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	97
5.1 INTRODUCTION.....	97
5.2 INCLUSION AND EXCLUSION OF DEAF LEARNERS.....	97
5.3 CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION.....	101
5.4. ROLES OF STAKEHOLDERS IN SUPPORTING INCLUSIVE EDUCATION	106
5.5 DEAF LEARNERS' NEEDS.....	108
5.6 COMMUNICATION WITH DEAF LEARNERS.....	110

5.7 SCHOOL INTERVENTIONS	111
5.8 SUGGESTIONS TO IMPROVE INCLUSIVE EDUCATION FOR DEAF LEARNERS	112
6. FINAL SUMMARY	114
7. REFERENCES.....	116
APPENDIX A: INFORMATION LETTER TO THE PROSPECTIVE PARTICIPANT.....	121
APPENDIX B: CONSENT FORM FOR PRINCIPAL/ HODS/ AND TEACHERS	124
APPENDIX C: CONSENT FORM - SIGN LANGUAGE INTERPRETER.....	125
APPENDIX D: CONSENT FORM FOR PARENTS/GUARDIANS OF DEAF LEARNERS	126
APPENDIX E: FOCUS GROUP INTERVIEW GUIDE FOR HEARING LEARNERS	127
APPENDIX F: FOCUS GROUP INTERVIEW GUIDE FOR DEAF LEARNERS	129
APPENDIX G: INTERVIEW GUIDE FOR TEACHERS.....	131
APPENDIX H: INTERVIEW GUIDE FOR THE PRINCIPAL/HOD	133
APPENDIX I: INTERVIEW GUIDE FOR SCHOOL-BOARD MEMBERS	137
APPENDIX J: FOCUS GROUP INTERVIEW GUIDE FOR PARENTS/ GUARDIANS	139
APPENDIX K: OBSERVATION SCHEDULE	142
APPENDIX L: PERMISSION LETTER TO PILOT RESEARCH INSTRUMENT	144
Appendix M: PERMISSION LETTER TO THE DIRECTOR OF EDUCATION.....	146
Appendix N: PERMISSION LETTER TO THE INSPECTOR OF EDUCATION.....	148
APPENDIX O: PERMISSION LETTER TO THE PRINCIPAL.....	150
APPENDIX P: REQUEST TO A SIGN LANGUAGE INTERPRETER	152
APPENDIX Q: AGREEMENT LETTER - SIGN LANGUAGE INTERPRETER.....	154
APPENDIX R: CONFIDENTIALITY AGREEMENT FORM (ALL PARTICIPANTS).....	155

CHAPTER 1

1. INTRODUCTION

1.1 ORIENTATION TO THE STUDY

Inclusive education is a complex and multifaceted concept which requires teachers to be knowledgeable of the historical and theoretical base for it to be successfully implemented in mainstream schools (Swart & Pettipher, 2016). In many countries, inclusive education is understood and applied differently by educationists and policy makers. This study puts into context how inclusive education is applied in Namibia by focusing specifically on how Deaf learners are included and/or excluded at a selected mainstream school in the Zambezi region. It is worth mentioning that deaf learners in this study are referred to as 'Deaf learners' with a capital 'D' to acknowledge Deaf Culture and not with a small letter "d" as in the medical model (Centre for Communication and Deaf Studies [CCDS], 2010).

There is limited literature on the education of the Deaf learners in Namibia (CCDS, 2010). Nevertheless, the first school for Deaf learners was established in April 1973 in the northern region of Namibia by the Department of Education under the auspices of the South African government (CCDS, 2010). Due to the long distances between the regions of Namibia, a significant number of Deaf learners never enrolled at the Deaf school in the northern region of Namibia and therefore never attended school.

According to the Namibia 2011 Census Disability Report (Namibia Statistics Agency, 2016), there was a total of 5 684 Deaf people in Namibia of which 233 (4.1%) were in the Zambezi region. The report also showed that there was a total of 5 159 Deaf persons aged 5 years and above in Namibia of which a total number of 83 (1.6%) attended pre-primary education; 1 346 (26.1%) attended primary and secondary education; and 41 (0.8%) attended adult education. Furthermore, a significant number of Deaf persons aged 5 years and above, i.e., 2 151 (41.7) left school while 196 (3.8%) didn't know whether they attended or left schooling. 1 341 (26%) Deaf persons aged five years and above never attended schooling in Namibia. From the Namibia 2011 Census Disability Report (Namibia Statistics Agency,

2016), it is worrisome to note that 3 508 (68%) of Deaf persons aged five years and above never attended schooling or left schooling in Namibia which is contrary to the UN convention of 'Education for All' (UNESCO, 1990).

Asonye, Emma-Asonye and Edward (2018) state that many African communities, families, governments, religious institutions, and the entire society have (ignorantly) contributed to deaf marginalisation through negligence, lack of support, exclusion, and discrimination. A study by Nweze (2013) revealed that Deaf people are stigmatized and marginalized even by their caregivers and immediate family relations. In some African cultures and societies, deaf people are regarded 'as sick people, unfortunate, cursed, and demon-possessed' (Asonye et al, 2018, p. 2). According to Kiyaga and Moores (2003) stigmatisation is the root cause of lack of inclusive education for Deaf communities in Africa.

However, in Namibia, Deaf people can access education in special or mainstream schools. A few privileged Deaf persons attend special schools in which they are taught according to their hearing impairment-specific needs. Deaf people can also access education by enrolling in mainstream schools in Namibia. However, the majority of Deaf people do not attend school due to hearing impairments. Namibia has embraced the philosophy of inclusive education which does not support segregation in educational settings (MoEAC, 2013b). However, during my fourteen years of teaching in Namibia, I have observed that in mainstream schools, Deaf learners are often taught separately due to the complex nature of sign-language as a means of communication. In other words, Deaf learners are integrated in mainstream schools but do not experience inclusion. I am of the opinion that, although Sign Language is complex, language is not the only form of learning and socialisation and should not be used as a premise for segregated teaching and learning. Therefore, this study posits to explore the interplay between inclusion and exclusion of the few Deaf learners schooling at one mainstream school in Namibia.

After Namibia gained independence on 21 March 1990, the Government of the Republic of Namibia (GRN) promulgated laws to redress educational injustices that prevailed during the colonial dispensation. Namibia, as an international member state, ratified several conventions including: the United Nations (UN) Convention on the Rights of the Child (CRC) [UNICEF, 1989]; Jomtien World Declaration on Education for All (UNESCO, 1990); Salamanca Statement and Framework for Action (1994); Dakar Framework for Action (2000) and the Convention on the Rights of Persons with Disabilities (CRPD) [UN, 2006] to make education the right of every child. In 2015, the Namibian government also adopted the United Nations Millennium Sustainable Goals (UN, 2015) which advocate for inclusive and equitable quality education to all children. In commitment of the international conventions on the right of every child to education, the Namibian government enacted national laws and policies to ensure that Deaf learners receive inclusive, quality education. This was attested by the introduction of the National Policy on Disability (GRN, 1997); National Policy Options for Educationally Marginalized Children (MoEAC, 2000); Namibian National Plan of Action for EFA 2001-2015 (MoEAC, 2000); and National Disability Council Act (GRN, 2004) to mention a few. Namibia is obliged under the international human rights law to respect and protect the provision of education to all children including Deaf learners, as enshrined in the above-mentioned conventions and framework.

Currently, there are three special schools for the Deaf learners in Namibia, namely, Eluwa Special School, Namibia Institute for Special Education (NISE), and USKO Nhgamwa Special. There are also three Deaf Units in Namibia: Maria Mwendere, Andreas Kandjimi and Katima Mulilo Combined Schools. The socio-economic status of the Deaf learners' families often play a role in the education of Deaf learners. Thus, Deaf learners from affluent families are often enrol in special schools while the majority of Deaf learners attend schooling in mainstream schools. Despite the Government's efforts to establish schools in both urban and rural areas of the country, a significant number of Deaf learners do not attend school at all as was revealed in the 2011 annual census.

1.2 STATEMENT OF THE PROBLEM

In an inclusive education approach, diversity is viewed as a positive aspect of any given environment and those presenting with diversity such as deafness should have access to mainstream learning environments: feel welcome, be enabled to participate in learning and to experience success (Ainscow, Booth & Dyson, 2006). Due to the complexities and uniqueness of Sign Language and Deaf culture, it is common practice globally for Deaf learners to attend a mainstream school with their peers, although they are mostly confined to the Unit for Deaf learners. Similarly, in Namibia, mainstream schools function this way. Deaf learners attend the same school with their hearing peers but are taught separately. From an inclusive education perspective, this can be partly viewed as inclusion but it also has elements of exclusion. The provision of rights to inclusive education are often separate from realities at grassroots' levels. In this case study, the researcher was interested in finding out how Deaf learners in the selected mainstream school experienced this right to inclusive education. The key question for this study was: **“What is the interplay between inclusion and exclusion of Deaf learners in the provision of education at a selected mainstream school in Namibia?”**

1.3 RESEARCH QUESTIONS

The following are research questions that were derived from the key question stated above:

- Which school practices enhance or inhibit inclusion of Deaf learners at the mainstream school?
- What are the challenges for implementing inclusive education for Deaf learners?
- What are the roles of stakeholders in implementing inclusive education for Deaf learner?
- What are the Deaf learners' learning needs at the mainstream school?
- What interventions does the mainstream school use in response to Deaf learners' needs?
- How do learners and teachers communicate with Deaf learners?

1.4 SIGNIFICANCE OF THE STUDY

The significance of this study were threefold. Firstly, the study evoked debates on the education options for Deaf learners in Namibia which is a topic that seems to be generally avoided. So far, discussions and research on inclusive education largely focussed on other disabilities rather than on Deafness.

Secondly, the study aimed to raise awareness among education stakeholders (hearing learners, teachers, school managers, parents and guardians), of how Deaf learners' needs can be enhanced in an inclusive education environment. Deaf learners can experience inclusion in a more meaningful manner if the education stakeholders are aware of effective ways of how to support Deaf learners in and outside school.

Thirdly, the study aimed to contribute to the information gap pertaining to the theory and practice of inclusive education in schools as enshrined in the national and international laws on free education for all. The provision of education to Deaf learners as advocated by the human rights laws is seldom implemented in real school situations due to lack of human, physical and financial resources. The knowledge gained from this study will enable education policy-makers and researchers to ascertain the degree to which Deaf learners are included in both learning and social situations at mainstream schools.

1.5 LIMITATIONS OF THE STUDY

This study was conducted in only one school situated in the north-eastern part of Katima Mulilo town in the Zambezi region. The school is the only mainstream school in the region that enrolls Deaf learners. As a result, the findings cannot be generalized to all schools in the Zambezi region. Rather, the information will be used for benchmarking purposes for future studies in the area of inclusive education in the mainstream schools in the Zambezi region.

The second limitation is that no studies have been done in Namibia on the interplay between inclusion and exclusion of Deaf learners in the mainstream schools in the Zambezi education region. Consequently, this study may lack substantial baseline information literature review pertaining to inclusion and exclusion of Deaf learners in mainstream schools in Namibia.

The third limitation of the study is the fact that the researcher is not fluent in Sign Language, thus creating a language barrier between the researcher and the learner-participants. It is possible that Deaf learners could not have understood the questions fully as posed by the researcher and/or Sign Language interpreter during face-to-face video-recorded interviews.

Lastly, it is possible that the sign-language interpreter could have misinterpreted the Deaf learners' opinions or the researcher's questions. In order to try and counter misunderstandings, the researcher validated the data collected through video-recorded interview for further interpretation by other sign-language interpreters than the one that was involved in the data collection process.

1.6 DELIMITATION OF THE STUDY

In the Zambezi region, there is only one mainstream school that enrolls Deaf learners. Therefore, the research was confined to the following participants in this one school: the principal, Heads of Department (HoDs), teachers of learners with hearing and learners who are Deaf, parents / guardians, school-board members, Deaf and hearing learners. Consequently, the study findings cannot be generalized to all mainstream schools in Namibia.

1.7 DEFINITION OF TERMS

The terms are explained in relation to the manner in which they are used within the context of this study.

Deaf refers to membership of a particular linguistic and cultural grouping rather than it does to the physical and medical condition of deafness denoted by a small letter "d" (CCDS, 2010). In this study, Deaf refers to learners who have no abilities of verbal language and hearing.

Deaf community refers to "a group of people who live in a particular location, share the common goals of its members ... and may include persons who are not themselves deaf, but actively support the goals of the community and work with deaf people to achieve them" (Padden, 1989, p. 5).

Deaf culture refers to the Deaf community which has common shared values, norms, and morals in which Sign Language is the primary media for communication. Deaf culture also refers to ‘a set of learned behaviour of a group of people which has its own language, values, rules of behaviour and traditions. No one culture is better than another culture. All cultures are valid and they have their own rules and systems’ (CCDS, 2010, p. 9). In this case, Deaf culture refers to a set of learned behaviour of a group of Deaf learners at a mainstream school.

Disability is the limitation of a learner to participate in the normal activities at equal level with other learners due to impairment (Ministry of Education, 2013, p. vii). In this case, disability refers to the consequence of a hearing impairment of Deaf learners.

Exclusion refers to a situation in which a Deaf learner is not allowed to take part in an activity. Exclusion also refers to “the acts of individuals to exclude others from association with them on the basis of sex, economic status, physical attributes, class, ethnic orientation and other defining categories. In the context of disability issues, exclusion also means to neglect to make provision for access or persons with certain disabilities to buildings, information, social gatherings, and other spaces they could have accessed easily if they did not have a disability” (Haihambo, 2011, p. 39).

Inclusion is a process of increasing participation in learning, and identifying and reducing barriers that inhibit the learning and participation of [Deaf] learners (MoAEC, 2013, p. 6).

Inclusive education is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education ... It is the process of ending segregation or the deliberate exclusion of Deaf learners on the grounds of hearing impairments” (UNESCO, 2005, p. 15). It is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of

learners' (MoEAC, 2013). In this study, inclusive education will mean allowing all Deaf learners to participate fully in a mainstream school in Namibia.

2.1 LITERATURE REVIEW

Mainstreaming refers to 'the selective placement of Special Education learners in one or more "regular" education classes' (MoEAC, 2013, p. vii). In this study, [Deaf learners] must "earn" the opportunity to be mainstreamed by being able to "keep up" with the work that the teacher assigns to the other learners in the class" (MoEAC, 2013, p. vii).

Mainstream schools also known as regular schools are 'schools which in a historical context, did not make provision for learners with special needs, or made very limited provision, without being fully inclusive' (MoEAC, 2013, p. vii).

Sign language is the language of the Deaf community (CCDS, 2010, p. 13). In this case, Sign language is the language that Deaf learners use to communicate with people with or without communication impairments in a mainstream school.

Special schools are "schools where education is offered to learners with disabilities, i.e. separately from their peers and general school settings" (Ministry of Education, Arts, and Culture, 2013, p. vii).

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

Mertens (2010, p.90) states that a literature review “provides the reader with an overall framework for where [a] piece of work fits in the ‘big picture’ of what is known about a topic from previous research”. Similarly, Schumacher and McMillan (2014, p.108) state that the literature review is “a summary and interpretive criticism of existing research”. Chapter two therefore presents and discusses the existing theoretical and conceptual frameworks of inclusive education for the Deaf learners in mainstream or regular schools. The best practices for inclusive education in a few selected countries are also presented in this chapter.

2.1.1 Conceptual framework of inclusive education

The Constitution of the Republic of Namibia warrants the right to education and makes education compulsory for every Namibian child. According to the Constitution Second Amendment Act, Article 20: I, II & III (GRN, 2010, p. 12):

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.

Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorized by Act of Parliament on grounds of health or other considerations pertaining to the public interest.

This right to education is applicable to all Namibian citizens and guarantees the Deaf learners the right to free primary education. Consistent with the World Declaration on 'Education for All' (UNESCO, 1994) the learning needs of disabled learners need to be taken into account in the provision of education. Therefore, Deaf learners, like the hearing learners, are entitled to inclusive education through the mainstream schools.

The declarations on free and compulsory education purports the introduction of inclusive education in schools where all learners including the Deaf learners are educated based on their individual needs. The National Disability Council Act (2004, p. 18) states that:

The provision of education shall be based on the fundamental principles of inclusive education which demand that all children shall be taught together, whenever possible, regardless of individual differences or difficulties they may have.

The National Disability Council Act (2004) advances that, with adequate support, all learners, irrespective of their different needs, should be able to learn together in mainstream schools. The United Nations Declaration on Education for All (UNESCO, 1990) was a major intervention in ensuring that all learners including Deaf learners were guaranteed quality inclusive education worldwide including Namibia. According to the Jomtien Declaration (UNESCO, 1990, p. 3):

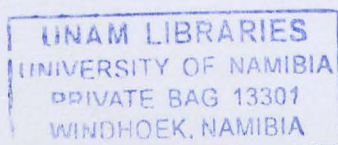
Every person – child, youth shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human being to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

For this noble declaration to be realized, it is imperative that both hearing and Deaf learners are taught in the same classrooms to enable Deaf learners to develop the necessary skills for use in future. However, teaching the Deaf learners and hearing learners can be problematic especially if the teachers do not comprehend the notion of inclusive education for the Deaf learners in mainstream schools.

The Salamanca Statement (UNESCO, 1994, p. viii-ix) also proclaims that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.
- Every child has unique characteristics, interests, abilities and learning needs,
- 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 centred pedagogy capable of meeting these needs,
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover...

Therefore, the Salamanca Statement (1994), empowers schools to provide education services to all learners in an inclusive environment. This means that the diversity of all individuals including Deaf learners should be respected, valued and respected in mainstream schools. The inclusion of Deaf learners in mainstream schools can be realized if mainstream schools can create inclusive environments that can afford Deaf learners an opportunity to maximize their learning potential and academic performances irrespective of their hearing impairments.



2.1.2 Theoretical framework of inclusive education

Despite the fact that there exists no universal agreement on what constitutes inclusive education, UNESCO (2008, p.10) defines inclusive education as a:

Process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

From a historical point of view, Deaf people never attended schooling in many African countries including Namibia due to stigmatisation, marginalisation and segregation (Nweze, 2013; Donohue and Bornman, 2014). This practice of segregation deprived Deaf learners of their right to inclusive education. Nweze (2013), further states that Deaf people were stigmatized and marginalized not only by the community members but also by their extended and nuclear family members. Asonye et al (2018, p.2) also allude that ‘in rural and isolated communities in Africa, families, governments, religious institutions, and the entire society have ignorantly contributed to deaf marginalization through negligence, lack of support, exclusion, and discrimination’. Asonye et al (2018, p. 2) further point out that in some African countries, Deaf people are regarded ‘as sick people, unfortunate, cursed, and demon-possessed.’ These negative beliefs about the Deaf people have the unfortunate effect of increasing the likelihood of isolation rather than inclusion of Deaf learners in education (Kiyaga & Moores, 2003). The common practice of negative labelling of Deaf people suffices to illustrate the rejection rather than acceptance of Deaf people in education.

In Rwanda, for example, Deaf learners are called by pseudo names with negative connotations such as, “ibiragi” meaning “foolishness” in Kinyarwanda language. In Uganda, they are called “kasiru” which

means “stupidity”. In Ethiopia, they are called “denkoro” meaning “those who cannot be enlightened”. In Namibia, the Deaf people are called “lipulupulu” or “shushu” in SiLozi language, which literally means the “deaf-ones”, whereas, in English speaking communities, they are commonly labelled as “Deaf and Dumb” (CCDS, 2010, p. 3).

The use of negative pseudo names for the Deaf people and Deaf learners - as already alluded above - imply rejection rather than acceptance of Deaf learners in mainstream schools. It is difficult for one to conceive how the practices of inclusion can be realized in an inclusive education environment in mainstream schools when the Deaf learners are ascribed derogatory names. However, before delving more on the concept of inclusion, it is imperative that a common understanding of inclusion be examined.

Swart and Pettipher (2016, p. 3) state that inclusion “is a complex, multidimensional and controversial concept” subject to different interpretations by governments (at macro-level) and schools (at micro-level) of education systems. The notion of inclusion has multiple connotations in literature which has led the concept to be elusive in education. However, despite the different meanings of inclusion, there are common similarities in the interpretation and application of inclusion in schools. According to Swart and Pettipher (2016, p. 4), the common features of inclusion include: “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 diverse learning needs of all learners.” The definition of inclusion by Swart and Pettipher (2016) encourages mainstream schools to embrace the principles of democracy by taking into cognisance the diverse needs of Deaf learners and also by engaging them in every day-to-day school activities.

Booth and Ainscow (2011) broadly perceive inclusion as a concerted effort by educationists to develop inclusive communities and education systems that put inclusive values into practice in mainstream schools. Inclusion is therefore based on the premises that every child with or without hearing

impairments can actively participate and accomplish their educational goals when provided with conducive learning environments. In other words, the teaching and learning processes cannot be impeded by the Deaf learners' hearing impairments. As Swart and Pettipher (2016, p. 4) put it, "inclusion is about more than "special needs" and disabilities, and is concerned with reform that embraces and supports difference, equality and collective belonging". It requires that school staff should change their negative attitudes towards the Deaf learners and instead inculcate positive attitudes towards the teaching and learning processes of Deaf learners in mainstream schools. Adoyo (2007), states that inclusion requires that regular classrooms should change to accommodate all different learners [including the Deaf learners] and in the process, desirable services be offered to all learners within the mainstream schools.

Inclusive education is often regarded as being synonymous with integration in the education sector.

However, there exists a distinction between the two concepts: integration and inclusive education.

According to Jenkins, Pious and Jewell (1990), integration means that the child adapts to the regular classroom whereas in inclusion, the regular classroom adapts to the child's needs. In other words,

integration means that the Deaf learners should adapt to the mainstream schools, whereas, in an inclusive education environment, mainstream schools should adapt to the Deaf learners' needs. The two concepts are well illustrated by Antia and Stinson (1999) who view inclusive education as "the practice of educating the child with special needs and the 'normal' child in the regular classrooms, while integration refers to the results of such practice" (Antia and Stinson, 1999, in Adoyo, 2007, p. 4).

In contrast with integration, which focus on how to integrate certain types of learners into a program, inclusion seeks to find a way to change the school practices so as to meet the differing needs of learners.

The concept of inclusion, which has its foundations in human rights, social justice and equality (Wah, 2010), reflects an understanding that accepts, values and respects diversity of all individuals. This broad point of view means that support should be provided to all students in order to maximize their

learning, performance, regardless of their physical, mental, social, emotional, linguistic, ethnic, and cultural and/or economic status.

Inclusion has also been described as a practice focusing on the placement of individuals with special needs in the general education classes of their ages, regardless of the nature or degree of their needs (Murphy, 1996). One of the aims of inclusion is to have teachers and learners feel comfortable with the differences in the learning environment and to see differences as imposing and enriching opportunities rather than as causing problems (UNESCO, 2003).

The Ministry of Education, Arts, and Culture (2013, p. 6) states that, “inclusive education is based on the understanding that all learners have the right to be educated with peers, friends, and family members, in their own neighbourhood or local community”. The school’s responsibility therefore, is to create conditions that are conducive to learning for all learners. Additionally, schools are expected to provide equitable education in which Deaf learners and hearing learners are taught together in the same classrooms.

Since education is a fundamental human right, mainstream schools should educate all children by responding to the individual differences of learners for the benefit of all learners. Hengari (1999, p. 84) espouses that:

Inclusive schools are not selective, exclusive or rejecting. They serve the whole community. Every school is supposed to serve the complexity of learners from its surrounding community. It calls for parental involvement in planning and implementation of inclusive strategies. All learners should have a voice that is heard when it comes to educational planning. In the case of learners with impairments, their voices have been ignored at the expense of those of the professionals working on their behalf. This time they are not onlookers!

Mainstream schools can help Deaf learners experience success by responding to their learning needs. The principals and teachers should create conducive learning atmospheres for Deaf learners in inclusive classrooms. Engelbrecht and Green (2007) maintain that the barriers that Deaf learners experience in mainstream schools should serve as valuable feedback for improving the manner in which inclusive education is provided to the Deaf learners.

Swart and Pettipher (2013, p. 20), further point out that:

Inclusion is about all learners and not just about a few. It is not just about impairment, but means responding to all learners' individual needs. It is concerned with school culture which welcomes and celebrates differences and recognises individual needs of all. Inclusion must not be separated from school reform or from educational change in the broader sense. Inclusion requires changing of culture and organisation of the school so as to create sustainable systems and structures which develop and support flexible and adaptable approaches to learning.

For inclusive education to be effective in mainstream schools, it requires that the education stakeholders (the principals, teachers and the school community) collaborate and support one another in implementing the best practices of inclusive education (Theoharris, 2009; Ford, 2013).

Inclusive education is based on the principle of inclusion in which learners are treated equally in an education system irrespective of gender, race, disability, deafness and other segregators. In this case, inclusive education aims to optimally develop Deaf learners' potential in education.

2.1.3 Two schools of thoughts on inclusion and exclusion of Deaf learners

There are two schools of thoughts on inclusion and exclusion of Deaf learners. The first school of thought rejects inclusive education in favor of segregated schools for Deaf learners (Slee, 2018). The theories on 'special education' advocate for separate or special schools that are designed and dedicated to particular diagnostic categories such as sensory disabilities of which deafness is one. Special schools

therefore, separate learners with hearing impairments from hearing learners and peers as is the case with Eluwa Special School in the northern part of Namibia. The proponents for special education were against the common belief that Deaf children were not teachable. According to Slee (2018, p.22), “special education exists ... because of the unwillingness and inability of many [mainstream] schools to educate students with disabilities [including Deaf learners]”. However, despite rejecting the notion of excluding Deaf learners who are so-called ‘feeble-minded and unteachable’ the school of thought indirectly reinforces the practice of segregation of Deaf learners from hearing learners.

The second school of thought is that of inclusive education advocated by scholars such as Loreman (2009); Swartz and Pettipher (2016); and, Myers, Pinnock and Suresh (2016). Loreman (2009, p. 43-44) suggests general inclusive education principles:

1. All children attend their neighborhood school.
2. Schools and districts have ‘zero-rejection’ policy when it comes to registering and teaching children in their region. All children are welcomed and valued.
3. All children learn in regular, heterogeneous classrooms with same-age peers.
4. All children follow substantively similar programmes of study, with curriculum that can be adapted and modified if needed. Modes of instruction are varied and responsive to the needs of all.
5. All children contribute to regular school and classroom learning activities and events.
6. All children are supported to make friends and to be socially successful with their peers.
7. Adequate resources and staff training are provided within the school and district to support inclusion.

From the two schools of thought regarding Deaf learners, the researcher rejects the first because it segregates Deaf learners from their hearing peers. Inclusive education allows Deaf learners to learn and socialize together with the hearing learners or peers in a diverse learning environment in which all learners’ needs are addressed

2.2 MODELS OF DEAF LEARNERS

2.2.1 Medical-deficit model

The traditional views of labeling Deaf learners as being incapable of learning fits well in the medical deficit model which focuses on diagnosis and treatment. In education, this model involves selecting and segregating learners according to physical or mental disabilities. Consequently, Deaf learners are often referred to special schools or units for the Deaf, in order to “fix” them and alleviate their differences (Swart & Pettipher, 2016). Despite the fact that the medical deficit model has been criticized for its discriminatory principles, the model is still prevalent and practiced in many countries, including Namibia. The medical deficit model does not consider the divergent needs of hearing and Deaf learners in a classroom as an opportunity to for teachers to be innovative and creative in devising teaching strategies suitable to all learners.

2.2.2 Social-ecological model

The criticisms that have been labelled against the medical deficit model has led to more social and ecological theoretical models of teaching and learning. The social-ecological model advocates for a paradigm shift that requires schools from perceiving Deaf learners as requiring special treatment to meet the needs of all learners in an equitable fashion. Initially, the social-ecological model tended to focus on changing factors that inhibited inclusion of the physically-challenged learners including Deaf learners in mainstream schools. Booth & Ainscow (2011) propose a harmonisation of the interaction between the human and the environmental factors. According to Booth & Ainscow (2011) the social-ecological model recognises the unique hardships (risk factors) and protective factors and processes of Deaf learners but in interaction with the environment that should facilitate the development of every Deaf learner’s potential.

2.2.3 Bioecological model

The social-ecological model, like the medical-deficit model, does not adequately address the bio-ecological factors of individual learners including the Deaf learners. Bronfenbrenner’s bioecological model of development focuses mainly on the interaction between the development of each individual

learner and the immediate environment. Mitchell (2005) argues that inclusive education is rooted in a range of systems that are essential in understanding and exploring inclusive education in mainstream schools and how teachers' efficacy can help develop individual learners' potential in learning.

Booth and Ainscow (1998) regard inclusion as an ongoing pedagogical and organisational process of transformation that responds to learner diversity in a mainstream school. The mainstream schools need to implement an inclusive education system that supports Deaf learners in learning together with hearing learners in one classroom. This practice of inclusion curbs the common practice of secluding Deaf learners from learning with hearing learners.

2.3 FACTORS THAT INHIBIT INCLUSION FOR DEAF LEARNERS

Despite the fact that mainstream schools are expected to implement inclusive education, there are factors that inhibit the inclusion of Deaf learners in schools. Swart and Pettipher (2016) identify the following barriers to inclusion for Deaf learners:

- Hearing impairments – Deaf learners are not taught together with hearing learners due to their hearing impairments.
- Negative attitudes towards Deaf learners – Deaf learners are stigmatized by hearing learners and staff at the school for their loss of hearing.
- Inflexibility of the curriculum and teacher training – The curriculum does not make any distinction between the learning outcomes for hearing and Deaf learners. Hearing learners and Deaf learners are taught the same curriculum. Teachers without training to teach Deaf learners find it difficult to interpret the curriculum to Deaf learners.
- Language of teaching, learning and communication – Teachers for Deaf learners cannot teach and communicate with Deaf learners due to the fact that they are untrained in teaching Deaf learners.

- Inappropriate and inadequate provision of support services to schools – Deaf learners are confined to classrooms that are not conducive for teaching and learning.
- Lack of parental recognition and involvement in learning, teaching and support – Parents are not actively involved in teaching or supporting their Deaf children.

Although the above-mentioned barriers to inclusion are based on a South African perspective, the barriers are prevalent in Namibia.

2.3.1 School ethos and teachers' attitudes

The ethos of a school generally influences how inclusion of Deaf learners in mainstream schools is perceived by the school staff in general. The successful or unsuccessful implementation of inclusion in the mainstream schools is determined by attitudes of staff at the school. According to Swartz and Pettipher (2016, p. 4) “attitudes about diversity and change can be both a barrier to as well as a strong positive force in implementing inclusive education. The attitudes of everybody in the school are important and need to be explored, shared, challenged, restructured and rethought when working in inclusive settings.” Zimba, Möwes and Naanda (2007, p. 43) state that “it is important for school staff to embrace the philosophy of inclusion in order to support the diverse needs of learners in schools”. Adoyo (2007, p. 10) suggests that “awareness on inclusive education should be created and benefits of inclusion should be articulated to all stakeholders in schools”.

Zimba et al. (2007, p. 43) state that “inclusive education requires the teacher to be well trained and able to address the needs of the individual child, as opposed to thinking that all children learn at the same pace and in the same manner.” Teachers need to review and adapt teaching strategies that cater for the diverse needs of all learners including the Deaf. In a study conducted by Zimba, Mostert, Hengari, Möwes, Haihambo-Muetudhana and Mwoombola (2002) it was found that teachers in Namibia had varied attitudes towards teaching children with physical disabilities. While some teachers were at ease

with teaching children with physical disabilities in the same classroom as those without physical disabilities, there were also those who were not at ease with teaching children with emotional behavioral disabilities. The same can be said about learners who are Deaf. I have observed teachers in my community claiming they do not have the expertise to teach Deaf learners and would not opt to do so. Some teachers' attitudes were that the responsibility for teaching children with special needs remains with the specialized teachers in special educational settings.

2.3.2 Collaboration and support

Friend and Cook (2009, p. 5) define collaboration as 'a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal'. For Sands, Kozleski and French (2000, p. 120), collaboration "is at the heart of the inclusive school community." It is central in ensuring that inclusion is sustainable over a long period of time. According to Swartz and Pettipher (2016, p. 22) collaboration is characterized by the following:

- Collaboration is voluntary and respectful – Parents, stakeholders, non-governmental organisations and faith-based organisations participate voluntarily to support Deaf learners at the mainstream school.
- Collaboration requires parity among participants – All participants involved in inclusive education activities should be treated equally by other members at the school.
- Collaboration is based on mutual goals – All participants should aim to achieve goals that have been agreed upon by all members to ensure that inclusive education is realized in mainstream schools.

- Collaboration depends on shared responsibility for participation and decision making – Every member is responsible for any decision made to support inclusive education initiatives at the school.
- Individuals who collaborate share resources – Due to limited resources at the school, members should be ready and willing to share limited resources with Deaf learners.
- Individuals who collaborate share accountability for outcomes - Participants are accountable for learning outcomes of Deaf learners.

The sixth key area in the National Standards and Performance Indicators for Schools in Namibia (MoEAC, 2014) states the importance of collaboration among key education stakeholders especially parents/guardians. According to the Ministry of Education, Arts, and Culture (2014, p. 10) it is the “co-responsibility of school and parents for learners’ progress”. School staff (principal, HoDs, teachers, administrative staff) alone cannot create an inclusive education environment successfully without the support of other stakeholders, such as, parents and/or guardians of the Deaf learners, education officers, and non-governmental organisations. Therefore, inclusion of Deaf learners in mainstream schools requires concerted efforts from all the stakeholders in a school community.

According to Swartz and Pettipher (2016, p. 22):

Support is the cornerstone of successful inclusive education. Inclusive schools and classrooms focus on how to operate classrooms and schools as supportive and caring communities in which a sense of community is fostered - a sense that everyone belongs, is accepted, supports and is supported by all members of the school community.

Principals and teachers need to identify and make concerted efforts of how best to meet the learning needs of the Deaf learners in mainstream schools and classrooms. Through individual and whole-school

support, Deaf learners can feel welcomed and supported by the school which can boost their zeal to excel in their school performances in a supportive and inclusive school environment.

2.3.3 Curriculum

The Ministry of Education, Arts, and Culture (2010, p.1) regards curriculum as:

The official policy for teaching, learning, and assessment and gives direction to planning, organising and implementing teaching and learning ... It describes the goal, aims and rationale of the curriculum, the principles of teaching, learning and assessment, language policy, and curriculum management at school level. It makes provision for all learners to follow key learning areas, and outlines the end-of-phase competencies which they should achieve, as well as the attitudes and values to be promoted throughout the curriculum.

Teachers are expected to use the curriculum as a framework for devising syllabuses and learning materials that address the diverse learning needs of learners. In this case, teachers for Deaf learners should develop the schemes of work and daily lesson plans that cover key learning areas to equip Deaf learners with competencies that are outlined in the curriculum (MoEAC, 2010). However, in my study of the primary school curriculum in Namibia, I have noticed that the curriculum does not have provision for the learning needs of Deaf learners. In other words, the curriculum does not guide teachers of Deaf learners how to incorporate the diverse needs of Deaf learners in an inclusive environment. Deaf learners are expected to gain competencies as outlined in the curriculum at the same pace with hearing learners which can be a barrier to inclusion. The Namibian curriculum is based on the philosophy that 'one-size-fits-all'. Hearing and Deaf learners are taught the same curriculum in mainstream schools and classrooms, although the National Institute for Educational Development (NIED) has Special syllabi (at least the old curriculum head) that provides guidelines, approaches, etc. Unfortunately, these documents were not available at the mainstream school.

A study conducted in Zimbabwe by Mapolisa and Tshabalala (2013) revealed that the mainstream curriculum has loopholes that need to be addressed to benefit the needs of Deaf learners. According to Mapolisa and Tshabalala (2013, p. 1503), the gaps include “social skills, communication and language, auditory training, vocational skills, teaching approaches, assistive devices and learning equipment.” This finding on the gaps of the curriculum is prevalent in mainstream schools whereby teachers of Deaf learners are expected to redesign the curriculum to meet the diverse needs of Deaf learners.

Adoyo (2007, p. 8) cautions that “curriculum is one of the obstacles and tools that needs to be carefully designed and adapted in order to facilitate the development and implementation of a proper inclusive system.” Teachers of Deaf learners cannot be expected to redesign the curriculum which is difficult for them to interpret and understand. However, with proper guidance, teachers can meaningfully adapt the curriculum that is relevant to Deaf learners in an inclusive environment.

In Namibia, mainstream schools follow the regular curriculum which is extensive and demanding, centrally designed and rigid, leaving the flexibility for adaptation for teachers to try out new approaches. The timing for the completion of the curriculum is also unrealistic for the Deaf learners as the teaching and learning processes are slowed down due to the process involved.

Adoyo (2007, p. 8) states that “the curriculum should be flexible and be able to facilitate and respond to their children’s diversities and that it should provide diverse opportunities for practice and performance in terms of content, methods and levels of communication”. There is need for the curriculum designers in Namibia to guide teachers of Deaf learners on how they can adapt the curriculum to meet the diverse needs of Deaf learners without compromising the quality of teaching and learning in mainstream schools.

2.3.4 Teacher education

Zimba et al. (2007, p. 43) state that the lack of qualifications and experience in inclusive education influences teachers' attitudes to diverse learners in Namibia. According to Zimba et al. (2007, p. 43):

Teachers who showed some reluctance to teach such children in the mainstream classroom were those with little or no experience in working with inclusive classrooms, while those who were happy to teach inclusive classes had experience working in inclusive environments and had received training in the subject area.

Inexperienced teachers without training for Deaf learners can find the teaching of the Deaf learners problematic. Basic skills and knowledge in teaching Deaf learners are requisites for successful implementation of inclusion in schools. Swartz and Pettipher (2016) state that in order for inclusion of Deaf learners to be successful in mainstream schools, teachers of Deaf learners need to have continuous professional development training programs that equip them with contemporary pedagogy and wide range of teaching repertoire that meet the diverse needs of Deaf learners.

In a study that was carried by Mukhopadhyay, Nenty and Abosi (2012) it was found out that teachers in Botswana least preferred to teach Deaf learners in mainstream schools because they lacked the skills and knowledge to teach Deaf learners. However, the teachers highlighted the need for professional development in which they were willing to be trained to work with learners with diverse needs and also to learn how to accommodate Deaf learners as far as possible.

Donohue and Bornman (2014) also states that teachers need to receive comprehensive training programmes in areas where they lack skills. Through continuous professional development training, teachers of Deaf learners can receive practical skills that are relevant and suitable to address the diverse learning needs of Deaf learners in mainstream schools and classrooms.

However, it should be noted that the training of teachers alone in areas where they lack skills cannot suffice to address the diverse needs of Deaf learners, without the involvement of other stakeholders in the schools. It is the responsibility of the principal to ensure that the whole school is engaged in training and supporting Deaf learners in mainstream schools. Swartz and Pettipher (2016) proposes that schools can embark on a whole-school development program to support Deaf learners that permeate every aspect of the school and all its activities. The whole-school development strategy requires that schools systematically develop a culture of continuous interaction with Deaf learners to support their learning needs.

2.3.5 Learner support

2.3.5.1 Social needs

Schools as institutions of learning need to employ strategies to help the Deaf learners cope with social and educational needs in mainstream schools. Swart and Pettipher (2016, p. 143), suggest the following skills as being imperative to Deaf learners:

- Desiring and demonstrating basic social skills – Deaf learners should have the capacity to respond to the needs of others, and the ability to maintain healthy relationships with others.
- Acquiring ... social-emotional competencies - Deaf learners should have the ability to share and understand the feelings of other learners.
- Deaf learners should take up responsibilities that comprise the following elements: learning the importance of accountability, commitment, dependability, reliability and trustworthiness (responsibility is called the forth “R” after reading, ‘riting and ‘rithmetic)

- Deaf learners should develop leadership skills such as the ability to plan, manage, organise, implement and evaluate

- Developing “following skills”, which assumes that Deaf learners can learn sometimes to take back seats and allow others to implement their plans

Schools need to plan and strategise how the above-stated needs can be addressed to support Deaf learners experience inclusion in schools. It is through concerted efforts that inclusive education can be realized in mainstream schools.

2.3.5.2 Educational needs

By focusing on strategies that aim to support teaching and learning of the Deaf learners, mainstream schools accept and acknowledge that each individual learner possesses potential to grow at their own pace towards their maximum level of independence in learning. The practice of learning support in an inclusive school environment helps the cognitive development individual learner including the Deaf learners. Vygotsky’s principle of the zone of proximal development features can help identify and improve the Deaf learners’ strengths by independently solving educational problems they encounter in mainstream schools (Swart and Pettipher, 2016).

2.4 CONCLUSION

Chapter two presented the conceptual and theoretical framework of the study at hand. The chapter also presented existing literature on the research problem by identifying knowledge gaps that prevail in the education system of Namibia to effectively support the inclusion of Deaf learners in mainstream schools. The chapter also focused on the research questions by discussing factors that enhance and/or inhibit the degree of inclusion and exclusion of Deaf learners in mainstream schools. The next chapter presents the methodology that was used to gather qualitative data for this particular study.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter three presents a description of the methodology which was used to conduct this study. It describes the research design, the population for the study, sample and sampling procedures used. The chapter also presents the research instruments used to collect qualitative data, data collection procedures, lessons learned from the pilot study, data analysis tools and research ethics.

3.2 RESEARCH DESIGN

A research design is a type of inquiry that provides specific direction for procedures in a quantitative, qualitative, and mixed methods research study (Creswell, 2014). In this study, a qualitative research design was employed to explore the phenomenon of inclusive education at a selected mainstream school. McDuffie and Scruggs (2008) state that qualitative research is useful because of the need to individualise education for [Deaf] students and captures the nature of those experiences. According to Sithole, Bless and Higson-Smith (2013), the focus of a qualitative approach to research is to determine what respondents think and feel about a particular phenomenon which in this case is the experience of inclusion and exclusion of Deaf learners at a mainstream school. A single case study design of inquiry was used to develop an in-depth analysis of the case of inclusion and exclusion of Deaf learners in one mainstream school using multiple sources of information (Creswell, 2014).

3.3 POPULATION OF THE STUDY

Sithole et al (2013, p. 394) define a population as “a complete set of people to which the research findings are to be applied.” In this case, the following people constituted the population for this study: one

principal, three heads of department, 35 teachers, 958 hearing learners, 13 Deaf learners, three school-board members and 13 parents/guardians of the Deaf learners.

3.4 SAMPLE

Sithole et al. (2013, p. 395) define a sample as ‘the group of elements drawn from the population that is considered to be representative of the population, and which is studied in order to acquire some knowledge about the entire population.’ In order to acquire substantive knowledge about the views and opinions of the selected population under study, the sample consisted of: one principal, three heads of department, nine teachers, eight hearing learners, five Deaf learners, three school-board members, and four parents/guardians of the Deaf learners.

The principal was selected to be part of the sample because he was the accounting officer of the school under study. Additionally, all three Heads of Departments (Lower, Upper primary and Junior Secondary) were purposively sampled. Creswell (2014, p. 246) explains purposeful sampling as a “procedure that enables qualitative researchers to select individuals who will best help them understand the research problem and the research questions.” Nine out of a total of 35 teachers were purposefully selected to partake in the study. Five out of 13 Deaf learners (i.e. two learners each from Grades 5, 6 and 7 classes) were purposefully sampled for this study. Ten learners out of a population of 105 hearing learners from Grades 5, 6 and 7 were randomly selected to form the sample population. Finally, three out of six school-board members and four out of 13 parents/guardians of Deaf learners schooling at the mainstream school were randomly selected to form the sample. Creswell (2014, p. 247) defines random sampling as a procedure for selecting participants in which “each individual has an equal probability of being selected from the population, ensuring that the sample will be representative of the population.” Random sampling enabled the researcher to select and allow any member of the population to be selected for inclusion in the study.

3.5 RESEARCH INSTRUMENTS

The researcher collected qualitative data using three instruments: face-to-face interviews, focus group interviews and observation. Face-to-face interviews were used with the principal and the Heads of Departments to gather their perceptions as school managers on how they perceived the inclusion and exclusion of Deaf learners in the mainstream school. Face-to-face interviews have the distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. The disadvantage of face-to face interviews is that the participants might have other commitments and might regard the interviews as disruptive. However, if the participants are not busy, this can be an advantage for the researcher to probe more which can help clarify ambiguous responses and, when appropriate, seek follow-up information (Leedy & Ormrod, 2005).

In this study, focus group interviews were used for the Deaf learners and hearing learners. Kamberelis and Dimitriadis (2011, p. 545) state that, "Basically, focus groups are collective conversations or group interviews. They can be small or large, directed or non- directed." The focus group interviews were useful because the researcher interacted among participants to prompt for more information on the inclusion and exclusion of Deaf learners at a mainstream school. Creswell (2013) notes that participants engaged in a focus group discussion/ interview feel more comfortable when talking in a group rather than providing information alone.

The researcher-observation instrument was used by to gather information pertaining to how the Deaf learners interacted with one another and how they communicated with hearing learners and teachers. Sithole, et al (2013, p. 393) define observation as "a data collection-technique based on the direct observation of participants' behavior." In this study, the researcher observed how the Deaf learners communicated and socialized with hearing learners and staff at the school. Observation instruments have the advantage of being less disruptive and simple to conduct in a school environment. However, the disadvantages of observations are that the information can be insufficient and inaccurately collected

due to the nature of activities under observation. The researcher can overcome these challenges by increasing the frequency of observations and cross-checking the information or asking for clarifications from part of the participants or other relevant parties with the research site under observation for correctness.

The purpose of using all the instruments mentioned above was to enable the researcher to collect in-depth information from the selected respondents that will contribute to the thickness of the case.

3.6 PILOT STUDY

A pilot study is a preliminary research procedure that is employed by researchers to identify errors or omissions within an interview design (Majid, Othman, Mohamad & Lim, 2017). Harding (2013) in Majid et al (2017, p. 1074) state that “it is distinctly helpful to pilot the interview questions and adjust the interview guide accordingly before embarking into major study.” In this case, a pilot study was conducted to try out the questions at a state school barely a kilometre away from the mainstream school. The purpose of the pilot study was to allow the researcher to modify questions prior to the major study. During the pilot study, there were questions that participants found difficult to answer. For example, Question three which initially read as: “How do you understand by the term Inclusion of Deaf learners in your school?” Question three was simplified to read: “What is your personal view about Deaf learners learning together in the same class with the hearing learners?” Another question that the participants found problematic to answer was: “To your understanding what is meant by Exclusion of Deaf learners in a school?” The question was simplified to read: “In your opinion, should Deaf learners be separated from attending classes with hearing-learners?” (See Appendix H).

Additionally, there were questions that participants answered ‘Yes or No’ without justifications. The questions were made simple and by adding words such as ‘justify’ or ‘explain’ explicit to enable participants to answer questions without being prompted to justify their perceptions. In short, minor

improvements were done on the instruments that contained vague and ambiguous statements after the pilot study.

3.7 DATA COLLECTION PROCEDURES

The researcher obtained an ethical clearance certificate from the University of Namibia (UNAM) Postgraduate Studies Committee (PGSC). The ethical clearance certificate was used to seek permission from the Regional Directorate of Education, Arts, and Culture in the Zambezi region to conduct research in the Katima Mulilo circuit. After getting the authorisation letter from the Regional Director of Education, an appointment was first made with the Inspector of Education, followed by the two principals in the Katima Mulilo circuit, to share and distribute information letters pertaining the research topic, consent letters, research tools, sampling methods, including ethical standards that would guide the researcher. In liaison with the participants, the principal made the necessary arrangements for administering the research instruments. On the first day, face-to-face or one-to-one interviews were conducted with the Principal and Heads of Department. During the second day, focus group interviews were conducted with Deaf learners and hearing learners. On the third day, focus group interviews were done with the teachers. Finally, on the fourth day, focus group interviews were conducted with the parents/guardians and school-board members. Throughout the administrative of the research instruments, the researcher also used an observation form to capture how the Deaf learners interacted with one another as well as with the hearing learners at the school.

3.8 DATA ANALYSIS

Qualitative data was obtained from observation notes, face-to-face, and focus group interview transcripts. An inductive analysis was used for the qualitative data in this study. McMillan and Schumacher (2014, p. 395) states that an “inductive analysis is the process through which qualitative researchers synthesize and make meaning from the data, starting with specific data and ending with

categories and patterns.” In this particular case, a thematic analysis of common themes and conclusions that emerged from the collected data were synthesized and coded according to the research questions rather than being imposed prior to data collection. As the inductive data analysis is “iterative and recursive, going back and forth between different stages of analysis” (Schumacher (2014, p. 395), it enabled the researcher to visit the school to gather more data on the research questions where information was missing.

3.9 RESEARCH ETHICS

An ethical clearance certificate was acquired from the University of Namibia Research Ethics Committee before the commencement of the research. The researcher ensured that each participant was fully aware that the information given to them would be kept strictly confidential. The participants signed consent or assent forms to show that they understood the aims of the research and knew that they had the right to end their participation in the study at any time. According to Haihambo (2011, p. 189), “an ethical researcher should make sure that he/she does not misuse this power to drive data into the direction they would like it to go; a direction that would affirm their assumptions”. In this study, the researcher ensured that this does not happen by focusing strictly on the designed interview protocols. Hearing and Deaf learners only partook in the study after they were granted permission and assent from parents/guardians. The participants were informed that the findings of the study would be made available to them and will be used solely for educational purposes.

3.10 CONCLUSION

CHAPTER 4

In Chapter three, the researcher presented a description of the methodology which was used in collecting and analysing the data for this study. It also described the research design used, the population for the study, sample and sampling procedures followed, the research instruments used to collect the data, data collection procedures, data analysis and research ethics. The next chapter will present verbatim the data collected from the study to avoid misinterpreting data provided by the participants.

Interviews were conducted with the principal, two teachers, two subject specialists, and two school management staff. The participants' responses are presented verbatim to avoid misinterpreting their perceptions of the research questions on the efficacy of the school-based training of best teachers at a mainstream school.

4.1 DEMOGRAPHIC DATA OF PARTICIPANTS

4.1.1 Principal

Table 4.1: Demographic data for the principal

Principal	
Characteristic	Description
Age	45 years
Highest educational qualifications	Master of Education (M.Ed.) degree in Science
Years of teaching experience as a teacher	15
Years of teaching dual learners	0
Years in school management role	10
Number of inclusive education training professional programs attended	0

CHAPTER 4

4. RESULTS OF THE STUDY

4.1 INTRODUCTION

Chapter four presents the data collected as outlined in Chapter three. The chapter also presents the demographic data of the participants and discusses data collected from separate interviews: focus group interviews for teachers, hearing learners, Deaf learners, parents/guardians, and school-board members; as well as face-to-face interviews with the principal and HoDs. The participants' opinions are presented verbatim to avoid misinterpreting their perceptions of the research questions on the interplay between inclusion and exclusion of Deaf learners at a mainstream school.

4.2 DEMOGRAPHIC DATA OF PARTICIPANTS

4.2.1 Principal

Table 1: Demographic data for the principal

Principal	
Characteristic	Description
Age	45 years
Highest educational qualifications	Bachelor of Education (B. Ed) Honours degree in Science
Years of teaching experience as a teacher	16
Years of teaching Deaf learners	0
Years in school management role	10
Number of inclusive education training/ professional programs attended	0

Table one shows the demographic data of the School principal. The principal was professionally qualified in the teaching profession but had neither the experience of teaching Deaf learners nor had he attended training or professional development courses on inclusive education. However, the ten years of experience that he had accrued in school management qualified him to provide useful information on the study topic at hand.

4.2.2 Heads of Departments (HoDs)

Table 2: Demographic data for Heads of department

HoDs	Age	Gender	Educational Qualifications	Years of Teaching experience	Years of teaching Deaf learners	Number of training programs on inclusive education
HoD 1	45	Female	Higher Education Diploma (HED)	13	0	1
HoD 2	46	Female	Basic Education Teacher Diploma and ACE	11	0	0
HoD 3	47	Male	B Ed. (Hon.) degree in Mathematics	20	0	0

Table two depicts three heads of department that were denoted by the following pseudo names: HoD1, HoD2 and HoD3. All the HoDs were professionally qualified in the teaching profession as per the National Professional Standards for Teachers in Namibia (Ministry of Education, 2010). Only one out of the three Hods had attended one training session on inclusive education and none had experience of teaching Deaf learners. The HoDs' lack of teaching experience for the Deaf learners could serve as a valuable base of information on how they can be engaged in supporting Deaf learners to experience inclusion at the mainstream school.

4.2.3 Teacher participants

Table 3: Demographic data for teachers (T)

T	Age	Gender	Highest educational qualifications	Years of teaching experience	Years of teaching Deaf learners	Training on inclusive education
T1	40	Female	ACE: Physical science	11	0	0
T2	47	Female	ACE: Learner support	8	6	2
T3	52	Male	B. Commerce + Technology	15	0	0
T4	29	Female	BETD	5	0	0
T5	38	Female	ACE: Mathematics	7	0	0
T6	40	Female	Bachelor of Education	3	0	0
T7	28	Female	ACE: Learner support	8	0	0
T8	54	Female	HED: English and History	9	0	0
T9	26	Female	ACE: Learner support	4	0	0

Table three depicts the demographic data of nine teachers who participated in the study. According to the Ministry of Education, Arts, and Culture (2017), teachers with a school leaving certificate (Grade 12 certificate or equivalent) and three years of tertiary education (e.g. Basic Education Teacher Diploma or equivalent) are regarded as professionally qualified. In the sample group of teachers, all the 9 teachers were professionally qualified. The teaching experience of the teachers varied and only one teacher who had six years of teaching the Deaf learners attended two training sessions on inclusive education while the other eight teachers never taught Deaf learners or attended training programs on inclusive education.

4.2.4 Sign language interpreter

Table 4: Demographic data for the Sign language interpreter

Sign language interpreter	
Characteristic	Description
Age	28 years
Gender	Female
Highest educational qualifications	Grade 12 + Diploma in Sign language Interpretation
Years of teaching experience	0
Years of teaching Deaf learners	0
Years of serving as SL Interpreter	1

Table four shows the demographic data for the Sign language interpreter. The young Sign language interpreter was in possession of a Diploma in Sign language interpretation but had no experience in teaching or teaching Deaf learners. However, the Sign language interpreter was able to communicate with Deaf learners with ease although she had no teaching experience.

4.2.5 Parents/guardians (P/G's)

Table 5: Demographic data for parents/guardians (P/G's)

PG's	Age	Gender	Occupation	Highest educational qualifications
PG1	37	Female	Teacher	HED: Lower primary
PG2	34	Male	Peasant	Grade 10
PG3	36	Male	Peasant	Grade 12
PG4	39	Male	Self-employed	Grade 12

Table five depicts parents/guardians of the Deaf learners who were purposefully sampled to participate in the study. All the parents/guardians were in their 30s and only one was a teacher while the other three had no tertiary qualifications.

4.2.6 School-board members

Table 6: Demographic data for school-board members (SBM)

SBM	Age	Gender	Occupation	Highest educational qualifications	Years of school-board membership
SBM 1	33	Male	Teacher	HED	3
SBM 2	45	Male	Peasant	Grade 12	3
SBM 3	30	Male	Nurse	Diploma in Nursing	3
SBM 4	48	Female	Teacher	BETD	3

Table six depicts school-board members who participated in the study. The school-board members were middle aged. Two were professionally qualified teachers with BETD and HED qualifications, respectively. One had no tertiary qualifications while the fourth was a state registered nurse. All the four school-board members were serving their third and final tenure as school-board members at the mainstream school.

4.2.7 Hearing learners

Table 7: Demographic data for hearing learners (HL)

HL	Age range	Gender	Grade	Years in current grade	Years in school
HL 1	11-14	Male	5	1	5
HL 2	11-14	Male	5	1	5
HL 3	11-14	Male	6	1	6
HL 4	11-14	Female	6	1	6
HL 5	11-14	Male	6	1	6
HL 6	11-14	Female	7	2	7
HL 7	15-18	Female	7	1	8
HL 8	11-14	Male	7	1	7

Table seven shows the demographic data of eight hearing learners (three males and five females) who were randomly sampled from Grades five, six and seven. Only HL 6 was repeating Grade seven, while HL 7 had repeated an earlier grade that made him/her to be at the school for eight years instead of seven years as other Deaf learners.

4.2.8 Deaf learners

Table 8: Demographic data for Deaf learners (DL)

DL	Age	Gender	Grade	Years in current grade	Years at the school
DL 1	13	Male	5	1	5
DL 2	13	Male	5	1	5
DL 3	14	Female	6	1	6
DL 4	15	Male	7	1	7
DL 5	15	Male	7	1	7

Table eight shows the demographic data of five Deaf learners who participated in the study. They were purposefully sampled from their classes (Grade six to seven). All the five Deaf learners were in their current grades for the first time and none had repeated any grade.

Summary

The participants described above were able to provide a large volume of qualitative data which required the researcher to identify and streamline pertinent themes based in response to the research questions mentioned in Chapter one, sub-section 1.3. The researcher identified common trends or patterns from the participants from which six categories were derived. Schumacher and McMillan (2014) state that raw data can be analysed easily when put in categories or themes. The categorization of data enabled the researcher to analyze the main findings of the study under the following themes:

- i. Inclusion and exclusion of Deaf learners;
- ii. Challenges of implementing inclusive education for Deaf learners;
- iii. Roles of stakeholders (principal, HoDs, teachers, hearing learners, parents/ guardians) in supporting inclusive education;
- iv. Academic and social needs of Deaf learners' needs;
- v. Communication between Deaf learners and hearing learners / teachers;
- vi. School interventions; and,
- vii. Suggestions for improving inclusive education for the Deaf learners.

4.3 PERCEPTIONS ON INCLUSION AND EXCLUSION OF DEAF LEARNERS

4.3.1 Principal's perceptions on inclusion and exclusion of Deaf learners at school

The principal was asked to give his own views on why the mainstream school opted to apply inclusive education for Deaf learners. The question asked was: "Your school is one of the few schools that accommodates Deaf learners in a mainstream setting. What led to the decision of the school to become a school that accommodates Deaf learners?" The principal's views were as follows:

Although, when I came here as a principal, this Deaf unit was already here. I think it was because of inclusive education. That all learners regardless of their problems that they have, that they should also learn and receive education in the Namibian schools. So, it was also the accessibility of education that they must also have.

The principal was also asked to answer the following question: "Would you say that Deaf learners in your school feel truly included in the school? If so, what are some of the signs of inclusion you observed?" The principal responded as follows:

This one is a bit tricky. To some extent, I will say yes. To some other extent, I will say no. But, I will say no, a strong no, because you will see that whether it is break time, before school, after school they don't associate with the learners who are not Deaf. That to me, I think they feel that though they are at the same school grounds, but, I think they are still some kind of division, that we, who are Deaf, we hardly associate with those one who are not Deaf. So, I am sure that is it. But, altogether when it comes to girls, sports they get along. But the problem is socialisation, they hardly associate with these other learners.

The principal was further asked to answer the following question: "Would you say that Deaf learners at your school sometimes feel excluded? If so, what are some of the signs of exclusion you observed?"

The principal answered in the affirmative and continued by saying that:

As I said earlier on, the Deaf learners hardly associate with other learners that are not Deaf. Even after school when they are walking home, they live in the same suburbs, same locations with these learners who are not Deaf. But, you hardly find them walking together.

From the principal's responses above, it was evident that the principal was aware that mainstream schools were required by the Ministry of Education, Arts, and Culture (2013) to provide inclusive education to all learners including the Deaf learners. The principal was aware that Deaf learners were provided with the opportunity to access inclusive education, however, the mainstream school segregated the Deaf learners from the hearing learners in teaching and learning activities. He was also aware that the school also secluded the Deaf learners from socialising and associating with their hearing peers. Although the principal alluded that the Deaf learners isolated themselves rather than the hearing learners isolating the Deaf learners, the fact still remains that the practice of isolation between the Deaf and hearing learners was rife at the school. From the principal's perspective, the school fell-short of

providing inclusive education to the Deaf learners as required by the Ministry of Education, Arts, and Culture (2013).

4.3.2 HoDs' perceptions on inclusion and exclusion of Deaf learners at school

Table 9: HoDs' perceptions on inclusion and exclusion of Deaf learners

HoDs	Responses
HoD1	"Deaf learners are included in all school activities such as sports, social activities such as dancing and entrepreneurship activities. The problem of excluding them is like killing them because they also need school, they have to learn their rights."
HoD2	"Deaf learners are experiencing exclusion. Deaf learners are usually alone without mingling with the hearing learners. At break time Deaf learners are most of the time standing next to their class, whereby they only interact with each other. Deaf learners hardly mix with the hearing learners. Lack of communication between hearing and deaf learners make the situation to be dull, as both the hearing and Deaf learners can't understand each other."
HoD3	"Despite Deaf learners learning the same subjects with the hearing learners they are accommodated in separate classrooms where teaching and learning is taking place."

Table nine above presents extracts from face-to-face interviews that were conducted separately with three HoDs. The HoDs were divided into two factions on the question of inclusive education. One faction maintained that the Deaf learners were included at the mainstream school while the second faction perceived otherwise. The former faction of HoDs was in agreement with the school principal that Deaf learners were not experiencing inclusion at the school as they were isolated based on deafness.

4.3.3 Teachers' perceptions on inclusion and exclusion of Deaf learners at school

Table 10: Teachers' perceptions on the inclusion and exclusion of Deaf learners

T	Responses
T1	"I like the idea because Deaf learners and hearing learners come together as children to learn at the school."
T2	"The idea is fine although the Deaf learners are partly excluded in the school because they are taught in different classrooms from hearing learners."
T3	"I like the idea because it does not allow Deaf learners to be excluded from receiving inclusive education by the school."
T4	"I don't like the idea because Deaf learners have special learning needs of Sign language that require specialized teachers to teach them the school curriculum."
T5	"The idea is 'okay' because it treats the Deaf learners and hearing learners as equals in accessing education."
T6	I like the idea because Deaf learners are capable of learning together with hearing learners at the same school.
T7	"I don't like the idea because the Deaf learners are treated as second-class learners by the manner in which they are given derogatory names."
T8	"I like the idea because Deaf learners can interact with hearing learners during school activities such as sports."
T9	"I like the idea because it minimises the tendency of stereotyping Deaf learners as incompetent by hearing learners and staff."

The teachers (T) were asked the following question: "Do you like the idea of hearing learners being taught at the same school as Deaf learners? Please explain your answer." Teachers' responses are shown in Table 10.

Table 10 shows that the teachers were divided into two groups on the perceptions of whether they liked the idea of hearing learners and Deaf learners being taught at the same school as stipulated by the Ministry of Education, Arts, and Culture (2013). One group that comprised of seven teachers liked the idea of Deaf learners schooling together with hearing learners. This was in sharp contrast with the

principal's and the two HoDs' perceptions who viewed that the Deaf learners were experiencing exclusion at the school. The other group that consisted of two teachers were against the idea of inclusion of Deaf learners at the school. The latter group concurred with the principal's and the HoDs' perceptions that Deaf learners were experiencing exclusion at the school due to attitudinal problems of hearing staff and learners towards the Deaf learners.

4.3.4 Hearing learners' perceptions on inclusion and exclusion of Deaf learners

Table 11: Hearing learners' perceptions on inclusion and exclusion of Deaf learners

HL	Responses
HL1	"Yes, sometimes it is good for the Deaf learners to be in the same school with learners who are not Deaf, because they get to learn with other learners and they become close to each other and make friends with other learners."
HL2	"I think it is a very good option that they are here because they get to know other people. Deaf learners can be helpful. Sometimes you may be stranded in a subject, the deaf learner can help you to understand what you had a problem with."
HL3	"Yes, Deaf learners can be helpful and friendly; sometimes some of them are rude."
HL4	"It is good for the Deaf learners to be in the school, because it boosts the school."
HL5	"I like the idea of sharing the same school with the Deaf learners because we can learn a lot from each other by sharing different ideas."
HL6	"Yes, because we are children and we should learn together as children."
HL7	"Deaf learners are good people who need to be supported in class, because they learn differently from us."
HL8	"Yes, the Deaf learners can also teach hearing learners how to use Sign language."

To find out about the hearing learners' views on the interplay of inclusion and exclusion of Deaf learners at the mainstream school, they were asked the following question: "Do you like the idea of Deaf learners being at the same school as learners who are not deaf? Please explain your answer." In Table 11 above,

all hearing learners responded positively that it was good to school with Deaf learners as the school provided an opportune time for hearing and Deaf learners to interact, socialise and support one another during learning activities. In principle, they agreed with the principal and the majority of teachers that Deaf learners were supposed to access inclusive education although in practice, it was not the case. The Deaf learners were not experiencing inclusion at the school as was stated by the principal, HoDs and two teachers, above.

4.3.5 Deaf learners' perceptions on inclusion and exclusion of Deaf learners at school

The Deaf learners were asked the following question: "Do you like the idea of hearing learners being taught at the same school as Deaf learners? Please explain your answer."

Table 12: Deaf learners' perceptions on inclusion and exclusion

DL	Responses
DL 1	No, the hearing learners do not like the idea because they say we are very slow in learning and therefore, we should be excluded from the school.
DL 2	I don't think they like the idea because they think we will make the school to perform poorly in the national examinations by the teachers spending a lot of time explaining subject areas to us using Sign language.
DL 3	I think they like the idea because they enjoy communicating with us using body language.
DL 4	They don't like the idea because they think we are disabled and cannot learn due to our deafness.
DL 5	Yes, they want to learn with Deaf learners, so that they can also learn how to communicate using Sign language.

Based on Table 12 above, the Deaf learners differed on how they perceived the hearing learners' opinions on learning at the same school with the Deaf learners. The first group which consisted of three out of five (60%) Deaf learners thought that the hearing learners were not happy to learn with the Deaf learners. They thought the hearing learners did not like the idea of schooling with Deaf learners because that would require the teachers to spend more time explaining concepts to Deaf learners which might consequently lead to the school's poor performance in the national examinations at the end of

the year. These Deaf learners were in agreement with the principal, HoDs, teachers and hearing learners who regarded the school as not being inclusive in the provision of education. In contrast, the second group which consisted of two Deaf learners, thought the hearing learners liked the idea of schooling together with Deaf learners as it enhanced communication between the Deaf learners and hearing learners at the school. This perception was also expressed by the majority of Deaf learners who perceived that the school was expected to promote socialisation between the hearing and Deaf learners.

4.3.6 School-board members' perceptions on inclusion and exclusion of Deaf learners at school

The researcher prompted the school-board members to say whether they liked the idea of Deaf learners being taught at the same school as the hearing learners. They responded as shown in Table 13.

Table 13: SBs' perceptions on inclusion and exclusion of Deaf learners at school

SBM	Responses
SBM1	"I like the idea because they are learning together with hearing learners at the school despite their differences in the learning styles."
SBM2	"I like the idea because Deaf learners receive education in a school context which is similar to the wider community from where the Deaf learners interact with hearing people".
SBM3	"I like the idea because the school does not segregate the Deaf learners from hearing learners because of their hearing impairments."

All the three school-board members liked the idea of Deaf learners and hearing learners to be taught at the same school. They concurred with the eight hearing learners, seven teachers, two Deaf learners, two HoDs and all school-board members that the school provided the Deaf learners an opportunity to access education through socialisation. Despite agreeing in principle that Deaf learners should access inclusive education, one school-board member noted with dismay that the school was practising discrimination thereby depriving the Deaf learners the right access to inclusive education in an enabling environment.

4.3.7 Parents/guardians' perceptions on inclusion and exclusion of Deaf learners

The parents/guardians (PG) were asked the following question: "Do you like the idea of Deaf learners being taught at the same school as the hearing learners? Justify your answer." Table 14 shows the parents/guardians' responses to the question asked.

Table 14: PGs' perception on inclusion and exclusion of Deaf learners

PG	Responses
PG1	"I like the idea because my child is schooling together with hearing learners. Otherwise, he could be home doing nothing."
PG2	"I like the idea of teaching Deaf learners together with hearing learners because they will learn using different learning styles, for example, Sign language to illustrate graphs in books."
PG3	"I like the idea because Deaf learners and hearing learners are taught together without regard to the deafness of Deaf learners."
PG4	"I like the idea of Deaf learners and hearing learners to be taught at the same school because it allows Deaf learners to learn together with other Deaf learners despite their deafness."

Deducing from Table 14, the four parents/guardians of the Deaf learners liked the idea of Deaf learners to be taught together with hearing learners. They concurred with all three school-board members, eight hearing learners, seven teachers, two Deaf learners and two HoDs that the school should address the Deaf learners' diverse learning needs and styles without segregation.

Summary

In response to the question on the interplay between inclusion and exclusion of Deaf learners at the school, the study showed that majority (26 out of 33, [79%]) of the participants were in favour of inclusion of the Deaf learners at the mainstream school while the minority of participants (21%) were against. However, it was surprising to note that the minority of participants (21%) comprising the principal, one HoD, two teachers and three Deaf learners perceived that the school was discriminating and marginalizing the Deaf learners from experiencing inclusive education. The views of the minority

augured well with what was actually happening at the school on the interplay of inclusion and exclusion in which the Deaf learners were generally excluded from experiencing inclusive education.

4.4 CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

The participants were probed to give their perceptions on the second research question: What are the challenges for implementing inclusive education?

4.4.1 Principal's perceptions of challenges regarding implementation of inclusive education

The principal was asked to answer the following question: "What has been some of your problems regarding the inclusion or exclusion of Deaf learners in your school?" The principal responded as follows:

Our problems which is the major challenge had been the teachers teaching [Deaf] learners. You will find that this type of education [inclusive education] had been neglected for so long. In our region we hardly have a professional qualified teacher who can teach Sign Language compared to other regions. Remember, this unit is the first in the country, but now other regions, like last year October/November, we were in Rundu for the workshop. We have learnt that people like me and you who can talk and hear properly have studied Sign Language to teach the Deaf children in their schools. I would say that this is a challenge. We don't have professionally qualified Deaf Unit teachers. And these other people [Sign language specialists] from other regions they can't come here because they say it is far away from their homes. So, this is the biggest and is the greatest challenge that we have.

The principal identified several challenges that the school was encountering in implementing inclusive education. However, he singled out that the major challenge was the lack of professionally qualified Sign language teachers or specialists at the school and the region at large. Hence, it was difficult for the

school to implement inclusive education for the Deaf learners at the school. The principal's perception is consistent with the NDP5 which notes that the country lacks people with the skills needed by society. In this case, the school lacked skilled Sign language teachers or specialists to help in the implementation of inclusive education for the Deaf learners at the school.

4.4.2 HoDs' perceptions of challenges regarding implementation of inclusive education

The HoDs were asked to identify challenges they experienced in the implementation of inclusive education for Deaf learners in the mainstream school. Table 15 shows how the HoDs responded to the question.

Table 15: HoDs' perceptions of challenges regarding implementation of inclusive education

HoDs	Responses
HoD1	"I don't know Sign Language. So, I find it difficult to teach or communicate with Deaf learners."
HoD2	"The school does not have materials, such as video machines to help teach Deaf learners how to use Sign language as a medium of instruction."
HoD3	"I find it difficult to supervise the teacher who is teaching the Deaf learners because I don't know whether the teacher is using Sign language correctly or not."

Depicting from Table 15 above, the HoDs stated the challenges they encountered in implementing inclusive education at the school. The HoDs identified three challenges, namely, communication using Sign language, lack of suitable materials for the Deaf learners, and the lack of pedagogical knowledge by teachers of teaching Deaf learners. One HoD was in agreement with the principal that the school had a challenge of lack of personnel with suitable skills and expertise to communicate effectively with the Deaf learners using Sign language. For the successful implementation of inclusive education in schools, teachers need professional support from the school managers including HoDs and the principal. The fact that the school managers (principal and HoDs) had no expertise and pedagogical skills in

communicating with Deaf learners using Sign language, it was difficult for the school to successfully implement inclusive education. The situation was further aggravated by the lack of suitable learning materials to help the Deaf learners communicate using Sign language as a medium of instruction.

4.4.3 Teachers' perceptions of challenges regarding implementation of inclusive education

On the challenges teachers were asked to answer the following question: "What are the challenges that you face in implementing inclusive education for Deaf learners?"

Table 16: Challenges to implementing inclusive education for Deaf learners

T	Teachers' responses
T1	"Teachers lack skills and knowledge in teaching Deaf learners. This is a challenge for teachers because we cannot communicate meaningfully with the Deaf learners."
T2	"Although I received two weeks training on how to teach Deaf learners, I cannot interpret the curriculum using Sign language because there are some concepts that are difficult to explain to Deaf learners."
T3	"It is difficult to include Deaf learners in my class because I am not trained to teach Deaf learners."
T4	"I have no training in teaching Deaf learners. It is not possible for me to teach Deaf learners because I lack the skills in teaching Deaf learners, so, I cannot include them in my class."
T5	"I lack Sign language skills and teaching strategies to teach Deaf learners. Therefore, I cannot include Deaf learners in my class."
T6	"I was not trained to teach Deaf learners. There is no way in which I can teach Deaf learners without the necessary skills of teaching Deaf learners, even if I want to teach them."
T7	"The school is using the same curriculum to teach Deaf learners and hearing learners without teachers being trained in teaching Deaf learners."
T8	"It is not possible for me to teach using Sign language as a medium of instruction for Deaf learners because it is unknown to me as a teacher."
T9	"I was not taught how to teach Deaf learners during my teacher training. Perhaps, that could have helped me to include Deaf learners' in my class."

Table 16 above shows several challenges that can be classified into basically three categories (communication, lack of pedagogical skills, and lack of training) that the teachers encounter in

implementing inclusive education at the mainstream school. In concurrence with the HoDs, the teachers regarded the lack of communication between the Deaf learners and teachers as a challenge. For effective teaching and learning to take place, the teachers and Deaf learners need to be conversant in the usage of Sign language as a mother tongue for the Deaf learners. The lack of pedagogical knowledge by teachers to teach Deaf learners was another factor that inhibited the implementation of inclusive education at the school. Apparently, nearly all the teachers had not been trained in teaching Deaf learners therefore lacked the pedagogical skills to teach Deaf learners.

4.4.4 Hearing learners' perceptions of challenges regarding implementation of inclusive education

Table 17: Challenges to implementing inclusive education for Deaf learners

HL	Responses
HL1	"The school lacked Sign language materials such as CDs that Deaf learners can watch and/or guide them to complete tasks.
HL2	"It is a challenge for Deaf learners to learn all school subjects including difficult subjects like Mathematics and Science because these subjects need a lot of explanations to understand."
HL3	"Deaf learners don't have hearing friends to play and interact with. They isolate themselves from hearing learners and that makes it difficult to include them in some activities such as playing games."
HL4	"Deaf learners are not having adequate books to actively engage them in teaching and learning activities."
HL5	"Deaf learners are taught separately in a small room instead of being taught with hearing learners which is an act of segregation."
HL6	"There are no Sign language books at the school."
HL7	"Sometimes, Deaf learners are not taught. When their teacher is on leave the other teachers cannot teach them because they don't know how to use Sign language."
HL8	"Sometimes it is difficult to distinguish Deaf learners from hearing learners. So, it is easy to exclude Deaf learners from receiving information which is in spoken language."

The hearing learners were asked to mention challenges of implementing inclusive education for Deaf learners at the mainstream school. Based on Table 17, the hearing learners were able to identify five challenges that the Deaf learners experienced at the mainstream school in the implementation of

inclusive education: lack of professional Sign language experts, lack of effective communication, lack of pedagogical skills, lack of interaction of Deaf learners in social activities and the practice of segregating the Deaf learners at the school. Like the HoDs and teachers, the hearing learners identified the lack of effective communication using sign language and lack of materials as challenges for implementing inclusion of Deaf learners at the school. They also concurred with the HoDs that the teachers lacked training in the implementation process of inclusive education for the Deaf learners. Furthermore, they identified the practices of segregation and social exclusion of the Deaf learners as alluded by the principal early on as challenges inhibiting the implementation of inclusive education at the school.

4.4.5 Deaf learners' perceptions of challenges regarding implementation of inclusive education

Deaf learners were asked to identify challenges they experienced in the implementation of inclusive education for Deaf learners at the mainstream school. Table 18 shows how the Deaf learners responded to the question.

Table 18: Challenges to implementing inclusive education for Deaf learners

DL	Responses
DL1	"I think the challenge for inclusive education at the school is that our teacher is not trained thoroughly in teaching Deaf learners."
DL2	"The challenge I see is that the subject of Sign language is not taught to hearing learners. This makes it difficult for the hearing learners to communicate with Deaf learners because there is knowledge-gap between Deaf learners and hearing learners."
DL3	"One challenge is that we are regarded as very slow learners by both teachers and hearing learners because of our hearing impairments."
DL4	"Hearing learners ridicule and laugh at us for our deafness which is natural."
DL5	"Deaf learners are taught in different classrooms from hearing learners. So, the school is segregating us from being mixed with hearing learners because of our loss of hearing."

Table 18 shows the Deaf learners' perceptions on the challenges for implementing inclusive education at the school. They concurred with the HoDs, teachers and hearing learners that communication between teachers and Deaf learners was a challenge in implementing inclusive education at the school.

Furthermore, the lack of suitable materials for the Deaf learners as was pointed out by the teachers, was another challenge that inhibited the successful implementation of inclusive education at the school. They also mentioned that the school culture of segregating and marginalizing the Deaf learners in teaching and learning processes was another challenge that the school experienced in the implementation of inclusive education.

4.4.6 SBs' perceptions of challenges regarding implementation of inclusive education

The school-board members were asked to identify challenges that inhibited the implementation of inclusive education at the mainstream school. The challenges identified by school-board members are reflected in Table 19.

Table 19: Challenges regarding including Deaf learners

SBM	Responses
SBM1	“The Deaf learners are undermined or belittled, especially when they mingle with the hearing learners. They are usually labelled as ‘Lipupulu’ meaning ‘those that do not hear’ which does not show acceptance of inclusion of Deaf learners at the mainstream school.”
SBM2	“The Deaf learners are laughed at by hearing learners which makes it difficult for Deaf learners to experience inclusion in a hostile environment.”
SBM3	“The Deaf learners are hidden and taught in a small storeroom-like classroom which isolates the Deaf learners from hearing learners at the school.”

Table 19 shows the challenges that were identified by the school-board members in implementing inclusive education at the school. The three school-board members viewed the school’s culture of isolating, segregating and marginalizing the Deaf learners based on their deafness as a challenge that inhibited the school from implementing inclusive education. The practice of segregating Deaf learners from hearing learners is against the Namibian Constitution which discourages any form of discrimination based on disability, which in this case is deafness. The Deaf learners were taught separately from the hearing learners at the mainstream school.

4.4.7 PG's perceptions of challenges regarding implementation of inclusive education

The parents/guardians were asked to mention any challenges they perceived in implementing inclusive education for Deaf learners at the school.

Table 20: PG's perceptions of challenges to implementing inclusive education for Deaf learners

PG	Responses
PG1	"One challenge for implementing inclusive education at the school is that Deaf learners are excluded and feel lonely because they are taught in a storeroom."
PG2	"The Deaf learners are grouped in one small classroom. They are not mixed with the hearing learners."
PG3	"The school does not have qualified teachers to teach Deaf learners. Therefore, Deaf learners cannot experience inclusion if they are not taught properly by teachers."
PG4	"The teachers lack training in Sign language. This is a challenge for inclusive education to take place at the school because teachers cannot communicate effectively with the Deaf learners. That is why some Deaf learners are often ignored and not taught by some teachers."

Table 20 shows the challenges that the parents/guardians identified in implementing inclusive education at the school. The parents/guardians were in agreement with the HoDs, teachers, hearing learners and Deaf learners that communication between the hearing and Deaf learners was a challenge that the school experienced in the implementation of inclusive education. Just like the teachers and Deaf learners, they also identified the lack of suitably trained staff in teaching the Deaf learners as another challenge that the school encountered in the implementation of inclusive education. Lastly, they identified the practices of segregation and marginalisation as was identified by the hearing learners, Deaf learners and school-board members as inhibiting the implementation of inclusive education. The findings of Swart and Pettipher (2016) confirm that the practice of segregating Deaf learners not to be taught together with hearing learners due to their hearing impairments is a barrier to inclusive education.

In summary, the above-mentioned participants identified seven challenges that the school was encountering in implementing inclusive education:

- lack of professional Sign language staff,
- communicating using Sign language as a medium of instruction for the Deaf learners,
- lack of appropriate learning materials for the Deaf learners,
- teachers lacking the pedagogical skills and knowledge in teaching Deaf learners,
- lack of training by teachers in teaching Deaf learners,
- lack of social interaction between the hearing learning learners and Deaf learners, and,
- isolation and segregation of the Deaf learners from being taught together with hearing learners.

In order for inclusive education to be realized at the school, the above-mentioned factors that inhibit inclusive education need to be addressed.

4.5 ROLES OF STAKEHOLDERS TO IMPLEMENT INCLUSIVE EDUCATION

The participating participants were asked to give their perceptions on the third research question: What are the roles of stakeholders in implementing inclusive education?

4.5.1 Principal's perceptions of stakeholders' roles to implement inclusive education

The principal was asked the following question *“What role do you play to help with the inclusion or exclusion of Deaf learners in the school?”* The principal responded like this:

I am basically much on inclusion.... I am very restless, I am trying all my level best that these learners must receive teachers who must teach them quality education. That they must be educated. And as we speak now, one Zimbabwean I think her papers are done with the teaching commission service of Namibia. They had given a green light, she will soon come and start teaching here. And I had also applied for another extra teacher. What we are planning, these learners when they pass

grade seven here, they have nowhere to go, we are trying to introduce that at least when they pass grade seven, then they must attend grade 8 here. But, we must have the Sign Language interpreters. So that when one is teaching, for example, mathematics in grade 8, then this sign interpreter is also interpreting for such learners. So these are the efforts that I am trying to do.

The principal was asked to answer the following question: “How do you empower and orientate teachers and hearing learners to respond more appropriately to the academic needs of Deaf learners? The principal responded as follows:

We actually try to motivate them in our meetings and in our daily encounters with them. Like on assembly, sometimes, we encourage them that these learners are just like us. So, we need to associate with them. And that we should also accommodate them, because they are also human beings as we are.

The principal stated that his role as a stakeholder was to seek and recruit professionally qualified Sign language teachers at the mainstream school. Hence, he was awaiting the appointment of one expatriate Sign language teacher and another an additional Sign language teacher. Another role of the principal was to use different platforms such as teacher-staff meetings and school assembly to sensitise teachers and hearing learners to be more responsive to the academic needs of Deaf learners. The other role was to encourage hearing learners and teachers to embrace and accept the Deaf learners’ presence at the school.

4.5.2 HoDs’ perceptions of stakeholders’ roles to implement inclusive education

The HoDs were prompted to answer the following question: “What are your roles in supporting inclusive education for the Deaf learners in the school?” Table 21 below shows the responses of the HoDs in supporting inclusive education.

Table 21: HoDs' perceptions of stakeholders' roles in inclusive education

HoDs	Responses
HoD1	“I encourage positive participation of Deaf learners in all school activities such as attending classes, participating in sports, culture, debates and Readathon. Their attendance and participation in such school activities is important because it makes them feel accepted and included by the school.”
HoD2	“I make sure that Deaf learners are taught, write classwork and assessed regularly. This is important because it is the main reason why Deaf learners come to school to learn in an inclusive education environment.”
HoD3	“We make sure that Deaf learners receive information that is communicated at the school assembly by visiting their classes to give them additional information with the help of the teacher for Deaf learners. This is done to make sure they are not left without understanding the messages given to all learners.”

Table 21 shows that all the three HoDs played a role in supporting inclusive education for the Deaf learners at the school. Unlike the principal who viewed his role as that of recruitment of human resources, the HoDs viewed their role in the classroom environment. The HoDs regarded their overarching role as that of ensuring that the Deaf learners were engaged in teaching and learning processes, assessment, including extra-mural and extra-curricular activities at the school. The HoDs also played a role to ensure that the Deaf learners received information that was disseminated to the entire school. Lastly, the HoDs perceived their role as that of encouraging the Deaf learners to attend schooling regularly and to actively participate in school activities as a way of showing appreciating their presence at the school. Booth and Ainscow (2011) confirm that there is need for a concerted effort by stakeholders (educationists and community members) to put inclusive values into practice in mainstream schools. Inclusion requires that every learner with or without hearing impairments should actively participate in school activities without segregation based on deafness.

4.5.3 Teachers' perceptions of stakeholders' roles to implement inclusive education

To find out whether parents/guardians supported Deaf learners in receiving inclusive education, the teachers (Ts) were asked the following question: "Do parents/guardians assist you in providing inclusive education to Deaf learners?" The teachers' opinions are presented verbatim in Table 22.

Table 22: Roles of parents/guardians to support inclusive education for DLs, perceived by Ts

Teachers (Ts)	Responses
T1	"Yes, by bringing Deaf learners to school."
T2	"They sometimes bring learning materials for their Deaf children to learn at school."
T3	"Parents/guardians make sure that the Deaf learners wear clean and neat uniforms."
T4	"Sometimes they help Deaf learners to complete their school assignments at home"
T5	"Parents/guardians encourage Deaf learners to come to school and learn."
T6	"Parents/guardians make sure they give enough food to their Deaf children."
T7	"Parents/guardians buy Sign language materials for use by Deaf learners."
T8	"They support Deaf learners in many ways including giving moral and parental support for Deaf learners to continue studying."
T9	"By buying school materials such as plain sheets of paper for writing and drawing."

Table 22 shows the teachers' perceptions on the various roles that parents/guardians play in supporting the Deaf learners in receiving inclusive education at the mainstream school. The roles mentioned by teachers in ensuring that inclusive education is realised at the school are different from those mentioned by the principal and the HoDs. The teachers zoomed on the parents/guardians' roles in inclusive education as the provision of basic needs such as food, shelter, love and clothing which appear at the base of Maslow's hierarchical pyramid are supposed to be satisfied before the Deaf learners can experience inclusion at the mainstream school. In other words, the teachers regard parents/guardians as playing a pivotal role in ensuring that their Deaf children receive the basic support before they can experience inclusive education at the school.

4.5.4 Hearing learners' perceptions of parents/guardians of Deaf learners' roles to implement inclusive education

The hearing learners (HLs) were asked to mention roles that the roles that the parents/guardians of Deaf learners played in supporting inclusive education at the mainstream school. They provided various roles that stakeholders played in support of inclusive education in the school as shown in Table 23.

Table 23: Roles of parents/guardians to support inclusive education, perceived by HLs

HLs	Responses
HL1	"Parents/guardians come to school to check the exercise books of Deaf learners during Parents' Days."
HL2	"The parents/guardians sometimes accompany Deaf learners to school."
HL3	"The parents/guardians of Deaf learners encourage Deaf learners to come to school by escorting them."
HL4	"Parents/guardians of Deaf learners attend school meetings."
HL5	"Parents/guardians of Deaf learners usually warn us not to humiliate the Deaf learners because of their deafness."
HL6	"The parents/guardians of Deaf learners buy school materials for the Deaf learners."
HL7	"The parents/guardians of Deaf learners usually come to school to take the Deaf learners to the hospital when they are not feeling well."
HL8	"Parents/guardians of Deaf learners clothe and give Deaf learners food to eat at school."

Table 23 shows the hearing learners' perceptions of the roles of parents/guardians of Deaf learners to support inclusive education for the Deaf learners at the school. These included that parents/guardians of Deaf learners to visit the school to check their children's written work and attend school meetings. This role is also shared by the HoDs who encourage Deaf learners to actively participate in teaching and learning activities at the school. The hearing learners also identified various chores that parents/guardians play in providing physical, social and psychological support to Deaf learners to attend schooling. The hearing learners also concurred with the teachers that the parents/guardians of Deaf learners played a supportive role in ensuring that Deaf learners were provided with the basic needs of shelter, clothing and food while accessing inclusive education at the school.

4.5.5 Deaf learners' perceptions of stakeholders' roles to implement inclusive education

The Deaf learners (DLs) were asked to say how their parents/guardians as education stakeholders support inclusive education for them as Deaf learners. Table 24 shows the Deaf learners' responses.

Table 24: Roles of parents/guardians to support inclusive education, perceived by DLs

DL	Responses
DL1	"My parents/guardians monitor my school attendance and encourage me to come to school regularly because they want me to learn and pass."
DL2	"My parents/guardians help me to do homework, because they want me to pass the examinations."
DL3	"They buy uniforms and food for me to be healthy and dress like hearing learners."
DL4	"I am helped by my parents/guardians in writing school work and homework in order to complete the continuous assessment activities."
DL5	"My parents/guardians provide me with shelter and food to eat at school."

Table 24 shows the different roles that the Deaf learners' parents/guardians play in supporting inclusive education at the mainstream school. The Deaf learners reiterated the same perceptions as those of their hearing peers and teachers that their parents/guardians play a pivotal role of satisfying the basic needs of Deaf learners such as school uniforms, food and shelter. Another role that parents/guardians play in support of inclusive education was that of constantly supporting the Deaf learners to complete homework.

4.5.6 School-board members' perceptions of stakeholders' roles to implement inclusive education

The School-Board members mentioned their roles in supporting inclusive education at the mainstream school as shown in Table 25.

Table 25: Roles of stakeholders to support inclusive education for DLs, perceived by SBMs

SB	Responses
SBM1	“We usually check the Deaf learners’ books to make sure that they are assessed and are given meaningful feedback.”
SBM2	“We as school-board members make sure that the Deaf learners have a teacher who teaches them in class. Otherwise, they will not receive education which is the core business of education.”
SBM3	“We encourage parents/guardians of Deaf learners to attend parents’ meetings to register their children’s needs in an inclusive education manner.”

From Table 25, the school-board members asserted that they played different roles to support the Deaf learners experience inclusive education at the school. Like the HoDs, the school-board members played an important role of ensuring that Deaf learners were taught and assessed just like the hearing learners. Another role that was similar to that of the principal was that of facilitating the process of appointing teachers for the Deaf learners at the school. They worked hand in hand with the principal in expediting the recruitment of suitably qualified sign language teachers at the school. Another role that was carried out by the school-board members in supporting inclusive education was that of extending invitations parents/guardians of Deaf learners to attend school meetings to voice out the diverse learning needs of Deaf learners.

4.5.7 Parents/guardians’ perceptions of stakeholders’ roles to implement inclusive education

The parents/guardians were asked the following question: “How do you support your Deaf child in inclusive education?” Table 26 shows the roles of parents/guardians in supporting the Deaf learners in inclusive education.

Table 26: Roles of parents/guardians to support inclusive education, perceived by PGs

Parents/ Guardians (P/G)	Responses
PG1	“I always read and check what is written by my Deaf child’s teacher. It is when I will tell how the homework questions need to be answered. When I am pretty sure, it is when I can help the boy with answering his homework.”
PG2	“When at home, I ask my child if he has homework. If he has, I will tell him to show it to me. Then, I explain to him what it means and I work together with him to complete the homework.”
PG3	“I, together with my other children normally help him to do her homework together.”
PG4	“I always sit and do homework together with my Deaf child after working hours.”

Table 26 shows how the parents/guardians of Deaf learners supported inclusive education at the school.

All the parents/guardians of Deaf learners indicated that they played supportive role in ensuring that their Deaf children did homework. This perception was also held by their hearing peers who also viewed that the parents/guardians of Deaf learners played an important role of helping the Deaf learners complete their homework, diligently.

Summary

In summary, all the participants identified different roles that the stakeholders played in supporting the Deaf learners in inclusive education. The common roles that were identified by the participants were geared towards supporting the Deaf learners with teaching and learning activities both at home and school. The role of providing the Deaf learners with the basic needs of clothing, food and shelter were viewed by the participants as a sole responsibility of the parents/guardians of the Deaf learners. None of the participants thought that this role could also be played by other persons or institutions such as faith-based organisations to supplement impoverished parents/guardians of Deaf learners. In short, the roles of stakeholders particularly those of the parents/guardians were not clearly defined in supporting the Deaf learners to experience inclusive education at the school.

4.6 NEEDS OF DEAF LEARNERS

The participants were asked to give their views on the fourth research question: What are the Deaf learners' learning needs at the mainstream school?

4.6.1 The principal's perceptions of Deaf learners' needs

The principal was asked to answer on the following question: "What measures has the school management put in place to accommodate Deaf learners in the academic programmes of the mainstream school?" The principal answered like this:

In actual fact, there is actually teaching and learning. As we speak now, all learners are in classes. They are being taught. They also write tests like any other learner. What we also do is that they also write the circuit based examination, and even the regional based examination. We are also training them in that way so that they can also learn.

The principal was also asked to answer the following question: "How do you empower and orientate teachers and hearing learners to respond more appropriately to inclusion or exclusion of Deaf learners?"

The principal answered as follows:

This one, what I normally say, is that we must also learn this Namibian Sign Language. It is very important, because that is the only way we can be able to communicate with these learners. I remember last time getting one of these learners in the hospital. How that guy was disadvantaged, then when I looked I realized that he is one of my learners. I had to go to the registry office and say 'please may you help this one because he is a Deaf learner. He is the one of the disadvantaged persons and he is not supposed to be standing in a queue'. But, unfortunately, I don't know much about the language so it was just short cuts. Then he told me he had a running stomach. So, I had to take him to the nurses to attend to him, explaining to them that he has got this problem. But now the problem is this language, because I can end up misleading the nurse or the person. And so, what

we are saying is; we are trying to motivate all teachers that if we can learn that language just like English, that will be fine.

The first and foremost need that the principal identified was that of supporting the Deaf learners to access inclusive education. Thus, the Deaf learners needed to be taught and assessed like their hearing peers in regular examinations in an enabling environment. The second need of Deaf learners was that of being taught by qualified Sign language teachers and/or interpreters. The school had no qualified Sign language teachers or interpreters to help the Deaf learners understand complex concepts in class and also to help communicate effectively with the Deaf learners.

4.6.2 HoDs' perceptions of Deaf learners' needs

In seeking the HoDs' opinions on the Deaf learners' needs, the HoDs were asked to answer the following question: "What do you think are the Deaf learners' needs?" The responses are presented in Table 27.

Table 27: Deaf learners' needs, perceptions of HoDs

HoDs	Responses
HoD1	"I think Deaf learners' needs are many. But, the pressing one is that of receiving good education from the school. They want to be educated like hearing learners. Another need is that of acceptance in the school ... not to be excluded from school activities."
HoD2	"Well, on that one, I think the Deaf learners need quality education that can help them to become self-reliant when they leave school."
HoD3	"Education is what they need. They want to be educated too, like other learners."

The three HoDs generally perceived the Deaf learners' needs as centred on the access to inclusive education in a supportive environment. The need for the Deaf learners to access inclusive education was also mentioned by the principal as key to inclusive quality education. The HoDs viewed the need

to access quality education as fundamental in the preparation of the Deaf learners to cope with real life challenges after they have completed schooling.

4.6.3 Teachers' perceptions on Deaf learners needs

The teachers were asked the following question: "What do you think are the needs of Deaf learners at your school?" Table 28 shows how teachers responded to the question asked.

Table 28: Teacher's perceptions on Deaf learners' needs

T	Teachers' responses
T1	"Deaf learners want to be taught together with hearing learners although it is not easy for us teachers because we lack skills in teaching the Deaf learners."
T2	"The Deaf learners need conducive classroom and school environment where they can interact and learn with hearing learners."
T3	"Deaf learners need to participate in extra mural activities such as dancing and culture."
T4	"The Deaf learners need Computer Studies and Life Skills to be taught to them."
T5	"Deaf learners need to be sensitized on the HIV/AIDS pandemic because they are not attending any HIV/AIDS programs in the afternoons."
T6	"Deaf learners need to participate in extra mural activities such as traditional dances."
T7	"The Deaf learners need to be given suitable books that have Sign language illustrations because the books they are using are meant for hearing learners."
T8	"The Deaf learners need support in doing school projects such as gardening."
T9	"Deaf learners need teachers who are qualified in Sign language as a medium of instruction to help them understand the school curriculum better."

Table 28 shows varied teachers' perceptions on Deaf learners' needs at the mainstream school. The teachers identified the lack of qualified Sign language teachers and/or interpreter as a need for the Deaf learners. The need for qualified Sign language teachers and/or interpreters was also echoed by the principal as a dire need for inclusive education for the Deaf learners at the school. Another need that was identified by the teachers was that of curbing discriminatory practices whereby the Deaf learners

were not taught Computer Studies and Life Skills. Another need was for the Deaf learners to be actively engaged in extra-mural and curricular activities, such as gardening and traditional dancing including HIV/AIDS programs.

4.6.4 Hearing learners' perceptions of Deaf learners' happiness at school

The hearing learners were asked to answer the following question: "What do you think are the needs of Deaf learners at your school?" Table 29 below presents the needs of Deaf learners according to the hearing learners' perceptions.

Table 29: Hearing learners' perceptions on Deaf learners' needs

HL	Responses
HL1	"I think Deaf learners need to be taught all subjects using Sign language. Otherwise, they will not learn anything."
HL2	"Deaf learners need to socialise with hearing learners in and outside their classroom, to feel welcomed at the school by playing games together."
HL3	"Deaf learners should mix with hearing learners during extra-mural activities, for example, sports and culture."
HL4	"I think Deaf learners need to be educated on how to read and write."
HL5	"The Deaf learners need a learning environment where they are safe and happy, and where they are not laughed at."
HL6	"Deaf learners need a place where they can play freely without fear."
HL7	"Deaf learners need help and support in doing their school work."
HL 8	"I think Deaf learners need to learn in enabling environment where they are treated with fairness."

Table 29 depicts three main groups of Deaf learners' needs which can be regarded as educational, social and physical needs. The hearing learners perceived that the Deaf learners needed educational support on how to use Sign language in order to be able to write and read. They also concurred with the teachers that the Deaf learners needed to be mixed with hearing learners in extra mural and social activities such as sports, culture and games. Additionally, the hearing learners viewed the Deaf learners needed a supportive and conducive learning environment where they were free to learn and socialise with other hearing learners with fairness.

4.6.5 Deaf learners' perceptions of their needs

The Deaf learners were asked to identify their needs in an inclusive education environment. Table 30 presents the Deaf learners' needs.

Table 30: Deaf learners' needs, perceptions of Deaf learners

DL	Responses
DL1	"I need textbooks and materials to read and write because without these materials I will find it difficult to cope with learning at the school."
DL2	"I need help in some school subjects, especially in Math and Science, because I don't understand well while the teacher is teaching especially mathematical formulas."
DL3	"I need Deaf learners' books for us to learn better because most of the books we are using do not have signs that shows us what we should do during classwork."
DL4	"I need Sign Language materials to help me communicate better with other Deaf learners because the books that we are using have notes that are without signs."
DL5	"I need remedial classes in many subjects because I started schooling very late. I find learning difficult although the teacher is trying to help me understand."

Table 30 presents the Deaf learners' varied and diverse learning needs at the mainstream school. The Deaf learners' needs were centred around their learning needs pertaining to the non-availability of textbooks, manuals, and videos with Sign language illustrations. The need for suitable Sign language materials (Sign language textbooks, audiovisuals, and charts) was also mentioned by teachers who stated that the school lacked appropriate materials to help teach the Deaf learners. Another need that was not mentioned by the principal, HoDs, and teachers but mentioned by hearing learners was that the Deaf learners needed remedial teaching and learning to enable them to understand and cope with the syllabus.

4.6.6 School-board members' perceptions of Deaf learners' needs

The school-board members were asked to identify Deaf learners' needs that needed redress at the mainstream school. The school-board members' responses are presented in Table 31.

Table 31: Deaf learners' needs, perceptions of school-board members

SBM	Responses
SBM1	"Deaf learners need Sign language materials and textbooks to access quality inclusive education at the school."
SBM2	"Deaf learners should be taught by qualified Sign language teachers so as not to compromise the quality of inclusive education."
SBM3	"Deaf learners need to learn together with hearing learners to share ideas and knowledge in the subject that they are being taught."

The school-board members were able to identify three needs of Deaf learners' needs at the mainstream school as shown in Table 31. As mentioned by the teachers and Deaf learners above, the non-availability of Sign language materials and textbooks at the school was viewed by the school-board members as a need that needed urgent address. The school-board members like the HoDs, perceived the need for the Deaf learners to be taught by qualified teachers and to be taught together with hearing learners in the same classrooms without discrimination.

4.6.7 Parents/Guardians' perceptions of Deaf learners' needs

Table 32: Deaf learners' needs, perceptions of parents/guardians

PG	Responses
PG1	"The Deaf learners cannot live without friends. Here at school, they are taught to communicate with the hearing learners. So, they need friends to communicate with."
PG2	"The Deaf learners need friends who can help them with school work like homework."
PG3	"They want friends to play with at school and at home."
PG4	"They need to be involved in all school activities and not to be isolated because of their deafness."

The parents/guardians were asked to identify the needs of the Deaf learners in the mainstream school. Table 32 shows the perceptions of parents/guardians of Deaf learners. The parents/guardians stated that the Deaf learners needed an enabling environment which was friendly and non-discriminatory.

This sentiment was also mentioned by the HoDs and school-board members that the Deaf learners needed not to be discriminated based on their deafness. The parents/guardians also perceived the needs of Deaf learners as involving the school community, particularly hearing learners to support the Deaf learners in doing academic work such as class work and homework.

Summary

The participants identified different needs for the Deaf learners at the school. The Deaf learners' needs ranged from social to educational needs. The social needs included an end to discriminatory practices at the school which discouraged the Deaf learners from socialising with hearing learners. Another need for the Deaf learners was that of being taught together with hearing learners and not to be taught in isolation away from the hearing learners. The Deaf learners needed to be taught by qualified Sign language teachers and/or interpreters that are capable of communicating effectively with the Deaf learners in class. The need for interested stakeholders such as faith-based organisations was needed to help support the Deaf learners with the basic needs such as food and uniforms rather than to depend on the parents/guardians who might be impoverished.

4.7 COMMUNICATION IN AN INCLUSIVE EDUCATION ENVIRONMENT

The participants were asked to give their opinions on the fifth research question: How do learners and teachers communicate with Deaf learners?

4.7.1 Principal's perceptions on communicating with Deaf learners

The principal was asked how he communicated with the Deaf learners. He responded as follows:

"I use hands to make signs. I don't know whether they understand the signs. And when I greet them, I nod my head."

The principal attested communicating with the Deaf learners using signs but was doubtful if the signs he made were meaningful to the Deaf learners. The fact that he was not trained in Sign language compelled him to use signs that befitted him in communicating with Deaf learners. In other words, there was no meaningful communication between the Deaf learners and the principal at the school.

4.7.2 HoDs' perceptions on communicating with Deaf learners

The HoDs were asked to answer the following question on how they communicate with the Deaf learners: "How do you communicate with the Deaf learners at your school?" The HoDs responded as follows:

Table 33: Communication with Deaf learners, perceptions of HoDs

HoDs	HoDs' responses
HoD1	"I have a problem of how to communicate using Sign language. It is a challenge. I am not able to communicate with them".
HoD2	"I hardly communicate with Deaf learners because I do not know how to Sign language."
HoD3	I find it difficult to communicate with Deaf learners because I was not trained in Sign language.

Table 33 shows that the only challenge that the three HoDs faced in communicating with the Deaf learners was that of the use of the Sign language as a medium of instruction. This communication problem was also identified by the principal as a barrier to meaningful communication between the Deaf learners and the principal. In short, there was no effective communication between the HoDs and the Deaf learners at the school.

4.7.3 Teachers' perceptions on communicating with Deaf learners

The teachers were asked the following question: "How do you communicate with the Deaf learners at your school?"

Table 34: Communication with Deaf learners, perceptions of teachers

T	Responses
T1	"I use facial expression to communicate with Deaf learners."
T2	"I use Sign language to communicate with Deaf learners."
T3	"I use body language to communicate with Deaf learners."
T4	"I use Sign language to communicate with Deaf learners."
T5	"I mime while communicating with Deaf learners."
T6	"I write or draw something on a piece paper to communicate what I need from Deaf learners."
T7	"I use gestures to communicate with Deaf learners."
T8	"I use Sign language to communicate with Deaf learners."
T9	"I use my arms and body language to communicate with the Deaf learners."

Table 34 shows how teachers communicated with Deaf learners. Like the principal and the HoDs, teachers also used body signs and facial expressions to communicate with Deaf learners. In certain cases, the teachers mimed and made use of written notes or drawn sketches to communicate with Deaf learners. In short, there was no meaningful communication taking between the teachers and Deaf learners at the school.

4.7.4 Hearing learners' perceptions on communicating with Deaf learners

To find out how the Deaf learners communicated with the hearing learners and/or teachers, the hearing learners were asked the following question: "How do you communicate with the Deaf learners at your school? The hearing learners responded as shown in Table 35.

Table 35: Communication with Deaf learners, perceptions of hearing learners

HL	Responses
HL1	"I use my hands to communicate with Deaf learners."
HL2	"I use gestures to communicate with Deaf learners."
HL3	"I write on the ground or paper what I want to communicate to the Deaf learners."
HL4	"I use pictures and objects to communicate with Deaf learners."
HL5	"I use Sign language to communicate with Deaf learners."
HL6	"I use my head and hands to communicate with Deaf learners."
HL7	"I sometimes touch them when I communicate with Deaf learners."
HL8	"I sometimes write notes on a piece of paper to communicate with Deaf learners."

Table 35 shows how hearing learners communicated with Deaf learners at the school. Like the principal, HoDs and teachers, hearing learners also used Sign and body language such as facial expression and gestures to communicate with Deaf learners. Additionally, the hearing learners used writing clues and notes on paper and grounds as well as pictures and objects to communicate with Deaf learners. The use of various modes of communication signal that the hearing learners were eager to communicate with Deaf learners but lacked the necessary Sign language skills. Consequently, it can

be concluded that there was no meaningful communication between the Deaf learners and hearing learners to support inclusive education at the school.

4.7.5 Deaf learners' perceptions on communicating with hearing learners and teachers

The Deaf learners were asked the following question: "How do you communicate with the hearing learners and teachers at your school?"

Table 36: Communication with Deaf learners, their own perceptions

DL	Responses
DL1	"I don't usually communicate with hearing learners because they do not know how to use the Sign language."
DL2	"I use Sign language to communicate with teachers and hearing learners although most of the time they do not understand what I am signing."
DL3	"I use Sign language to communicate with hearing learners and teachers but they do not usually follow what I mean."
DL4	"I use Sign language to communicate with hearing learners and teachers."
DL5	"I use Sign language for communicating with hearing learners and teachers."

Table 36 shows that nearly all the five Deaf learners communicated with hearing learners and teachers using Sign language. Just like the principal, HoDs, teachers and hearing learners attested, there was very little or no meaningful communication with the Deaf learners simply because the hearing learners and teachers were not conversant in the use of Sign language. In conclusion, the Deaf learners perceived that it was difficult for effective communication to take place between them and the hearing learners and teachers as there was no meaning attached to the Sign language used at the school.

4.7.6 School-board members' perceptions on communicating with Deaf learners

The school-board members were asked the question: "How do you communicate with the Deaf learners at your school?"

Table 37: School-board members' perceptions on communicating with Deaf learners

SBM	Responses
SB1	"I communicate with Deaf learners using Sign language in the form of gestures."
SB2	"I use Sign language to communicate with Deaf learners even though we don't understand each other very well."
SB3	"I normally use Sign language to communicate with Deaf learners."

Table 37 depicts the school-board members' perceptions on how they communicated with Deaf learners at the school. All the three school-board members echoed what the principal, HoDs, teachers, and hearing learners stated earlier that they used Sign language in the form of gestures to communicate with Deaf learners. The use of gestures by the school-board members to communicate with the Deaf learners suffices to conclude that no effective communication was taking place between the Deaf learners and the school-board members at the school.

4.7.7 Parents/guardians' perceptions on communicating with Deaf learners

The parents/guardians were asked the following question: "In which way do you communicate with your Deaf child?" Table 38 shows how the parents/guardians responded to the question asked.

Table 38: Communication with Deaf learners, perceptions of parents and guardians

PG	Responses
PG1	"I use Sign language to communicate with my child using our own Sign language which is different from the one they are taught at school because I don't know it."
PG2	"I communicate with my child using Sign language."
PG3	"I use Sign language to communicate with my Deaf child."
PG4	"At home, I communicate with my Deaf child using Sign language."

All the four parents/guardians stated that they communicated with their Deaf children using Sign language. The Sign language that the parents/guardians used with their Deaf children were of course different from the one used at the school. The parents/guardians were aware that they were variations of the Sign languages used at school and at home. This implies that the Deaf learners were exposed to different Sign languages both at school and home thereby making communication between the parents/guardians and the Deaf learners problematic.

Summary

In general, all the participants acknowledged that despite using different forms of signs, gestures, hand-signs, miming, touching, drawings, note-writing, etc., there was no meaningful communication taking place between the hearing community (learners, teachers, HoDs, principal, school-board members, parents/guardians) and the Deaf learners at the school. Without effective communication between the hearing learners / staff and Deaf learners, it is difficult to postulate how inclusive education can be realised at the mainstream school.

4.8 SCHOOL INTERVENTIONS TO SUPPORT INCLUSIVE EDUCATION

The participants were asked to provide their personal opinions on the sixth research question: **What interventions does the mainstream school use in response to Deaf learners' learning needs?**

4.8.1 Principal's perceptions on school interventions to support inclusive education

The principal was asked to answer the following question: "What are the school's interventions in supporting inclusive education? The principal answered as follows:

So, we normally discuss the school's interventions in our general parents' meeting. That's where we normally advocate the importance of education that regardless of how a child is, he or she is bound to learn. So, that is what we do in the briefing meetings. You also might find that our limit is just to the parents' meeting at the school. So, maybe in our meetings at the principals' meetings at the circuit office, that is where we raise these other issues. Then the inspector takes them to the regional office and then consequently the director will see how to address the communities in the region regarding the education of the Deaf children.

The principal was passionate of educating Deaf learners as an intervention strategy to support inclusive education at the school. The value of inclusive education for the Deaf learners was disseminated to the stakeholders during the Teacher/Parents meetings at the mainstream school. He envisaged exploring other intervention opportunities to help educate the Deaf learners at the school seeking support from the regional and national education structures.

4.8.2 HoDs' perceptions on school interventions to support inclusive education

To find out how the school intervened in helping the education of Deaf learners, the HoDs were asked how the school intervened in implementing inclusive education for the Deaf learners. Table 39 shows how the HoDs responded.

Table 39: School interventions, perceptions of HoDs

HoDs	HoDs' responses
HoD1	"The school includes Deaf learners into the education system by accommodating them at the school."
HoD2	"The school conducts outreach programs to encourage Deaf learners to attend school."
HoD3	"Teaching the school curriculum to Deaf learners at the school."

The HoDs echoed similar school intervention strategies mentioned by the principal that the school was prepared to allow and accommodate Deaf learners to access inclusive education at the mainstream school. The HoDs also envisaged conducting outreach programs as one of the school's interventions in promoting and supporting inclusive education at the school. In addition, the HoDs also perceived the school's intervention in supporting inclusive education by exposing Deaf learners to the same school curriculum provided to the hearing learners probably to avoid discrimination between the hearing learners and Deaf learners at the school.

4.8.3 Teachers' perceptions on school interventions to support inclusive education

The teachers were asked to state the interventions taken by the school to support the provision of inclusive education to the Deaf learners at the mainstream school. The teachers provided their perceptions on the school interventions in supporting inclusive education, as shown in Table 40.

Table 40: School interventions, perceptions of teachers

T	Responses
T1	“The school established a Deaf Unit to support inclusive education at the school.”
T2	“A temporary teacher for the Deaf was appointed by the school to help teach the broad curriculum to Deaf learners as part and parcel of supporting inclusive education.”
T3	“The school’s rules have clauses that protect Deaf learners from being abused by hearing learners and staff at the school in an effort to support inclusive education.”
T4	“The school has provided a classroom for Deaf learners to receive inclusive education at the school.”
T5	“Deaf learners are taught all school subjects like hearing learners at the school so that they are not deprived of their right to inclusive education.”
T6	“Parents/guardians are often invited to the school to discuss how they should support the teacher for the Deaf learners in doing for example homework which contributes to the continuous assessment of Deaf learners.”
T7	“At least one classroom was allocated to support inclusive education for the Deaf learners at the school.”
T8	“Deaf learners school together with hearing learners at the same school.”
T9	“The school encourages Deaf learners to actively participate in school activities such as teaching and learning, sports and cultural activities as a way of including Deaf learners in inclusive education”.

The teachers also concurred with the principal and HoDs that the school was ready to allow Deaf learners to access inclusive education. The teachers pointed out that the school had formulated school rules that protect Deaf learners from abuse by hearing learners and staff in order to create a conducive learning atmosphere that supports inclusive education at the school. The teachers also perceived the engagement and involvement of parents/guardians of Deaf learners in the teaching and learning processes as a key intervention strategy by the school. Teachers alone, cannot make inclusive education at the school successful.

4.8.4 Hearing learners’ perceptions on school interventions to support inclusive education

The hearing learners were asked to state how the school intervened in implementing inclusive education in the mainstream school. Their responses were captured as shown in Table 41.

Table 41: School interventions, perceptions of hearing learners

HL	Responses
HL1	“During the school assembly, the principal and the HoDs always remind us to respect and support Deaf learners in and outside the school. They encourage us to interact and play together with Deaf learners.”
HL2	“The school intervenes in supporting inclusive education by encouraging hearing learners to socialise with Deaf learners and also the Deaf learners to socialise with hearing learners.”
HL3	“The school has put rules and regulations to make sure that Deaf learners are protected from being mistreated by hearing learners.”
HL4	“Deaf learners are being taught at the school.”
HL5	“Deaf learners are encouraged to attend schooling regularly.”
HL6	“The Deaf learners are encouraged to participate in school activities such as gardening.”
HL7	“The school usually invites parents/guardians to visit the school in order to find ways of how to support inclusive education at the school.”
HL8	The school encourages Deaf learners to actively participate in school activities including teaching and learning in the classrooms.”

Table 41 shows the hearing learners’ perceptions on how the school intervened to support inclusive education for the Deaf learners. The hearing learners stated that the school intervened in supporting inclusive education by reminding hearing learners to socialise, interact, respect and support Deaf learners at the school. They also shared the same perceptions as teachers that the school supported inclusive education by drafting school rules and regulations that restrained hearing learners from practising discriminatory practices against the Deaf learners. As was pointed out by the principal, HoDs and teachers, the hearing learners also perceived the school’s intervention in supporting inclusive education as that of accommodating Deaf learners to access inclusive education by attending school regularly. The

hearing learners also stated that the school intervened to support inclusive education by inviting parents/guardians of Deaf learners to discuss the learning needs of Deaf learners during Teacher/Parents' Days. They also perceived the school's intervention strategy as that of encouraging the Deaf learners to actively participate in school activities such as teaching and learning as well as in other extra-curricular activities such as gardening.

4.8.5 Deaf learners' perceptions on school interventions to support inclusive education

The Deaf learners were asked the following question: "What are your school's interventions in supporting inclusive education?"

Table 42: Improvements in education for Deaf learners, perceptions of Deaf learners

DL	Responses
DL1	"The school is supporting us by allowing us to attend classes."
DL2	"The school is providing us with an opportunity to school together with hearing learners."
DL3	"The school usually invites our parents/guardians to attend school meetings to discuss our wellbeing at the school."
DL4	"The hearing learners are encouraged to respect the Deaf learners at the school."
DL5	"The school encourages hearing learners to socialise with Deaf learners during extra-mural activities such as traditional dancing."

Table 42 shows the Deaf learners' perceptions on the school's interventions in supporting inclusive education. The Deaf learners just like the principal, HoDs, teachers and hearing learners, stated that the school allowed Deaf learners to attend schooling at the mainstream school. The Deaf learners viewed the school's intervention strategy of providing access to inclusive education as fundamental to their personal growth and social development. The Deaf learners were also appreciative of the fact that the school encourages the hearing learners to respect them as an intervention to support inclusive education at the school. The Deaf learners also valued their parents/guardians involvement as an intervention strategy that supports inclusive education for the Deaf learners at the school.

4.8.6 School-board members' perceptions on school interventions to support inclusive education

The School-board members were asked to state any interventions that the school was taking to ensure that Deaf learners received inclusive education at the school. Table 43 shows the school interventions according to the school-board members' perceptions.

Table 43: School interventions, perceptions of school-board members

SBM	Responses
<i>SBM1</i>	"The school includes Deaf learners in school excursions to support inclusive education."
<i>SBM2</i>	"One teacher for the Deaf was appointed in the Deaf Unit to teach Deaf learners."
<i>SBM3</i>	"Deaf learners are admitted and taught at the school."

Based on Table 43, the school-board members, just like the principal, HoDs, teachers, hearing learners, and Deaf learners indicated that the school supported inclusive education by virtue of admitting and teaching Deaf learners at the school. The school-board members also pointed out that the involvement of Deaf learners in undertaking school excursions together with hearing learners was another school's strategy to support inclusive education. The appointment of a teacher for the Deaf learners was perceived as another school's strategy to support inclusive education at the school.

4.8.7 Parents/guardians' perceptions on the school interventions to support inclusive education

The parents/guardians were asked to state the interventions that the school is using to support inclusive education. Table 44 shows the parents/guardians' responses to the question asked.

Table 44: School interventions, perceptions of parents and guardians

P/G	Responses
PG1	“This is the only school in the region that is admitting Deaf learners to attend schooling otherwise the Deaf learners could be excluded from receiving education.”
PG2	“A classroom is allocated to Deaf learners to be taught separately from hearing learners.”
PG3	“The school usually invites us to attend meetings on how we can support our Deaf children.”

The parents/guardians appreciated the fact that the school was the only school in the region that admitted Deaf learners to school with hearing learners. According to the parents/guardians, the Deaf learners could not be schooling had it not been for the school’s intervention strategy to admit Deaf learners at the school. The parents/guardians also stated the school was supporting inclusive education as evidenced by the allocation of a classroom where Deaf learners learn separately from hearing learners. The school’s strategy of inviting parents/guardians as mentioned by the Deaf learners was indicative of the school’s desire to ensure that inclusive education was supported by various stakeholders at the school.

Summary

In summary, the participants mentioned a wide range of the school’s intervention strategies to support inclusive education of the Deaf learners at the school. The provision of Deaf learners to access inclusive education was seen as a key strategy of the school’s intervention in ensuring that inclusive education is realised at the mainstream school. However, most of the school’s intervention strategies seem to encourage integration rather than inclusive education as evidenced by isolating Deaf learners from being together with hearing learners.

4.9 SUGGESTIONS FOR IMPROVING INCLUSIVE EDUCATION FOR THE DEAF LEARNERS

4.9.1 Principal's suggestions on improving inclusive education

The principal was asked to answer the following question: "If you are given an opportunity to change anything about your school with regard to the inclusion or exclusion of Deaf learners, what will that be and why?" The principal responded that:

Deaf learners need to have their own classroom designed for their needs. And then, we can ask for even two building rooms for their accommodation to accommodate those others who are far away from here. Open a kind like community hostel for them that they must also learn and try to employ even three or four additional teachers to help interpret in the mainstream classes.

The principal was also asked to answer the following question: "Do you have any additional information you wish to share with me, or any question you would like to ask?" The principal responded by saying that:

Not much! As you are very familiar with the situation in which we are, we are trying to hit here and there to link up with other units and centres that can help us. Also, maybe to learn from them on how they are handling them. Also, we are trying to establish some links with other schools that those with grade 8, that when they complete school here, then they should go there. But the problem is resources. Most of the parents are not working. So, again, it will be very difficult for such parents to send them to other regions. Maybe, in your research, find the way to motivate that. I think the government should play a role here, like they are doing with Rukonga Vision School. They are transporting those learners from different regions to Kavango East ... to that school. So, they should open a school for the Deaf learners, then provide them with transport and other necessities that they will need.

The principal advocated for the construction of tailor-made infrastructure (classrooms and hostels) to meet the needs of the Deaf learners. Apparently, the principal's suggestions seem to support integration rather than inclusive education of the Deaf learners at the school. Separating the Deaf learners away from hearing learners at school or home is tantamount to discrimination. The Deaf learners need to stay and be taught together with their hearing peers at school. However, the principal's initiative to deploy additional Sign language staff can help improve communication between the hearing learners / staff and Deaf learners. Also, the principal's plan to establish networking strategies with mainstream schools in other regions can boost exchange programs to enhance inclusive education for Deaf learners at the school.

4.9.2 HoDs' suggestions on improving inclusive education

The HODs were asked to provide additional inputs for improving inclusive education as follows: "What suggestions would you give to improve inclusive education at your school?"

Table 45: Improving inclusive education for Deaf learners, HoDs' views

HoDs	HoDs' responses
HoD1	"All teachers need to be trained on how to teach Deaf learners using Sign language as a medium of instruction for Deaf learners."
HoD2	"Deaf learners' written work should be checked regularly by the HoDs to make sure that teaching and learning is being effected."
HoD3	"The Deaf learners should be taught in the same classrooms so that hearing learners can support Deaf learners as their peers in the classroom."

Table 45 shows the HoDs' suggestions on how the school can improve inclusive education at the school. The HoDs' suggestions aimed at improving the administration of the teaching and learning processes for inclusive education at the school. Their views were unlike the principal's perceptions that focused on improving the infrastructure and increasing the number of qualified Sign language teachers for the Deaf learners. The HoDs focused on introducing professional development activities

at the school that can equip teachers with suitable skills and knowledge in Sign language as a medium of instruction to improve communication between teachers and Deaf learners. Such practice can improve inclusive education for the Deaf learners at the school. Thus, teachers will be able to communicate with hearing learners and Deaf learners simultaneously in the classroom. The hearing learners will also learn Sign language through interactions between the teachers and the Deaf learners which can serve as a basis for all learners to support one another in class.

4.9.3 Teachers views on improving inclusive education for Deaf learners

The teachers were asked to answer the following question: "If you are given a chance to change anything about your school, what would that be and why?"

Table 46: Improving inclusive education for Deaf learners, teachers' views

T	Responses
T1	"The school should train teachers on Sign language usage so that they can communicate with Deaf learners."
T2	"The school should introduce training programs for teachers on how to use Sign language as a medium of instruction for Deaf learners. This can help teachers gain the necessary skills and knowledge of how to teach Deaf learners in class."
T3	"The school must employ professionally qualified teachers to teach Deaf learners because the Deaf learners are taught by an unqualified teacher. This compromises the quality of inclusive education that the Deaf learners are receiving at the school."
T4	"Now that nearly all the teachers are untrained in teaching Deaf learners. The school should invite Sign language experts to come and help us to communicate with Deaf learners using Sign language so that we can teach them the curriculum."
T5	"The school must procure and make Sign language materials available for Deaf learners and hearing learners to support one another in doing homework and other school work."
T6	"The school must request the regional office to provide in-service training to all the teachers on how to teach Deaf learners for inclusive education to be effective at the school."
T7	"Deaf learners must not be secluded in one room. They should be mixed with the hearing learners so that they are taught together in one class despite having different learning styles."

T8	“Parents/guardians of Deaf learners should be invited to attend Teacher/Parents’ meetings to share ideas with other parents/guardians on how to support the school in providing inclusive education to Deaf learners. Because teachers need support from parents/guardians, to make sure that the Deaf learners understand what they are being taught at school by supporting them to do homework, for example.”
T9	“Sign language should be taught to teachers and learners at the school so that Deaf learners can communicate easily with everyone at the school.”

Table 46 shows varied teachers’ responses to the question asked. The teachers concurred with the HoDs’ suggestions of improving the pedagogical knowledge of teachers through professional development activities that address the diverse learning needs of learners. Also, the teachers concurred with the principal that the school needs to appoint professionally qualified teachers to teach Deaf learners at the school. However, the latter suggestion has costly financial implications for the school unlike the former suggestion that is more sustainable and less costly. Hiring qualified Sign language interpreters to teach permanently at the school can be more expensive than engaging teachers in short-term courses on how to teach Deaf learners using Sign language. The teachers also suggested that teaching of Deaf learners should not be a task for teachers alone but also for the parents/guardians of Deaf learners. Parents/guardians of Deaf learners and teachers of Deaf learners need to collaborate and support each other in teaching Deaf learners to improve inclusive education at the school.

4.9.4 Hearing learners’ views on improving inclusive education for Deaf learners

The hearing learners were asked to answer the following question: “If you are given an opportunity to change anything about your school with regard to the education of Deaf learners, what will that be and why? Explain.” Table 47 shows the hearing learners’ responses to the question asked.

Table 47: Improving inclusive education for Deaf learners, hearing learners' views

HL	Responses
HL1	"Deaf learners should be taught in the same classroom with the hearing learners, so that they can learn and help one another in doing class or school work."
HL2	"The school should build another school only for Deaf learners where they should learn using Sign language."
HL3	"The school must find an additional classroom separate Deaf learners according to grade phases such lower primary and junior primary."
HL4	"The government should build another school for Deaf learners because they are grouped separately from hearing learners."
HL5	"Deaf learners should have separate classroom from the hearing learners because hearing learners always trouble and mock Deaf learners for their deafness."
HL6	"The school should employ Sign language interpreters to assist the teacher for the Deaf learners in teaching Deaf learners."
HL7	"Deaf learners should be in the same classroom with the hearing learners so that Deaf learners grow up socialising with hearing people."
HL8	"Deaf learners should learn in special schools because they learn differently from us."

Table 17 illustrates the suggestions posited by hearing learners to improve inclusive education of Deaf learners at the school. Some of the suggestions concurred with the perceptions that were mentioned by the principal, HoDs and teachers. For example, some of the hearing learners concurred with the principal that the school should build additional classrooms for the Deaf learners to be taught in separate or special classrooms or schools because of their deafness. Unfortunately, the practice of separating Deaf learners away from hearing learners makes the school to be discriminatory against Deaf learners, and it therefore, defeats the purpose for inclusive education. However, in concurrence with the HoDs and teachers, some hearing learners suggested that Deaf learners and hearing learners should be taught in the same classrooms. Such school practice can promote hearing learners and Deaf learners to socialise and support one another during classwork. As was mentioned by the principal, the school

was secluding Deaf learners from hearing learners as they were taught in different classrooms. In order to improve the Deaf learners' experience of inclusion at the school, the school needs to change its negative attitude towards Deaf learners by allowing them to be taught in the same classrooms with their hearing peers. Booth and Ainscow (1998) confirm that mainstream schools need to acknowledge and appreciate learner diversity, whereby, Deaf learners learn together with hearing learners in one classroom in curtailing the common practice of secluding Deaf learners from learning with hearing learners.

4.9.5 Deaf learners' views on improving inclusive education for Deaf learners

The Deaf learners were asked to answer the question: "What suggestions would you give to improve inclusive education at your school?"

Table 48: Deaf learners' suggestions on how to improve inclusive education

DL	Responses
DL1	"The school should allow us to learn together with hearing learners for us to get help from peers in areas where the teacher did not explain clearly during the lesson."
DL2	"The school should make sure that teachers are trained on how to communicate and teach Deaf learners."
DL3	"The parents/guardians of Deaf learners should visit the school to discuss our future in accessing inclusive education."
DL4	"The school should make sure that Deaf learners are taught all subjects not just a few that are easy to teach by teachers."
DL5	"Motorists especially taxi drivers should be reminded to drive carefully so that Deaf learners are not involved in car accidents outside the school."

Table 48 above shows the suggestions that were provided by the Deaf learners on how the school can improve inclusive education at the school. The Deaf learners advanced the same suggestions as the HoDs, teachers and hearing learners that the school should allow Deaf learners to be taught in the same classroom as hearing learners. This practice could enable Deaf learners and hearing learners to support and collaborate with one another in subject areas that are problematic to them. The aforementioned

suggestion implies that the mainstream school should allow Deaf learners and hearing learners to be taught in the same classrooms. Deaf learners should not be segregated away from hearing learners as is the practice at special schools or units such as Eluwa Special School in northern Namibia. Like the HoDs and teachers, the Deaf learners suggested that teachers should be trained in Sign language as a medium of instruction for effective communication to take place between teachers and Deaf learners. They differed with the principal's suggestion of recruiting additional Sign language teachers to improve inclusive education but suggested that teachers should instead be trained on how to use Sign language as a medium of instruction in all the subjects. As was alluded earlier, recruiting qualified Sign language experts at the school can be more expensive than training all teachers on how to use Sign language as a medium of instruction. It can lessen the burden of Sign language specialists to teach Deaf learners in all the subjects of the school curriculum by sharing the workloads among all teachers at the school.

4.9.6 School-board members' views on improving inclusive education for Deaf learners

The school-board members were asked to answer the following question: "If you could be given an opportunity to change something about inclusion or exclusion of Deaf learners in your school, what will you change or introduce and why?" Table 49 depicts the school-board members' suggestions for change in improving inclusive education for the Deaf learners at the school.

Table 49: Improving inclusive education for Deaf learners, school-board members' views

School Board Members (SBM)	Responses
SBM1	“A hostel must be built to accommodate many deaf children living in the villages who are not schooling because of lack of accommodation and transport money.”
SBM2	“The Deaf learners should have workshops or refresher courses to learn the subject of Sign language as a medium of instruction for Deaf learners.”
SBM3	“What I would like to change in the school is the curriculum. The new curriculum should include additional illustrations to help teachers to effectively teach Deaf learners.”

As depicted in Table 49, the school-board members made suggestions in which inclusive education can be improved at the mainstream school. However, the view of constructing a new hostel by one school-board member which was also echoed by the principal and teachers could inhibit rather than enhance inclusive education at the school. The practice of separating Deaf learners from the hearing learners promotes segregation and discrimination of Deaf learners. Furthermore, the school-board members concurred with the suggestion of the HoDs, teachers, hearing learners and Deaf learners that teachers should be taught Sign language as a medium of instruction to improve communication between the teachers and the Deaf learners. By equipping teachers with the epistemic knowledge of how to use Sign language as a medium of instruction, Deaf learners can be taught all the subjects by different teachers to enhance inclusion. At the time of the study, the school was excluding the Deaf learners from attending Computer Studies because it had no teachers who were capable of teaching the technical subjects of Computer Studies.

4.9.7 Parents/guardians views on improving inclusive education for the Deaf learners

The parents/guardians were asked to answer the following question: “If you could be given an opportunity to change something about inclusion or exclusion of Deaf learners in your school, what will

you change or introduce and why? Table 50 shows the suggestions by parents/guardians in improving inclusive education for the Deaf learners at the school.

Table 50: Improving inclusive education for Deaf learners, views of parents and guardians

Parents/ Guardians (PG)	Responses
PG1	“The school should make sure that Deaf learners are taught together with hearing learners and should not be taught in isolation for inclusive education to improve at the school.”
PG2	“The school should seek help from Government to build classrooms for the Deaf learners which meet the Deaf learners’ learning needs.”
PG3	“Inclusive education for the Deaf learners can be improved if the school can appoint qualified teachers who can teach the subject of Sign language to Deaf learners.”
PG4	“The school should build a hostel for Deaf learners to minimise the risk of road accidents while walking long distances up and down to school.”

Table 50 above shows the parents/guardians’ suggestions to improve inclusive education for the Deaf learners at the mainstream school. In concurrence with the suggestions HoDs, teachers, hearing learners, Deaf learners, school-board members, the parents/guardians suggested that hearing learners and Deaf learners should be taught together in a diverse learning environment. Such practice embraces a culture of inclusion in which Deaf learners are not marginalised based on their deafness. The parents/guardians were in agreement with the principal, teachers, hearing learners and school board members that the school should build new tailor-made classrooms and hostels for Deaf learners. Despite the fact that the proposition aims to minimise the risks of Deaf learners in the streets, it promotes the exclusion of Deaf learners from interacting and socialising with hearing learners in a natural learning environment.

Summary

The participants made several suggestions to enhance and/or inhibit the inclusion of Deaf learners at the mainstream school. On one hand, the participants made suggestions that can hinder inclusion such as the construction of tailor-made classrooms or hostels for the Deaf learners. The construction of such infrastructure is supportive of special schools that isolate the Deaf learners away from their hearing counterparts based on their deafness. Similarly, the suggestion of separating Deaf learners from being taught in the same classrooms as the hearing learners is discriminatory and prejudiced against the Deaf learners. The Constitution of Namibia deters any persons or institutions from discriminating Deaf learners based on deafness. On the other hand, the participants made some propositions that can enhance inclusive education for the Deaf learners at the school. These included the training of all teachers in Sign language as a medium of instruction for the Deaf learners and the teaching of Deaf learners together with hearing learners in the same classrooms. Continuous professional development activities can allow teachers to attend short-courses on how to use Sign language to communicate with Deaf learners. This is cheaper than hiring qualified Sign language teachers who are scarce in the region and country at large. The practice of combining hearing learners and Deaf learners in one classroom for teaching and learning purposes can enhance the inclusion of Deaf learners in a natural learning context.

4.10 RESEARCHER'S OBSERVATION

The researcher carried out observations using a non-participative observation instrument depicted in Table 51. Deaf learners who participated in the study were observed both inside and outside the classroom. The activities that were observed were jotted down in the observation sheet. In cases where the researcher was doubtful of the observations, the Deaf learners were approached to confirm the observations for correctness.

Table 51: Researcher's observations

REFLECTIVE QUESTIONS	RESEARCHER'S OBSERVATIONS	EVIDENCE
<p>Teaching and learning How are Deaf learners included/excluded in the academic activities of the mainstream school?</p>	<p>Classrooms <i>I observed that Deaf learners were excluded from using regular classrooms.</i></p>	<p><i>Deaf learners were taught in a storeroom inside the library. Hearing learners were taught in regular classrooms.</i></p>
	<p>Curriculum <i>I observed that Deaf learners were included in academic activities by using the same curriculum.</i></p>	<p><i>The school used the same curriculum to teach hearing learners and Deaf learners.</i></p>
	<p>Written work <i>I observed that Deaf learners' books were marked and corrected by the teacher.</i></p>	<p><i>Deaf learners' books had written work that was marked and corrected.</i></p>
	<p>Arts <i>I observed Deaf learners drawing and coloring in their Arts books.</i></p>	<p><i>Colored drawings were drawn in Deaf learners' Arts books.</i></p>
<p>Are there any noticeable communication barriers between the Deaf learners and hearing learners, and, also between the Deaf learners and teachers?</p>	<p><i>I observed that Deaf learners mainly communicated with their fellow Deaf learners and their class teacher in and outside their classroom.</i></p>	<p><i>Deaf learners rarely communicated with hearing learners and vice versa.</i></p>
<p>How are Deaf learners excluded in the academic activities of the school?</p>	<p><i>I observed that two subjects: Computer Studies and Life Skills were not taught to DLs and that the two subjects did not appear on the DLs' timetables.</i></p>	<p><i>DLs were excluded from attending Computer Studies and Life Skills subjects.</i></p>
<p>How are Deaf learners excluded in the social activities of the school?</p>	<p><i>I observed two or three Deaf learners dancing during a school cultural activity.</i></p>	<p><i>DLs danced during a cultural activity at the school.</i></p>
<p>Are teachers using visual aids such as pictures?</p>	<p><i>I observed the teacher making use of pictures, posters and charts during a Social Studies lesson.</i></p>	<p><i>Charts, posters and pictures were displayed on the classroom walls.</i></p>

Sports and sports facilities Are deaf learners included or excluded in using sports facilities of the school?	<i>I observed Deaf learners running and playing football in the sports field together with hearing learners and Deaf learners.</i>	<i>Deaf learners were included in using football grounds to play football during a Physical Education period.</i>
Resource rooms Are Deaf learners using Resource rooms such as science laboratories?	<i>I observed that there was no period on the DLs' timetable to be taught or conduct experiments in the science laboratories.</i>	<i>The DLs were excluded from using science laboratories.</i>
Examinations, tests and homework Are Deaf learners writing tests and examinations together with the hearing learners at the mainstream school?	<i>I observed that DLs wrote tests, homework and examinations separately from hearing learners.</i>	<i>DLs' homework, tests and examination marks were recorded separately from hearing learners' continuous assessment forms.</i>

The researcher's observations were both in agreement and disagreement with the participant's perceptions on the questions asked-above. On the question of inclusion and exclusion of Deaf learners at the school, the researcher concurred with the perceptions of the principal, HoDs, school-board members that the school was excluding the Deaf learners from experiencing inclusive education. This was evidenced by the practice in which the Deaf learners were isolated and taught in a store-room like classroom, while their hearing counterparts were taught in modest classrooms. Despite the fact that the Deaf learners were actively involved in extra-curricular activities such as sports and gardening, they were segregated from attending Computer Studies as was perceived by the school-board members, for example. The Deaf learners were not allowed to use science laboratories because of their deafness. The exclusion of Deaf learners from accessing science laboratories at school is discriminatory and inhibits inclusion.

Furthermore, the researcher's observations of the school practices of separating the Deaf learners from writing the same examinations, tests and homework with hearing learners attests the principal's perception that the school was excluding Deaf learners to experience inclusive education. By and large, the school was inhibiting rather than enhancing the inclusion of Deaf learners in the manner in which they were placed and taught at the school.

4.11 SUMMARY

Chapter four presented the participants' perceptions according to the six categories of the study. In general, the participants agreed that the school was practicing integration rather than inclusive education. Despite having access to inclusive education, the Deaf learners were isolated from the hearing learners based on their deafness and were thus denied the opportunity to experience inclusion at the school. The participants registered different challenges why the Deaf learners were excluded at the school including the lack of qualified Sign language teachers, lack of suitable Sign language materials and tailor-made facilities such as classrooms and hostels for the Deaf learners. Unfortunately, the introduction and availability of such facilities could further inhibit Deaf learners from accessing inclusive education. There is need for the school to define the roles of various stakeholders to support inclusive education. This can help the school to meet the academic, social and diverse learning needs of Deaf learners at the mainstream school. The participants' suggestions to introduce short-courses to train teachers in the use of Sign language as a medium of instruction school can help enhance the inclusion of Deaf learners through meaningful communication between teachers and Deaf learners at the mainstream school. The next chapter presents the discussions, conclusions and recommendations on the interplay between inclusion and exclusion of Deaf learners at the mainstream school.

CHAPTER 5

5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter five discusses in detail the findings of the study presented in Chapter four. Data is discussed under the themes as derived from the research sub-questions:

- Which school practices enhance or inhibit inclusion of Deaf learners at the mainstream school?
- What are the challenges for implementing inclusive education?
- What are the roles of stakeholders in implementing inclusive education?
- What are the Deaf learners' learning needs at the mainstream school?
- How do learners and teachers communicate with Deaf learners?
- What interventions does the mainstream school use in response to Deaf learners' needs?

The overall objective of this chapter is to explain meanings to the findings by responding to the research questions on the interplay between inclusion and exclusion of Deaf learners at a mainstream school as outlined in Chapter one, sub-section 1.4. Furthermore, this chapter will present the conclusions and recommendations of the study according to the six categories of collected data using thematic analysis as mentioned in Chapter three.

5.2 INCLUSION AND EXCLUSION OF DEAF LEARNERS

5.2.1 Access to inclusive education

In summary, the first and foremost overall findings of the study pertained the Deaf learners' inclusion and exclusion to inclusive education. The mainstream school sought to implement the UN Convention of the Rights of Persons with Disabilities, Article 24: Education, 2 (b) (United Nations, 2006, p. 15), that

advocates for inclusive education in which “persons with disabilities [e.g. Deaf learners] can access an inclusive, quality and free primary ... education on an equal basis with others in the communities in which they live.” The mainstream school was the only school in the Zambezi Region that made provision for the Deaf learners to freely access education. The school’s initiative to open a Deaf unit in the region is highly commendable, taking into cognisance the fact that there are 5 159 Deaf persons aged 5 years and above of which a total number of 83 (1.6%) attended pre-primary education including the few Deaf learners at the mainstream school (Namibia Statistics Agency, 2016). Unfortunately, Deaf units are often linked to special schools which seclude learners according to disabilities such as deafness. However, in line with the National Disability Council Act of 2004, the school aimed to make provision of education for all Namibian “children [including Deaf learners] to be taught whenever possible regardless of individual differences or difficulties they may have” (GRN, 2004, p. 18). Unlike other mainstream schools that do not accord Deaf learners the opportunity to access inclusive education, the Deaf learners at the mainstream school were welcomed and valued to access inclusive education.

Conclusion

The Deaf learners were allowed to access free education at the mainstream school. The school welcomed and accommodated the Deaf learners to attend schooling using the recruitment and admission regulations that were applicable to hearing learners. The acceptance of Deaf learners at the school was in line with the UN Convention on the Rights of Persons with Disabilities and the National Disability Council Act of 2004 that propagate for inclusion of Deaf learners in schools.

Recommendations

- The researcher recommends that the mainstream school should continue with the processes of recruiting and admitting Deaf learners to access free inclusive education at the school just like their hearing counterparts.

- The school should abolish the Deaf learners' storeroom-like classroom and place the Deaf learners in regular classrooms according to their grade levels.
- To avoid depriving Deaf learners of their right to education, the mainstream school should ensure that Deaf learners are, as far as possible, taught together with hearing learners.

5.2.2 Inclusion and exclusion of Deaf learners in school activities

In summary, the overall findings of the theme at hand revealed that Deaf learners were included in extracurricular school activities such as sports, entrepreneurship, school gardening and cultural dancing but were excluded from attending Computer Studies and Life Skills as subjects. On one hand, the school did well to actively involve Deaf learners in school extra-curricular activities to experience success. But on the other hand, the school deprived Deaf learners from experiencing success in essential subjects such as Computers studies which are prerequisites for an emerging knowledge-based economy like in Namibia. Loreman (2009) in Slee (2018, p. 16) affirm that "all children (including the Deaf learners] should contribute to regular school and classroom learning activities and events." The exclusion of Deaf learners from attending key subjects such as Computer Studies and Like Skills need to be reviewed by the school to allow Deaf learners to experience inclusion and success in the above-mentioned subjects.

Conclusion

Despite engaging Deaf learners to attend selected classes, the school segregated and deprived the Deaf learners from attending essential subjects such as Computer Studies and Life Skills that can equip them to contribute meaningfully in a knowledge-based economy after they have completed schooling.

Recommendation

- The school should review the school policies that inhibit Deaf learners from attending certain classes. The Deaf learners should be allowed to attend all classes without segregation including Computer Studies and Life Skills.

5.2.3 Inclusive and exclusive curriculum

In summary, the study findings under the first theme at hand revealed that the school was implementing the same curriculum for both hearing and Deaf learners at the school. These findings were similar to the study findings in Zimbabwe by Mapolisa and Tshabalala (2013) that revealed that the curriculum in mainstream schools is often designed for learners without hearing impairment. Another study in Kenya that was carried out by Adoyo (2007, p. 9) also revealed that a regular curriculum, which is “extensive and demanding, centrally designed and rigid” was used for Deaf learners in mainstream schools. Gearheart, Wieshahn and Gearheart (1992) in Mapolisa and Tshabalala (2013) posit that a generic curriculum that caters for all different learners is ineffective for teaching and learning. The researcher disagrees with Mapolisa and Tshabalala (2013) that the use of a generic curriculum is ineffective. An exclusive tailor-made curriculum for the Deaf learners promotes segregation while a generic and inclusive curriculum encourages inclusion. In the tailor-made curriculum, Deaf learners are taught separately from the hearing learners while the generic curriculum allows the Deaf learners and hearing learners to be taught together in classrooms.

Conclusion

The mainstream school was using a generic curriculum for hearing learners and Deaf learners to achieve the same learning outcomes prescribed by the Ministry of Education, Arts, and Culture, despite the fact that the Deaf learners were taught in an isolated classroom away from the hearing learners.

Recommendation

- The school is encouraged to continue using the generic curriculum for hearing learners and Deaf learners to avoid further discrimination of the Deaf learners in attaining the same learning outcomes as prescribed by the curriculum.
- The school should seek for advice from Sign language experts at NIED on how teachers can interpret the curriculum for Deaf learners to enhance effective teaching and learning at the school.

5.3 CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

5.3.1 Integrated education and inclusive education

The overall finding of the study on the interplay of integrated and inclusive education of Deaf learners revealed that the school implemented integrated education rather than inclusive education. Integration can be described as a process of according education opportunities to children/ persons with special needs in the mainstream through special classes or units. Despite the fact that the school allowed Deaf learners free access to education, the Deaf learners were segregated and taught in separate classrooms (Slee, 2018). Worse still, not only were the Deaf learners segregated away from the Deaf learners, they were taught in a store-room like classroom with no proper ventilation. Therefore, integration, which was the forerunner to inclusive education was prevalent at the school. The practice of separating Deaf learners from hearing learners often leads to integration rather than inclusion. Antia and Stinson (1999) in Adoyo (2007) found out that Deaf learners were taught separately due to the complex nature of teaching Deaf learners together with hearing learners. Similarly, the school excluded Deaf learners from being taught together with hearing learners in mainstream classrooms. Therefore, the school can be classified as belonging to the first school of thought of integrated education that rejects inclusive education in favor of segregated schools for Deaf learners (Slee, 2018).

The school is typical of special schools in Namibia that are designed and dedicated to particular diagnostic categories including deafness. Although the proponents for special education are against the common belief that Deaf learners are not teachable, they claim that special education exists due to the negative attitude of mainstream schools towards educating Deaf learners (Slee, 2018). Although the school claimed to be practising inclusive education, in reality, it practised segregated education because the Deaf learners were segregated from the hearing learners based on the diagnostic theory of deafness and beliefs that they were unteachable in regular classrooms as they required special treatment.

From the researcher's perspective, the school was not aware of the difference between integrated education and inclusive education. The school claimed to be providing inclusive education while it was providing integrated education. The process of recruiting and admitting Deaf learners at the school does not warrant inclusive education. For Deaf learners to experience inclusive education, the school needs to allow the Deaf learners to be taught together with their hearing peers in regular classrooms without discrimination.

Conclusion

In conclusion, the mainstream school practiced integrated / segregated education rather than inclusive education. Deaf learners and hearing learners should learn in regular, heterogeneous classrooms with same-age peers to experience inclusion at the mainstream school. Teaching Deaf learners and hearing learners in the same classroom at the same time is an international practice which gives equal opportunities to marginalized persons such as Deaf learners to access inclusive education. Despite the fact that Deaf learners have access to inclusive education at the school, the school was implementing separate education to Deaf learners. In other words, the school was implementing ableism in which learners were segregated according to their sensory disabilities, in this case, deafness. Therefore, this

study concluded that the school envisioned to implement inclusive education for the Deaf learners while in practice it practised separate or integrated education for Deaf learners.

Recommendations

- The researcher recommends that the school should carefully study the policy on inclusive education to be able to implement inclusive education at the mainstream school.
- Deaf learners and hearing learners should be taught together with hearing learners in the same classrooms and should not be separated based on deafness.
- The school should remove the barriers to inclusive education by allowing hearing learners and Deaf learners to be taught in the same diverse teaching and learning environment. However, this requires the teachers to be innovative in designing teaching and learning materials in order to meet the diverse needs of learners in the classroom. The Ministry of Education, Arts, and Culture should give prominence to the Sector Policy on Inclusive Education (MoEAC, 2013) by appointing professionally qualified Sign language teachers to teach Deaf learners at the school.

5.3.2 Negative attitudes towards Deaf learners

In short, the study revealed that hearing learners and teachers had negative attitudes towards the Deaf learners. The use of derogatory names such as “*Lipulupulu*” by hearing learners and staff to label or name Deaf learners showed that the Deaf learners were not accepted and welcomed at the school. In other words, the school did not respect and value the presence of the Deaf learners at the school which was evidenced by negatively labeling the Deaf learners with derogatory names such as “*Lipulupulu*”. This labeling is a combination of the Medical and Charity Models, as opposed to the Social Model that is aimed at fostering acceptance and value of diversity. It seems that there was no acknowledgement for the Deaf culture as a justified and democratic imperative at the school.

Conclusion

Therefore, the study concluded that Deaf learners were marginalized by the hearing learners and staff which inhibited inclusion of Deaf learners at the school. In order for Deaf learners to experience inclusion, the negative attitude of hearing learners and staff towards the Deaf learners need to change for the better.

Recommendations

- The school should encourage hearing learners and teachers to embrace and accept the Deaf learners' presence at the school by calling them with their sign names.
- The whole school culture should change to embrace diversity and be proud of being an inclusive school.

5.3.3 Lack of communication / interaction between hearing learners and Deaf learners

In summary, the study revealed that Deaf learners were isolated from hearing learners. During break time, the researcher observed that, Deaf learners were most of the time standing next to their class, whereby they only interacted with each other and hardly mixed with the hearing learners. This is in contrast with the Bronfenbrenner's bioecological model of development which encourages mainstream schools to focus on the development of each individual learner and the immediate environment. Furthermore, Swartz and Pettipher (2016) encourage mainstream schools to inculcate a culture of continuous interaction and communication with Deaf learners. Continuous interaction and communication supports inclusive education by avoiding isolation of Deaf learners at the school (Swartz and Pettipher, 2016). In other words, the school excluded the Deaf learners from communicating or interacting regularly with hearing learners and staff at the school.

Conclusion

The staff and hearing learners used facial expressions and body language to communicate with Deaf learners. The study concluded that there was no or very little communication between the hearing learners /staff and Deaf learners at the school.

Recommendations

- The school should conduct in-service training programs to equip teachers and school management cadres (principal and HoDs) to acquire basic Sign language skills to be able to communicate effectively with Deaf learners.
- The school should encourage the hearing learners and Deaf learners to socialise with one another in and outside the classrooms.

5.3.4 Lack of resources

In short, the study revealed that the school had a challenge of lack of physical and human resources to support inclusive education like in many African countries. Mapolisa and Tshabalala (2013) in their study found out that mainstream schools in Zimbabwe had inadequate resource materials to meet the needs of Deaf learners. The school was challenged by lack of teaching and learning materials, such as books, pictures, charts, videos to support inclusive education for the Deaf learners.

The study revealed that the teachers lacked training to support inclusive education for the Deaf learners at the school. Mapolisa and Tshabalala (2013) in their study revealed similar findings that the majority of teachers had no experience in teaching children with Deaf learners in an inclusive setting neither were they in possession of an appropriate qualification to teach Deaf learners. Consequently, the teachers were unable to adapt the school curriculum to suit the diverse needs of Deaf learners. This finding is similar to the findings of Adoyo (2007) that revealed that curriculum was one of the obstacles for

effective teaching and learning to take place for the Deaf learners. The Deaf learners were excluded from gaining quality inclusive education as the teachers were unable to adapt the school curriculum to address the diverse learning needs of Deaf learners at the school. Unfortunately, this key feature of inclusive education was found wanting at the school.

Conclusion

The teachers for the Deaf learners were professionally unqualified to teach Deaf learners and had insufficient teaching and learning materials to support inclusive education at the school.

Recommendations

- The school should liaise with the Inspector of Education and the Human Resource offices to advertise, select and appoint suitable teachers who are experienced and professionally qualified to teach Deaf learners.
- The school should procure and avail suitable teaching and learning resources that teachers can to address the diverse learning needs of learners including Deaf learners.

5.4. ROLES OF STAKEHOLDERS IN SUPPORTING INCLUSIVE EDUCATION

Briefly, the study revealed that education stakeholders played different roles to support inclusive education for the Deaf at the school instead of depending on teachers only. The roles played by the stakeholders at the school was in line with the expectations of the Ministry of Education, Arts, and Culture (2014) which advocates for the co-responsibility of all stakeholders including parents/guardians in ensuring learners' progress in education. A study by Mukhopadhyay et al (2012, p. 7) also found out that "if inclusive education is to be implemented successfully, school systems need to involve parents, teachers, students, and key community members in district-wide planning". Teachers for the Deaf learners alone cannot succeed in implementing inclusive education in mainstream

schools. Inclusive education requires concerted efforts from all the stakeholders of the mainstream school (Swart & Pettipher, 2016).

This study concluded that the key stakeholders, namely parents/guardians were not providing adequate support for the mainstream school to successfully implement inclusive education that could benefit the Deaf learners to access free quality inclusive education. The study also revealed that the Deaf learners received various support from different stakeholders to experience and access inclusive education at the school.

Conclusion

The stakeholders played various roles to support Deaf learners to experience inclusive education at the school. Despite the fact that the school had no formal or written roles, all the stakeholders supported the Deaf learners to experience inclusion at the school.

Recommendations

The school can use some of the identified roles as guidelines to help parents/guardians of the Deaf learners who were aware and those who were not aware of how best to support their Deaf learners' in inclusive education. Parents can make sure that:

- their children come to school with clean uniforms
- help their children with assignments/homework
- encourage their children to come to school regularly
- give enough food to their children
- give moral support to their children
- parents /guardian need to check their learners' exercise books during parents day
- parents need to go to school meetings when invited

- Parents need to provide shelter to their Deaf children.

The school should coordinate the roles of various stakeholders to support inclusive education through existing organisations such as Teacher/Parents' Associations at the school.

- Parents/guardians need to visit the school to check their Deaf children's workbook and see how they are coping with school work, regularly.
- Parents/guardians need to participate with the extra-mural and extra-curricular activities such as traditional dancing to help with the inclusion of their Deaf children.
- Parents/guardians need to be given sign language classes where they will learn Namibian signs which will help them to communicate with their Deaf children when they are interacting at home.

5.5 DEAF LEARNERS' NEEDS

In short, the study revealed that Deaf learners had different needs which included effective teaching and learning, available of resources, as well as remedial teaching. The mainstream school recruited a teacher for Deaf learners to meet and satisfy Deaf learners' needs for education. The exposure of Deaf learners to teaching and learning processes at the school imply that they are experiencing inclusion. The study revealed that Deaf learners were not provided with adequate resources at the school. The lack of adequate resources such as books and charts excludes Deaf learners from gaining information that can help them achieve learning outcomes that are stated in the school curriculum. The study revealed that Deaf learners were needed remedial teaching in some school subjects. The Deaf learners are excluded from attending remedial classes that could help them to comprehend subject areas that were unclear during the normal class teaching and learning in the classrooms.

The study revealed that Deaf learners needed to develop different educational skills such as how to use Computers to retrieve information. The school did not make provision for Deaf learners to access the

computer labs. The researcher observed that Computer Studies and Life Skills as school subjects were not taught to Deaf learners. This was also proven by the Deaf learners' time table that did not reflect the two subjects of Computer Studies and Life Skills. The school excluded Deaf learners from inclusive education by depriving them from being taught Computer Studies and Life Skills.

Conclusion

The study revealed that Deaf learners had personal (food, health, clothing and shelter), social (hearing friends and peers) and educational needs (books, pictures, charts). The study concluded that the Deaf learners' personal needs were adequately provided by their parents/guardians. The study concluded that Deaf learners were often isolated and segregated from hearing learners. The Deaf learners were also not happy with this exclusion because they wanted to be together with the hearing learners. The study also revealed that the educational needs fell short of Deaf learners' expectations as they were deprived of being taught subjects that are included in the school curriculum such as Computer skills and Life Skills.

Recommendations

- The school should encourage the parents/guardians of Deaf learners to continue supporting their **Deaf children** with basic needs such as dressing in uniform and having adequate supplies of food to eat at school.
- The school should encourage both the Deaf learners and the hearing learners to interact with one another in and outside the school.
- The school should allow the Deaf learners to attend all the subjects in the school curriculum such as Computer Studies and Life Skills.

5.6 COMMUNICATION WITH DEAF LEARNERS

An overall finding of the study on the interplay of inclusion and exclusion of Deaf learners at the mainstream school was based on the communication between the hearing learners/staff and Deaf learners. Communication is essential for any mainstream school to achieve its set goals of inclusive education. In this case, the school did not afford Deaf learners adequate opportunities to communicate with hearing learners at the school because the Deaf learners were segregated from the hearing learners. A study that was conducted by Khairuddin, Miles and McCracken (2018) in Malaysia revealed that confining Deaf learners into separate classrooms deprives the Deaf learners an opportunity to develop communication skills. The study further revealed that there was very little or no meaningful communication between hearing learners / staff and the Deaf learners. In an inclusive education setting, it is important that hearing learners and staff interact meaningfully with Deaf learners regularly. Unfortunately, it was not the case at the mainstream school. Although, the hearing learners and staff were eager to interact with Deaf learners, they lacked Sign language skills and which compelled them to resort to the use of body signs and gestures. The overall findings resemble the findings by Mukhopadhyay, et al (2012) in Botswana which revealed that learners with or without the disability of deafness freely interacted with each other during group work tasks and outside the classroom, albeit with limited understanding. Similarly, the study by Asonye et al (2018) revealed that hearing people in Nigeria communicated with Deaf learners using “broken” signed language such as, the breast to indicate “woman”, holding the beard to indicate “man”. The usage of wrong sign language by hearing learners and staff excluded Deaf learners from meaningful communication with the hearing learners and staff at the school.

Conclusion

Communication is essential for any organisation to achieve the set goals of any institution. Mainstream schools including Deaf learners are no exception. The communication breakdown was caused by the fact that the hearing learners including teachers were not knowledgeable of the Sign language, which is the primary form of communication for Deaf people. Therefore, the study concluded that there was minimal communication between the Deaf learners and the hearing learners and teachers.

Recommendation

- The Ministry of Education, Arts, and Culture should organise workshops to train school managers, teachers, parents/guardians, hearing learners and school-board members to use Sign language as a means of communication between the hearing community and Deaf learners at the mainstream school.

5.7 SCHOOL INTERVENTIONS

In brief, the study revealed that the participants provided varied intervention strategies that the school can use to support the implementation of inclusive education of Deaf learners. The suggested school interventions included but were not limited to the following: the School principal soliciting support from parents/guardians of Deaf learners; parents/guardians to play an active role in the education of their Deaf children; equip teachers with the skills of adapting the school curriculum is an inclusive intervention that can help teachers to satisfy the learning needs of Deaf learners; introducing continuous professional development for teachers of Deaf learners; and to engaging stakeholders to assist Deaf learners to achieve their academic potentials at the school. Despite the fact that the mainstream school was the only school in the Zambezi region that catered for the educational needs of the Deaf learners, there exist many aspects of inclusive education that the school needs to address. However, since the

inception of the Deaf unit at the mainstream school almost ten years ago, there are no major signs of improvement in the provision of inclusive education.

Conclusion

Therefore, this study concluded that the mainstream school did not have an inclusive strategic plan that spelt out how the school could intervene in mitigating the needs of Deaf learners in the immediate, medium to long-term plans.

Recommendations

- The mainstream school should engage and involve all stakeholders in developing strategic-intervention plans to regularly monitor and evaluate the implementation of inclusive education for the Deaf learners at the school.

5.8 SUGGESTIONS TO IMPROVE INCLUSIVE EDUCATION FOR DEAF LEARNERS

In summary, the study revealed that the participants were divided in two groups according to the two schools of thought mentioned earlier in terms of their suggestions on inclusive education. One group of participants was in favour of Deaf learners to be segregated from hearing learners while the other group was for inclusion of Deaf learners at the school. Samuel (2017) states that, to deny children the opportunity to learn together with others, without segregation, is to jeopardize their opportunity of living fully with the larger multicultural society. The study findings are in agreement with the discussions asserted by Shiimi (2018) that inclusion goes beyond disabilities to include all forms of diversity and presume all learners are a part of the regular school system. The first school of thought that advocates for Deaf learners to be taught separately from hearing learners is a barrier to inclusive education while the second school of thought enhances inclusion of Deaf learners by allowing them to learn together with hearing learners without segregation.

Conclusion

The mainstream school had shortfalls in the provision of inclusive education for the Deaf learners. The school segregated the Deaf learners from their hearing peers to learn together in regular classrooms. For example, the study revealed that Deaf learners were taught separately from the hearing learners and were denied their right to learn subjects such as Computer Studies and Life Skills. Therefore, this study concluded that the mainstream school segregated the Deaf learners from hearing learners.

Recommendations

- The mainstream school should remove the barrier of segregation of Deaf learners by accommodating the Deaf learners to learn all subjects together with their hearing peers in same classrooms.
- The school should introduce remedial classes to address Deaf learners' individual learning needs.

5.9 Chapter Summary

The chapter presented a synopsis of the overall findings of the study according to the six themes of the study: Inclusion and exclusion of Deaf learners; Challenges of implementing inclusive education for the Deaf learners; Roles of parents/guardians in supporting inclusive education; Deaf learners' needs; Communication with Deaf learners; School interventions; and Suggestions to improve inclusive education for the Deaf learners. Thereafter, conclusions were drawn for each specific theme of the study prior to providing recommendations for improving the implementation of inclusive education in mainstream schools in the Zambezi Region.

6. FINAL SUMMARY

This study focused on the interplay between inclusion and exclusion of Deaf learners at a selected mainstream school in Namibia. The school was the only school in the Zambezi Region that made provision for the Deaf learners to attend schooling. In principle, the school envisioned implementing inclusive education for the Deaf learners although in practice it implemented integrated education which segregated learners according to deafness. This was evidenced by the placement of Deaf learners in an isolated store-room like classroom where they were taught separately from the hearing learners. As a result, the Deaf learners were deprived of opportunities to interact and socialise with their hearing peers for personal growth and development.

The mainstream school experienced several challenges in its effort to provide inclusive education to the Deaf learners. The major challenges included the lack of adequate human and physical resources for the school to efficiently and effectively implement inclusive education. In terms of human resources, the teachers and the school managers had no formal training in teaching and usage of Sign language as a medium of instruction for the Deaf learners. The situation was further aggravated by the lack of teaching and learning materials to enhance inclusive education at the school. However, despite the lack of necessary teaching and learning materials, the school actively involved the parents/guardians of the Deaf learners to partake in the learning processes of their Deaf children rather than leaving the responsibility of educating the Deaf learners to the school or teachers alone.

The school has at its disposal several intervention strategies that were outlined by the participants to enhance inclusive education for the Deaf learners at the school. The recruitment and appointment of professionally qualified teachers in Sign language as a medium of instruction can improve meaningful communication between the Deaf learners and teachers in and outside the classroom settings. Also, conducting school-based continuous professional development activities in Sign language can enhance communication between hearing learners/teachers and the Deaf learners, but to mention a few.

It is anticipated that the findings of this study will stimulate both emerging and renowned researchers to conduct further studies to guarantee the Deaf learners' rights to access quality inclusive education in the Zambezi Region and country at large.

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TITLE OF THE RESEARCH PROJECT: *The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia*

DATE: _____

THE RESEARCH PARTICIPANT

RESEARCH INFORMATION LETTER

I am a Master's Exchange Student (no. 201301107). I am a Master of Education (Inclusive Education) student at the University of Namibia. The purpose of this study is to look at the school experiences of deaf learners at a mainstream school with the aim of identifying the degree to which they are included or excluded.

The purpose of this study is to explore the Inclusion and Exclusion experiences of Deaf learners at one mainstream school in Namibia.

Methodology

The research is exploratory in nature by responding to questions through individual or focus group interviews.

Procedure

All data will be collected through the researcher captures everything and does not lose any information. The data will be accessible to audio record during individual interviews and video-

APPENDIX A: INFORMATION LETTER TO THE PROSPECTIVE PARTICIPANT

(Principal /Head of Departments/ Teachers/ School-Board Members/ Parents/ Guardians/ Sign Language Interpreter)

TITLE OF THE RESEARCH PROJECT: **The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia**

Date:

Dear Prospective Participant

SUBJECT: INFORMATION LETTER

My name is Monica Kachana Matakala (student no: 201303107). I am a Master of Education (Inclusive Education) student of the University of Namibia. The purpose of this study is to look at the school experiences of Deaf learners at a mainstream school setting with the aim of identifying the degree to which they feel included or excluded.

The objective of the study is to assess the Inclusion and Exclusion experiences of Deaf learners at one particular mainstream school in Namibia.

Instructions

You are requested to provide information by responding to questions through individual or focus group interviews.

Please note that, in order to ensure that the researcher captures everything and does not lose any important detail, I hereby ask for your permission to audio record during individual interviews and video-record in focus group interviews.

The individual interviews are likely to last for one hour. The focus group interviews will also be conducted in approximately one hour. After the first round of collecting information, I might come back to confirm certain information or ask follow-up questions. Please bear with me while I make sure that I gain as much information from you as possible.

Your participation in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

Potential Benefits of Taking Part in this Study

Your participation in the research project will benefit you and your classmates/ colleagues by sensitising the school management, teachers and the Sign Language interpreter of effective strategies they could use to continuously improve your school.

Anticipated Inconvenience of Taking Part in this Study

The researcher does not anticipate any risks to your participation in this study. In case of unforeseeable risks of harm to participants such as injury or insults from non-participants, you will be referred to relevant state facilities for support and the immediate office of authority will be informed accordingly.

Confidentiality

Please be assured that the information provided by you will be treated with utmost confidentiality. Your name will not be used in a manner that your responses are clearly linked to you. Your answers will be given a fictitious code or number or a pseudonym. Your answers may only be viewed by authorized persons such as my supervisors, the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to the researcher and her supervisors, unless you give permission for other people to see the records.

Storing of information

Hard copies of your answers will be stored by the researcher for a period of five years in a safe protected space at a local school. The electronic information will be stored on a password protected computer.

Ethical Clearance

This study has received written approval from the University of Namibia Research Ethics Committee. A copy of the approval letter can be obtained from the researcher if needed.

Sharing of the research findings/results

After completion of the study, a research report will be produced and a thesis will be published. This thesis will be available in the library of the University of Namibia and that of the Ministry of Education, Arts and Culture. The researcher will also hold a debriefing session at the school or Cluster Office to share the findings with the participants and stakeholders.

Researcher's Signature:

Date:

Participant's Signature:

Date:

If you would like to be informed of the final research findings, please e-mail the researcher at matakalamonicakachana@gmail.com. The findings are accessible for five years.

Thank you for taking time to read this information sheet and for participating in this study.

APPENDIX B: CONSENT FORM FOR PRINCIPAL/ HODS/ AND TEACHERS

TITLE OF THE RESEARCH PROJECT:

The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia.

I..... (Name of the teacher) read the information presented in the information letter about the study of **The Interplay between Inclusion and Exclusion: The Case Study of Deaf learners at a Mainstream School in Namibia.**

The nature and general purpose of the study and all the possible risks have been explained to me. I have the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I will need. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Although no possible risks are anticipated, I indemnify and hold harmless the researcher, the University of Namibia and its employees from any liabilities, actions or causes of actions that may accrue.

Participant Name:

Participant Signature:

Date :

Researcher's Name: Monica Kachana Matakala

APPENDIX C: CONSENT FORM - SIGN LANGUAGE INTERPRETER

I have read the information presented in the information letter about the study titled: **‘The Interplay between Inclusion and Exclusion: The Case study of Deaf Learners at a Mainstream School in Namibia’**.

I have agreed to interpret the communications between the researcher and the Deaf learners participating in this study. In addition to that, I had the opportunity to ask any question related to this study and clearance to any additional details and I received satisfactory answers. I have agreed to interpret the video recorded observations and also serve as an interpreter in any other situation during the research process as needed by the researcher.

I am also aware that excerpts from the interview may be included in publications emanating from this research, with the understanding that the quotations will be anonymous. I may not withdraw my consent at the midst of the study without informing the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

I declare that I will not divulge any information that will be acquired through this study to any unauthorized persons which will result in breach of confidentiality as an ethical principle.

Participant Name:

Participants Signature:

Date:

Researcher's Name: Monica Kachana Matakala

Researcher Signature:

Date

Thank you very much for your time and input!

APPENDIX D: CONSENT FORM FOR PARENTS/GUARDIANS OF DEAF LEARNERS

TITLE OF THE RESEARCH PROJECT:

The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia

I (Father, Mother, Guardian) of (Name of minor) authorise the services of my child to participate in the study entitled: **The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia.** The study aims to explore whether Deaf learners in one mainstream school experience inclusion or exclusion at their school.

The nature and general purpose of the study and all the possible risks have been explained to me. I understand that..... (Name of minor) will also be given an explanation of the aims and objectives of this study and that he/she may decline to participate in it. I further understand that he/she may terminate his/her participation in this study at any time s/he desires. Although no possible risks are anticipated, I indemnify and hold harmless the researcher, the University of Namibia and its employees from any liabilities, actions or causes of actions that may accrue to the subject (minor) as a result of his/her participation for which this consent is granted.

Signature of parent/guardian

Date.....

Thank you very much for your time and inputs!

APPENDIX E: FOCUS GROUP INTERVIEW GUIDE FOR HEARING LEARNERS

SECTION A: BIOGRAPHICAL INFORMATION

1. Code:
 2. Age: Put a Cross (X) where applicable
6 -10 years
 - 11 – 14 years
 - 15 – 18 years
3. In which grades are you?
 4. For how long have you been in this school?

SECTION B:

Cross the correct box with an 'X' in questions 1 to 3 and 8

1. Are there Deaf learners in your class? Yes No
2. How do the Deaf learners follow what is being taught? Yes No
3. Do you like the idea of Deaf learners being in the same school as learners who are not Deaf? Please explain your answer.
.....
.....
4. Do you think Katima Mulilo Combined School is a good place for Deaf learners? Please explain your answer.
.....
.....

5. Do you think that Deaf learners are happy in your school? **OR DEAF LEARNERS**

.....
.....

6. Do you think learners who are not Deaf are happy to learn in the separate class without the Deaf learners?

.....
.....

7. If you are given an opportunity to change anything about your school with regard to the education of Deaf learners, what will that be and why? Explain.

.....
.....

8. Do you have any additional information you wish to share with me, or any question you would like to ask? Yes No

9. If the answer in 6 is 'yes' kindly share the information.....

.....

APPENDIX F: FOCUS GROUP INTERVIEW GUIDE FOR DEAF LEARNERS

SECTION A: BIOGRAPHICAL INFORMATION (DEAF LEARNERS)

1. Code:
2. Age:
3. In which grade are you?
4. For how long have you been in the Deaf Unit at Katima Mulilo Combined School?
.....

SECTION B: ABOUT DEAFNESS

1. When did you become Deaf and what was the cause of the deafness?
.....
2. How does being Deaf make you feel?
3. Do you feel loved and accepted here at school and at home?
.....
4. What kind of things make you feel loved and accepted at school and at home?
.....
5. What kind of things make you feel that you are not loved and also not accepted at school and at home?
.....
.....
6. Do you think that Deaf learners are happy in your school?
7. Do you think learners who are not Deaf are happy to learn in the separate class without the Deaf learners?

SECTION C: INCLUSION AND EXCLUSION EXPERIENCES

1. Is your class having both hearing and Deaf learners?

.....

2. Are you taught and do learning activities together with the hearing learners in the classroom?

.....

3. Do you like the idea of Deaf learners being in the same school as learners who are not Deaf?

Please explain your answer

.....

4. Do you think Katima Combined School is a good place for Deaf learners? Please explain your answer.....

5. If you are given an opportunity to change anything about your school with regard to the education of Deaf learners, what will that be and why?

.....
.....

6. Do you have any additional information you wish to share with me, or any question you would like to ask?

.....

Thank you very much for your time and inputs!

APPENDIX G: INTERVIEW GUIDE FOR TEACHERS

SECTION A: BIOGRAPHICAL INFORMATION

1. Code:
2. Years of teaching experience at this school:
3. Years of experience in teaching Deaf learners:

SECTION B:

4. Have you received any formal or non-formal training; long-term or short-term, related to Inclusive Education? If so, specify:
.....
.....
5. When you hear the term Inclusive Education, what comes to your mind? What does Inclusive Education entail?
.....
.....
6. Have you received any formal or non-formal training; long-term or short-term, related to Deaf education? If so, specify:
.....
7. Would you say that the Deaf learners are included in the academic and social programs of your school? Please explain your standpoint
.....
.....

SECTION C

8. How do Deaf learners cope with inclusion or exclusion activities among the hearing learners in your school?

.....

9. What are some of the common challenges you have in teaching Deaf learners?

.....

10. What are some of the common challenges you have in teaching both hearing and Deaf learners?

.....

11. How did the experience of teaching in an inclusive school change or influence your perceptions as a teacher?

.....

12. Do you think your school (Katima Mulilo Combined School) is a good place for both Deaf and hearing learners?

.....

13. If you are given a chance to change anything about your school, what would that be and why?

.....

14. Do you have any additional information you wish to share with me, or any question you would like to ask?

.....

Thank you very much for your time and input!

APPENDIX H: INTERVIEW GUIDE FOR THE PRINCIPAL/HOD

SECTION A: BIOGRAPHICAL INFORMATION OF THE PRINCIPAL/ HOD

In this section I would like to know a little about you to evaluate different opinions

1. Code:

2. Years of teaching experience:

3. Number of years in the management at this school:

SECTION B:

1. Your school is one of the few schools that accommodate Deaf learners in a mainstream setting. What led to the decision of the school to become a school that accommodates Deaf learners?
.....
.....
2. Are you happy that your school educates Deaf learners together with other learners with or without disabilities or barriers to learning?
.....
.....
3. What is your personal view about Deaf learners learning together in the same class with the hearing learners?
.....
.....
4. In your opinion, should Deaf learners be separated from attending classes with hearing-learners?
.....
.....
5. Would you say that Deaf learners in your school feel truly included in the school? If so, what are some of the signs of inclusion you observed in your school?

6. Would you say that Deaf learners in your school sometimes feel excluded in the school? If so, what are some of the signs of exclusion you observed in your school?
-
-
7. Having a Deaf Unit for more than ten (10) years at your school, what advice would you give to other schools regarding the exclusion or inclusion of Deaf learners?
-
-
8. Do you regard your school as an inclusive school? Please elaborate.
-
9. What has been some of your successes regarding the inclusion or exclusion of Deaf learners in your school?
-
10. What has been some of your problems regarding the inclusion or exclusion of Deaf learners in your school?
-
11. What role do you play to help with the inclusion or exclusion of Deaf learners in your school?
-
-

SECTION C: ACADEMIC AND SOCIAL INCLUSION as provide examples

Academic Inclusion/ Exclusion

1. What measures has the school management put in place to accommodate Deaf learners in the academic programmes of the mainstream School?

2. What assistive devices does your school have to promote academic needs in the inclusion or exclusion of Deaf learners in your school?

.....

3. Are there any academic activities in which Deaf learners cannot participate because there are no provisions of facilities available for their inclusion? Please provide examples.

.....

4. How do you empower and orientate teachers and hearing learners to respond more appropriately to the academic needs of Deaf learners?

.....

.....

5. How do you educate the school community, including parents and the general public close to the school, regarding the education of every learner, including those that are Deaf?

.....

.....

Social Inclusion /Exclusion

6. What measures has the school management put in place to accommodate Deaf learners in the social programmes of the school?

.....

.....

7. Are there any social activities in which Deaf learners cannot participate because there are no provisions of facilities available for their inclusion? Please provide examples

.....

8. How do you empower and orientate teachers and hearing learners to respond more appropriately to inclusion or exclusion of Deaf learners?

9. If you are given an opportunity to change anything about your school with regard to the inclusion or exclusion of Deaf learners, what will that be and why?

.....
.....

10. Do you have any additional information you wish to share with me, or any question you would like to ask?

.....

Thank you very much for your time and input!

APPENDIX I: INTERVIEW GUIDE FOR SCHOOL-BOARD MEMBERS

TITLE OF THE RESEARCH PROJECT: **The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners in a Mainstream School in Namibia.**

Introduction

My name is Monica Kachana Matakala (student Number: 201303107). I am a Master of Education (Inclusive Education) student at the University of Namibia. The purpose of this study is to look at the school experiences of the Deaf learners at a mainstream school setting with the aim of identifying the degree to which they feel included or excluded.

SECTION A: BIOGRAPHICAL INFORMATION (SCHOOL-BOARD MEMBERS)

In this section I would like to know a little about you to evaluate different opinions.

1. Code
2. For how long have you been a school-board member at Katima Mulilo Combined School?

SECTION B:

3. Do you know that the Katima Mulilo Combined School is among the few schools in Namibia that educates Deaf learners through a Deaf Unit?

4. How did you feel when you first heard about the education of Deaf learners in the same school as hearing learners/ other learners who are not Deaf?

6. Being a Board member of a School that educates Deaf learners, what advice would you give to other schools regarding the Inclusion or Exclusion of Deaf learners?

.....
.....

7. If you could be given an opportunity to change something about the Inclusion or Exclusion of Deaf learners in your school, what will you change or introduce and why?

.....
.....

8. Do you have any additional information you wish to share with me or any question you would like to ask?

.....
.....

Thank you very much for your time and input!

APPENDIX J: FOCUS GROUP INTERVIEW GUIDE FOR PARENTS/ GUARDIANS OF DEAF LEARNERS

TITLE OF THE RESEARCH PROJECT: The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia.

Introduction

My name is Monica Kachana Matakala (student no: 201303107), I am a Master of Education (Inclusive Education) student at the University of Namibia. The purpose of this study is to look at the school experiences of the Deaf learners at your school. I assure you that you will remain anonymous and no information of your responses will be kept for any purpose other than research.

SECTION A: BIOGRAPHICAL INFORMATION (PARENTS/ GUARDIANS)

In this section I would like to know a little about you to evaluate different opinions.

1. When did you first become aware that (Child's name) has hearing impairment?
.....
.....
2. What did you do to get more information and help regarding his/her condition?
.....
.....
3. Why did you bring your children to this school?
.....
.....
4. For how long has your child been attending the Deaf Unit at this school?
.....

5. What do you like about this school?

.....
.....

6. What do you think should be changed in the school to make Deaf learners learn better and become independent citizens one day?

.....
.....

SECTION B:

Interview questions regarding the Inclusion and Exclusion of Deaf learners at a Mainstream School setting with the parents/guardian:

7. Have you visited the Deaf Unit in the School? Yes/No

.....

8. Are you happy to have your child in the Deaf Unit of the School? Yes/No

.....

9. What are some of the reasons why you are happy/ or unhappy having your child in this school?

.....

9. In which way do you communicate with your Deaf child?

.....

10. What is your opinion about Deaf learners being taught in the same school as learners without hearing impairments?

.....
11. How do you help (your child) with the school work?
.....

12. Does your child have friends who are not Deaf in the school?
.....

13. Have you observed them helping each other with homework or playing together?
.....

14. If you could be given an opportunity to change something about the Inclusion and Exclusion of the Deaf learners in your school, what will you change or introduce and Why?

15. Do you have any additional information you wish to share with me, or any question you like to ask?
.....

Thank you very much for the time and inputs!

APPENDIX K: OBSERVATION SCHEDULE

TITLE OF THE RESEARCH PROJECT: The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia.

Date:		
Observer:		
Name of School:		
Reflective questions	Key points for the Researcher to observe	Evidence
How are Deaf learners included in academic activities in the mainstream school?	<ul style="list-style-type: none"> • Involvement of Deaf learners in teaching and learning activities inside and outside classrooms • Communication between Deaf and hearing learners. • Communication between learners and teachers? • Communication between teachers and the Sign Language Interpreter. • Any other evidence observed. • Drawing pictures. 	
How are Deaf learners excluded in the academic activities in the school?	<ul style="list-style-type: none"> • Involvement in computer studies • Reading activities (Readathon) • Writing poems. 	
How are Deaf learners included in social activities?	<ul style="list-style-type: none"> • Communicating together • Playing together. 	
How are deaf learners excluded in social activities?	<ul style="list-style-type: none"> • Culture (dancing) • Sports 	
Sports and Sports facilities Are Deaf learners included or excluded in using sports facilities?	<ul style="list-style-type: none"> • Sports activities • Social activities • And the facilities 	

<p>Resource Rooms Are Deaf learners using the resource rooms of the mainstream school?</p>	<ul style="list-style-type: none"> • Use of equipment such as computers • Use of library 	
<p>Teaching and learning How are the Deaf learners included in the teaching and learning of the mainstream classes?</p>	<ul style="list-style-type: none"> • Teacher communicate with the Deaf learners • Subject content shared • Active involvement in the learning process • Academic Curriculum Comments 	
<p>Examinations, tests and homework Are Deaf learners writing examinations, tests together with the Hearing learners in the mainstream school?</p>	<ul style="list-style-type: none"> • Exam hall / Classroom setting • Assessment 	
<p>Are teachers using visual aids such as pictures?</p>	<ul style="list-style-type: none"> • Use visual aids 	

APPENDIX L: PERMISSION LETTER TO PILOT RESEARCH INSTRUMENT

Monica Kachana Matakala

P.O Box 834

Ngweze

Katima Mulilo

The Principal

Mulumba Primary School

Katima Mulilo

Namibia

Dear Sir/Madam

**SUBJECT: REQUEST FOR PERMISSION TO PILOT RESEARCH INSTRUMENTS AT
MULUMBA PRIMARY SCHOOL**

I am a Master of Education (M Ed.) student with the University of Namibia in Inclusive of Education. I am intending to carry out a research focusing on: **“The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia”**. The research aims to explore the degree to which Deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

I am hereby requesting permission to conduct a Pilot Study at Mulumba Primary School, Zambezi Region. Individual interviews will be conducted with three members of the school management and three teaching staff. Ten learners will be engaged in a focus group interview that will be audio-recorded.

Appendix 16: PERMISSION LETTER TO THE DIRECTOR OF EDUCATION

The research activities shall not interfere with teaching and learning of the school. Information will be treated with confidentiality. The participants shall be requested to sign the consent forms and have the right to withdraw from the study if they so wish. Information will be treated with confidentiality.

After completion of the study, a research report will be produced and a thesis will be published. This thesis will be available in the library of the University of Namibia and that of the Ministry of Education, Arts and Culture. The researcher will also hold a debriefing session at the school or Cluster Office to share the findings with the participants and stakeholders.

My contact details are: Cell: 0814962218 and email: matakalamonicakachana@gmail.com

Yours Sincerely

.....

Monica Kachana Matakala

Student No: 201303107

SUBJECT: REQUEST FOR PERMISSION TO PILOT RESEARCH INSTRUMENTS AT
MULLENBA PRIMARY SCHOOL AND TO COLLECT DATA AT KATDIA
MULILO COMBINED SCHOOL

I am a Master of Education (M.Ed.) student with the University of Namibia in Inclusive Education. I am intending to carry out research focusing on "The Interplay between Inclusion and Evaluation: The Case Study of Deaf Learners at Mulenkwan School in Namibia". The research aims to explore the impact of deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

Appendix M: PERMISSION LETTER TO THE DIRECTOR OF EDUCATION

Monica Kachana Matakala

P.O Box 834

Ngweze

Katima Mulilo

The Director of Education

Ministry of Education, Arts and Culture

Private Bag 5006

Katima Mulilo

Namibia

Dear Sir/ Madam

**SUBJECT: REQUEST FOR PERMISSION TO PILOT RESEARCH INSTRUMENTS AT
MULUMBA PRIMARY SCHOOL AND TO COLLECT DATA AT KATIMA
MULILO COMBINED SCHOOL**

I am a Master of Education (M Ed.) student with the University of Namibia in Inclusive Education. I am intending to carry out a research focusing on: **“The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia”**. The research aims to explore the degree to which Deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

I am hereby requesting permission to conduct a pilot study at Mulumba Primary School and collect data at Katima Mulilo Combined School in the Zambezi Region. At Mulumba Primary School, individual interviews will be conducted with three members of the school management and three teaching staff. Ten learners will be engaged in a focus group interview which will be audio-recorded. Five parents and five school-board members will be interviewed using separate focus group interviews.

At Katima Mulilo Combined School, four school management members and ten teachers will be engaged in individual interviews. All Deaf learners will participate in a video-recorded focus group interview. Ten hearing learners, five parents and five school-board members will be interviewed using separate focus group interviews.

Interviews shall not interfere with teaching learning and administrative duties of the school. Information will be treated with confidentiality. The participants will also be asked to sign consent forms and have every right to withdraw from the study.

After completion of the study, a research report will be produced and a thesis will be published. This thesis will be available in the library of the University of Namibia and that of the Ministry of Education, Arts and Culture. The researcher will also hold a debriefing session at the school or Cluster Office to share the findings with the participants and stakeholders.

My contact details are: Cell: 0814962218 and email: matakalamonicakachana@gmail.com

Yours faithfully

.....
Monica Kachana Matakala

Student No: 201303107

Appendix N: PERMISSION LETTER TO THE INSPECTOR OF EDUCATION

Monica Kachana Matakala

P.O Box 834

Ngweze

Katima Mulilo

The Inspector of Katima Circuit
Ministry of Education, Arts and Culture
Private Bag 5006
Katima Mulilo

Dear Sir/ Madam

**SUBJECT: REQUEST FOR PERMISSION TO PILOT RESEARCH INSTRUMENTS AT
MULUMBA PRIMARY SCHOOL AND COLLECT DATA AT KATIMA
MULILO COMBINED SCHOOL**

I am a Master of Education (M Ed.) student at the University of Namibia in Inclusive Education. I intend to carry out a research focusing on: **“The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia”**. The research aims to explore the degree to which Deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

I am hereby requesting permission to conduct a Pilot Study at Mulumba Primary School and collect data at Katima Mulilo Combined School in the Zambezi Region. At Mulumba Primary School, individual interviews will be conducted with three members of the school management and three teaching staff.

Ten learners will be engaged in a focus group interview that will be audio-recorded. Five parents and five school-board members will be interviewed separately using focus group interviews. At Katima Mulilo Combined School, four school management members and ten teachers will be engaged in individual interviews. All Deaf learners will participate in a video-recorded focus group interview. Ten hearing learners, five parents and five school-board members will be interviewed using separate focus group interviews.

Interviews shall not interfere with teaching and learning of the school as well as administrative duties of the school management staffs. Information will be treated with confidentiality. The respondents will also be asked to sign consent forms and have every right to withdraw from the research at any time they will wish.

After completion of the study, a research report will be produced and a thesis will be published. This thesis will be available in the library of the University of Namibia and that of the Ministry of Education, Arts and Culture. The researcher will also hold a debriefing session at the school or Cluster Office to share the findings with the participants and stakeholders.

My contact details are: Cell: 0814962218 and email: matakalamonicakachana@gmail.com

Yours faithfully

.....
Monica Kachana Matakala

Student No: 201303107

APPENDIX O: PERMISSION LETTER TO THE PRINCIPAL

TITLE OF THE RESEARCH PROJECT: The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia

Monica Kachana Matakala

P.O. Box 834

Ngweze

Katima Mulilo

The Principal

Katima Mulilo Combined School

P. O. Box 45

Katima Mulilo

Dear Mr. P. Mutabelezi

RE: REQUESTING FOR PERMISSION TO CONDUCT RESEARCH AT KATIMA MULILO COMBINED SCHOOL

I am a Master of Education (M Ed.) student at the University of Namibia in Inclusive Education. I am here by requesting permission to conduct a study at Katima Mulilo Combined School in the Zambezi Region. Research is titled: The Interplay between Inclusion and Exclusion: The Case Study of Deaf learners at a Mainstream School in Namibia. The research aims to explore the degree to which Deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

APPENDIX P: REQUEST TO A SIGN LANGUAGE INTERPRETER

Four members of school management and ten teachers will be engaged in individual interviews. All Deaf learners will participate in a video-recorded focus group interview. Ten hearing learners, five parents and five school-board members will be interviewed using separate focus group interviews. Information will be treated with confidentiality.

I will ensure that the research process shall not interfere with teaching and learning as well as the administrative duties of the school. The respondents will also be asked to sign consent forms and have every right to withdraw from the study at any time they will wish.

After completion of the study, a research report will be produced and a thesis will be published. This thesis will be available in the library of the University of Namibia and that of the Ministry of Education, Arts and Culture. The researcher will also hold a debriefing session at the school or Cluster Office to share the findings with the participants and stakeholders.

My contact details are: Cell: 0814962218 and email: matakalamonicakachana@gmail.com

Yours sincerely

.....
Monica Kachana Matakala

Student No: 201303107

APPENDIX P: REQUEST TO A SIGN LANGUAGE INTERPRETER

TITLE OF THE RESEARCH PROJECT: The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia

Researcher Name: Monica Kachana Matakala

Monica Kachana Matakala

Researcher's Signature

P.O Box 834

Date

Ngweze

Katima Mulilo

Dear Mr/Ms..... (Sign Language Interpreter)

RE: REQUEST TO DO SIGN LANGUAGE INTERPRETATION

I am a Master of Education (M Ed.) student at the University of Namibia in Inclusive Education. I am intending to carry out a research focusing on **The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia**. The research aims to explore the degree to which Deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

I am hereby requesting you to help me interpret the Sign Language interviews with thirteen Deaf learners at Katima Combined School. Deaf learners will be interviewed, questions will be posed and you will interpret through signing to them. Deaf learners will be video recorded while signing and you (the interpreter) will interpret what Deaf learners will be expressing through Sign Language.

Please kindly sign the Consent Letter below if in agreement:

Participant Name:

Participant Signature:

Researcher Name: Monica Kachana Matakala

Researcher's Signature:

Date:

APPENDIX Q: AGREEMENT LETTER - SIGN LANGUAGE INTERPRETER

I (Sign language interpreter) hereby agree to interpret the communication between the researcher and Deaf learners on the research topic: **The Interplay between**

Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia.

The research aims to explore the degree to which Deaf learners are included or excluded in the school in accordance with the inclusive education philosophy.

The Sign language Interpreter indemnifies and holds harmless the researcher, the University of Namibia, and its employees from any liabilities, actions or any causes of actions that may incur in the research process.

Name:

Signature:

Date:

APPENDIX R: CONFIDENTIALITY AGREEMENT FORM (ALL PARTICIPANTS)

I have read the information presented in the information letter about the study entitled: **The Interplay between Inclusion and Exclusion: The Case Study of Deaf Learners at a Mainstream School in Namibia**". I had the opportunity to ask questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted. I am aware that I have the option of allowing the focus group interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the focus group interviews may be included in publications to come from this research, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

With full knowledge of all foregoing, I agree, with my own free will to participate in this study and that

I will treat information gathered from the focus group interview with confidentiality.

Participant Name:

Participant Signature:

Researcher Name: Monica Kachana Matakala

Researcher's Signature:

Date: