

**TEACHER TRAINING FOR INCLUSIVITY AT SELECTED SCHOOLS IN GEGE  
BRANCH OF SCHOOLS, SWAZILAND**

by

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## **Declaration**

I declare that: “TEACHER TRAINING FOR INCLUSIVITY AT SELECTED SCHOOLS IN GEGE BRANCH OF SCHOOLS, SWAZILAND” is my own work and all the sources used have been acknowledged.

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**S. L. ZWANE**

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**DATE**

## **Dedication**

This work is dedicated to my mother, Dumsile Ndwandwe and my aunt, Qondile Nxumalo who have always supported me academically and in every other aspect of my life from day one.

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I thank the Lord Almighty for giving me the courage and will power to embark on this study and see it through, you are my rock.

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## **Abstract**

The Kingdom of Swaziland is a signatory to policies on universal education that seek to ensure the provision of high quality basic Education for All (EFA). EFA is a commitment to providing equal opportunities for all children and the youth as provided for in its highest piece of legislation. With the view to providing equal education opportunities to all children in the country, a draft inclusive education policy was drafted in 2006. The implementation of this policy meant the introduction of inclusive education into mainstream schools and all teachers in the country's schools were called upon to have adequate capacity to teach learners with a wide range of educational needs. Inservice teachers received inadequate staff development ahead of implementation of IE and a majority of teachers never received pre-service inclusive education training at tertiary level.

The primary purpose of this study is to explore teacher training at inclusive schools in Gege branch of schools in order to determine how not enough training and sometimes lack of professionally trained inclusive teachers shall have an implication on inclusive education programmes and the quality of education in the country going forward. The term branch in the context of this study refers to schools found under the Gege constituency, which are sometimes referred to as Gege cluster of schools in some education and teacher circles. This study chooses to use branch as it is used in official national government documents.

This research is a qualitative interpretive case study based selected schools in the Gege branch of schools. Data was obtained through semi-structured research interviews and documents analysis, processed and analysed through data coding, unitizing, categorising; wherein the themes that emerged became the findings of the study. Themes that emerged highlighted that teachers have divergent understanding of Inclusive education. Some teachers are unaware of the governmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland. Un-inclusive curriculum, big numbers of learners, lack of resources and teacher's lack of competency were found to be barriers in the implementation of inclusive education.

### **List of acronyms**

IE:	Inclusive education
EFA:	Education for All
MDGs:	Millennium Development Goals
RTI:	Response to Intervention
IDEA:	Individuals with Disabilities Education Act
BRS:	Basic Reading Skills
MoET:	Ministry of Education and Training
SWANCEFA:	Swaziland Network Campaign for Education for All

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## **Chapter 1**

### **Contextualisation of the study**

#### **1.1 Introduction and background**

The research reported in this study focused on inadequate teacher training for the implementation of inclusive education at selected schools in Gege branch of schools in Swaziland. Research studies reveal that underlying the process of inclusion is the assumption that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies (Donnelly 2010: 7). According to Florian and Rouse (2009: 596), the task of initial teacher education is to prepare teachers to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children.

The Salamanca Statement and Framework for Action on Special Needs advocates that education systems and educational programmes should be designed and implemented to take into account the wide diversity of learners characteristics and needs (UNESCO 1994). To this end, some studies have revealed that teacher training is one of the crucial elements to the realisation of the goal of universal equal educational opportunities. In the most recent survey conducted in Trinidad & Tobago for that country's Inclusive Education initiative, a diverse group of stakeholders listed attitudinal barriers and lack of teacher training as the top two priorities to address for its Inclusive Education initiatives (Peters 2007: 4). In Ghana, according to Agbenyega (2007), many regular education teachers who feel unprepared and fearful to work with learners with special educational needs in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards.

In Swaziland, inclusive education started in earnest when the new Constitution (2005) was passed. The Constitution states that every Swazi child within three years of the commencement of this Constitution has the right to free education in public schools at least up to the end of primary school, beginning with the first grade. Moreover the Swaziland Government (2009:25) stipulates that compulsory inclusive basic education be provided free for all children in the country, irrespective of

gender, age, life circumstances, health, disability, stage of development, capacity to learn or financial circumstances.

However it was upon promulgation of the Free Primary Education Act 2010 enshrined in the constitution of the country that Inclusive Education was implemented. It was observed, though, that with the implementation of Free Primary Education the opening week of schools was characterised by a shortage of teachers, overcrowded classrooms and confusion about the payment of school fees (Fakudze 2012: 12). Also, with the implementation of the Primary Education Act of 2010, all teachers were called upon to accommodate learners with different learning needs in mainstream classrooms. This included even those learners who were previously sent to special schools because they are disabled and/ or are having learning barriers (Ministry of Education and Training 2011: 18).

Ever since the education ministry in the country embarked on mainstreaming inclusive education, a majority of teachers in this researcher's school have expressed concerns about teaching learners with disabilities and other learning needs. The study conducted in Swaziland by Zimba (2011) revealed that there was a certain level of apathy towards embracing inclusive education by a section of teachers and administrators who felt that disabled learners belong in special schools such as St Joseph's Resource and Zama Centre for the visually impaired, Siteki School for the Deaf Primary, Ekwetsembeni and Matsetsa High School for the Deaf. Indeed for the longest time, disabled learners and those having learning challenges were recommended to attend special schools.

The status quo in the country requires the availability of teachers to have been trained in inclusive education as majority of learners currently in Swaziland schools are orphaned and others vulnerable (Swaziland Government 2010: 6). There is an escalating number of children who are heading families (Fakudze 2012: 8). Teachers are called upon to provide advice, guidance and support to these children. This situation however has left so many children dropping drastically in their school work performance and teachers are facing a lot of unsavoury behaviours from learners combined with absenteeism and other forms of ill-behaviour which maybe a direct result of a broken family structure and lack of support from the children's behaviour.

In some instances, teachers find themselves having labelled learners calling them names such as 'slow learners' and wayward (Fakudze 2012: 12).

It can be argued that most teachers across the country were, therefore, not prepared for the introduction of inclusive education to mainstream schools. However, it is important to acknowledge that most teachers are not generally against the inclusive education policy being implemented in Swaziland. Most of the teachers are concerned about their perceived effectiveness, especially in an inclusive classroom without the necessary training (Zimba 2011: 72).

## **1.2 Problem Statement**

The Inclusive Education Policy goal of the Ministry of Education and Training in the country is to mainstream relevant, quality education for every learner, irrespective of gender, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status, or any other limiting circumstance (Ministry of Education and Training 2011: 17).

While inclusive education has been implemented successfully in many countries, some countries are yet to achieve the above stated goal (Nguyet & Thu Ha 2010:6). In Swaziland, however, there is currently inadequate literature and research studies that have been done in inclusive education to inform the process of rolling out inclusive education, amongst other challenges. Also, teachers are, regarded as crucial figures for the successful implementation of inclusive education, yet, there are problems encountered if teachers are not adequately trained and prepared to teach in inclusive classrooms.

Against this backdrop, the researcher's view is that teacher training for inclusivity in the country has not been adequate ahead of introducing the inclusive education policy. The purpose of this study is therefore to explore the situation regarding teacher training for inclusivity at inclusive high schools in Swaziland in order to suggest measures to improve the implementation to inclusive education.

### **1.3 Motivation for the study**

Conversations with colleagues in the staff room amid intensifying arguments about the mainstreaming of inclusive education into the country' schools have led to the birth of this study. As the only teacher in my school who has a university degree in inclusive education, my colleagues have always had many questions to ask me pertaining the nature of inclusive education and the demands this policy has on them since inclusive education has been adopted by all schools. The thought of having disabled learners together with others with various learning needs in their classrooms had teachers scared and most of them made this comment: "how can you teach learners with disabilities and learning challenges when you have been inadequately trained to do so?" The general perception amongst many teachers was that inclusive education was going to exhaust them and provide more work to them as they feared teaching learners with learning difficulties might require that they spend more time teaching the same concept hence other learning in general will be delayed, with syllabuses not completed.

There were questions about the availability of resources, support structures and training for them. As these concerns were raised by colleagues it prompted me to embark on this investigation, to find out the extent to which lack of teacher training in schools in the Gege branch of schools create problems and challenges for the teachers in inclusive classrooms.

### **1.4 Significance of the study**

This study shall contribute positively in the field of inclusive education in Swaziland, especially where teacher training for inclusivity is concerned, adding some valuable data in this domain. The study shall also recommend valuable guidelines to curriculum designers, policy makers and educational planners hence providing reference points to feed into their developmental plans to address the gaps in all inclusive educational provisioning.

In view of the research problem discussed above, the purpose of this study, therefore, is to explore the situation regarding teacher training for inclusivity at inclusive high schools in Swaziland in order to suggest measures to improve the implementation to inclusive education.

## **1.5 Research questions**

In view of the foregoing, the following are the research questions of the study:

### **Main question**

What is the situation regarding teacher training at inclusive high schools in Gege branch of schools, Swaziland?

### **Sub-questions:**

1. What is the policy of the Ministry of Education and Training regarding teacher training for inclusivity at inclusive schools in Swaziland?
2. What are the barriers in the implementation of inclusive education in high schools in Gege branch, Swaziland?
3. How are teachers trained in the identification of learners with learning challenges in inclusive high schools?
4. Which intervention mechanisms can be used to train teachers in inclusive high schools?

## **1.6 Research aims and objectives**

### **Aim:**

The aim of this study is to explore teacher training at inclusive schools in Gege branch, Swaziland.

Emanating from this aim, the study will pursue the following:

### **Objectives:**

- To describe the policy of the Ministry of Education and Training regarding teacher training for inclusivity at inclusive schools in Swaziland.
- To determine barriers in the implementation of inclusive education in schools in Gege branch, Swaziland.

- To explore how teachers at inclusive schools in Swaziland have been trained in the identification of learners with learning challenges.
- To ascertain mechanisms that can be used to improve teacher training for inclusive education in schools in Swaziland.

## **1.7 Research strategy and methods**

The research approach and methodology of the study is discussed further with details in chapter 3. An overview of the approach and methods is highlighted in this chapter.

### **1.7.1 Research approach and design**

The approach selected for this study is the qualitative research approach. The selection of this approach was based on the nature of the research problem and the characteristics of qualitative research that are applicable to this research. Case study was selected as a design for this study. A research design is the description of the procedures for conducting the study; including when, from whom, and under what conditions the data will be obtained (McMillan & Schumacher 2010: 20). McMillan and Schumacher (2006:398) state that, in a case study design data analysis focuses on one phenomenon which the researcher selects to understand in depth, regardless of the number of sites or participants. This case study is an instrumental case that provides insight into a specific theme, teacher training for inclusivity in the Gege branch of high schools. Details are in chapter 3 (see 3.2.1).

### **1.7.2 Data collection**

Various methods are used in gathering information in qualitative studies, inter alia, observation, in-depth interviews, questionnaires, document review, and the use of audio-visuals materials (Creswell 2002:144). In this research study, face to face interviews were conducted and documents were analysed. Details on data collection are discussed in the third chapter (see 3.5.)

### **1.7.3 Population and Sampling**

Population refers to a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher 2010: 129). The target population of this study is high school teachers in the Gege branch of schools. There are three high schools in the branch from which sampling has been done.

Sampling, according to Trochim (2006) is the process of selecting units from a population of interest so that by studying the same we may fairly generalise our results back to the population from which they were chosen. Two high schools located in the Shiselweni region in the Gege branch of high schools, Swaziland were selected to participate and a total of fourteen teachers were interviewed from both schools as the sample of this research study. Purposive random sampling was used. Chapter three, (section 3.4) discusses population and sampling in depth.

### **1.7.4 Data analysis**

Data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among categories (McMillan & Schumacher 2010: 367). The constant comparative method was used to analyse the data for this study. Tape recordings of the interviews were transcribed. Data was then read and coded carefully in categories. The data was then sorted by placing it under relevant themes that respond to the research questions. The themes that emerged served as research findings. The data analysis process that was done in this study is further discussed in Chapter 3.

### **1.7.5 Ethical and legal considerations**

According to Creswell (2003:145) the researcher has an obligation to respect the rights, needs, desires and values of the participants. Ethical clearance was requested from the University of South Africa (UNISA). The researcher conformed to research ethics such as ensuring informed consent, indication to participants of the voluntary nature of their participation, privacy, confidentiality and anonymity. Details on ethical and legal considerations for this study are further discussed in Chapter 3 (section 3.10).

## 1.8 Assumptions about the study

In this study the researcher had the following assumptions:

- That teachers have not been adequately trained to teach learners with a wide range of learning needs.
- That most teachers are not aware of the policy of the Ministry of Education and Training regarding teacher training for inclusivity at inclusive schools in Swaziland.
- That most teachers find working in inclusive classrooms a challenge due to their lack of training in the field.
- That provision of appropriate and well planned teacher training programmes is the key to the success of inclusivity.

## 1.9 Clarification of concepts

The following key concepts were used in this study.

**Inclusive Education.** In the context of this study inclusive education refers to provision of equal education opportunities and access to all children regardless of their circumstance and differences such as disability, ability and learning challenges in the schools in children's neighbourhoods (Ministry of Education and Training 2011: xii).

**Teacher training.** This refers to the professional preparation of teachers, usually through formal course work and teaching practice teaching. Teacher training can be divided into the following stages: initial or pre-service training, induction and teacher development, also known as continuing professional development (Farlex Free Dictionary 2015).

**Gege branch.** This refers to schools geographically located in the Gege constituency, under the Shiselweni region in Swaziland. There are three high schools in the branch. These schools serviced under the Shiselweni Regional Education Office where they receive their support.

## **1.10 Programme of the study**

The study is outlined as follows:

Chapter One: Contextualisation of the study serves to introduce the research topic. The problem statement and aims of the study have been discussed.

Chapter Two: Reviews literature sources on teacher training in Swaziland and in other parts of the world.

Chapter Three: Outlines the research design and methods used in the study.

Chapter Four, Data analysis: This chapter presents findings from the data. The presentation is described and interpreted in light of their relatedness to the research questions and objectives of the study.

Chapter Five, findings and discussion of findings: This chapter presents a discussion of the findings, make recommendations and draw a conclusion.

## **1.11 Conclusion**

The aim of this chapter was to orientate the reader to the situation with regards to teacher training for inclusivity at selected schools in Gege branch of schools, Swaziland. The chapter further provided justification and contextualization for the study. The next chapter explores existing literature on teacher training.

## **Chapter 2**

### **Literature review**

#### **2.1 Introduction**

The previous chapter dealt with justification and contextualization of the study. This included the discussion of background information to this study, problem statement, and motivation for the study, significance of the study, research questions, aims and objectives amongst other things. In this chapter, various literature sources on teacher training for inclusivity in Swaziland are reviewed. This exploration literature on teacher training in inclusive high schools comprises a discussion of policy provisions made by the ministry of education with regards to teacher training for the purpose of inclusive education. The chapter also explores barriers in the implementation of inclusive education, identification of learners experiencing learning disabilities and various strategies for improving teacher training for inclusive education.

#### **2.2 Theoretical framework**

According to Merriam (1998:2) theoretical frameworks form the underlying structure of any study. They help to justify the research study and inform the rest of the design to assess and refine research goals, develop realistic and relevant research questions, select appropriate methods and identify potential validity threats to the conclusions (Maxwell 2005:39). In this study the researcher has adopted the social constructivist theory. The rationale for the selection of this theory is that it allows for critical examination of people's social interactions and how such interactions lead to construction of reality.

##### **2.2.1 Social Constructivism**

Social constructionism may be defined as a perspective which believes that a great deal of human life exists as it does due to social and interpersonal influences (Owen 1995: 1). Even though genetically inherited factors and social factors are at work at the same time, social constructionism does not deny the influence of genetic inheritance, but decides to concentrate on investigating the social influences on

communal and individual life. In the model of social constructivism, reality is formed by a social consensus and is based on social interaction (Gergen 1985).

The fact that constructivists, of whatever ilk, consensually hold that knowledge is not mechanically acquired, but actively constructed within the constraints and offerings of the learning environment is the basis upon which this study has been done. The researcher believes that teachers who have no skills in teaching learners with diverse learning needs must construct this body of knowledge through training. Swaziland is a country with a history of exclusivity, where believing that learners with special needs belong in special needs schools has been a norm in the previous decades. The paradigm shift to inclusive schools has deemed teacher training for inclusivity a must for the success of the country's IE programme. According to Woolfolk (2001), constructivists consider learning to be a largely situation-specific and context-bound activity. It is this same principle that has influenced this study.

This research study being qualitative and a case study in nature has employed social or realist constructivist methods. Conducting a study in the natural setting is as much a quality of a social constructivism as it is a requirement for a qualitative research study.

According to Owen (1995: 2), what social constructionism shows to be important are the ways in which socialisation and enculturation, amongst the people we have known, plus the current influence of those whom we now know, are the most active factors in shaping our mutual existence with others. The following are some forms of social constructivism.

(i) Cognitive/radical constructivism

According to Gergen (1985), cognitive constructivism is believed to stem largely from Piaget's work, with followers such as Bruner, Ausubel, and von Glasersfeld. According to current literature, theorists affiliated with this line of thinking focus on the intrapersonal process of individual knowledge construction. They argue that knowledge is not a self-sufficient entity; that knowledge is not directly transmittable from person to person, but rather is individually and idiosyncratically constructed or discovered. Cognitive or radical constructivists consequently emphasise learner-centred and discovery-oriented learning processes. In the process, social

environment and social interaction work merely as stimulus for individual cognitive conflict.

(ii) Social or realist constructivism

This study has been modelled along the social constructivism model. The social or realist constructivist tradition is often said to derive from the work of Vygotsky (Owen 1995: 1). Others classified in this category include Kuhn, Greeno, Lave, Simon, and Brown. Varied as these theorists' ideas are, they are popularly held to be proponents of the central role of the social environment in learning (Woolfolk 2001). The researcher considers schools as playing a pivotal role with regards to learning and development of a child as they are centres of learning, care and support. Learners are believed to be enculturated into their learning community and appropriate knowledge, based on their existent understanding, through their interaction with the immediate learning environment. Teachers today are very influential as they are from an early age, a part of children's learning environment. This speaks to the need to have highly trained and competent teachers in the area of inclusive education, particularly as IE policy advocates that even learners who experience barriers to learning should as far as possible be educated in their neighbouring schools.

Lev Vygotsky, one of the most prominent proponents of social constructivism, believed that human activities take place in cultural settings and cannot be understood apart from these settings (Woolfolk 2010:18). According to Conole, Smith and Wiseman (1995), constructivists study people in their natural surroundings and they use methods of data collection that allow the meanings behind the actions of the people under study to be revealed. In constructivism, understanding is lived and where it is successful, understanding means a growth in inner awareness, which as a new experience enters into the texture of our own mental experience" (Gadamer 1981: 109).

According to Fetterman (1998: 207) knowledge is socially constructed as the researcher and the researched (teachers) interact in the natural setting. Hence in order to investigate the research problem, teachers were interviewed and interacted with in their respective schools. In constructivist studies, reality is understood as the researcher interprets the views of participants (Fetterman 1998: 207). Interpretation

is based on one's perspective, assumptions and presuppositions, which have been formed as a result of interaction (interviews and document review) in the context of this study. It is in light of this reality that this interpretivist theory has been preferred by the researcher as emerging themes shall be based on 'lived' experiences of both the researcher and teachers interviewed.

### **2.3 Inclusive Education**

Inclusive education is understood differently from one context to the other. According to Nguyet and Thu Ha (2010:6) inclusive education is defined as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that all children have the right to a quality education that caters to the extent possible, to their individual needs. Inclusion entails a restructuring of mainstream schooling to accommodate every child irrespective of ability or disability (Avramidis & Norwich 2002). Inclusive education is about enabling education structures, systems and learning methodologies to meet the needs of all learners acknowledge and respect differences in learners whether due to age, gender, ethnicity, language, class, disability or HIV status (Department of Education 2001:19). Accordingly, the Ministry of Education and Training broadened the definition to capture every aspect of the learners:

To some, inclusion is another word for mainstreaming. Although inclusion means different things to different people, it is fairly well established that it is fundamentally and philosophically different from mainstreaming (Whitworth 1999: 2). In Swaziland, an inclusive education system is defined as one that includes and meets the needs of all learners whatever their gender, life circumstance, state of health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstance. Inclusive education also means that no child should be excluded from access to education (Ministry of Education and Training 2011: 12).

From the various definitions, one can point out that inclusive education is a diverse field and it revolves around more elements than the teacher and the learner. There are several stakeholders, each with a crucial role from the policy makers to the

implementers including learning mediators, interpreter and designer of learning programmes and material to name a few.

## **2.4 Teacher Training**

This refers to the professional preparation of teachers, usually through formal course work and teaching practice teaching (Farlex Free Dictionary 2015). Teacher training can be divided into: initial or pre-service training, induction and continuing professional development. In Swaziland teacher training applies in the similar structure described by this definition. This is so because it is provided through pre-service by universities and teacher training colleges and through in-service training by inclusive education specialists and inspectors. Teacher training is further discussed later in this chapter 2.4.1 and 2.5.2 respectively.

## **2.5 Governmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland**

The Kingdom of Swaziland has made significant progress in recent years with regards to provisioning of policies to support the implementation of inclusive education into mainstream schools in the country. The policies include, Children's Policy (2009), Education for All Plan of Action (2000), Free Primary Education Act (2010) and the Ministry of Education and Training (2011). However as noted in the first chapter, there is a scarcity of policy documents that have been published by the Ministry of Education and Training to guide the aspect of teacher training for inclusivity.

Teacher training for inclusivity in the kingdom is currently provided for in sub-sections of other policies, one such policy being the Swaziland Education Sector Policy (2011). According to the Swaziland Education and Training Sector Policy (2011: 17), the following points have been set out as its goals for teacher training:

- All education and training facilities shall be improved to meet the individual needs of learners experiencing barriers to learning and participation.
- Develop and facilitate capacity building programmes for teachers, including pre-service (PRESET) and in-service (INSET).

- ***Provide specialized staff to ensure meaningful participation of learners with special needs.***

In line with the policy goals set out by the Education Sector Policy, teacher training colleges (William Pitcher Teacher Training College and Ngwane Teacher Training College) have introduced an inclusive education course for student teachers in all teacher training colleges and the Southern Africa Nazarene University with effect from the year 2012. Khumalo (2013) acknowledges that learning disabilities vary and need to be vigilantly monitored, particularly with regards to the relatively new concept of inclusive education in which all teachers should be exposed to skills to identify, teach, assess and communicate with learners with disabilities. The Swaziland Network Campaign for Education for All (SWANCEFA) believes that all teachers should have basic sign language and Braille skills for effective communication with all learners in integrated classrooms (Khumalo 2013: 30). The kingdom of Swaziland still has a long way to achieve this goal. According to Khumalo this is so because the curricula in the teacher training colleges in Swaziland currently focus on learning difficulties and do not offer braille and sign language courses.

The Ministry of Education and Training in its Education Sector Policy (2011) states it as one of its major aims to develop and facilitate capacity building programmes for teachers, including pre-service and in-service. Providing specialized staff to ensure meaningful participation of learners with special needs is also a goal of the ministry of education and as such a three year teacher training programme was introduced in 2009 in all the country's teacher training colleges (William Pitcher Teacher Training College and Ngwane Teacher Training College) and is now done by all teacher trainees from first to third levels as part of their training for their diploma qualification. However, the researcher argues that the absence of policies is delaying the implementation of inclusive education programmes and, in the process, many learners either drop out of school, repeat classes whilst their teachers are frustrated.

### **2.5.1 Training and Development Projects of the Special Education Unit**

Inclusive education is managed and promoted by the Special Education Needs Unit under the Ministry of Education and Training in Swaziland and below are some

initiatives aimed at improving access to inclusive training through teacher training by the ministry of education.

Special Needs and Inclusive Education has been introduced in the three Teacher Training Colleges in Swaziland, namely; Ngwane, Southern Africa Nazarene University and William Pitcher Teachers College. All graduates from the three colleges should have skills to identify and support learners with special needs in mainstream schools. Plans to also set up a specialized programme in Special and Inclusive Education are also underway. The Special Education Unit has also developed an in-service training programme for both primary school teachers and the plan is to have the programme accredited by one of the institutions (Ministry of Education and Training 2012).

It is the researcher's observation however that whilst considerable progress is being made the area of pre-service training in the country's teacher training colleges, there is very little evidence, if at all, that inclusive education in-service training programmes are being facilitated. Currently the country is without regional inspectors for inclusive education whilst other subjects in schools do. In the last five years that this researcher has been in his high school there has not been a single in-service training designed to capacitate in-service teachers in inclusive education.

## **2.6 Barriers in the implementation of inclusive education**

According to Donald, Lazarus and Lolwana (2002:4) barriers to learning refers to any factors; either internal or external to the learner which cause a hindrance to that person's ability to benefit from schooling. Researchers have found that implementation of inclusive education from policy to practice is often met by many barriers some of which are discussed below. These barriers also affect inclusion endeavours in Swaziland.

### **2.6.1 Pedagogical/ curriculum delivery barriers of learning**

The curriculum and teaching methods used by educators play a pivotal role in as far as attaining effective teaching in inclusive classrooms is concerned. However, a rigid and inflexible nature of a curriculum that does not allow for individual differences can lead to learning breakdown (Motitswe 2012:39). Negative effects on education

include aspects such as lack of relevance of subject content, lack of appropriate learning materials, resources and assistive devices, inflexible styles of teaching and classroom management, and inappropriate ways of assessing learning. Motitswe (2012: 39) further notes that one of the most serious barriers to learning can be found within the curriculum itself and relates primarily to its inflexible nature. This prevents it from meeting diverse needs among learners hence curriculum should be adapted to suit all the learners and the principle of learner- centeredness must also be taken into consideration.

The inflexible nature of the curriculum prevents it from meeting diverse needs among learners. When learners are unable to access the curriculum, learning breakdown occurs. The nature of the curriculum at all phases of education involves a number of components which are all critical in facilitating or undermining effective learning. Key components of the curriculum include the style and tempo of teaching and learning, what is taught, the way the classroom is managed and organised, as well as materials and equipment which are used in the learning and teaching process (Department of Education 1998: 7).

In his study on managing an inclusive school in Swaziland, Zimba (2011: 53) affirms that an inflexible curriculum can be problematic. Whilst conducting research at Mwabi Primary School which was pilot school for inclusive education, he discovered that the curriculum used at the school was not modified to accommodate learners with a wide array of educational needs which is the cornerstone of inclusive education. Teaching pupils with learning disabilities using mainstream techniques makes learning and teaching a challenge for the teacher and the learner in an inclusive class. For instance in a curriculum adapted for the so called 'normal' learners, a teacher can teach pupils by writing on the board. However this is not applicable in the case where the pupils cannot see. The use of concrete objects therefore must be emphasised in the inclusive curriculum for all learners to benefit (Zimba 2011:54).

### **2.6.2 Teacher training-barrier to effective teaching and learning**

According to Bagree and Lewis (2013: 2) teachers are often simply not trained or supported to teach children with learning disabilities which make these children

among the most marginalised in terms of educational opportunity and attainment. An estimated 15% of the world's population has a disability. Lewis and Bagree (2013: 2) further argue that globally, 93 million children are estimated to have moderate and severe disabilities – and many of these children are out of school. That means they are not being given the chance to become empowered as individuals and support their communities. The exclusion of children with disabilities from education and from fair life chances requires urgent and sustained attention. In particular, attention needs to be paid to preparing teachers who are capable of including children with disabilities in the education process.

Quality teacher training for inclusive education is central to inclusive and equitable teaching and fostering a broadened concept of inclusive education (UNESCO-International Bureau of Education 2008). Teacher training equips teachers with the appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of all different categories of learners. This can be done through methods such as professional development at the school level, pre-service training about inclusion, and instruction attentive to the development and strengths of the individual learner (UNESCO- International Bureau of Education 2008).

According to Bagree and Lewis (2013: 4), national standards for teacher training can vary considerably between countries, and are often inadequate. Teacher training for regular teachers also rarely prepares teachers for working in diverse classrooms, and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. This is a key reason why so many children with disabilities remain out of school, or excluded from the learning process within school. Bagree and Lewis (2013: 4) further argue that if we are to reignite progress towards quality basic education (early childhood, primary and lower secondary schooling) for all, then regular teachers need to be prepared to meet the learning and participation needs of children with disabilities. To do this they need to be given appropriate initial training, ongoing training and professional development, and ongoing access to adequate high quality support and advice from specialist personnel.

It can be argued that teacher training for inclusivity plays a crucial in supporting inclusion in mainstream classrooms. Bagree and Lewis (2013: 4) assert that for

instance, they can provide one-to-one help to children in the classroom (such as teaching numeracy skills using an abacus) and provide practical advice to regular teachers on educational inclusion. The nature of this advice varies, and can include providing guidance on the best position for a child in the classroom, transcribing tests from Braille into text and sharing information on basic eye health as it relates to particular students.

Researchers however note that teachers may resist inclusive practices on account of inadequate training (Heiman 2001). It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Malone, Gallagher & Long 2001). Inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education (Whitworth 1991). Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen & Barker 2001), while increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Powers 2002). Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion (Kuester, 2000). Introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion (Beattie, Anderson & Antonak 1997).

Assessing the level of teacher training in Swaziland, research by Fakudze (2012: 9) noted the lack of a systematic way of checking the level and currency of teacher knowledge and competencies, suggesting that pre- and in-service training programmes may not necessarily address critical weaknesses that impede teaching effectiveness. Nor does Swaziland have a continuous systematic teacher development programme, and whilst inclusive education has subject inspectors. Their role is largely to visit schools and observe teachers, not provide support. Their reports suggest weak teacher quality and poor teaching effectiveness but these remain in files and is not acted upon. Teacher development is supposed to be carried out by the inspectorate together with the subject's panels and subject associations, but in practice it is not. All the subjects have associations, but inclusive education has a panel of teachers whose main role is to ensure that the correct

curriculum is taught in schools and prescribe relevant textbooks. However, it is largely unknown by most teachers since the panel only works with the four special schools in the country, not the entire mainstream.

### **2.6.3 Inappropriate teaching and learning methods and support material**

Among others Van Zyl (2002:98) and Nghipondoka (2001:27) concur that teaching approaches serve as cornerstones for instruction in inclusive classrooms such as differentiated (multi-level) instruction, co-operative learning, activity-based learning and peer support and tutoring programmes.

According to Le Fanu (2005), in terms of knowledge, teachers need to be aware of the different forms of diversity to be found among children. These include gender difference, linguistic, cultural and ethnic diversity, social-emotional diversity, cognitive and academic diversity and sensory and physical diversity. Many of these diversities are inter-connected and also embedded in various contexts. For instance, it is not possible to understand the problems faced by girls in schools without considering the impact of some traditional beliefs on the ways they are regarded and treated. As Webster (2004: 1) indicates, schools in Papua New Guinea can perpetuate and exacerbate these repressive attitudes but schools can also be a 'ladder of opportunity' for girls as well as boys.

In some contexts, however, according to Department of Education (1998:8), inappropriate or inadequate support services may contribute to learning breakdown or exclusion. For example, where the nature of the service is focused on problems in the learner rather than in the system where the barrier may exist - such as poor teaching methods - the intervention may exacerbate the learning breakdown. Similarly, the nature of the intervention may lead to a learner being removed from a learning environment rather than addressing the problems which may exist in that environment. Learners who may require individualised intervention to address barriers to learning may also not have access to these.

Sometimes educators, often through inadequate training, use teaching styles which may not meet the needs of some of the learners. An educator may teach at a pace which only accommodates learners who learn very quickly. Alternatively, the pace and style of teaching may limit the initiative and involvement of learners with high

levels of ability. What is taught or the subjects which learners are able to choose may limit the learner's knowledge base or fail to develop the intellectual and emotional capacities of the learner. Such barriers arise when sufficient attention is not given to balancing skills which prepare learners for work (vocational skills) and skills which prepare the learner for coping with life (life skills), (Department of Education 1998: 7). Some learners are excluded from certain aspects of the curriculum as a result of ignorance or prejudice. For example, learners with physical disabilities are often prevented from playing sport or are not given the opportunity to do so. Similarly, male and female learners are encouraged or pressurised to take certain subjects at school or at tertiary level according to their gender because those subjects will equip them for jobs which stereotypically are undertaken by men or women (Grossman 2004: 209).

#### **2.6.4 Unqualified and under qualified teachers**

Teachers and researchers often express concerns about training when discussing the abilities of teachers to cater for the diverse needs in inclusive classrooms. Australian based authors, Loreman & Harvey (2005) found that inclusion was found to fail because, in part, teachers were unable to meet the demands of modifying and delivering an appropriate curriculum to children with diverse educational needs. Barriers resulting from fear and lack of awareness may arise from the feelings of educators themselves. For example, learners with high ability are often regarded as a threat and therefore face denial of their significant abilities.

The development of educators, service providers and other human resources is often fragmented and unsustainable. The absence of on-going in-service training of educators, in particular, often leads to insecurity, uncertainty, low self-esteem and lack of innovative practices in the classroom (Department of Education 1998:11). This may result in resistance and harmful attitudes towards those learners who experience learning breakdown or towards particular enabling mechanisms.

Savolainen (2009: 16) notes that teachers play an essential role in quality education and asserts that the quality of an education system cannot exceed the quality of its teachers. Studies show that teachers become more willing participants in inclusion when they view themselves as competent and prepared to teach students with

disabilities. Hull (2005) reiterates that training needs to continue to provide assistance with differentiated instruction and modifying and adapting curricula to meet various students' needs.

In Swaziland, the Discussion Document towards a Draft Inclusive Education Policy (2008) states that, "to achieve inclusion there must be Pre-service and in-service training." The Ministry of Education and Training (2011) recognises the need to develop and facilitate capacity building programmes for teachers, including pre-service and in-service. These policies recognise the crucial role of training since inclusive education is a relatively contemporary concept.

Studies done on post implementation of inclusive education in the country however, reveal that a vast majority of teachers in the schools are not properly trained in inclusive education hence they feel they are inadequately prepared to teach in inclusive classroom. According to a study by Zimba (2011:52), lack of training in some inclusive schools in Swaziland has resulted in challenges in dealing with administrative requirements, as neither the administrator nor teachers were found to be competent with inclusive curriculum. Training offered to teachers at the pioneer or pilot schools was lamented by most teachers as they felt one week of training was not enough to cover the vast and complex content and methods of the inclusive education field.

This researcher argues that Swaziland is currently facing a mammoth challenge of producing inadequate science and mathematics teachers. Across the country's school, a majority of the teachers teaching science at Secondary school are teachers not trained directly to teach the subject but most of them studied agriculture, and even then, they are not qualified agriculture teachers. They specialised mainly in animal science and agronomy and whilst waiting to be employed in their appropriate fields they work as contracted science and mathematics teachers. According to Khumalo (2013), primary schools also continue to lack qualified teachers and the immediate solution by the Ministry of Education and Training has been employing either in-training teachers or high school leavers without teaching qualifications. Against this background one may argue that most schools in the country are not only struggling with having qualified inclusive education teachers but qualified teachers at all.

### **2.6.5 Inappropriate assessment procedures**

Assessment refers to the ways teachers and other people involved in a pupil's education systematically collect and then use information about that pupil's level of achievement and/or development in different areas of their educational experience (academic, behaviour and social), (Watkins 2007: 15). The central purposes of assessment are stated as providing information on learner achievement and progress and improving the process of learning and teaching (Department of Education 1998:4).

According to Landsberg, Kruger & Nel (2005:46) the professional should not be engaged in the assessment of the learner but the focus should at all times be on assessment for learning. This means that it is important to break away from the performance-oriented perception of assessment when dealing with a learner who is experiencing a learning difficulty of some kind. It is this researcher's observation that without an inclusive curriculum in place, teachers in the country find themselves using assessment methods that do not take into account the needs of learners with special needs in their classrooms.

Remedial education adheres to the medical model of diagnosis and treatment as such it is outdated (Landsberg et. al. 2005:47). This mode of assessment holds a real danger of categorizing or labelling the learner in terms of a gross over emphasis of the impairment or problem area. The power relations established when assessing in terms of the medical model are distinctly questionable. The expert role assumed by the assessor extends to an authoritative style of imparting the findings and recommendations, creating the disempowering perception that the learner and other parties are dependent on the specialist for guidance, decisions and action.

Watkins (2007:32) notes that generally, countries are faced with the challenge of developing systems of on-going, formative assessment that are effective for mainstream schools; giving schools and class teachers the tools to take responsibility for assessing the learning of pupils with special educational needs and even identifying (initially) the special needs of other pupils.

The preferred approaches to assessment of special needs for inclusion in the regular classroom today are contextual, performance-oriented, holistic, interactive, multi-

perspective, and real-world oriented (Hockings, Brett & Terentjevs 2012:34). Relevant behaviours are observed and rated in natural contexts and performance-oriented assessments are used for evaluating selected behaviours from a holistic, or focused-holistic, perspective. Checklists and criterion-referenced probes have also been developed that focus on (a) basic skills and strategies for listening, speaking, reading, and writing, (b) responses to curriculum demands such as social science), (c) classroom interactions between teachers, peers and the student; and (d) effective classroom practices for management and instruction. The student is seen as a multi-faceted entity with behaviours that change as a function of external demands. The assessment process is broad in scope and designed to provide opportunities to obtain authentic and sensitive indicators of performances in the real-world setting of the classroom and community.

#### **2.6.6 Lack of support for teachers**

Support can be defined as all activities that increase the capacity of a school to respond to diversity (Mahlo 2011:54). A supportive environment where there is collaboration amongst teachers, district officials, principals, parents and learner support for teachers is crucial for successful implementation of inclusive education. Support may involve a group of colleagues who are available to assist learners experiencing barriers to learning, therefore educational support services need to be organised and the roles of all players in the implementation of IE clearly defined (Calitz 2000:16).

According to Landsberg et al. (2005:62), support for teachers depends on collaboration between systems under the ministry of education as well as implementation of policies designed by the national Department of Education to enable these systems to work. In the kingdom of Swaziland inclusive education is under the special education unit in the ministry of education. This is the highest point at which IE is supported and several policies support its implementation including the Draft National Policy on Inclusive Education (2005), The Education Sector Policy (2011), National Report on Education (2008), Swaziland Free Primary Education Act (2010) and Swaziland National Children's Policy (2009). The national curriculum centre and the in-service departments have the responsibility to orient and workshop teachers on inclusive education whilst teacher training colleges provide training to

teachers on inclusive education as part of training for their three year teaching diploma.

However general support in the various structures responsible for inclusive education still face some challenges as responsibility for advocating and promoting inclusion and inclusive education is not broadly shared within government structures (Nxumalo & Lukhele 2011). This report also notes that in some quarters inclusive education is still narrowly defined and associated with disability only and there is inadequate monitoring and evaluation of inclusive education at national level.

Pijl and Meier (1997:9) maintain that inclusive education can only be successful if teachers elicit an attitude acceptable to all learners, and when they have sufficient support and resources to teach all learners. Teachers in the kingdom of Swaziland are to a large extent lacking this support as the ministry of education has only recently established structures for teacher support. For instance, the introduction of a bachelor's degree in inclusive education at the Southern Africa Nazarene University in the year 2012 and inclusive education courses in the other teacher training colleges. While this is a positive step towards capacity building, a large number of teachers who are already in the field still feel they lack the skill and the tools to teach learners with diverse needs since most of them never received training in inclusive education, whilst capacity building workshops have not been able to reach a majority of teachers in the field.

A study on managing an inclusive school conducted by Zimba (2011:49) reveals that in some of the pilot schools for inclusive education teachers mention inadequate preparation for inclusion as one of their challenges. Mwabi Primary School is a large school located in the industrial town of Matsapha. At Mwabi Primary school, teachers who were respondents on this study complained that the programme was imposed on them and one of them remarked on record, "we were not prepared to start the programme hence the school had completely nothing to support inclusion."

Albeit, apart from lack of support for teachers, further evidence in Zimba' study revealed that the costs of implementing inclusive education were not in the budget. The only funds available are from school fees which are not much as not all students are able to pay the school fees (Zimba 2011: 49). All teaching and learning materials

schools have are the ones they had when the school was a mainstream school hence teachers pointed out that they needed to put a lot of things in place; examples include upgrading the infrastructure and buying teaching and learning materials which are suitable for inclusion.

Nxumalo and Lukhele (2011) in the Inclusive Education response, challenges and prospects for the kingdom of Swaziland report, however outline as recommendations from policy to practise capacity building initiatives such as: partnership and collaboration with international, regional and local partners to develop in-service and pre-service training programmes for principals and teachers, senior and regional inspectors for primary and high schools, in-service providers and teacher trainees in a bid to establish and strengthen support systems within the ministry of education.

### **2.6.7 Inaccessible and Unsafe Built Environment**

According to Department of Education (1998:9) in South Africa, the vast majority of centres of learning are physically inaccessible to a large number of learners, educators and communities. Inaccessibility is particularly evident where centres are physically inaccessible to learners, educators and members of the community with disabilities who use wheelchairs or other mobility devices. Such inaccessibility often also renders centres unsafe for blind and deaf learners.

Most schools in Swaziland are not accessible to disabled learners such as the blind and deaf. Observation by this researcher on infrastructure of schools in the Gege Branch is that they are physically in accessible for learners with disabilities, especially those in wheel chairs. The Government of Swaziland has a project to modify infrastructure in schools to increase physical access for children with special needs (Ministry of Education and Training in Swaziland 2012). Studies however indicate that infrastructural development remains a concern. Some schools were constructed on sloping ground. This is a huge challenge for blind pupils and pupils in wheelchairs. The Government has only delivered mobile classes and these classes have no provisions for the blind pupils or pupils in wheelchairs. Teachers feel that the school infrastructure must be upgraded to accommodate pupils who are blind and are using wheel chairs (Zimba 2011: 51).

## **2.7 Identification of learners with learning challenges**

According to Hartford (2010) learning disabilities is a general term that refers to a heterogeneous group of disorders characterised by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. The majority of cases result from inefficiencies in phonological processing in the brain and are presumed to be neurologically based. There may be an indication of learning disabilities if a student demonstrates some of the following characteristics:

- has difficulty telling left from right
- has difficulty following instructions, or reading and listening at the same time
- finds filling out forms unusually difficult and confusing
- mixes up the numbers when dialling on the telephone
- mixes up dates and times and misses appointments
- has a low reading age compared to chronological age and ability
- Spells poorly and reads slowly.

The best way to find out if someone has a learning disability is to measure these inefficiencies using standardised tests. These tests are administered by a licensed psychologist or neuro-psychologist with a background in working with people who have learning disabilities. They will ask questions about the individual's developmental and educational history and also observe them completing reading, mathematical and writing tasks (Hartford 2010: 67).

According to Du Toit (1997:184) observation is the basic skill which teachers should master in order to identify learners with barriers to learning successfully. Observation is described as the process of deliberately observing and listening to a learner in order to gain more information on possible barriers to learning. Salvia and Ysseldyke (1995:98) reiterate that teachers should have no preconceived ideas when they begin to observe and describe any behaviour which comes to their attention. Through closely observing children's conduct in the classroom, on the sports field,

during other extramural activities and on informal occasions such as school functions, one can determine whether their conduct is indicative of any deviant behaviour. Du Toit (1997:185) emphasizes that it is also important to observe learners in the learning situation.

### **2.7.1 Assessment (Oral Expression and Listening Comprehension)**

Pertaining to assessment as a means to identify learners with learning disabilities, Batsche (2006: 72) suggests that the classroom teacher may screen for those students who are at risk of having oral expression and/or listening comprehension difficulties by referencing norms for oral expression and listening comprehension acquisition. A speech-language pathologist should be the one to assess and determine deficits in these two areas.

The use of standardized tests provides the speech-language pathologist with valuable information regarding the student's communication skills in specific areas. However, we must realize that standardized assessments may be one component of an assessment process. The use of non-standardized or informal assessments, dynamic assessment, behavioural and pragmatic observations in the "natural environment" (outside of the classroom) as well as spontaneous and structured language sampling also provides important information that standardized tests by themselves may not.

According to Batsche (2006: 72), some common assessment tools used for assessing oral expression and listening comprehension skills are these:

- Fundamentals-4 (CELF-4), Bracken Basic Concept Scale-Revised (BBCS-R),
- Comprehensive Receptive and Expressive Vocabulary Test-Second Edition (CREVT-2)
- Peabody Picture Vocabulary Test- Fourth Edition (PPVT-4), Test for Auditory
- Comprehension of Language-Third Edition (TACL-3), Test of Language Development, Fourth Edition (TOLD-4).

It is worth noting though that the identification of learners with learning disabilities is not always an easy task that one teacher may do with ease. In fact a lot of stakeholders and other teams of professionals and their expertise are required as the point on core diagnostic team below suggests.

### **2.7.2 Core Diagnostic Team**

According to Hartford (2010: 68), determining eligibility for special needs education and related services on the basis of a specific learning disability is a complex process that requires a broad knowledge base in many areas, competent testing and diagnostic skills, and experience. Individual professionals often have strengths in different areas; one person may be especially knowledgeable about scientific research-based interventions (SRBI), reading or mathematics, for example, whereas another may be especially skilled in test administration and interpretation.

To ensure consistent and appropriate identification of students with specific learning disabilities according to the Connecticut State Department of Education, each district in a country is encouraged to identify a team or teams of specialists that can collectively bring together all these important skills and knowledge. This team would be known as the core diagnostic team. The core diagnostic team would not replace the need for other kinds of teams, such as the data teams and intervention teams associated with an SRBI framework that provide a comprehensive range of supports and services within a school. However, a given professional might well serve as part of more than one team depending on her or his areas of expertise and professional responsibilities (Hartford 2010: 68).

### **2.7.3 Identification of Written Expression disabilities: Composition (Generational Skills)**

Difficulties in executive function and language hamper the composition component of written expression (Fletcher, Lyon, Fuchs, & Barnes 2007). In addition to weak skills in handwriting and spelling, poor writers show problems in generating text. They are more likely to have shorter and less “interesting” essays, produce poorly organized text at both the sentence and paragraph levels, and be delayed in their acquisition and/or use of declarative, procedural, and conditional knowledge about writing. Furthermore, “poor writers are less likely to revise spelling, punctuation, grammar, or

the substantive nature of their text to increase communication clarity” (Hooper, Montgomery, Swartz, Levine, Watson & Wasilenski 1994: 386)

Batsche (2006: 82) argues that there is some evidence that, after accounting for difficulties in handwriting and spelling, there is a subgroup of children whose difficulties in written expression are restricted to composition. Students typically struggle in one or more of the following areas: capitalization and punctuation; word and text fluency; sentence construction; genre-specific discourse structures; planning processes; and reviewing and revising processes.

According to Batsche (2006: 82) the following are specific indicators of a disability in written composition that are summarized from several sources:

- Word omissions (e.g., they ran to bus vs. They ran to *the* bus);
- Word order errors (e.g., *I and my mom* were here);
- Incorrect verb and pronoun use (e.g., we *is* running fast; me and *him* are here);
- Subject-verb disagreement (e.g., the monster have five eyes);
- Use of simple, rather than complex, sentence structures – particularly at the middle and high school levels;
- Word ending errors (e.g., He laugh*ing* vs. He laugh*ed*; He is dyslex*ia* vs. He is dyslex*ic*)
- Lack of punctuation and capitalization;
- Discrepancy between oral and written language;
- Problems with cohesion (e.g., lack of transition words to link ideas);
- Problems with coherence (e.g., poor sentence organization and intra- and inter-paragraph organization);
- Word-retrieval problems (e.g., use of vague or general words—*thing, stuff, good*—instead of specific or precise vocabulary).

#### **2.7.4 Identification of learners with basic reading skill challenges**

According to Shaywitz (2003:51) for most of the student population identified with learning disabilities, a breakdown occurs in their basic reading skill (BRS). BRS difficulty includes problems with phonemic awareness and/or phonics. That is, students struggle to identify individual sounds and manipulate them; to identify printed letters and the sounds associated with those letters, or to decode written language. It is also typical for these students to struggle with spelling, or encoding. However, it should be noted that not all students with encoding difficulties have BRS difficulties.

It should be noted that in reading research and in clinical contexts, a breakdown in basic reading skill is frequently referred to as dyslexia. While schools tend not to use this term, instruction and intervention should align with the underlying need for BRS acquisition.

#### **2.7.5 Response to Intervention (RTI)**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs as defined in the Individuals with Disabilities in Education Act (IDEA 2004). The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

According to Hartford (2010: 8) for RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *On-going student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention.

The Individuals with Disabilities Education Act (2004) states that, throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioural goals for their child.

According to the Individuals with Disabilities in Education Act (2004), though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioural interventions. The Three-Tier Model is described below.

#### *Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions*

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioural baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings

and/or results on state- or district wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

### *Tier 2: Targeted Interventions*

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

### *Tier 3: Intensive Interventions and Comprehensive Evaluation*

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

## **2.8 Intervention mechanisms that can be used to train teachers in inclusive high schools**

According to Nguyet and Thu Ha (2010:7), when developing human resources to support an inclusive education system several areas must be considered: the attitudes of teachers and education staff, pre-service training programs to help ensure that future generations of teachers enter the profession with the skills and knowledge to work in an inclusive environment, and in-service training to improve the capacity of teachers already working in the field.

When preparing teachers for Inclusive Education it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion the capacity of teachers already working in the field.

In Swaziland Inclusive education is managed and promoted by the special education needs unit under the ministry of education and below are some initiatives aimed at improving access to inclusive training through teacher training by the Ministry of Education (Ministry of Education and Training in Swaziland 2012).

According to the Ministry of Education and Training in Swaziland (2012), Special Needs and Inclusive Education have been introduced in the three Teacher Training Colleges in Swaziland, namely, Ngwane, Nazarene and William Pitcher Teachers College. All graduates from the three colleges should have skills to identify and support learners with special needs in mainstream schools.

The Special Education Needs (SEN) Unit under the Ministry of Education and Training in Swaziland further plans to also set up a specialized programme in Special and Inclusive Education. The Unit has also developed an in-service training programme for both primary school teachers and the plan is to have the programme

accredited by one of the institutions. A number of teachers have already benefited from the in-service programme.

Le Fanu (2005:30) asserts that the success of inclusive education will be limited if investment is only in classroom teachers. It is important to involve school leadership from the beginning so that they understand the basic concepts of inclusive education and give its implementation their full support. School principals and other management staff should be trained in inclusive education principles and techniques so that they are qualified to develop inclusive education strategies at their schools, and lend support to teachers. School principals have the authority to call regular meetings on the topic and to encourage learning among the teaching staff. However, if they have no background in inclusive techniques and philosophy they could prevent rather than promote successful inclusion.

### **2.8.1 Attitudinal Changes and Awareness Raising**

According to Nguyet and Thu Ha (2010:8) for inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children. Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behaviour and attitudinal change which is not a quick or easy process. Nguyet & Thu Ha further identify a number of ways to accomplish such change, and the following are examples of activities and strategies that have been used successfully in Vietnam.

- Organizing training workshops for educators and key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit *all* children by improving overall quality of teaching. Classroom teacher engages non-disabled student in group work with her disabled peer to integrate awareness about inclusive education into schools' regular professional development activities.
- Integrate knowledge about the benefits of inclusive education into initial training programs for student teachers in colleges and universities.

- Develop mass media activities and materials that emphasize the value of inclusive education. In Vietnam, Catholic Relief Services (CRS) has developed several films that demonstrate the success of children with disabilities in inclusive settings, as well as effective inclusive lessons by teachers in different parts of the country. CRS Vietnam has found that Child with disability is helped by his non-disabled peer increasing awareness about inclusive education improves the confidence of teachers in their ability to teach students with diverse learning needs.

### **2.8.2 Individual Direct Experience Approach**

The Individual Direct Experience Approach (IDEA) was developed through working with pre-service teachers, as a systematic, meaningful approach to teacher preparation for inclusion (Peebles & Mendaglio 2014:250). IDEA according to Peebles & Mendaglio is designed to be implemented during a pre-service teacher's field experience, ideally an extended field experience of six to 12 weeks. It consists of having pre-service teachers work individually and directly with one student with exceptional needs, as a living case study, throughout the duration of their field experience. Essentially, IDEA allows pre-service teachers to experience direct interactions with a student with exceptional needs and to apply the knowledge and skills learned from these interactions to make appropriate adaptations or modifications to whole class lessons. Moreover, according to Peebles & Mendaglio (2014:251), this scaffolded process allows pre-service teachers to understand the "how" and "why" of differentiating instruction and make accommodations for exceptional learners. The primary objectives of IDEA are to develop practical inclusive teaching skills and to allay pre-service teachers' anxieties regarding working with students with exceptional needs.

### **2.8.3 Pre-Service Training Programs**

In order to build human resources in the field of education, training must be done both at the pre-service and in-service levels. According to Nguyet and Thu Ha (2010:11) pre-service training refers to training individuals before they become teachers. This includes training at teacher training colleges and universities at both the national and provincial levels. Ideally, inclusive education should be a

compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills of inclusive education, such as understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation, should be provided widely to teacher candidates (Nguyet & Thu Ha 2010:12).

Several researchers including Pugach and Allen-Meares (1985) have noted the lack of professional training in inclusive techniques and practices for general and special education teachers. A tremendous amount of money is spent on in-service training to give teachers instructional skills to teach students with diverse needs. These resources could be directed elsewhere if teachers could emerge from their pre-service training already possessing those skills.

Pre-service preparation should address appropriate accommodations in curriculum, instructional activities and evaluation procedures, the modification of materials, and the effective identification, development and utilization of resources. In addition, the pre-service program should prepare teachers to use various types of instructional arrangements such as multi-level teaching, cooperative learning and peer tutoring (Donnelly 2010:21).

Countries with strong track records of implementing inclusive education, such as the United States and Australia, have adopted this model for a long-time. Nguyet and Thu Ha (2010:8) argue that as a long term goal, countries should work towards promoting inclusive education as a compulsory subject in pre-service training programs. In countries where such courses are not yet compulsory, developing a teaching module or unit in inclusive education in lieu of changing the entire curriculum can be an effective first step. Catholic Relief Services Vietnam has successfully developed inclusive education modules that are used at some teacher training colleges and universities. At the same time staff continues to work with the Ministry of Education and Training to advocate for compulsory inclusive education modules in all training curricula as a future goal.

In light of adopting this strategy of pre-service training programmes that are already working in many countries, the Kingdom of Swaziland adopted a 3 year project funded by the European Union which was to run between the years, 2009-2011

focusing on professional development for pre-primary and primary school teachers on inclusive education. By the year 2012, Bachelor of Education in Special and Inclusive Education was introduced at the Southern Africa Nazarene University, 3 year degree focused on preparing teachers to be able to handle diversity in their classrooms (Nxumalo & Lukhele 2011:18).

Moreover, in view of pre-service teacher training, inclusive education courses are currently offered in the three teacher training colleges in Swaziland, namely, Ngwane, Nazarene and William Pitcher Teacher College.

#### **2.8.4 Providing Collaborative Experiences to Pre-service Teachers**

It is imperative to expose in –training teachers to settings that will prepare them for work in the inclusive classroom. According to Whitworth (1999:6) some prior preparation can be given in the classroom through simulation and role-playing. But, beyond that, the prospective teacher should be given the opportunity to observe and work in collaborative inclusive situations. This requires that the pre-service preparation include multiple opportunities for the prospective teacher to observe and work in actual classrooms where inclusive practices are being implemented. More than this, pre-service teachers should also participate in other activities in the school that promote inclusive practices. This includes collaborative planning and problem solving activities, as well as curriculum adaptations and modifications (Whitworth 1999:6).

#### **2.8.5 In-Service Training Programs**

In-service training includes professional development for teachers who are already working in the classroom (Nguyet & Thu Ha 2010:10). In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education. Teachers in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. In-service training programs offer a Pre-school particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs. Inclusive education methods are child-centred, employing active and participative learning techniques that improve teachers' capacity to teach children both with and without disabilities.

Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and discrimination among children. Regardless of whether countries have adopted inclusive education as a national mandate or are still in the pilot stages, this type of training will have a positive impact on all teachers and children in participating schools (Nguyet & Thu Ha 2010:11).

The Ministry of Education and Training (2011:18) states it as one of its fundamental goals to develop and facilitate capacity building programmes for teachers, including pre-service and in-service teaching. In-service workshops for teachers already working in Swaziland schools are of utmost importance especially because most teachers in the country's schools today graduated long before inclusive education was provided as one of the courses in the syllabus of the University of Swaziland and the country's teacher training colleges.

The Ministry of Education and Training in Swaziland facilitates in-service teacher trainings via the Special Education Unit office. These workshops are conducted regionally and inclusive education inspectors are facilitators. It is notable though that due to lack of resources and adequate trainers from the ministry of education, the in-service endeavours are not as far-reaching as the ministry of education would like.

#### **2.8.6 Teacher Cooperation/ Developing a Network of Teachers**

Throughout the world the importance of teacher training is certainly emphasized and the concept of in-service teacher training is further stretched out in more plausible ways that are currently not used in Swaziland. European Union member states and the European Commission for instance have strengthened their political co-operation through ET2020 – the strategic framework for co-operation in education and training (Donnelly 2010:14). This programme is credited for providing teachers with skills to manage and benefit from diversity, promoting the use of co-operative teaching and learning, and widening access and participation. Through peer-learning, member state experts can compare their specific policies with others and identify key policy questions and other factors that may be transferred to their own contexts, and thus help make their own policies more effective. Peer learning can be an effective way to encourage reflection amongst groups of student teachers.

In some countries, classroom teachers are supported by a network of inclusive education coordinators or specialist teachers, whose only job is to provide support to both classroom teachers and students with disabilities. They collaborate with regular school staff to provide technical counselling in lesson planning and provide direct support to students and teachers as well. According to Le Fanu (2005:17), key teachers worked in the context of Vietnam. This refers to groups of educators, usually school vice-principals or district education officers, who are selected based on their overall competence and interest in inclusive education. In Vietnam, key teachers were selected by district and provincial education authorities. Although they maintain their regular positions, key teachers gain additional training to provide strong technical support to classroom teachers regarding inclusive education issues.

The development of a network of key teachers is cost-effective because they are already part of the educational system and not a new set of specialists requiring additional funding. Key teachers are mostly school-based and often part of the local community, making this system more sustainable.

### **2.8.7 Project Preparation, Recruitment, and Retention for Inclusive Multicultural Education (PRIME)**

In the United States of America, Project PRIME was adopted at Abilene Christian University as a mechanism to prepare teachers for inclusive educational settings. According to Whitworth (1999:7) this initiative was funded by the Texas State Board for Educator Certification and incorporated the components of an inclusive teacher preparation program. Project PRIME (Preparation, Recruitment, and Retention for Inclusive Multicultural Education) has the following features:

- Instruction in the components of collaborative teaching;
- Instruction in teaching strategies for inclusive settings;
- Practicum experiences in inclusive settings;
- Modelling of collaborative teaching by university professors;

In its first year, Project PRIME sought to demonstrate the effectiveness and value of preparing teachers for collaborative, inclusive educational settings (Whitworth 1999:8).

### **2.8.8 Experience and Education Approach**

Experience and Education Approach is another intervention mechanism that can be used to train teachers in inclusive education. This approach could very well be categorised under pre-service teacher training strategies and in its very nature it is similar to the Individual Direct Experience Approach. Peebles and Mendaglio (2014:248) recommend that in preparing teachers for inclusive classrooms, teacher education programs should incorporate opportunities for direct experiences with students who have exceptional needs during field experiences. A recent study gathered opinions from 124 faculty members across the United States, where the majority considered field experiences to be a leading example in teacher training for inclusion (Harvey, Yssel, Bauserman, & Merbler, 2010). Not only is this the opinion of faculty members, but research also demonstrated that when teachers were asked about their most preferred methods of preparation for teaching diverse learners, they suggested that direct teaching experiences with students with special needs was favoured ( Jobling & Moni 2004).

One study of early childhood pre-service teachers found that inclusive settings for field experiences could link inclusive coursework and fieldwork (Voss & Bufkin 2011). Moreover, Rose and Garner (2010) stressed the importance of practical, school-based experiences as an addition to the theoretical base of university inclusion courses. In fact, one of the leading researchers in this area argued that field experience opportunities and direct contact with students with special needs may be the “only meaningful solution” to improve inclusion training (Loreman & Harvey 2005).

### **2.8.9 Continuous Teacher Education**

Many studies conducted on education in Latin America stress that teachers generally do not apply what they have learned during their professional development courses. This likely happens because course content appears to be too distant from teachers' realities. Professional development does not serve its purpose unless teachers are monitored and given classroom-level technical assistance for months after they complete their training (A´valos 2006).

The researcher argues that indeed the role of continuous teacher training is of critical importance to give teachers the confidence they need to teach in inclusive classrooms. Being continuously engaged by trainers through capacity building workshops in our regions works currently when curriculum and syllabus changes are being introduced to our respective schools. It is on the basis of this fact that the role of in-service training can be deemed invaluable for successful inclusion.

## **2.9 Conclusion**

This chapter explored teacher training at inclusive high school in both international contexts including countries in the southern African region and the context of Swaziland. Departmental policies on teacher training were reviewed in order for the researcher to explain the extent to which policy supports implementation of inclusive education. The literature also reviewed various ways used to identify learners experiencing learning barriers and strategies that can be used for improving teacher training for inclusive education in the Gege Branch of schools in Swaziland. The following chapter focuses on the research methodology used in the study.

## **Chapter 3**

### **Research Methodology**

#### **3.1 Introduction**

In the previous chapter, literature on teacher training for inclusivity was reviewed. The literature review first explored the theoretical framework that influenced the study. It also discussed policies by the Ministry of Education and Training in Swaziland, which govern the provisioning of Inclusive Education. The chapter further explored methods of identifying learners experiencing learning barriers and ways that can be deployed to train teachers for the purpose of successfully introducing inclusive education. This chapter describes the research process that informed this study and gives details of the choice of the research strategy and methods employed. This is followed by an explanation of the qualitative research instruments and sampling strategy used in the study. Issues of trustworthiness, ethical and legal considerations as they relate to this study are then discussed.

#### **3.2 Research approach and design**

The approach selected for this study is the qualitative. The selection is based on the nature of the research problem and the characteristics of qualitative research that are applicable to this research. A qualitative approach allows the researcher to gain in-depth understanding of social realities and derive a comprehensive portrait of a range of human endeavours, interactions, situations and perceptions (Zollers & Ramanathan 1999:158).

According to Creswell (2003: 179), in qualitative research the researcher seeks to examine an issue related to oppression of individuals, which in this study is inadequate training of educators in teaching and learning in inclusive schools. The research problem for this study requires an examination and an understanding and description of the phenomenon under investigation, the situation regarding teacher training at inclusive high schools in Swaziland, in the Gege branch of schools. According to Booyse (1999:25), a qualitative study should be conducted in the natural settings; the research process should be inductive, and the researcher should be the 'main instrument' in the research process. This is why the researcher considered this research paradigm as appropriate for this study.

According to Merriam (2002:29), a qualitative study employs an inductive strategy, which is not based on predetermined or preconceived ideas but on perspectives that emerge from the data itself. This is the same quality the researcher aimed to achieve in order to try and eliminate bias. Moreover, the researcher chose the qualitative methodology because it allows participants to express themselves, their thoughts and experiences as they are human beings with opinions and their own take on issues.

The researcher has used a case study design in this research. This is because according to Johnson (2006), a case study research allows the exploration and understanding of issues whilst providing holistic and in-depth explanations of the social and behavioural problems in question. In this regard, the case study format was considered suitable because it allowed for the in-depth exploration of teacher training at inclusive schools in Gege branch, Swaziland.

### **3.3 Data collection tools**

As indicated previously (refer 1.7.2), various tools are used in gathering information in qualitative studies, inter alia, observation, in-depth interviews, questionnaires, document review, and the use of audio-visuals materials (Creswell 2002:144). In this research study, face to face interviews were conducted and documents were analysed. These tools are discussed in detail below (refer 3.5.1 and 3.5.2).

### **3.4 Population and sampling**

Population refers to a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher 2010: 129). The target population of this study is high school teachers in the Gege branch of schools. There is a total number of three high schools in the branch. The Gege Branch was selected because it is, like the rest of the country, one of the branches earmarked to mainstream inclusive education. Sampling was done on the population of teachers from two schools selected as the case study of the research.

Sampling according to Trochim (2006) is the process of selecting units from a population of interest so that by studying the same we may fairly generalise our

results back to the population from which they were chosen. A researcher may use various forms of sampling techniques such as random sampling, probability sampling, proportional, systematic, cluster, convenience and purposive sampling amongst others (Creswell 2005:204).

Purposive sampling has been used in this study. This method of sampling involves the deliberate selection of a small number of information-rich cases from a larger population for in-depth study (McMillan & Schumacher 2010: 399). McMillan and Schumacher (2006:401) argue that purposeful sampling is used to increase the utility of information obtained from a small sample which is the case with this research study. There are fourteen (14) selected teachers from a population of sixty teachers: seven (7) participants at school A and 7 at school B. The teachers interviewed comprised teachers who were new in the field (with less than one year's teaching experience) as well as those who have been teaching a minimum of at least five years. The selection of novice teachers alongside experienced individuals was purposely done because they represent different eras in teacher training. Recent graduates were selected to represent teachers who were likely to have received inclusive education training at college or university. This is in light of the fact a three year Inclusive Education degree was introduced at Southern Africa Nazarene University three years ago (year) whilst more experienced teachers represented teachers who are likely to have never received pre-service inclusive education training but ought to have got in-service training.

### **3.5 Data collection**

Data collection refers to the process of gathering and measuring data on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis, and evaluate outcomes (Sage 2006). There are various instruments of gathering data in qualitative studies, inter alia, observation, in-depth interviews, questionnaires, document review, and the use of audio-visuals materials (McMillan & Schumacher 2010: 343) . Two qualitative data-collection instruments were used in this study, namely, interviews and document analysis.

### **3.5.1 Interviews**

Interviewing refers to a meeting of persons to exchange information through questions and response, resulting in communication and joint construction of meaning about a particular topic (Janesick 2004: 72). There are various types of interviews in qualitative research including structured interviews, semi-structured interviews, unstructured interviews, informal interviews and focus groups interviews. For this research, the researcher has selected semi-structured interviews. According to Johnson (1994:43), semi-structured interviews are initiated by the interviewer, with a view to gathering certain information from the person interviewed. These were conducted face to face with individual teachers. The researcher asked a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule attached in the appendix section of this research. According to Kumar (2005: 109) the main advantage is that semi-structured interviews provide uniform information, which in turn ensures the comparability of data. Another benefit from using semi-structures interviews according to Johnson (1994:43) is that it defines the line of inquiry while allowing for probing and clarification as it allows the researcher control over the line of questioning.

During interviews the questions were open-ended to allow the researcher to draw more elaborate information by asking further questions whenever it was necessary. According to McMillan and Schumacher (2010:355), in-depth interviews use open response questions to obtain data on participants' meanings, which is how individuals conceive their world and how they explain or make sense of the important events in their life. Face-to-face interviews enabled the researcher to gather information about the situation regarding teacher training at inclusive high schools in Swaziland, Gege branch of schools. Approximately thirty minutes long interviews were conducted after working hours and during teachers free teaching periods until all the respondents selected were interviewed. The researcher used digital recording devices to record the interviews and then interviews were transcribed by the researcher.

### **3.5.2 Document review**

McMillan and Schumacher (2010: 367) describe documents as printed or written records of past events. Documents maybe presented in different forms such as a written document, a painting, a monument, a statistical table, film or video. Document analysis was used so as to get a picture of what is happening in the Gege branch of high in as far as teacher training for inclusive education is concerned .There are several types of document analysis, some qualitative and some quantitative including content analysis. Qualitative data analysis includes disclosure analysis, semiotics, interpretative analysis and conservation analysis to mention a few (Ratcliff 2011: 4). Best & Kahn (2006:201) reiterate that documents are valuable sources for supporting the findings made through other research methods such as interviews and observations.

The policy documents reviewed were the Swaziland Education Sector Policy (2011) and the Inclusive Education: Responses, Challenges and Prospects for the Kingdom of Swaziland Report (Nxumalo & Lukhele 2011). The other document reviewed was teachers' qualifications registration form. These are written departmental policy documents that were found in the schools which outline various interventions the Ministry of Education and Training has put in place in order to improve provisioning of inclusive education in mainstream schools in the country. The documents reviewed for this study gave information which complemented information gathered through interviews. For instance teachers' qualifications registration forms provided evidence regarding how many of the interviewed participants had been trained and had not been trained in inclusive education. This is information which also came up during the interview. Policy documents reviewed shed some light into how far the government of Swazialnd has made progress in as far as promulgating inclusive education policies is concerned.

### **3.6 Data Analysis**

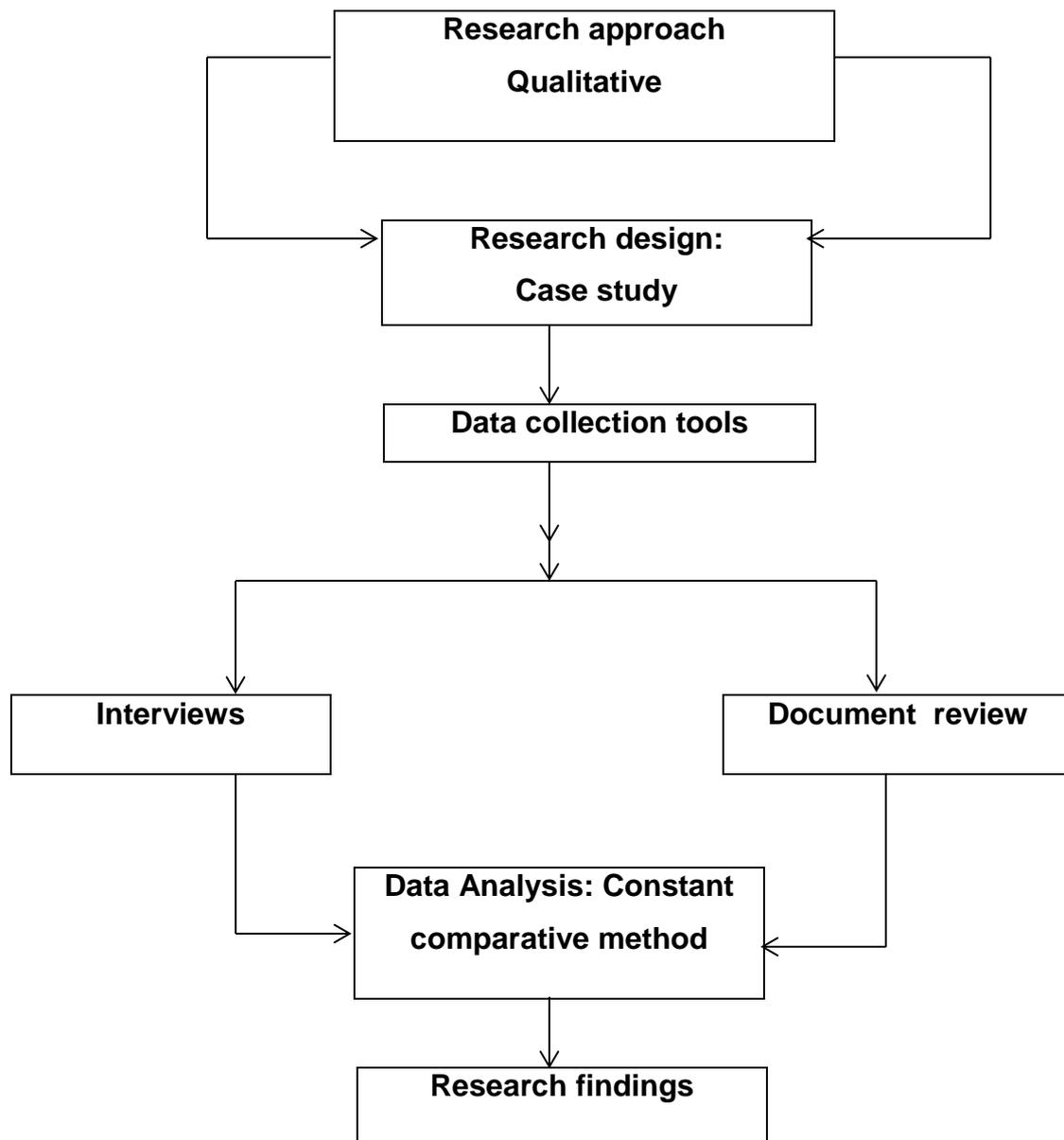
According to De Vos, Strydom and Delpport (2011:335) data analysis is a method of categorising, ordering, manipulating and summarizing data to attain answers to a specific research question. A number of methods can be used to analyse qualitative data including: typology, grounded theory or constant comparison. There is also

matrix/ logical analysis, which predominantly involve use of flow charts and diagrams. Other qualitative data analysing methods include; metaphorical analysis, hermeneutical analysis, discourse analysis, semiotics, content analysis, phenomenology/heuristic analysis and narratology (Ratcliff 2011:1).

The constant comparative data analysis method used in this study was originally developed for the use in grounded theory methodology, and is now applied more widely as a method of analysis in qualitative research. It requires the researcher to take one piece of data for instance (one interview, one statement or one theme) and compare it to all other pieces of data that are either similar or different. During this process, the researcher begins to look at what makes this piece of data different and/or similar to other pieces of data (Sage 2006). This method of analysis is inductive, as the researcher begins to examine data critically and draw new meaning from the data rather than a deductive approach which defines at the outset what will be found (McMillan & Schumacher 2010: 367).

Using the constant comparative method makes the achievement of a complex theory that corresponds closely to the data, since the constant comparisons force the analyst to consider much diversity in the data. Diversity means that each incident is compared with other incidents, or with properties of a category. This mode of comparison is in contrast to coding for crude proofs; such coding only establishes whether an incident indicates the few properties of the category that are being counted (Glaser 1992).

The process of data analysis begins with recording of data. Data is then transcribed, after which it is coded and unitised. Once the data has been coded it is put into categories and then themes that emerge from this becomes the findings of the study. Interviews were conducted with a selected number of teachers in the participating schools. Letters were used to identify and to refer to participants without mention of their real names to ensure confidentiality. Responses for all the questions were presented in a tabular form. The researcher wrote interviewees' responses to each question in verbatim and grouped them according to a common pattern (see table 4.3). Figure 3.1 summarises the research strategy and methods used in this study.



**Figure 3.1 Diagrammatic summary of research strategy and methodology.**

### **3.7 Data storage**

Storing data is a way to safeguard your research investment as data may need to be accessed in future to explain or augment subsequent research (Uerogen University 2012). The collected data in the form of voice interviews and transcribed text are stored as soft copies on multiple computers and password protected. The information shall also be protected from loss by writing them into physical CD as well as printed to keep as hard copies, kept on files and locked safely for over a period of over 5 years. The researcher may need this data for future studies as well.

### **3.8 Issues of trustworthiness**

In qualitative research, validity or trustworthiness is achieved through dependability, credibility, transferability and conformability. The trustworthiness of interpretations and findings are dependent on being able to demonstrate how they were reached (La Blanca 2004). The significance of trustworthiness therefore is that it cements the validity and credibility of findings of a study while also providing checks and balances to maintain acceptable standards of scientific inquiry (Bowen 2005:214). These will be dealt with in turn in this sub-section.

#### **3.8.1 Credibility**

Credibility refers to the extent to which the results approximate reality and are judged to be accurate, trustworthy and reasonable (McMillan & Schumacher 2010: 102). To ensure that credibility was achieved the researcher conducted in-depth interviews with teachers who volunteered to be participants. Interviews allowed the researcher to gather as much information as possible, after which the respondents were able to discuss their views. The researcher spent two days per week for two weeks with the participants so as to build trust and confidence. This is called prolonged engagement (McMillan & Schumacher 2010: 102).

#### **3.8.2 Transferability**

Zhang and Wildemuth (2009:1) describe transferability as the extent to which the researcher's working hypothesis can be applied to another context. It is not the researcher's task to provide an index of transferability; rather, he or she is responsible for providing data sets and descriptions that are rich enough so that other researchers are able to make judgments about the findings' transferability to different settings or contexts. It was hoped that the views and experiences of the teachers who were interviewed represented the views and experiences of other teachers in the Gege branch of schools regarding teacher training for inclusivity. It was ensured that data was supported by sufficient evidence.

### **3.8.3 Dependability**

According to Bradley (1993: 437) dependability refers to the coherence of the internal process and the way the researcher accounts for changing conditions in the phenomena. In a bid to attain dependability, the researcher used interviews and document analysis to explore the situation regarding teacher training at inclusive high schools in Swaziland, Gege branch of schools.

### **3.8.4 Conformability**

Conformability means the extent to which the characteristics of the data, as posited by the researcher, can be confirmed by others who read or reviews the research results (Bradley 1993:437). The major technique for establishing dependability and conformability is through audits of the research processes and findings. Dependability is determined by checking the consistency of the study processes, and conformability is determined by checking the internal coherence of the research product, namely, the data, the findings, the interpretations, and the recommendations.

To ensure conformability the researcher took personal field notes about his feelings, attitudes, and reactions to minimise possible bias and preconceived ideas about the situation regarding teacher training at inclusive high schools in Swaziland, Gege branch of schools.

## **3.9 Ethical and legal issues**

The researcher was fully aware of the ethical and legal obligation he had to the study and participants as well. The obligations include: full disclosure of the study to participants, voluntary participation of respondents, informed consent, avoiding exposing participants to risks. Researchers also have an obligation to protect the privacy of participants hence the need to pay attention to practices such as; anonymity, confidentiality and appropriate storage of data (McMillan & Schumacher 2010: 121).

To uphold ethical and legal issues, the researcher first obtained permission to conduct research from the department of education attached in the appendix section of this research study. Research permission was sought from the Research Ethics committee of the College of Education at the University of South Africa (UNISA).

Permission was also sought from schools principals and teachers participating in the study to conduct research in their schools. The researcher explained to participants that participation was voluntary and that if they needed to withdraw it was within their right. Participants signed informed consent forms. The researcher explained to the participants the objectives of the study and why they were chosen. The benefits of the study were explained to participants and the researcher also took questions from participants in relation to the study. The researcher's research questions were designed in such a manner that they did not violate the rights of informants and sensitive questions were avoided. Participant's confidentiality was ensured by keeping their identities anonymous. Information provided and personal names did not appear on research documents but rather numbers of identification were be used.

Plagiarism is the scholarly crime of using an author's work without acknowledging the author (McMillan & Schumacher 2010: 121). All works by various authors used in this research will be duly acknowledged and mentioned. The permission letters from the education department and schools have been attached as appendixes.

Conceptually and historically, internet research ethics related to computer and information ethics includes such ethical issues as data privacy and confidentiality, integrity of data intellectual property issues and professional standards (Standford University 2001). Just like any published and/ or unpublished academic work internet research ethics require following the prescribed professional acknowledgement and referencing techniques, confidentiality, privacy and all professional integrity meeting institutional review board standards of various institutions of learning.

The Internet allows consumers, businesses, and industry to do many new things in unique and efficient ways. The technology around which it is built is also changing and advancing rapidly. A source of concern is that the legal and ethical developments regarding the Internet are not able to keep up with the fast pace of

technological change (Ethicssage 2011). Questions about appropriate use, ethical and legal responsibilities can be grouped as follows:

- protection of intellectual property
- prevention of fraud
- protection of freedom of expression versus problems of defamation
- protection of privacy
- control of Internet indecency versus free speech

This research duly complied with internet ethical issues. The researcher acknowledged all work sourced from the internet and the original authors were cited to guide against committing plagiarism.

### **3.10 Conclusion**

This chapter discussed the research design and methodology employed in the study including population and sampling, data collection; interviews, observation and document reviewing. The chapter also discussed data analysis, data storage, issues of trustworthiness and the ethical and legal issues considered whilst this conducting the research study. The next chapter will present the data and give a detailed data analysis.

## **Chapter 4**

### **Data Analysis and Presentation of Findings**

#### **4.1 Introduction**

The previous chapter described the methodology used to achieve the research goals. The research strategy was explored, followed by an explanation of the qualitative research methods, population and sampling used in the study. Data collection methods and data analysis instruments have also been discussed. Moreover, issues of ethical and legal considerations and trustworthiness have been addressed in the previous chapter. This chapter presents the findings which are guided by the purpose of the study and research question. A brief background of the data collection methods and analysis process is discussed including data coding and unitisation, categorisation of units and presentation of emerging themes. Table 4.3 below presents a summary of the findings of the study.

#### **4.2 Data collection and analysis process**

The aim of this study was to investigate the situation regarding teacher training at inclusive schools in Swaziland, Gege branch of schools. The researcher analysed the collected data descriptively and interpretively (see 3.2). Findings were organised according to the study's research questions as described previously (see 1.5) which helped to guide the analysis in line with the study's objectives previously stated (see 1.6) as follows:

- To describe the governmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland.
- To determine barriers in the implementation of inclusive education in schools in Gege branch, Swaziland.
- To explore how teachers at inclusive schools in Swaziland have been trained in the identification of learners with learning challenges.
- To ascertain mechanisms that can be used to improve teacher training for inclusive education in schools in Swaziland.

As previously discussed in chapter 3 (see 3.5), data collection was done via individual face-to-face interviews with teachers from Magubheleni High School and Eric Rosenberg High schools. Documents containing information regarding teacher training for inclusivity were also reviewed. The documents included teachers qualifications register and departmental policy documents supporting implementation of inclusive education. A total of fourteen teachers were interviewed from both participating schools.

Participants were both male (10) and female teachers (4), all qualified high school teachers, employed by the Ministry of Education and Training on a permanent basis in their schools. Some teachers are diploma holders whilst others are degree holders and their teaching experience varies from four to twenty years. Participants have been represented by letters A to N under the teacher section of Table 4.1 below. The names of the teachers are known but letters have been used to protect their identities and ensure confidentiality.

**Table 4.1: Profile of teachers**

Teacher	Qualification	Teaching experience	Age
A	Secondary Teachers' Diploma	6	32
B	B. A Humanities Post Graduate Certificate of Education	10	36
C	Secondary Teachers' Diploma	15	40
D	Secondary Teachers' Diploma	5	25
E	B. A Humanities Post Graduate Certificate of Education	20	54
F	B. A Humanities Post Graduate Certificate of Education	12	42
G	B. A Humanities Post Graduate Certificate of Education	12	40
H	Secondary Teachers' Diploma	10	31
I	Secondary Teachers' Diploma Bed Inclusive Education	6	27
J	B. A Humanities Post Graduate Certificate of Education	4	24
K	B. A Humanities Post Graduate Certificate of education	11	35
L	B. A Humanities & PGCE	14	46
M	Secondary Teachers' Diploma	8	37
N	B. A Humanities & PGCE	17	48

The individual teacher profiles were grouped showing age, experience and qualifications. The aim was to summarily give number of teachers with relevant qualifications in inclusive education. The summary of teacher profile is presented in Table 4.2 below.

**Table 4.2.** Summary of teacher profiles

<b>Age</b>	<b>Teaching experience</b>	<b>Qualification</b>
20-29 (2)	1-9 (5)	BED Inclusive Education (1)
30-39 (6)	10-19 (8)	Secondary Teacher's Diploma (5)
40-50 (5)	20-29 (1)	B.A Humanities + Post Graduate Certificate (8)
50-60 (1)		

All interviews with participants were conducted by the researcher during times that were suitable and comfortable to the participant teachers. Other participants were interviewed on weekends and after school hours when they had free time to answer the research interview questions.

### **4.3 Unitising, categorising and formation of themes**

This research study is qualitative. The data analysis method used was the constant comparative approach. During data processing and analysis various concepts were used including data coding, categorising, data unitising, patterning and forming data themes. These concepts are explained as follows:

#### **4.3.1 Coding and Unitising**

According to Lee (2007: 3), for the first step of the data analysis, the researcher has to read and reread writing down the emerging categories in a form of a paraphrase, phrase, heading or label that describes what the respondents try to say and what the

researcher thinks of as important. This process is called data coding (Mertler 2006: 3). Coding requires the researcher to reduce the volume of information collected in order to identify and organize the data into important patterns and/ or themes hence the coding of the collected data became the first step to data analysis to this study.

The data collected during this research study was coded under the various research questions the study sought to answer and the coded data has been attached as Appendix D of this research. The coded and unitised data was further organised into important categories discussed below. A list of interview units has been attached in the appendix section as Appendix H.

#### **4.3.2 Categorisation of units**

According to Chenail (2008: 1) categorisation is a major component of qualitative data analysis by which researchers attempt to group patterns observed in the data into meaningful units or categories. In this study, the researcher categorised data by studying the units of data under each research question asked. In some instances participants' views were similar leading to formation of one category and when responses to similar question yielded varying points of view, categories increased.

A list of categories has been attached as Appendix J. Themes that emerged from the categories are discussed in 4.4.3 below.

#### **4.3.3 Themes**

According to Bryman (2012:580) a theme can be defined as a category identified by the data analyst through his/ her data that relates to his / her research focus. A theme builds on codes identified in transcripts and/ or field notes that provide the researcher with the basis for a theoretical understanding of his or her data that can make a theoretical contribution to the literature relating to the research focus. Themes may include knowledge, beliefs, experiences, or opinions that the respondent was trying to communicate in response to the researcher's questions (Lee 2007: 3).

Bryman (2012:580) further explains that when searching for themes it is recommended that one should look out amongst other things for the following:

- Repetitions: topics that recur again and again
- Indigenous typologies or categories: local expressions that are either unfamiliar or are used in an unfamiliar way
- Transitions: the way in which topics shift in transcripts and other materials
- Similarities and differences: exploring how interviewees might discuss a topic in different ways or differ from each other in certain ways or exploring whole texts like transcripts and asking how they differ.

In order to obtain the themes throughout this research, the researcher used the steps described above including reviewing data repetitions on the same questions that occurred again and again as well as similarities and differences that emerged. These themes that emerged became the findings of this study which are further discussed in detail in chapter 5. A list of the themes that were captured during data analysis has been included in this research study as Appendix K.

Units, categories and themes that emerged according to the questions of the study are presented in Table 4.3 below. The themes in the third column of the table serve as the findings of the study. The findings also answer the research questions asked earlier on in Chapter one of the study.

#### **4.4 Presentation and Analysis of Findings**

The table 4.3 below has provided a summary of the findings and results for the study done through unitising, categorising and presenting themes that emerged when participants responded to the research interview questions. Below the results have been explained in greater detail and supported with verbatim quotations from participants, see (4.4.1 to 4.4.4).

**Table 4.3: Units, categories and themes that emerged during data analysis**

<b>1 Teachers' understanding of Inclusive Education and understanding of departmental policy on inclusive education</b>		
<b>Units</b>	<b>Categories</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>• Inclusive education is the inclusion of all learners in the lessons</li> <li>• Education for all learners regardless of disability</li> <li>• Non-discrimination of learners in class</li> <li>• Accommodation of all learners</li> <li>• Giving equal opportunities to all</li> <li>• Inclusion of learners with disabilities and challenges</li> <li>• Involvement of learners with special needs</li> <li>• I do not know</li> <li>• Never heard of any departmental policies</li> <li>• Not aware of policies on teacher training</li> <li>• There is no policy on teacher training</li> <li>• Government has policy based on Education for All</li> <li>• Government has adopted UN Convention for people with disabilities</li> <li>• There is something on Inclusive education and there are personnel for it</li> <li>• Government has introduced free primary education</li> <li>• Not heard of the policy</li> <li>• Not aware of policies on teacher training</li> <li>• Heard about it but no idea how it works</li> <li>• Not sure of teacher training provision in the policy</li> <li>• There are no specific policies</li> </ul>	<p>Education of all learners regardless of disabilities and learning challenges</p> <p>Inclusion of learners with disabilities</p> <p>Teachers are not aware of any departmental policy on teacher training</p> <p>Some teachers are aware of available policies on teacher training</p> <p>Teachers are not aware of the availability of policies</p>	<p>Teachers have different understanding of Inclusive education, while some are unaware of the departmental mental policy regarding teacher training for inclusivity at inclusive schools in Swaziland.</p>
<b>2. Barriers in the implementation of inclusive education</b>		
<ul style="list-style-type: none"> <li>• Big numbers of learners in classrooms</li> <li>• Overcrowded classes</li> <li>• Teacher cannot cater for the needs of all learners</li> <li>• Completion of syllabus is slowed down by workload</li> <li>• Curriculum is not inclusive</li> <li>• Lack of resources and equipment for the disabled</li> <li>• Infrastructure not catering for the disabled</li> <li>• Teachers lack competence to deal with learners experiencing challenges</li> <li>• Teachers are not adequately trained in dealing with learning challenges</li> <li>• Teachers' inability to identify learners with learning challenges</li> <li>• Teachers have negative attitude towards teaching learners with disabilities and learning challenges</li> </ul>	<p>Teachers have problems of big numbers of learners</p> <p>Lack of resources and un inclusive curriculum</p> <p>Teachers do not have competence in dealing with learners experiencing learning challenges</p>	<p>Un-inclusive curriculum, big numbers of learners, lack of resources and teachers' lack of competency are barriers in the implementation of inclusive education.</p>
<b>3. Training in inclusive education and identifying learners with learning challenges</b>		
<ul style="list-style-type: none"> <li>• Not trained at all</li> <li>• Have not received training</li> <li>• Not trained at college</li> <li>• Not at all</li> <li>• Not trained in my teaching career</li> <li>• Just introduced to inclusive education</li> <li>• Just taught about the meaning of inclusive education at college</li> <li>• Touched on it in my psychology studies</li> <li>• I am now studying inclusive education at university</li> <li>• I was given an overview of inclusive education in my guidance and counselling studies</li> <li>• Taught about dealing with learners with vision problems</li> <li>• Taught to be observant of strange signs in children's behaviour</li> <li>• Not trained, just learnt informally</li> <li>• Not sufficiently trained</li> <li>• Just trained in psychology class</li> <li>• Trained to observe learner behaviour</li> <li>• I identify them without training</li> </ul>	<p>Teachers were not trained in inclusive education</p> <p>Teaching received by teachers was not intensive</p> <p>Content learned in identification of learners with challenges is shallow</p>	<p>Teacher training in inclusive education is inadequate, and training in identifying learners with challenges is inadequate properly structured</p>
<b>4. Intervention mechanisms</b>		
<ul style="list-style-type: none"> <li>• Universities and colleges should offer inclusive education programmes.</li> <li>• Introduction of part-time studies at universities.</li> <li>• Teacher training courses to include inclusive education</li> <li>• Internships to be introduced for inclusive education students.</li> <li>• In-service training for teachers</li> <li>• Offer pre-service training for teachers</li> <li>• Workshops for all teachers</li> </ul>	<p>Institutions of higher learning should offer inclusive education</p>	<p>Introduction of adequate inclusive education courses at institutions of higher learning and staff development in inclusive education</p>

#### **4.4.1 Teachers have different understanding of Inclusive education, while some are unaware of the departmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland.**

Teacher's responses to the question on what is departmental policy regarding teacher training for inclusivity revealed that teachers were largely unaware of such a policy. This means that generally teachers are unaware of government's efforts to train teachers for inclusivity. One of the responses was:

*"what I can say is I have never heard of this Ministry of Education's inclusive education policy regarding teacher training that you are asking me about. I'm just blank as far as inclusive education is concerned."*

Probing teachers further on their knowledge of departmental policy regarding teacher training for inclusivity, most teachers mentioned that they had heard on national radio and on print media government's intention to mainstream inclusive education but details on teachers were to be trained weren't available anywhere. For instance another participant had this to say:

*"Well, to be honest with you, I haven't come across the policy itself but there is a talk amongst the stakeholders of education that there should be a policy in relation to inclusive education."*

A majority of teachers responded that they were not aware of departmental policy regarding teacher training for inclusivity.

Other respondents seemed to think that the Swaziland Constitution (2005) is the piece of legislation responsible for teacher training for inclusivity whilst other respondents mentioned the Education for All Plan of Action (2000). Whilst the constitution of the country calls for equal education opportunities for all children in the country, it does not make provisions for teacher training for inclusivity nor does the Education for All Plan of Action. This researcher argues that there are policies that do address issues of teacher training such as the Swaziland Education Sector Policy (2011) which most teachers were unaware of. It was noted by the researcher that one respondent who is currently being trained was able to identify some departmental policies that govern teacher training for inclusivity such as the adoption of the UN convention for the people with disabilities. This policy amongst others has seen the Southern African Nazarene University introduce inclusive education at the

The first question asked teachers to define inclusive education according to their understanding of the concept. Teacher's responses showed that they are aware of what inclusive education is. Some teachers were just not aware at all what inclusive education is. For instance, respondent E said that he understood inclusive education as:

*"Learners with disabilities having challenges with learning."* Another teacher commented that it is, *"the education of all children in schools regardless of their learning capabilities."*

According to Department of Education (2001: 17) inclusive education entails acknowledging that all children and youth can learn and that all need support. Moreover it states that inclusive education is about changing attitudes, behaviour teaching methodologies, curricula and the environment to meet the needs of all learners. Albeit, teachers have a diverse understanding of inclusive education hence they give various definition to it.

Respondent C described inclusive education as follows:

*"It is whereby every child should not be discriminated upon. They should be given the opportunity to learn, which means schools should give them the opportunity, they should not sent them back because of certain disabilities they*

*should be allowed to have access to education. They should not be deprived the opportunity to receive education.”*

This response shows that teachers are aware that inclusive education is against discrimination and exclusion of learners based on disability of any kind hence the call to educate every learner in their local schools.

Another teacher said:

*“I understand that inclusion of learners is educating all learners whether they have disabilities or no physical disability as we know that everyone has impairment one way or the other. Another thing is that it is educating learners so as to achieve at their full potential because everyone has a limit but, it is to help each and every one to achieve at full potential. That is my understanding now of inclusion.”*

This response is encompassing of the requirement stated in Department of Education (2001: 17) which states that inclusive education focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs.

#### **4.4.2 Un-inclusive curriculum, big numbers of learners, lack of resources and teachers’ lack of competency are barriers in the implementation of inclusive education**

Teachers’ responses revealed that there are plenty of challenges they face regarding implementation of inclusive education in their schools. Respondent A for instance had this to say:

*“Teaching in a class with big numbers and having learners who experience learning challenges does slow down the teaching and learning process. At the end of the day syllabuses may not be completed at schools.”*

Teachers viewed inclusive education efforts as being stifled by large number of learners they are currently teaching in their classrooms. Teachers’ argument in this regard is that it becomes very difficult to cater to every child’s individual needs in a big classroom set up and still be able to meet other demands such as test schedules, piles of marking and constant evaluation. Most teachers complained that

a majority of their classes had more than forty students per classroom, which which is more than the official student –teacher ratio stipulated by the Ministry of Education and Training. To this end it can be argued that indeed classroom were overcrowded as some teachers asserted.

Other teachers observed that the large numbers of students per class can perhaps be attributed to inflexibility of the curriculum. Respondent A reiterated that,:

*“The curriculum used itself is not inclusive as it doesn’t take into consideration activities teachers and learners ought to do due to learning challenges and barriers that maybe present in inclusive classrooms.”*

It was felt not appropriate that the Ministry of Education and Training is mainstreaming inclusive education but still using a curriculum that was not designed to be inclusive. This argument by teachers seems valid by teachers because a curriculum needs to take into consideration teaching methods, lesson planning and lesson structures, assessment methods. Since the current curriculum does not recognize the diversity of learners and their needs in the classroom then indeed it does hinder efforts towards inclusion.

Another respondent noted the lack of facilities in the school as a challenge in implementing inclusive education in his school. Respondent B observed that:

*“the school lacks facilities to cater for learners with disabilities whilst changes in school buildings have not been done to accommodate learners with physical disabilities such as learners in wheel chairs.”*

However, respondent H submitted that lack of training in inclusive education makes it hard for a teacher to be in a position to support a learner with learning challenges even if the teacher can identify a learner’s problem area. She further noted that a learner can be identified to be having a learning challenge but if parents do not have the resources it becomes difficult to effectively help a child. For instance if a child has an eye problem requiring reading glasses and the parents cannot afford them, it becomes problematic. The child’s doesn’t learn for long periods and missed out in a lot of subject matter.

Other teachers felt that parents do not support them enough as well because sometimes a teacher may be able to identify a learner to be have eye sight problems for instance, which can be addressed by taking a child to an eye specialist who will recommend appropriate intervention. In such cases, teachers complain that parents are usually unable to pay for the child's medical bills, which may mean the child will not be helped for a prolonged period thus resulting in the child's eye problems becoming severe. Hence, the same effect will occur on his or her learning.

Respondent D commented that he was unable to identify learners facing learning challenges in his classroom. According to (Gwala 2006: 3), often teachers who are unable to identify learning difficulties in learners have the tendency to believe that learners are being difficult or deliberately disturb learning hence in some cases teachers end up punishing learners who in fact need help. In such cases, learners end up dropping out of school due to punishment and lack of support from their teachers (Fakudze 2012:71).

Respondent I commented that in the schools there is a problem of resources. She said:

*“For instance, there is no way we can teach learners with sight problems because we do not have braille machines so such teaching materials or resources we still do not have. Secondly the school buildings are still not adjusted to accommodate learners with disabilities who may require assistive equipment and specially designed buildings to help them move around the school.”*

#### **4.4.3 Teacher training in inclusive education is inadequate and identifying learners with learning challenges is inadequate and not properly structured**

Teachers were asked how they were trained in inclusive education. From their responses it was clear that not all teachers were trained at tertiary level nor at in-service level. There is evidence that even those who were trained were perhaps not adequately trained. The following are some of their comments:

Respondent A:

*“I can say I haven’t received any training in inclusive education.”*

Respondent B:

*“I wasn’t trained at college in inclusive education. What happened what was that we were introduced to inclusive education, simply the definition, just what it is about. We never learnt content in details.”*

Respondent J:

*“Well, I cannot say I was trained but as part of my training at college there was a topic we did on inclusive education. It was under another subject and lasted one or two months.”*

Respondent K:

*“Not at all. As part of my training at the University of Swaziland we touched on some millennium development goals which touched on the need for inclusivity in all schools in the country but we never touched on topics on inclusive education.”*

This notion is shared by Bagree and Lewis (2013: 2) who claim that teachers are often simply not trained or supported to teach children with learning disabilities which make these children among the most marginalised in terms of educational opportunity and attainment. This is affirmed by responses from most teachers interviewed in this study.

These responses by the teachers clearly show that teachers do not feel prepared enough to work with learners who have diverse learning needs. Hence, even those who did receive some degree of training complain that their training was not enough to prepare them to work in inclusive classrooms. For instance respondent G says:

*“Barely. I only got to know about inclusive education as just an overview during one of my guidance and counselling classes at the University of Swaziland.”*

This shows that there is a serious need to train teachers in the sampled schools on inclusive education methods. This is evidence that a large population of teachers in schools today have not been trained in inclusive education matters.

Teachers were further asked how they were trained to identify learners experiencing learning challenges in their classrooms. Various responses were given in response to this question but there were mixed feelings as a good number of teachers responded that they were not trained in light of them not having been trained in inclusive education at tertiary level. Other teachers alluded to the fact that identifying learners experiencing learning challenges is a skill that generally all teachers obtain during teacher training at teacher training institutions, regardless of whether the course a teacher is doing is inclusive education related or not.

Respondent C:

*“I wasn’t trained but as a teacher you must be very observant, maintain eye contact so that you can be able to spot a learner with challenges. Being observant puts you in a position to identify and help learners experiencing learning challenges.”*

Respondent E:

*“I didn’t receive any training in inclusive education. Under educational psychology we did touch on inclusive issues but I still feel that was not enough training in the subject.”*

Respondent H:

*“Of course I was trained in identifying learners experiencing learning difficulties by observing how a learner writes, how they look at what is written on the board. Basically you have to figure it out yourself when looking at the learner’s behaviour that a learner might be experiencing challenges then you can approach that learner and intervene in a way that addresses the challenge a learner has.”*

Through responses from educators on this question, it is evident that indeed many teachers maintain that they were not trained in identifying learners with challenges. Teachers argued that they were not trained in inclusive education. Hence, they were not taught how to identify learners experiencing barriers to learning. However, closely looking at teacher’s responses, the researcher can argue that it is imperative

that even those teachers who claim to have no background in inclusive education would have received training in the identification of learners experiencing learning challenges. According to Du Toit (1997), observation is the basic skill which teachers should master in order to identify learners with barriers to learning successfully. Having interacted with a lot of literature on identifying learners with learning challenges, the researcher acknowledges that indeed there are plenty methods some of which are psychological and scientific that can be used to identify learners experiencing learning problems.

#### **4.4.4 Introduction of adequate inclusive education courses at institutions of higher learning and staff development**

The final interview question asked teachers to share their thoughts on what they believed should be done to improve teacher training for inclusivity in high schools. The most common and immediate recommendation that teachers made was that the Ministry of Education and Training should ensure that at pre-service training level, all aspiring teachers receive adequate training in inclusive education.

Respondent M suggested that:

*“I think teacher training institutions should do more than introducing training teachers to inclusive education. Rather, teachers should be trained and given skills on working in inclusive classrooms. For the teachers who are already in schools who have not been trained, the Ministry of Education and Training department of education should facilitate in-service training.”*

Apart from respondent M, there were a number of other teachers who observed that during their training at tertiary level, they were only introduced to inclusive education as a concept and its benefits. Teachers X argued that they came out of college not competent in inclusive education methods.

Teachers also emphasized the need for the Ministry of Education and Training to facilitate in-service workshops to ensure that teachers in schools are not left behind in capacity building for inclusivity. Some comments from teachers in this regard included:

Respondent I:

*“What can be done with regards to training teachers already in the field is that government can provide in-service training for teachers regionally or even use teacher clusters and teacher circles that are existing. Teachers should be engaged as well in planning on how they believe these in-service training workshops can be best tailored to the needs of the classroom teaching and learning environment. Facilitators of the workshops ought to be specialists in the field as well.”*

A number of teachers shared respondent I's sentiments stressing that most teachers in schools today are the generation who, at tertiary level, did not receive training in inclusive education studies. Hence, the need to be capacitated as well.

Another suggestion for the improvement of teachers training for inclusivity was that government should fund teachers to enrol themselves at universities whether on part-time bases or even provide scholarships to those teachers who wish to persue inclusive education and special education studies in countries outside countries on full-time basis. This sentiment is also shared by Fakudze (2012: 75) whose view is that government must provide and finance in-service training for teachers, as this can empower teachers and change their attitude towards inclusive education. According to Fakudze (2012: 75), people competent and knowledgeable in inclusive education must be hired so that they provide teachers with logical and intensive training. Such experts could train teachers during their initial training and during in-service programme

Most of the teachers' submission on what should be done to improve teacher training for inclusivity centred mainly on pre-service and in-service training. Views that teachers generally had can be summed up in this thought shared by respondent F:

*“I think high school teachers have really been left out in inclusivity. So since most high school teachers train at the University of Swaziland, inclusive education courses must be offered as part of their B.Ed. degree training. All teacher training colleges must offer inclusive education courses for all students training to be teachers. Workshops should be provided to train teachers already*

*working in schools. This is important because a lot of teachers in schools currently are those who never received any training in inclusivity.”*

The importance of training is considered by teachers and principals as indispensable as without regular training, principals and teachers would be lost. This is because they did not know whether they were doing the correct thing or not. If the principal, who is the leader or the head of school for instance, is not conversant with the policy the question arises as to how she or he will support the idea of Inclusive Education. Principals are lost and frustrated when they are supposed to advise teachers on filling out support forms, because they were never trained. Thus, there is a high need for training (Mahlo 2011: 161).

The need for teacher training is further highlighted by the fact that a review of a document on teacher qualification as earlier mentioned (see 4.7) shows that out of all the interviewed teachers only one has a qualification in inclusive education.

It also transpired during document analysis that schools do not have their own policies regarding teacher training for inclusivity and implementation of inclusive education. It can be argued that this might be caused by teachers not knowing how to develop their own school policies in line with existing Ministry of Education and Training policies.

#### **4.5 Document analysis**

Documents that were analysed included a couple of policy documents that the researcher found at the schools where this research was conducted. The policy documents reviewed were the Swaziland Education Sector Policy (2011) and the Inclusive Education: Responses, Challenges and Prospects for the Kingdom of Swaziland Report. The other document reviewed was teachers' qualifications registration form.

The researcher discovered that the schools that were sampled do not possess an inclusive education policy of their own which should act as a road map and guide for the schools in their quest to mainstream inclusivity successfully. The country has adopted several international policies to which the country is a signatory such as the UN declaration on the rights of persons with disabilities, 2006 (ratified in 2012). The

researcher however did come across the Swaziland Education Sector policy (2011) in one of the sampled schools and this policy contains inclusive education policy objectives. The medium-term goals of this policy regarding inclusivity do contain strategies for teacher training such as ensuring availability of an appropriate and relevant curriculum which accommodates the needs of every learner at every level. Another mid-term goal of the policy is to ensure availability of an appropriate and relevant curriculum which accommodates the needs of every learner at every level.

This researcher noted that this policy's objectives regarding teacher training for inclusivity were further discussed in the Inclusive Education: Responses, Challenges and Prospects for the Kingdom of Swaziland Report wherein it was reported that, in 2012, the Ministry of Education and Training introduced Bachelor of Education in Special and Inclusive Education at the Southern Africa Nazarene University, a 3 year degree: focused on preparing teachers to handle diversity in their classrooms. Whilst national policy documents seem to address the issue of teacher training, schools remain without their own supporting policy documents to the national policies. The researcher noted that this lack of inclusive education policy documents in schools in fact explains the reason why most participants in 4.4.1 are not clear about the status quo with regards to governmental policy on teacher training for inclusivity. Whilst some policy documents supporting the implementation of inclusive education in the country were found in the schools, no document was recovered which directly addressed teacher training for inclusivity.

Another document reviewed was a teacher profiles document which contains teacher information and their qualifications. This document shows that in a school with thirty-one staff members there is one teacher that has a certificate or any qualification in inclusive education. In light of this finding the researcher noted that 90% of teachers that were interviewed indicated that they had never received formal and structured training in inclusive education whilst, about 40% did admit to taking some semester module on inclusive education during their training at teacher training college.

#### **4.6 Conclusion**

This chapter has presented participant responses from the interviews with regards to the research questions, objectives and aims of the study. The study revealed that

teachers have different understanding of Inclusive Education. Some teachers are unaware of the policy of the Ministry of education and Training regarding teacher training for inclusivity at inclusive schools in Swaziland. It also emerged that un-inclusive curriculum, big numbers of learners, lack of resources and teachers' lack of competency are barriers in the implementation of Inclusive Education. Teacher training in Inclusive Education was found to be not enough. Training in identifying learners with challenges is not enough and not properly structured. Documents that were reviewed showed that there are very few qualified teachers in schools to date who hold inclusive education diplomas and degrees. Furthermore, review of school documents showed that schools do not have their own policies regarding teacher training for inclusivity.

## Chapter 5

### Summary, Conclusions and Recommendations

#### 5.1 Introduction

*The previous chapter presented the findings of the study guided by the purpose of the study and research questions. Teachers' responses to questions aimed at exploring teacher training for inclusivity in selected inclusive schools in the Gege branch have been presented as data collected. The focus of this chapter is to present a summary of the research findings and also draw conclusions. The chapter also aims to identify and recommend strategies that can be used to improve teacher training for inclusivity in the Gege Branch of high schools in Swaziland.*

#### 5.2 Summary of Findings

The main aim of this research study was to explore teacher training at inclusive high schools whilst specific objectives were:

- To describe governmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland.
- To determine barriers in the implementation of inclusive education in schools in Gege branch, Swaziland.
- To explore how teachers were trained in inclusive education and identification of learners with learning challenges.
- To ascertain mechanisms that can be used to improve teacher training for inclusive education in schools in Swaziland.

In view of the research questions stated above, the following are the research findings.

- Teachers have different understanding of Inclusive education. Some teachers are unaware of the policy of the Ministry of Education and Training regarding teacher training for inclusivity at inclusive schools in Swaziland.

- Un-inclusive curriculum, big numbers of learners, lack of resources and teachers' lack of competency are barriers in the implementation of inclusive education.
- Teacher training in inclusive education is inadequate. Training in identifying learners with challenges is inadequate and not properly structured.
- Introduction of adequate inclusive education courses at institutions of higher learning and staff development in inclusive education

It also emerged as a theme under document review that there are very few qualified teachers in schools to date who hold inclusive education diplomas and degrees. Furthermore, review of school documents showed schools do not have their own policies regarding teacher training for inclusivity. These themes which served as research findings are discussed in the following chapter.

### **5.3 Recommendations**

The main aim of the study was to explore teacher training at inclusive high schools. From the data gathered during this study, it is evident that the mainstreaming of inclusive education into schools in the country has indeed been affected by inadequate training of teachers in the field. As Swaziland moves with inclusivity, the following suggestions may be considered:

- The Ministry of Education and Training should invest more in the in-service training endeavour. It is evident that a lot of effort had been put into pre-service training. Information gathered shows that inclusive education courses are now available for all training teachers at teacher training colleges. The part that needs special attention is getting teachers in schools who were never exposed during their training.
- Education authorities in the country should consider establishing District Based Support Teams to liaise with schools in teacher training and inclusive education support matters in schools.
- The curriculum should be re-designed to accommodate learning needs of children with different abilities and with diverse learning needs.

- More school resources need to be channelled towards improving infrastructure to accommodate free movement, access and participation of all learners in education. Teaching and learning materials suitable for the learning of all learners and their specific learning needs should be made available to inclusive schools.
- Scholarships should be provided for teachers wishing to pursue special and inclusive studies. Currently the country has a shortage of specialists in braille, teachers for deaf and mute learners and those trained in using assistive technology for learners with disabilities.
- The Ministry of Education and Training should collaborate on inclusive education with other countries that have successfully implemented inclusive education such as Vietnam, Kenya and Bangladesh. Consultation with successful nations could be vital for information sharing in teacher training matters and more.

#### **5.4 Recommendations for further study**

During the course of this research study the researcher became aware of other issues related to this study that maybe recommended for further study. Further research may be conducted on:

- The role of curriculum modification for the education system to accommodate learners with different abilities and learning challenges.
- A comparative study with Swaziland other countries in the region regarding how they implement Inclusive Education from policy to practice.
- Managing inclusive education in the classroom
- Teacher's Perspectives on Inclusion of Disabled Learners in Swaziland

#### **5.5 Limitations of the study**

In the process of conducting this research study the following factors became limitations:

- Swaziland has four geographical regions and the Gege branch represents only three high schools out of the 54 high schools in the Shiselweni region. This serves as a limitation to the generalisability of the findings to the region of the cluster as well as the rest of regions.
- Not a lot of research has been conducted in inclusive education let alone teacher training for inclusivity in Swaziland, therefore, there is very limited literature available.
- Teachers are busy people therefore getting the opportunity to interview them was difficult and it ended up extending the data collection period as there were several postponements and cancellation of interview appointments.

## **5.6 Conclusions**

The aim of the study was to explore teacher training for inclusivity in the Gege Branch of schools in Swaziland.

From data that was collected and analysed, it became evident that most teachers were not trained in inclusive education prior to the mainstreaming of the policy to schools, particularly high schools in the region. Data gathered revealed that there has been no in-service training for teachers who never received inclusive education training at tertiary level, which is the majority of teachers.

Positives that emerged for teacher training for inclusivity were that since the year 2012, teacher training colleges in the country introduced inclusive education modules as part of their training programmes. These teacher training colleges include: William Pitcher Teacher Training College and Ngwane Teacher Training College. Another positive the researcher gathered was that teachers indicated that inclusive education is a good policy because it aims to involve all learners and their learning needs in the achievement of education. Most teachers were not opposed to the policy, but did indicate that without training and support structures in the field, they were not confident and competent enough to work in inclusive classrooms. In closing, the researcher advises that the Ministry of Education and Training should consider implementing recommendations that have been made by this study and others in inclusive education in order to successfully and effectively mainstream inclusive education.

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## Appendix A: Letters to the schools

P O Box C403  
Hub-Manzini

02 July 2014

The Principal  
Eric Rosenberg High School  
P O Box 75  
Gege

Dear Sir

### **REQUESTING PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOL.**

I hereby request permission to conduct a research study in your school. I am an Inclusive Education Masters student at the University of South Africa (UNISA). The research topic is, "Teacher training for inclusivity at selected schools in Gege Branch, Swaziland." The study explores teacher training in inclusive education at selected high school and your school has been earmarked for it since it is within the radius of the researcher's work place.

The study is aimed at teachers from form 1 to 5 and each participant teacher shall be interviewed and recorded individually face to face. Only 7 teachers will be interviewed and an interview is expected to take a maximum of about ten minutes. Participant's identity shall be protected, participation shall be voluntary and confidentiality shall be ensured. The researcher shall collect the data within a time of two weeks. Participant's withdrawal without reprisal is also accepted. The findings of this study will assist the education ministry to effectively roll out the inclusive education programme.

To ensure school working hours are not disturbed, interviews shall be scheduled when teachers have free periods or alternative times such as weekends and after school hours depending on the time suitable to participants.

For more information my supervisor at the University of South Africa can be reached on the following contacts: email: [malalmm@unisa.ac.za](mailto:malalmm@unisa.ac.za), Tel: 0124292914 or 0832445411.

I thank you in advance for your cooperation in this regard.

Yours Sincerely

Sifiso L. Zwane- (+268 76131821)

P O Box C403  
Hub-Manzini

02 July 2014

The Principal  
Magubheleni High School  
P O Box 18  
Magubheleni

Dear Sir

**REQUESTING PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOL.**

I hereby request permission to conduct a research study in your school. I am an Inclusive Education Masters student at the University of South Africa (UNISA). The research topic is, "Teacher training for inclusivity at selected schools in Gege Branch, Swaziland." The study explores teacher training for inclusive education at selected high school and your school has been earmarked for it since it is within the radius of the researcher's work place.

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I thank you in advance for your cooperation in this regard.

Yours Sincerely

Sifiso L. Zwane- (+268 76131821)

## Appendix B: Permission letters from the schools



MAGUBHELENI ALLIANCE HIGH SCHOOL

P.O. BOX 18  
MAGUBHELENI  
SWAZILAND

Tel: (+268) 22372004  
Fax: (+268) 22372004

31 July 2014

Dear Sifiso

Re: Response to your request for research

Magubheleni Alliance High School administration is pleased to inform you that your request to conduct a research on inclusive education in our school has been accepted.

We hope the research will not only be of benefit to you but also to our school and community.

Should you need any assistance in your research, please feel free to contact us.

Yours faithfully



France M. Mabuza (Principal)

P.O Box 75  
Gege  
Swaziland

# Eric Rosenberg High School

t. | Knowledge is Power"

Tel/Fax

+26822078367  
CODE: 602

15 - 07 - 2014.

Dear Sifiso,

Re: Response to your request for research

Eric Rosenberg High school administration is pleased to inform you that your request to conduct a research on inclusive education in our school has been accepted.

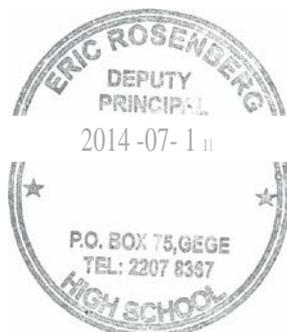
We hope the research will not only be of benefit to you but also to our school and community.

Should you need any assistance in your research, please feel free to contact us.

Yours Sincerely



Deputy Principal



## Appendix C: Letter to teachers

P O Box C403

Hub Manzini

25 August 2014

The Staff of Eric Rosenberg High School  
P O Box 75  
Gege

Dear Sir/ Madam

### **Re: Invitation to participate in a study on teacher training for inclusivity at selected schools in Gege Branch, Swaziland**

You are kindly invited to participate in a research study to be done in your school. The researcher inviting you to participate the study is an Inclusive Education Masters student at the University of South Africa (UNISA). The research topic is, "Teacher training for inclusivity at selected schools in Gege Branch, Swaziland." This study explores teacher training in inclusive education at selected high school.

The study is aimed at teachers from form 1 to 5 and each participant teacher shall be interviewed and recorded individually face to face. Only 7 teachers will be interviewed and an interview is expected to take a maximum of about ten minutes. Participant's identity shall be protected, participation shall be voluntary and confidentiality shall be ensured. The researcher shall collect the data within a time of two weeks. Participant's withdrawal without reprisal is also accepted. The findings of this study will assist the education ministry to effectively roll out the inclusive education programme.

To ensure school working hours are not disturbed, interviews shall be scheduled when teachers have free periods or alternative times such as weekends and after school hours depending on the time suitable to participants.

For more information my supervisor at the University of South Africa can be reached on the following contacts: email: [malalmm@unisa.ac.za](mailto:malalmm@unisa.ac.za), Tel: 0124292914 or 0832445411.

I thank you in advance for your cooperation in this regard.

Yours Sincerely

Sifiso L. Zwane- (+268 76131821)

## **Appendix D: Data Coding**

### **The meaning of inclusion**

- Include every learner in the lessons
- Education of all learners regardless of learning capabilities
- No child should be discriminated
- Consider all types of learners
- Education of learners with disabilities
- Education of all of all, not only disabled
- Involvement of learners with special needs
- Every child has a right to learn irrespective of disabilities
- Inclusion of learners with disabilities and challenges
- Education of normal children and children with disabilities and challenges

### **Departmental policy on teacher training in inclusive education**

- Not heard of the policy
- Not aware of policies on teacher training in inclusive education
- Heard about it but no idea what it entails
- Government has policy based on Education for All
- There are personnel to monitor Inclusive Education
- Government has adopted UN Convention for people with disabilities
- Inclusive education introduced in teacher training colleges
- Heard about the policy but not came across it

- There is policy but not sure of provision for teacher training
- There is something on Inclusive education and there are personnel for it
- No much knowledge about Education for All at public schools
- There is policy for teacher training
- Training is offered at universities
- There is no policy
- Do not know and never found it
- There are no specific policies

### **Training in Inclusive Education**

- No training received
- Not trained at college
- Only taught about the meaning at college
- Just touched on it in psychology classes
- Studying Inclusive Education at university now
- Just trained in dealing with vision problems
- Just did a topic about Inclusive Education at teacher training college
- Just got an overview in guidance and counselling classes
- Just read a little on my study module
- Just touched on it at university
- Trained in a sub-topic of a course

### **How was the training in identifying learners with learning challenges?**

- To be observant of strange signs in children's behaviour
- Not trained, just learnt informally
- In being observant to spot learners with challenges
- Not sufficiently trained
- Just trained in psychology class
- To observe learner behaviour
- I identify them without training
- Not trained at Teacher College
- Not trained
- Trained as part of educational psychology lessons
- Trained to identify learners with vision problems
- Taught to identify learners with learning challenges

### **Challenges**

- Big numbers of learners
- Completion of syllabus slowed down
- Curriculum is not inclusive
- Lack of resources for the disabled
- School buildings not convenient for the disabled
- Overcrowded classrooms
- Teacher cannot cater for needs of all learners
- Identification of learners with learning challenges

- Teachers lack competence to support learners with challenges
- Teachers have negative attitude towards disabled learners
- Disabled learners shun teachers who support them
- Teachers not adequately trained in dealing with learners with learning challenges
- Infrastructure not accommodative
- Overloaded teachers
- Lack of training and skills
- School buildings lack assistive equipment
- Lack of resources
- Teachers' progress slowed down by attending to learners with challenges
- Un-inclusive curriculum
- Un-accommodative evaluation and testing methods
- Lack of relevant equipment (devices)

Inadequate attention to learners with challenges because of other teaching activities

### **Strategies to improve teacher training for inclusivity**

- Universities and colleges to offer inclusive education
- Provision of in-service training to teachers
- Training of all teachers in inclusive education
- Workshop all teachers
- Identification of learning challenges

- Teachers should be provided with relevant equipment
- Teacher training courses should include inclusive education
- Introduction of part-time courses at colleges
- Implementation of inclusive education to be monitored
- Offer pre-service training to teachers
- Have regional teacher in-service training
- Use existing teacher clusters/ circles to train teachers

## Appendix E: Letter to the department

P O Box C403  
Hub-Manzini

12 September 2014

The Director of Education  
Ministry of Education- Swaziland  
P O Box 39  
Mbabane

Dear Sir

### **REQUESTING PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOLS.**

I hereby request permission to conduct a research study in two of your schools in the Shiselweni region. The schools are Magubheleni and Eric Rosenberg High Schools. I am an Inclusive Education Masters student at the University of South Africa (UNISA). My research topic is, "Teacher training for inclusivity at selected high schools in Gege Branch, Swaziland." The study explores teacher training in inclusive education at selected high schools and your schools have been earmarked for this study since they are within the radius of the researcher's work place.

The study is aimed at teachers from form 1 to 5 and each participant teacher shall be interviewed and recorded individually face to face. Participant's identity shall be protected, participation shall be voluntary and confidentiality shall be ensured. Participant's withdrawal without reprisal is also accepted. The findings of this study will assist the education ministry to effectively roll out the inclusive education programme particularly pertaining to teacher training matters.

To ensure school working hours are not disturbed, interviews shall be scheduled when teachers have free periods or alternative times such as weekends and after school hours depending on the time suitable to participants. Administrators for both schools have been approached for permission to conduct this research in both schools and they are willing to allow it. The researcher is however aware that the ultimate decision to grant permission for conducting a research study must come from your dignified office.

For more information kindly contact my supervisor at the University of South Africa: email: [malalmm@unisa.ac.za](mailto:malalmm@unisa.ac.za), Tel: +27124292914 or +27832445411.

I thank you in advance for your cooperation in this regard.

Yours Sincerely

Sifiso L. Zwane- (+268 76131821)

## Appendix F: Research clearance certificate



### Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

**SL Zwane [45872600]**

for a M Ed study entitled

**Teacher training for inclusivity at selected schools in Gege Branch, Swaziland**

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

## **Appendix G: Interview schedule with teachers**

1. What do you understand by inclusivity?
2. What is your understanding of departmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland?
3. How were you trained in inclusive education?
4. How were you trained in identifying learners with learning challenges?
5. What challenges do you face as a teacher in the implementation of inclusive education at your school?
6. What do you think should be done to improve teacher training for inclusive education in high schools in Swaziland? Explain further.

## **Appendix H: A list of interview units**

- Inclusive education is the inclusion of all learners in the lessons
- Education for all learners regardless of disability
- Non-discrimination of learners in class
- Accommodation of all learners
- Giving equal opportunities to all
- Inclusion of learners with disabilities and challenges
- Involvement of learners with special needs
- I do not know
- Never heard of any departmental policies
- Not aware of policies on teacher training
- There is no policy on teacher training
- Government has policy based on Education for All
- Government has adopted UN Convention for people with disabilities
- There is something on Inclusive education and there are personnel for it
- Government has introduced free primary education
- Not heard of the policy
- Not aware of policies on teacher training
- Heard about it but no idea how it works
- Not sure of teacher training provision in the policy
- There are no specific policies
- Not trained at all
- Have not received training
- Not trained at college
- Not at all
- Not trained in my teaching career
- Just introduced to inclusive education
- Just taught about the meaning of inclusive education at college
- Touched on it in my psychology studies
- I am now studying inclusive education at university
- I was given an overview of inclusive education in my guidance and counselling studies

- Taught to be observant of strange signs in children's behaviour
- Not trained, just learnt informally
- Not sufficiently trained
- Just trained in psychology class
- Trained to observe learner behaviour
- I identify them without training
- Big numbers of learners in classrooms
- Overcrowded classes
- Teacher cannot cater for the needs of all learners
- Completion of syllabus is slowed down by workload
- Curriculum is not inclusive
- Lack of resources and equipment for the disabled
- Infrastructure not catering for the disabled
- Teachers lack competence to deal with learners experiencing challenges
- Teachers are not adequately trained in dealing with learning challenges
- Teachers' inability to identify learners with learning challenges
- Teachers have negative attitude towards teaching learners with disabilities and learning challenges
- Universities and colleges should offer inclusive education programmes.
- Introduction of part- time studies at universities.
- Teacher training courses to include inclusive education
- Internships to be introduced for inclusive education students.
- In-service training for teachers
- Offer pre-service training for teachers
- Workshops for all teachers

## **Appendix I: A transcribed interview with a teacher**

**I: What do you understand by inclusivity?**

**R:** Well, inclusivity is a situation in a school set up whereby students who are termed normal are in the same learning environment with students who have learning challenges and disabilities.

**I: What is your understanding of departmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland?**

**R:** I don't know of any policies to that regard. In fact maybe I haven't had the need and the time to look into issues regarding inclusive education.

**I: How were you trained in inclusive education?**

**R:** In all my training and teaching career there is no training that I ever did in relation to inclusive education.

**I: How were you trained in identifying learners with learning challenges?**

**R:** Oh no. I received no training in that aspect.

**I: What challenges do you face as a teacher in the implementation of inclusive education at your school?**

**R:** The curriculum presently used in our schools hasn't embraced inclusive education; there are still a lot of loopholes. Time is also another factor, as you focus on attending each learner and their individual needs; syllabuses which ought to have been covered are not covered.

**I: What do you think should be done to improve teacher training for inclusive education in high schools in Swaziland? Explain further.**

**R:** I think teacher training institutions should do more than introducing training teachers to inclusive education. Rather, teachers should be trained and given skills on working in inclusive classrooms. For the teachers who are already in schools who

have not been trained, the department of education should facilitate in-service training.

## **Appendix J: A list of interview categories**

- Education of all learners regardless of disabilities and learning challenges
- Inclusion of learners with disabilities
- Teachers are not aware of any departmental policy on teacher training
- Some teachers are aware of available policies on teacher training
- Teachers are not aware of the availability of policies
- Teachers were not trained in inclusive education
- Teaching received by teachers was not intensive
- Content learned in identification of learners with challenges shallow
- Teachers have problems of big numbers of learners
- Lack of resources and un- inclusive curriculum
- Teachers do not have competence in dealing with learners experiencing learning challenges
- Institutions of higher learning should offer inclusive education
- Teachers should undergo training

## **Appendix K: A list of interview themes**

- Teachers have different understanding of Inclusive Education, while some are unaware of the governmental policy regarding teacher training for inclusivity at inclusive schools in Swaziland.
- Un-inclusive curriculum, big numbers of learners, lack of resources and teachers lack competency are barriers in the implementation of inclusive education.
- Teacher training on inclusive education is inadequate, and training in identifying learners with challenges not properly structured and inadequate
- Introduction of adequate inclusive education courses at institutions of higher learning, staff development in inclusive education as it is stated already that some institutions offer the courses. Perhaps they are not adequate as some offer only chapters or modules

# Appendix L: Permission from the Department of Education

The Government of the Kingdom of Swaziland



## Ministry of Education & Training

Tel: (+268) 2 4042491/5  
Fax: (+268) 2 404 3880

P. O. Box 39  
Mbabane, SWAZILAND

14<sup>th</sup> November, 2014

Attention:

Head Teachers:  
Eric Rosenberg High School                      Magubheleni High School

THROUGH

Shiselweni Regional Education Officers

Dear Colleagues,

**RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF SOUTH AFRICA STUDENT – MR. SIFISO L. ZWANE**

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Mr. Sifiso L. Zwane, a student at the University of South Africa that in order for him to fulfill his academic requirements at the University of South Africa, he has to collect data (conduct research) and his study or research topic is: *Teacher Development for Inclusivity at Selected Schools in the Gege Branch of Swaziland*. The population for his study comprises of twenty four (24) teachers from the above mentioned schools who are teaching all grades or classes. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Mr. Zwane begins his data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training requests your office to assist Mr. Zwane by allowing him to use above mentioned schools from the Shiselweni region of Swaziland as his research sites as well as facilitate him by giving him all the support he needs in his data collection process. Data collection period is one month.

**DR. SIBONGILE M. MTSHALI-DLAMINI**  
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officers – Shiselweni  
Chief Inspector - Secondary  
2 Head Teachers of the above mentioned schools  
M. M. Malale

