

**AN INVESTIGATION INTO HOW SCHOOLS IN OUTAPI CIRCUIT OF THE
OMUSATI REGION OF NAMIBIA PROMOTE INCLUSIVE EDUCATION**

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

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ABSTRACT

The purpose of this study was to find out the extent to which teachers, principals, learners and parents in the Outapi circuit of Omusati Education Region practiced Inclusive Education. The reason for this was to gather research data on which to base the promotion and enhancement of inclusive education cultures, values and practices in the Outapi Circuit schools of the Omusati region of Namibia.

Based on a transformative research design, the study used a systematic sampling technique to draw 10% of schools, principals and teachers from Outapi Educational Circuit. Five percent of learners and their parents were drawn from the population to be part of the sample.

Gathered using a questionnaire and a checklist, the study's data were analyzed using descriptive statistics of frequencies, percentages and measures of central tendency.

The study's data indicated that there was in general, agreement amongst all participants that some aspects of inclusive education cultures were promoted in Outapi Circuit schools. These included making everyone feel welcome at the schools, members of staff collaborating with each other, teachers and the local communities getting involved in the schools. However, this agreement was not unanimous on all aspects of inclusive education cultures. For example, more than two thirds of learners disagreed that learners helped each other, that members of staff and learners treated each other with respect and that everyone was made to feel welcome at their schools. The general message of all this is not only supportive of the existence of inclusive education cultures in the Outapi Circuit schools but it also points to the prevalence of some challenges against the culture of inclusivity in the schools.

These and other results are presented in chapter 4 and discussed in chapter 5. Furthermore, based on the study's main findings, conclusions are drawn and recommendations on how to apply the findings in the Outapi Circuit schools in particular and in Namibia in general are made in chapter 6.

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ABBREVIATIONS

EFA- Education for All

MEAC- Ministry of Education, Arts and Culture

UNESCO- United Nations Educational Scientific and Cultural Organisation

UNICEF- United Nations Children's Fund

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DEDICATION

This thesis is dedicated to my lovely parents, Rauha and Elifas Ndinoshiho for the example and work ethic that they provided for me from an early age. I was able to see that if you worked hard enough, you can achieve anything. In addition, I thank them for instilling in me the importance of education at the time I did not know that it would become my world. I am grateful daily for their guidance.

DECLARATIONS

I, Albertina Nakwenye Ndinoshiho, hereby declare that this thesis, entitled “An investigation into how schools in Outapi circuit of the Omusati region of Namibia promote Inclusive Education” is a true reflection of my own research, and that this work or part therefore has not been submitted for a degree in any institution of higher education.

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CHAPTER 1: INTRODUCTION

1.1 ORIENTATION OF THE STUDY

After Independence in 1990, education has continued to play a very important role in Namibia's development. Since then the country has been expanding its educational facilities to make the education system more relevant to the needs of the majority of Namibians. The government of the Republic of Namibia considers education a priority for its citizens. Article 20 of the Namibian Constitution states that "every person residing in Namibia shall have the right to education irrespective of their abilities and disabilities, environmental, cultural or social background" (Government Gazette, 2010, p.12).

On attainment of independence, a number of policies and initiatives were put in place to improve the quality of the Namibian education system. Teaching was to become learner-centered rather than teacher-oriented. A number of in-service teacher programs aimed at upgrading the competence of qualified, as well as unqualified and under-qualified teachers were also introduced. Primary and secondary curricula were revised to make them relevant to the modern Namibian. The examination and assessment system was also changed to focus on success rather than on failure (Education for all National Plan of Action, 2002 – 2015).

Inclusion as an overall principle should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. According to the United Nations Millennium Development Goals Report (2015), the term Education for All established itself into a global mindset and got blueprints in national policies. Education for All means ensuring that all children have access to basic education. So if

we talk about all children, then no one should be left behind. In this way, inclusion can be seen as a vehicle to make it a reality. As all children should get access, also those previously left behind should now have access to education. That may be a challenge for some schools, as the structure as well as the learning environment may not yet be so conducive to inclusion.

As a member of the United Nations, Namibia has endorsed the UNESCO definition of inclusive education. This stipulates that, “Inclusive education is a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, culture and communities and reducing exclusion within and from education” (UNESCO, 2009, p. 5). In practice, there is a diverse mix of learners in classes, and teachers use classroom strategies to respond to this diversity.

According to Allan (2003, p. 174), “inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement”. Thus, schools should cater for learners’ right to learn in the academic community by applying adapted strategies to education so that all learners can be taught to take responsibility for their own learning. Therefore, the school and class environment must be places for learners where they feel safe and well in order to do their best.

Teachers should address all the probable extrinsic challenges, such as providing learners with the resources that they can draw upon in order to adapt successfully to the environment and thus to learn optimally. The teachers’ knowledge, flexibility, creativity, motivation and interest, as well as their ability to adapt their teaching styles to fit the needs of the learners in the classroom are of

utmost important for successful learning. In the context of the Outapi Circuit, we did not know if all this obtained.

1.2 STATEMENT OF THE PROBLEM

Barriers to learning arise when learning needs are not met. (Ministry of Education, 2013, p.3). In the policy document, entitled Sector Policy on Inclusive Education, the previous Minister of Education, Dr. David Namwandi, acknowledges that learning needs arise from a range of factors and all children need educational support, which should be an integral part of the entire education system including every school and the work of every teacher.

Furthermore, promoting good inclusive education practices involves institutional change, whereby all schools and educational settings should review their policies and practices to ensure that their provision meets the needs and aspiration of all learners. Inclusive practices also entail that all the stakeholders in educational settings such as: parents, communities, and school board members are able to participate fully in the life of the school (Ministry of Education, 2013, p.5).

Against this background, I wished to find out whether or not schools in the Outapi circuit of the Omusati Education region of Namibia promoted Inclusive Education cultures, values, policies and practices.

According to Ainscow and Booth (2002, p.8), Inclusive Cultures create secure, accepting, collaborating, stimulating school communities in which everyone is valued and enabled to achieve to the best of their ability. The main purpose of this study was to find out the extent to which the inclusive education policy was being implemented in the Outapi Circuit and to gather research data on which to base the promotion and enhancement of inclusive education cultures, values and practices in the Circuit schools.

1.3 RESEARCH QUESTIONS

The following questions were addressed in the study:

1. To what extent do schools in Outapi Circuit promote Inclusive Education Cultures, Values, Policies and Practices?
2. What challenges if any, do schools in Outapi face when attempting to promote Inclusive Education Cultures, Values, Policies and Practices?
3. To what extent do parents of learners who attend Outapi Circuit schools participate in the promotion of Inclusive Education Cultures, values, Policies and Practices at the schools?

1.4 SIGNIFICANCE OF THE STUDY

The information, conclusions and recommendations of this study might be of some importance to teachers, schools, future researchers, educational officers, learners and community members because it will help them to understand the practices of promoting Inclusive Education. Furthermore, the findings may also be used as a basis for non-governmental organisations to help provide support services in schools. It may inform public education on how barriers to learning and participation can be reduced for any learner.

1.5 LIMITATIONS OF THE STUDY

For a more comprehensive study involving many schools countrywide, there was a need for a substantial amount of time, human and financial resources. The researcher was not able to embark on this type of study due to limited financial resources, time constraints and long distances from school to school all over the country.

1.6 DELIMITATIONS OF THE STUDY

This study was limited to primary, combined and secondary schools in the Outapi circuit of Omusati region in Namibia.

DEFINITIONS OF TERMS

The following terms should be understood as defined in this section

1.7.1 INCLUSIVE EDUCATION CULTURES – For the purposes of this study, “Inclusive Education cultures” refer to the beliefs and attitudes in school communities in which everyone is valued and enabled to achieve to the best of their ability. (Ainscow and Booth, 2002; Whyte, 2005; Gillies & Carrington, 2004).

1.7.2 INCLUSIVE EDUCATION VALUES – For the purposes of this study, “Inclusive Education values” refer to decisions about policies and moment to moment practice in the classroom that makes school life participative and welcoming for all learners. (Tony, 2005).

1.7.3 INCLUSIVE EDUCATION POLICIES – For the purposes of this study, “Inclusive Education policies” refer to the principle that permeates all school plans and encourages the participation of learners and members of staff. The policies support all activities which increase the capacity of a school to respond to learner’s diversity. (Ministry of Education, 2013).

1.7.4 INCLUSIVE EDUCATION PRACTICES – For the purpose of this study, “Inclusive Education practices” are school practices which reflect the inclusive cultures and policies in schools. (Westwood, 2013; Boundless, 2014).

CHAPTER 2: LITERATURE REVIEW

INTRODUCTION

This chapter presents the theoretical framework as well as the literature review that is related to this study. The literature review deals with promoting inclusive education Culture, Values, Policies and Practices.

2.1 THEORETICAL FRAMEWORK

This study is based on the social model and the Human rights model of Inclusive Education. According to Barnes and Mercer, (2004, p.233), the social model stipulates that disability is caused by the way society is organized, rather than by a person's impairment or difference. It offered a radical alternative to the individualised medical conception of disability by asserting that disabled people were disadvantaged not because of their impairments, but as a result of the limitations imposed on them by social, cultural, economic, and environmental barriers.

Barnes and Mercer (2004) further added that, from a social-model perspective disability is a socio-political issue. This in turn leads to fundamentally different policy priorities and choices, mainly around the removal of disabling barriers, as well as a strong emphasis on human and civil rights. The social model has also provided a powerful framework for bringing disabled people together in a common struggle for equality and rights. By doing this the social model has promoted the idea that disabled people should be actors in their own lives, rather than passive recipients of care. Inclusive Education applies this understanding to all learners in schools of an education system.

Barnes and Mercer (2004) further explain that the human rights model positions disability as an important dimension of human culture, and it affirms that all human beings irrespective of their disabilities have certain rights which are inalienable. Moreover, human rights model builds upon the spirit of the Universal Declaration of Human Rights of 1948, according to which, ‘all human beings are born free and equal in rights and dignity. The principle of diversity provides the foundation to accept disability as part of human variation. However, it is a sad reality that in practice the treatment of difference by society has been rather poor, especially in the context of disability. The Social and the Human rights models are appropriate to this study because they promote equality for all human beings and the development of inclusive societies.

The rest of the literature review focuses on literature and research that pertain to the promotion of inclusive education in schools.

2.2 PROMOTING INCLUSIVE EDUCATION

The Salamanca statement: Framework for action had the single, most powerful influence at national and international levels in stimulating change with respect to inclusive education. As a result of its influence, 92 governments and 25 international organisations signed up to and recognized the education for all philosophy and strategies (United Nations Educational Scientific and Cultural Organisation (UNESCO), 1994, P.6). The guiding principle that informed this framework was that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The statement also took a clear position on where education should take place. It urged that education should take place in regular schools with inclusive orientation because this was the most effective means of

combating discriminatory attitudes, creating welcoming communities, building inclusive societies and achieving education for all. (UNESCO, 1994, P.vii).

Inclusive schools are based upon a learner-centred pedagogy educating all learners, with no exclusion of children with special educational needs. Their establishment is a crucial step in helping to change discriminatory attitudes in communities, in creating a society open to diversity and in developing an inclusive society as such. However, the implementation of the learner-centred pedagogy in Namibia faced a number of challenges. These ranged from outright resistance to the reform, to a lack of staff preparedness to implement the new pedagogy, and the largely unchanged material context in which it had to be implemented (Brown, 2014, p.31).

Inclusive Education is often seen in a narrow perspective as some educators may only think about including learners with disabilities in the regular educational system. However, it is imperative to understand that practising Inclusive Education is about being sensitive and responsive to the needs of all children. Inclusion in education is a process of enabling all children to learn and participate within mainstream school systems. It does not segregate children who have different abilities or needs. As argued by Slee (2001, p.177), Inclusive Education is not just about disabled learners. It is about all learners, as it is a social movement against educational exclusion. This reasoning in the Namibian context is captured in the Sector Policy on Inclusive Education.

In the wake of this endorsement of Inclusive Education, governments have subsequently demonstrated their commitment to inclusive education. This means that teachers can reduce all

barriers to learning and participation. It is therefore important that schools, including those in Namibia, must promote Inclusive Education cultures, values, policies and practices.

2.2.1 Inclusive Education culture

The school culture is one of the most complex concepts in education because it is the deeper level of shared basic assumptions and beliefs that operate unconsciously as the accepted way of doing things. (Whyte, 2005, p.120). Whyte (2005, p.121) furthermore, states that, a culturally inclusive environment requires mutual respect, effective relationship, clear communication, explicit understandings about expectations and critical self-reflections amongst learners, teachers and the community. This means that, people of all cultural orientations can freely express who they are, their own opinions and point of view, they can participate in social activities and feel safe from abuse, harassment or unfair criticism. Therefore, an inclusive culture enables all learners and staff to get the maximum academic, personal and social benefits from their experiences in school and contributes to making the school community a safe, enjoyable and productive place for everyone.

According to Gillies and Carrington (2004. p.117), Inclusive schools have a culture of high professional trust and a culture that fosters openness, inquiry, risk taking and innovation. In this social environment, members of staff are supposed to meet regularly to provide each other with information and support and to review the progress of all learners. Furthermore, members of staff work collaboratively to enhance the effectiveness of curriculum, teaching strategies and assessment. Through collaboration, professional exchange, visiting each other's classroom and providing each other with feedback, coaching, mentoring and networking, teachers improve their

personal professional knowledge and skills. One aspect of the purpose of this study was to find out if this type of culture existed in the Outapi Circuit.

2.2.2 Inclusive Education Values

Inclusion education values involve the ethical principles which underlie inclusive educational and social development. The principle of access to education, participation, advocacy and policy development are involved in the values. Tony (2005) emphasizes the importance of understanding inclusion as the putting into action of particular values. In his presentation at North-South Dialogue Conference on March 2005 in Dalhi, Tony explained that inclusion as an approach to education and society was concerned with increasing the participation of all and reducing all forms of discrimination and modes of exclusion.

Specifically, inclusive education values focus on equity, respect for difference or diversity, sustainability, human rights, participation and the sense of community. Each of these is complex because it implies an active involvement with others and having a real say in the experience of learning. It also involves having one's identity affirmed, being accepted and valued.

According to Ivo (2015, p.12), an inclusive school is a school with a strong moral purpose. This is to assist all learners to learn and to keep them engaged with learning regardless of their ability or disability. Therefore, inclusive schools must have high expectations for learners learning, demand learners' effort and organizes its resources to optimize learners' opportunities for learning. Teachers are also expected to identify learners' interests and give them learning

activities that motivates learners to try hard and achieve their dreams. One of the purposes of this study was to find out if these values were applied by schools in the Outapi Circuit.

2.2.3 Inclusive Education Policies

Namibia's cabinet approved the sector policy on Inclusive education in 2013. This policy aims at ensuring that all learners are educated in the least-restrictive education settings and in schools in their neighborhood. Moreover, the policy contributes to pedagogical and wider educational development, by being related to the policy directions of the national curriculum framework for Inclusive Education and the Education Sector for orphans and vulnerable children. Although the policy is aimed at ensuring that the education system becomes inclusive, sensitive and responsive to the needs of all children, and that all children receive education, it has a specific focus on children and young people who have been, or are more likely to be, educationally marginalised (Ministry of Education, 2013, p.vii). Educationally marginalised children may be:

- Children of farm workers and those who reside in remote areas;
- Street children, orphans and vulnerable children or children who head households;
- Children of squatters, resettlement and refugee camps;
- Children with disabilities and impairments or extreme health conditions or chronic illnesses;
- Children considered "over aged" for the education system, child labourers, learner-parents;
- Children with learning difficulties or who are gifted/talented;
- Children with emotional and behavioural challenges;
- Children of families living in extreme poverty;

- The girl child.

According to the policy, Inclusive Education does not pertain only to integrating children and young people with disabilities, or those who are vulnerable, into mainstream schools, or only to ensuring that excluded learners have access to education. Inclusive Education means ending segregation or the deliberate exclusion of individuals or groups on the grounds of academic performance, gender, race, culture, religion, lifestyle, health conditions or disability. 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 current study partly enquired about whether what this policy stipulated was being put in practice in the Outapi Circuit.

2.2.4 Inclusive Education Practices

According to Westwood (2013, p.22), diversity in the classroom exists because learners come from varied backgrounds and different cultures; they have different life experiences and possess different innate and acquired characteristics. Therefore, learners differ in terms of intelligence, gender, cultural background, ethnicity, and amount of support from home, extent of prior knowledge and experiences, resources outside of school hours, abilities and disabilities. It is because learners differ in these ways and make progress in their learning at an individual pace that teachers must make adjustments to their teaching methods, curriculum content, resources and classroom groupings.

Sheeya (2018, p.3) found out that teacher's support, use of competent interpreters, collaboration, classroom management such as seating arrangements, use of visual teaching aids were among the strategies that schools made use of to enhance the wellbeing of learners with hearing impairments in inclusive schools. It would seem then that more resources, better preparation for all schools and teacher's collaboration with all stakeholders are needed to ensure effective implementation of inclusion. There is also a need for continuous professional development seminars and in-service training for the teachers at inclusive schools.

According to Boundless (2014, p.2) effective teaching strategies help to activate learners curiosity about a class topic, engage learners in learning, develop critical thinking skills, engender useful classroom interaction and enhance the learning content. Due to this, it is important for teachers to vary instructions in order to keep learners interested in what they learn and to enable them to interact with content in a variety of meaningful ways. Teachers' ability to work inclusively may see a shift in emphasis from the more teacher-centered methods to more learner-centered methods, constructivist, or problem-solving and co-operative learning. Teachers' ability to implement varying instructional strategies may be dependent on confidence in their ability to cater for diverse learner needs, as well as knowledge of their learners' needs.

Boundless (2014, p.3) further added that, a positive school ethos and positive attitudes among staff are factors that may contribute significantly to the success of inclusion. Moreover, inclusion encourages socialization and the development of relationships between children with disabilities and/or special educational needs and their peers without disabilities. It may also provide children

with access to school in their own geographical community and, help them become active participants in that community.

Leadership involves the role of the principal, the ability of the school to function as an organisation committed to addressing the barriers to inclusion and the ability to support professional development through training and development for staff.

Michael, S; et.al. (2009) further added that, inclusion is not just a school issue; it is about children, parents and the community. Parents are the primary and natural educators and caregivers, and provide for their children in the natural environment of their homes. The parent/primary caregiver will be, by definition, the most insightful, knowledgeable, expert on the needs and development of the child, because of his or her intimate knowledge and unique perspective. School entry, moving from pre-primary to primary school or transferring from one school to another are important transitions in the life of the child. Preparation, planning and parental involvement are critical in this process. Transitions should be anticipated and planned in advance as a collaborative exercise involving representatives from home and school. This study was partly aimed at ascertaining the extent to which inclusive education practices were engaged in by teachers, learners and parents in the Outapi Circuit.

2.3 CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION.

The movement toward inclusion came with changes in the organisation of the regular school in terms of physical facilities, attitudes, curriculum and teaching and learning strategies. Authors such as, Avramidis and Norwich (2002) stated that, research done in some developed (i.e. United Kingdom) and developing countries (i.e. Namibia, South Africa and Zambia) pointed out some

main challenges in the provision of Inclusive Education. Such challenges included, lack of knowledge and information about Inclusive Education, the poor quality of teacher training and support and teachers' attitudes toward Inclusive Education and learners with special educational needs. The challenge of unqualified teachers was also one of the educational challenges that Namibian and South African schools faced.

2.4 PARENTS' PARTICIPATION IN THE PROMOTION OF INCLUSIVE EDUCATION CULTURES, VALUES, POLICIES AND PRACTICES IN SCHOOLS.

Parents are the first and most important models and teachers of their children (Morrow, 1995). Because of this, they need to be involved in their children's education in school. This is especially crucial if an educational system wishes to promote and practice inclusive education that demands the cultivation of values and principles of inclusion, tolerance of diversity and difference, acceptance, fairness, justice and equity amongst all learners. The school and the community are expected to collaborate when promoting and cultivating these values and principles (Stein & Thorkildsen, 1999; Wright & Stegelin, 2003). One of the purposes of the study on which this thesis is based was to ascertain the extent to which parents collaborated with schools in the Outapi Circuit to advance the understanding and practice of inclusive education.

CHAPTER 3: METHODOLOGY

INTRODUCTION

As pointed out in the previous chapters, the purpose of this study was to investigate how schools in Outapi circuit of the Omusati region of Namibia promote Inclusive Education. This chapter is concerned with describing the methods and procedures that were used to gather information from the participants. To this end, this chapter describes the research design, population, sample and the sampling approach that were used, the instruments, data collection procedure and data analysis.

3.1 RESEARCH DESIGN

A research design is an overall plan to be followed by the researcher to answer research questions of a study. (Bogdan & Biklein, as cited by Mertens 2010, p.235). The study employed a survey research design. According to Creswell (2005, p.12), a survey design provides a quantitative description of trends, attitudes or opinions of a population. Opinions and views were gathered from school principals, teachers, learners and parents on whether or not schools in the Outapi Circuit of Omusati Education Region promote Inclusive Education cultures, values policies and practices.

3.2 POPULATION

Creswell (2005, p.9), define a population as a group of individuals who have one or more characteristics in common that are of interest to the study. The Outapi circuit consists of 20 primary schools, 16 combined schools and 2 secondary schools with 38 principals, 498 teachers,

11 377 learners and 11020 parents/guardians. (Ministry of education, Outapi circuit statistical analysis, August, 2014). The population of the study was school principals, teachers, learners and parents in the Outapi circuit of Omusati region.

3.3 SAMPLE

Sampling is the method used to select a given number of people or things from a population to represent the population in the study (Gay, L. R., Mills, G. E. & Airasian, P. 2009). The information from a subset is generalized to the population in the context of the study. The study used the systematic sampling technique by drawing 10% of schools, principals and teachers from the population to constitute part of the sample for the study. In addition, 5% of learners and parents were drawn from the population to constitute part of the sample. This meant that, the sample for the study consisted of four schools (two primary schools, one combined schools and one secondary school.), four school principals, 50 teachers (aged 24-57 years), 569 learners, of which 2 learners had visual and physical impairment (aged 11 to 19 years old) and 551 parents. The sample was constituted as follows: About 12 teachers were randomly selected at each school. Learners came from four intact classes at each school consisting approximately of 40 learners. The four classes at each school were randomly selected. Approximately 35 parents of learners in each of the four classes were invited to belong to the sample. After adjusting for fractions, a total of 1174 participants were selected to participate in the study. Table 1 describes the sample according to gender.

Table 1. Description of the sample according to gender

Type of participant	Male	Female	Total frequency	Total %
Principals	0	4	4	0.34
Teachers	9	41	50	4.26
Learners	267	302	569	48.5
Parents	204	347	551	46.9
Total	480	694	1174	100

According to table 1, whereas 59% of the participants in the study were female, 41% were male. It should be noted that all 4 principals were female and that 41 teachers out of the total of 50 teachers who participated in the study were female.

3.4 RESEARCH INSTRUMENTS

Guy, Mills and Alrasian (2011, p. 255), defines research instruments as “tools used to collect data”. This study used structured questionnaires (see appendix 4) and observation checklists (see appendix 8). Maree (2007, p. 87) defines a questionnaires as “a self-reporting, data collection instrument that each research participant fills out as part of collecting data in the research study”. The questionnaire enabled the researcher to obtain information on teachers’, learners’ and parents’ opinions and views regarding the practice of inclusive education in the Outapi Circuit.

The observation checklists enabled the researcher to assess either the presence or absence of Inclusive Education practices in the Outapi circuit.

3.5 DATA COLLECTION PROCEDURE

The researcher obtained institutional approval from the University of Namibia to conduct the study, as well as permission from the Permanent Secretary of the Ministry of Education, Arts and Culture, the director of education in the Omusati region education office and from the 4 principals of the sampled schools. After obtained the institutional approval, arrangements were made to collect data at sampled schools. At each school, the researcher explained to research participants the purpose and significance of the study, research instruments, the research process that would be used and then administered structured questions and observation checklists to them. The researcher spent 1 week at each school collecting data from school principals, teachers, and learners after school.

With the help of the school principals, the researcher held meetings with selected parents at each sampled school to explain the purpose of the study and the importance of participating in it. Parents were then asked if they would like to participate in the study. Specific logistical arrangements were made to collect data from parents at their convenience.

3.6 DATA ANALYSIS

The data obtained through questionnaires and the observation checklists were analyzed using descriptive statistics that were in the form of frequencies and percentages.

3.7 RESEARCH ETHICS

Institutional approval from the Postgraduate Studies Centre and the Research Publication Centre of the University of Namibia and from the Permanent Secretary of the Ministry of Education, Arts and Culture were obtained. Participants were presented with a letter requesting their consent. In this letter the research process was also described. The participants were given the opportunity to ask questions to gain clarity; they were also reminded that they may withdraw at any time during the process if they wish to do so. Moreover, the researcher ensured that participants were not exposed to any undue physical or psychological harm (Mertens, 2010, p.92). During the study the researcher strove to be honest, respectful and sympathetic towards all participants. The researcher asked permission from the parents or guardians and school principals for their consent for their children to take part in the study. In addition to that, both the researcher and participants had a clear understanding regarding the confidentiality of the study (Creswell, 2009, p.14).

CHAPTER FOUR: RESULTS

4.1. INTRODUCTION

This chapter presents results that pertain to the research problem, and research questions as described in chapter one. According to chapter one, the specific purpose of this study was to investigate how schools in Outapi circuit of the Omusati region of Namibia promoted Inclusive Education. Self-administered questionnaires and observation checklists were used as the data collection instrument. To obtain the required information the questionnaires were divided into five sections. These were: the biographical data section and sections on perceptions of Creating Inclusive Education Cultures, perceptions of Creating Inclusive Education Values, perceptions of Producing Inclusive Education Policies and perceptions of Evolving Inclusive Education Practices. The collected data were entered and analyzed using descriptive statistics such as frequencies and percentages. These data are presented as follows:

4.2. RESPONSES OF SCHOOL PRINCIPALS TO QUESTIONS THEY WERE ASKED

Using the Likert scale where: SA=Strongly Agree; A=Agree; SD=Strongly Disagree; D=Disagree

Table 2: Perceptions of school principals on creating inclusive education cultures

		SA	A	SD	D
2.1	Everyone is made to feel welcome at this school.	3	1	0	0
2.2	Learners help each other.	0	3	0	1
2.3	Members of staff collaborate with each other.	2	2	0	0
2.4	Members of staff and learners treat one another with respect.	1	1	2	0
2.5	There is a partnership between members of staff and parents/guardians	1	3	0	0
2.6	Members of staff and regional education officials work well together.	0	2	1	1
2.7	The local community is involved in the school.	2	2	0	0

According to table 2 all the sampled 4 school principals agreed that everyone was made to feel welcome at the school, 3 out of 4 principals agreed that learners helped each other, 4 agreed that members of staff collaborated with each other, 2 agreed with the statement that members of staff and learners treated each other with respect, 4 agreed that there was a partnership between

members of staff and parents/guardians, 2 agreed that members of staff and regional officials worked well together and all the 4 principals agreed that the local community was involved in the school. From this, we can deduce that 2 principals disagreed with statements that members of staff and learners treated each other with respect and that teachers and educational regional officials worked well together.

Table 3: Perceptions of school principals on creating Inclusive Education Values

		SA	A	SD	D
3.1	There are high expectations for all learners.	0	3	0	1
3.2	Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion	1	2	1	0
3.3	Learners are equally valued	2	1	0	1
3.4	Members of staff and learners treat one another as human beings.	2	1	0	1
3.5	Members of staff seek to remove barriers to learning and participation in all aspects of the school.	1	1	1	1
3.6	The school works toward the removal of all forms of discrimination.	2	2	0	0

Results in table 3 revealed that 3 school principals agreed that their schools held high expectations for all learners, 3 agreed that Members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion, 3 agreed that learners were equally valued, 3 agreed that Members of staff and learners treated one another as human beings, 2 agreed that members of staff sought to remove barriers to learning and participation in all aspects of the school and all 4 school principals agreed that their schools worked toward the removal of all forms of discrimination. It appears that one school principal did not agree that her school practiced inclusive education values. In addition, 2 school principals disagreed that members of staff in their schools sought to remove barriers to learning and participation in all aspects of the school.

Table 4: Perceptions of school principals on applying Inclusive Education Policies

		SA	A	SD	D
4.1	Staff appointment and promotions are fair.	3	1	0	0
4.2	All new staff are helped to settle in the school.	3	1	0	0
4.3	The school admits all learners from its locality.	3	1	0	0
4.4	The school makes its buildings physically accessible to all people.	3	1	0	0
4.5	All new learners are helped to settle into the school.	4	0	0	0
4.6	The school arranges teaching groups so that all learners are valued.	1	2	1	0

4.7	All forms of learner support are co-ordinated.	0	3	1	0
4.8	Staffs in-service training activities help staff to respond to learner's diversity.	1	2	1	0
4.9	The sector policy on Inclusive Education is used to reduce the barriers to learning and participation of all learners.	1	2	0	1
4.10	Support to those learning other additional subjects is co-ordinated with learning support.	2	0	0	2
4.11	Life-skills support policies are linked to learning support policies.	1	2	1	0
4.12	Pressures for suspended learners from school are decreased.	2	1	1	0
4.13	Barriers to attendance are reduced.	1	2	1	0
4.14	Bullying is minimized.	3	1	0	0

In terms of applying inclusive education policies, table 4 reveals that all 4 school principals agreed that Staff appointment and promotions were fair, all new staff were helped to settle in the school, their schools admitted all learners from its locality, their schools made their buildings physically accessible to all people and that all new learners were helped to settle into the school. In addition, 3 school principals agreed that their schools arranged teaching groups so that all learners were valued, all forms of learner support were coordinated, staff in-service training

activities helped staff to respond to learner’s diversity and that the sector policy on Inclusive Education was used to reduce the barriers to learning and participation of all learners. In contrast to all this, whereas, 2 school principals agreed that support to those learning other additional subjects was co-ordinated with learning support, 2 school principals disagreed with this statement. Furthermore, 3 school principals agreed that life-skills support policies were linked to learning support policies, pressures for suspended learners from school were decreased and that barriers to attendance were reduced. Although one principal disagreed with these statements, all 4 school principals agreed that bullying was minimized in an inclusive education context.

Table 5: Perceptions of school principals on applying Inclusive Education Practices

		SA	A	SD	D
5.1	Lessons encourage the participation of all learners.	1	3	0	0
5.2	Teaching assistants support the learning and participation of all learners.	0	3	0	1
5.3	Teachers avoid gender bias in the classrooms.	1	3	0	0
5.4	There are no specific teaching strategies for gender differences.	2	1	1	0
5.5	Home-work contributes to the learning of all.	3	1	0	0
5.6	Teachers develop teaching aids to support learning and participation.	2	1	1	0
5.7	Community resources are known and used for	0	2	0	2

	teaching and learning.				
5.8	School resources are distributed fairly so that they support inclusion of all learners.	1	2	0	1

Table 5 shows that school principals had varying perceptions on practicing inclusive education in their schools. For instance, whereas all 4 school principals agreed that lessons encouraged the participation of all learners, 3 agreed that teaching assistants supported the learning and participation of all learners, 4 agreed that teachers avoided gender bias in the classrooms, 3 agreed that there were no specific teaching strategies for gender differences, 4 agreed that homework contributed to the learning of all, 3 agreed that teachers developed teaching aids to support learning and participation, 2 agreed that Community resources were known and used for teaching and learning and 3 school principals agreed that School resources were distributed fairly so that they supported inclusion of all learners. It can be deduced from these findings that at least one school principal disagreed that schools in the Outapi Circuit promoted the application of inclusive education practices.

In general, the results in this section showed that most of the 4 sampled school principals agreed that their schools created inclusive education cultures, used inclusive education values, applied inclusive education policies and promoted the evolution of inclusive education practices.

4.4. RESPONSES OF TEACHERS

Using the Likert scale where: SA=Strongly Agree; A=Agree; SD=Strongly Disagree; D=Disagree

Table 6: Perceptions of teachers on creating Inclusive Education Cultures

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
6.1	Everyone is made to feel welcome at this school.	35	70	6	12	3	6	6	12
6.2	Learners help each other.	15	30	22	44	8	16	5	10
6.3	Members of staff collaborate with each other.	24	48	15	30	3	6	8	16
6.4	Members of staff and learners treat one another with respect.	14	28	22	44	3	6	11	22
6.5	There is a partnership between members of staff and parents/guardians	17	34	25	50	4	8	4	8
6.6	Members of staff and regional officials work well together.	8	16	32	64	5	10	5	10
6.7	The local community is involved in the school.	16	32	21	42	7	14	6	12

In terms of creating inclusive education cultures in the Outapi circuit schools, table 6 reveals that 41 (82%) of the sampled teachers agreed that everyone was made to feel welcome at the

schools, 37 (74%), agreed that learners helped each other, 39 (78%) agreed that members of staff collaborated with each other, 36 (72%) agreed with the statement that members of staff and learners treated each other with respect, 42 (84%) agreed that there was a partnership between members of staff and parents/guardians, 40 (80%) agreed that members of staff and regional officials worked well together and 37 (74 %) agreed that the local community was involved in the schools.

According to these data, the majority of the sampled teachers, in general, agreed that schools in the Outapi Circuit schools created conditions in which inclusive education cultural aspects were promoted.

Table 7: Perceptions of teachers on creating Inclusive Education Values

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
7.1	There are high expectations for all learners.	10	20	21	42	8	16	11	22
7.2	Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion	4	8	27	54	9	18	10	20
7.3	Learners are equally valued	25	50	17	34	4	8	4	8
7.4	Members of staff and learners treat one another as human beings.	20	40	20	40	3	6	7	14

7.5	Members of staff seek to remove barriers to learning and participation in all aspects of the school.	19	38	24	48	2	4	5	10
7.6	The school works toward the removal of all forms of discrimination.	31	62	10	20	3	6	6	12

In terms of Creating Inclusive Education Values, table 7 shows that 31 (62%) of the sampled teachers agreed that there were high expectations for all learners, 31 (62%) agreed that members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion, 42 (84%) agreed that learners were equally valued, 40 (80%) agreed that members of staff and learners treated one another as human beings, 43 (86%) agreed that members of staff sought to remove barriers to learning and participation in all aspects of the schooling process and 41 (82%) agreed that the schools worked toward the removal of all forms of discrimination.

Table 8: Perceptions of teachers on applying Inclusive Education Policies

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
8.1	Members of staff appointments and promotions are fair.	18	36	21	42	7	14	4	8
8.2	All new staffs are helped to settle in the school.	24	48	15	30	5	10	6	12
8.3	The school admits all learners from its locality.	24	48	16	32	4	8	6	12
8.4	The school makes its building physically accessible to all people.	19	38	15	30	10	20	6	12
8.5	All new learners are helped to settle into the school.	22	44	19	38	6	12	3	6
8.6	The school arranges teaching groups so that all learners are valued.	15	30	20	40	7	14	8	16
8.7	The Education Sector Policy on Inclusive Education is used to reduce the barriers to learning and participation of all learners.	12	24	23	26	11	22	4	8
8.8	Life-skills support policies are linked to learning support policies.	16	32	24	48	4	8	6	12
8.9	Barriers to attendance are reduced.	13	26	22	44	10	20	5	10

8.10	Bullying is minimized.	24	48	12	24	5	10	9	18
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With regards to applying inclusive education policies in the Outapi Circuit schools, table 8 indicates that 39 (78%) sampled teachers agreed that staff appointments and promotions were fair, 39 (78%) agreed that all new staff were helped to settle in the schools, 40 (80%) agreed that the school admitted all learners from its locality, 34 (68%) agreed that the schools made their buildings physically accessible to all people, 41 (82%) agreed that all new learners were helped to settle into the schools, 35 (70%) agreed with the statement that the school arranged teaching groups so that all learners were valued, 35 (70%) agreed with the statement that the Education Sector Policy on Inclusive Education was used to reduce barriers to learning and participation of all learners, 40 (80%) agreed with the statement that Life-skills support policies were linked to learning support policies, 35 (70%) agreed with the statement that barriers to attendance were reduced and 38 (76%) agreed with the statement that bullying was minimized.

The picture painted by these findings is that according to the majority of the sampled teachers, their schools in Outapi Circuit applied inclusive education policies.

Table 9: Perceptions of teachers on applying Inclusive Education Practices

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
9.1	Teaching is planned with the learning of all learners in mind.	24	48	16	32	4	8	6	12
9.2	Lessons encourage the participation of all learners.	24	48	19	38	2	4	5	10
9.3	Teachers Avoid gender bias in the classroom.	24	48	19	38	3	6	4	8
9.4	There are no specific teaching strategies for gender differences.	23	46	15	30	5	10	7	14
9.5	Lessons develop an understanding of difference.	17	34	21	42	4	8	8	16
9.6	Learners are actively involved in their own learning.	11	22	23	46	8	16	8	16
9.7	Learners learn collaboratively.	12	24	23	46	8	16	7	14
9.8	Assessment contributes to the achievements of all learners.	26	52	16	32	3	6	5	10
9.9	Classroom discipline is based on mutual respect.	19	38	20	40	5	10	6	12
9.10	Teachers plan, teach and review in partnership.	19	38	19	38	9	18	3	6

9.11	Teaching assistance support the learning and participation of all learners.	17	34	24	48	3	6	6	12
9.12	Home-work contributes to the learning of all.	16	32	26	52	2	4	6	12
9.13	All learners take part in activities outside the classroom.	12	24	20	40	6	12	12	24
9.14	Learner's difference is used as a resource for teaching and learning.	12	24	25	50	3	6	10	20
9.15	Teachers Inclusive Education experience is fully utilized.	10	20	24	48	8	16	8	16
9.16	Teachers develop teaching aids to support learning and participation.	17	34	25	50	3	6	5	10
9.17	Community resources are known and used for teaching and learning.	9	18	25	50	10	20	6	12
9.18	School resources are distributed fairly so that they support inclusion of all learners.	16	32	23	46	6	12	5	10

As can be noticed from table 9, 80% to 86% of the sampled teachers agreed that teaching was planned with the learning of all learners in mind, teaching lessons encouraged the participation of all learners, teachers avoided gender bias in the classroom, assessment contributed to the achievement of all learners, teaching assistants supported the learning and participation of all

learners, home-work contributed to the learning of all learners and community resources were known and used for teaching and learning. In addition to these findings, 70% to 78% of the sampled teachers agreed that there were no specific teaching strategies for gender differences, teaching lessons developed an understanding of difference, learners learnt collaboratively, classroom discipline was based on mutual respect, teachers planned, taught and reviewed what they were doing at the schools in partnership, learners' difference was used as a resource for teaching and learning and school resources were distributed fairly so that they supported inclusion of all learners. Furthermore, 64% to 68% of the sampled teachers agreed that learners were actively involved in their own learning, all learners took part in activities outside the classroom, teachers' inclusive education experience was fully utilized and community resources were known and used for teaching and learning.

We can reasonably deduce from all this that the majority of the sampled teachers reported that their schools in the Outapi Circuit applied inclusive education practices.

4.5. RESPONSES OF LEARNERS

Using the Likert scale where: SA=Strongly Agree; A=Agree; SD=Strongly Disagree; D=Disagree

Table 10: Perceptions of learners on creating Inclusive Education Cultures

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
10.1	Everyone is made to feel welcome at this school.	209	37	202	35	43	8	115	20
10.2	Learners help each other.	126	22	178	31	108	19	157	28
10.3	Members of staff and learners treat one another with respect.	193	34	177	31	29	5	170	30

According to table 10, 411 (73%) of the sampled learners agreed that everyone was made to feel welcome at their schools, 304 (53%) agreed that learners helped each other, and 370 (65%) agreed with the statement that members of staff and learners treated one another with respect,

In general, the data shows that whereas 47% of the sampled learners disagreed with the statement that learners helped each other, 35% of them disagreed that members of staff and learners treated one another with respect and 27% of them disagreed that everyone was made to feel welcome at their schools.

Table 11: Perceptions of learners on creating Inclusive Education Values

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
11.1	There are high expectations for all learners.	200	35	211	37	62	11	96	17
11.2	Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion	135	24	263	46	84	15	87	15
11.3	Learners are equally valued	245	43	131	23	94	17	99	17
11.4	Members of staff and learners treat one another as human beings.	145	25	206	36	115	20	103	18
11.5	Members of staff seek to remove barriers to learning and participation in all aspects of the school.	201	35	204	36	66	12	98	17
11.6	The school works toward the removal of all forms of discrimination.	197	34	207	36	62	11	103	18

In terms of creating inclusive education values, table 11 shows that 411 (72%) of the sampled learners agreed with the statement that there were high expectations held for all learners, 398 (70%) agreed that members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion, 376 (66%) agreed that learners were equally valued, 351 (61%) agreed that members of staff and learners treated one another as human beings, 405 (71%) agreed that members of staff sought to remove barriers to learning and participation in all aspects of the school and 404(70%) of the sampled learners agreed that the schools worked toward the removal of all forms of discrimination.

Table 12: Perceptions of learners on applying Inclusive Education Policies

		SA		A		SD		D	
		N	%	N	%	n	%	n	%
12.1	The school admits all learners from its locality.	202	35.5	202	35.5	70	12.3	95	16.7
12.2	The school makes its buildings physically accessible to all people.	131	23	135	24	98	17	205	36
12.3	All new learners are helped to settle into the school.	211	37	203	36	91	16	64	11
12.4	The school arranges teaching groups so that all learners are valued.	73	13	199	35	196	34	101	18
12.5	Staffs in-service training activities help	90	16	128	22	150	26	201	35

	staff to respond to learner's diversity.								
12.6	Life-skills support policies are linked to learning support policies.	204	35.9	199	35.1	83	14.5	83	14.5
12.7	Bullying amongst learners is minimized.	187	33	168	30	113	20	101	18

With regards to applying Inclusive Education Policies in the Outapi Circuit, table 12 shows that 404 (71%) of the sampled learners agreed with the statement that schools in the circuit admitted all learners from its locality, 266 (47%) agreed that schools made their buildings physically accessible to all people, 414 (73%) agreed that all new learners were helped to settle into the schools, 272(48%) agreed that schools arranged teaching groups so that all learners were valued, 218(38%) agreed that staff in-service training activities helped staff to respond to learner's diversity, 403 (71%) agreed with the statement that Life-skills policies support learning, and.355 (63%) agreed that bullying amongst learners was minimized.

Table 13: Perceptions of learners on applying Inclusive Education Practices

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
13.1	Lessons encourage the participation of all learners.	166	29	202	36	102	18	99	17
13.2	Lessons develop an understanding of difference.	170	30	178	31	108	19	113	20
13.3	Learners are actively involved in their own learning.	161	28	220	39	92	16	96	17
13.4	Learners learn collaboratively.	170	30	213	37	90	16	96	17
13.5	Assessment contributes to the achievements of all learners.	210	37	130	23	104	18	123	22
13.6	Classroom discipline is based on mutual respect.	139	24	201	35	99	17	130	22
13.7	Teaching assistants support the learning and participation of all learners.	200	35	203	36	49	9	117	20
13.8	Home-work contributes to the learning of all.	259	46	230	40	30	5	50	9
13.9	All learners take part in activities outside the	71	12	89	16	198	35	211	37

	classroom.								
13.10	Learners' difference is used as a resource for teaching and learning	80	14	90	16	199	35	200	35
13.11	Teachers develop teaching aids to support learning and participation.	84	15	96	17	186	33	203	35
13.12	School resources are distributed fairly so that they support inclusion of all learners.	75	13	101	18	173	30	220	39

In terms of applying Inclusive Education Practices, table 13 shows that 368 (65%) of the sampled learners agreed that lessons encouraged the participation of all learners, 348 (61%) agreed that lessons developed an understanding of difference, 381 (67%) agreed that learners were actively involved in their own learning, 383 (67%) agreed that learners learnt collaboratively, 340 (60%) agreed that assessment contributed to the achievement of all learners and 340 (60%) agreed that classroom discipline was based on mutual respect

Furthermore, 403 (71%) of the sampled learners agreed that teaching assistants supported the learning and participation of all learners, 489 (86 %) agreed that home-work contributed to learning, 409 (72%) **disagreed** that all learners took part in activities outside the classroom, 399 (70%) **disagreed** that learners' difference was used as a resource for teaching and learning, 389 (68%) **disagreed** that teachers developed teaching aids to support learning and participation and 393 (69%) **disagreed** that school resources were distributed fairly so that they supported the inclusion of all learners.

It is important to note here that the majority of the sampled learners disagreed that all learners took part in activities outside the classroom, learners' difference was used as a resource for teaching and learning, teachers developed teaching aids to support learning and participation and they disagreed that school resources were distributed fairly to support inclusion for all learners.

4.6. RESPONSES OF PARENTS

Using the Likert scale where: SA=Strongly Agree; A=Agree; SD=Strongly Disagree; D=Disagree

Table 14: Parents' perceptions on creating Inclusive Education Cultures

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
14.1	Everyone is made to feel welcome at this school.	301	55	189	34	13	2	48	9
14.2	There is a partnership between members of staff and parents/guardians	427	77.1	76	8	15	3	33	6
14.3	The local community is involved in the school.	178	32	184	32.3	91	16.5	98	17.2

According to table 14, whereas more than 80% of the sampled parents agreed that everyone was made to feel welcome at the Outapi circuit schools and that there was a partnership between

members of staff and parents/guardians, about 66% of them agreed that the local community was involved in the schools.

Table 15: Parents’ perceptions on creating Inclusive Education Values

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
15.1	Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion.	230	42	250	45	31	6	40	7
15.2	The school works toward the removal of all forms of discrimination.	220	40	255	46.3	31	7	45	8.2

In terms of Creating Inclusive Education Values, table 15 reveals that 87% of the sampled parents agreed with the statement that members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion and 86% of them agreed that the school works toward the removal of all forms of discrimination.

Table 16: Parents’ perceptions on applying Inclusive Education Policies

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
16.1	The school admits all learners from its locality.	213	39	258	47	20	4	60	11
16.2	The school makes its building physically accessible to all people.	17	3.1	30	5	203	37	301	55
16.3	The Education Sector Policy on Inclusive Education is used to reduce the barriers to learning and participation of all learners.	18	3.3	34	6.2	201	36.5	298	54.1
16.4	Barriers to attendance are reduced.	166	30	320	58.1	25	5	40	7.3
16.5	Bullying amongst learners is minimized.	220	39.9	306	55.6	5	0.9	20	3.6

In terms of applying inclusive education policies, table 16 shows that (86%) of the sampled parents agreed that schools in Outapi Circuit admitted all learners from its locality. This is inconsistent with the findings which revealed that whereas 92% of the sampled parents **disagreed** with the statement that the schools made their buildings physically accessible to all

people, 90% of them **disagreed** with the statement that the Education Sector Policy on Inclusive Education was used to reduce barriers to learning and participation of all learners. In addition, whereas 88% of the parents agreed that barriers to attendance were reduced, 95.5% of them agreed that bullying amongst learners was minimized.

Table 17: Parents’ perceptions on applying Inclusive Education Practices

		SA		A		SD		D	
		n	%	n	%	n	%	n	%
17.1	Community resources are known and used for teaching and learning.	40	7.2	49	8.9	208	37.7	254	46.2
17.2	School resources are distributed fairly so that they support inclusion of all learners.	273	50	182	33	12	2.2	84	15

According to table 17, whereas 84% of the sampled parents *disagreed* with the statement that Community resources were known and used for teaching and learning, 83% of them agreed that School resources were distributed fairly to support the inclusion of all learners.

Table 18: Composite presentation of questionnaire text data

Respondent	Perceptions of inclusive education cultures	Perceptions of inclusive education values	Perceptions of application of inclusive education policies	Perceptions of application of inclusive education practices
Principals	<p>According to table 2 all the sampled 4 school principals agreed that everyone was made to feel welcome at the school, 3 out of 4 principals agreed that learners helped each other, 4 agreed that members of staff collaborated with each other, 2 agreed with the statement that members of staff and learners treated each other with respect, 4 agreed that there was a partnership between members of staff and parents/guardians, 2 agreed that members of staff and regional officials worked well together and all the 4 principals agreed that the local community was involved in the school. From this, we can deduce that 2 principals disagreed with statements that</p>	<p>Results in table 3 revealed that 3 school principals agreed that their schools held high expectations for all learners, 3 agreed that Members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion, 3 agreed that learners were equally valued, 3 agreed that Members of staff and learners treated one another as human beings, 2 agreed that members of staff sought to remove barriers to learning and participation in all aspects of the school and all 4 school principals agreed that their schools worked toward the removal of all forms of discrimination. It appears that one school principal did not agree that her school practiced inclusive</p>	<p>In terms of applying inclusive education policies, table 4 reveals that all 4 school principals agreed that staff appointments and promotions were fair, all new staff were helped to settle in the school, their schools admitted all learners from its locality, their schools made their buildings physically accessible to all people and that all new learners were helped to settle into the school. In addition, 3 school principals agreed that their schools arranged teaching groups so that all learners were valued, all forms of learner support were coordinated, staff in-service training activities helped staff to respond to learner’s diversity and that the sector policy on Inclusive Education was</p>	<p>Table 5 shows that school principals had varying perceptions on practicing inclusive education in their schools. For instance, whereas all 4 school principals agreed that lessons encouraged the participation of all learners, 3 agreed that teaching assistants supported the learning and participation of all learners, 4 agreed that teachers avoided gender bias in the classrooms, 3 agreed that there were no specific teaching strategies for gender differences, 4 agreed that home-work contributed to the learning of all, 3 agreed that teachers developed teaching aids to support learning and participation, 2 agreed that Community resources were</p>

	<p>members of staff and learners treated each other with respect and that teachers and educational regional officials worked well together.</p>	<p>education values. In addition, 2 school principals disagreed that members of staff in their schools sought to remove barriers to learning and participation in all aspects of the school.</p>	<p>used to reduce the barriers to learning and participation of all learners. In contrast to all this, whereas, 2 school principals agreed that support to those learning other additional subjects was co-ordinated with learning support, 2 school principals disagreed with this statement. Furthermore, 3 school principals agreed that life-skills support policies were linked to learning support policies, pressures for suspended learners from school were decreased and that barriers to attendance were reduced. Although one principal disagreed with these statements, all 4 school principals agreed that bullying was minimized in an inclusive education context.</p>	<p>known and used for teaching and learning and 3 school principals agreed that School resources were distributed fairly so that they supported inclusion of all learners. It can be deduced from these findings that at least one school principal disagreed that schools in the Outapi Circuit promoted the application of inclusive education practices.</p> <p>In general, the results in this section showed that most of the 4 sampled school principals agreed that their schools created inclusive education cultures, used inclusive education values, applied inclusive education policies and promoted the evolution of inclusive education practices</p>
Teachers	<p>In terms of creating inclusive education cultures in the Outapi circuit schools, table 6 reveals that 41 (82%) of the sampled teachers agreed that everyone was</p>	<p>In terms of Creating Inclusive Education Values, table 7 shows that 31 (62%) of the sampled teachers agreed that there were high expectations for all learners, 31 (62%)</p>	<p>With regards to applying inclusive education policies in the Outapi Circuit schools, table 8 indicates that 39 (78%) sampled teachers agreed that staff appointments and</p>	<p>As can be noticed from table 9, 80% to 86% of the sampled teachers agreed that teaching was planned with the learning of all learners in mind, teaching lessons</p>

	<p>made to feel welcome at the schools, 37 (74%), agreed that learners helped each other, 39 (78%) agreed that members of staff collaborated with each other, 36 (72%) agreed with the statement that members of staff and learners treated each other with respect, 42 (84%) agreed that there was a partnership between members of staff and parents/guardians, 40 (80%) agreed that members of staff and regional officials worked well together and 37 (74 %) agreed that the local community was involved in the schools.</p> <p>According to these data, the majority of the sampled teachers, in general, agreed that schools in the Outapi Circuit schools created conditions in which inclusive education cultural aspects were promoted.</p>	<p>agreed that members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion, 42 (84%) agreed that learners were equally valued, 40 (80%) agreed that members of staff and learners treated one another as human beings, 43 (86%) agreed that members of staff sought to remove barriers to learning and participation in all aspects of the schooling process and 41 (82%) agreed that the schools worked toward the removal of all forms of discrimination.</p>	<p>promotions were fair, 39 (78%) agreed that all new staff were helped to settle in the schools, 40 (80%) agreed that the school admitted all learners from its locality, 34 (68%) agreed that the schools made their buildings physically accessible to all people, 41 (82%) agreed that all new learners were helped to settle into the schools, 35 (70%) agreed with the statement that the school arranged teaching groups so that all learners were valued, 35 (70%) agreed with the statement that the Education Sector Policy on Inclusive Education was used to reduce barriers to learning and participation of all learners, 40 (80%) agreed with the statement that Life-skills support policies were linked to learning support policies, 35 (70%) agreed with the statement that barriers to attendance were reduced and 38 (76%) agreed with the statement that bullying was</p>	<p>encouraged the participation of all learners, teachers avoided gender bias in the classroom, assessment contributed to the achievement of all learners, teaching assistants supported the learning and participation of all learners, home-work contributed to the learning of all learners and community resources were known and used for teaching and learning. In addition to these findings, 70% to 78% of the sampled teachers agreed that there were no specific teaching strategies for gender differences, teaching lessons developed an understanding of difference, learners learnt collaboratively, classroom discipline was based on mutual respect, teachers planned, taught and reviewed what they were doing at the schools in partnership, learners' difference was used as a resource for teaching and</p>
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			<p>minimized.</p> <p>The picture painted by these findings is that according to the majority of the sampled teachers, their schools in Outapi Circuit applied inclusive education policies.</p>	<p>learning and school resources were distributed fairly so that they supported inclusion of all learners. Furthermore, 64% to 68% of the sampled teachers agreed that learners were actively involved in their own learning, all learners took part in activities outside the classroom, teachers' inclusive education experience was fully utilized and community resources were known and used for teaching and learning.</p> <p>We can reasonably deduce from all this that the majority of the sampled teachers reported that their schools in the Outapi Circuit applied inclusive education practices.</p>
Learners	<p>According to table 10, 411 (73%) of the sampled learners agreed that everyone was made to feel welcome at their schools, 304 (53%) agreed that</p>	<p>In terms of creating inclusive education values, table 11 shows that 411 (72%) of the sampled learners agreed with the statement that there were high</p>	<p>With regards to applying Inclusive Education Policies in the Outapi Circuit, table 12 shows that 404 (71%) of the sampled learners agreed with the</p>	<p>In terms of applying Inclusive Education Practices, table 13 shows that 368 (65%) of the sampled learners agreed that lessons encouraged the</p>

	<p>learners helped each other, and 370 (65%) agreed with the statement that members of staff and learners treated one another with respect,</p> <p>In general, the data shows that whereas 47% of the sampled learners disagreed with the statement that learners helped each other, 35% of them disagreed that members of staff and learners treated one another with respect and 27% of them disagreed that everyone was made to feel welcome at their schools.</p>	<p>expectations held for all learners, 398 (70%) agreed that members of staff, regional officials, learners and parents/guardians shared a philosophy of inclusion, 376 (66%) agreed that learners were equally valued, 351 (61%) agreed that members of staff and learners treated one another as human beings, 405 (71%) agreed that members of staff sought to remove barriers to learning and participation in all aspects of the school and 404(70%) of the sampled learners agreed that the schools worked toward the removal of all forms of discrimination.</p>	<p>statement that schools in the circuit admitted all learners from its locality, 266 (47%) agreed that schools made their buildings physically accessible to all people, 414 (73%) agreed that all new learners were helped to settle into the schools, 272(48%) agreed that schools arranged teaching groups so that all learners were valued, 218(38%) agreed that staff in-service training activities helped staff to respond to learner’s diversity, 403 (71%) agreed with the statement that Life-skills policies support learning, and.355 (63%) agreed that bullying amongst learners was minimized.</p>	<p>participation of all learners, 348 (61%) agreed that lessons developed an understanding of difference, 381 (67%) agreed that learners were actively involved in their own learning, 383 (67%) agreed that learners learnt collaboratively, 340 (60%) agreed that assessment contributed to the achievement of all learners and 340 (60%) agreed that classroom discipline was based on mutual respect</p> <p>Furthermore, 403 (71%) of the sampled learners agreed that teaching assistants supported the learning and participation of all learners,489 (86 %) agreed that home-work contributed to learning, 409 (72%) disagreed that all learners took part in activities outside the classroom,399 (70%) disagreed that learners’ difference was used as a resource for teaching and learning, 389 (68%) disagreed that teachers</p>
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				<p>developed teaching aids to support learning and participation and 393 (69%) disagreed that school resources were distributed fairly so that they supported the inclusion of all learners.</p> <p>It is important to note here that the majority of the sampled learners DISAGREED that all learners took part in activities outside the classroom, learners' difference was used as a resource for teaching and learning, teachers developed teaching aids to support learning and participation and they disagreed that school resources were distributed fairly to support inclusion for all learners.</p>
Parents	According to table 14, whereas more than 80% of the sampled parents agreed that everyone was made to feel welcome at the Outapi circuit schools and that there was a partnership	In terms of Creating Inclusive Education Values, table 15 reveals that 87% of the sampled parents agreed with the statement that members of staff, regional officials, learners and parents/guardians	In terms of applying inclusive education policies, table 16 shows that (86%) of the sampled parents agreed that schools in Outapi Circuit admitted all learners from its locality. This is inconsistent with	According to table 17, whereas 84% of the sampled parents disagreed with the statement that Community resources were known and used for teaching and learning, 83% of them agreed that School resources

	<p>between members of staff and parents/guardians, about 66% of them agreed that the local community was involved in the schools.</p>	<p>shared a philosophy of inclusion and 86% of them agreed that the school works toward the removal of all forms of discrimination.</p>	<p>the findings which revealed that whereas 92% of the sampled parents disagreed with the statement that the schools made their buildings physically accessible to all people, 90% of them disagreed with the statement that the Education Sector Policy on Inclusive Education was used to reduce barriers to learning and participation of all learners. In addition, whereas 88% of the parents agreed that barriers to attendance were reduced, 95.5% of them agreed that bullying amongst learners was minimized.</p>	<p>were distributed fairly to support the inclusion of all learners.</p>
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4.7 OBSERVATION CHECKLIST DATA

Using an observation checklist, the researcher observed teachers teach in the classroom, taking note of what was seen and heard in the classroom, how the teachers practiced inclusive education in the classroom, the type of interactions between the teachers and their learners and amongst the learners, and how participative the learners were during the lessons. One lesson per teacher in each school was observed. This came to a total of 4 lessons observed by the researcher. In addition, the duration of each lesson was 45 minutes and the teachers were not forewarned of the exact days of the researcher's visit to do the classroom observations in their particular lessons.

Using the Likert Scale assessment categories of "*Adequate, Satisfactory and Inadequate*", the observation checklist was used as indicated in the tables that follow.

Table 19: Observations of teachers on the demonstration of Inclusive Education Cultures in the classroom

	Adequate	Satisfactory	Inadequate
19.1 Every learner is made to feel welcome in the classroom.	3	1	0
19.2 Learners help each other in the classroom.	1	1	2
19.3 Teachers and learners treat one another with respect.	1	2	1
19.4 Teachers do not favor one group of children over another.	4	0	0

According to table 19, the researcher observed that in 3 out of 4 lessons, every learner was adequately made to feel welcome. In contrast to this, the researcher observed that only in 1 out of 4 lessons did learners adequately help each other in the classroom and teachers and learners treated each other with respect. In fact, in 2 out of 4 lessons she observed that learners **inadequately** helped each other in the classroom. She however, observed that in 4 out of 4 lessons, teachers did not favour one group of learners over other groups of learners.

This would imply that, in general, the teachers who were observed demonstrated a mixed picture of the application of the culture of inclusive education.

Table 20: Observations of teachers on the demonstration of creating Inclusive Education values

	Adequate	Satisfactory	Inadequate
20.1 Teachers try to help all learners to do their best.	1	1	2
20.2 Teachers try to remove barriers to learning and participation in the classroom.	0	3	1

According to table 20, whereas the researcher observed that in 2 out of 4 lessons, teachers **inadequately** tried to help all learners to do their best, in 1 lesson the teacher did this **adequately** and in another 1 lesson the teacher tried to help all learners in a **satisfactory** manner. When it came to teachers trying to remove barriers to learning and participation in the classroom, the researcher observed that in zero out of 4 lessons was this value demonstrated **adequately**. It was however, demonstrated in a **satisfactory** manner in 3 out of 4 lessons. It was demonstrated **inadequately** in one lesson.

Table 21: Observations of teachers on the demonstration of applying Inclusive Education Policies

	Adequate	Satisfactory	Inadequate
21.1 The school buildings are accessible to all learners.	0	1	3
21.2 Teachers arrange teaching groups so that all learners are valued.	2	0	2

As shown in table 21, the researcher observed that the policy that school buildings should be accessible to all learners was **inadequately** demonstrated in 3 out of 4 schools. It was demonstrated in a **satisfactory** manner in 1 out of 4 schools. A mixed picture emerged when it came to demonstrating the adherence to the policy that teachers should arrange teaching groups so that all learners were valued. Whereas adherence to this policy was **adequately** demonstrated in 2 lessons, it was **inadequately** demonstrated in 2 other lessons.

Table 22: Observations of teachers on the demonstration of applying Inclusive Education Practices

	Adequate	Satisfactory	Inadequate
22.1 Teachers try to make the lessons easy to understand for every learner.	4	0	0
22.2 Teachers expect learners to help each other in lessons.	2	0	2
22.3 Teachers and learners behave well towards each other during lessons.	2	1	1
22.4 There are no specific teaching strategies for gender differences.	4	0	0

Data presented in table 22 revealed that the researcher observed that whereas the practice of teachers trying to make lessons easy to understand for every learner was demonstrated **adequately** in 4 out of 4 lessons, the practice of teachers expecting learners to help each other in class was demonstrated **adequately** in 2 lessons. The practice was observed to be demonstrated **inadequately** in 2 other lessons.

The practice of teachers and learners behaving well towards each other during lessons was demonstrated **adequately** in 2 out of 4 lessons. Although the practice was demonstrated in a **satisfactory** manner in 1 lesson, it was demonstrated **inadequately** in another 1 lesson.

Furthermore, the practice of not applying specific teaching strategies for boys and specific teaching strategies for girls was observed to be demonstrated **adequately** in 4 out of 4 lessons.

TABLE 23: OBSERVATION DATA IN TEXT

INCLUSIVE EDUCATION CATEGORY OBSERVED	WHAT OBSERVED
Inclusive Education Cultures	<p>According to table 19, the researcher observed that in 3 out of 4 lessons, every learner was adequately made to feel welcome. In contrast to this, the researcher observed that only in 1 out of 4 lessons did learners adequately help each other in the classroom and teachers and learners treated each other with respect. In fact, in 2 out of 4 lessons she observed that learners inadequately helped each other in the classroom. She however, observed that in 4 out of 4 lessons, teachers did not favour one group of learners over other groups of learners.</p> <p>This would imply that, in general, the teachers who were observed demonstrated a mixed picture of the application of the culture of inclusive education.</p>
Inclusive Education values	<p>According to table 20, whereas the researcher observed that in 2 out of 4 lessons, teachers inadequately tried to help all learners to do their best, in 1 lesson the teacher did this adequately and in another 1 lesson the teacher tried to help all learners in a satisfactory manner. When it came to teachers trying to remove barriers to learning and participation in the classroom, the researcher observed that in zero out of 4 lessons was this value demonstrated adequately. It was however, demonstrated in a satisfactory manner in 3 out of 4 lessons. It was demonstrated inadequately in one lesson.</p>

<p>Inclusive Education Policies</p>	<p>As shown in table 21, the researcher observed that the policy that school buildings should be accessible to all learners was inadequately demonstrated in 3 out of 4 schools. It was demonstrated in a satisfactory manner in 1 out of 4 schools. A mixed picture emerged when it came to demonstrating the adherence to the policy that teachers should arrange teaching groups so that all learners were valued. Whereas adherence to this policy was adequately demonstrated in 2 lessons, it was inadequately demonstrated in 2 other lessons.</p>
<p>Inclusive Education Practices</p>	<p>Data presented in table 22 revealed that the researcher observed that whereas the practice of teachers trying to make lessons easy to understand for every learner was demonstrated adequately in 4 out of 4 lessons, the practice of teachers expecting learners to help each other in class was demonstrated adequately in 2 lessons. The practice was observed to be demonstrated inadequately in 2 other lessons.</p> <p>The practice of teachers and learners behaving well towards each other during lessons was demonstrated adequately in 2 out of 4 lessons. Although the practice was demonstrated in a satisfactory manner in 1 lesson, it was demonstrated inadequately in another 1 lesson. Furthermore, the practice of not applying specific teaching strategies for boys and specific teaching strategies for girls was observed to be demonstrated adequately in 4 out 4 lessons.</p>

CHAPTER FIVE: DISCUSSION OF RESULTS

5.1 INTRODUCTION

As stated in chapter 1, the research problem on which this thesis is based was to find out whether or not schools in the Outapi circuit of the Omusati Education region of Namibia promoted Inclusive Education cultures, values, policies and practices. This research problem was translated into the following research questions:

1. To what extent do schools in Outapi Circuit promote Inclusive Education Cultures, Values, Policies and Practices?
2. What challenges if any, do schools in the Outapi Circuit face when attempting to promote Inclusive Education Cultures, Values, Policies and Practices?
3. To what extent do parents of learners who attend Outapi Circuit schools participate in the promotion of Inclusive Education Cultures, values, Policies and Practices at the schools?

Chapter 4 presented data on how sampled school principals, teachers, learners and parents in the Outapi Circuit of the Omusati Region responded to these research questions. In chapter 5, I discuss those data in the manner that follows

5.2 PROMOTING INCLUSIVE EDUCATION CULTURES

According to table 18, there was in general, agreement amongst school principals, teachers, learners and parents that inclusive education cultures were promoted in Outapi Circuit schools. For instance, they largely agreed that everyone was made to feel welcome at the schools, members of staff collaborated with each other, there was a partnership between members of staff and parents/guardians and that the local communities were involved in the schools.

Notwithstanding this apparent consensus, 2 out of 4 school principals disagreed that members of staff and learners treated each other with respect and that members of staff and educational regional officials worked well together. Learners also expressed divergent perceptions on whether or not Outapi schools promoted inclusive education cultures when, whereas 47% of them disagreed with the statement that learners helped each other, 35% of them disagreed that members of staff and learners treated each other with respect and 27% of them disagreed that everyone was made to feel welcome at their schools (see table 18).

According to Ainscow and Booth, (2002), inclusive education cultures create secure, accepting, collaborating, stimulating school communities in which everyone is valued and enabled to achieve to the best of their ability. Although some of the data presented in the preceding paragraph are consistent with this position, some of it is not.

To illustrate this, although school principals agreed that everyone was made to feel welcome at the sampled Outapi schools, 18% of teachers, 28% of learners and 11% of parents disagreed that this was the case. In addition, 1 school principal, 26% of teachers and 47% of learners disagreed that learners were helping each other in school. Moreover, 26% of teachers and about 34 % of parents disagreed that members of staff collaborated with each other and that there was partnership between members of staff and parents. All this is inconsistent with Gillies' and Carrington's (2004) position that inclusive schools should have a culture of high professional trust and a culture that fosters openness, inquiry, risk taking and innovation.

Furthermore, these culturally based challenges of inclusive education are inconsistent with Whyte's (2005) view that a culturally inclusive environment requires mutual respect, effective

relationship, clear communication, explicit understandings about expectations and critical self-reflections amongst learners, teachers and the community.

The general message that is communicated by the current data is not only supportive of the existence of inclusive education cultures in the Outapi schools but it also points to the prevalence of some challenges that stand in the way of the culture of inclusivity in the schools. This deduction is further supported by the finding that 26% of the sampled teachers and about 35 % of the sampled parents disagreed that the local community was involved in the schools. This goes against Michael, S; et.al.'s (2009) understanding that inclusion is not just a school issue but it is about children, parents and the community.

Collaboration as a cultural value of inclusive education seems to be demonstrated in the Outapi circuit schools. This appears to be the case because 3 out of 4 principals and 80% of the teachers agreed with the statement that members of staff and regional officials worked well together. This is consistent with Ainscow's and Miles' (2009) and Hiatt-Michael's (2006) assertion that collaboration amongst all stakeholders in education is the key strategy to the success of moving in a more inclusive direction. This requires teachers, regional officials and parents to consult with each other and seek for assistance for all learners. .

5.3 PROMOTING INCLUSIVE EDUCATION VALUES

In response to the research issue of the extent to which schools in Outapi Circuit promote inclusive education values, the majority of the sampled school principals, teachers, learners and parents agreed that members of staff, regional educational officials, learners and parents/guardians shared a philosophy of inclusion, learners were equally valued and that schools worked towards the removal of all forms of discrimination. Moreover, the majority of the school

principals, teachers and learners agreed that schools held high expectations for all learners and that members of staff and learners treated one another as human beings (see table 18). These findings are consistent with the views that inclusion as an approach to education and society is concerned with increasing the participation of all and reducing all forms of discrimination and modes of exclusion and that inclusive schools must have high expectations for all learners' learning, demand learners' effort and organize their resources to optimize learners' opportunities for learning (Tony, 2005; Ivo, 2015).

It should be noted that a substantial minority of the sampled school principals, teachers and learners did not ascribe to the perceptions on inclusive education values that the majority of respondents expressed (see table 18). For instance, about 30% of the sampled learners disagreed that there were high expectations held for all learners, that members of staff, regional officials, learners and parents shared a philosophy of inclusion, that learners were equally valued, that members of staff and learners treated one another as human beings, that members of staff sought to remove barriers to learning and participation in all aspects of the schools and that schools worked to remove all forms of discrimination. In addition, 38% of the sampled teachers disagreed that high expectations were held for all learners and they also disagreed that members of staff, regional officials, learners and parents shared a philosophy of inclusion.

What this implies is that from the perspective of several teachers and learners, the promotion of many aspects of inclusive education values in the sampled Outapi Circuit schools is still a work in progress and that these aspects of inclusive education values seem to be perceived as challenges to inclusive education. For instance, many learners did not perceive that their teachers

sought to remove barriers to learning and participation. Moreover, many teachers did not perceive that educational stakeholders in the sampled Outapi circuit schools shared a philosophy of inclusion.

5.4 APPLYING INCLUSIVE EDUCATION POLICIES

According to table 18, there appears to be a great deal of consensus amongst the majority of the sampled school principals, teachers and learners when it comes to the perceptions of the application of **some** aspects of inclusive education policies in the sampled Outapi Circuit Schools. The data presented in tables 4, 8 and 18 showed that the majority of the sampled school principals and teachers were in agreement when perceiving that staff appointments and promotions were fair, all new staff members were helped to settle down in the schools, the schools admitted all learners from their localities, the schools made their buildings physically accessible to all people, the sector policy on inclusive education was used to reduce barriers to learning and participation, life skills support policies were linked to learning support policies and that bullying was minimized in the sampled schools.

Furthermore, data presented in tables 8, 12 and 18 revealed that the majority of the sampled teachers and learners were in agreement when perceiving that schools in the sampled Outapi Circuit schools admitted all learners from their localities, all new learners were helped to settle down into the schools, schools arranged teaching groups so that all learners were valued, life skills policies supported learning and that bullying amongst learners was minimized. Consistent with all this, data presented in tables 8, 16 and 18 also revealed that there was some consensus

between the majority of sampled teachers and parents when perceiving that schools admitted all learners from their localities and that bullying amongst learners was minimized.

The general message that could be deduced from these findings is that the majority of sampled school principals, teachers, learners and parents perceived that **some aspects** of inclusive education policies were applied in the sampled Outapi Circuit schools. However, inconsistent with this deduction, some other aspects of inclusive education policies as understood in this thesis were **NOT** perceived by some sampled school principals, teachers, learners and parents as being adequately applied. For instance, according to table 16, whereas 92% of the sampled parents disagreed that the sampled schools made their buildings physically accessible to all people, 90% of them disagreed that the sector policy on inclusive education was used to reduce barriers to learning and participation of all learners.

In addition, according to table 12, whereas 53% of learners disagreed that schools made their buildings physically accessible to all people, 52% of them disagreed that schools arranged teaching groups so that all learners were valued, 62% of them disagreed that staff in-service training activities helped members of staff to respond to learners' diversity and 37% of them disagreed that bullying amongst learners was minimized.

Moreover, according to table 8, whereas 32% of the sampled teachers disagreed that schools made their buildings physically accessible to all people, 30% of them disagreed that schools arranged teaching groups so that all learners were valued and they disagreed that the sector

policy on inclusive education was used to reduce barriers to learning and participation of all learners.

The fact that a number of these aspects of applying inclusive education policies were perceived by several sampled teachers, learners and parents as not being expressed on the ground in the schools implies that some amount of work remains to be done to adequately implement inclusive education policies in the Outapi Circuit schools.

For instance, the finding that 32% of teachers, 53% of learners and 92% of parents did not perceive that school buildings were physically accessible to all people implies that the policy on physical accessibility to schools by all learners should be implemented in all Outapi Circuit schools. Common problems that need to be addressed on this include lack of accessibility pertaining to entering rooms or moving from floor to floor, inaccessible restrooms and heavy doors that are difficult to open. In addition, many classrooms may have furnishings that prevent some learners from moving around freely. Moreover, desks may be installed in a manner that is not adjusted for height and book shelves may be too high for short learners (Kratochwill, 2010).

The policy on the fair staff appointment and promotion in schools and the policy that all new staff should be helped to settle down in the schools should be adhered to. Data presented in table 8 showed that 22% of teachers did not think that these inclusive education policy aspects were adhered to in the Outapi Circuit schools. Ainscow & Booth (2002) stated that adhering to these aspects of inclusive education policies would enable schools to be more flexible in their

organization and thereby enable teachers to work together in problem-solving teams for the purpose of developing responses to even the most problematic of their learners.

The fact that 1 principal, 30% of teachers and 52 % of learners perceived that schools did not arrange teaching groups so that all learners were valued speaks to the need to more adequately apply the inclusive education policy aspect on group work. To elaborate on the importance of doing this, group work is a technique that uses interactions amongst learners as part of the learning process. Learners are divided into groups of three or four depending on the size of the class. The groups are given specific tasks to perform under the supervision of the teacher. This gives learners the opportunity to work and learn together and develop social skills (Cullingford, 1998). In addition, teachers can use this technique to promote understanding about learning material through facilitating discussion in groups. Teachers would facilitate the process of learning by helping learners to develop skills of finding information, seeking help from one another and sharing information amongst each other. The teacher here takes the role of a facilitator either as a participant in the group or as an outsider assuming the role of a consultant.

The finding that 62% of learners did not perceive that staff in-service training activities helped teachers to respond to learners' diversity goes against the policy that in order to implement inclusive education adequately, teachers should be sufficiently trained to do this. The perception of the sampled learners on this complements research findings which revealed that most of the Namibian teachers did not receive in-depth training in inclusive education during pre-service training (Zimba, R., Mostert, M. L., Hengari, J. U., Haihambo-Muetudana, C. K., Möwes, A.D., & Mwoombola, K. 2002).

The finding that 1 school principal, 20% of teachers and 90% of parents did not perceive that the sector policy on inclusive education was used to reduce barriers to learning and participation of all learners may imply that the Omusati Region educational officers and the Outapi Circuit officers should create awareness about the policy and its usefulness amongst teachers and parents. Ladbrook (2009) urged inclusive education support of this kind for schools and communities. Some of the teachers and parents may not perceive that the policy is meant to reduce barriers to learning and participation amongst learners because they may not be aware of it.

The finding that 24% of teachers and 37% of learners did not perceive that bullying was minimized amongst learners in the sampled Outapi Circuit schools should be highlighted so that the policy on it in the Namibian inclusive education context is not lost. United Nations International Children's Fund (UNICEF) (2007) reported that several children in Namibia were growing up in violent environments. Children exposed to such violence were likely to engage in anti-social behavior such as bullying at school. It is important to legislate against bullying in inclusive schools because its victims often experience emotional problems, including anxiety, depression and suicidal tendencies. These negative effects of bullying may influence its victims' scholastic achievement and create barriers to their learning.

5.5 APPLYING INCLUSIVE EDUCATION PRACTICES

In this section, the discussion is focused on the sampled school principals', teachers', learners' and parents' perceptions of the application of several inclusive education practices in the Outapi Circuit Schools. Based on table 18, the inclusive education practices to be discussed are:

- Encouragement of learner participation in lessons;

- Avoidance of gender bias in the classroom;
- Contribution of home-work to the learning of all learners;
- The development of teaching aids by teachers that support learning and participation of all learners;
- The knowledge and use of community resources for teaching and learning in inclusive education settings;
- The fair distribution of school resources;
- The planning of teaching with the learning of all learners in mind;
- The contribution of assessment to the achievement of all learners;
- The development of the understanding of difference through teaching lessons;
- Collaborative learning used by learners;
- Basing classroom discipline on mutual respect;
- Collaborative planning, teaching and reviewing amongst teachers- teachers working in collaboration and partnership;
- Using learners' difference as a resource for teaching and learning;
- Learners' active involvement in their own learning;
- Participation of all learners in activities outside the classroom.

Based on data reported in chapter 4, particularly in table 18, there appeared to be either high agreement, weak agreement, disagreement or contradiction amongst the sampled school principals, teachers, learners and parents when it came to their perceptions of the application of the above listed inclusive education practices in the Outapi Circuit schools. For instance, there was high agreement amongst school principals and teachers on the inclusive education practice of teachers avoiding gender bias in the classroom. This kind of agreement was also the case

when all 4 school principals, 80% of teachers and 86% of learners perceived that home-work contributed to the learning of all learners. In addition, whereas more than 80% of the sampled teachers agreed that teachers planned their lessons with the learning of all learners in mind, more than 70% of them perceived that teachers planned, taught and reviewed what they were doing at the schools in partnership with each other-they collaborated with each other when doing all this. Moreover, this kind of high agreement was also displayed when 68% of teachers and 67% of learners agreed that learners were actively involved in their own learning.

These findings are consistent with effective inclusive education practices. In support of this deduction, Boundless (2014) stated that effective teaching strategies helped to activate learners' curiosity about class topics, engaged learners in learning, developed critical thinking skills, engendered useful classroom interaction and enhanced the learning of content. Furthermore, the general consensus amongst teachers, learners and parents that home-work contributed to the learning of all learners was consistent with Xu and Filler's (2008) view that home-work as an inclusive education practice encouraged parents to be involved in their children's education. Involving parents in this way helps teachers to adopt teaching and learning approaches that respond to the needs of all learners.

There was weak agreement when more than 80% of teachers agreed that assessment contributed to the achievement of all learners while only 60% of learners held this position. Similarly, whereas more than 70% of teachers perceived that teaching lessons developed an understanding of difference, only 61% of the sampled learners held this perception. Furthermore, whereas more than 70% of the sampled teachers perceived that learners collaborated when learning, only 60% of learners reported this perception. Weak agreement was also displayed when while more than

70% of the sampled teachers perceived that classroom discipline was based on mutual respect, only 60% of learners were in agreement on this.

What these findings reveal is that about 40% of the sampled learners did **not** perceive that in Outapi Circuit schools assessment contributed to the achievement of all learners, lessons developed an understanding of difference, learners collaborated in learning and they did not perceive that discipline was based on mutual respect amongst teachers and learners. According to these findings, this position was held by more than 20% of the sampled teachers. To some degree, this would imply that for more than a third of the sampled learners and more than a fifth of the sampled teachers, the implementation of these inclusive education practices in Outapi Circuit schools was not evident. Because of this, they should either be put in practice or enhanced. For instance, the finding that 40% of learners and 20% of teachers did not think the resolution of discipline problems in schools was based on mutual respect amongst learners and teachers should be carefully looked into to encourage learner concentration during lessons and to prevent learners from engaging in mischievous behavior (Kratochwill, 2010; Dunbar, 2004).

Doing this in the Outapi Circuit schools would be important because it would be consistent with effective inclusive education practice. It would also be consistent with Westwood's (2013) suggestion that in inclusive classrooms, teachers must make adjustments to their teaching methods, curriculum content, resources and classroom groupings because learners come from varied backgrounds and different cultures, have different life experiences and possess different innate and acquired characteristics. They differ in terms of intelligence, gender, cultural background, ethnicity, the amount of support from home, the extent of prior knowledge and

experiences, resources outside of school hours, abilities and disabilities. Teachers in inclusive education classrooms should be sensitive to and adapt to all these forms of diversity in their teaching.

There was considerable lack of consensus and a high degree of disagreement amongst school principals, teachers, learners and parents in their perceptions of the application of several other instances of inclusive education practices in Outapi Circuit schools. For example, whereas 3 out of 4 school principals agreed that teachers developed teaching aids to support learning and participation, 68% of learners disagreed that this was the case. Similarly, whereas 2 out of 4 school principals and 80% of the sampled teachers agreed that community resources were known and used for teaching and learning, 84% of the sampled parents disagreed with this perception. In addition, whereas 3 out of 4 school principals, 70% of teachers and 83% of parents agreed that school resources for the implementation of inclusive education were fairly distributed in the Outapi Circuit schools, 69% of the learners disagreed with this assessment. Moreover, although more than 70% of teachers agreed that learners' difference was used as a resource for teaching and learning, 70% of learners disagreed with this statement. Consistent with this manner of divergence, whereas more than 65% of teachers agreed that all learners took part in activities outside the classroom, 72% of learners disagreed with this assertion.

These findings do not provide categorical affirmative or negative responses to the research question on the extent to which schools in Outapi Circuit promoted inclusive education practices. Instead, they present to us two opposing perceptions of whether or not a number of inclusive

education practices were engaged in by schools in the Outapi Circuit. On one side, more than two thirds of learners did not perceive that teachers developed teaching aids to support teaching and learning, that school resources for the implementation of inclusive education were fairly distributed in the Outapi Circuit schools, that learners' difference was used as a resource for teaching and learning and that more than two thirds of them did not perceive that all learners took part in activities outside the classroom. On the other side the majority of school principals and teachers perceived that these inclusive education practices were in fact engaged in by Outapi Circuit schools.

Although we do not have data indicating that one opposing side was more credible than the other, it is plausible to view the perception of learners as that which communicates the message that these inclusive education practices needed to be promoted and enhanced by schools in the Outapi Circuit. Particularly, according to the majority of learners, schools in the Outapi Circuit should be fairly resourced in order for them to adequately practice inclusive education. More than 80% of parents thought that some of such resources should be mobilized from communities where schools were located. These parents did not think that community resources to facilitate inclusive education practice in the Outapi Circuit were currently known and used. This reasoning is consistent with Jenkinson's (1997) position that on many occasions teachers were overwhelmed by the diversity of learners in their classrooms as they did not have skills to adapt available materials to respond to the needs of their varied learners. He indicated that without relevant materials, inclusive education was difficult to implement in schools. This would apply to schools in the Outapi Circuit.

5.6 DISCUSSION OF OBSERVATION CHECKLIST DATA

Data presented in tables 19 to 22 capture the researcher's observations of how 4 sampled teachers in the Outapi Circuit demonstrated the application of instances of inclusive education cultures, inclusive education values, inclusive education policies and inclusive education practices in their teaching. The composite text data of these observations are presented in table 23. The main purpose of carrying out these observations was to verify what was reported in the questionnaire data. The observation data are discussed in the manner that follows.

5.6.1 Discussing observations on inclusive education cultures

Instances of inclusive education cultures that were observed included the feeling of being welcome in the learning context, learning support that learners provided to each other, the exercise of respect between teachers and learners and the practice of non-discrimination. According to table 23, the researcher observed that whereas 3 out of 4 teachers created learning environments in which all learners felt welcome, 4 out of 4 teachers practiced non-discrimination as they did not favour one group of learners over other groups. On issues of learners supporting each other in learning and teachers and learners treating each other with respect, the observation data were less affirming. This was the case because the researcher observed that learners did not adequately help each other and teachers and learners did not adequately treat each other with respect in 3 out of 4 classrooms. Consistent with questionnaire data that were discussed earlier, these observation data communicate the message that this study has produced some evidence on the promotion of inclusive education cultures in the Outapi Circuit schools. In spite of this, the study has also highlighted areas where the promotion of inclusive education cultures was lacking. This means that more work needs to be done to adequately create inclusive educational cultural environments in the Outapi Circuit schools. As indicated earlier, this would be consistent with Whyte's (2005) position that, a culturally inclusive environment requires mutual respect,

effective relationship, clear communication, explicit understandings about expectations and critical self-reflections amongst learners, teachers and the community.

5.6.2 Discussing observations on inclusive education values

According to table 23, the researcher observed that the inclusive education values of teachers encouraging all learners to do their best and of teachers removing barriers to learning and participation out of the way of all learners were weakly demonstrated. This was the case because the researcher observed that 2 out of 4 teachers inadequately tried to help all learners to do their best and none of the teachers adequately tried to remove barriers to learning and participation out of the way of all learners. These observations are consistent with the discussion of questionnaire data on inclusive education values that was undertaken earlier in this chapter.

5.6.3 Discussing observations on inclusive education policies

According to tables 20 and 23, the researcher observed that the inclusive education policy on the physical accessibility of school buildings to all people was inadequately adhered to. In addition, she observed that 2 out of 4 teachers inadequately adhered to the policy of arranging teaching groups in such a way that all learners were valued. Consistent with questionnaire data from teachers, learners and parents, these observations mean that policy aspects of inclusive education that are implicated here should be observed more fully in the Outapi Circuit schools.

5.6.4 Discussing observations on inclusive education practices

Whereas the inclusive education practices of making lessons understandable to all learners and of treating boys and girls fairly were observed to be adequately adhered to by all 4 sampled teachers, the practices of encouraging learners to help each other and of creating harmonious teaching and learning environments in the classrooms were observed to be inadequately adhered to. These observations strengthen the message that not all indices of inclusive education practices were demonstrated in the Outapi Circuit schools. This means that those which were not adequately demonstrated should be activated and enhanced.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

As stated in chapter 1, the study on which this thesis is based was designed to answer the following research questions:

1. To what extent do schools in Outapi Circuit promote Inclusive Education Cultures, Values, Policies and Practices?
2. What challenges if any, do schools in the Outapi Circuit face when attempting to promote Inclusive Education Cultures, Values, Policies and Practices?
3. To what extent do parents of learners who attend Outapi Circuit schools participate in the promotion of Inclusive Education Cultures, values, Policies and Practices at the schools?

In an integrated way, questionnaire and observation data presented in chapter 4 and discussed in chapter 5 provided answers to these research questions.

The main purpose of this chapter is to highlight the main conclusions of the study that was conducted and based on the conclusions, make recommendations on what should be done to enhance the promotion and application of inclusive education cultures, values, policies and practices in the Outapi Circuit schools of the Omusati Region of Namibia. This will be done in the manner that follows.

6.1. CONCLUSION

Based on the questionnaire and observation data that were presented in chapter 4 and discussed in chapter 5, I wish to highlight the main conclusions of the study that follow.

6.1.1 Main conclusions on creating inclusive education cultures in Outapi Circuit schools

Based on the data that was discussed in chapter 5, it can be concluded that there was in general, agreement amongst school principals, teachers, learners and parents that **some** aspects of inclusive education cultures were promoted in Outapi Circuit schools. These included making everyone feel welcome at the schools, members of staff collaborating with each other, teachers and parents working in partnership and the local communities getting involved in the schools. However, this agreement was not unanimous on all aspects of inclusive education cultures. For example, more than two thirds of learners disagreed that learners helped each other, that members of staff and learners treated each other with respect and that everyone was made to feel welcome at their schools. The general message that is communicated by the current data is not only supportive of the existence of inclusive education cultures in the Outapi schools but it also points to the prevalence of some challenges that stand in the way of the culture of inclusivity in the schools.

6.1.2 Main conclusions on promoting inclusive education values

The findings of the study enable us to conclude that a substantial minority of the sampled school principals, teachers and learners did not ascribe to the perceptions on inclusive education values that the majority of respondents expressed. For instance, a third of the sampled learners disagreed that there were high expectations held for all learners, that members of staff, regional officials, learners and parents shared a philosophy of inclusion, that learners were equally valued,

that members of staff and learners treated one another as human beings, that members of staff sought to remove barriers to learning and participation in all aspects of the schools and that schools worked to remove all forms of discrimination. In addition, more than a third of the sampled teachers disagreed that high expectations were held for all learners and they also disagreed that members of staff, regional officials, learners and parents shared a philosophy of inclusion.

What all this implies is that from the perspective of several teachers and learners, the promotion of many aspects of inclusive education values in the sampled Outapi Circuit schools is still a work in progress and that some aspects of inclusive education values seem to be perceived as challenges to inclusive education.

6.1.3 Main conclusions on applying inclusive education policies

Based on the findings of this study, we can conclude that the majority of sampled school principals, teachers, learners and parents perceived that **some aspects** of inclusive education policies were applied in the sampled Outapi Circuit schools. However, inconsistent with this deduction, some other aspects of inclusive education policies as understood in this thesis were **NOT** perceived by some sampled school principals, teachers, learners and parents as being adequately applied. For instance, whereas more than 90% of the sampled parents disagreed that the sampled schools made their buildings physically accessible to all people, 90% of them disagreed that the sector policy on inclusive education was used to reduce barriers to learning and participation of all learners. In addition, whereas more than 53% of learners disagreed that schools made their buildings physically accessible to all people, 52% of them disagreed that

schools arranged teaching groups so that all learners were valued and 62% of them disagreed that staff in-service training activities helped members of staff to respond to learners' diversity.

The fact that a number of these aspects of applying inclusive education policies were perceived by several sampled teachers, learners and parents as not being expressed on the ground in the schools implies that some amount of work remains to be done to adequately implement inclusive education policies in the Outapi Circuit schools.

6.1.4 Main conclusions on applying inclusive education practices

It can be concluded that findings on applying inclusive education practices did not provide categorical affirmative or negative responses to the research question on the extent to which schools in Outapi Circuit promoted inclusive education practices. Instead, they presented two opposing perceptions of whether or not a number of inclusive education practices were engaged in by the sampled schools. On one side, more than two thirds of learners did not perceive that teachers developed teaching aids to support teaching and learning, that school resources for the implementation of inclusive education were fairly distributed in the Outapi Circuit schools, that learners' difference was used as a resource for teaching and learning and that more than two thirds of them did not perceive that all learners took part in activities outside the classroom. On the other side the majority of school principals and teachers perceived that these inclusive education practices were in fact engaged in by Outapi Circuit schools.

Although we do not have data indicating that one opposing side was more credible than the other, it is plausible to view the perception of learners as that which communicates the message

that these inclusive education practices needed to be promoted and enhanced by schools in the Outapi Circuit. Particularly, according to the majority of learners, schools in the Outapi Circuit should be fairly resourced in order for them to adequately practice inclusive education. More than 80% of parents thought that some of such resources should be mobilized from communities where schools were located. This reasoning is consistent with Jenkinson's (1997) position that on many occasions teachers were overwhelmed by the diversity of learners in their classrooms as they did not have skills to adapt available materials to respond to the needs of their varied learners. He indicated that without relevant materials, inclusive education was difficult to implement in schools. This would apply to schools in the Outapi Circuit.

6.2. RECOMMENDATIONS

Based on the findings that were presented in chapter 4 and discussed in chapter 5 and based on the study's main conclusions that have been summarized in section 6.1 of this chapter, recommendations that follow are offered. These recommendations are about how findings of the study on which this thesis is based could be applied to promote and enhance inclusive education cultures, values, policies and practices in the Outapi Circuit of the Omusati Region in particular and in Namibia in general. As suggestions, the recommendations are offered to demonstrate how the findings of this study could make theoretical and practical contributions towards the advancement of inclusive education in the Namibian Education System. The recommendations are presented in the manner that follows.

6.2.1 Recommendations on creating inclusive education cultures

- Data from this study has revealed that more than two thirds of the sampled learners reported that learners did not help each other in learning, members of staff and learners

did not treat each other with respect and everyone was not made to feel welcome at their schools. In other words, these aspects of inclusive education cultures were not adequately practiced in the Outapi Circuit schools. In view of this, it is recommended that teachers and learners in the Outapi Circuit schools should be empowered and enabled to promote and enhance the creation of these aspects of inclusive education cultures. To do this, school-wide workshops could be run by the Omusati Education Region on how to create inclusive education cultures in schools.

- Other important aspects of inclusive education cultures include teacher collaboration, teacher/parent partnership, and community involvement in the process of supporting quality learning for all learners. Several sampled teachers and parents in this study reported that these indices of inclusive education cultures were not demonstrated in the Outapi Circuit schools. Due to this, it is recommended that teachers in the Outapi Circuit schools should be encouraged to work together, to work with parents and to involve communities when supporting the learning of all learners.

6.2.2 Recommendations on promoting inclusive education values

Important inclusive education values include:

- Holding high achievement expectations for all learners;
- Having all educational stakeholders sharing a philosophy of inclusion;
- Valuing all learners equally;
- Seeking to remove barriers to learning and participation in all aspects of schooling;
- Schools working to remove all forms of discrimination.

According to results of this study, about 30% of the sampled learners disagreed that there were high expectations held for all learners, that members of staff, regional officials, learners and parents shared a philosophy of inclusion, that learners were equally valued, that members of staff and learners treated one another as human beings, that members of staff sought to remove barriers to learning and participation in all aspects of the schools and that schools worked to remove all forms of discrimination. In addition, 38% of the sampled teachers disagreed that high expectations were held for all learners and they also disagreed that members of staff, regional officials, learners and parents shared a philosophy of inclusion.

Because of these results it is recommended that the identified aspects of inclusive education values should be enhanced and promoted more vigorously amongst teachers, learners and parents in the Outapi Circuit schools. The Omusati Education Region and the Outapi Circuit administrative office should work out mechanisms of how this recommendation could be implemented.

6.2.3 Recommendations on applying inclusive education policies

Amongst other things, the following aspects of applying inclusive education policies were assessed in this study:

- Policy on ensuring that schools made their buildings physically accessible to all people;
- Adherence to the national sector policy on inclusive education in order to reduce barriers to learning and participation of all learners;
- Policy on organizing learning activities in such a way that all learners were valued and their individual needs were taken into account;

- Policy on staff in-service training activities to help teachers respond to learners' diversity more effectively.

The study's results on these aspects revealed that whereas more than 90% of the sampled parents disagreed that the sampled schools made their buildings physically accessible to all people, 90% of them disagreed that the sector policy on inclusive education was used to reduce barriers to learning and participation of all learners. In addition, whereas more than 53% of learners disagreed that schools made their buildings physically accessible to all people, 52% of them disagreed that schools arranged teaching groups so that all learners were valued and 62% of them disagreed that staff in-service training activities helped members of staff to respond to learners' diversity.

Based on these findings it is recommended that:

- The policy that school buildings should be accessible to all people should be implemented not only in the Outapi Circuit schools but in all schools in Namibia. This accessibility should include classroom physical arrangements that facilitate the movement of learners using wheel chairs and the movement of learners who are blind. The Ministry of Education, Arts and Culture should take into account these school physical accessibility issues when building new schools and when renovating old ones.
- To reduce barriers to learning and participation for all learners in the Outapi Circuit schools, teachers, learners and parents should be enabled to apply strategies for doing this that have been provided in the sector policy on inclusive education. To ensure that this takes place, the Ministry of Education, Arts and Culture should run familiarization and

awareness workshops on the sector policy on inclusive education for teachers, learners and parents in Outapi Circuit schools. Such workshops should include content on teaching and learning methodologies which are sensitive to the individual educational, emotional and social needs of all learners.

- Outapi Circuit teacher in-service training workshops, seminars and short courses on the philosophy, theory and practice of inclusive education should be run by the Omusati Education Region in collaboration with the University of Namibia's Centre for Professional Development, Teaching and Learning Improvement. According to the results of this study, these in-service training activities would enable Outapi Circuit teachers to acquire skills for responding to their learners' diversity more effectively.

6.2.4 Recommendation on inclusive education practices

Some of the main findings of this study showed that two thirds of learners did not perceive that teachers developed teaching aids to support teaching and learning, that school resources for the implementation of inclusive education were fairly distributed in the Outapi Circuit schools, and that learners' difference was used as a resource for teaching and learning. These findings communicate the message that the Outapi Circuit schools were to some degree inadequately resourced to promote effective inclusive education practice.

Based on these findings, it is recommended that material, financial and IT resources required for the effective implementation of inclusive education practices in the Outapi Circuit schools should be mobilized by the Omusati Education Region. The entire Ministry of Education, Arts and Culture should participate in this resource mobilization effort by including the financing of

the implementation of the sector policy on inclusive education in its budget. In addition, the material and human resources for promoting the practice of inclusive education should be mobilized from the Outapi Circuit schools' communities.

6.2.5 Recommendation on future research pertaining to inclusive education cultures, values, policies and practices in the Namibian context

Although this study employed some aspects of methodological triangulation at the levels of research participants and research instruments, it limited itself to the quantitative research design approach. It is felt that a mixed methods research design approach incorporating qualitative research elements would have enabled the researcher to get at more contextualized data on why the process of applying inclusive education cultures, values, policies and practices in the Outapi Circuit schools was confronted with some challenges. To attend to this limitation, it is recommended that future research on this topic that could be undertaken anywhere else in Namibia should employ the mixed research methods design. The use of research participant interviews and focus group discussions could be part of this design.

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APPENDIX 1: ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/90/2016

Date: 5 April, 2016

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

Title of Project: AN INVESTIGATION INTO HOW SCHOOLS IN OUTAPI CIRCUIT OF THE OMUSATI REGION OF NAMIBIA PROMOTE INCLUSIVE EDUCATION

Nature/Level of Project: Masters

Researcher: Albertina N. Ndinoshiho

Student Number : 200523431


Faculty: Faculty of Education

Supervisor : Prof. R. F. Zimba

Take note of the following:

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

UREC wishes you the best in your research.


Dr. H. Kapenda
Director –Centre for Research and Publications
ON BEHALF OF UREC

**APPENDIX 2: PERMISSION LETTER FROM PERMANENT SECRETARY,
MINISTRY OF EDUCATION, ARTS AND CULTURE**



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
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Enquiries: C. Muchila
Email: Cavin.Muchila@moe.gov.na

Luther Street, Govt. Office Park
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Windhoek
Namibia

File no: 11/1/1

Ms Albertina N. Ndinoshiho
P O Box 207
Outapi
Cell: +264811450058
Email: albertinandinoshiho@gmail.com

Dear Ms Ndinoshiho


SUBJECT: PERMISSION TO CONDUCT RESEARCH IN OMUSATI REGION

Kindly be informed that permission to conduct research for your Master's Degree in Omusati region is herewith granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours


SANET L. STEENKAMP
PERMANENT SECRETARY



APPENDIX: 3 PERMISSION LETTER FROM OMUSATI REGION EDUCATION
DIRECTORATE



REPUBLIC OF NAMIBIA



OMUSATI REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE
Team Work and Dedication for Quality Education

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Private Bag 529
OUTAPI

Enq: Apollonia Hango

6 June 2016

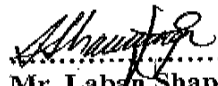
Albertina N. Ndinoshiho
P.O. Box 207
OUTAPI

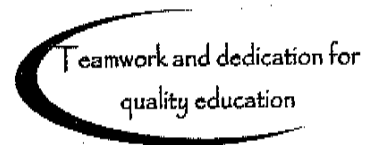
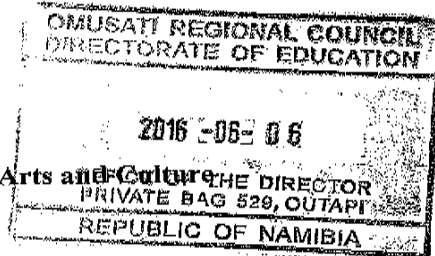
Subject: Request for permission to undertake research at 4 selected schools in the Outapi circuit of the Omusati Education Region.

This letter serves to notify you (Ms. Albertina N. Ndinoshiho) that permission has been granted to conduct research, investigating how schools in Outapi circuit of the Omusati Region of Namibia promote Inclusive Education: Please be informed that the research to be conducted at schools should by no means whatsoever disrupt teaching and learning.

We hope and trust this exercise will enhance quality education in the Region.

Yours faithfully


.....
Mr. Laban Shapange
Director of Education Arts and Culture



APPENDIX 4: QUESTIONNAIRE FOR SCHOOL PRINCIPALS

GENERAL INFORMATION

Date :

Name of school :

INSTRUCTION: Please tick in the box that indicates your preferred answers.

	Strongly agree	Agree	Strongly Disagree	Disagree
1. Creating Inclusive Education Cultures				
1.1 Everyone is made to feel welcome at this school.				
1.2 Learners help each other.				
1.3 Members of staff collaborate with each other.				
1.4 Members of staff and learners treat one another with respect.				
1.5 There is a partnership between members of staff and parents/guardians				

<p>1.6 Members of staff and regional officials work well together.</p>				
<p>1.7 The local community is involved in the school.</p>				
<p>2. Creating Inclusive Education Values</p>				
<p>2.1 There are high expectations for all learners.</p>				
<p>2.2 Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion</p>				
<p>2.3 Learners are equally valued</p>				
<p>2.4 Members of staff and learners treat one another as human beings.</p>				
<p>2.5 Members of staff seek to remove barriers to learning and participation in all aspects of the school.</p>				
<p>2.6 The school works toward the removal of all forms of discrimination.</p>				

3. Producing Inclusive Education Policies				
3.1 Staff appointment and promotions are fair.				
3.2 All new staff are helped to settle in the school.				
3.3 The school admits all learners from its locality.				
3.4 The school makes its buildings physically accessible to all people.				
3.5 All new learners are helped to settle into the school.				
3.6 The school arranges teaching groups so that all learners are valued.				
3.7 All forms of learner support are co-ordinated.				
3.8 Staffs in-service training activities help staff to respond to learner's diversity.				
3.9 The sector policy on Inclusive Education is used to reduce the barriers to				

learning and participation of all learners.				
3.10 Support to those learning other additional subjects is co-ordinated with learning support.				
3.11 Life-skills support policies are linked to learning support policies.				
3.12 Pressures for suspended learners from school are decreased.				
3.13 Barriers to attendance are reduced.				
3.14 Bullying is minimized.				
4. Evolving Inclusive Education Practices				
4.1 Lessons encourage the participation of all learners.				
4.2 Teaching assistants support the learning and participation of all learners.				

4.3 Teachers avoid gender bias in the classrooms.				
4.4 There are no specific teaching strategies for gender differences.				
4.5 Home-work contributes to the learning of all.				
4.6 Teachers develop teaching aids to support learning and participation.				
4.7 Community resources are known and used for teaching and learning.				
4.8 School resources are distributed fairly so that they support inclusion of all learners.				

THANK YOU FOR YOUR TIME

APPENDIX 5: QUESTIONNAIRE FOR TEACHERS

GENERAL INFORMATION

Date :

Name of school :

INSTRUCTION: Please tick in the box that indicates your preferred answers.

	Strongly agree	Agree	Strongly disagree	Disagree
1. Creating Inclusive Education Cultures				
1.1 Everyone is made to feel welcome at this school.				
1.2 Learners help each other.				
1.3 Members of staff collaborate with each other.				
1.4 Members of staff and learners treat one another with respect.				
1.5 There is a partnership between members				

of staff and parents/guardians				
1.6 Members of staff and regional officials work well together.				
1.7 The local community is involved in the school.				
2. Creating Inclusive Education Values				
2.1 There are high expectations for all learners.				
2.2 Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion				
2.3 Learners are equally valued				
2.4 Members of staff and learners treat one another as human beings.				
2.5 Members of staff seek to remove barriers to learning and participation in all aspects of the school.				
2.6 The school works toward the removal				

of all forms of discrimination.				
3. Producing Inclusive Education Policies				
3.1 Members of staff appointments and promotions are fair.				
3.2 All new staffs are helped to settle in the school.				
3.3 The school admits all learners from its locality.				
3.4 The school makes its building physically accessible to all people.				
3.5 All new learners are helped to settle into the school.				
3.6 The school arranges teaching groups so that all learners are valued.				
3.8 The Education Sector Policy on Inclusive Education is used to reduce the barriers to learning and participation of all learners.				

3.9 Life-skills support policies are linked to learning support policies.				
3.10 Barriers to attendance are reduced.				
3.11 Bullying is minimized.				
4. Evolving Inclusive Education Practices				
4.1 Teaching is planned with the learning of all learners in mind.				
4.2 Lessons encourage the participation of all learners.				
4.3 Teachers Avoid gender bias in the classroom.				
4.4 There are no specific teaching strategies for gender differences.				
4.5 Lessons develop an understanding of difference.				
4.6 Learners are actively involved in their own learning.				

4.7 Learners learn collaboratively.				
4.8 Assessment contributes to the achievements of all learners.				
4.9 Classroom discipline is based on mutual respect.				
4.10 Teachers plan, teach and review in partnership.				
4.11 Teaching assistances support the learning and participation of all learners.				
4.12 Home-work contributes to the learning of all.				
4.13 All learners take part in activities outside the classroom.				
4.14 Learners difference is used as a resource for teaching and learning.				
4.15 Teachers Inclusive Education experience is fully utilized.				

<p>4.16 Teachers develop teaching aids to support learning and participation.</p>				
<p>4.17 Community resources are known and used for teaching and learning.</p>				
<p>4.18 School resources are distributed fairly so that they support inclusion of all learners.</p>				

THANK YOU FOR YOUR TIME!

APPENDIX 6: QUESTIONNAIRE FOR LEARNERS

GENERAL INFORMATION

Date :

Name of school :

INSTRUCTION: Please tick in the box that indicates your preferred answers.

	Strongly Agree	Agree	Strongly disagree	Disagree
1. Creating Inclusive Education Cultures				
1.1 Everyone is made to feel welcome at this school.				
1.2 Learners help each other.				
1.3 Members of staff and learners treat one another with respect.				
2. Creating Inclusive Education Values				
2.1 There are high expectations for all				

learners.				
2.2 Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion				
2.3 Learners are equally valued				
2.4 Members of staff and learners treat one another as human beings.				
2.5 Members of staff seek to remove barriers to learning and participation in all aspects of the school.				
2.6 The school works toward the removal of all forms of discrimination.				
3. Producing Inclusive Education Policies				
3.1 The school admits all learners from its locality.				
3.2 The school makes its buildings physically accessible to all people.				
3.3 All new learners are helped to settle into				

the school.				
3.4 The school arranges teaching groups so that all learners are valued.				
3.5 Staffs in-service training activities help staff to respond to learner’s diversity.				
3.6 Life-skills support policies are linked to learning support policies.				
3.7 Bullying amongst learners is minimized.				
4. Evolving Inclusive Education Practices				
4.1 Lessons encourage the participation of all learners.				
4.2 Lessons develop an understanding of difference.				
4.3 Learners are actively involved in their own learning.				
4.4 Learners learn collaboratively.				

4.5 Assessment contributes to the achievements of all learners.				
4.6 Classroom discipline is based on mutual respect.				
4.7 Teaching assistants support the learning and participation of all learners.				
4.8 Home-work contributes to the learning of all.				
4.9 All learners take part in activities outside the classroom.				
4.10 Learners' difference is used as a resource for teaching and learning				
4.11 Teachers develop teaching aids to support learning and participation.				
4.12 School resources are distributed fairly so that they support inclusion of all learners.				

THANK YOU FOR YOUR TIME!

APPENDIX 7: QUESTIONNAIRE FOR PARENTS

GENERAL INFORMATION

Date :.....

Name of school :.....

INSTRUCTION: Please tick in the box that indicates your preferred opinion.

	Strongly Agree	Agree	Strongly disagree	Disagree
1. Creating Inclusive Education Cultures				
1.1 Everyone is made to feel welcome at this school.				
1.2 There is a partnership between members of staff and parents/guardians				
1.3 The local community is involved in the school.				
2. Creating Inclusive Education Values				

<p>2.1 Members of staff, regional officials, learners and parents/guardians share a philosophy of inclusion.</p>				
<p>2.3 The school works toward the removal of all forms of discrimination.</p>				
<p>3. Producing Inclusive Education Policies</p>				
<p>3.1 The school admits all learners from its locality.</p>				
<p>3.2 The school makes its building physically accessible to all people.</p>				
<p>3.4 The Education Sector Policy on Inclusive Education is used to reduce the barriers to learning and participation of all learners.</p>				
<p>3.5 Barriers to attendance are reduced.</p>				
<p>3.6 Bullying amongst learners is minimized.</p>				

4. Evolving Inclusive Education Practices				
4.1 Community resources are known and used for teaching and learning.				
4.2 School resources are distributed fairly so that they support inclusion of all learners.				

THANK YOU FOR YOUR TIME!

APPENDIX 8: OBSERVATION CHECKLIST

CREATING INCLUSIVE EDUCATION CULTURES, VALUES, POLICIES AND PRACTICES.

	Adequate	Satisfactory	Inadequate
1.Creating Inclusive Education Cultures			
1.1 Every learner is made to feel welcome in the classroom.			
1.2 Learners help each other in the classroom.			
1.3 Teachers and learners treat one another with respect.			
1.4 Teachers do not favor one group of children			

over another.			
2. Creating Inclusive Education Values			
2.1 Teachers try to help all learners to do their best.			
2.2 Teachers try to remove barriers to learning and participation in the classroom.			
3. Producing Inclusive Education Policies			
3.1 The school buildings are accessible to all learners.			
3.2 Teachers arrange teaching groups so that all learners are valued.			
4. Envolving Inclusive Education Practices			
4.1 Teachers try to make the lessons easy to understand for every learner.			
4.2 Teachers expect learners to help each other's in lessons.			

4.3 Teachers and learners behave well toward each other in lessons.			
4.4 There are no specific teaching strategies for gender differences.			

END OF OBSERVATION SCHEDULE!