

PERSPECTIVES OF LECTURERS ON PEDAGOGICAL INCLUSION OF
STUDENTS WITH VISUAL IMPAIRMENTS AT HIGHER EDUCATION
INSTITUTIONS IN NAMIBIA

A MINI THESIS SUBMITTED IN PARTIAL FULFILMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION (INCLUSIVE EDUCATION)

OF

THE UNIVERSITY OF NAMIBIA

BY

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APRIL 2017

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ABSTRACT

The study examined the perspectives of lecturers on pedagogical inclusion of Students with Visual Impairments (SVI) in higher education institutions in Namibia. The study aimed at assessing the perspectives of lecturers with the objective of determining the pedagogical approaches they used and their standpoints, their experiences, their needed support, their perceived challenges as well as the level of pedagogical inclusion of SVI in classroom practices.

The study was based on qualitative approaches and used the phenomenological research design. A purposeful random sampling technique was used to select the sample of the study. The sample comprised lecturers who taught and those who are currently teaching SVI in the targeted higher education institutions. Four lecturers from each institution were interviewed and among the participants, those who had SVI during data collection were observed.

The study found that most lecturers were positive and willing to include SVI in their classes. It was also found that adaptation to instructional approaches; study materials and assessments depended on the efforts and experiences of individual lecturers. Lack of awareness, skills and knowledge, lack of communication and collaboration, lack of platforms and units to address issues pertaining to the inclusion of SVI were noted as challenges perceived by the lecturers.

It was also concluded that there were a lot of teaching and learning activities in which SVI were excluded. In addition, the study concluded that the outstanding performance and will to learn shown by SVI motivated the lecturers to put more effort in meeting their needs.

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List of Abbreviations and Acronyms

ADA	Austrian Development Agency
AFB	American Foundation for the Blind
CDs	Compact Discs
Dr.	Doctor
EADSN	European Agency for Development in Special Needs
EFA	Education for All
FOTIM	Foundation of Tertiary Institutions of the Northern Metropolis
GRN	Government of the Republic of Namibia
HE	Higher Education
IPA	Interpretive Phenomenological Analysis
IUM	International University of Management
L	Lecturer
MoE	Ministry of Education
NCHE	Namibia Council for Higher Education
NQA	Namibia Qualification Authority
NSA	Namibia Statistics Agency
NUST	Namibia University of Science and Technology
SBS	School Based Studies
SVI	Students with Visual Impairments
UNCRPD	United Nations Convention on the Rights of Person with Disabilities
UDHR	Universal Declaration of Human Rights
UN	United Nations

UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and culture
UNICEF	United Nations Children’s Fund
UNIGEI	United Nations Girl Education Initiatives
WHO	World Health Organisation
WIL	Work Integrated Learning

Acknowledgements

First and foremost, I would like to thank the Almighty Father who gave me the courage and strength to persevere and endure during the entire study process. Secondly I would like to thank my supervisor Dr Haihambo Ya-Otto for her unwavering support, guidance, inspiration, motivation and exposure, which she granted me during my study. If it was not her, this study could not be a reality. I further wish to extend my appreciation to Professor Zimba, for opening my eyes to the research methodologies. Furthermore, I wish to extend my gratitude to Dr Archford Musodza for polishing the language as well as editing of the document.

Thirdly I would like to extend my sincere gratitude to my husband Mr. Paulinus Sheyapo, for his patience and tolerance, for always being there for me, for his unwavering support and encouragement during my study.

Finally, I also wish to extend my gratitude to the participants in this study. The information they shared contributed to the knowledge and literature created through this study. Lastly, I wish to thank each and every one who made a direct or indirect contribution to this study.

Dedication

This study is dedicated to my family; my husband, our three children, Tuyambeka, Tuuva and Tukwafa, to my mother and my late father for always believing in me.

Declarations

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

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CHAPTER 1

1. Introduction

1.1 Orientation of the study

This section discusses the background information pertaining to the inclusion of SVI. It presents the problem statement of the study and outlines the objectives and significance of the study. The limitations of the study were also deliberated. Finally, the key terms used in the study were defined.

The Universal Declaration of Human Rights (UDHR) of 1948 introduced a paradigm shift towards individual rights to education (United Nations [UN], 1948). Article 26 of the Universal Declaration stresses the rights to education for everyone and states that higher education shall be equally accessible to all (UN, 1948).

Before independence, the Government of Namibia desired to provide accessible efficient and good quality education to all its citizens (Government of the Republic of Namibia [GRN] 2002-2015). This desire was affirmed by the Namibian Constitution (Chapter 3, article 20, section 1) which states that “all persons shall have rights to education”.

The goals of Education for All (EFA) was strengthened by the recommendations of the World Declaration on Education for All held in Jomtien 1990 (GRN, 2002-2015). Article 3 (5) of the Declaration calls for special attention on the learning needs of persons with disabilities through the provision of equal access to education regardless of the category of disability. The Declaration advocates for EFA to be an integral part of education system (United Nations Educational, Scientific and Culture [UNESCO], 1994). The World Declaration led to the development and implementation of Education Policy (Toward

Education for All), which was developed to respond to the call of EFA in Namibia (Haitembu, 2014). The policy placed emphasis on the four goals of the Namibian Education system namely, access, equality, equity and democracy.

Similarly, the Standard Rules for Equalisation of Opportunities, 1993, particularly rule 6 calls for all states to recognise the principles of equal primary, secondary and tertiary education in an integrated setting (United Nations [UN], 1993). Rule 6 stresses that mainstream educational institutions should allow adequate access and support services that are purposefully designed to meet the needs of people with disabilities (UN, 1993). The rule ensures that people with disabilities enjoy the same rights as any other person in the society (UN, 1993).

In 1994, the World Conference on Special Needs Education held in Salamanca, Spain, extended the objectives of EFA by considering a fundamental policy shift required to promote the approach of inclusive education (UNESCO, 1994). This conference reaffirmed and encouraged signatory states including Namibia to move towards the realisation of inclusive education (Josua, 2013).

In addition, Namibia made a commitment to the United Nations Convention on the Rights of Persons with Disabilities of 2006, in which Article 24 in particular calls for the inclusion of all children in the education system through equal access to primary, secondary as well as tertiary and vocational institutions (UN, 2006; UN, 2008).

Parties shall take appropriate measures to employ teachers, including teachers with disabilities who are qualified in sign language and Braille and train professional and staff to work at all levels of education. Such training shall

incorporate disability awareness and the use of appropriate argumentative and alternative modes, means and formats of communication, educational techniques and materials to supports persons with disabilities” (United Nations Convention on the Rights of Persons with Disabilities [UNCRPD], 2006, p.17).

Inclusive education is defined by UNESCO, 2008 as a process of addressing and responding to the diverse needs of people by enhancing participation while eradicating exclusion and strengthening the education system to include all (UNESCO, 2008). It is considered as the principles that guide all educational policies and practices that originate from the belief that education is a fundamental human right (UNESCO, 2008).

In Namibia, learners with special needs and in particular those with visual impairments were segregated and institutionalised in special schools. This was rooted in a medical model perspective that required students to change in order to fit into the education system (Mwakyēja, 2013) as opposed to the institutions adapting to the learners’ needs as advocated by the principles of inclusive education. There were limited opportunities for students with severe visual loss to progress to secondary education and through to higher education institutions (Josua 2013).

After the Salamanca conference, Namibia as a signatory, adopted the philosophy of inclusive education (Josua, 2013). Provisions for learners with special needs progressed through different approaches namely segregation, integration, mainstream and eventually inclusive education. The Salamanca conference affirms that in an inclusive setting, learners benefit from a heterogeneous learning environment (UNESCO, 1994).

According to the 2011 Namibia Population and Housing Census, a total of 98 413 people was living with disabilities, representing a total of 4.7% (percent) of the Namibian population, The Census further indicated that there are 17 084 people with visual impairments and 10 855 people with blindness, making a total of 27 939 in Namibia, representing a total of 35% of people living with disabilities (Namibia Statistic Agency [NSA], 2011).

Namibia adopted several national and international legal frameworks in support of inclusive education. Hence, a Sector Policy on Inclusive Education (MoE, 2013) was developed to guide the practices of inclusion in the Namibian educational institutions. The Policy calls for all government institutions and government subsidized institutions responsible for all levels of education to comply with the inclusive education principles (MoE, 2013). Furthermore, the Policy emphasises institutional changes and the review of educational policies and practices to meet the needs and aspirations of all learners in all school settings (MoE, 2013). The Policy is for the whole education sector, from early childhood right through to higher education.

Nevertheless, in the past decade a number of SVI have graduated from higher education institutions while some are currently registered in full-time, part-time and/or distance programmes.

According to the institutions' statistics, during semester one of 2016 there was one student with visual impairment at the Namibia University of Science and Technology (NUST) main campus. The International University of Management (IUM) had two SVI in 2014 and both

graduated in 2015. In addition, in 2015 there was one SVI who dropped out early 2015. Currently there are twelve SVI at the University of Namibia campuses in Windhoek.

Despite SVI accessing Higher Education (HE) institutions, not much is reported regarding perspectives of lecturers on pedagogical inclusion of SVI in the actual classroom environment. There is a lot of literature on how SVI and other disabilities perceive their inclusion in Namibia (Haihambo, 2010; Human, 2010; Josua, 2013; Mayumbelo, 2006).

In inclusive institutions, the lecturers are expected to adapt instruction, materials, assessment and classroom environment to meet the learning needs of all students (Rix, Hall, Nind, Sheehy & Wearmouth, 2009). Lecturers are also expected to provide continuous appropriate support to meet the needs of the students. In order for lecturers to be able to employ pedagogical inclusion for all students, including those with visual impairments, lecturers need an inclusive orientation, which entails an in-depth understanding of inclusive education rationale, principles and strategies (UNESCO, 2009).

Although for some higher education institutions this expectation is included in the policies for teaching and learning, in the majority of cases it is covertly expected. By way of this study, the researcher attempted to determine the perspectives of individual lecturers on pedagogical inclusion of SVI.

1.2 Statement of the problem

Despite the practice of inclusive education, many challenges facing SVI in inclusive settings particularly in institutions of higher education have been reported (Jones and Hodgson, 2004; Haihambo, 2010; Alqaryouti, 2010). Lecturers are the custodians of making several adaptations to meet the needs of SVI (Jones & Hodgson, 2004). Based on

the researcher's own observation and experience as a lecturer at a higher education institution, there are several challenges facing lecturers such as heavy workloads and teaching in large venues with many students. Furthermore, there is limited awareness about inclusive education on the side of some lecturers and institutional management as well as limited skills among lecturers to understand and use technological devices used by SVI. This situation raises a concern as to whether the lecturers are empowered with the necessary inclusive education knowledge and skills to meet the academic needs of SVI in their lecture room settings. The researcher has not come across sufficient literature on the perspectives of lecturers on pedagogical inclusion of SVI in Namibia.

Therefore, this study sought to explore the lecturers' perspectives, especially with the objective of determining the standpoints, experiences, needed support of lecturers, perceived challenges by lecturers as well as the extent to which pedagogical approaches used by the lecturers include SVI in lecture room practices.

1.3 Objectives

The objectives of this study were to:

- (a) Evaluate the perspectives of lecturers on their approaches to pedagogical inclusion of SVI.
- (b) Explore the extent (level of inclusion) to which SVI were pedagogically included in higher education lecture rooms?
- (c) Assess the lecturers' experiences/accounts regarding pedagogical inclusion of SVI in higher education.

(d) Analyse what lecturers perceived as their challenges in employing pedagogical inclusion approaches to include SVI.

(e) Examine the perspectives of lecturers on the support provided to them to achieve pedagogical inclusion of SVI.

1.4 Significance of the study

It is anticipated that firstly, the findings of the study will shed some light on the perspectives of lecturers on pedagogical inclusion of SVI and highlight the extent to which SVI are pedagogically included in higher education lecture rooms. Secondly, results of this study will reveal the accounts, challenges, and the needed support services of lecturers at participating institutions on pedagogical inclusion of SVI. Thirdly, the study will recommend possible ways to mitigate challenges and enhance the needed support for effective pedagogical inclusion of SVI. Fourthly, understanding of lecturers' perspectives on pedagogic inclusion is significant to the effective implementation of pedagogical inclusion of students with impairments in general and those with visual impairments in particular. Therefore, recommendations from the study will inform stakeholders who are involved in the decision-making related to the provision of education to SVI in higher education institutions. It would further inform policy makers about the effective development and implementation of institutional policies. Finally, the findings are intended to contribute to the body of knowledge on pedagogical inclusion of SVI.

1.5 Limitation of the study

The study was conducted in institutions of higher education in Windhoek due to limited resources and work responsibilities of the researcher. Therefore, the findings of this study are limited to the experiences of the participants from the participating institutions.

1.6 Delimitation of the Study

The study was limited to campuses that have registered SVI in the past and at present because lecturers in such institutions have the experience to share regarding inclusion of SVI. Observations were done in few institutions of higher education due to limited prevalence and dropping out of SVI.

1.7 Definition of the terms

1.7.1 Inclusive Education

Most states, including Namibia, adopted the definition of inclusive education as defined by UNESCO as the process of addressing and responding to the diverse needs of students by enhancing participation and strengthening the education system to include all while eradicating exclusion (UNESCO, 2008). It is considered as the process that involves the transformation of learning institutions to cater for the needs of diverse students and guide all educational policies and practices to be driven by the belief that education is a fundamental human right (UNESCO, 2009). For this study, inclusive education is defined as a practice of facilitating learning to all students in the same setting while ensuring their maximum benefit, regardless of their special needs and employing all possible resources, including and involving all students in lecture room activities to enhance learning and develop their potential to excel in their studies.

1.7.2 Inclusion

Inclusion is defined as a dynamic approach of responding positively to the diversity of students while acknowledging the individual uniqueness and differences as opportunities to enrich learning (UNESCO, 2005). Similarly, inclusion requires institutions to respond the diversity of needs through active participation (United Nations Girl Education Initiatives [UNGEI], 2010). In the context of this study, inclusion refers to the act of actively involving students in the pedagogical aspects of learning, adapting, adjusting and using alternative modes of ensuring that the needs of all the students in a lecture room setting are effectively met.

1.7.3 Inclusive pedagogy

According to Kluth (2010) inclusive pedagogy is an approach adapted to benefit all students regardless of their special needs. It requires flexible curriculum, varied instructional approaches and alternative assessments that are designed to address individual needs. Makoelle (2014) defines inclusive pedagogy as an approach that is intended to uplift the culture of accommodating all students while making use of varied teaching methods. In the current study, inclusive pedagogy refers to approaches to teaching and learning through various strategies and methods designed to benefit every individual student without compromising the standards and the quality of the content. Examples of inclusive pedagogy include considering varied learning styles, varied assessment methods and multicultural contents (Makoelle, 2014).

1.7.4 Pedagogical Approach

Pedagogical approach is defined as the teaching and learning strategies that teachers utilise to transfer knowledge to the students (Kluth, 2010; Makoelle, 2014). In this context,

pedagogical approach refers to the various flexible approaches that enhance active participation, keep all students at ease and enable students to take charge of their own learning in order to benefit from all teaching and learning activities.

1.7.5 Higher Education institutions

A recognised higher education institution in Namibia is an institution or branch of an institution that is registered with the Council for Higher Education (NCHE) and offers academic programmes accredited by Namibia Qualification Authority (NQA) (UNESCO 2016). Subsequently, the Austrian Development Agency [ADA] (2009) refers to higher education institutions as a tertiary institution that prepare students mainly for scientific and research-oriented careers that require high level professional qualifications as well as practical and technical oriented careers. In this study, higher education institutions are referred to as educational institutions responsible for providing education to students' post-secondary schooling for academic qualifications.

1.7.6 SVI

SVI in this study refer to students in higher education institutions who are directly affected by loss of vision either partially, moderately, severely, including those that can legally or educationally be classified as blind. Knouwds (2010); Josua (2013); Mwakyeja (2013) considers SVI as those with either low vision or blindness.

1.7.7 Severe visual loss

The (World Health Organisation [WHO], 2014) defined severe loss as the best-corrected visual acuity of less than 5/200 or worse. In this study, severe visual loss refers to vision loss where a student would require modification, adaptation and adjustments to their study materials in order to benefit from the lecturing and studying process.

1.7.8 Blindness

Blindness is defined as visual acuity of less than 3/60 (WHO, 2014). In this study, blindness refers to the complete loss of vision where a student would require the use of technological and assistive devices as well as pedagogical support in order to benefit from the lecturing and studying process.

1.7.9 Interpretive Phenomenological Analysis (IPA)

Interpretive Phenomenological Analysis (IPA) in this study refers to a qualitative data analysis approach that enables the researcher to understand the lived experiences of the participants. It is understood in the same context as explained by Smith and Osborn (2007) that it aims at providing in-depth exploration of how individuals express their personal and social worlds.

1.8 Summary

This chapter provided a detailed introduction covering aspects pertaining to the background of inclusive education locally and internationally. The objectives of the study, the significance as well as the limitations of the study were discussed. The chapter also provides definitions of the key terms used in the study.

CHAPTER 2

2. Literature Review and the Theoretical Framework

This section discusses the literature reviewed from different key sources in the field of inclusive education; the provision of higher education to SVI; perceived challenges by lecturers as well as literature on pedagogical approaches that include SVI. This chapter also discusses the theories that informed the study.

2.1 Theoretical Framework

The study is informed by the theory of humanism, particularly humanistic approaches of teaching and learning (human learning theory). The humanistic approach to learning is based on the principles of humanism and was developed from the work of key theorists Abraham Maslow (1954) and Carl Rogers (1959) (Karthikeyan, 2013). It is regarded as an approach according to which learning is viewed as a personal act to accomplish the potentials of individual students (Johnson, 2014). McLeod (2014) affirmed what was advocated by Rogers (1959) and Maslow (1954) that in order for humans to grow and achieve self-actualisation, they need an environment in which genuineness, acceptance and empathy are provided. This study explores the perspectives of lectures on pedagogical inclusion of SVI. Lecturers are the custodians of creating lecture rooms environment that encourages openness and self-disclosure, unconditional positive regards as well as individual understandings to all students. Abraham Maslow in his humanistic theory of learning emphasises being open, creative, loving, compassionate, and concern for others and self-acceptance (Adora, 2010). In fact, these are some of the attributes good lecturers need to possess in order to be able to cater for the SVI in their classrooms. Khatib et al

(2013) affirm that the purpose of humanistic education should be to provide a conducive learning environment that facilitates the achievement of the full potential of every student.

Humanistic theory of learning as advocated by Rogers and Maslow believes in student-centeredness education and encourages personalised instructions that cater for individual needs (Karthikeyan, 2013). Lecturers are tasked to ensure that their pedagogical approaches are student-centred and personalised to individuals' needs. This is important as it ensures that they provide opportunity to individual students to fully develop their potentials.

This theory does not only place emphasis on intellectual qualities but it puts into consideration affective and cognitive needs. According to Khatib et al., (2013) humanistic education is directed at learning that affect how students feel and bring out each individual's uniqueness. In an inclusive classroom, lecturers ought to be concerned about how students and in particular SVI feel about learning. In the study context, lecturers should strive to deal with both the cognitive and the affective dimensions of students (Khatib et al., 2013). This implies that lecturers need to direct facilitations on developing the intellectual and emotional abilities of all students in their lecture rooms. "Affective is effective education" (Khatib et al., (2013). Lecturers are expected to focus on educating the whole person while taking into account the students' interests, abilities, needs, goals and enthusiasm with the aim of achieving the students' full potentials (Karthikeyan, 2013; Khatib, Srem & Hamidi 2013).

The goal of the humanistic approach to education is directed to student's well-being, values, the development of potentials as well as acknowledging human dignity (Khatib et

al., 2013). The inclusion of SVI requires lecturers to treat individual students with respect, value their views and opinions, equal participation and fair opportunity to develop their potentials.

The humanistic theory of learning emphasises the natural desire of individuals to learn and uphold the need for students' empowerment in order to have control over their learning process (Adora, 2010). It is thus the duty of a lecturer in an inclusive setting to create a conducive learning environment in which SVI can fully take responsibility for their own learning.

The theory is oriented into human potential growth (Adora, 2010) and maintains that, increasing one's self-esteem motivates them to learn. Rogers in his theory asserts that humans are inherently good and creative but can easily become destructed when the valuing process is overridden by poor self-concept and external constraints (McLeod, 2014). In the context of this study, the theory suggests that lecturers should empower students with the necessary skills that enable them to take charge of their own learning and develop positive self-images. This also implies that lecturers should not create external barriers through pedagogical approaches, which may inhibit the potentials of individual students.

In addition, Johnson (2014) asserts that a human educator who facilitates learning should create and structure the learning environment with differentiated instructions. This allows students to learn in natural ways and select topics that are of interest to them and enable them to learn at their own pace (Johnson, 2014). Human learning theory advocates that the role of an educator is that of a facilitator. In this study, lecturers are expected to play the role of facilitators (McLeod, 2014). They are anticipated to possess the abilities to adapt,

adjust and modify their pedagogical approaches focusing them on individual learning needs in order to maximally develop the potentials of the students. This theory has relevance to this study because in inclusive lecture rooms, the lecturers need to use differentiated instruction to cater for the needs of individual students, including the needs of SVI. The human learning theory encourages active learning, social interaction and real life problem solving. It thus requires the facilitator to be creative, intelligent and caring with the ability to select approaches that encourage active learning and interaction among students (Johnson, 2014).

Furthermore, this theory is considered relevant to the study because it concurs with the idea that people have free will and can choose their own actions (Sammons, 2009). Inclusive education requires free will and a positive attitude from lecturers in order to be able to provide support to the SVI in their lecture room settings. In addition, the theory advocates for a subjective understanding of individuals (Sammons, 2009). This also strengthens its relevance of this theory to this study, which seeks to understand subjective perspectives of individual lecturers.

Humanistic theory supports the use of qualitative methods in particular phenomenological research design used in this study. The humanistic approach stresses a phenomenological view of human experiences and emphasises individual subjective experiences (Sammons, 2009). This study tapped from lecturers' perspectives based on their individual experiences with SVI. The aim was to explore and understand their perspectives on pedagogical inclusion with the objective of gaining an in-depth understanding of their accounts of pedagogical inclusion of SVI, their challenges and their support needs.

2.2 Understanding inclusive education

Inclusive education originated from the UDHR of 1948 (Mwakyeya, 2013). According to Opertti, Walker and Zhang (2014), inclusive education has progressed through four core ideas. They view inclusive education as a foundation for the right-based approach to education practices as advocated by the UDHR. Secondly, it is viewed as a focus directed to the improvement of the learning condition of learners with specific special needs allotted from the Salamanca Statement and Framework for Action on Special Needs Education in 1994. Thirdly, it was expanded so that it can focus on the needs of the marginalised children as recommended by the World Education Forum in- Dakar 2000 (Opertti et al., 2014). Finally, inclusive education is driven to strengthen the capacity of the education systems at all levels. Reiser (2008) echoes similar sentiments that the development of inclusive education should be viewed as a massive programme of change, to develop every country's education system at all levels. It is aimed at delivering on the promise of quality education for all. These four core ideas as asserted by Opertti et al., (2014) and have shaped and informed current policies and practices of many countries in inclusive education including Namibia.

Inclusive education can be defined in different contexts and at times it can be considered confusing and stagnant (Opertti et al., 2014). Ainscow, Booth and Dyson, (2006) share similar sentiments; they indicate that there is a variety of ways of defining inclusive education. They further affirm that there is no one perspective on inclusion within a single country or school and many views regarding inclusion exist in the field. Therefore, in some cases these led to barriers from various stakeholders and the public to understand the focus and goals of inclusive education in a particular country.

Inclusive education is also defined as an approach to education that strives to promote quality in the lecture room (UNESCO, 2009). Such quality requires changes at all levels of education. An inclusive educational strategy implies careful consideration of the individual uniqueness and needs of each student in order to provide effective educational opportunities throughout their lives (UNESCO, 2008). The goal of inclusive institutions should be to provide every individual with relevant education and optional opportunities for development (UNESCO, 2009).

However, according to Opertti et al., (2014) there is more to inclusive education. It should not only be limited to the obvious aspects such as the allocation of resources, infrastructure and materials, changes in education, provision of experts and the support services. Inclusive education should also refer to the openness, willingness, and competence to understand, embrace and support the diverse needs of learners, their learning styles and expectations (Opertti et al., 2014).

The Salamanca statement which is the driving force behind inclusive education emphasises that inclusive education involves changes and modification in the learning contents, in teaching and learning approaches, in the structures and the strategies while moving toward a common vision which include all (United Nations Children's Fund [UNICEF], 2011). It also stresses the need to incorporate the principle of sound pedagogy, such as the learner-centred approach that ensures benefits to all students and consequently the entire society, form the education system (UNICEF, 2011).

UNESCO, 2008, highlights that institutions where every person is included celebrate diversity; they tend to support learning and respond effectively to the needs of individual

learners. It therefore advises that inclusive education should be viewed as the guiding principle to strengthen education systems for sustainable development and lifelong learning for all. It further calls for equal access of all at all levels of society to quality learning opportunities.

Namibia has adopted the UNESCO definition of inclusive education as a process of addressing and responding to diversity by increasing participation of all learners in learning and other activities in the same environment with peers (MoE, 2013). This definition is stipulated in the Sector Policy of inclusive Education. Similarly, the (European Agency for Development in Special Needs [EADSN], 2009) has adopted the same definition.

Some guiding principles of inclusive education in Namibia, as stipulated in the Sector Policy for inclusive Education (2013) that support the inclusion of SVI in higher education are discussed below.

2.2.1 Expansion of access to education

This is one of the strongest principles that advocates for inclusive education at all levels of education. Since the focus on inclusive education is more visible at primary and secondary levels, the Education Sector Policy of Inclusive Education (2013) calls for the expansion of inclusive education to all levels of education. This implies the preparation of higher education institutions to be ready to include students with special needs, in particular SVI. Upon completion of their secondary education, learners with visual impairment should have equal opportunities without discrimination. In the researcher's observation, the current situation is that the legal framework provides for equal opportunities, but actual inclusive practices are lacking (MoE, 2013).

2.2.2 Identification of barriers and address challenges in the education system

The Education Sector Policy of inclusive Education calls for the identification of barriers and encourages education institutions to address challenges in the education system. This is not only limited, to primary and secondary schooling. It also implies the need to root out all barriers at all levels of learning in the education system (MoE, 2013).

2.2.3 Creation and development of an inclusive sector

This guiding principle also calls for equal opportunities to learning, including opportunities to higher education that prepare individuals for the job market. To create an inclusive sector implies the creation of societies where every person has opportunities to employment in the field of his/her choice and expertise, provided that the person had an opportunity to acquire the required qualification (MoE, 2013).

2.2.4 Development of capacity at national, regional, school and community

This principle calls for empowerment for all. Namibia is moving towards a knowledge-based economy. This can only be achieved through empowering all people with relevant skills, knowledge and competence to be able to drive the country towards sustainable economic emancipation. Students with disabilities deserve equal opportunities to higher education to be able to serve as functional members in the society (MoE, 2013).

2.2.5 Inculcation of flexible and differentiated teaching and learning approaches

This guiding principle calls for all education and training providers not only in primary and secondary education but also higher education to re-look into their teaching and learning approaches and develop a flexible approach that encourages tolerance in differentiated settings while celebrating diversity (MoE, 2013).

2.2.6 Offer institutional support

This principle calls for the support of individual students, the support of educators the support of institutions. However, the support is not only limited to schools, it is extended to all educational institutions that cater for the needs of all students. Without support, inclusive education will not be effective. The support includes academic support from the experts, budgetary support to be able to afford facilities and materials as well as the social support from the entire community (MoE, 2013).

2.3 Pedagogical Approaches to Inclusion in Higher Education

Rix, Hall, Nind, Sheehy and Wearmouth (2009) examined the nature of pedagogical approaches to inclusion focusing on lecture room learning environment and teaching methods and subsequently identified pedagogical approaches to inclusion. These include adaptation of instruction, materials, assessment and the lecture room environment. UNESCO (2009) also underscores several aspects of pedagogical approaches to inclusion, which include discovering and stimulating the potential of each learner and active participation of students in the learning process.

In addition to pedagogical approaches to the inclusion of SVI, some literature (American Foundation for the Blind [AFB], 2016) assert that SVI can basically do most activities which their sighted peers can do, provided that they are given appropriate materials tailored to their needs. Hence, it is essential to adopt some changes on instructional strategies and teaching methods in order to effectively include SVI (AFB, 2016). AFB concurs that adaptation and modification to the curriculum enables SVI to effectively achieve the intended learning outcomes. The literature further highlights that SVI need extra time for class activities, reduction of assignment length, the provision of appropriate instructional

formats such as large print, or the use of Braille, assistive technology and tactile materials (AFB, 2016).

Regarding approaches to include SVI Willings (n.d.) concurs with (Rix, Hall, Nind et al., 2009; AFB, 2016) that adaptation of materials is needed to allow students to gain appropriate access to the printed information in all areas of the curriculum. Although both authors did not specify the level of education to which these adaptations are essential, they have relevance to inclusive setting in Higher Education. Willings (n.d.) also suggests several adaptations as approaches to inclusive education for the SVI. Adaptation of materials suggested include books and study guides printed in larger fonts for the students with low vision and printed in Braille for the students that are blind. He further recommends photocopying enlargement, font legibility, increasing contrast and visual clarity. However, he agrees with the fact that materials adaptation should only be made to the extent deemed necessary for efficient learning based on the individual needs of the students (Willings, n.d.).

2.4 Perceived challenges and barriers of lecturers towards pedagogical inclusion of SVI

Haihambo (2010) describes the challenges of students with disabilities in higher education institutions in Namibia from the students' perspective. She reports a lack of sensitivity and skills by staff as some of the challenges faced by students with disabilities in Namibian institutions of higher education. Zimba et al.,(2002) identifies that attitudes of students and members of the communities is also a challenge to the inclusion of students with disability and in particular SVI in Namibia.

In another study, Jones and Hodgson (2004) also reveal that lack of collaboration between staff and experts in inclusive education is one of the barriers to effective inclusion of SVI in higher education. A study by Alquaryouti (2010) investigates problems related to inclusion of students with special needs in higher education in Oman. He argues that lack of knowledge and skills on how to use the Braille devices poses a barrier to lecturers to include SVI in their courses. Alquaryouti (2010) concludes that collaboration; support systems from inclusive education experts and positive attitudes are the key aspects towards including SVI.

2.5 Lecturers' Support to achieving Pedagogical Inclusion

According to Brown and Beamish (2012), educators of SVI should include providing direct support to students, advocating for students' needs, and collaboration across the school and the community context. Haihambo (2010) points out that a lack of structured support systems is one of the challenges facing students at university level. In addition, Casale-Giannola (2012) recommends that increasing active learning in traditional lecture rooms and providing basic skills support in all content areas lead to pedagogical inclusion. He asserts that increasing teacher repertoire of strategies and modifications that support the performance of students with disabilities enhances inclusion. Finally, lack of in-service training for educators inhibits the inclusion of SVI (Zimba, 2011).

2.6 Summary

This chapter discussed the theoretical framework that informed the study. It further discussed the literature that was reviewed for this study. The reviewed literature mainly focuses on understanding inclusive education and its relevance to the provision of education to SVI in higher education settings. Furthermore, pedagogical approaches to inclusion, the

perceived barriers to inclusion as well as the support needed by lecturers in inclusive lecture rooms were also discussed.

CHAPTER 3

3. Methodology

This chapter describes how the researcher gathered relevant information in order to understand the perspectives of lecturers towards the pedagogical inclusion of SVI. It outlines the adopted research design, the population of the study, the sample and sampling procedures as well as the research instruments used for collecting the data. The procedures of the research process were also outlined in this chapter. Finally, the chapter discusses the findings of the pilot study, data analysis and ethical considerations.

3.1 Research Design

The study was based on qualitative approaches and used the phenomenological research design. According to Mertens (2010), the phenomenological research design stresses the individual's subjective experiences and seeks to understand the individual's perceptions and meanings alluded from experience (Cresswell, 2013). The design involved the use of interviews, which provided an opportunity for the researcher to interact with participants in their natural settings (Mertens, 2010). It enabled the researcher to dig deep into the accounts of different participants on pedagogical inclusion of students. The design also enabled the researcher to explore, understand and describe the perspectives of lecturers on pedagogical inclusion of SVI.

3.2 Population of the Study

Population is defined as a totality from which a sample is drawn (Newby, 2010). The population of this study consisted of lecturers from the University of Namibia, the Namibia

University of Science and Technology and the International University of Management who taught and those who are currently teaching SVI.

3.3 Sample

A sample is a selection of participants from the population (Newby, 2010). A total of twelve lecturers from participating institutions were purposefully selected. According to Mertens (2010), purposeful random sampling strategy can be used to choose participants to be included in a very small sample because of the depth of information sought from individuals. The sample comprised lecturers who taught and those who are currently teaching SVI in the targeted institutions. Four lecturers from each institution were interviewed and those who had SVI in their courses were observed. Their experiences made them rich sources of information.

3.4 Research Instruments

Semi-structured interview guides and observation sheets were used to collect data. The use of multiple instruments allowed the researcher to ensure validity and reliability of the research instruments. The instruments were developed by the researcher in collaboration with the supervisor. A pilot study was conducted to determine the validity and reliability of the research instruments before the main study was carried out.

3.4.1 Semi-structured Interviews

Smith and Osborn (2007) affirm that semi-structured interviews create an opportunity to probe for more clarity. Semi-structured interviews were used and conducted in participants' natural settings. Interviews enabled the researcher to interact with participants and probe for

more clarity on the responses. All participants were interviewed individually and all participants permitted the researcher to audio-record their responses.

3.4.2 Observation

Observation is defined as a process of collecting data by observing participants in their natural setting (Newby, 2010). The researcher observed participants who had SVI in their lecture rooms during the time of data collection. According to Norskov and Rask (2011), the observer as a participant in a research, assumes the role of an observer through interaction with participants without being a natural part of the setting. Observation sheets and field notes were used to record information. Observation enabled the researcher to explore pedagogical approaches used to include SVI as well as the level/extent to which students were pedagogically included in the lecture room practices. Observation lasted for a week because only one of the participating institutions had SVI in their courses at the time of data collection. The other two institutions did not register SVI during the semester in which data was collected.

3.5 Data collection Procedure

Once the proposal was approved and the University of Namibia Research and Ethics Committee granted the researcher ethical clearance, the researcher sought permission from participating institutions. With permission, the researcher carried out a pilot study to test the data collection instrument in a similar setting but using different participants. The responses of the pilot study were transcribed and presented to determine the validity and reliability of the instruments. Most questions on the research instruments were answered as expected and relevant findings were yielded from the piloted sample. The researcher could draw conclusions on the practicability and relevance of the instruments (interview guides). Most

questions were left unchanged. However, some questions were merged or eliminated as they yielded similar answers. Questions which were considered irrelevant were omitted. A report was generated and a few changes to the instruments were recommended. After the necessary changes were effected, the main study commenced.

The researcher made appointments with participants and gave them consent forms to sign before the commencement of the data collection process. All the responses during interviews were recorded with an audio recorder and later transcribed. Observations were conducted after the interviews and information was recorded in the observation sheets and the field notes.

3.6 Data Analysis

An Interpretive Phenomenological Analysis (IPA) was adopted to analyse data. IPA involves exploring in detail personal experiences on account of a phenomena (Smith & Osborn 2007). It enables the researcher to understand the lived experiences of the participants in order to be able to describe their perspectives regarding the inclusion of SVI. As explained by Pietkiewicz and Smith (2012) phenomenology describes the what and the how of participants' lived experiences regarding the phenomena while hermeneutics (a theory of interpretation) is concerned with deducing meaning concerning the text in the context of the speakers. It goes beyond mere description of the lived experiences to interpret and uncover the concealed meanings from the texts (Pietkiewicz & Smith, 2012). Ideography is concerned with exploring detailed perspectives of individuals and their context, paying special attention to a single case before developing the general statements (Pietkiewicz & Smith, 2012).

3.7 Research Ethics

The researcher sought approval and permission from participating institutions and individual participants. The researcher also waited for ethical clearance from the University of Namibia before commencing with data collection. The researcher observed ethics by explaining the purpose of the study to all participants before giving the participants consent forms to sign. Participation in the study was voluntary and participants were free to withdraw from participating in the study at any time. The researcher observed strict confidentiality and anonymity throughout the study. Real names of participants were not used but rather codes were assigned to each respondent for example (L.1). Transcriptions from interviews were stored in lockable cabinets accessible by the researcher only, while voice recorded interviews were accessed by the use of a password known to the researcher only. Data gathered was securely stored until the examination and publication process was completed.

It was a great experience as the researcher gained more interviewing skills. It was also a challenge to get appointments with some lecturers due to their busy schedules, however, the researcher eventually managed to interview all the targeted participants. Interestingly, the study served as an eye opener to most participants who initially were sceptic and hesitant to take part in the study due to ethical concerns. Some participants were scared of revealing sensitive information. However, the ethical clearance put them at ease. Most acknowledged that they benefited from the study during the interviews. The researcher gained confidence and has learnt to always focus the interviews on the desired information.

3.8 Summary

Chapter three discussed the methodology used throughout the study. It outlines the research design, the population, the sample and the sampling procedure selected for the study. In addition, research instruments used for data collection were discussed. The chapter outlines the procedure followed during the research process and sheds some light on the pilot study conducted to determine the validity and reliability of the research instruments. The data analysis as well as the ethical consideration were also discussed in this chapter.

CHAPTER 4

4. Presentation of the results

This chapter presents the data gathered from the interviews as outlined in the methodology chapter. It begins with a description of the research participants. The chapter further presents the results from the interviews and observations. It also presents an analysis of findings intended to describe the perspectives of lecturers on pedagogical inclusion of SVI in the institutions of higher education in Namibia.

4.1 Description of the study participants per Higher Education institution

Table 4.1: Description of the participants of the study from institution A

Participants	L2	L3	L6	L7
Institution of Higher Education	NUST	NUST	NUST	NUST
Position	Lecturer	Simulator Facilitator	Lecturer	Lecturer
Age range	50-60	30-40	50-60	30-40
Gender	Male	Male	Male	Female
Lecturing experience	16 years	6 years	20 years	15 years
Number of SVI they taught/ or are currently teaching	1	1	1	2

Number of years of including SVI	1 year	3 days	1 year	2years
Student's degree of visual loss	Severe	Severe	Severe	Blind
Training in teaching SVI received.	None	None	None	None

Table 4.2: Description of participants of the study from institution B

Participants	L1	L5	L9	L12
Institution of Higher Education	IUM	IUM	IUM	IUM
Position	Lecturer Dean	Lecturer	Lecturer Section Head	Lecturer
Age range	50-60	50-60	40 -50	30-40
Gender	Male	Male	Female	Male
Lecturing experience	10 years	8 years	9 years	6 years
Number of students	3	1	2	1

Number of years of including SVI	3 years	1 year	2 years	1 year
Student's degree of visual loss	2 blind 1 severe	Blind	Severe and moderate	Severe
Training in teaching SVI	None	None	B.Ed. Honours	None
Institution of Higher Education	IUM	IUM	IUM	IUM

Table 4.3: Description of the participants of the study from institution C

Participants	L4	L8	L10	L11
Institution of Higher Education	UNAM	UNAM	UNAM	UNAM
Position	Lecturer	Lecturer and (Khomasdal Campus) Disability coordinator	Lecturer	Lecturer
Age range	60-70	40-50	40-50	40-50

Gender	Female	Male	Female	Male
Lecturing Experience	2 years	15 years	8 years	10 years
Number of students	2	2	1	1
Number of years of including SVI	2 years	2 years	1 year	2 years
Student's degree of visual loss	Blind	Blind	Severe	Severe
Training to teach SVI	None	Master in inclusive Education	B.Ed. Honours	None

4.2 An analysis of the participants

The above tables present a description of the participants of this study from the participating institutions of higher education. The participating institutions were identified by numbers (Institution A, Institution B and Institution C). Codes such as L1 to L12 were used to replace the participants' real names due to ethical consideration. Participants age groups ranged from thirty to sixty (30-60). Seven lecturers were males and five were females. All participants were lecturers in higher education institutions of which some have other responsibilities such as being a dean, coordinating disability in the campus as well as being a section head. Most have more than two years lecturing experience. All lecturers encountered SVI in their courses. Most lecturers encountered students with severe visual

impairments, the lecturers from institution 2 and 3 encountered students who are totally blind. L4, L7, L8 and L9 encountered two SVI within a period of two years. Meanwhile L2, L5, L6, L10, and L12 encountered one student in a period of one year. In addition, L11 encountered one student in a period of two years. L1 had three students in a period of three years which was the highest encounter for all participants, while L3 had one student for only three days which was the shortest period. The majority of lecturers indicated to have had one student with visual impairment per semester in one class.

Among all participants, only L8 and L9 had training related to inclusive education where L8 specialised in inclusive education at a Masters level and L9 had a module named Introduction to Inclusive Education at her Bachelor of Education Honours (B.Ed.) level. However, all the ten participants indicated that they did not receive any training related to inclusive education or special needs education.

4.3 Results from interviews

This section presents the findings from the interviews. The researcher read through the transcripts several times to gain a deep understanding of the responses. Several codes were allocated to the transcripts. As the transcripts were read thoroughly, emerging themes were identified and recorded. Themes were clustered following repeated aspects and meanings from individual narratives. The themes from the transcripts were typified and supported by several key quotations while ensuring sufficient representation. Themes that emerged from the transcripts were compared and combined into major themes. Related aspects that represented a lower order of major themes were considered as sub-themes. A table of themes and sub-themes was developed.

Table 4.4: Major and sub-themes of the research findings

Major themes	Sub-themes
Approaches to pedagogical inclusion of SVI	<ul style="list-style-type: none"> • Modification, adjustments and adaptations of: <ul style="list-style-type: none"> ○ Instructional approaches ○ Approaches to lecture room activity ○ Approaches to teaching materials ○ Approaches to assessments
Lecturers' encounters on pedagogical inclusion of SVI	<ul style="list-style-type: none"> ○ Rapport/relationship ○ SVI academic achievement ○ Exclusion of students
The views of the lecturers on pedagogical inclusion of SVI	
Perceived challenges by the lecturers	<ul style="list-style-type: none"> • Lack of awareness • Lack of skills and knowledge • Lack of resources • Lack of professional support to the lecturer • Poor communication, collaboration and coordination • Workloads, large venues and full lecture rooms • Limitations from the curriculum

Policies and guidelines	<ul style="list-style-type: none"> • Availability and awareness of relevant policies • Policy implementation and monitoring
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4.4 Major Theme 1: Approaches to pedagogical inclusion of SVI

Participants were asked to talk about the pedagogical approaches they use in order to include SVI. Most approaches used by lecturers to ensure pedagogical inclusion of SVI in their lecture rooms included modification, adaptation and adjustment of instructions, lecture room activities, teaching materials and assessments.

4.4.1 Instructional approaches

Regarding pedagogical approaches on instructions during the teaching and learning process, the participants responded differently and their approaches depended on the degree of visual impairment of the student. Although most lecturers did not really point out the specific approaches, some hesitantly and briefly stated what they did in their lecture rooms.

L1 responded:

“I said I had no choice, I had to teach like a normal class, and only speak slower and louder as they were recording” (L1, line 2.1).

“I brought him to the front so that when I spoke, I would be closer to him and his audio recording machine. This was a deliberate plan to ensure that he records everything I said correctly” (L1. line 4.8.1).

In his response, he expressed the pressure he felt during his encounter with SVI. He indicated that he had no choice to the situation; feeling not obliged but forced to include SVI. The respondent felt that if he had a choice, he would rather opt not to include SVI. However, he

demonstrated few adaptations. For example, he spoke louder and slower to allow the SVI to record the lecture. In his view, recording meant inclusion, hoping that the students would be able to access the notes.

What I used to do is that I would have them sit right in front, very close to me and very often during the lesson I would refer to them, touch them so that they, know that you are noticing that they are present, they are not just a number, like the others. So you touch them and make jokes with them and all those types of things to make them feel included. That is what I used to do and then right through the class they felt that they are there. (L1, line 4.8.1)

Despite indicating that he had no choice; he explicitly elaborated on how he ensured that the students were made to feel that they were part of his lessons. He bravely singled out a few approaches such as referring to them specifically during the lessons, touching the student and making some jokes. He however, did not narrate whether such approaches encouraged the participation of SVI. He focused more on recognition of presence and seemed to act out of pity.

L1, L6, L7, L8, L9 indicated that they ensured SVI sat in the front seats of the lecture room. Although they had different reasons, most indicated that if students, particularly those with moderate and severe visual impairments, sit closer to the screen or board, they would see and hear better, with less disturbance and the lecturer would be able to give them individual attention. Moreover, those who are completely blind could hear better and use their recorders better.

Meanwhile L2 had this to say: “I gave him a set of slides which I had printed in bold and in bigger font size so that he had that set of slides which I was presenting in the lecture” (L2, line 2.1).

L2 felt that he made provisions to include the students during his lectures by providing some sets of slides prior to the lessons. He believed that by giving the student a set of the slides that would keep the student in the loop during the lesson.

“What I did was just to zoom out so that he could see properly. I also had to give breaks since he complained that he did not focus well for long periods” (L3, line 11).

In his response, L3 showed a positive attitude and demonstrated being considerate towards SVI in his class. He proudly asserted that slides were zoomed in, in order to enlarge the font size, to enable the student to see better. In addition, he indicated that he made efforts to give breaks in between the presentations to help the student to refocus.

I remember there was a time when I used a pen with a different colour and he had an issue with it. I had to stop using that colour. It was a light green colour. May be it was not visible enough for him. (L3, line 4.3)

When using a PowerPoint presentation, look at the colour, use a contrasting colour, increase the font size of the letters, choose the colour that will come out clear and at the background, there must be a colour that can brighten and make the student read more in the lecture room. (L10, Line 2.1).

L3 and L10 were more specific about the use of PowerPoint presentation to include SVI. Although they demonstrated limited experiences, they placed emphasis on the use of

PowerPoint presentation. They alluded to the use of appropriate colour and font size of the presentation.

Interestingly, L4 had this to say: “When we did role-plays, students would describe what was happening, sketching the scenario in more detail for everybody...we would even describe the change on someone’s face for her to follow” (L4, line 4.4).

“You need to explain each and every nitty-gritty, do not take anything for granted” (L8, line 2.1).

L8 further narrated: “I have to read the sentences on a power point so that they can follow. You have to tell them what colour it is. You have to be more detailed and more descriptive” (L8, line 2.1).

In their responses, L4 and L8 did not show any stress or difficulties but rather proudly disclosed some interesting skills they adapted in attempts to pedagogically include SVI during role-plays and lessons. They highlighted that being descriptive in what was happening enhanced the inclusion of SVI. Furthermore, they emphasised the importance of visualising what was happening to the SVI during a role-play. They tried to capture the interest of the students by being descriptive. Although they did not explain in detail the reasons for doing that, one could conclude that describing the facial change and explaining in detail during a role-play and lessons created a visual picture of all actions and items on display. They did not specify the type of activities, the subjects in which they used role-plays and descriptive explanation but they demonstrated confidence in the use of such approaches.

L10 also pointed out that he would: “make the student read out more in the lecture room, discuss more, do group work and then role-play. This can help the students to talk and communicate”(L10, line 2.1).

In this dialogue, L10 expressed other approaches such as; reading more often, participation in discussions, the use of group work as well as role-plays, as ways of making students talk and communicate.

In the same vein, L9 had this to say: “Include concrete materials because these students need to touch” (L9, line 2.1).

In her response, L9 demonstrated limited use of varied approaches, but indicated that she used concrete materials as an approach to include SVI. She believed that bringing reality to the lecture room would make sense and allow students to have a true feeling of what was happening in the lecture room.

L11 suggested that: “It could be better to adjust, adapt and modify everything depending on the visual impairment of individual students” (L11, line 4.8).

In his response, L11 did not elaborate on what should be adjusted, modified or adapted, but tried to reveal the necessary provisions for SVI. He however, mentioned an important point that everything should be based on the individual needs of a particular student. He demonstrated awareness and willingness to alter the instruction and tailor it to the needs of the SVI.

4.4.2 Approaches to the lecture room activities

Participants indicated different approaches to lecture room activities. Although not much was said, most indicated the use of group work during class activities. To this L4 and L9 had this to say: “When I made groups, I ensured that she was part of the group” (L4, line 4.4).

“Sometimes I shuffle the groups to avoid groups forming into cliques. I allowed her to stay where she would feel comfortable” (L4, line 4.6).

“During the lecture activity, we did it in groups; I divided the students into groups so that I could include them in groups so that they could also share their ideas with other students” (L9, line 3.4).

L4 and L9 seem to support the idea of sharing information among students. They affirmed that most class activities were done in groups and this allowed students to benefit from each other. They both did not however, specify the type of activities that were done in groups.

L4 said despite shuffling the groups, she considered and ensured that SVI were given preferences to choose the groups in which they felt comfortable during lecture activities.

On the contrary, L7 allowed students to group themselves: “I do not group students, each one chooses who they want to work with, I have too many students and the classes are too big” (L7, line 3.2).

L7 pointed out with frustration that it was difficult to group students because groups were too large. Although she did not highlight how SVI were grouped, it was clear from her response that all students had to choose their own group mates. L4 concurred with L7 that they had too large classes.

“In one class, I had seventy-five students, I grouped them into five groups and had eleven groups. They worked together and planned together” (L4, line 2.2).

L4 indicated that students positively worked and planned together as a group but L10 had different views to the groups.

“You can actually see that they only participate when it is compulsory, like when it is a group assignment because they know if they do not take part they will get a zero” (L7, line 3.1).

In her response, L7 registered a slight disappointment regarding the participation of SVI in group work. She expressed that SVI only took part in activities which were compulsory. This implies that during activities where no marks were allocated, SVI did not voluntarily participate. However, she was not explicit on the reasons why students did not participate.

“Just for you to know that oh, no they are on par... sometimes I give them activities to lead, let them be the leaders in lectures, give them topics to present in lectures, you will be surprised” (L7, line 4.2).

Despite showing a bit of disappointment about the participation of SVI in group activities, she did not show any doubt about the students’ abilities and active participation in other lecture room activities such as leading and presentation skills. She acknowledged that most of the time they were at par with the rest of the class.

4.4.3 Approaches to the teaching materials

Participants also highlighted their approaches to the teaching materials, during their encounters with SVI. Most responses were similar in one way or the other. This is what most of them said:

I gave it to them in words; I gave them the soft copies sometimes either by e-mails or via memory sticks. They would find ways to print them, but if it was a chapter from a book, it was a challenge. (L1, line 4.6)

L1 demonstrated insensitivity and lack of accountability as he narrated how students accessed the notes. He indicated that he did not make any provision for SVI. In his response, he pointed out that each student found his or her ways to print the notes. He also did not indicate any adaptation on the notes. With frustration, he pointed out that it was very difficult to make use of notes from textbooks and other hard copy sources.

“I gave him the slides and printed them in bold and bigger size” (L2, line 2.1).

“I specifically made copies of those slides. He had his own set that he could read because he could not read what was projected on the screen” (L2, line 6.1).

“So I just try to give them the hard copy but for the visually impaired learners, they had reading problems, so it is only the hard copy which I used, to make the materials available to them” (L9, line 4.6).

L2, L3 and L9 sensibly indicated how they made provisions to ensure that students accessed the teaching and learning materials. They pointed out that they specifically printed the materials in bold and enlarged the texts of the materials. As an approach to include the SVI,

they demonstrated efforts and commitment to avail the materials to the students during presentations. Although the situations were not similar, L2 and L9 showed commitment and willingness when compared to L1.

“I did not have a study guide; all I used was a PowerPoint presentation with more information. I gave it to the Unit on a memory stick and the Unit put it in Braille, there are no text books in Braille” (L4, line 4.6).

Regarding the study materials, L4, indicated not to have had any study guide; she explained how she availed the PowerPoint slides to the students. She proudly disclosed that she gave the presentations to the Unit and the Unit put it into Braille for the students, so that they could have access to the notes. She however, did not indicate whether students accessed the slides during the presentations or only after the presentations were done.

“Sometimes I ask them to google certain things for their project” (L10, line 4.3).

L8 and L10 spoke about the use of internet to search for information using the google search engine. The same approach was revealed by L8:

I used YouTube more often. I encouraged them to use videos when they did a topic because the computer has a reader/narrator that talks loud enough to be heard. It is good for learners with visual impairments because they can hear. It is quite helpful. I encouraged them to use it. If they struggled on a topic, I referred them to some academic YouTube video. (L8, line 4.4)

In their responses, L8 and L10 narrated the use of the internet, particularly the google search engine and the YouTube as a source of information on certain topics. They did not reveal

whether SVI managed to acquire the necessary information and how, but elaborated on how helpful the internet is in learning in some topics. Similarly, L10 acknowledged the use of the internet, but highlighted the use of the google search engine. She too did not speak about its effectiveness to the SVI.

I mostly uploaded the soft copies on the portal and students accessed them at their own time. For the blind students I honestly do not do much and how they access the notes, I do not know. However, I know that they take the notes to the Unit to be printed in Braille. (L11, line 4.6)

“I upload or post my presentations on e-learning for them to download”(L12, line 4.7).

In this account, L11 and L12 uttered with honesty that they did not do much for the SVI. They acknowledged that they availed the materials on the portals (University e-learning platforms) to SVI in the same way as to those without visual impairments. He asserted that students took their notes to the Unit to be printed in Braille by themselves. They both did not explain how SVI accessed the materials.

4.4.4 Approaches to assessments

The participants indicated the approaches they used during assessments to ensure the inclusion of SVI. Most indicated that they adapted the assessment formats and made special provisions for the students. Some indicated that they did not do much to accommodate SVI.

“For the test and for the examination, he got a special set same test obviously but bigger print that he can read and more time” (L2, line 4.6).

In his response, L2 showed that a provision to the test and examination was made. He assured that SVI wrote the same tests and examination as those without visual impairments. He also emphasised that considerations were made with regards to the font size and the venue for tests and examination. In his response, he expressed that students wrote the tests in the same venue with others but the examination in a separate venue.

“We take tests and examinations to the Disability Unit where they are converted into Braille. I sit with her separately in the library because the Braille machines make a lot of noise” (L4, line 2.6).

Although not similar cases, L4 indicated the provision made for students who are blind. She narrated that the question papers for both examinations and tests were in Braille. She also indicated that SVI used Braille machines to write their tests and examinations. She too concurred with L2 as she indicated that students were given extra time and a separate venue for the examination. L2 did not highlight in his response the reasons why SVI had to use a separate venue for the exam. L4 provided reasons that the Braille machines were noisy, hence they use a separate venue.

She either e-mailed the class test back to me, then I print it, but for the examination, they hand it in written in an examination book. That is sent through the examination department back to me then I mark it and it is filed with the others. (L4, line 2.7)

In this utterance, L4 confidently explained how tests and examinations papers were printed in Braille by the Disability Unit. She pointed out that the tests were sent back to her via e-mails while examination papers were treated with discrete. She also alluded that the

examination papers were handled through the examination department. Although the process seemed to be long and complicated, she demonstrated a positive attitude in this regard.

Regarding assessment approaches, L5 responded with doubt about the approaches he witnessed at their institution.

When you have an assignment for them, you probably type the assignment and e-mail it to them, and then they will read it in a font they are comfortable with. They will then write the assignment with a computer and either print it or send it via e-mail. (L5, line 2)

In his response, L5 did not reveal any special arrangements but indicated that assignments were sent in soft copy whereby the students could access it and print it in the font they felt comfortable with.

The same thing, happened with the test, there is no adjustment, it's just the normal font size and I sent it to him. You have to send the test to him for him to use his computer, usually not in class. How do you monitor and control this person to ensure that he is not cheating? (L5, line 2)

In this response, L5 indicated a lack of interest towards SVI. The response demonstrated rejection and exclusion. Regarding the test, L5 indicated that there was no adjustment made but expressed that tests were sent to the students to enable them to use their computers. He however did not clarify about the venues. He further expressed doubt and concern about monitoring how students wrote their tests. Although he indicated that his particular student was blind, he stressed that there was no adjustment made neither did he speak about Braille.

Furthermore, he did not explain how students accessed the tests or assignments in text form as opposed to the Braille.

“The test and the assignments were poorly done; it was really probably a trial and error kind of situation” (L5, line 4).

In his response, L5 expressed disappointment regarding the outcome of the assessments. Although he did not elaborate on what he meant by trial and error, this showed significant doubts and repudiations about including SVI.

L4, L6, L7, L8 and L11 indicated in their responses that for the students with partial and severe visual impairment, they had their examination question papers enlarged and both reported that students received extra time during examinations.

“For those who are totally blind, they type with Braille machine and use a separate venue because it is quite noisy” (L8, line 4.8.1).

“Assessment formats are also taken to the Unit for Braille. Students write the same tests and assessments. The difference is just that theirs are in Braille and they get extra time to write.” (L11, line 2.1)

As indicated by L4, L8 also indicated that SVI used the Braille machine to type their assessments. L11 acknowledged without any doubt that despite extra time and the Braille, students wrote the same examination paper.

Similarly, L12 indicated the enlargement of test format but did not talk about the examination or the time allocation to the assessments.

Most participants concurred in the assessment approach. Although not all indicated the same approach, most explicitly expressed that students were given extra time, used a separate venue, had their papers in Braille or font enlarged depending on the nature of visual impairment. Whereas, some did not mention any approach regarding assessment.

4.5 Major theme 2: Lecturers' encounters on inclusion of SVI in their lecture room

Most participants narrated their encounters regarding pedagogical inclusion of SVI. They also deliberated on both the positive and negative encounters. Therefore, this sub-theme highlighted the views that emerged from the responses of the participants. The sub-themes included the positive and the negative encounters.

4.5.1 Students and lecturer relationship/rapport

Most participants indicated that it was their first encounter but highlighted many positive experiences. They emphasised the rapport they developed with SVI and its importance.

“He came to see me on a regular basis for consultation” (L2, line2.2).

“After training, he came to me and explained how he enjoyed the lesson” (L3, line14).

“After class I gave him my number and told him that if he needed help he could come to my office” (L3, line 4.1).

“So he came to me telling me about his visual impairment after some weeks” (L6, line 12).

When they start consulting, because what is important is that they need to know that you have accepted them the way they are and you do not judge them based on that. Once that is there it means the door is open. You will even see how they

will come, how they confide in you. They will tell you how they got blind, how they get around, what level and extent they can see and so forth. (L7, line 3.5)

In their responses, L2, L3 and L6 proudly asserted that the students freely consulted them on a regular basis, which was a good indication of a positive relationship built. They demonstrated sincerity and willingness and were very positive about the relationship that developed between them. They expressed gratitude as they narrated how the students maintained contact after the courses.

L3 showed a positive attitude and empathy as he disclosed that he availed his contact number to the student for further support. This was an indication of a good relationship and rapport that developed between the student and the lecturer. He indicated that the student developed trust and confidence in him.

“You have to have a good rapport and contact with them on individual basis”(L8, line 2.1).

Similarly, L8 asserted the importance of creating rapport and constant contact with the students. He did not explain the reasons but indicated that a good rapport enables the lecturer to understand and anticipate the needs of individual students.

“He got blind when he was three years old. He was not born blind but got blind from an accident” (L4, line 1.4).

L4 explicitly demonstrated knowledge of some personal information about the student while L6 indicated that the student disclosed his needs after a good rapport was developed. This was also a good indication of the extent to which their relationship had developed. Students only revealed their information to those they felt comfortable with and trusted. L4 in her

response expressed knowledge and understanding of what the student went through which could also help her understand what the student was going through and the students to express freely what his needs were. She stressed that if a lecturer demonstrates acceptance, students could get closer and confide in them. They would even go to an extent of sharing their life stories and revealing their predicaments.

“I do not see you often in class; (the lecturer asked) is there a problem? I asked if she want to speak to me after class” (L4, line 2.10).

L4 also expressed how he raised concerns when he noticed that the student missed several classes. She openly asked if the student was willing to discuss the problem with her. This indicated a sign of a strong relationship or a good rapport between the two. L4 demonstrated curiosity and showed interest in understanding the affairs and problems encountered by the student. The student indicated trust and comfort, as she was willing to share her problem with L4.

On another note:

They were very outspoken and could communicate their needs, they said to me that they were very comfortable, they communicated their needs. They said to me they wanted to be open with me. They felt I would try to meet some of their needs. They did not feel ever ashamed of doing that. (L4, line 2.4)

In this narrative, L4 expressed her bond with students. She spoke about the comfort she created and the openness she instilled in the students. She also acknowledged the positive reaction from the students to communicate shamelessly their needs to her. In this response, it

could be figured out that students developed trust and had hope and confidence in their lecturer.

On the same hand, L12 suggested: “Strengthen the relationship and always find out from the students how best you can help” (line 2.6).

L12 also stressed the need for strengthening the relationship between the lecturer and the students with diverse needs. She also supported the idea of working closer with the students and communicating with the students to find out how best their needs could be met.

On this theme, participants expressed how they developed rapport in anticipating the needs of students. Although most had different encounters, most expressed their gratitude and positive attitude in teaching SVI.

4.5.2 SVI academic performance

Participants shared their positive encounters about students’ involvement and their academic performance. Most highlighted the students’ commitment, their willingness to learn and their academic achievements.

Regarding students’ academic performance, L1 expressed his encounters and this is what he had to say:

They pass ultimately, they pass their exams, they could do the assignments, and they could do the tests. There was a special one, he was talented, he was very good and he could do better than those without visual impairments at marks. (L1, line 2.2)

“They were positive in general” (L1, line 2.3).

“He was capable of learning and well integrated” he went on to say “according to me, he completed both my courses, I do not know about other subjects” (L6, line 12).

“He does perform better than those without visual problems” (L10, line 2.2).

In these utterances, the respondents expressed joy, amusement and satisfaction regarding the performance of the SVI they encountered. They underscored with admiration the outstanding performance and the positive attitudes of some of the SVI in comparison to those without visual impairments. They indicated no doubt on the students’ performance abilities. It seems as though lecturers underestimated SVIs’ performance before they could witness it.

“He was a good student; academically he performed well and was a C student” (L7, line 2.2).

She highlighted the outstanding performance of some of the SVI whom she encountered. L7 also demonstrated confidence and did not doubt the academic work of the students, their participation and their willingness to learn.

“I did not really come across a student who had difficulty of not understanding the concept of training; the mood of the student, the willingness was excellent. In short, what I encountered was just the best” (L10, line 4.3).

From this dialogue, L10 expressed her positive encounters and she positively emphasised on the positive attitudes of the students toward learning. She acknowledged their willingness and demonstrated her pride in the experience she had.

“He was very reactive, although at times things were not easy for him. He was part of the class” (L11, line 3.2).

In this account, L11 also alluded to the positive attitudes and willingness of SVI towards learning. He too affirmed that the students were part of the class and that they persevered and endured to achieve their best. This was an indication that the students made efforts and took their work seriously which indeed impressed the lecturers.

4.5.3 Exclusion of SVI

Some participants indicated some forms of exclusion as discussed below.

L1 had this to say:

You may talk about certain things, may be you indicate on the board and he could not see, he only heard but you see some certain percentage of his learning is only hearing but if you are kind of show lines and all that, they were included but not 100%; not like those with good sight. They were included but only to a certain extend. (L1, line 3.2)

In this narrative, L1 expressed a concern about situations in which he felt that students were excluded during his lecture room activities. This implies that there was no provision made when lines, graphs or other graphic presentation were used to ensure that SVI were included.

L1 acknowledged that SVI were not completely included. He further stressed that:

“They would not fully participate like others. Although they were positive; the percentage that they could not participate obviously affected them” (L1, line 4.1).

In this response, L1 affirmed that there were some cases where students were excluded. He expressed a concern that their full participation was inhibited by the activities which they missed.

Similarly, L4 expressed her disappointment as she narrated: “When others are on school based study, they are just at home” (L4, line 4.5).

L4 in her response revealed what she termed as the biggest disappointment. She sadly narrated that SVI were excluded in the school based studies. Although she showed dismay, she did not narrate how she intervened to ensure that there was inclusion or the reasons for such exclusion.

“People still think that we are doing them a favour, they still complain, they still struggle they are still not converted to inclusion” (L8, line 2.5.2).

In his response, L8 also explicitly expressed disappointment on what he observed. In his response, L8 did not refer to himself but rather expressed his judgements. He concluded that some lecturers were not transformed to the inclusive education philosophy. He further remarked that most lecturers struggled and complained about including SVI.

Sometimes consciously, sometimes unconsciously ... not really consciously, sometimes you totally forgot them, and sometimes when you sit in the evening to prepare, you do not think of them, you just think...tomorrow I will just give this activity and you only realise when you are in class. It is not good to show that you have forgotten about them. (L8, line 3.3)

In this response, L8 affirmed the form of exclusion of SVI. He acknowledged that sometimes he consciously or unconsciously forgot to prepare activities for the SVI. He regrettably confessed that at times he forgot to include them in his plan and only remembered when he was in class. He did not explain how he mitigated the situation, however he demonstrated a

sense of caring and regretted his act by affirming that it was not good to show that you have forgotten them.

They are treated more like they are second class. They have to struggle to get notes and read on their own. There was a year I counselled her, she wanted to go home, she wanted to switch off, and go home. I had to sit with her for hours and hours...one morning she called me to inform me that she was on the bus going home...I had to plead with her...the next morning she said I was just joking...I am still at home, I have to hang in, now she is fourth year, she persevered it is more of her own endurance than the institution's encouragement and assistance.
(L8, line 4.2)

In this narrative, L8 expressed disappointment at what he witnessed concerning SVI. He felt that students were unfairly treated and were given less attention compared to those with good sight. In his response, he highlighted the frustration and the reaction of SVI toward such treatment. He explained how he counselled the student who wanted to “throw in the towel” and was on a verge of dropping out due to the hardship and difficult situation at the university. L8 further acknowledged that students prospered due to their own endurance not because of the support from the university.

“In some activities that required good sight, I really did not know how to engage them, you know these students do not even get places for Work Integrated Learning (WIL) (in-service), who will take them” (L11, line 3.3)?

As it could be witnessed in the response of L8, L11 also expressed how he excluded students in some activities. He affirmed that students were not included in some activities and justified

that he did not know how to engage them. Indirectly, L11 expressed a feeling of being burdened and did not put an effort to include SVI. He further asserted that SVI do not get places for In-Service Training. He expressed his opinion that no one would accommodate SVI.

4.6 Major theme 3: The views of lecturers on pedagogical inclusion of SVI

In most responses on the theme of pedagogical inclusion of SVI, participants focused on what they expected to happen and not necessarily on what exactly happened. They also gave their views concerning institutional and the lecturers' readiness to include SVI in their pedagogy.

Different respondents gave their honest opinions on what they thought would serve as best practices for SVI. They also gave their views on what they expected to happen in their respective institutions of higher education. On this account, these were their responses:

What I have heard from the last student is that he was supposed to link up with UNAM because they said there is a Unit where he would be slotted in because UNAM has got all these facilities. That would be good for such a student although one cannot limit their freedom. To benefit more, they should go where the facilities are. (L1, line 3.1)

In this response, L1 presented his perceptions and his views on what he thought should happen to the SVI. With rejection, he supported the idea that SVI should rather further their studies at UNAM because he felt that UNAM had the necessary facilities for SVI. He did not indicate how their institution could improve to put in place what other institutions have. With no hesitation, he recommended that the students should go where there are facilities without recommending to have such facilities in their institution.

“Although I am currently a dean, I have nothing much I can do, if it is not available in the institution, I can only advice to be patient and be helpful” (L1, line 4.8).

In this response, L1 demonstrated a lack of power and confidence to influence the authorities despite his position. He seemed to stand back and lack the will to initiate and take the lead to advocate for changes in the institution. In his view, he asserted that there was nothing he could do to change the current status quo in their institution. He appeared helpless and felt hopeless.

If a person is accepted to come and study here with sufficient points, there is nothing I can do but rather give him the materials that he can study, in fact he should not be given extra time. He should have the same time as others because his mental ability is okay. I do not think that there should be any special favour.
(L 2, line 2.4)

In his views, L2 expressed disagreement with the idea of giving extra time to SVI during tests and examinations. He seemed to be of the opinion that the support given to students was a favour. In his expression, he demonstrated ideas from medical discourse that students who deserve support are those with something wrong.

Similarly, L6 concurred with L1 as he stated: “SVI also need to be part of the time frame” (L6, line 8).

He suggested that SVI should not be given extra time for activities but rather to compete with the rest of the class within the allocated time.

In their opinions, SVI are supposed to compete with the rest of the group, because they felt that to give them extra time compromised the quality of their academic work and made them

less competitive. In their views, the mental ability of SVI is equally fine. They ignored the needs rooted in the visual, environmental and attitudinal limitations.

“Once this guy is accepted, then it is up to the lecturer and the students to make sure he can read what is handed out in class, the rest he must do himself” (L2, line 2.5).

In his response, L2 affirmed that the success of the students sorely depended on themselves and the support from the lecturers. He stressed that lecturers are supposed to ensure access to the learning materials and students do the rest. In his view, he also disapproved the extra support provided to the SVI.

Similar sentiments were echoed by L8, when he underscored that: “...it is more of her own endurance than the institution’s. I think the institution can do more, money is available we only need to prioritise on these guys” (L8, line 4.2).

In this narrative, L8 affirmed that the success of these students depended on their own efforts. He was of the opinion that the institution did not do much. He stressed that a lot can still be done by the institution and in his view, money was not a problem.

From her perspective, L7 narrated:

We need to include them but I do not know if it is possible. We even need to teach them with others if it is possible. We can also teach them separately but exactly what the others are getting because the pace might not be the same. (L7, line 3.5)

She affirmed her support for inclusion but doubted the compatibility of teaching the SVI together with others without visual impairments. She seemed to support segregation and stressed the need to stick to the same contents for all students. She was of the opinion that SVI

do not learn at the same pace as those she referred to as others. She also felt that they might need a different space. She however, did not clarify where to place them if they are to be taught separately.

On a different note, L2 had this to say:

If a student is blind, blind, blind, then I think it will be very difficult for the institution to accommodate them, because he has to use different teaching materials like Braille or whatever, but if a person has some vision like the one I had, it's okay then we can accept and can make a special provision lecturer by lecturer. (L2, line 3.1)

In his response, L2 demonstrated that he was not yet transformed to the inclusive education philosophy. He urged that students who are blind would give difficulties to the institution if included but did not explain how. He justified his view that such students would need different teaching material such as Braille. In addition, he convincingly indicated that the institution would not be in a position to provide the needed materials for SVI. However, he positively supported the inclusion of students with partial visual impairments and suggested that special provision should be made for them.

He further argued that:

If the person is completely blind, how will he go to the lecture rooms? Who will take him to the lecture rooms and show him where the lecture room is? He can listen to me while I am talking but if he wants to do revision, and exercises what do we do? Then he will need that Braille. (L2, line 3.1)

In this narrative, L2 demonstrated worries and emotions on the mobility of the students to the lecture rooms. He raised a concern on accountability and responsibility for the welfare and wellbeing of the students outside the lecture rooms. He views this as not a responsibility of the lecturers and did not state who is supposed to be responsible.

On the same note,

Totally blind students may not be functional to the service or content being provided, if there are to be enough students with special needs, our curriculum needs to incorporate them. At this stage, the curriculum development does not make provision for students with special needs. (L6, line 14)

In his response, L6 used the term “totally blind” which is exaggerating instead of using the term “blind”. He seemed to be of the opinion that students should react to the curriculum and not the curriculum to react to the needs of the students. He echoed that blind students would not benefit from the service and current contents of the curriculum. He felt that the current curriculum did not take the needs of students with special needs into consideration. Although he did not specify the curriculum, he pointed out that much of the curricula were not designed to cater for the SVI. He shifted blame on the curriculum despite him being part of the curriculum review and development. Like L5, also emphasised that the prevalence of SVI would provoke institutions to be more proactive in their planning.

“Are you saying you are going to close these institutions that were dealing with these learners which are called special education? Where is this idea coming from? is this really doable?” (L5, line 1.9).

The respondent expressed rejection and doubt about including SVI in the mainstream education system. His perceptions were that students were under the instructions of experts. He questioned the origins of the idea of inclusive education and doubted its feasibility. The respondent however, did not indicate any knowledge of the legal framework pertaining to inclusive education. Although he referred SVI to special schools, he could not state any special higher education institution or special society in Namibia.

“The bottom line is I am not the right person to deal with that person (referring to SVI)” (L5, line 1.10).

“I can try as much as I can but I know I would not be doing enough for this person.” (L5, line 1.10).

This response demonstrates fear and rejection to teach the SVI. Although he did not state his reasons, he was of the opinion that there were experts out there who are equipped and in a better position to deal with SVI.

Convincingly, he expressed his honest opinions that he would not do enough that would benefit the SVI. In his response, he doubted his abilities, his capacity and demonstrated a lack of confidence to teach SVI.

I think we have not opened our doors to those students or to certain students, may be because they have not come in big numbers to a point where somebody would start saying something is missing, we need to do something for these people. (L5, line 1.10)

He justified the view that the limited prevalence of SVI in higher education institutions could be the contributing factor to the reluctance of lecturers and institutions as well as poor efforts to proactively address the needs of SVI. He was of the opinion that institutions did not open their doors to attract SVI. He also felt that the prevalence of these students would prompt institutions to be more proactive to their special needs.

Participants expressed issues related to the institutional and lecturers' preparedness to include SVI in teaching and learning context. Most participants indicated that they felt that they are not ready to include students with special needs especially SVI in their courses.

“An institution such as ours is really not yet prepared for that” (L1, line 3.1).

The respondent expressed a concern that their institution was not yet prepared to include SVI. He suggested that, “what needs to be done is that the institution should be prepared for whatever type of student” (L 1, line 3.1). In his view, their institution did not show any readiness, and the lecturer found it difficult to cater for the needs of SVI.

“The institution is not responsive” (L1, line 4.1).

He affirmed with disappointment that the institution is not responding to the needs of SVI. He however, did not point out how the institution is supposed to respond to the needs and by whom.

On the same note, L8 echoed a similar frustration “Once you register somebody, then you try that yes, everything is in place, that person must not suffer actually” (L8, line 4.2).

His opinion was that; institutions should be ready before they admit SVI. He also indicated dissatisfaction with the current practices. He was of the opinion that institutions should be

proactive by making arrangements for special provisions for such students and keep everything in place before students register. He felt that, reacting to the needs of the students and that of the lecturers after the students are registered, would frustrate the lecturers and the students, resulting in most of the needs not being met.

The same views were shared by L10. She highlighted that: “the institutions should put things in place to be ready for them and the government should help the institutions to prepare” (L10, line 5.4).

Like L1 and L8, L10 also stressed the need for institutional preparedness and being ready to include SVI.

SVI can go to any level of academic pursuance and succeed, but if you dump them in an area where the groundwork for them to excel is not done, I think we will be doing damage to the students. (L5, line 1.5)

L5 strongly demonstrated concern about the possible damage if SVI are dumped in a learning environment that is not prepared and ready for them. He acknowledged their abilities towards academic achievements but stressed the need to do the groundwork before dumping them in institutions of higher education. In his views: “If we are taken by surprise we tend to throw in the towel” (L5, line 1.10).

L5, openly expressed his views that lecturers tend to surrender if they are not prepared before and tasked to include SVI. He felt that lecturers were tasked to include students without being prepared in advance and believed that if lecturers were ready, pedagogical inclusion of SVI would be a reality. On this account, he demonstrated a lack of motivation and indicated that he was not ready and the institution was not ready for the inclusion of SVI. In his views, he

expected someone to prepare him for inclusive education without considering empowering himself with available opportunities.

Moreover, he highlighted in his response that: “The challenges of the SVI were really a result of the challenges of the implementers. If I am not ready I may not deliver, if not prepared the whole thing fails before it starts”(L5, line 1.10).

With confidence, he felt that SVI experienced challenges because the needs of the implementers, who are the lecturers, were not met. In addition, he contended that the needs of the lecturers should be met in order for them to be able to meet the needs of their respective SVI.

4.7 Major theme 4: Perceived challenges by the lecturers

In their responses, the participants indicated many challenges faced by lecturers in anticipating the needs of SVI in their respective institutions of higher education. Lack of awareness and lack of skills and knowledge were perceived as the challenges faced by most participants. Furthermore, participants also perceived lack of resources (human and material) as well as lack of professional support as well as support centres as challenges in pedagogical inclusion of SVI.

4.7.1 Lack of awareness

Most participants indicated a lack of awareness about the current trends in the education system, the institutional mandate, the roles and responsibilities of the lecturers as far as inclusive education is concerned, lack of awareness about national and international legislation as well as frameworks pertaining to inclusive education. Participants also revealed a lack of

awareness about what is happening in their respective institutions. They also highlighted a lack of awareness about the importance of inclusion of SVI.

I do not know what the responsibilities of these institutions are as far as blind people are concerned. From what I see, we have got special schools for the blind. I do not know if it will be the responsibility of our institutions or there should be a separate institution for those people so that they can keep pace with their peers, that is people with the same problem. (L2, line 3.4)

There was one lecturer, I do not know how long she had been here and she asked me how I managed to give SVI presentations in Braille. Not all of them are aware of the Disability Unit, but she has been here for a long time. (L4, line 4.6)

The respondents demonstrated that there is a lack of awareness about the current trends in inclusive education, the mandates and responsibilities of the institutions of higher education as far as inclusion is concerned as well as the available support services such as those offered by the Disability Unit, the office of the Dean of Students and the office of the social workers. In the above responses, lack of accountability and interests could also be observed. Some are of the opinion that it is not an obligation for the institutions to include SVI in their curricula. With segregation in mind, they acknowledged the presence of special schools that cater for SVI and that suggested the establishment of special institutions of higher education for SVI.

“Sometimes, people who make decisions at institutions are not the same people who are in contact with the students” (L3, line 3.2).

With frustration, the respondent raised a point that in some instances, the institutional management who make decisions are not aware of the lecturers’ predicaments since they do

not deal directly with the students and may not be in a position to understand the needs of the students.

“People are negative you know, when you make them aware of issues around disabilities such as issues of rights or legal issues they change totally” (L8, line 4.13).

“It is important to create awareness among all stakeholders” (L11, line 4.10).

In this response, L8 and L11 stressed the importance of creating awareness amongst lecturers. They indicated that some of the negative attitudes were caused by lack of awareness about legal issues surrounding the education of people with disabilities. He affirmed that if people are sensitized and made aware of the motives behind the legal frameworks, they will change and develop positive attitudes towards inclusive education.

4.7.2 Lack of skills and knowledge

Most participants indicated a lack of knowledge and skills on pedagogical approaches to include SVI. They stressed insufficient expertise and a lack of confidence due to limited knowledge and skills in the field of inclusive education. Most emphasised that they were not trained to deal with SVI and highlighted the need for such training. Furthermore, most participants indicated a lack of skills in how to use the devices used by SVI.

“I honestly do not know how to read Braille but it is interesting” (L8, line 4.4.1).

“There was not much I could do and besides, I did not know much because I was not trained for them. I did not know various methods to help them because I was trained for normal classes” (L1, line 2.1).

In this response, L1 explicitly expressed a lack of knowledge and skills. He demonstrated the will to help the students but affirmed that he had no knowledge and skills in that regard. He felt that SVI were not normal as he expressed that he was only trained and possessed the skills to teach students who were normal. He indicated that he did not know much about the various approaches to pedagogical inclusion of SVI.

With frustration, L1 stressed that: “I said I am not trained for that, now they would say ‘sir, you were talking about this and that’, and it takes long to make them understand” (L1, line 4.1).

In his response, L1 raised his concern and demonstrated frustration while stressing that he was not trained to deal with such cases. He emphasised that without skills and knowledge, it took long for him to make the students grasp what he taught. “What needs to be done is for the lecturers to be trained, there must be training, lecturers must be trained for this” (L1, line 5.4)

He really stressed that a special training should be arranged for the lecturers to gain the required knowledge and skills.

Similarly, another participant pointed out that: “we should train everybody to be geared and well equipped in this regard. The perceptions of most educators is that they are not psychologists” (L4, line 4.2).

She too highlighted the need for training as a way of empowering lecturers with the needed skills and knowledge to be geared towards the pedagogical inclusion of SVI.

On the same note, L5 had this to say:

“I do not have the training and if I am pushed to do it, I can try as much as I can but I know I would not be doing enough for this person” (L5, line 3.1).

In his response, L5 stressed that he had not received training. He further indicated that he was forced to include SVI in his lectures. Despite feeling that it was unfair, he demonstrated a positive attitude and expressed his limitations with honesty that students would not benefit much from him. L8 shared similar sentiments in this regard. He too perceives a lack of knowledge and skills as one of the challenges towards the pedagogical inclusion of SVI. Therefore, he stressed that: “lecturers need training” (L8, line 6.6).

Similarly, L11 had this to say:

It depends on how a lecturer makes an effort in meeting their needs, but with blind students, lecturers really need the skills to do the right thing, I would say their needs are also to be met otherwise it is difficult to meet the needs of the students if theirs are not met. (L11, line 4.1)

In his response, L11 expressed that the needs of the lecturers were not met, hence it was very difficult for them to meet the needs of their students. He further stressed that lecturers needed relevant skills to be able to pedagogically include SVI in their lecture rooms.

Another participant had this to say: “Training is important so that the lecturer can be aware and know how to teach such students.” (L11, line 3.6)

In the response above, L9 highlighted the importance of training for the lecturers. She too stressed that training provides knowledge and skills for the lecturers to be able to support SVI.

4.7.3 Lack of resources

Another challenge highlighted by the participants was a lack of non-human resources (materials and facilities) such as technological and assistive devices, computer systems and suitable software, study guides in Braille, audio text books in CDs and text books in Braille. According to most participants, this posed lots of challenges and limitations to include SVI in their lecture rooms. In this regard, L1 had this to say:

“What I think should be in place is a machine they call a converter. This is a machine that should be in place so that it will make things easier” (L1, line 2.5).

In this response, L1 expressed a lack of technological and assistive devices in their institution. With little knowledge, he pointed out what he deemed important and needed in the institution to make things much easier. In his view, things were not easier in the absence of the assistive technology such as Braille and converters. L8 highlighted a similar concern that:

Access is still a problem, in lecture halls in terms of suitable devices. There are many technical devices that the institution can still budget for. It does not matter how much these devices cost. The devices will not be used by a single student but others will still come once the relevant devices are in place. (L5, line 2.5)

Although this participant highlighted, a concern on access, he placed emphasis on assistive devices too. He indicated knowledge and awareness of different devices available for use by SVI and suggested that the university should budget for such. He also stressed with eagerness that the university should invest in the devices and was of the opinion that they will last for long and be used by more students in the future.

Another participant had this to say:

“I think we need a facility, I do not want to call it a centre but a facility where they can help with the reproduction of study materials and things like that to suit their requirements” (L2, line 6.6).

In this narrative, the participant suggested a particular facility, may be a resource room where students can go to reproduce and print their study materials. In his view, to have a specific set up to deal with the needs of students would eradicate exclusion and make teaching and learning much easier to both the lecturers and the students.

Furthermore, L1 stressed with frustration that:

“I cannot limit myself to words only but if I get an article I can refer them to that article. But now with these students it is difficult and that is the support which we really need” (L1, line 6.4).

He disclosed the limitations he encountered with regards to teaching materials and called for facilities that can enable the lecturers to use multiple teaching materials without compromising the inclusion of SVI.

On the same note L5, observed;

“I think because we do not have the facilities, maybe we have not received a lot of these students, so that somebody will start saying, hey, something is wrong” L1, line 5.2).

From his argument, one can see that he is of the opinion that insufficient provision of facilities is a result of the limited prevalence of SVI in the institutions of higher education. He seemed to argue that higher education institutions are reluctant to react due to the marginal occurrence of SVI.

Regarding the lack of facilities, L9 had this to say:

“Up to now, we do not have the technological materials for the visually impaired students, such as text books, or Braille machines; we are just using normal computers” (L9, line 4.7).

Like most of the respondents, L9 concurred with the view that there is a lack of facilities and materials for SVI. She particularly specified text books and Braille machines as some of the challenges and was of the opinion that if such materials were available, lecturers could be able to include SVI in their lecture rooms. This was also echoed by L10 who stated that:

“Our institution is not yet equipped with sophisticated technology in this regard” (L9, line 5.2).

In this response, the respondent placed emphasis on lack of technological devices for SVI. Although she did not explicitly specify what she meant by sophisticated, her argument was that the resources were insufficient.

On the same note, L8 placed emphasis on the provision and accessibility of technological devices such as audio recorders and Braille machines.

“More materials and devices should be made available and accessible” (L8, line 6.6).

With frustration, he also stressed that:

“The challenges are just that of the books, the Brailing of books, study materials, and study guides. The institution must really improve on that” (L8, line 4.2).

In his response, he demonstrated dissatisfaction with the materials particularly on the study materials such as books and study guides. This revealed some limitations on the functions of the Disability Unit.

Similar sentiments were echoed by L11:

May be we need more facilities at the Disability Unit, because sometimes you request for some test papers to be brailled and they sometimes take long to get it back. I do not know if there are few staff members in that Unit or few facilities.
(L11, line 2.5)

In this utterance, L11 expresses his concern and concurred with L4 and L8 about the limitations and the functionality of the Disability Unit. He suggested an improvement on the facilities of the Unit so as to be able to keep up with the demands of the university.

Looking at most respondents' arguments, one could concur that there was indeed a dearth of resources, such as materials, facilities and technological as well as assistive devices in most institutions of higher education in Namibia.

4.7.5 Lack of academic and professional support and a support centre

Participants expressed a lack of academic support in terms of human resources and particularly stressed the need for professional support from the institutional management and from the experts in the field of inclusive education. In addition, they also highlighted the need to establish a support centre in their respective institutions for more support to the lecturers.

In this regard, L1 had this to say:

The institution needs to have the necessary technological support. It must be there if the institutions have to continue admitting the visually impaired students or for inclusive education. I think in the university there must be a Unit that deals with that specific area with experts, so that they can help the lecturers. (L1, line 5.4)

In this dialogue, L1 suggested for a specialised Unit in every institution with experts that can help lecturers to deal with matters concerning students with special needs. He was of the opinion that if a Unit is established, lecturers and students would know where to knock for the necessary support.

Same suggestions were proffered by L2 who stated the following:

“We would have a centre where they could have experts and facilities” (L2, line 6.2).

In his response, he concurred with L1 and suggested a centre with sufficient human and non-human resources for the lecturers and the SVI.

Regarding a lack of support, L4 had this to say:

“The Disability Unit is only at the main campus and all campuses sent their materials there for now” (L4, line 6.2).

“The Unit is not functional enough” (L4, line 6.3)!

She raised a concern about having to depend on the Disability Unit at the main campus. She highlighted limitations with the Unit indicating a concern on the centralisation of the Unit. In his views, each campus need to have Disability Unity to provide the support to the lecturers and to the students.

She further expressed disappointment that the process of brailleing and de-brailleing takes too long.

“It takes very long, so a three page typed document would be five or six Braille papers. It takes an afternoon to do that” (L 4, line 5.2).

In this utterance, a tone of frustration with the existing process can be discerned. The respondent highlighted that the capacity of the current Unit could not sufficiently respond to the demand and the needs of all campuses. Despite mentioning general limitations, she did not disclose the specific limiting factors to the effective functioning of the Unit and did not either suggest alternatives.

L8 share a similar concern: “Presently it is not only education students, it caters for all students that are using Braille at all the campuses and all blind students from different faculties” (L8, line 3.3).

He indicated that all lecturers and SVI depended on the Unit for support. He too acknowledged that the capacity of the Unit could not sufficiently cater for the demand and the needs of all the students and lecturers of the institution.

Raising his voice, he highlighted that; “there is no support from anyone” (L8, line 6.2)

L8 stressed in his response that there is no support from any one despite having a Disability Unit at the campus.

The same view was expressed by L10 and this is what she had to say;

When a lecturer has a student of that nature in their lecture room, and notify the management, the management must see to it that the lecturer is assisted and supported and not just to live it in the hands of the lecturer. (L10, line 2.7)

In this response, L10 emphasised the support needed by the lecturers. She expressed a feeling of being burdened with no support from the management. In her view, one could tell how she felt, that students were dumped into their lecture rooms without any support especially from the management. However, in her response, she did not specify the types of support she expected from the management. She further stated that:

“You might be told only that there is a student of this nature in your class. Sadly, no support on how to handle them is given” (L10, line 6.2).

In this narrative, she expressed a concern that in most cases students were allocated to their courses without lecturers being guided on how to meet their needs. She emphasised on a lack of academic support and highlighted that to a certain extent:

“Lecturers are not really aware of where to get assistance or support” (L10, line 6.3).

Regarding support, L4 raised a concern and this is what she had to say:

“They should allocate someone to just be concerned about them; we cannot say for every lecturer; the university should appoint an assistant” (L4, line 2.10).

In her response, she raised a concern about the support students need and suggested for assistants to be appointed to cater for both social and academic wellbeing of students with special needs.

In a defensive manner, she disagreed to the ideas that lecturers should be held responsible to look after all students. She added that:

“They even do not go out for School Based Studies, when others go for school based studies, they just stay at home, and thus they should have assistants” (L4, line 2.10).

L4 also highlighted that SVI do not go for school based studies due to lack of support. She commented that with assistants, students would be able to do their teaching practices in any foreign environment as they would be guided by the assistants.

4.7.6 Poor communication and coordination in the identification of SVI

Most respondents indicated a communication breakdown among the stakeholders. They also highlighted a challenge in identifying SVI earlier due to lack of communication and coordination. Most participants noted with concern that in most cases students were reluctant to reveal their conditions earlier to their lecturers which made it difficult for the lecturers to include them during planning and preparation.

Participants revealed further that in most cases, students attended courses without being noticed and that made it difficult for the lecturers to provide the necessary support early enough. Furthermore, they also expressed concerns that there were no well-defined platforms where students could identify themselves. Moreover, participants indicated communication breakdown among colleagues, lack of coordination between the stakeholders such as the Disability Unit coordinators, the institutional experts and specialists, the lecturers, the students, the social workers, the administrative staff as well as the office of the Dean of students.

This is what L2 had to say:

“I just had notification but late that there was a SVI in my class and because he did not identify himself, he was a bit shy I think” (L2, line 6.1).

In this narrative, L2 pointed out that the student he encountered was shy to identify himself to the lecturer. He indicated that he received the information from the office of the Dean of Students and it seemed that the information was given after the courses had already commenced. This implies that the lecturer had little time to plan and prepare for the students.

L7 experienced a similar situation; “these students do not come out freely, most of the times they do not want people to know about their condition which makes it hard to identify them” (L6, line 10).

The same words were echoed by L2 who indicated challenges of identifying the students even those who were totally blind. This implies that those who with partial or severe visual impairment were not perhaps noticed at all.

On a similar case, L3 had this to say:

When the students register, the institution can have a database to record the visually impaired students, I am not sure if it exists, but they can establish it. It makes it easier to contact these people and fully understand their needs and engage actively with their needs instead of reacting when they come to class and there is nothing. (L3, line 4.4)

Like L2, L3 echoed a similar concern about a lack of coordination and poor communication regarding SVI. He proposed for an accessible database, to avail information about SVI in advance to the lecturers. He stressed the need for lecturers to receive information concerning

the students earlier so that they could proactively prepare themselves to include such students in their teaching approaches.

In addition, L3 stressed that: “There must be a point of contact and this person must be able to coordinate the students’ needs” (L3, line 6.5).

In this response, he commented that there was a need to have a point of contact. He recommended for a specific person to coordinate the needs of the students and inform the stakeholders in advance.

“Lecturers must be informed in advance so that they can consider such students” (L3, line 6.5).

He also proposed that the lecturers should be informed earlier to allow sufficient time to organise themselves. In his view, lecturers failed to meet the needs of the students due to the late identification that led to a lack of planning to include SVI. L3 further reiterated:

“I feel, they must not feel left out, they must be open to discuss their problems” (L3, line 6.6).

In this response, L3 highlighted the need for a platform where students could feel free to express their needs. He felt that there was no platform that could allow students to identify themselves and express their needs. He also urged “let there be a good communication platform where needs could be communicated to everyone” (L3, line 6.7).

Another participant had this to say: “I did not want to get involved; I did not have any personal contact with those who are responsible” (L4, line 4.5).

In this response, L4 indicated some degree of withdrawal and a lack of interest to collaborate with others. She stressed with honesty that she did not want to get involved with those whom

she deemed responsible. She indicated that she never contacted any person to either seek for support or share her experience.

She further narrated: “You see, this is the problem in this institution, we are so detached you see nobody, you ask no body” (L4, line 4.6).

In this response, she expressed disappointment with the prevailing culture of isolation amongst lecturers in their institution. She expressed a lack of unity and a lack of information sharing as well as a lack of team spirit within their institution.

L6 also emphasised the importance of communication among the stakeholders.

“Communication is important, reminding the lectures about the situation of the students and we of course need to have a good transitional arrangement from secondary school and maintain communication with the teachers” (L6, line 13).

In his response, he stressed that lecturers needed to be reminded about the needs of the students through constant communication with different stakeholders. He also highlighted the need for a transitional arrangement from secondary to higher education institutions. He revealed that the lecturers need to have information about the students from the previous grade or class hence, highlighted the need for good and constant communication with secondary school teachers.

L8 had this to say: “I think the Disability Unit needs to coordinate, the budget is there, and the experts are there, the Unit needs to coordinate” (L8, line 6.5).

In this narrative, L8 indicated the need for the Disability Unit to coordinate with stakeholders such as experts in order to provide the needed support to the lecturers. In his view, he demonstrated dissatisfaction with the Unit, and stressed on the need for coordination.

4.7.8 Large venues and full lecture rooms

Most participants raised a concern about large venues and large groups of students in one venue. They indicated that it was a challenge to ensure that individual students were given sufficient support. They also pointed out that despite SVI, there were other students with different needs who also needed individual support.

This is what L4 had to say: “In one class, I had seventy-five (75) students” (L4, line 4.5).

In his response L4 tried to explain how difficult it was to manage the large class in terms of noise, grouping, materials and individual support. Similarly, L7 also indicated that there were many students in one venue and expressed that it was a challenge to reach to each and every one individually.

“Students are too many, these are big classes” (L7, line 3.2).

The same concern was raised by L11 who proposed that; “may be the institution needs to employ more staff in order to be able to allocate fewer students in courses where blind students are” (L11, line 2.5).

In this response, L11 underscored the challenges of a full class and suggested for more lecturers to minimise the number of students in lecture venues where SVI were accommodated. He expressed this with frustration and in his view, it was very difficult to ensure that the SVI were pedagogically included.

In another response, L11 indicated that:

“Sometimes students try to record with their own audio recorder, but lecture rooms, auditoriums are too full and noisy. I do not have control over that” (L11, line 4.4).

L11 placed emphasis on challenges caused by full venues. He indicated that sometimes it was difficult for students to use their audio recorders due to the noise. In his view, he felt that controlling the noise in class was beyond his control.

4.7.9 Limitations of the curricula

Some participants indicated a limitation on the curricula in use. In their views, they indicated that most courses offered were not suitable for the students who are blind due to some limitations. In this regard, L6 had this to say:

In the field of business, students are required to have some ability to read and to observe what is happening through visual observation, market trends, and customers’ behaviours, so if you are totally blind, you will miss on such things.

(L6, line 9)

In this expression, L6 was of the opinion that the field of Business Studies was not suitable for SVI who are totally blind. He indicated that this field requires the ability to observe which he felt was impossible with students who are totally blind. He seemed to be too certain without thinking of alternatives and adaptations to what he termed impossible. He specified visual observation on certain activities which he assumed SVI could not do.

L6 further stated that: “Blind students may not be functional to the service or content being provided; our curricula need to incorporate them” (L6, line 14).

In his response, L6 affirmed negatively that students who are blind would not cope with the current curriculum. He proposed some changes in the curriculum so that it can be able to accommodate SVI. He pointed out that:

“At this stage the curriculum development does not make provision for SVI” (L6, line 14).

He asserted, in his explanation that the current curriculum was developed without considering students with special needs. Although lecturers were the custodians of curriculum reviews and development, they seem to ignore inclusivity in terms of making the curriculum more flexible. They keep mourning about the rigidity and seem reluctant to bring changes.

4.8 Major theme 5: Policies and guidelines

4.8.1 Policy awareness and availability

In their responses, participants highlighted concerns about the availability of policies in their respective institutions. Most indicated that they were not aware of any policy related to inclusive education and in particular to the inclusion of SVI.

One participant had this to say: “The policies need to be developed if they are not there because I am not aware that there are any at the moment. If we want to include SVI, we must have policies in that regard” (L1, line 5.4).

In this response, L1 acknowledged that he was not aware if there was any policy related to the visually impaired. He stressed the need to develop policies that would hold stakeholders accountable. His response indicates that he had limited awareness of policies available in their institutions.

Similarly, L3, L7 and L12 indicated a lack of awareness of any policy regarding the inclusion of SVI in their respective institutions. This implies that policies were not made available to most lecturers. This is perhaps one of the reasons why some lecturers do not feel responsible to cater for the needs of SVI. In addition, it seems that even the available policies are not addressing issues related to inclusive education.

“I am not aware of any policy enforcing inclusive education” (L3, line 4.5) and (L12, line 4.10).

Both did not hesitate to explicitly express their lack of awareness. However, they were of the opinion that policies should be developed and be available to all.

“I would not say there is none, because if there is any I am not aware of such a policy. May be there is I do not know. May be it is my ignorance” (L7, line 4.3).

In her response, she did not assert that there was no policy but she doubted its availability “Not that I can remember, I do not remember any” (L5, line 1.9).

“I cannot remember if there is a policy for the visually impaired but for disabled. That policy makes provision for sensitivity towards students with disabilities and their rights through the social workers. You request for it if you need it” (L6, line 13).

L5 and L6 in their responses also doubted about the availability of a policy and expressed that they were not aware of any. However, L6 indicated awareness of the rights of students with disabilities which compels lecturers to meet their needs. Both could not remember any specific policy earmarked for the visually impaired. It was also revealed that the available policies could only be obtained upon request.

“They must make it a policy that every institution in Namibia should meet the needs of SVI” (L10, line 2.7).

In her response, L10 clearly indicated no knowledge of any policy catering for the visually impaired. She indicated that she was not even aware of a policy on inclusive education. Therefore, in her response, she called for the government to develop a policy on inclusive education.

“We do not have any policy” (L 10, line 4.8).

She further acknowledged that there was no policy in their institution. On the same concern, L11 indicated knowledge about the national sector policy on inclusive education.

“I am aware of the sector policy on inclusive education, but I am not really aware of a specific institutional policy or guidelines on inclusive education, maybe there is one but it has not reached my office yet” (L11, line 4.9).

He affirmed that he was not aware of any institutional policy on inclusive education.

4.8.2 Policy implementation

In addition to lack of policy awareness and availability, participants also expressed their views on policy implementation in their respective institutions.

“We have the best policies but we do not do what the policies stipulate. The implementation is a problem” (L4, line 4.1).

“Generally in Namibia we draft beautiful policies and procedures but implementation is the biggest problem that we have” (L8, line 6.6).

Both L4 and L8 raised the same concern. They expressed disappointment on the implementation of policies generally in Namibia. They both acknowledged that there were good policies developed but poorly implemented. They did not indicate who the implementers of such policies were, but explicitly expressed concern on the implementation of policies.

Similarly, L8 concurred with the concern of poor implementation of policies. He stressed in his narrative that:

“The biggest problem is the implementation of the policy. They really need to work hard on the implementation of policies” (L8, line 4.10.1).

He urged for improvement on policy implementation and he too did not clarify who the custodians of policy implementation were.

“We cannot say that the policy is effectively implemented” (L9, line 4.11).

“We have the policy at national level but the policy should be implemented effectively” (L9, line 6.6).

In this response, L9 shared similar sentiments on poor implementation of policies. She acknowledged the availability of the national policy but appealed for its effective implementation.

On the same note, L11 indicated awareness of the national sector policy on inclusive education but doubted its implementation especially in higher education institutions. This is what he had to say:

“The sector policy was launched two or three years ago but I do not know if it is implemented fully in higher education” (L11, line 4.10).

Despite being a lecturer in an institution of higher education, he was sceptics about the implementation of the concerned policy.

4.9 Findings from observation

This section presents findings from observation. Only institutions that registered SVI during the time of observation were observed. Although the researcher intended to observe in most institutions, only one institution registered SVI at the time of observation. In one institution, the student got a job and dropped out while in another institution, the student did not register due to financial constraints. Therefore, the findings presented were from one institution that registered about twelve SVI for the 2016 academic year. The opinions presented are based on the particular institution and cannot be generalised.

The findings were grouped into major themes with sub-themes. The major themes included the venues with sub-themes such as; the number of students, seating, noise level, lighting as well as facilities; the teaching and learning process with sub-themes such as lecture preparation, teaching and learning activities, lecture room interaction, feedback, lecture room instruction activities.

An observation was carried out by the researcher during lectures and only lecturers who had SVI were observed. A checklist was used to record information.

Table 4.5: Present themes that emanated from the observation method

Major themes	Sub-themes
Lecture room environment	<ul style="list-style-type: none">• Lecture room arrangement, facilities and the atmosphere

<p>Approaches to pedagogical inclusion of SVI.</p>	<ul style="list-style-type: none"> • Provision made in lecture preparation and course delivery. • Course delivery methods. <ul style="list-style-type: none"> ○ Lecturing method. ○ Collaborative method (group and class discussion). ○ Demonstration. • Feedback to activities.
<p>Provision and accessibility of the study materials.</p>	<ul style="list-style-type: none"> • The notes (study guides, presentation slides and text books). • The use of technological and assistive devices. • Teaching aids used by the lecturers to include SVI in their lessons.
<p>Assessments</p>	<ul style="list-style-type: none"> • Accommodation made on the tests, assignments and examinations to include SVI.

4.10 Major theme 1: Lecture room environment

The observation focused mainly on the arrangements related to pedagogical inclusion of SVI. The focus was mainly on venue arrangement, pedagogical approaches to inclusion, provision and accessibility of study materials as well as the forms of assessments.

4.10.1 Lecture room arrangements, facilities and the atmosphere

Most lectures took place in large and full venues. There were more than seventy students in some lecture rooms? The chairs and tables in most venues were fixed and no one could move or rearrange chairs and desks in those lecture rooms. There was no order when learners entered the venue. Students rushed and chose their own seats randomly. Most preferred to sit at the back of the venue, far away from the display screen. The SVI entered the venue in a similar way but with the guidance of a friend. She however voluntarily selected the front seat on one side of the venue closer to the display screen and the lecturer. In one class, she had a cell phone, a recorder and a laptop. In other courses, she had a set of brailled documents.

There was no sitting order in the venue, which means, any student could sit anywhere they wished to sit and no preference was given to the SVI. Students were scattered in the lecture room with spaces open in between. Most students occupied one side of the lecture room. The lighting was sufficient and windows also allowed natural lighting and sufficient ventilation.

The lecturer stood in front of the lecture room most of the time during presentations. There was a fixed projector with a fixed display which was sufficient enough for the size of the venue. In most lectures, it was a challenge for the lecturers to move around during the presentation because they had to display the slides manually.

There was a lot of disruptive noise from the movements of the students which at times disturbed the lessons. The lecturer on several occasions took charge of the class, managed and created a conducive learning atmosphere.

4.11 Major theme 2: Approaches to pedagogical inclusion of SVI

The researcher observed what was happening during the teaching and learning process. The focus was mainly to see if they had made provision for SVI in their preparation and delivery and the lecturing methods, as well as the feedback to the students' activities, particularly SVI.

4.11.1 Provision made by lecturers in lecture preparation and course delivery

The researcher observed that not many provisions were made in most lectures. All students were treated equally. SVI in some classes did not have slides in Braille, thus they had to depend on listening to the lecturer. However, in one class, the lecturer was well prepared. In some lectures, the student had to depend on fellow students for clarity on some activities. In some lectures the SVI sat passively until the end of the lecture. Although most lecturers gave explanations and provoked discussions in class, they did not give descriptions of visuals in the slides, or make provision to provide tactile materials. In addition, some lecturers provided handouts to students in groups and there was no provision made for an extra copy in Braille. The student had to depend on fellow students for information during the lecture and perhaps find ways to have the copy brailled after class. It was very amazing in one lecture where students were doing some craft work. The lecturer was well prepared and very considerate in all activities. She gave SVI a wide range of materials to choose from and guided them through the entire activity.

4.11.2 Course delivery methods

The lecturers tried several methods in an attempt to include SVI in the lecture activities. Methods commonly used by lecturers were lecturing (through PowerPoint presentations), collaborative methods such as (group and class discussion) as well as using demonstrations.

4.11.3 Lecturing method

Most of the lecturers used the traditional teaching method. The lectures were mostly presented through a power point presentation, where the contents to be covered were presented on a display screen. During the lectures, lecturers did a lot of talking and gave a lot of examples. However, the SVI remained wondering and looked lost. Although students could hear what the lecturers were talking about, the challenge was that, the student was unable to follow the lectures since she did not have a copy of the presentation in a suitable format. Other students could read on the slides and make their own notes. In one class, the students recorded the lectures but there were a lot of interruptions due to the noise in the lecture room. Sometimes the lecturer moved far from the device and the voice become inaudible. On very few occasions, the lecturer tried to give attention and detailed explanation include the SVI. At times students cracked jokes and laughed without explaining what was happening. At some point the student looked lost and instead played with the devices she had.

The power point presentation was visible for those with partial visual impairments and those without visual impairments. It had a lot of pictures and sufficient information, but the lecturer did not pay attention and give detailed explanations to the pictures and graphic information such as lines, tables, symbols and charts on the slides to ensure that the SVI benefited from all the information presented on the slides.

In one lecture, the lecturer used a YouTube video, which students had to watch and discuss afterwards. The SVI only benefited from the audio but the SVI did not visualise the pictures presented in the video. Some students were giggling to the pictures but no detailed explanation was given to keep the student with visual impairment in the loop of what was happening.

4.11.4 Collaborative (group and class discussion)

In some lectures the lecturers used collaborative teaching methods where students worked in pairs and in groups. Some lectures were presented as class discussions. In one class, the lecturer grouped the students to work on a micro teaching activity. Interestingly, the lecturer allowed the SVI to choose the group she preferred to be in. During the group tasks, in most lectures the instructions were typed and were displayed on the screen. In other lectures, students were given worksheets and there was no copy in Braille. The SVI relied on fellow students who could read written texts. The lecturer did not monitor the participation of individual students. Instead, she tasked the fellow students to involve and include the SVI.

4.11.5 Demonstration

Demonstration was not commonly used by most of the lecturers. In one class, the researcher was impressed by how well the lecturer prepared for her class. This was a practical orientated lecture with many interesting activities. The lecturer brought reality to the venue and one could really see that students were having fun doing the activities. The lecturer prepared a sample of a completed item which she was going to do with the group. She also brought a lot of materials with different colours, sizes and texture. Interestingly, she gave preference to the student with visual impairment to feel and select the materials she preferred to work with. She also gave the sample to the SVI to feel before commencing with the actual activities. During the lecture, the lecturer remained supportive to the SVI. She demonstrated the techniques to all

while narrating the process. She also sat closer to the SVI and demonstrated the techniques slowly. But before she demonstrated, she alerted the student about the exact task and asked the student if he was willing to do the activity. This was very interesting because she had alternative activities from which the SVI could choose from.

One challenge observed during this kind of task was time management. Most of the tasks required more than one day. The lecturer informed students that the tasks will be continued and completed the following day. The lecturer was pleased to see the students with their completed products.

It was very exciting to see all students being engaged and focused on the task. The lecturer was very supportive and ensured that the SVI also completed her task.

4.11.6 Feedback to the students

The observer paid special attention to how the feedback was given to the students particularly those with visual impairments. Most lecturers gave written feedback in a form of comments which students read for themselves. However, it was observed that it was a bit complicated to give feedback to the SVI in written form. The SVI used the Braille machine to write their written tasks such as assignments, tests, home work, class activities and examinations. It was observed that most lecturers could not read Braille, thus all written work was sent to the Disability Unit to be de-brailed for the lecturer to be able to mark. Although the lecturer wrote comments on the assessment paper, the SVI could not read them without assistance.

From my observation, only one lecturer took time to provide one on one feedback to SVI. Nothing was observed from other participants on how they gave feedback to the SVI.

4.12 Major theme 3: Study materials

Study materials included the sources of information and notes which the lecturer made accessible to the students. Study notes were made available in the form of study guides, manuals, handouts, textbooks and presentation slides in both hard and soft copies.

4.12.1 Notes

Most courses had a prescribed text books and recommended reading materials such as articles, reports, policies and other relevant documents. In addition, some courses had printed study guides, different handouts and presentation slides. Most lecturers recommended students to make use of the library, internet and the online portal. Some courses which were observed relied on text books and the presentation slides prepared by the lecturers. In one class the lecturer prepared copies of presentations printed in Braille which the student had during the lesson. In other lessons, there was no notes made available to the students. Instead the lecturer uploaded the soft copies of the presentation on the portal which students accessed on their own and printed as desired. The SVI had to print them and arrange to take them to the Disability Unit for braille. None of the courses observed had textbooks in Braille, recorded lectures, and audio study materials. Handouts and printed materials such as policies were available without adaptation and it was up to the student to make it accessible in the format they could read, or take them to the Disability Unit for braille.

4.12.2 Technological and assistive devices

There was nothing much observed regarding technological and assistive devices. However, there were laptops, projectors and display screens for use by the lecturers. One of the institutions had a Disability Unit equipped with the technological and assistive devices for SVI. While in the other two, no technological devices for visual impairments were available.

Although the students had access to the Braille machines, most participants could not read Braille. They heavily relied on the Disability Unit to convert the students' work into written texts. Other devices such as audio recorders were privately owned by the students. In most lecture rooms, there were no voice amplifiers or speakers to enhance the lecturers' voices during the lectures.

4.12.3 Teaching aids

Most participants did not make use of teaching aids. They mostly used power point presentations and lecturing methods without using lecturing aids. Amongst those lectures observed by the researcher, only in one class were teaching aids were used. This is the class that was more practically orientated. The lecturer brought different items to class. Students felt, touched and used the materials. The researcher observed that most participants focused mainly on auditory and less on visual, kinaesthetic and tactile learning styles.

4.13 Major theme 4: Assessment

The researcher observed some aspects of assessments conducted during the time of observation. The researcher had an opportunity to observe a few tests, assignments and examinations.

4.13.1 Tests, assignments and Examinations

SVI were separated from their peers during tests and examination due to the sound projected by the Braille machines. Most tests were written under the supervision of their lecturers or someone assigned by the lecturer. The tests were the same for all students; however, for the SVI, they were printed in Braille. The lecturer set for the test paper and sent it to the Disability Unit for braille. The SVI was given extra time to complete the test. After the test was

written, the test paper was again sent back to the Disability Unit to convert it into text for the lecturer to be able to mark.

With regard to the assignments, for some participants, assignments were uploaded on the Portal (a virtual platform of the University) and students had to print them by themselves. SVI had to send the assignments to the Disability Unit for braille. SVI completed their assignments in Braille and sent them to the Disability Unit to be converted into written texts. The assignments were exactly the same for all students. Of all participants, only one called the SVI to read and explain what was expected for the assignment. The lecturers expected students to approach them in case they needed more clarity on the work given.

With regards to examinations, students also used a separate venue due to the noise produced by the Braille machine. Students wrote the same examination paper but for the SVI, it was in Braille. The student was given sufficient time (extra time) compared to those without visual impairments. The examination script was sent through the examination department to the Disability Unit to be converted into written text and then returned to the lecturer for marking. In one examination, the lecturer had to assist with noting down the answers while the student was explaining. It was a case study type of question in which the student was required to draw up a budget. The lecturer read the instructions to the student and the student had to explain the process giving the answers orally while the lecturer was noting. There was no calculator; the student had to do all the calculations without using the calculator. It was very interesting how the student explained and calculated the answers. This was a form of alternative assessment witnessed.

4.14 Summary

This chapter presented the responses of the participants from the interviews and findings obtained from observation. Themes discussed were as follows: the approaches to pedagogical inclusion of SVI, the lecturers' encounters on pedagogical inclusion of the SVI, the views of the lecturers on pedagogical inclusion of SVI, the perceived challenges by lecturers as well as policies and guidelines. From observation, the themes discussed were as follows: lecture room environment, approaches to pedagogical inclusion of SVI, provision and accessibility of the study materials, as well as assessments. The next chapter deals with a discussion of the findings, conclusions and recommendations.

CHAPTER 5

5. Discussions, Conclusions and Recommendations

In this chapter, the researcher discusses findings from the study, drawing conclusions from the findings as well as present recommendations from the study. The discussions, conclusions and recommendations are based on the research objectives and are presented in the following order, first, the researcher presents the perspectives of lecturers on approaches to pedagogical inclusion of SVI. Secondly, the researcher discusses the extent to which students were pedagogically included. Thirdly the researcher discusses the lecturers' encounters (experiences) of pedagogical inclusion of SVI. The researcher further discusses the perceived challenges by lecturers on pedagogical inclusion of SVI and finally the researcher discusses the lecturers' support on pedagogical inclusion of SVI. Finally, conclusions are drawn and presented and some recommendations are given.

5.1 The perspectives of lecturers on approaches to pedagogical inclusion of SVI

The discussion on perspectives of lecturers on approaches to pedagogical inclusion of SVI cover a wide range of aspects on how lecturers modified and adapted their practices to include SVI. Participants across institutions indicated various approaches in anticipating the needs of the students. Approaches adapted by most lecturers were on instructions, materials and assessments.

5.1.1 Pedagogical approaches to instruction

Regarding approaches to instruction, most lecturers indicated that they used different approaches on instruction to ensure that SVI are included. Looking at the responses, it could

be concluded that most lecturers were positive and supportive in recognising the needs of the SVI. These findings concurred with those of (Haihambo, 2010 and Josua 2013).

Although most lecturers indicated minimal adaptations to their instruction, it could be concluded that efforts were made. Findings revealed that most approaches on instructions were subjected to the efforts of individual lecturers and their experiences. These findings confirmed findings by (Haihambo, 2010; Human, 2010; Josua, 2013; Mayumbelo, 2006) who affirm in their studies that educators who encounter more SVI seem to be more positive and willing to adapt their instructions to include SVI than those who encounter few SVI.

Johnson (2014) advocates for a human theory of learning and asserts that educators should facilitate learning and create structured learning environments with differentiated instructions. This allows students to learn in natural ways and learn at their own pace (Johnson, 2014).

According to the American Foundation for the Blind (2016), it is essential to adapt some changes on instructional strategies to effectively include SVI. Furthermore, findings revealed that most participants used some of the following approaches:

- Sit in front of the class where they could see and hear with minimal disruptions and obstruction during the lesson, depending on the individual's vision.
- Address students by their names to make them feel that they are noticed during the lesson.
- Move not too far from the students to allow them to record the lessons with clarity.
- Prepare a set of slides in advance, in large print for students with partial and severe visual impairments in order to allow such students to follow during the lesson.

- Zoom in the Power Point presentation to enlarge the font, select an appropriate colour during presentations and read the sentences on the slides.
- Allow breaks and give presentations slowly so that SVI can refocus.
- Give detailed descriptions, visualising events, describe colours and objects.

These findings were consistent with approaches suggested by different available literature (AFB, 2016; Waterfield & West 2008). These scholars suggest several adaptations to instructions such as addressing students by their names, limiting movements, allowing students to audio record the lectures, giving breaks in between the lessons and giving detailed and descriptive and visual cues during presentations. These approaches were tailored to individual needs. Reupert, Hemmings and Connors (2010) also assert that most of the lecturers try to personalise their instruction to meet the needs of their students. Similarly, Laprairie, Johnson, Rice, Adams & Higgins (2010) indicate that teachers of learners with special needs should alter the pace of instruction to allow students to process information at their own rate. The study found that some lecturers used collaborative (group works and class discussion) as well as demonstrations. These methods allowed interaction between the students while sharing information. They are also believed to enhance pedagogical inclusion of SVI.

The findings also revealed that some lecturers did not consider any adaptation neither did they make any efforts to include SVI in their teaching and learning environment. Some lecturers tried but were limited to very few instructional approaches. Some lecturers, especially those who indicated to have no choice unconsciously excluded the students. Some forgot to bring the materials for the SVI to the lecture room while some forgot to have the materials brailled. Some lecturers used pictorial presentations and videos without detailed descriptions. However, the findings revealed that there were lecturers who went out of their way to and ensured that

the learning needs of SVI were maximally met. These confirmed findings from Haihambo (2010) who grouped lecturers into four groups depending on the support they provided to students with disabilities:

- Group 1 for those who did not care at all and did not make any effort to adapt their instructions.
- Group 2 those who made a once off adaptation and forgot to continually provide the necessary support.
- Group 3 those who unconsciously do things to exclude students.
- Group 4 those who got out of their way to provide the necessary support to make inclusion a reality.

The study also concluded that due to limited skills and knowledge in the field of inclusive education on the side of most lecturers, they appeared to be reluctant to expose themselves to different instructional approaches. Furthermore, the study revealed that most approaches adapted to instructions focused mainly on auditory and less on tactile and kinaesthetic learning styles.

It was concluded that pedagogical approaches to instructions were subjected to individual's efforts. This implied that lecturers who had positive attitudes, knowledge and skills as well as willingness and interest in the field of inclusive education, went out of their way to include SVI in their lectures. SVI were pedagogically included depending on how much effort the individual lecturer put on.

5.1.2 Approaches to the study materials

The findings of the current study revealed that not all lecturers made provisions as far as study materials were concerned. Laprairie et al., (2010) suggest that teachers should deliver materials in multiple modalities. The study found out that most students received their learning materials;

- In soft copy via e-mails
- E- learning platform (Moodle) or portal
- Memory sticks
- Own notes during lesson
- Internet
- Printed study guides

Most of the approaches used to make learning materials accessible to the students were challenging to SVI. In most cases students had to find their own ways to print the materials, which in some instances was impossible. The study therefore, concluded that some lecturers did not feel obliged to make the study materials accessible to all students.

Findings revealed that lecturers who made efforts provided the learning materials in the following formats:

- In hard copies through handouts with larger font sizes.
- Handouts in Braille.
- Power point slides in larger font sizes.
- Editable soft copies.

The study discovered that there were inconsistencies in the provision of study materials to the SVI in higher education. Reed and Curtis (2011) share similar findings when they uphold that a consistency in higher education institutions is needed. Based on the findings of this study one can safely conclude that students accessed the materials depending on their own efforts and the efforts of individual lecturers. Most institutions had no clear guidelines regarding the provision of study materials to SVI. These findings concur with what Reed and Curtis (2011) identify from their study that aimed at understanding the experiences of teachers in assisting SVI in making the transition to higher education. They suggest that lecturers in most institutions are not exposed to textbooks in Braille, audio textbooks, and audio-recorded lessons. This study established that most lecturers were not aware of appropriate ways of making the materials accessible to SVI. A limited sense of accountability amongst some lecturers could be observed. It was also evident that institutions did not explore more ways of availing materials to SVI and lecturers had little to no exposure to the varied, available approaches.

It was further observed that even institutions that had facilities to convert materials into Braille, outstanding library facilities with multiple e-books and library search engines, provisions were not made for the SVI. Most lecturers did not make use of the facilities at their disposal to cater for the needs of the SVI. However, it was not determined by this study as to whether it was intentional or perhaps due to limited awareness.

5.1.3 Approaches to assessments

This study also revealed that most lecturers were not aware of the degree of visual impairment of their students. This made it difficult to determine the lecture room support and adaptations needed to meet their needs. Mitiku, Alemu and Mengsitu (2014) also found that some schools

do not conduct assessments to determine the degree of visual loss for appropriate educational support. Mitiku et al., (2014) further highlights the importance of periodic assessment to determine the need for better adaptation and adjustments. Assessment of the learning needs of SVI before the commencement of the course enables the lecturer to understand, the students' academic ability, learning styles and the learning needs (Mwakyēja, 2013).

With regards to academic assessments, the study found out that most lecturers made efforts to use the suitable assessment formats for the SVI only during formal assessments, tests and examinations.

Pedagogical approaches to assessment revealed by most participants in this study were:

- Font enlargement of examination question papers.
- Question papers in Braille.
- Extra time allocation for tests and examinations.
- Using separate venues for examination.
- Oral examinations with a scribe.

Reupert, et al., (2010) found that most lecturers tailored their assessments to the needs of individual students and provided alternative assessments and extra time. On the contrary some lecturers argued that alternative forms of assessment compromised the validity of tests of specified competencies. This confirms some arguments by some participants in this study who maintain that students need to compete with their peers within the given time because their mental ability was normal.

The study also discovered that some lecturers did not make any provision for the visually impaired during informal class activities (quizzes) and for homework. It was found that some lecturers did not assess some informal activities for SVI.

It was also evident that most institutions had no clear guidelines on alternative assessments for SVI or it was not availed to the lecturers. The study concluded that most lecturers demonstrated a lack of confidence in the assessment of SVI.

5.2 The extent (level of inclusion) to which SVI were pedagogically included in higher education lecture rooms

The findings of this study revealed that, although some lecturers made efforts to include SVI, there were some forms of direct and indirect exclusion observed. It was discovered that some lecturers consciously and some unconsciously excluded SVI in some activities.

The study discovered that SVI were mostly excluded in the following academic activities:

- Work-integrated learning (WIL).
- School based studies (SBS).
- Activities that required visuals such as pictorial presentations, graphs, charts and tables.
- Activities which lecturers did not adapt to meet their needs.

A review by Betts and Cross (2010) outlines some approaches used to include SVI in activities that contained numerous complex diagrams throughout the course materials. They suggest various innovative ways to communicate intricacies of diagrams, charts, lines, and pictures without the students being able to visualise them. They suggest the use of pin-dot diagrams

and 3D diagrams. This implies that lecturers are required to think more innovatively if they really want to include SVI in all activities.

The study discovered numerous reasons emerging from the participants' responses that some lecturers pedagogically excluded students in activities due to;

- Lack of knowledge and skills.
- Ignorance.
- Lack of awareness.
- Inconsiderate planning.
- Some lecturers excluded students due to lack of accountability.
- Fear of SVI.
- Institutions are not enforcing inclusion.
- Lack of guiding policies and guidelines.
- Lack of confidence to deal with the SVI.
- Some lecturers felt that they were forced and had no choice but to include SVI.

According to Mushome and Monobe (2013) some lecturers feel that they are bound by the constitution of the institution therefore they have no choice and cannot send students away but they do not put effort to include them in most activities.

The human learning theory stresses the need to incorporate the principle of sound pedagogy, such as the learner-centred approach that ensures benefits to all students (UNICEF, 2011). The study revealed that most lecturers used the PowerPoint presentations which is more teacher-centred and students listened without participating.

Although the study revealed efforts from some lecturers, it discovered that SVI were not fully pedagogically included in most lecture room practices. It was also found that most SVI succeeded out of their endurance and perseverance. These findings confirmed findings by Haihambo (2010) who also indicates that most students succeed due to their own personal philosophies, perseverance and endurance.

The study also revealed that some forms of exclusion were rooted in limitations on higher educational institutions' curricula. Findings of the study indicate that some curricula are not flexible enough to cater for the needs of SVI. In most cases the needs of SVI are not considered during most of the curriculum development and reviews. These findings concur with findings by Mwakyeja (2013) who reveals that most curricula in inclusive settings are not flexible. Mwakjeya recommends that curriculum developers should prepare flexible curricula that allow flexibility and ensures that the needs of SVI are met. Similarly, Haihambo (2010) and Josua (2013) found that most curricula used are not flexible enough to cater for the needs of SVI.

Findings from the observation revealed that some students appeared lost, as they did not have notes to follow during the lectures. Some lecturers did not even notice whether the students were part of the lecture or not. There was less interaction compared to their peers without visual impairments. Thus the researcher concluded that in lectures were students did not have notes in advance, they interacted less, participated less and indeed were pedagogically excluded.

5.3 The lecturers' experiences/accounts regarding pedagogical inclusion of SVI in higher education

The study revealed positive and negative encounters of different lecturers during the inclusive practices of SVI. It was found that most lecturers only encountered one SVI. It was evident that there has been limited prevalence of SVI in some institutions. The study found that, due to limited prevalence, some lecturers were very reluctant to make provisions for SVI. Most lecturers felt that the institutions were not prepared to spend more on facilities used by few students. Their justification seems to ignore the rights of every individual to quality education.

5.3.1 Academic performance of SVI

The study revealed that despite the limited knowledge and skills as well as some form of exclusion as indicated by most participants, the lecturers' efforts did not end in vein. It also revealed that outstanding performance of SVI indeed enhanced pride and satisfaction among lecturers. In addition, it was discovered that some lecturers were motivated to put more effort due to the willingness, positive attitudes and endurance to learning by some of the visually impaired students. Haihambo (2010) and Josua (2013) also found that SVI had good academic performance.

5.3.2 Positive relationship/Rapport

According to Khatib et al., (2013) humanistic education is directed towards learning that affects how students feel and learning that brings out an individuals' uniqueness. Lecturers are custodians of creating conducive learning environments in which all students feel accepted, appreciated and recognised. Developing a positive relationship enhances a positive feeling of acceptance between SVI and their lecturer. A study by Abeywiderama, Jayasinghe and Sumanasena (2013) found that support and relationships were the most significant factors

influencing the students' perceptions towards participation in academic activities. The study found that most lecturers developed rapport with students and students opened up to reveal their predicaments, backgrounds and their academic needs. A study by Barnar-Brak, Lectenberger and Lan (2010) found that it is not easy for persons with a disability to disclose their personal and private information about oneself but emphasised that relationship and rapport establishment was the most important factor that leads to the disclosure of such information.

It was also found that most lecturers who developed a good relationship with the students were more empathetic and upheld positive attitudes towards anticipating the needs of the SVI. The study also discovered that students who developed a good relationship with the lecturers consulted lecturers freely and regularly and were willing to advise the lecturers on how best their needs could be met.

One of the participants indicated that good relationship/rapport enhanced trust and made students speak out and communicate their needs with confidence. The respondent revealed that once a lecturer shows acceptance to the students, they get closer and confide in the lecturer for support.

5.3.3 Negative encounters

Some lecturers perceived the teaching of SVI to be a problem because they were not trained on pedagogical aspects of teaching the SVI (Mushome & Monobe, 2013). This study revealed similar findings that some lecturers perceived teaching SVI particularly the blind students to be a problem. In the current study it was also revealed that some participants viewed educational provision for SVI from a medical perspective, which demands students to change in order to fit into the education system and not vice versa. Some lecturers suggested that SVI

belong to special institutions such as special schools. Similar findings were echoed by Mwakyeja (2013).

It was found that some lecturers were not yet transformed towards the inclusive education philosophy and thus felt that teaching SVI was a duty of specialists in separate institutions. One could conclude that their thinking was still rooted in medical perspectives. It was also concluded that some lecturers felt burdened, showing a lack of patience for having SVI in their lecture rooms. The findings from Mushome and Monobe (2013) reveal that lecturers need to exercise tolerance when working with SVI. Meanwhile, Regan (2012) discusses the roles and obligations of both the students and the lecturers in higher education. He stresses that being a lecturer, one has voluntarily accepted that they are morally obliged to undertake the functions assigned to their institutional roles. This implies that as lecturers, they voluntarily consented to provide quality and equitable education to all students regardless of their abilities or disabilities. This was not the case with some lecturers. Instead they shifted blame and gave a lot of excuses for not including SVI in teaching and learning activities.

5.4 The views of the lecturers regarding pedagogical inclusion of SVI

The study revealed that most lecturers felt that the institutions of higher education in Namibia and the lecturers are not prepared to include SVI. Mayat and Amosun (2010) reiterate the suggestion made by UNESCO that universities should be proactive and ensure that their environment is conducive and geared for students with disabilities before students are enrolled into their academic programs. Findings from this study revealed that most lecturers were of the opinion that a lot still needed to be done concerning the inclusion of SVI and felt that including SVI while they were not geared for that, would cause severe damage to students' attitudes toward studying.

Findings from the study also revealed that most of the views from the lecturers suggested SVI especially those who are blind should seek admission in institutions that have suitable facilities.

In their views, most indicated insufficient facilities in their respective institutions. The findings also revealed that most participating institutions were not transformed into inclusive settings. Therefore, most respondents indicated that they had no hope for improvement and no choice but to rather do what they were able to do to include students on the pedagogical practices.

The findings further revealed that most lecturers felt less geared for inclusive education and felt that they were somehow doing injustice to SVI. Abraham Maslow, on the humanistic approaches to learning put emphasis on being open, creative, loving, compassionate, and concern for others and self-acceptance (Adora, 2010). Lecturers seemed to have lack of compassion, lack of love and lack of concern for the needs of SVI. The findings also revealed that some lecturers felt that they did not have much to benefit SVI because they had little to no exposure to best pedagogical practices for SVI. The humanistic approach to learning stresses the need to be more creative and open minded. Lecturers need to be more creative and find innovative ways to include SVI.

It was also found that lecturers were not willing to take the lead, propose to management and initiate some inclusive practices. The study revealed some discriminating remarks, emerge from some lecturers' views, who felt that students who are blind would not cope with the current service and content being provided. The majority of participants suggested that curricula should only be changed if more students were registered in their institutions and did

not see the need to adapt the curricula if it is only a few students seeking admission. In this view, it was revealed that most lecturers were concerned with the cost rather than the provision of quality education to all.

It was evident from the perspectives of the lecturers that inclusive education was not part of most institutions' agendas and thus some felt that they were just doing a disfavour to SVI by having them in their courses. It was found that lecturers were aware of rigid curricula but showed no sense of responsibility to consider SVI during curriculum reviews and developments.

Most lecturers were concerned about full venues and the prevalence of students with different disabilities who also need some adaptations. Lecturers felt that they had minimum skills to give individual attention to SVI. These findings confirmed findings by Malak (2013) who identifies workloads and large class sizes as being some of the barriers to inclusive education. The findings of the study further revealed that most lecturers were studying towards Masters and PhD's, making their workloads high, which also led to insufficient time to plan and prepare to pedagogically include the SVI in their lecture rooms.

5.5 Perceived challenges by the lecturers

Although the study noted many successes from SVI, the lecturers revealed many challenges, which they encounter in the process of including SVI in higher education.

5.5.1 Lack of awareness

Inclusive education came into being many years ago and several national and international reports have been in circulation seeking to inform and sensitize educators. However, it seems most of these efforts and messages did not effectively reach those who were targeted or

perhaps was not received by those who were targeted. The study found that most lecturers were not aware of the following aspects:

- What inclusive education is all about?
- Who should be included and why inclusion?
- The roles and mandates of higher education institutions on inclusive education.
- The roles and responsibilities of the faculty members on inclusive practices.
- The national policies such as National Sector Policy on Inclusive Education.
- The international legal frameworks pertaining to inclusive education.
- The institutional policies and guidelines on inclusive education.
- Where to get professional support from experts and specialists?

Literature from Mayat and Amosun, (2010); Mushome and Monobe, (2013); Mitiku et al., (2014) emphasise awareness creation among educators on aspects pertaining to inclusive education in order for the institutions to effectively implement inclusive education. The study further revealed that some lecturers were still in denial and did not maximise their efforts to acquaint themselves with inclusive education. It was also found that those who were at the position of advocating for inclusive education did not campaign aggressively, to create awareness among all stakeholders.

The study concluded that most lecturers who demonstrated positive attitudes and willingness to include SVI in their lecture rooms were not necessarily motivated by awareness but rather were encouraged by a charity discourse which is based on the belief that people with disabilities are helpless victims who need care and protection (Mwakyēja, 2013). It was

revealed that they did so out of pity and compassion as advocated by the humanistic approach to learning (Adora, 2010).

5.5.2 Lack of knowledge and skills

Mayat and Amosun (2010) found that the perceived attitudes, their knowledge and awareness on disability issues might negatively impact the inclusion of SVI.

The major challenge revealed from this study was lack of knowledge and skills on the part of the lecturers. They revealed that they had limited knowledge about best practices to pedagogically include SVI. Lecturers also indicated that they were not trained in the field of inclusive education. Therefore, in their efforts to include SVI, they used minimal approaches because they knew little or nothing about it.

It was revealed that most lecturers were not keen to empower themselves in the field of inclusive education through short courses, distance learning, on-line learning or on-the-job training by co-lecturing, observing experts and/or visiting similar institutions that have implemented inclusive education successfully. These findings concurred with findings from Kafia (2014) Mushome and Monobe (2013); Mwakyeja (2013); Josua (2013); Haihambo (2010) that upholds that most educators have a lack of knowledge and skills to teach SVI due to a lack of training.

The study revealed some limiting factors that inhibited the provision of training to lecturers in inclusive education:

- Inclusive education is not part of the agenda, although lecturers mourn about a lack of skills and knowledge, they seemed not to bring such issues to the table for discussion.

- Inclusive education is considered less important due to the low prevalence of SVI in the institutions of higher education.
- Since it is not part of the agenda of most institutions' departmental/faculty meetings, training in the field of inclusive education might also not be part of the budget.
- Disability Units and campus disability coordinators are too relaxing to push for inclusive education training interventions.
- Lecturers are not speaking with one voice and they are reluctant to take the lead to advocate for empowerment in the field of inclusive education.
- Some lecturers are more interested in their own fields of study and less interested in the field of inclusive education.

5.5.3. Lack of resources

The study revealed that most institutions had limited human and non-human resources to support the lecturers on including SVI. Similar findings were echoed by Mitiku, Alemu and Mengsitu (2014); Omede (2015); Mushome and Monobe (2013) who reiterate that the inclusion of SVI would be efficient when the necessary human and material resources are made available.

The study found a shortage of the following in most institutions of higher education;

- Resource centre that provides support to the lecturers.
- Technological and assistive devices for SVI.
- Technicians and experts to operate the devices used for SVI.
- Varied computer software for SVI.

- Experts in the field of inclusive education to assist lecturers on best practices in the inclusion of SVI.
- Lack of coordinators in some institutions, to assist and spearhead inclusive education practices.

The study also found that although lecturers indicated insufficient resources in their respective institutions, they could not specify the type of resources they needed. Observation in the different research sites revealed that most institutions were equipped with modern facilities but were not maximally utilised to enhance pedagogical inclusion of SVI. These modern facilities included information technology experts that could source for different software for SVI, computers and laptops, photocopier machines as well as on-line resources in the library. They could also source for audio versions of different textbooks.

5.5.4 Lack of academic and professional support

Studies by Brown & Beamish (2012); Haihambo (2010); Casale-Giannola (2012) emphasise the support systems for both students and lecturers in order to effectively include students with disabilities and in particular SVI. It was revealed that most lecturers did not seek or receive any professional support in their attempt to include SVI. It was found that even in the institutions where there is a disability unit and a number of experts on inclusive education, lecturers indicated to have received no support from anybody. The study also discovered that in most institutions, there were no professional services such as counselling, assessment specialist, multi-disciplinary teams, coordinators and subject matter experts to provide advice to the lecturers on best practices to include SVI. It was also discovered in the study that in some institutions lecturers did not know where to knock for professional support.

Furthermore, the study revealed that lecturers' support needs were not sufficiently met. Almost all of the participating higher education institutions did not have clear guidelines in place concerning who was accountable to ensure that the lecturers were supported and their needs were met in order to be able to meet the needs of the students. It was also discovered that members of managements of some institutions had limited knowledge and awareness of inclusive education policies and philosophy thus less consideration was made in the field of inclusive education. Most participants provided support out of pity (charity discourse) because they were still trapped into special education rather than shifting institutional focus on inclusive education.

It was emphasized through the findings of this study that a support centre/unit be established in all institutions to serve as a support hub for both lecturers and SVI and other special needs. This was in agreement with findings from the Foundation of Tertiary institutions of the Northern Metropolis [FOTIM], 2011; Lyner-Cleophas et al., 2014)

5.5.5 Poor communication, collaboration and coordination

One of the major challenges revealed from the findings of the study was that there was a lack of communication, coordination and collaboration between the stakeholders. It was revealed that lecturers found it difficult to identify SVI due to a lack of coordination and communication. The study revealed that there were no arrangements made in advance to inform and alert the lecturers about the expected SVI in their courses. This challenge inhibited preparation by lecturers because they had to plan and prepare without knowing that they would have a SVI in their courses.

The study discovered that there was a lack of transitional arrangement from secondary schools and no collaboration between former schoolteachers and the lecturers, meant to exchange

relevant information about the needs of the students. Former teachers could be in possession of relevant information concerning the diagnostic tests or assessment, which could aid the lecturers on pedagogical inclusion.

The study also revealed that there were no collaborations between lecturers themselves; hence, it was difficult for them to share information and ideas. The findings indicated that lecturers worked in isolation. From the perspectives of the lecturers, there was no uniformity on how things should be done. They further revealed that there was no monitoring system in place to see how lecturers conduct their courses. This left a big loophole for lecturers to do what pleased them, including the exclusion of SVI from education. In addition, some lecturers maintained that, if students do not complain, lecturers would stick to the current status quo.

Furthermore, lecturers revealed that there were limited platforms where issues pertaining to inclusive education could be discussed and addressed. In some responses, they confidently stated that they did not want to get involved or create contacts with those responsible for the inclusion of students with disabilities and in particular those with visual impairments in their institutions.

Lecturers indicated that in most cases students were reluctant to identify themselves as having special needs for fear of being bullied, discriminated and stereotyped. It was revealed that most institutions had no platforms where students could freely reveal their special needs except on the application forms. This was affirmed by Barnar-Brak, Lectenburger and Lan (2010) who suggest that the process of revealing personal information is a gradual and on-going process that depends upon who one is communicating with and in what context. Having a comfortable platform would make students identification much easier.

The study revealed that there was limited to no collaboration on matters related to inclusive education between various parties such as:

- Collaboration between secondary schools' management to the management of higher institutions.
- Inter and intra-collaboration between lecturers to lecturers.
- Collaboration between secondary school teachers with the higher education institutions' lecturers.
- Collaboration between lecturers and experts.
- Collaboration between lecturers and administrative staff.
- Collaboration between lectures and coordinators.
- Collaboration between institutions of higher education with the line ministry.
- Collaboration between lecturers and subject matter experts/specialists.
- Collaboration between institutions of higher education and (NGOs) Organisation for and of persons with disabilities (Particularly for people with visual impairments).

Due to poor collaboration among lecturers, it was revealed that most lecturers with better knowledge and skills kept information to themselves. These findings concur with Mitiku, et al., (2014) who assert that there should be strong collaboration between stakeholders and all concerned parties in order for inclusive education to become a reality.

5.6 Conclusion

5.6.1 The perspectives of lecturers on pedagogical inclusion of SVI

The study concluded that most lecturers were positive and willing to include SVI in their courses but were limited to very few approaches. Due to limited knowledge and skills the

study concluded that many lectures were not aware of variety of pedagogical approaches suitable to meet the needs of the students and hence, they demonstrated lack of confidence in their pedagogical instructional approaches to include SVI. Most lectures were presented through the traditional teaching method using a PowerPoint presentation, which were more teacher-centred. It also concluded that adaptation of instruction was merely subject to the individual efforts of the lectures, their knowledge and skills as well as their experiences.

It was also concluded that some lecturers perceived that teaching SVI was difficult and required specialised knowledge and skills which most lecturers did not possess. Similar findings were echoed by Cassady (2011) who maintains that the type of disability, knowledge and skills, the support available, affects the willingness and confidence of teacher in their own instructional skills.

The study concluded that the current curricula for most higher education institutions are rigid and do not consider the needs of the SVI. This seems to be the major stumbling block to the effective inclusion of SVI in higher education. These findings are supported by Mwakyeja (2013) who asserts that the principles of inclusive education demand curricula to be more flexible and responsive to the needs of SVI.

Although it was reaffirmed by the Salamanca Declaration that education policies should take full account of individual differences (UNESCO, 1994). It was also concluded from the study that most institutional guidelines and other relevant procedures such as assessment policies, quality assurance policies, curriculum development and review, had no provision on best practices to assess, support and enhance the inclusion of SVI. Haihambo (2010) in her study

also affirms that institutional policies should contain guidelines in which issues pertaining to the inclusion of students with disabilities are discussed.

In addition, information regarding the guidelines and procedures were not available and those available were not accessible to the lecturers. These findings were supported by Lyner-Cleophas, Swart, Chataika and Bell (2014) who advise that in order to increase access to higher education institutions by students with disabilities, university staff needs to be aware of policies and practices pertaining to disabilities and inclusive education.

The study concluded that some lecturers were reluctant to take the lead in addressing their own needs, seek for support and advocate for inclusive education in higher education institutions. Moreover, the study also concluded that some faculty members were reluctant to empower themselves in the field of inclusive education through different learning modes available. Instead, lecturers acknowledged their needs for training but failed to realise that they too can empower themselves through various opportunities such as short courses, on-line learning, distance mode and/or by attending related workshops, through reading information from the internet and different books through the library. Mushome and Monobe (2013) report similar challenges that, despite the university registering SVI every year, training needs remains a challenge.

5.6.2 The extent to which SVI were pedagogically included

The study concluded that there were several activities in which SVI were excluded. It was also concluded that in some activities, students were unconsciously while in some activities students were consciously excluded. The study revealed several factors that could led to the exclusion of SVI:

The study discovered numerous reasons that emerged from the participants' responses as to why some lecturers pedagogically excluded students in most activities. The following were identified as some contributing factors to exclusion:

- Unconsciously due to lack of knowledge and skills.
- Consciously due to ignorance.
- Due to lack of awareness.
- Due to inconsiderate planning.
- Due to lack of accountability.
- Due to the fear of SVI.
- Inclusion not enforced or officially implemented.
- Lack of guiding policies and guidelines.
- Lack of confidence among the lecturers.
- Some lecturers felt that they were forced and had no choice but to include the SVI.

The study further concluded that inclusion and exclusion depended on efforts of individual lecturers, their willingness as well as their knowledge and awareness about inclusive education.

5.6.3 The experiences and the views of lecturers on pedagogical inclusion of SVI

It is encouraging to note that the findings from the study confirmed the following:

- Lecturers were amused by the willingness, eagerness, perseverance and endurance as well as the positive attitudes of SVI towards learning.
- Lecturers were motivated by the academic achievements and progress made by the SVI.

The study further concluded that lecturers perceived that, developing rapport and strengthening positive relationships between the students and the lecturers enabled students to open up and communicate their needs to their lecturers. The relationship also allowed students to freely and confidently consult their lecturers. Rimm-Kaufman and Sandilos (2016) argue that students who have close, positive and supportive relationships with their educators attain higher levels of academic achievements. They further assert that a positive educator-student relationship attracts students into the learning process and enhances their desire to learn.

Despite several positive encounters, the study concluded that lecturers had some negative encounters during the inclusion of SVI. Lecturers perceived that teaching SVI is a problem and they indicated that they needed specialised knowledge and skills to be able to include SVI. Similar findings were reported by Mushome and Monobe (2013) that lecturers indicate that to teach SVI is a problem because they are never trained to teach them.

Findings by Mwakyeja (2013) and Haihambo (2010) reveal that the thinking of most lecturers about disabilities remained in the medical and charity perspectives. This study also concluded that there is a limited paradigm shift from medical and charity models to the social view of disabilities in particular and diversity in general. Some lecturers still viewed the provision of education from a medical model perspective and were of the understanding that SVI did not belong to universities. To some extent, some lecturers suggested the need for a special university or rather for SVI to remain in special schools. They still believe that the teaching of SVI is the responsibility of specialists. Meanwhile, those who viewed the provision of education from the charity model demonstrated pity towards the students and felt that they were doing students a favour by including them in their teaching and learning efforts.

Moreover, the study acknowledged that some lecturers maintained that they did not feel prepared and geared for inclusion. Meanwhile, most institutions were too reactive rather than being proactive to the needs of the SVI. The findings concurred with Ngubane-Mokiwa (2013) who also reveal that there is inadequate and inappropriate preparedness among academic community to deal with SVI. In addition, findings also concluded that some institutions were not prepared to include SVI. It was therefore concluded that a lot still needed to be done through consultations with experts and specialists to enhance quality and equitable education for all the students. Some lecturers felt that they had no choice and just included students because it was a directive from the management of the institution.

5.6.4 Perceived challenges by the lecturers

The study concluded that limited awareness regarding inclusive education among lecturing staff, lack of knowledge and skills on approaches to pedagogical inclusion and skills on how to use technological devices for the SVI were some of the challenges perceived by the lecturers. It was found that most lecturers did not receive any training in inclusive education. The same findings were affirmed by Haihambo (2010); Mushome and Monobe (2013); Ngubane-Mokiwa (2013).

The study further discovered that the unavailability and limited access to information regarding the prevalence of SVI in advance, was another challenge because lecturers did not have sufficient time to plan and prepare for the students. It was noted that most of the time lecturers had difficulties to identify SVI in their lecture rooms. Nevertheless, it was also concluded that inclusive education was not part of the agendas of most institutions' meetings. As a result, lecturers had no platforms upon which to raise their issues regarding the inclusion of SVI.

In addition, limited human and non-human resources were found to be another challenge to the lecturers. Human resources include the limited number of experts, shortage of academic staff to minimise workloads and reduce lecture room over crowdedness, as well as the shortage of staff in Disability Unit. Non-human resources include study materials in preferred formats and appropriate facilities such as assistive technological devices for SVI. Omede (2015) highlights the fact that the needs of SVI could be met with sufficient resources.

It was also concluded that lack of coordination, collaboration and communication between stakeholders such as lecturers to lecturers, institutions to institutions, line ministry to institutions, parents to lecturers and faculty members to experts, hindered the effectiveness of inclusive practices in the institutions of higher education. Studies by Boyle, Topping, Jindal-Snape and Norwich, 2011; Villa, Thousand, Nevin, and Liston, 2005; Mitiku, et al., 2014) stress the importance of collaboration in inclusive education.

It was also concluded that lecturers had heavy workloads and most of them were busy with their own studies towards a Masters or a PhD and this posed challenges to the lecturers to keep up with the demands of their work. Most had limited time to plan and prepare for SVI.

The study concluded that most institutions had no Disability Units or Resource Centres to support the lecturers and cater to the needs of SVI. The study also concluded that there were limitations on the operations of the Disability Unit due to limited facilities and understaffing as well as its centralisation. This is in agreement with the findings from the (FOTIM, 2011; Lyner-Cleophas et al., 2014).

It was further concluded that although institutions of higher education in Namibia had more policies and guidelines, issues of SVI were not included. Where policies were available, they were poorly implemented and disseminated to the lecturers.

5.6.5 Support provided to the lecturers

The study concluded by establishing that there is limited support provided to the lecturers and on the other hand, some lecturers do not seek for any support or perhaps are not aware of where to knock for support. It was also concluded that most lecturers were not aware of the available support system in their respective institutions. The study concluded that there were some limitations on some institutional management in terms of the provision of support and preparation of the institutions. It was also concluded that such limitations were the results of limited awareness, lack of knowledge and skills which leads to ignorance. Furthermore, limited prevalence of SVI in most institutions as well as limited number of experts in some institutions contributes to the reluctance of institutional management to support inclusive education.

The researcher learnt from the study that most lecturers had positive attitudes and willingness in pedagogical inclusion of SVI. However, there are many limiting challenges that inhibits the practice of inclusive education in Higher education institutions in Namibia.

5.7 Recommendations from the study

5.7.1 Recommendations on the approaches to pedagogical inclusion and the extent to which SVI were included

Most lecturers did not use variety of approaches, therefore the study recommended the following in this regards:

- The lecturers need to observe each other's lectures and co-teach to explore different approaches used by their colleagues.
- Lecturers should also work closely with SVI in order to hear from them the approaches suitable to individual needs.
- They should incorporate dynamic practices in lecturing and employ differentiated instructions.
- The approaches should be informed by student-centeredness as advocated by the humanistic theory of learning, which include the use of participative approaches.
- They should consider varied students' learning styles.
- As academics, they should engage in research to examine and explore the best practices on pedagogical inclusion of SVI.
- Institutions of higher education should also provide flexible curricula that allow adaptation, modification and adjustments on both the lecturing approaches as well as the assessment methods.

5.7.2 Recommendations on the views of the lecturers on the pedagogical inclusion of SVI

- Lecturer who demonstrated negative attitude towards pedagogical inclusion of SVI need to familiarise themselves with the mandates of educational institutions and that of the lecturers. This would enable them to understand that they are compelled to provide quality education to all students in their lecture rooms equally.
- It is also vital to ensure that the Human Resource Code of ethics stipulates clearly the duties and responsibilities of a lecturer. This will oblige the lecturers to do what is expected of them.

- The study also recommends that lecturers should visit schools and other education institutions to update themselves with the current trends in education. This will re-direct their focus and keep them up to date with the current affairs in education systems.
- Lecturers who demonstrated positive attitude should share their positive experiences and their motivational factors with others, to be able to inspire others to also develop positive attitude towards the inclusion of SVI.
- The study recommends that institutions should collaborate and work towards a common goal of including SVI, set some standards; bring staff together to share information relevant to the inclusion of SVI.
- In addition, lecturers should develop good relationships and establish strong collegial collaboration with fellow lecturers from the same and/or from a different higher education institution; where they co-teach, peers evaluate each other, observe each other's classes and share information.
- Collaboration should also be extended to the past secondary school teachers, the parents, experts and specialists in the field of inclusive and educational psychology. Collaborations should further be extended to regional and international higher education institutions where lecturers can go for exchange programs to see how others deal with the inclusion of SVI.

5.7.3 Recommendations on the perceived challenges by the lecturers

Higher education institutions in Namibia should join hands with the Ministry of Higher Education and run an aggressive campaign to sensitise all stakeholders regarding inclusive

education in higher education. Issues to be highlighted during these awareness campaigns should include:

- The awareness on the national and international legal frameworks.
- The international, national and institutional policies and guidelines on inclusive education.
- The paradigm shifts from segregation to inclusive education.
- The history and origin of inclusive education in Namibia.
- The key principles of inclusive education.
- The roles and mandates of higher education institutions on inclusive education, particularly the inclusion of SVI.
- The roles and responsibilities of lecturers on the inclusion of SVI.
- The appropriate inclusive language which is in line with social justice.
- The rights and responsibilities of SVI and rights and responsibilities of lecturers toward SVI.

Sufficient training should be provided in order to empower the lecturers with the necessary skills and knowledge on the best practice in pedagogical inclusion of SVI. Meanwhile, institutions should run campaigns to sensitize lecturers on pedagogical inclusion of SVI. This could be done either through workshops, short courses, and specialised post graduate diploma courses over a short duration, as well as during the induction and orientation of new faculty members. The lecturers need to be encouraged to empower themselves through the different available courses locally and or internationally, so as to gain the necessary knowledge and skills in inclusive education.

The study recommends that training that should be offered to the lecturers should include the following aspects:

- Pedagogical approaches to the inclusion of students with disabilities, in particular SVI.
- Lecturing methods and strategies to include SVI.
- Assistive technological devices used by SVI.
- Different facilities and resources needed in the inclusion of SVI.
- Importance of collaboration in inclusive education.
- Strategies to adapt modify and adjust lecturing to include SVI.
- Understanding SVI and ways to deal with such students.

The study also recommends that institutions should establish the following platforms:

- Platforms where SVI could freely disclose their impairments and demand for their needs to be met.
- Platforms where lecturers can raise and discuss issues concerning the inclusion of SVI.
- Resource - or support units equipped with non-human and human resources such as materials, devices, coordinators, mechanics, specialists and experts to provide support to the lecturers teaching SVI.
- Student assistants to supplement the lecturers and serve as note takers, guiders for SVI during School Based Studies (SBS) or (WIL) Work Integrated Learning.

Furthermore, the Support Units for students with disabilities and other special needs should be known and accessible to all lecturers and students in higher education institutions.

5.7.4 Recommendations on policies and guidelines

The study further recommends that every institution should develop policies or review the current policies and guidelines to ensure that issues concerning SVI are addressed. This includes all relevant guidelines on teaching and learning such as the policies on assessment and evaluation, policies on WIL and/or SBS. Institutions must avail the national as well as institutional policies to all lecturers.

Institutions should encourage and create enabling environments to lecturers to provide personalised support to the students either through a reduction of their workloads or reduction of the number of students in courses that accommodate SVI.

5.7.5 Recommendation for further research

There were some issues that emerged and were not broadly addressed by the current study. Therefore, the study recommends the following to be further researched;

- Firstly, to explore the perspectives of the management of higher education institutions on the inclusion of students with disabilities.
- To investigate the benefits of collaboration between stakeholders in the inclusion of SVI.
- The perspectives of SVI on pedagogical approaches used lecturers need to be explored.
- To explore whether SVI experience inclusion in Higher Education institutions.
- Investigated the usefulness of assistive technology and devices used by SVI.
- Finally, to explore the factors contributing to poor implementation of inclusive education policies and practices in higher education institutions in Namibia.

5.8 Summary

This section discussed findings, presented conclusions and recommendations rooted in the findings of this study, on the perspectives of lecturers on pedagogical inclusion of SVI in higher education institutions, the experiences of lecturers, the extent to which SVI were included, perceived challenges by the lecturers as well as the support received by lecturers on pedagogical inclusion of the students.

The final conclusion, based on the objectives of the study is that lecturers used limited pedagogical approaches due to lack of skills and knowledge. Furthermore, the inclusion of SVI depended on the efforts, experience, willingness and attitude of individual lecturers. This implies that lecturers who demonstrated positive attitude towards SVI put more efforts and adapted their approaches in attempt to include SVI.

Lecturers used the traditional teaching method using PowerPoint presentation that encourages a teacher-centred approach.

The study concluded further that most SVI progressed well based on their own hard working, perseverance and endurance and not necessary depended on the approaches used by the lecturers. Nevertheless, their progress motivated some of their lecturers.

Some lecturers developed rapport and good relationship with the SVI, which helped the lecturers to better understand their needs.

In addition, lecturers who demonstrated negative attitude had limited awareness on inclusive education practices, the legal and policy frameworks, institutional mandates as well as being aware of the responsibilities of lectures.

There were activities in which SVI were excluded. Sometimes they were consciously and at times unconsciously excluded. Consciously when the lecturer did not know which approach to use and unconsciously when the lecturer planned without considering the SVI. Some institutions were reactive and not proactive to the needs of students with disabilities particularly the SVI.

There are many challenges hindering the inclusion of SVI as perceived by the lecturers. Challenges included lack of skills and knowledge, lack of awareness, lack of academic support from experts, lack of platforms and centres to address the needs of lecturers and SVI, lack of assistive technologies and devices used by SVI as well as lack of policies and guidelines. Furthermore, poor communication and lack of access to information were also perceived as challenges. It was concluded that some institutions had better facilities and assistive technologies while some had few to nothing. In institutions that had better facilities, lecturers made better efforts to meet the needs of the students.

Finally, some lecturers were reluctant to empower themselves, take the lead and accountabilities in inclusive practices. The researcher was impressed by the positive attitude portrayed by most lecturers and the efforts they have invested in attempt to meet the needs of students particularly those of SVI.

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7. Appendixes

Appendix A: Ethical clearance certificate



UNAM
UNIVERSITY OF NAMIBIA

STUDENT ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/65/2015 **Date: 10 November, 2015**

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

Title of Project: PERSPECTIVES OF LECTURERS ON PEDAGOGICAL INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS AT HIGHER EDUCATION INSTITUTIONS IN NAMIBIA

Nature/Level of Project: Masters

Principal Researcher: M. Sheyapo

Student Number : 200215094

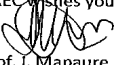
Host Department & Faculty: Faculty of Education

Supervisor: Dr. C. Haihambo Ya Otto

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.


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

Appendix B: Permission letter to UNAM

Mirjam Sheyapo
P.O. Box 21953
Windhoek
Republic of Namibia

Cell: 0811274931

Email: msheyapo@nust.na

The Pro-Vice Chancellor: Academic Affairs and Research
University of Namibia
Private Bag 13301
Windhoek

Dear Professor Mwandemele

SUBJECT: Request for permission to collect data at The University of Namibia

I am a registered Master of Education (M.Ed.) (inclusive education) student (student Number: 200215094) with University of Namibia. As part of the curriculum, students are required to do a research project in partial fulfilment of their respective qualification. I am intending to carry out a research focusing on perspectives of lecturers on pedagogical inclusion of students with visual impairments at Higher Education Institutions in Namibia. Data to be collected are purely for academic purposes.

For ethical consideration, I am hereby requesting for permission to interview two lecturers who are currently lecturing or who previously lectured a student or students with visual impairments at Higher Education Institution in particular at The University of Namibia.

I intend to collect data as from 1 February 2016. The research ethics will be highly observed. Attached please find a copy of ethical clearance certificate from the University of Namibia.

Thank you very much for your earliest consideration.

Yours Faithfully

Mirjam Sheyapo

Appendix C: Permission letter to IUM

Mirjam Sheyapo
P.O. Box 21953
Windhoek
Republic of Namibia

Cell: 0811274931

Date: 28 January 2016

Email: msheyapo@nust.na

The Deputy Vice Chancellor
International University of Management
Private Bag 14005
Bachbrecht
Windhoek

Dear Prof. Taylor

SUBJECT: Request for permission to collect data at International University of Management

I am a registered Master of Education (M Ed) student with University of Namibia. As part of the curriculum, students are required to do a research project in partial fulfilment of their respective qualification. I am intending to carry out a research focusing on perspectives of lecturers on pedagogical inclusion of students with visual impairments at Higher Education Institutions in Namibia. Data to be collected are purely for academic purposes.

For ethical consideration, I am hereby requesting for permission to interview two lecturers who are currently lecturing or who previously lectured a student or students with visual impairments at Higher Education Institution in particular at Namibia University of Science and Technology.

I intend to collect the data as from 1 February 2016. The research ethics will be highly observed. Attached please find a copy of ethical clearance certificate from the University of Namibia.

Thank you very much for your earliest consideration.

Yours Faithfully

Mirjam Sheyapo

Appendix D: Permission letter to NUST

Mirjam Sheyapo
P.O. Box 21953
Windhoek
Republic of Namibia

Cell: 0811274931

Date: 28 January 2016

Email: msheyapo@nust.na

The Deputy Vice Chancellor Academic Affairs
Namibia University of Science and Technology
Private Bag 13388
Windhoek

Dear Dr. Niikondo

SUBJECT: Request for permission to collect data at Namibia University of Science and Technology

I am a registered Master of Education (M Ed) student with University of Namibia. As part of the curriculum, students are required to do a research project in partial fulfilment of their respective qualification. I am intending to carry out a research focusing on perspectives of lecturers on pedagogical inclusion of students with visual impairments at Higher Education Institutions in Namibia. Data to be collected are purely for academic purposes.

For ethical consideration, I am hereby requesting for permission to interview two lecturers who are currently lecturing or who previously lectured a student or students with visual impairments at Higher Education Institution in particular at Namibia University of Science and Technology.

I intend to collect the data as from 1 February 2016. The research ethics will be highly observed. Attached please find a copy of ethical clearance certificate from the University of Namibia.

Thank you very much for your earliest consideration.

Yours Faithfully

Mirjam Sheyapo

Student Number: 200215094

Appendix E: Response from UNAM

Sheyapo, Mirjam (HOT)

From: Claassen Pam <pclaassen@unam.na>
Sent: 21 January 2016 03:29 PM
To: Sheyapo, Mirjam (HOT)
Cc: Kapenda, Hileni; Mbulu, Kaarina
Subject: RE: REQUEST TO CONDUCT RESEARCH AT UNAM IN YOUR CAPACITY AS MASTERS STUDENT REGISTERED AT UNAM

Dear Mirjam:

Thank you for your request once again to conduct research activities at UNAM, in your capacity as a Masters Student.

You were provided with an Ethical Clearance Certificate to interview lecturers, therefore, you may go ahead with your research.

Bring along your Ethical Clearance Certificate to present it when asked for it.

I wish you all the best with your research activities!

Kind regards



Pam Claassen (MSc ENVIRONMENT&DEVELOPMENT)

Office Of The Vice Chancellor
University of Namibia

Tel: 061-2063061
Fax: +264 2063120
E-mail: pclaassen@unam.na
Web: <http://www.unam.edu.na>

Private Bag 13301, 340 Mandume Ndemufayo Ave, Pionierspark, Windhoek, NAMIBIA

Appendix F: Response from IUM

Mirjam Sheyapo

P.O.Box 21953

Windhoek

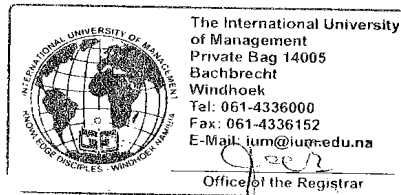
Republic of Namibia

Cell: 0811274931

Date: 28 January 2016

Email: msheyapo@nust.na

The Deputy Vice Chancellor
International University of Management
Private Bag 14005
Bachbrecht
Windhoek



Dear Prof. Taylor

SUBJECT: Request for permission to collect data at International University of Management

I am a registered Master of Education (M Ed) student with University of Namibia. As part of the curriculum, students are required to do a research project in partial fulfilment of their respective qualification. I am intending to carry out a research focusing on perspectives of lecturers on pedagogical inclusion of students with visual impairments at Higher Education Institutions in Namibia. Data to be collected are purely for academic purposes.

For ethical consideration, I am hereby requesting for permission to interview two lecturers who are currently lecturing or who previously lectured a student or students with visual impairments at Higher Education Institution in particular at Namibia University of Science and Technology.

I intend to collect the data as from 1 February 2016. The research ethics will be highly observed. Attached please find a copy of ethical clearance certificate from the University of Namibia.

Thank you very much for your earliest consideration.

Yours Faithfully

Mirjam Sheyapo

Appendix G: Response from NUST

Mirjam Sheyapo

P.O.Box 21953

Windhoek

Republic of Namibia

Cell: 0811274931

Date: 28 January 2016

Email: msheyapo@nust.na

The Deputy Vice Chancellor Academic Affairs

Namibia University of Science and Technology

Private Bag 13388

Windhoek

*Approved provided that no ethical
unethical consequences will result.
15/04/2016*

Dear Dr. Niikondo

SUBJECT: Request for permission to collect data at Namibia University of Science and Technology

I am a registered Master of Education (M Ed) student with University of Namibia. As part of the curriculum, students are required to do a research project in partial fulfilment of their respective qualification. I am intending to carry out a research focusing on perspectives of lecturers on pedagogical inclusion of students with visual impairments at Higher Education Institutions in Namibia. Data to be collected are purely for academic purposes.

For ethical consideration, I am hereby requesting for permission to interview two lecturers who are currently lecturing or who previously lectured a student or students with visual impairments at Higher Education Institution in particular at Namibia University of Science and Technology.

I intend to collect the data as from 1 February 2016. The research ethics will be highly observed. Attached please find a copy of ethical clearance certificate from the University of Namibia.

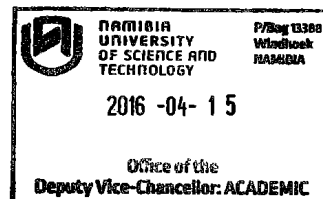
Thank you very much for your earliest consideration.

Yours Faithfully



Mirjam Sheyapo

Student Number: 200215094



Appendix H: Consent letter
The consent letter for the study participants

Dear participant,

You are hereby requested to take part in the research that is aimed at understanding the perspectives of lecturers on pedagogical inclusion of students with visual impairments in the institutions of higher education in Namibia. Your participation enables the researcher to better understand the perspectives of individual lecturers on pedagogical inclusion of students with visual impairments through sharing your encounters and experiences.

All information will be treated confidential and anonymous as per the adopted research ethics. A code will be used instead of the respondents' names

Please mark with a cross (X) on the appropriate box.

I agree to participate in the study	Yes		No	
I agree to have the interviews recorded	Yes		No	

The participation in the study is voluntary and the participants reserve the right to withdraw any time from the study.

Signature from the participant who gave consent:

Researcher's signature who receive the consent:

Thank you for your time and interest in part taking in the study.

Appendix I: Interview Guides

Interview guide for lecturers

Semi- structured interview guides for the lecturers at Higher Education Institutions.

- I am Mirjam Sheyapo (Student Number: 200215094) a Master of Education (Inclusive Education) student at the University of Namibia. Let me take this opportunity to thank you for your willingness, interest and time in participating in this study. The study aims at examining the perspectives of lecturers on pedagogical inclusion of students with visual impairments at higher education institutions in Namibia. The information I gather will be used for research purposes only and will be treated with confidentiality. Your identities will be protected and no information will be directly linked to you as individuals. No names will be published. In the research report and other related presentations, respondents will remain anonymous.
- A code will be assigned to the responses.

Instructions

- Answer all questions based on your personal opinions.
- There are no wrong or correct answers.
- Your opinions are very important to me.
- Participation in the study is voluntary and participants can withdraw anytime

Research objectives

- (a) Evaluate the perspectives of lecturers on approaches to pedagogical inclusion of students with visual impairments.
- (b) Explore the extent (level of inclusion) to which students with visual impairments are pedagogically included in higher education classrooms?
- (c) Assess the lecturers' experiences/accounts regarding pedagogical inclusion of students with visual impairments in higher education.

(d) Analyse how lecturers perceive as their challenges in employing pedagogical inclusion approaches to include students with visual impairments.

(e) Examine the perspectives of lecturers on the support provided to lecturers to achieve pedagogical inclusion of students with visual impairments.

DATE:

INSTITUTION CODE:

PLACE OF INTERVIEW:

RESPONDENT CODE: _____

GENDER _____

SECTION 1: BACKGROUND INFORMATION

In this section, the researcher wishes to understand the general background of the respondents to be able to evaluate their personal opinions.

1.1 What is your age group?

A. Under 30	
B. 30-40	
C. 40-50	
C. 50 and above	

1.2 How long have you been a lecturer in a higher education institution?

1.3 How long have you been a lecturer in this Higher Education Institution?

1.4 Briefly describe the roles and responsibilities you had in this institution over the past two to three years.

1.5 Did you ever have students with visual impairments in your classes or in any other student groups? What was the highest number of students?

1.6 For how many years have you been including students with visual impairments in your classroom or other academic-related activities?

1.7 Where did you first encounter learners with visual impairments during your teaching/lecturing career?

1.8 What is the degree of visual loss of the student(s) you had/have in your classes?

A. Moderate visual loss	
B. Severe visual loss	
C. Blind	

1.9 What formal or in-service training did you receive and how long was it, regarding inclusive education or the needs of learners with visual impairments?

1.10 What are your comments regarding the training you received?

SECTION 2: QUESTIONS TO EVALUATE THE PERSPECTIVES OF LECTURERS ON APPROACHES TO PEDAGOGICAL INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS.

- 2.1 Which approaches do you use to enhance pedagogical inclusion of students with visual impairments in your classroom?
- 2.2 What are your opinions concerning the pedagogical approaches you used in your classroom?
- 2.3 How did the pedagogical approaches you used included or excluded students with visual impairments?
- 2.4 What else were you suppose to do as a lecturer to ensure that students with visual impairments are maximally included in your lectures and all other academic activities?
- 2.5 What should be in place from the side of the institution to ensure that students with visual impairments fully included in teaching and learning in your classes?

SECTION 3: QUESTIONS TO EXPLORE THE DEGREE OF INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS IN HIGHER EDUCATION INSTITUTIONS CLASSROOMS.

- 3.1 Do you think that there is a need for students with visual impairments to receive higher education in regular institutions like your university? Please explain your position.
- 3.2 In your opinion, how are students with visual impairments pedagogically included in academic activities in your classroom?
- 3.3 In your opinion, how are students with visual impairments pedagogically excluded in your classroom?

3.4 What, in your opinion, are the possible outcomes of the exclusion of students with visual impairments from higher education in Namibia?

3.5 What, in your opinion, are the possible outcomes of the inclusion of students with visual impairments in higher education institutions in Namibia?

3.6 What, in your opinion, should be done to enhance pedagogical inclusion of students with visual impairments in your institution?

SECTION 4: QUESTIONS TO ASSESS THE EXPERIENCES OF LECTURERS ON PEDAGOGICAL INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS IN HIGHER EDUCATION

4.1 What are your experiences of the pedagogical inclusion of students with visual impairments at your institution?

4.2 What did you find most satisfying in the process of including students with visual impairment in higher education?

4.3 What did you find most frustrating in the process of including students with visual impairment in higher education?

4.4 Do you use technological devices in your efforts to include students with visual impairments in your lectures? If so, which devices do you use and how do you use them?

4.5 If no, why do you not use any assistive devices?

4.6 What do you use to enhance the inclusion of students with visual impairments in your lectures and other academic activities?

4.7 Do you avail your lecture material to students in a format that enable them to use technological and other assistive devices? If yes, which technological devices do you recommend and why?

4.8 What are your encounters regarding the use of technological and other assistive devices used by the students with visual impairments?

4.9 Based on your experiences, what would you consider as best practices in pedagogical inclusion of students with visual impairments?

4.10 Which policies are in place in your institution to guide lecturers on pedagogical inclusion of students with visual impairments?

4.11 In your opinions, do you think such policies are effectively implement and adhered to by most lecturers? Please explain your answer.

4.12 In your opinions, what are the hindrances in effectively implementing such policies?

4.13 What can you suggest for the effective implementation of the guiding policies to heighten pedagogical inclusion of students with visual impairments?

SECTION 5: QUESTIONS ON THE PERCEIVED CHALLENGES IN EMPLOYING PEDAGOGICAL APPROCHES TO THE INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS

- 5.1 What were your challenges on employing approaches to pedagogical inclusion of students with visual impairments?
- 5.2 What were your institution's challenges on the pedagogical inclusion of students with visual impairments?
- 5.3 What has been done in your institution to overcome the challenges on the inclusion of students with visual impairments in your higher education institution?
- 5.4 What needs to be done to address the challenges experienced by lecturers regarding the pedagogical inclusion of students with visual impairments?

SECTION 6: QUESTIONS TO EXAMINE THE PERSPECTIVES OF LECTURERS ON THE SUPPORT TO LECTURERS WITH REGARD TO THE PEDAGOGICAL INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS IN HIGHER EDUCATION

- 6.1 What form of induction do lecturers in your institution receives upon being given the responsibility to teach students with visual impairments?
- 6.2 What support do lecturers receive to enhance pedagogical inclusion of students with visual impairments in your institution?
- 6.3 How helpful do you think is the support given to lecturers in your higher education institution with regard to the pedagogic inclusion of students with visual impairments?

6.4 What support is needed to enhance pedagogical inclusion of students with visual impairments?

6.5 Who should provide support to lecturers for the effective pedagogical inclusion of students with visual impairments?

6.6 What recommendations do you have regarding the inclusion of students with visual impairments in higher education in Namibia? In each case, provide reasons for your recommendations.

6.7 Is there anything you would like to add, or ask?

The end

Thank you for your time and contribution.

Appendix J: Observation schedule
Observation schedule for the lecturers

I am Mirjam Sheyapo (Student Number: 200215094) a Master of Education (inclusive Education) student at the University of Namibia. The study aims at examining the perspectives of lecturers on pedagogical inclusion of students with visual impairments at higher education institutions in Namibia. Information gathered during observation will be used for the research purpose only and will be treated with confidentiality.

Instruction:

Tick in the appropriate column

Observation guide Number.....

Date:					
Observer:					
Name of the institution:					
Approaches to pedagogical inclusion of students with visual impairments					
Observable indicators	Yes	No	Not observed	Others	Comments:
A. CLASSROOM ENVIRONMENT ADAPTATION					
1. Students are given preferential seating					
2. Seated near/closer to the lecturer					

3. There is anonymity to alternative arrangements for students with visual impairment					
4. Preferential lighting					
5. Free walk ways/path ways					
6. Minimal extraneous noises					
7. Lecturer provide equal opportunity to all students to participate in class activities					
8. Students with visual impairments join group work, participate in class discussion and lecturer maintain spontaneous classroom interaction					
B. INSTRUCTIONAL ADAPTATION					
1. Lecturer uses enhanced verbal description					
2. Lecturer verbalizes activity instructions					
3. Use of synthesized voice/sound amplifiers					
4. Use phrases that does not require sight to understand e.g. this or that					
5. Presentations are paced to allow more time for note taking					
6. Lecturer gives brief and uncomplicated instructions for activities.					
7. Use familiar objects that do not					

depend on prior visual knowledge/real objects					
8. Repeat aloud what is written on power points, handouts, textbooks or whiteboard					
9. Make use of verbal description of visual aids					
10. Lecturer gives extra time for students to take notes/ complete activities					
11. Lecture uses tactile for graphic/diagrams i.e. raised maps					
12. Provide extra explanation when required					
13. Lecturer gives creative activities that encourages active participation for all students					
14. Preferential presentations with maximized contrast					
15. Minimal visual distraction					
16. Learner-centered approach is being used					
17. Lecturer provides alternative materials at the same time as materials given to the rest of the class					
C. INSTRUCTIONAL MATERIALS ADAPTATION					
1. Make use of enlarged print for student with low vision i.e. large print textbooks					
2. Converted printed materials to Braille for total blind students i.e.					

brailled text books					
3. Converted printed materials into synthesized voice adaptation i.e. taped text books					
4. Conducive environment to use tape/voice recorders during class					
5. Lecturer provide time for students to make use of their assistive technological devices					
D. ANY OTHER OBSERVABLE INDICATOR					

Summary

Thank you

Signature of the observer.....