MANAGING MINIMUM STANDARDS FOR REALISING THE RIGHT TO EDUCATION OF CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS IN THE KINGDOM OF ESWATINI

by

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DECLARATION

I, Elmon Jabulane Shongwe, declare that, **Managing minimum standards for realising the right to education of children with disabilities in primary schools in the Kingdom of Eswatini** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originally checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

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I would like to thank the Lord for carrying me throughout the course of the study.

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ABSTRACT AND KEYWORDS (English)

In this study, I aimed to answer the question: Which minimum standards management framework could assist the managements of the selected primary schools in managing their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities? I conducted the study within the interpretivist paradigm, employed the qualitative approach and designed it as a multiple-case study. Using purposeful sampling, I selected one school from each of the four regions of the Kingdom of Eswatini. Both regular schools and an inclusive model school were invited to participate. I sampled the principals and two class teachers from each school. I further observed the infrastructure of the selected primary schools and conducted semi-structured interviews with the above-mentioned participants as well as the inspector for special and inclusive education, the director of the National Curriculum Centre, and a parent of an out-of-school child with disabilities. I used the minimum standards of suitability, availability and equitability adapted from the 4A Scheme as theoretical framework to analyse how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities. The data was analysed and presented using themes under each minimum standard of the framework. The results portrayed that not all the schools comply fully with the minimum standards and the level of compliance of the inclusive school model was higher than those of the regular schools. To improve compliance, as a way of answering the research question, I developed a minimum standards management framework for the selected schools to guide their compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities.

Key words:

Children with disabilities, minimum standard of availability, minimum standard of equitability, minimum standard of suitability, minimum standards management framework, right to education, regular school, inclusive model school, out-of-school child, compliance.

SICAPHUNO NEMAGAMA LAMCOKA (siSwati)

Ngihlose kuphendvula lombuto: *Nguluphi luhlaka lwekuphatsa lwemazinga lamancane lolungasita baphatsi betikolo temabanga laphasi ekuphatseni tikolo tabo ekutfotjelweni kwemazinga laphasi eLuhlaka lweSAVE ekuphunyelelisweni kwelilungelo lekufundza lebafundzi labanekukhubateka*? Ngente lesifundvo ngekhatsi kwe-*interpretivist paradigm*, ngasebentisa i-*qualitative approach* futsi ngasihlela njenge-*multiple case study*. Ngekusebentisa tibonelo letinenjongo, ngikhetse sikolo sinye kusinye setigodzi letine telive, kufaka ekhatsi tikolo letetayelekile kanye netikolo letikhetsekile tangesese. Ngisampule bothishelanhloko nabothishela basemaklasini esikolweni ngasinye. Bothishela baseklasini labasampulwe etikolweni letetayelekile bebafundzisa bantfwana labangema-40 nobe ngetulu. Ngicaphele sakhiwonchanti setikolo temabanga laphasi letikhetsiwe tangesese futsi ngenta ema-inthaviyu lahleleke ngalokungakagcwali larekhodiwe nalabahlanganyeli kanye ne*Special and Inclusive Education Inspector, National Curriculum Centre Director* nemtali wemntfwana losekaphume esikolweni lonekukhubateka. Ngisebentise emazinga laphasi eluhlaka lwekufaneleka, kutfolakala nekulingana lolutsatfwe ku-*4A Scheme* njengeluhlaka lwethiyori kuhlatiya kwekutsi umtsetfo netinchubomgomo teKingdom of Eswatini netikolo letikhetsiwe tiwatfobela njani lamazinga kute kuphumelele imfundvo yebantfwana labanekukhubateka. Idatha ihlatiywe futsi yetfulwa ngekusebentisa tingcikitsi ngaphasi kwelizinga leliphasi ngalinye laloluhlaka. Imiphumela ikhombisa kwekutsi akusito tonkhe tikolo letitfobela ngalokuphelele lamazinga laphasi, nanobe lizinga lekutfobela letikolo tetiselu lingetulu kwaleli letikolo letetayelekile. Kute kwentiwencono kutfotjelwa, njengendlela yekuphendvula umbuto welucwaningo, ngitfutfukise luhlaka lwekuphatsa lwemazinga lamancane lwetikolo letikhetsiwe kuhola tikolo tabo ngasekutfotjelweni kwemazinga laphasi eLuhlaka lweSAVE ekuphunyelelisweni kwelilungelo lwekufundza lwebafundzi labanekukhubateka.

Emagama lamcoka:

Bantfwana labanekhubateka, buncane belizinga lokutfolakala, buncane belizinga lokulingana, buncane belizinga lelifanele, luhlaka lwekuphatsa emazinga laphasi nelilungelo lekufundza, sikolwa lesivamile, imodel yesikolwa lefaka wonkhe umuntfu, umntfwana longafundzi, kuhambisana.

AMAFUPHI KANYE NAMAGAMA ASEMQOKA (isiZulu)

Bengihlose ukuphendula umbuzo othi: *Ngabe yiwaphi amazinga aphansi ohlelo oluyisakhiwo kwezokuphatha angasiza abaphathi bezikole ezikhethiwe zebanga eliphansi mayelana nokuphathwa izikole zabo ngokulandela amazinga aphansiohlelo lwe-SAVE Framework ukuze kuhlonishwe ilungelo lemfundo yabafundi abakhubazekile?* Ngiye ngenza ucwaningo ngaphakathi kohlelo lwe-*interpretivist paradigm*, ngisebenzise indlela yokucwaninga eyencike kwingxoxo futhi ngayidizayina njengocwaningo lotho olumbaxa eziningi. Ngokusebenzisa ngenhloso isamuli, ngiye ngakhetha isikole esisodwa kwiziyingi ezine zezwe, ezinezikole ezejwayelekile kanye nezikole ezibonelela inhlobo yonke yabafundi. Ngiye ngasebenzisa othishanhloko njengesampuli kanye nothisha ababili begumbi lokufunda kuzo zonke izikole ezibandakanyekayo. Othisha abaphethe amagumbi okufunda abakhethwe ngokwesampuli ezikoleni ezejwayelekile babefundise kumagumbi okufunda anabafundi abangama-40 noma ngaphezulu. Ngiye ngabheka ingqalasizinda yezikole ezikhethiwe zamabanga aphansi ngenza ngabhala phansi inhlolombono embaxambili nabadlalindima laba kanye nezinhlaka ze-*Special and Inclusive Education Inspector*, i-*National Curriculum Centre Director* kanye nomzali wengane ekhubazekile engekho esikoleni. Ngisebenzi amazinga aphansi amayelana nesakhiwo sokufaneleka, sokutholakala kanye nesakhiwo sokusebenziseka esicaphunwe kwisikimu i-*4A Scheme* njengesakhiwo somqondo sokuhlaziya indlela umthetho kanye nemigomo yoMbuso wobuKhosi baseSwatini kanye nezikole ezikhethiwe zilandela ngayo la mazinga ukufinyelela imfundo yabantwana abakhubazekile. Idatha yahlaziywa futhi yethulwe ngokusebenzisa izindikimba ngaphansi kwawo wonke amazinga aphansi esakhiwo. Imiphumela iveza ukuthi akuzona zonke izikole izikole ezilandela ngokugcwele namazinga aphansi, yize izinga izinga lokulandela umthetho wemodeli yesikole senhlobo yonke yabafundi lingaphezu kwalelo lezikole ezejwayelekile. Ukuthuthukisa izinga lokulandelwa komthetho, njengendlela yokuphendula umbuzo wocwaningo, Ngiye ngakha isakhiwo sokulawula kwamazinga aphansi abaphathi bezikole ezikhethiwe, ngenhloso ukuholela izikole zabo kwingqubo yokulandela amazinga apahansi e-*SAVE Framework* ukuze kuhlonishwe ilungelo lokufunda labafundi abakhubazekile.

Amagama asemqoka:

Izingane ezinokukhubazeka, ubuncane bezinga lokutholakala, ubuncane bezinga lokulingana, ubuncane bokufaneleka, uhlaka lokulawulwa kwamazinga aphansi, isikhungo sokuphathwa okuyisisekelo nelungelo lemfundo, isikole esivamile, imodel yesikole ebandakanya wonke umuntu, ingane engafundi, ukuhambisana.

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LIST OF ACRONYMS AND ABBREVIATIONS

4A	Availability, Acceptability, Adaptability and accessibility
ACRWC	African Charter on the Rights and Welfare of the Child
AU	African Union
CBC	Competency Based Curriculum
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
EFA	Education for All
FPE	Free Primary Education
GDP	Gross Domestic Product
ICESCR	International Covenant on Economic, Social and Cultural Rights
IHRL	International Human Rights Law
MEPD	Ministry of Economic Planning and Development
MoET	Ministry of Education and Training
NCC	National Curriculum Centre
OECD	Organisation for Economic Co-operation and Development
SAVE	Suitability, Availability and Equitability
SEN	Special Education Needs
SIE	Special and Inclusive Education
UK	United Kingdom
UN	United Nations
UNISA	University of South Africa
USA	United States of America

LIST OF ABBREVIATED TITLES OF LAWS AND POLICIES

ACRWC   African Charter on the Rights and
                                              Welfare of the Child

Children's Protection and Welfare Act   Children's Protection and Welfare Act
                                              6 of 2012

Swaziland Constitution   Constitution of the Kingdom of
                                              Swaziland Act 2005

CRC   Convention on the Rights of the Child

Education and Training Sector Policy   Eswatini National Education and
                                              Training Sector Policy

Curriculum Framework   Swaziland National Curriculum
                                              Framework for General Education

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CHAPTER 1: OVERVIEW OF THE STUDY

1.1 Introduction

The Constitution of the Kingdom of Swaziland (2005) (hereafter 'Swaziland Constitution') guarantees the fundamental right to free primary education to all children (Swaziland 2005, s 29(6)).[1] The Children's Protection and Welfare Act 6 of 2012 (Swaziland 2012, s 9) (hereafter Children's Protection and Welfare Act) gives effect to this right and emphasises that this right belongs to all children "regardless of the type or severity of disability", a child may have. The right to education of children with disabilities is reflected in section 11, which specifically deals with the rights of children with disabilities (Swaziland 2012).

Furthermore, in compliance with its International Human Rights mandate, the Ministry of Education and Training (hereafter MoET) committed itself to promote equal opportunities to education within the schools in all the communities where there are learners with disabilities (Swaziland 2013b par. 2.1). MoET regards an inclusive primary education system as the most appropriate system to promote the right to education of all children (Swaziland 1999, par. 5.0; Swaziland, MoET 2018, par. 1.2.2). However, to make inclusive education a reality in a developing country where there is a high demand on the limited financial resources, proved to be challenging. Despite the high number of children with disabilities in the Kingdom of Eswatini (United Nations [UN], 2012:45), the country's guarantees of human rights, the adoption of supportive legislation and government commitment, most learners with disabilities are not attending school (Fakudze 2012:77).

The aim of the study was to analyse how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards of the Suitability, Availability and Equitability [SAVE] Framework for the realisation of the right to education of learners with disabilities and to use the data to develop a minimum standards management framework for these schools. I employed Tesemma's (2012:208, 210) SAVE Framework containing three minimum standards, namely *suitability*, *availability* and

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[1] During the 2018 independence celebrations, King Mswati III declared that Swaziland's name is changed to the Kingdom of Eswatini. Since the titles of laws and policies are not changed yet, the names **Kingdom of Eswatini** and **Swaziland** are used interchangeably in this report.

equitability to analyse how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards of the framework for the realisation of the right to education of learners with disabilities. I also used the data to develop a minimum standards management framework for these schools. The SAVE Framework adapted the Availability, Acceptability, Adaptability and Accessibility [4A] Scheme from the International Covenant on Economic, Social and Cultural Rights [ICESCR] (UN 1966) to establish minimum standards to ensure the right to education of learners with disabilities is realised. The SAVE Framework thus served as theoretical framework for the research, and it was therefore analysed and is discussed in detail in Chapter 2. In the next section, I explain the background of the study, which formed the backdrop to the problem statement.

1.2 Background information

The right to education is a universal right recognised in International Human Rights Law [IHRL] and, as such, applies to all persons in states that ratified these international instruments, regardless of their socio-economic status, race, colour, religion or disabilities. The Kingdom of Eswatini ratified and affirmed the core principles of universality and non-discrimination in the enjoyment of the right to education, namely –

- the Universal Declaration of Human Rights (UN 2007, art. 8);
- the International Covenant on Economic, Social and Cultural Rights (UN 1966, art. 13(1));
- the Convention on the Rights of the Child (UN 1989, art. 3); and
- the African Charter on the Rights and Welfare of the Child [ACRWC] (African Union [AU] 1999, art. 11 par. 3(e))

IHRL indicates that inclusive education has been acknowledged as the most appropriate modality for many countries in the world to guarantee universality and non-discrimination in the fulfilment of the right to education (UN 2006). The Convention on the Rights of Persons with Disabilities (UN 2006, art. 6) recognises that the education system should be inclusive and should accommodate all learners in the same classroom in order for the persons with disabilities to exercise their right to education.

The inclusive education system caters for diversity, which means children with disabilities should be accommodated in public schools together with learners without disabilities (Swaziland 2015, par 4; Swaziland, MoET 2018 par. 1.2.1). Similarly, one of the objectives of the Swaziland National Disability Plan of Action (Swaziland 2015, par. 5.1) is to ensure that all persons with disabilities have equal access to meaningful primary education irrespective of the severity of disability. These persons should also enjoy equal participation in the life of the community within which they live. This illustrates that government has a desire to educate children with disabilities in public schools. Children with disabilities have a right to be taught in their communities so that they may live a normal life and contribute to the development of their communities (Swaziland 2013b, par. 4.4; UN 1993, art. 6). It is further foreseen that inclusive education settings will promote the principle that "every person has value and all people can contribute to their community" (Kingdom of Eswatini, MoET 2019:iv).

1.3 Motivation for the study

In this section, I discuss what motivated me to pursue the present study. My interest in children's rights and their right to education intensified during my master's degree study where I focussed on children's rights being violated in schools as a result of corporal punishment. I realised that corporal punishment can be regarded not only as a barrier to learning but also as a response to other barriers in schools in the Kingdom of Eswatini. One such barrier is having a disability. Children with disabilities are chastised for misconduct related to their disabilities, which are beyond their control (Motsa & Morojele 2016:41, 46).

I am teaching at a university where one student makes use of a wheelchair and another one is blind. The presence of these students sensitised me to the needs and rights of learners with disabilities; hence, this study.

When visiting schools to supervise student teachers during their teaching practice, I realised that it is rare to see learners with disabilities. This did not make sense, as there is a high prevalence of children with disabilities in the Kingdom of Eswatini, and the country's law and policies support inclusive education (UN 2012:45). The question thus arose: Where are the learners with disabilities? The United Nations Development Programme [UNDP] states that, at the time, the Kingdom of Eswatini national census

indicated that people with disabilities comprised 16.1% of the total population, while the average for developing countries is at 10% (UN 2019, par. 6). However, the MoET has not made a survey on the number of learners with disabilities in the primary schools in the Kingdom of Eswatini. The census recognised that people living with disabilities are marginalised with little or no services, such as transport, employment and education. The vision of an inclusive education system, e.g. that children with disabilities are afforded the right to education in public schools together with all other children, was however not being realised at the time of this study.

1.4 Problem statement

Since the right to free primary education is a fundamental right to every child in the Kingdom of Eswatini (see section 1.1), it is also afforded to children that have challenges in learning due to disabilities and any other special learning needs. In fact, this is emphasised in sections 9(3) and (11) of the Children's Protection and Welfare Act (Swaziland 2012). The Kingdom of Eswatini guarantees children's right to education in general; however, as is evident from the Education and Training Sector Policy (Swaziland, MoET 2018, section B, par. 2.2), free education is limited to primary school education. Guiding principle 1 of the Education and Training Sector Policy (Swaziland, MoET 2018, par. 3) reads, "[e]very Swazi citizen has the right to education and training appropriate to their age and needs, including the provision of free and compulsory basic education". It should nonetheless be noted that the aim is to achieve free secondary school education by 2030 (Swaziland, MoET 2018:xii). Other guiding principles of the Education and Training Sector Policy are inclusion and non-discrimination (Swaziland, MoET 2018, par. 3). Integration of inclusive education programmes for persons with disabilities into mainstream education is further supported by the Swaziland National Disability Policy (Swaziland 2013b, par. 4.4). The above law and policies give expression to the country's sustainable development goal to "[e]nsure inclusive and equitable quality education and promote lifelong learning opportunities for all" (Kingdom of Eswatini, Ministry of Economic Planning and Development [MEPD] 2019a:v–vi).

Children with disabilities in the Kingdom of Eswatini at the time of the study had challenges in accessing public primary schools due to conditions in the schools. The classrooms in some public primary schools in the Kingdom of Eswatini are integrated

but the conditions do not favour learning by children with disabilities (Pather & Nxumalo, 2012:430; Swaziland 2015, par.4). Barriers to effective education are many and complex and comprise the following:

- *economic instability in the country;*
- *the lack of effective leadership;*
- *unqualified teachers;*
- *poor management of schools;*
- *a lack of governmental support;*
- *a lack of infrastructure; and*
- *socio-cultural problems, such as social class and language barriers* (Fakudze 2012:77).

These barriers have resulted in inadequate education for most Eswatini children, even more so for children with disabilities. In 2019, the government acknowledged, "[d]isability mainstreaming is still a challenge especially in education" (Kingdom of Eswatini, MEPD 2019a:v–vi).

Children with disabilities have the right to be taught in their communities so that they may live a normal life and may contribute to the development of their communities, instead of being sent off to special schools (Swaziland 2013a, par. 4.4; Swaziland MoET 2018, par. 2.1; UN 1993, art. 6). However, the reality and cause for concern are that, despite government's intentions with the adoption of the Kingdom of Eswatini National Education and Training Sector Policy (hereafter Education and Training Sector Policy), parents of children with disabilities opt to send their children to special schools (Nkhoma 2012:1; Swaziland 2015, par. 4; Swaziland, MoET 2018, par. 2). If inclusive education is not available in schools in the children's communities, they may end up not going to school at all because of a lack of funding to attend any of the few available special schools (Swaziland 2013b, par. 2.8). Those children who do attend primary schools in their communities are inadequately catered for (Swaziland 2015, par.4). Failure by the Kingdom of Eswatini to provide inclusive education to learners in primary schools within the learners' communities is a violation of international human rights instruments as listed earlier (see section 1.1) and the Children's Protection and Welfare Act (Swaziland 2012, s 9).

From the above, it is evident that the Eswatini government is trying to implement inclusive education in regular primary schools, but there is a long road ahead. I argued that management of inclusivity of regular schools needed to be analysed to determine the degree to which the selected primary schools in the Kingdom of Eswatini complied with the minimum standards of the SAVE Framework. The motivation was the realisation of the right to education of learners with disabilities, and to use the data to develop a minimum standards management framework for these schools. The need to analyse how schools give effect to management of inclusive education was necessitated by the fact that children with disabilities do not attend the schools in the communities where they live as stated by the Swaziland National Disability Policy (Swaziland 2013b, par 1.2; 2015, par. 4). The school principals included in a study by Okekea and Mazibuko (2014:11) indicated that these principals were unable to accommodate children with disabilities in their schools, especially where the parents failed to play their role to ensure that their children realised the right to education. Hence, 92% of children with disabilities went to school in the Kingdom of Eswatini, but they mostly attend special schools (Mavundla 2019, par. 11).

It is important to analyse why the Kingdom of Eswatini was not on track in achieving universal primary education as per UN Convention (Swaziland 2005, S 29(6); UN 2006, art. 24(2)) at the time of this research. During the investigation, I used the study data to inform the development of a minimum standards management framework for the management bodies of the selected schools to manage their schools towards compliance with the minimum standards of the SAVE Framework in order to realise the right to education of learners with disabilities.

The **main research question** for the study was:

> Which minimum standards management framework could assist the management of the selected primary schools in managing their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?

I addressed the following **sub-research questions** in the study:

1. What are the underlying theory and principles of the minimum standards for realisation of the right to education of children with disabilities, as set out in the SAVE Framework?

2. How does the law and policy support in the Kingdom of Eswatini comply with the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework?

3. How do the selected primary schools adhere to the minimum standards for realisation of the right to education of children with disabilities, as set out in the SAVE Framework?

4. Which barriers prevent the selected schools from meeting the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?

The main question and sub-questions informed the research aim and objectives.

1.5 The research aim and objectives

While a research aim indicates the purpose or intent of the study, the objectives detail the outcomes that are necessary to realise that aim (Denicolo & Becker 2012:53–54). The aim of the present study was:

> to analyse how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities and to use the data to develop a minimum standards management framework for these schools.

The objectives of the study were to:

1. conceptualise the underlying theory and principles of the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework;

2. evaluate whether law and policy support in the Kingdom of Eswatini comply with the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework;

3. determine how the selected primary schools adhered to the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework; and

4. establish the barriers that hampered the selected schools from meeting the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities.

1.6 Significance of the study

The significance of the present research study was the development of a minimum standards management framework that could be used by the selected schools to improve compliance with the minimum standards and thus realise the right to education of learners with disabilities. The value of this management framework is increased by the fact that it has the potential to be transferable to other primary schools in the Kingdom of Eswatini with similar contexts. This management framework can be of use for law and policymakers because they can draw from the findings of the study on how the selected schools could be assisted to meet the minimum standards for realising the right to education of learners with disabilities. As stated earlier (see section 1.4), the Kingdom of Eswatini has the intention to implement inclusive education in order to comply with the international human rights instruments, the framework could be useful to the MoET in that regard. The framework provides an original contribution to the body of knowledge on primary school education for learners with disabilities within an international human rights framework.

All the schools that participated in the study had the opportunity to reflect on how they comply with the minimum standards for the realisation of the right to education of learners with disabilities. This reflection does not only identify best practices but also those minimum standards with which they do not comply. I ensured that the schools and the MoET officials who were involved in the study had access to the findings of the study by sending them the report of the study.

Although this study focussed on the Kingdom of Eswatini, other developing African countries with features similar to that of the Kingdom of Eswatini may be in a position to refer to the outcomes of this study because findings of a case study are transferable (see section 1.7.10).

1.7 Structure of chapter outline

In Chapter 1, I provided an overview of the study. This comprised the background to the study, the problem statement, the objectives, the significance of the study, the methodology and an outline of the chapters included in this research report. The introduction of the theoretical framework, trustworthiness and ethical considerations form part of Chapter 1.

In Chapter 2, I cover the theoretical framework that I used for this study. In Chapter 3 I reflected the literature review on education of learners with disabilities in regular primary schools and concluded with a discussion of the limitations of the current body of knowledge, and how this research contributes to that body of knowledge. In Chapter 4, I explained how I conducted the study. I detailed the purpose, procedures, subjects, instrument, design and method of analysis I used to analyse the data extracted. I presented the data collected from the fieldwork and as interpreted in Chapter 5. Chapter 6 contains the overall summary of the findings, the conclusion, the recommendations, the original contribution of the study and suggestions for further research.

1.8 Methodology

The section focussed on the research paradigm, theoretical framework, research approach, research design, data collection and sampling, data analysis, limitations and delimitation of the research study, trustworthiness, and ethical considerations. Table 1.1 below shows the methodology I used in conducting the study.

Table 1.1: Methodology

Approach	Research design	Research paradigm	Quality and ethical considerations	Theoretical paradigms
Qualitative	Multiple-case study	Interpretivism	**Quality issues:** • Trustworthiness **Ethical issues:** • use of appropriate language • obtaining permission • requesting participation and consent	Psycho-medical paradigm Socio-political paradigm

Source: Compiled by the researcher

1.8.1 The research paradigm

A *research paradigm* is a perspective, world view or belief system based upon a set of values and philosophical assumptions, which inform how the researcher conceptualises and explains phenomena (Gray 2014:687). There are two main research paradigms in education, namely the positivist and interpretivist paradigm. Positivists assume that the truth is objective, and out there. As such truth is independent of the observer, it can be discovered and be used to formulate laws (Bernard 2011:10). The positivist paradigm is therefore suited for quantitative studies. Since this was a qualitative study, the positivist paradigm was not suited for this study because I wanted to solicit the participants' ideas on inclusive education as a way of realising the rights to education of learners with disabilities in order to analyse inclusive education at school level in the primary schools.

Qualitative researchers aiming at extracting data from the participants' own experiences and views employ the interpretivist paradigm. Interpretivists believe that the truth is subjective, and that people construct meaning based on their experiences, beliefs and values (Dean 2018:3). In a qualitative study, the researcher uses semi-structured interviews and observations to gather participants' perceptions and experiences about the situation within which they are working, which helps the researcher to gain understanding of what the people do in real practice (Blandford, Furniss & Makri 2016:8). Interpretivists see the reality as multiple and relative. For them, acquired knowledge is socially constructed (Dean 2018:3). In the present study, the teachers had certain experiences of how they conducted their teaching, which influenced the way they attached meaning to inclusive education. The main goal with interpretivist research is to understand and interpret the different meanings of human behaviour rather than generalising, as is the case with positivist research (Edirisingha 2012:3). In interpretivist studies, the researcher remains open to new information from the environment where data is collected. I conducted interviews with the participants with an open mind ready to consider the participants' subjective perspectives. The findings of the study were applicable in the places where the study was conducted or those of similar context but cannot be generalised to all situations. The interpretivist paradigm does not allow for generalisation because it focusses on how people view the world from their own perspective. The paradigm provides for in-depth

understanding and interpretation of the situation at hand (Cohen, Manion & Morrison 2011:28). I was able to get in-depth data from four selected primary schools and two MoET officials.

The interpretive perspective, which is based on interpretation and explanation of situations (Kivunje & Kuyini 2017:33), was appropriate because the chosen officials of the MoET and teachers were in a position to interpret and implement government policies on inclusive education in primary schools. I understood the participants' context regarding inclusive education, which affects the way they agree with and implement inclusive education law and policy.

Since the study focussed on the rights of children with disabilities to education, in support of interpretative paradigm, I used the disability paradigms to interpret the participants' perspectives in the study.

1.8.2 The research approach

A research approach is the systematic way of conducting a study with the data collection methods, interpretation of findings and analysis of results following a particular paradigm (Yin 2016:140). Research approaches are the quantitative, qualitative and the mixed-method approaches. I adopted a qualitative research approach utilising qualitative methods. Qualitative approach is focussed on individuals, social groups or a human set-up based on assumptions, world view, theoretical lens and study of problems (Creswell 2014:31). Qualitative research focusses on the evidence given by the participants, and leads to the understanding of the phenomenon being studied (Gillham 2011:7).

The qualitative research approach requires flexibility and subjectivity in dealing with participants to explore unanticipated topics of importance as they are discovered (Madrigal & McClain 2012:5). It is thus suitable for interpretive research. As mentioned above, interpretive research is based on the view that people can only experience the world through their perceptions, which are influenced by preconceived ideas and beliefs (Alharahsheh & Pius 2020:41). When interpretive research is embarked upon, one does not view the world externally, but from within the situation that is being studied; hence, it is based on theory building through an inductive thinking process (Chun Tie, Birks & Francis 2019:2). Although I clearly spelt out the objectives of the

study (see section 1.4), I accommodated other relevant information that cropped up during the data collection. Such information emerged because the participants were free to mix both English and siSwati in their responses during the interviews.

Qualitative research focusses on the understanding of individuals or groups of their social context and that meaning is socially constructed (Almaki 2016:291). Aspers and Corte (2019:155) state that qualitative study is "an iterative process in which improved understanding on the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied". Aspers and Corte (2019:155) further say, "qualitative research is about questioning the pre-given (taken for granted) variables, but it is thus also about making new distinctions of any type of phenomenon, for example, by coining new concepts, including the identification of new variables". I considered the qualitative research approach to be appropriate in the present study because the participants described their experiences with regard to inclusive education. I managed to interpret data from the participants' experiences and embrace, as suggested by Yin (2016:9), contextual conditions, such as the social, institutional, cultural and environmental settings within which the participants' lives take place. Hence, it was advantageous to use the Yin's suggestion because I wanted to analyse how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities and to use the data to develop a minimum standards management framework for these schools. Another reason why I used the qualitative approach is that I wanted to address "questions that stress how social experience is created and given meaning" (Denzin & Lincoln 2011:8).

1.8.3 The research design

Kumar (2014:122) defines a *research design* as the "procedural-cum-operational plan that details what and how different methods and procedures are to be applied during the research process". I used a multiple-case study design for the study. Martyn (2008:98) says, "a case study is an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic."

Researchers consider a case study when they want to answer the questions why, how and when, where the researcher cannot manipulate the behaviour of the participants (Baxter & Jack 2008:545). A case is a unit of human activity embedded in the real word at a particular time and studied in its context (Gillham 2011:1). Following the definition of Bryman (2012:76) that a case in qualitative case study designs "may be an organisation, life, family or community", I opted to have four schools as units of activity and thus multiple cases in this study. A multiple-case study comprises collecting and analysing data from several cases (Rule & John 2011:59 & 75). A multiple-case study should not be confused with single-case study with sub-units or sub-cases (such as students within a school) (Miles & Huberman 1994:89).

A multiple-case study as explained by Yin (2016:141) "…uses the logic of replication, in which the inquirer replicates the procedures for each case". Multiple-case studies are advantageous in that the replication of the procedures for all cases increases the trustworthiness of the findings. Miles and Huberman (1994:89) point out, "by looking at a range of similar and contrasting cases, we can strengthen the precision, the trustworthiness and the stability of the findings".

Since the present study was a multiple-case study, I focussed on analysing the education of learners with disabilities at four selected primary schools in Kingdom of Eswatini to determine how these schools meet the minimum standards required for the fulfilment of the right to education of learners with disabilities as set out in the SAVE Framework. I decided to focus on Kingdom of Eswatini because the country is moving towards inclusive education, as stated above (see section 1.1). I teach in one of the universities of the Kingdom of Eswatini and therefore I have first-hand experience and understanding of the Kingdom of Eswatini education system.

1.8.4 Population and sampling

The Kingdom of Eswatini is located in Southern Africa and consists of four regions. The MoET in the country comprises of the Regional Education Office for each region and all the schools in each region report to this office. A *research population* is "the totality of people, organisations, objects or occurrences from which a sample is drawn" (Gray 2014:688). The population of the study consisted of primary schools in the Kingdom of Eswatini. As Bryman (2012:417) correctly indicates, researchers doing a

multiple-case study research must first sample the cases (from the population) before sampling participants. Since the study was qualitative, I only sampled four schools so that an in-depth analysis could be done. Although I chose one school from each of the four regions in the Kingdom of Eswatini, the intention was not to regard the study as representative of all primary schools in the country. One of the four selected schools is regarded as a model school for inclusive education in the Kingdom of Eswatini. I selected the other three schools from the so-called 'regular schools' in the Kingdom of Eswatini. All three regular schools have large numbers of learners per class. Since inclusive education is a challenge with large classes, I made this a selection criterion. Choosing a 'model for inclusive education school' as well as schools with large classes assisted me to determine how inclusive education is implemented in these different schools (see section 4.3).

I further chose one parent of a child with disability who was not attending school because it was important to determine why the child was not attending school and how she could be assisted to learn in a school within her community. Next, I discuss the sampling techniques that I used to select the participants.

1.8.5 Data collection

I discuss the data collection methods I used for the study under this section. I begin by showing the relationship between the data collection methods and the objectives in Table 1.2 below.

Table 1.2: Link between the objectives, data-collection methods and participants

Objective	Data collection method and instrument	Participants
1. To conceptualise the underlying theory and principles of the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework.	**Document analysis:** SAVE Framework	Not applicable
2. To evaluate whether law and policy support in the Kingdom of Eswatini comply with the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework.	**Document analysis:** Swaziland Constitution, Education Act, Curriculum Framework, Education and Training Sector Policy and Standards for Inclusive Education	Not applicable
3. To determine how the selected primary schools adhered to the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework.	**Structured observation:** observation guide with grid **Semi-structured interviews:** interview guides **Document analysis:** school prospectuses	**Semi-structured interviews:** two government officials, four school principals, eight teachers and one parent of an out-of-school child
4. To establish the barriers that hampered the selected schools from meeting the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities.	**Structured observation:** observation guide with grid **Semi-structured interviews:** interview guides **Document analysis:** school prospectuses	**Semi-structured interviews:** *two* government officials, four school principals, eight teachers and one parent of an out-of-school child

Source: Compiled by the researcher

I collected data through document analysis, observation and semi-structured interviews. The methods I used to collect data allowed me to triangulate the data to ensure that the findings are trustworthy. McMillan and Schumacher (2010:289) indicate that document analysis, structured infrastructure observation and interviews are the methods most preferred for data collection in a qualitative study.

To determine whether the Kingdom of Eswatini policies support compliance with the minimum standards on realising the right to education of learners with disabilities, I used the SAVE Framework. Chapter 3 shows the following documents used in the document analysis:

- Convention on the Rights of the Child (UN 1989);
- Convention on the Rights of Persons with Disabilities (UN 2006);
- Constitution of the Kingdom of Swaziland (Swaziland 2005);
- Children's Protection and Welfare Act (Swaziland 2012);
- Swaziland National Disability Policy (Swaziland 2013b); and
- Swaziland National Children's Policy (Swaziland 2013a).

The concept *document* is defined as records on past events that are documented or printed (McMillan & Schumacher 2010:342). The international human rights instruments on inclusive education and SAVE Framework detailed the minimum standards for inclusive education (see section 1.7.9.2). Laws and policy of the Kingdom of Eswatini give an indication of how primary schools should implement inclusive education. To determine whether these documents were in compliance with the SAVE Framework, I reviewed the following documents:

- Swaziland Constitution (Swaziland 2005);
- Eswatini National Curriculum Framework (Kingdom of Eswatini, MoET 2018);
- the Education and Training Sector Policy (Swaziland, 2018); and
- individual school prospectuses.

Observation determines what actually happens in a situation rather than what is stated about the situation (Ritchie, Lewis, Nicholls & Ormston 2014:58). Observation was suitable for the study because I was able to observe the infrastructure of the participating schools. Observation assists in sensitising the researcher about the topic of a study and illuminates the aspects, which interviews cannot capture (Richie et al.

2014:58). I observed the infrastructure at the selected schools on the day of the interviews to determine how these allow for including learners with disabilities in the school. I used an observation guide with grid (see section 4.4.2).

After the completion of the observation phase at each school, I conducted a semi-structured interview with the participants of each school. I opted for a semi-structured interview because it is a data collection method well suited to corroborate data from other data sets (observations and document analysis, in this case) (Nieuwenhuis 2007:87) and to obtain the participants' views and responses to initial findings (based on the observations) (Greeff 2011:24). A semi-structured interview allows for great flexibility (Punch & Oancea 2014:184) and enables the researcher to probe, follow up and request the participants to clarify or elaborate on their responses (Cohen et al. 2011:23). Semi-structured interviews were ideal for the study because I wanted to uncover a deeper level of understanding of the challenges that cause inclusive education to fail in meeting the minimum standards of SAVE Framework. The participants from the schools came up with useful information because they were the ones managing and steering the implementation of the policy on inclusive education at school level. I also conducted semi-structured interviews with two senior government officials.

1.8.6 Analysis of the data

When analysing the data, I organised the data from the document analysis, observation and interviews into themes using Tesemma's SAVE Framework (Tesemma 2012:208). The SAVE Framework was of great assistance in that it provides the minimum standards for the realisation of learners' right to education within an inclusive education set-up. In a qualitative study, the analysis of the data is done by coding the data and reducing it into categories or themes so that the data can be narrated further and be displayed by means of, inter alia, tables and diagrams (Creswell 2014:142; Nowell, Norris, White & Moules 2017:6; Yin 2016:175).

During the interpretation phase, I interlinked the analysed data to the SAVE Framework to determine whether the management of education provided at the selected schools met the minimum standards for realising the right to education of learners with disabilities as suggested by Baxter and Jack (2008:555). Interlinking the

findings assisted me to identify categories and patterns that frequently appeared throughout the data, a method advocated by Nowell et al. (2017:6). Thereafter, I used the findings and conclusions to inform recommendations that led to the development of a minimum standards management framework for the selected schools to guide them towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities.

1.9 Delimitation of the study

This section comprises discussions of the scope of the study, the definitions of terms, assumptions and limitations.

1.9.1 Scope of the study

Simon (2011:2) defines *delimitations* as those features that limit the scope and define the boundaries of a study. Delimitations are within the researcher's control. In the present study, I only focussed on four selected primary schools in the Kingdom of Eswatini, and the study was confined to qualitative data collection methods. The SAVE Framework determined the boundaries of the study (Tesemma 2012:208) in terms of data presentation and analysis. I analysed how, at the time of this study, the selected primary schools in the Kingdom of Eswatini were complying with the minimum standards required for the fulfilment of the right to education of learners with disabilities. The selected methodology and variables in the study undertaken were also stated to set a boundary on what could be ascertained to produce the research findings (see section 1.7).

1.9.2 Definitions of key terms

In this section, I explained the meaning of important terms that I use throughout the thesis.

⇒ Learners with disabilities

For the present study, I adopted the definition found in the Convention on the Rights of Persons with Disabilities [CRPD] (UN 2006 art. 1), which describes persons with a disability as "persons who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and

effective participation in society on an equal basis with others". This is also the definition adopted in the Education and Training Sector Policy of the Kingdom of Eswatini (Swaziland, MoET 2018, par.1.2). It is evident that the MoET supports a social model of disability, as disability is described as a "socially created problem" and "not an attribute of an individual" (Swaziland, MoET 2018, par.1.2; Kingdom of Eswatini, MoET 2019:2–3).

⇒ **Framework**

The Longman Dictionary of Contemporary English defines *framework* as ideas, rules, information and principles identified that form the basis of the decisions (Cambridge Academic Content Dictionary 2020, s.v. 'framework'; Longman Dictionary of Contemporary English 2020, s.v 'framework'). In the case of this study, I decided to base the analysis of the data collected on the SAVE Framework.

⇒ **Inclusive education**

Inclusive education is a social model of education that considers the individual needs of all the learners and attempts to meet those needs, emphasising accessibility and participation by all learners (Maseko 2010:25). Part 1, paragraph 4(2) of the Right to Education: Law and Policy Review Guidelines (UN 2014) states, "inclusive education is about putting the right to education into action by including all learners, respecting their diverse needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment".

According to the Eswatini Standards for Inclusive Education (Eswatini 2019:2), the focus of inclusive education is "on uncovering and minimising barriers to learning, which relate to attitudes, behaviour, teaching methods, curricula and the environment, and maximising participation of all learners at all levels".

This is then also the meaning I attached to the concept *inclusive education* in this report*.*

⇒ **International Human Rights laws**

USLegal (1997:n.p) states, "[i]nternational human rights laws are the treaties and other international documents that are used as legal sources for human rights law to protect human rights." I considered the following as international human rights laws:

- the Universal Declaration of Human Rights (UN 2007);
- the International Covenant on Economic, Social and Cultural Rights (UN 1966);
- the Convention on the Rights of the Child (UN 1989);
- the African Charter on Welfare and Rights of the Child (AU 1999);
- the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (UN 2006); and
- the Salamanca Statement and Framework for Action (UNESCO 1994).

⇒ **Learner**

The Education Act 9 of 1981 (Swaziland 1981, s 20(b)) (hereafter Education Act) states, "[c]ompulsory school age means, in relation to any education area, ages between which all children residing in such area are declared to be of compulsory school-going age". A guide to the schools' regulations and procedures (Swaziland 1988) stipulates six to 12 years as the primary school-going ages. A *learner* is a person who is being provided with education (Swaziland 1981, s 2). In this thesis, *learners* are children with disabilities between the ages 6 and 12 years who are of compulsory school-going age and are thus obliged to attend school.

⇒ **Minimum standard**

A *minimum standard* is referred to as the smallest that is allowed or possible used to describe something (Cambridge Academic Content Dictionary 2020, s.v. 'minimum standard'). In the case of the study, minimum standards are the most basic criteria that, at minimum, must be met before the right to education can be realised in the selected schools.

⇒ **Primary school**

Primary school education is a seven-year programme that culminates, in Grade 7, with the Primary School Examination administered by the Examinations Council. The

duration of primary school education is from Grade 1 to Grade 7 (Swaziland 1981, s 2; 1988, par. 26).

$\Rightarrow$ **Right to education**

In terms of article 11 part 3(e) of the ACRWC, member states should "take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community" (AU 1999, art. 11(3e)). This article of the ACRWC implies using methods of teaching and assessment that accommodate every learner, including those with disabilities. In this study, I considered the right to education as affording all learners, regardless of their disabilities, the opportunity to learn by creating an environment that is conducive to teaching and learning. An environment conducive to the teaching and learning of learners with disabilities requires a system that is adapted to the learners. In this thesis, a right to education is regarded as both a human right and an indispensable means to realise human rights (UNESCO 2016, par. 1).

$\Rightarrow$ **School prospectus**

A school prospectus is a printed booklet promoting or advertising a school or university to potential parents or learners or giving details of a share offer for the benefit of investors (Oxford UK English Lexicon 2020, s.v. 'prospectus'). Schools in the Kingdom of Eswatini have their school rules in the prospectus; hence, they also use it as a document reflecting their school rules, which is given to parents when their children are admitted to the school. In this thesis, a prospectus is interpreted as a document that comprises the school rules.

1.9.3 Theoretical framework and paradigms

I address the theoretical framework and paradigms I used in the study in the following two sub-sections.

1.9.3.1 Theoretical framework

The theoretical framework for this study was based on the SAVE Framework. I employed Tesemma's (2012:208) SAVE Framework containing minimum standards in relation to the following three constituting elements, namely *suitability*, *availability*

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and *equitability*. Tesemma compiled the SAVE Framework by adapting the 4A [availability, acceptability, adaptability and accessibility] Scheme from the ICESCR (UN 1966) to establish minimum standards for the realisation of the right of learners with disabilities to education. The SAVE Framework was considered appropriate because the study was evaluative in nature. The constituting elements of the SAVE acted as minimum standards to analyse the right to realising education of learners with disabilities at selected primary schools in the Kingdom of Eswatini as discussed in section 2.3.

1.9.3.2 Theoretical paradigms

The disability paradigms are discussed next as theoretical paradigms that I used to assist the interpretation of the findings in support of the research paradigm, which was the interpretive-constructive paradigm. The main disability paradigms are the psycho-medical paradigm and socio-political paradigm, as explained by Kivunji and Kuyini (2017:30).

1.9.3.2a The psycho-medical paradigm

The psycho-medical paradigm is based on the assumption that deficits are located within the individual (Beaudry 2016:211). Deficits may include personal and social values and resources, the ability to adapt and compensate, as well as the quality of life of the person concerned (Salloum & Mezzich 2009:145). Historically, this paradigm has been the most widespread of all (Kivunji & Kuyini 2017:32) and has been used in both the diagnosis and educational treatment of learners with disabilities. Children with disabilities are perceived as special learners, or from the medical perspective, patients who need medical attention, which is contrary to the political socio-political paradigm to be discussed in the next sub-section (see section 1.9.3.2b).

The right to health rehabilitation guaranteed in the CRPD (UN 2006, art. 25–26) concurs with the medical paradigm. The medical paradigm focusses on the fixing the disability of the individual (Harpur 2012:2). There is no emphasis on removing the barriers from the environment to enable persons with disabilities to realise other rights because an individual with a disability is not perceived as being able to live a fulfilling life (Harpur 2012:2).

I acknowledge that learners are different due to their disabilities in terms of how they need to be supported by the education system in their learning at school. I used the psycho-medical paradigm to address the question of suitable education for learners with some deficits that are located in the individuals. Thus, I was aware of the special educational needs of learners with different abilities that have to be addressed in an inclusive class. The present study was opposed to the psycho-medical paradigm because the world belongs to everyone regardless of disabilities, as discussed later (see section 1.9.3.2b). The environment should not compel learners with disabilities to adapt to the environment, which is the perception of the psycho-medical; instead, the environment should be adjusted (see section 1.9.3.2b).

1.9.3.2b The socio-political paradigm

In contrast to the psycho-medical paradigm, several scholars have considered inclusivity and disability to be a socio-political construct, which focusses on structural inequalities at macro-social level and which are being reproduced at institutional level (Christensen 1996:144; Skrtic, Sailor & Gee 1996:146; Mohamed 2017:58). The socio-political school of thought demands that the socio-cultural views adhere to the idea of reincarnation, where a disability is perceived as a condition affecting a present life but not necessarily the preceding or following lives (Lawson & Beckett 2020:2). Parents supporting this school of thought pursue both formal biomedical help and support from informal networks, including eliciting the help of traditional healers, performing religious rituals, and changing their own behaviour to atone for past transgressions. The socio-political paradigm is perceived to be in competition with the equity and advocacy expectations embedded in the mandates of parent participation in special education decision-making processes because it emphasises social constructs (Lawson & Beckett 2020:1). Hence, the values held by many families from culturally diverse backgrounds may well be conflicting (Kalyanpur, Harry & Skrtic 2000:120).

In terms of the socio-political paradigm, disability is a social problem as opposed to an individual problem (Lawson & Beckett 2020:2). The social environment accommodates people with disabilities rather than the other way around. The environment is seen as a problem that needs to be fixed so that every person with disabilities is able to access the services available to other members of the community (Mezzich et al. 2013:107). This paradigm advocates the importance of the

accessibility, equity and accommodation of all people in society (Tesemma & Coetzee 2019:62). It acknowledges that persons with disabilities are entitled to live independent lives because they are regarded as community members. The respect for the person's autonomy, values and dignity represents a fundamental recognition of the person's personhood, and is an ethical imperative (Fulford, Christodoulou & Stein 2011:132).

The fact that the inclusive approach to learning recognises the uniqueness of each individual encourages the tradition of personalised care, which promotes the humanistic approach (Krasnov 2012:106). Mezzich et al. (2013:99) distinguish the "endo-psyche", which is the inborn foundation of the individual, which includes the temperament, character and a number of other psycho-physiological characteristics. The "exo-psyche", on the other hand, is the system of relationships between the person and the surrounding world. This ideology places much emphasis on the individual's integration in society as a deserving entity, according to Mezzich et al. (2013:100).

In the case of learners with disabilities, the disabilities are not regarded as the problem; instead, the barriers in the environment are seen as that what need to be fixed so that learners with disabilities can access the education offered (Art beyond sight 2014:1). For example, a learner who cannot walk will need changes to the school environment to enable his or her movement (such as ramps or large enough spaces in classrooms to manoeuvre a wheelchair). One will also have to consider the physical disability that should be addressed by providing assistive devices, such as a wheelchair (or walker, cane or crutches if the wheelchair cannot fit into an overcrowded classroom). In terms of the socio-political paradigm, it is imperative that infrastructure and equipment accommodate both learners with and without disabilities (Art beyond sight 2014:1). In accommodating all learners within the school environment, one ensures that learners with disabilities are not excluded from lessons.

The socio-political paradigm emphasises religion, social norms and culture as important factors in individual behaviour and/or social organisation (Fernandez 2007:321). This paradigm is particularly concerned with the case of those who do not share beliefs in the primacy of participatory democracy, individual rights and freedom of choice (Fernandez 2007:321). Instead of equity, African cultures may hold the belief that inequality is a right and proper principle. Instead of asserting individual rights,

African cultures emphasise social obligations, and, instead of valuing choice, some cultures accept the primacy of ascribed roles (Kraus 2008:56).

Jones and McEwen (2000:682) acknowledge that individuals have multiple identities (such as race, gender, sexual orientation and religion) and, further, that these identities are constantly interacting and changing as one moves through the world. They argue that the interplay of the individual with his or her environment necessitates an ever-changing identity. There is emphasis on how individual behaviour and the evolution of socio-political institutions are driven by a specific religion, such as Islam, or within different denominations of Christianity (Hope & Jones 2014:49). I concur with socio-political paradigm in this regard; hence, I employed the interpretive paradigm. I further used the socio-political paradigm in interpreting the meanings of different happenings and behaviours because individual behaviours are determined by the subjective understanding people have of the world. The socio-political paradigm supported the interpretive paradigm in the present study because the participants and I were recognised in the construction of the knowledge. In a socio-political paradigm, the researcher focusses on understanding the phenomenon he or she is investigating in the context of the social environment (Creswell 2014:20). I focussed on how the selected primary schools were complying with the minimum standards (suitability, availability and equitability) at the time of the research to ensure the realisation of the right to education of learners with disabilities.

1.9.4 Limitations of the study

Research limitations as potential weaknesses in research are out of the researcher's control. The limitations indicate how the researcher was restricted in his or her ability to do the research (Hofstee 2006:87). One of the research limitations of this research was limited time. I had a challenge in finding time to collect the data because I am a university Continuing Education Director and lecturer. I therefore had to request leave from work to collect the data. With the hectic schedule of an academic and periods when one just cannot be out of office, it was challenging to take leave at a time when it was also convenient for the schools to allow me on site. I conducted the study over a certain period under the conditions that existed at the time of the study and the findings can therefore not be generalised to all schools in the Kingdom of Eswatini.

1.10 Trustworthiness

LaBanca (2010:1) defines *trustworthiness* as a demonstration that the evidence of the results reported in a study is sound, and that the arguments based on the results, are strong. To ensure trustworthiness I continuously refined the sampling and data collection techniques throughout the data collection process. A study is trustworthy if the researcher properly collects and presents the data so that the conclusions reflect the problem that was studied (Yin 2016:79). Engaging multiple data collection methods allows for triangulation which, in turn, leads to a more credible, dependable and diverse construction of realities (LaBanca 2010:3). In the present study, I used various data collection methods, such as document analysis, structured observation, and interviews, which enabled me to triangulate the various data sets. I adhered to increasing the credibility, transferability, conformability and dependability as recommended later (see section 4.8).

Credibility is showing rigour by communicating all the details of the research process to the readers (McMillan & Schumacher 2010:213). Prolonged engagement also ensures credibility (Nowell et al. 2017:3) as was in the case of the present study (see section 4.8.2). The findings are transferable to other primary schools in the Kingdom of Eswatini because findings from a case study apply to situations or contexts that are similar (Smit 2012:3). According to Smit (2012:3), "transferability reflects the need to be aware of and to describe the scope of one's qualitative study so that its applicability to different contexts (broad or narrow) can be readily discerned". I followed the suggestion of Smit (2012:381) that, to ensure transferability, researchers should make a detailed description of the research process, and provide a thick description of the research situation and context. When the results of the study are free from any form of bias, they reflect conformability. In order to ensure conformability triangulation is essential (Patten & Newhart 2018:156), as was done in the present study (see section 4.8.2). Dependability means that the study portrays findings that are consistent, and the interpretation is a true reflection of the data collected (Nowell et al. 2017:3). Chapter 4 presents a detailed description of the research process and the context of the study.

1.11 Ethical considerations

Saunders, Lewis and Thornhill (2012:236) indicate that researchers should first obtain permission to undertake the study and then consent of the participants. I applied for an ethical clearance certificate from the College of Education's Research Ethics Committee of the University of South Africa (Unisa). I used this certificate to request permission from the director of the MoET to conduct the study at the four selected schools in the Kingdom of Eswatini. Researchers should ensure that they make vital information about the study available to participants so that they can make informed decisions on whether to take part in the study (Creswell 2014:139–140). Because people are autonomous beings, one has to explain everything about the project before they decide to participate; participants cannot be seen as a means to an end (Brooks, Te Riele & Maguire 2014:28). Therefore, I explained the purpose of the study to all participants. The consent of each participant was sought up front. I kept all documentation of the study at Unisa for the purpose of ethical consideration as well as with me to ensure authorisation of publication of the research results. I ensured to protect the identity of each person involved in the study so that nobody could abuse the information or link the person to the information provided. I discuss ethical considerations in depth in Chapter 4.

Table 1.3 provides a summary of the procedure that I followed to ensure ethical research.

Table 1.3: The procedure followed to ensure ethical research

Sample and participants	Procedure to obtain permission and consent
Four schools from the four regions of the Kingdom of Eswatini	Requested and obtained permission from the Director of Education to conduct the study by employing infrastructure observation, document analysis of schools' prospectuses and interviewing teachers. Gave principals of the prospective participating schools the letter from the Director of Education wherein permission to do the research was granted as well an information letter explaining the planned research. Requested and obtained permission from the school principals to conduct the study at their schools.
Two senior officials of the MoET	Requested participation and consent to being interviewed from SIE Inspector and NCC Director.
Four school principals	Requested participation by school principals. The school principals signed the consent forms.
Eight teachers from selected schools	Requested teachers participation and consent from teachers to be interviewed.

Source: Compiled by the researcher

1.12 Chapter 1 conclusion

In this chapter, I highlighted the background information and stated the research problem. I further highlighted the aim, objectives and significance of the study. I briefly discussed the research methods and ethical considerations employed in the study. In the next chapter, I discuss the theoretical framework of the study.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Introduction

As indicated in Chapter 1, I aimed to determine how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards set out in the SAVE Framework to ensure the fulfilment of the right to education of learners with disabilities. Since I used the minimum standards (also referred to as elements) set out in Tesemma's SAVE Framework (Tesemma 2012:209–228), a discussion of this framework and the minimum standards of it (suitability, availability and equitability) is appropriate. Before I can discuss these minimum standards further, it is vital to provide a brief background of the development of the SAVE Framework.

2.2 Development of the SAVE framework

The SAVE Framework was developed out of a need to find a framework that would address the fundamental rights of learners with disabilities, which other educational frameworks had ignored at that stage. One of these frameworks, was the 4A scheme (Tomaševski 2001:14), which Tesemma (2012:28) indicates as a framework that failed to address both the human rights and education needs of learners with disabilities. The 4A Scheme was developed by the United Nations' Committee on Economic, Social and Cultural Rights to ensure the realisation of the right to education (UN 1999). The 4A Scheme was designed to analyse governments' obligations to realise the right to education (Tomaševski 2001:14). The 4As are depicted in Figure 2.1 below.

AVAILABILITY
- Sufficient schools have to be built
- Enough teachers should be available
- The teachers have to be properly trained
- Academic freedom has to be ensured
- Teachers' unions should be guaranteed

ACCESSIBILITY
- No discrimination in education
- The schools must be available
- The schools should be free

ACCEPTABILITY
- No gender discrimination
- The lessons have to be presented in the learners' first language
- Good quality education
- A safe environment
- Professional teachers

ADAPTABILITY
- Education evolving with needs
- Education that caters for cultural diversity
- Education that challenges inequity

Figure 2.1: The 4A Scheme analysis of learners' right to education

Source: Adapted from Tomaševski (2001:14)

In the following sub-sections, I discuss the minimum standards of availability, accessibility, acceptability and adaptability of the 4A scheme.

2.2.1 Availability in 4A Scheme

Availability refers to government-funded education; including appropriate infrastructure and enough trained teachers to enable the learners to receive education without barriers (UN 1994, art. 2(71)). This means that, inter alia, there should be buildings, sanitation facilities for males and females, safe drinking water, teaching equipment, and well-trained teachers receiving competitive salaries (UN 2014, par. 3).

It is a requirement and responsibility of governments to establish appropriate educational institutions to avail education to all learners in ensuring both civil and

political rights. The social and economic rights to education require that government establish and fund educational institutions to ensure the availability of education to all learners (Tomaševski 2001:13). The different minimum standards of the availability of the 4A Scheme are discussed in the next paragraphs.

Building sufficient primary schools and providing free primary education to all learners is the responsibility of governments (UN 1989, art. 28(1)). In Africa, primary school learners are those between the ages of six and thirteen years. For example, these learners in the Kingdom of Eswatini constitute one third of the population and above 76 percent of them live in the rural areas (Kingdom of Eswatini, Ministry of Economic Planning and Development 2020:4). The availability of schools, even in rural areas, should ensure that all learners have spaces in the classroom; thus, fulfilling the right to education for all learners (UNESCO 2016, par. 1).

The funding of education in African countries differs from country to country. In the Kingdom of Eswatini, the government funds the public primary schools by providing free education to all learners. In some countries, such as the Kingdom of Eswatini (Kingdom of Eswatini, Ministry of Economic Planning and Development 2020:20) for example, the government may fund not only public schools but also some private schools. The assumption is private schools aim to make profit, while public schools render a service in fulfilment of the social responsibility of government (UNESCO 1994, par. 4). The allocation of resources is a political decision; hence, government controls the funding of public schools (UNESCO 1994, par. 4).

Availability further refers to the readiness of enough properly trained teachers (Tomaševski 2001:33). The product of the education system is dependent on the quantity and quality of teachers teaching in each school (Khumalo 2013:11; Mayor 1998:48). Government funding allocations specifically earmarked for inclusive education is required for training teachers so that they are able to handle diverse learners. To ensure that the right to education is realised for learners with disabilities, governments must comply with the minimum standard prescribing teachers' training programmes regarding inclusive education (Tomaševski 2001:33). The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO 1994, par. 2(41)) stipulates that inclusive teaching should be embedded in teachers' training programmes so that educational personnel are prepared to attend to diversity in the

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classroom. All countries that have ratified the Salamanca Statement and Framework for Action on Special Needs Education undertook to train teachers to teach in inclusive schools (UNESCO 1994, par. 4). Preparing teachers for inclusive education at pre-service level should address the problem of personnel not emotionally willing to commit to making inclusive education a reality (UNESCO 1994). To meet this requirement, teacher training should aim at fostering an appropriate attitude towards inclusive education. Pre-service teaching students should be made aware of what can be achieved in schools with the locally available resources.

Teachers need support staff that has expertise in terms of special needs of learners with disabilities to make education available. The support staff should be there to enable teachers to do their work efficiently by assisting where teachers do not have the necessary expertise. Teachers working with support staff in their classes where there are learners with special needs are more effective compared to those without support staff (Lewis & Bagree 2013:8). Duly qualified support staff should be able to establish resource centres, which could cater for learners with educational special needs.

The civil and political rights of teachers to form organisations that would allow them to meet and bargain collectively, so that they commit themselves with their teaching, form part of the international labour standards (International Labour Conference 2010, par. 2(a)). Governments must guarantee the rights of teacher unions provided for by the International Labour Organisation (ILO) including the right to protest so that they attend to learners happily. The bargaining power through the union enables them to improve their conditions of service, which helps to improve the quality of teaching (Mayor 1998:48). Dismissing and harassing teachers, for example those who engage in unprotected strike action, indirectly violate the learners' right to education (Rossouw 2012:139), since that affects teachers as they do their work.

2.2.2 Accessibility in 4A Scheme

Accessibility means that every child deserves to be at school without any discrimination in terms of the law (UN 2014, par. 3). Accessibility of public schools is thus guided by the non-discrimination principle. Some of the discriminatory practices are requiring higher school fees for learners with disabilities, or not having the

infrastructure to accommodate learners with disabilities. It is the duty of the government to protect children's rights through the enactment of law prohibiting discriminatory practices (UN 1997, par. 16). Positive steps should be taken to prevent marginalising learners with disabilities and excluding them from schools. The realisation of children's right to education depends on the law enacted by government aimed at eradicating discrimination (UN 1997, par. 16).

It is a political, economic, cultural and social right of learners to access schools (UNESCO 1994, Par. 6(b)). Governments are obliged to provide free compulsory primary school education to ensure that all learners access education (Charema 2010:89). If primary school education is free, parents would send their children to schools close to them and the right to education of children with disabilities would be realised provided schools cater for their special needs. Making regular schools accessible to all learners complies with the human rights instruments on inclusive education, which cater for learners with disabilities. In the Kingdom of Eswatini, primary school education is free but the accessibility of schools for learners with disabilities is still a challenge (Swaziland, MoET 2018, par. 2.2). It is evident from the policy recently put in place adopted standards for inclusive education (Kingdom of Eswatini, MoET 2019:iv) that the MoET hopes these standards "will improve every child's opportunity to enter school", implying accessibility is still a problem in the kingdom.

2.2.3 Acceptability of 4A Scheme

Acceptability refers to a situation where the education system is acceptable to the parents and learners. In respect of acceptability, the minimum standard requires education that is culturally relevant and taught by qualified teachers in a safe environment to ensure quality education. Acceptability is about no gender discrimination, lessons to be taught in the learners' first language, good quality education, a safe environment, and professional teachers (Tomaševski 2001:14).

If government provides education that is available and accessible as discussed above, it is essential that such education be of good quality and in line with the international human rights standards. The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (UN 1994, art. 26) stipulates, "[p]ersons with disabilities are

members of society and have the right to remain within their local communities. They should receive the support they need within the ordinary structures of education, health, employment and social services."

Modifying learning material should focus on making the material accessible rather than changing the content. Censorship is about editing what is taught to learners living with disabilities to such a degree that they learn something different from those that are without disabilities (UN 1994, art. 28). The censorship of textbooks, for example by removing some of the content from textbooks for learners without disabilities, constitutes an infringement of the learner's right to quality education (UN 1994, art. 28). Curriculum developers should take into account the rights of learners with disabilities to specific skills in terms of Article 24(3) of the UNCRPD (UN 1993, art. 24(3)), which will enable them "…to learn life and social development skills to facilitate their full and equal participation in education and as members of the community".

According to The UNCRPD (UN 1993, art. 24(3)), States are expected to act appropriately, including:

a) *Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;*

b) *Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;*

c) *Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximise academic and social development.*

It is also important that the environment be safe, meaning that the school should be free from violence so that learners are not subjected to an intimidating climate, as this violates their right to education (Shongwe 2013:123). A violent environment is created, inter alia, by using corporal punishment in schools, especially in the case of learners with disabilities (Pignolet 2018). Research has shown that more learners with disabilities experience corporal punishment than those without disabilities (Global Initiative to End All Corporal Punishment of Children 2014:2). The use of corporal

punishment in schools should be prohibited to support accessibility of education. The legalised corporal punishment in the Kingdom of Eswatini, impinges on the learners' right to learn in a safe environment (Swaziland, 1981, s 10; Swaziland 2005, s 29(2)). Even the Children's Protection and Welfare Act (Swaziland, 2012, s 14) does not explicitly prohibit corporal punishment because it only states that learners should be disciplined according to their age. Even though the ministry advocates that it has abolished corporal punishment, policy is subordinate to law, and the laws that still endorse corporal punishment in schools have to be repealed to align with the policies. For example, the National Education and Training Sector Policy (Kingdom of Eswatini, MoET 2018, par. 1.6.3) highlights that corporal punishment should be replaced by positive discipline, yet the Education Act (Swaziland 1981, s 10) still allows corporal punishment. The Southern Africa Litigation Centre that supports human rights and public interest, also recommends that the Kingdom of Eswatini align its laws with the policies concerning corporal punishment (Meerkotter, Jeffs & Madlate 2019:56).

2.2.4 Adaptability in 4A scheme

In terms of education, *adaptability* means such education is flexible and able to accommodate the complexities and diversity of the changing societies (Tomaševski 2001:14). This is all about the flexibility of the school environment to suit every learner's needs, including those with disabilities. It is the role of education to address inequalities in society, such as discrimination on, inter alia, the grounds of gender, disability and race. The adaptability standard of the 4A Scheme entails the following: education must challenge inequalities, it has to cater for the needs for inclusion, and it should also cater for cultural diversity (Tomaševski 2001:14). For example, schools should adapt to ensure inclusion by rejecting the culture of 'othering' learners with disabilities and ensuring that the conditions in the schools are such that learners with disabilities can be accommodated. 'Othering' a child with disabilities is in particular evident in the practice to refuse them admission based on the argument that they will not be able to cope with the school proceedings on the account of their disabilities (Tomaševski 2001:14). According to Pather and Nxumalo (2012:429), this practice is widespread in countries such as the Kingdom of Eswatini and Botswana.

Even where learners with disabilities are admitted, the education offered may still be inaccessible because the school structures and teaching and learning materials might

not be adapted to cater for their needs (Tomaševski 2001:31). The 4A Scheme advocates that the education offered to learners should be adapted to the learners instead of learners being expected to adapt to the education system. Adapting the education system ensures that learners with different education needs are accommodated in order to cater for the best interests of each learner (Tomaševski 2001:31). To fulfil the aim of Education for All (EFA), physical school conditions should be such that both learners with and without disabilities can benefit in the classroom (UNESCO 1994, par 4). Adapting the infrastructure to suit all learners, inter alia includes having Braille for learners with visual impairment and school buildings with ramps for those using wheelchairs (The Kesho Trust 2012:21). Not adapting the school conditions to accommodate learners with disabilities creates inequality (UN 1966, art. 13(4)).

The adaptability standard also requires acknowledging the diversity among learners. The UN instruments support the diversity of education to accommodate learners with disabilities, portrayed in the adaptability standard, that schools should include all learners. The Salamanca Statement paragraph 3 states:

> *Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include children with disabilities, gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups* (UNESCO 1994, par. 3).

Tesemma's argument regarding the 4A Scheme discussed in this section portrays that the scheme does not accommodate the human rights and educational needs of learners with disabilities; hence, she adapted the 4A Scheme into the SAVE Framework to focus on both components in order to fulfil the needs of the learners with disabilities (Tesemma 2012:210).

The following section focusses on the different minimum standards of the SAVE Framework.

2.3   The SAVE Framework

Tesemma (2012:209) developed a framework that contains the minimum standards to realise the right to education of learners with disabilities. This framework is known as SAVE, a name drawn from the initial letters of its three core standards; *suitability*, *availability* and *equitability,* which he calls elements. These minimum standards constitute the effective realisation of the right to education of learners with disabilities (Tesemma 2012:209). This framework was important in this study in that it addresses the key subjects of this study, namely learners with disabilities.

The developing countries have proved that the already existing frameworks are not appropriate in analysing education as a right to learners with disabilities. In spite of employing the existing frameworks, learners with disabilities in developing countries remain without access to regular schools (Donohue & Bornman 2014:2–3; Lang 2008:65). In this study, I used the SAVE Framework because I intended to use a framework that addresses the right to education of learners with disabilities in the selected schools.

In the following sub-sections, I discuss the minimum standards of *suitability*, *availability* and *equitability* as indicated in the SAVE Framework.

2.3.1 Suitability of the SAVE Framework

The requirements, which Tesemma (2012:210) sets for compliance with the minimum standard of *suitability*, are indicated as follows:

1. *adapting the system instead of the child;*
2. *using appropriate 'language' and discourse;*
3. *cultural and local sensitivity to disability;*
4. *safe and appropriate location of schools;*
5. *individualisation of curricula and other support services;*
6. *disability- and age-appropriate transition plan;*
7. *curricular and instructional sufficiency, flexibility, relevance and appropriateness;*
8. *proper academic testing and assessment of disabled learners;*
9. *effective school–community relationships;*
10. *tackling the exclusionary potential of the hidden curriculum through equity pedagogy;*

11. *care in disciplining disabled learners; and*

12. *universal design of facilities, services and products.*

In the above list I indicated that the *suitability* standard requirements adapted *acceptability* and *adaptability* of the 4A Scheme. I also focused on the need for appropriate education for learners with disabilities in the table. The *suitability* standard implies that the deficit is always with the education system rather than with the learners. As stated in the socio-political disability model (see section 1.9.3.2a), the school environment is always the one that needs to be fixed because the child is not considered a problem. A favourable school environment is needed to achieve the *suitability* standard. This environment is suitable for all learners, which is inclusive of learners with disabilities.

Suitability in this sense focusses on language, curriculum, assessment, critical thinking skills development, infrastructure and disciplining practices. In the next sub-sections, I discuss these requirements for the minimum standard of suitability individually in order to illuminate how such requirements contribute to having education that is suitable for learners with disabilities.

2.3.1.1 Language

Language is one of the barriers that inhibit some learners with disabilities from realising the right to education or it can be a disability in itself. Some learners have difficulty in understanding concepts, especially when taught the concepts in their first language. It is imperative that teachers be aware that some learners have difficulty in understanding the language used during instruction and make provisions to enable such learners to participate fully in the lessons (Secretariat of the African Decade of the Persons with Disabilities 2012:52). Learners with a speech problem may need more patience and consideration on the part of the teacher, which means the learners should be allowed time saying what they want to articulate. It is obvious that teachers with less knowledge on how to include learners with disabilities could be challenged if a sizeable number of learners have problems with language especially in a high teacher–learner ratio.

Learners with different language disabilities need relevant accommodations in their learning. The relevant accommodation of learners with language disabilities might be

teachers being aware of their legal obligation to work in collaboration with parents. Accommodating learners with language barriers might include alternative places for learners with attention challenges, or the use of calculators for learners with challenge computing numbers but not reasoning (Liu, Watkins, Pompa, McLeod, Elliott & Gaylord 2013:8). Some learners need assistance in speaking the English language, while others need assistance in writing in the English language. It is evident that the school should structure its classroom environment in a way that accommodates learners with language disabilities so that they participate in the learning. With the competency-based curriculum MoET started to introduce in 2019 in primary schools – starting with Grade 1 – the issue of language would be addressed, since this curriculum focusses on learners with hearing and visual challenges (Kingdom of Eswatini, MoET 2018, par. 5.1.1). However, the current teacher–learner ratio (1:40) is rather high for a teacher to be effective if there is a number of learners with language challenges in the group.

2.3.1.2 Curriculum

The minimum standard of suitability calls for curricula to entail similar subject content for both learners with and without disabilities. A curriculum that is appropriate for all learners, including those with disabilities, is one that promotes tolerance and human rights (UN 2009, art. 2.2.2). A curriculum of this nature is a powerful tool to accommodate cultural, religious and other differences (UN 2009, art. 2.2.2). Learners with disabilities may need some support in other aspects of the curriculum, such as methods used in teaching, which are not stigmatising the learner as a weak person when the individualised support is provided (Fakudze 2012:69). Learners that may need support are, for instance, those with hearing, sight and learning difficulties. An accommodating curriculum should be flexible, in other words, learner-centred in terms of teaching and learning methods (Adam, Rigoni & Tatnall 2014:53). If the curriculum is flexible, it allows learners with disabilities to receive teaching in adjusted content of subjects which is similar to what is taught to those without disabilities, in order to meet the minimum standard of suitability.

The Kingdom of Eswatini MoET has put in place the Curriculum Framework that seeks to accommodate learners with disabilities in schools by using a competency-based curriculum (CBC) (Kingdom of Eswatini, MoET 2018, par. 5.1.1). The CBC focusses

on developing learners' competencies in performing particular tasks. This Curriculum Framework is expected to accommodate learners with disabilities by having subjects like Braille, Orientation and Mobility, and Daily Living Skills. If well implemented, a curriculum with such subjects could accommodate learners with disabilities (Swaziland, MoET, 2018, par. 2.1.3). This curriculum is supported by the National Education and Training Sector Policy (Swaziland, MoET, 2018, par. 2.1.3), which states that there should be periodic review of the CBC to ensure its relevance in equipping learners with required skills.

2.3.1.3 Critical thinking skills development

Nowadays, critical thinking skills are crucial in education in coping with the challenges of life. This is also applicable in the case of learners with disabilities (Melhem & Isa 2013:155). Learners with disabilities must be equipped with the appropriate skills in school so that they may contribute to the development of their communities.

Curricula should address critical outcomes, such as critical thinking skills, communication, organisation, self-awareness and self-management (UN 2009, art. 2.2.2). A suitable curriculum makes it possible for learners – with and without disabilities – to acquire the necessary skills to face the world with its challenges. Such a curriculum encourages independent thinking, and prepares all the learners for the world of work so that they may be part of the development of their communities. It was therefore my intention to use critical thinking skills as one of the criteria in the analysis of primary education to determine whether curriculum complies with the minimum standard of the right to education of learners with disabilities in the selected schools.

The Curriculum Framework (Kingdom of Eswatini, MoET 2018, par. 3.4), put in place in 2018, aims to inculcate critical thinking skills in learners. This Curriculum Framework adheres to the requirement of the minimum standard of suitability.

2.3.1.4 Assessment

Assessment methods, such as tests, assignments and examinations, need to take the diversity of learners in schools into account (Tesemma 2012:210). Accommodating diversity is possible if the assessment methods allow for the provision of materials, such as Braille papers for those with visual impairment. Teachers may not be teaching

toward true academic achievement if learners with disabilities have not been assessed using appropriate methods. The purpose of assessment is to evaluate what learners had acquired during learning (Sperotto 2013:4). If the teachers are not trained on how to cater for learners with disabilities in their assessment, they are likely to face challenges in guiding learners toward true academic achievement.

Teachers have the responsibility to apply formative assessment as they prepare the learners for examination (Jonathan 2012:8). Teachers must ensure that they accommodate learners with disabilities in the methods they use in their day-to-day assessment. Learners with disabilities may need more time during assessment due to their disabilities. Therefore, teachers have to create time for the learners with disabilities because of the nature of their disabilities, while others may need large print due to poor eyesight (Ali 2015:39). In the Kingdom of Eswatini, the National Education and Training Sector Policy (Swaziland, MoET 2018, par. 1.2.3) supports appropriate assessment of learners with disabilities by stating that teachers should vary the learners' assessment to accommodate every learner. The school principal should support and encourage teachers to adjust assessment for learners with disabilities because he or she is responsible for the entire instruction in the school.

2.3.1.5 Infrastructure

The infrastructure of the school environment must accommodate all learners (Tesemma 2012:210). An infrastructure that accommodates learners with disabilities as stated by Barret, Treves, Shmis, Ambasz and Ustinova (2019:1) includes:

- *schools that provide a place to all learners;*
- *school buildings that provide a safe and healthy environment;*
- *well-designed learning spaces; and*
- *school design that facilitates teaching and community involvement.*

For example, the infrastructure should have well-ventilated classrooms, laboratories, libraries, playgrounds, an assembly area, appropriate furniture, running water and electricity (Barret, Treves, Shmis, Ambasz & Ustinova 2019:1). Most of the schools in the Kingdom of Eswatini were built a long time ago without learners with disabilities in mind; hence, these school buildings do not cater for such learners. There are, for instance, no ramps at the entrances.

All learners should be able to access all places of the school environment without being assisted by another person, which is the responsibility of the principal (Coalition on School Inclusion 1994:46; The Kesho Trust 2012:15). The building structures such as classrooms, toilets but also sports fields should be accessible to all learners (Swaziland 1999, par. 5.1, 5.2, 5.3). Schools may have a financial challenge in adjusting their buildings since, all primary schools in the Kingdom of Eswatini depends on a government grant that does not make provision for erecting building structures (Kingdom of Eswatini, MoET 2018:xii). The school infrastructure creates conducive environment for teachers to attend to challenges that learners with disabilities face; thus, making the school to adhere to the requirement of the minimum standard of suitability, which requires schools to have infrastructure that accommodates learners with disabilities (Tesemma 2012:210).

2.3.1.6 Disciplining practices

Another requirement for *suitability* is that care should be taken in disciplining learners with disabilities (Tesemma 2012:210) because their misbehaviour may be the result of their disabilities. This means that learners may not be punished for reasons emanating from their disabilities. For example, an autistic learner who bangs his or her hand on the desk repeatedly cannot be treated like any other learner who deliberately does that to disrupt the class (Dwyer 1996:4). According to Staff (2004:4), the different procedures for disciplining learners with disabilities depend on:

- *the length and type of disciplinary action the school proposes to take;*
- *the nature of the conduct that led to the disciplinary action; and*
- *whether the conduct is found to be connected to the student's disability.*

Teachers with inclusive background are able to observe these disciplinary procedures; otherwise, they would apply the same disciplinary measures to every learner (Staff 2004:4).

Disciplinary measures used by teachers are vital in determining whether primary school education adheres to the minimum standard of suitability, which states that disciplinary measures should be adjusted for learners with disabilities (Tesemma 2012210). I used the disciplinary measures done in the selected schools to determine whether the school is suitable for learners with disabilities. It has been highlighted in

the first paragraph of this sub-section that teachers need to be sensitive to how they discipline learners with some form of disability.

Adjusting disciplinary measures does not only depend on individual teachers, but the school should have a policy that regulates learners' behaviour and discipline. For example, teachers may decide to use positive disciple for learners, which does not degrade the learners as indicated by Shongwe (2013:36). The Swaziland Constitution is also against inhumane punishment (Swaziland 2005, s 29(2)). If the school does not give guidance on how learners should be disciplined, teachers may find themselves frustrated, especially if the teacher–learner ratio is high. This might cause teachers not to adhere to adjusting disciplinary measures as a requirement of the minimum standard of *suitability*.

2.3.1.7 Universal design of facilities

Designing facilities, services and products in a universal way adheres to the *suitability* principle, which focusses on how the school environment accommodates all learners including those with disabilities (Government of South Australia 2016:23). *Universal design* in other words refers to an inclusive environment (Tesemma 2012:210). Al-Azawei, Serenelli and Lundqvist (2016:41) state, "[e]mbracing universal design in architecture assists people with disabilities to use buildings as others and without the need for retrofitting." The principles of universal design advocate for learners to use minimum physical effort in an environment where they attend school. The school environment should be accommodating in size and space for learners, regardless of their condition or body size, posture or mobility (Al-Azawei et al. 2016:41). Accessible pathways within the school grounds, accessible toilets, accessible doors and ramps ensure the accommodation of learners with disabilities in regular schools (The Kisho Trust 2012:22).

The National Education and Training Sector policy indicates that schools should embrace diversity within the school environment (Swaziland, MoET 2018, par. 1.2.3). However, to embrace diversity in the school environment, schools need to renovate school buildings. This may prove to be expensive for the schools because the grants from MoET do no accommodate such changes. If MoET could support schools to refurbish their buildings to allow learners with disabilities to use them freely, this would

comply with the minimum standard of *suitability*, which requires universal designs of facilities in the school environment (Tesemma 2012:210).

2.3.2 Availability of the SAVE Framework

Tesemma (2012:210) shows the following requirements for ensuring compliance with the minimum standard of *availability*.

1. *making available sufficient inclusive schools of good quality in close proximity;*
2. *allocation of adequate public funding for ensuring inclusion;*
3. *making sufficient teachers of good high quality available for inclusion;*
4. *equipping teachers with skills of pedagogy of disruption of disability stereotypes;*
5. *respecting the rights and duties of teachers;*
6. *developing teachers as 'foot soldiers' of social justice;*
7. *equipping teachers to play a pastoral role;*
8. *supplying teachers with disabilities as role models;*
9. *providing textbooks, uniforms and educational supplies at lower and affordable prices;*
10. *providing disability-friendly adaptive and assistive devices at lower and affordable prices; and*
11. *availing disability-friendly school transport services at lower and affordable prices.*

2.3.2.1 Quality and quantity of schools

Good-quality inclusive schools must be made available to the learners in sufficient numbers. Inclusive schools should be evenly spread in communities in order to ensure proximity to the learners. Government should provide free compulsory primary school education so that learners with disabilities may also access education (UN 2007:29). In the case of the Kingdom of Eswatini, government provides free primary school education; however, that does not necessarily translate into learners with disabilities having access to schools (Pather & Nxumalo 2012:429; Swaziland, MoET 2018, par. 3). As required by Convention on the Rights of the Child [CRC] (UN 1989, art. 23), all children are to be educated in the schools in their neighbourhoods with their peers. Children with disabilities should not be isolated from their peers and be sent to special schools that are far away from their homes. It is common practice to build special schools in places that are far from where most people live; hence, causing a considerable number of learners to be out of school (UNESCO 1994, par. 72). For

many learners with disabilities in the Kingdom of Eswatini, there are no schools close to their residential areas that accommodate them (Ntinda, Thwala & Tfusi 2019:84).

Although the MoET has put in place some policies that make schools inclusive, the regular schools in communities have challenges in accommodating learners with disabilities. This makes the schools non-compliant with the minimum standard of *availability*. It is important that schools do not just admit learners with disabilities for the sake of doing it, but to give effect to learners' right to receive quality education in schools in their communities (Swaziland 2005, s 29(6)). If all the regular schools in communities in Eswatini were to admit learners with disabilities and adjust their environment to accommodate the learners, the number of schools and the quality of education would be appropriate. It is important that a study – like this one – be conducted to suggest how regular schools could include learners with disabilities.

2.3.2.2 Teaching methods

It should be noted that teachers employ teaching strategies that benefit all learners in an integrated class (Tesemma 2012:210). Teachers should consider the differentiated instructional method, which caters for learners both with and without disabilities. The use of the differentiated instructional method enhances the inclusion of learners with different abilities or disabilities in the classroom (Smets 2017:2076). In differentiated instructional methods, the teacher should sometimes act as a facilitator while the learners are involved in teaching each other (Ford 2013:9). Co-teaching is a method that enhances the learning of learners with disabilities in an inclusive class. Learners with disabilities would benefit – as would those without disabilities – if different teachers take turns in teaching the same class (Wanjiku 2014:54). Co-teaching in primary schools in the Kingdom of Eswatini could be encouraged by school principals – especially if principals understood the importance of this type of teaching – because they are leading instruction in the schools. This would ensure that regular schools comply with the minimum standard of *suitability* that calls for teaching methods that benefit learners with disabilities in their learning.

Enough and properly trained teachers are not all that are required because the teaching methods used by teachers are influenced by the availability of teaching material and the accessibility of a resource centre. The presence of proper furniture,

papers used in Braille and other equipment that may be needed in the classroom for learners with disabilities to be accommodated is important (Devi & Reddy 2016:102). Resource centres with staff members with expertise in different disabilities are required where class teachers fall short of such expertise. At some point, learners with learning difficulties would need remedial classes in order for them to comprehend some concepts taught during class time. Identifying the learners for remedial teaching requires teachers with expertise on appropriate teaching methods that cater for learners with disabilities.

The knowledge of a variety of teaching methods is essential when conducting lessons in an inclusive class. Task analysis is one of the methods for the teacher to employ when teaching learners with multiple disabilities in the same class (Wanjiku 2014:110). Task analysis is the process of breaking down the acquisition of a skill into small manageable steps (Wanjiku 2014:109). The schools in the Kingdom of Eswatini may lack resource centres, but there are special schools throughout the country. School principals, at their discretion, may approach special schools for assistance where regular schools fall short in accommodating learners with disabilities.

2.3.2.3 Trained teachers

The *availability* standard of the SAVE Framework refers to government supplying enough teachers and teacher training institutions equipping teachers with critical pedagogy skills to handle learners with disabilities in the same class as those without disabilities (UNESCO 1994, par. 2(41); UN 2009, par. 2.2). Training teachers for inclusion is equivalent to equipping them to fight against social inequalities and injustice to ensure that the right to education of learners with disabilities be realised (UN 1993, art. 2(6)). Training teachers on inclusion challenges the stereotype and prejudice on people with disabilities. Teacher training programmes should thus capacitate prospective teachers to handle complex diversity in classrooms (UNESCO 1994, par. 2(41)). Qualified teachers are important in pedagogical practices, Braille and sign language in order for them to teach all learners regardless of disabilities in an inclusive classroom setting (Tesemma 2012:210). Schools should need to ensure that they engage teachers with different specialisations so that they can assist one another in handling learners with different disabilities. Individual schools in the Kingdom of Eswatini are challenged to come up with a solution on how they could

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assist teachers who are already teaching in schools to acquire the skills to cater for learners with disabilities. Assisting these teachers could help schools to meet the minimum standard of availability (Tesemma 2012:210).

A well-trained teacher is able to identify learners with some learning difficulties in a class that has both learners with disabilities and those without any disabilities (Lewis & Bagree 2013:7). Identifying learners with disabilities is important because a trained teacher would be able to give appropriate attention to such learners for the benefit of their learning. Where teachers endeavour to assist learners with disabilities, they are not successful because teachers in regular schools lack training on how to cater for learners with disabilities, as stated by Thwala, Ntinda and Hlandze (2015:214). It is therefore clear that to have quality education that accommodates learners with disabilities in regular schools, both the MoET and schools need a solution towards training of teachers who are already employed. Attending to the training of teachers in collaboration with the principals would assist all learners – regardless of disabilities – to have access to any school in their community because the teachers could thereafter meet the needs of such children. This would assist in making schools available to all children.

2.3.2.4 Teachers with disabilities

The culture of the community where learners live shapes the learning of learners (Boyat 2017:41). The presence of teachers with disabilities in schools is advantageous because they serve as role models for the school community. Where a school has teachers with disabilities, the self-esteem of learners with disabilities is enhanced since they feel the school environment embraces all people regardless of disabilities (John 2014:36). The presence of teachers with disabilities in a school also promotes non-discriminatory practices (John 2014:36). However, if learners with disabilities had not been accommodated by schools in the past, the chances of having them as teachers in the schools are limited. Engaging teachers with disabilities in the school boosts the self-esteem of the learners with disabilities and motivate them to learn (Boyat 2017:41). According to Lewis and Bagree (2013:22), the presence of teachers with disabilities in a school reduces the possibility that learners with disabilities be labelled. Teachers with disabilities could assist teachers without disabilities to

understand how learners with disabilities view themselves and life in general, since they understand what it entails to live with a disability.

2.3.2.5 Learning devices

One of the requirements that must be met to ensure compliance with the minimum standard of *availability* is that learners with disabilities should receive free or affordable assistive devices (Tesemma 2012:210). It is understandable why this is a requirement, because assistive devices are essential for learners with disabilities to be able to perform to their maximum potential (Devi & Reddy 2016:102). Providing assistive devices for learners with disabilities to attend school without challenges creates equal opportunities for teaching and learning. Andersen, Levenson and Blumberg (2014:1), for example, mention the value of video games in teaching learners with autism.

This requirement is especially important for poor countries, such as the Kingdom of Eswatini. According to UNESCO (1994, par 50) learners with disabilities from poor backgrounds may require assistive measures, such as the availability of adjusted textbooks, stationery and a feeding scheme to make their education a reality (UNESCO 1994, par. 50). Although the Kingdom of Eswatini is one of the poor countries, it is able to provide textbooks, school furniture, stationery and a feeding scheme for primary schools (Kingdom of Eswatini, MoET 2020b). The government is also offering a grant to all regular primary schools, but it does not make provision for learners with disabilities. As much as government is supporting primary schools, the focus excludes learners with disabilities; therefore, the schools do not adhere to the requirement of the minimum standard of *availability* that requires government to provide for learning equipment of such learners (Tesemma 2012:210).

2.3.2.6 Funding

Adequate government funding for the education of all learners is a requirement under the *availability* standard (Tesemma 2012:210). It is the right of every learner to benefit from the allocation of public funding (UN 2009, par. 1.2.3). Government funding ensures commitment to have learners with disabilities enjoy the same right to education as enjoyed by those without disabilities in regular schools. It is also the responsibility of government to ensure that qualified personnel be trained so that proper implementation of inclusive education in the schools is realised. Funding the

buying of equipment that caters for learners with disabilities in regular schools is the responsibility of government (Donohue & Bornman 2014:9).

It is essential that the government funds inclusive education in schools in the Kingdom of Eswatini to comply with the minimum standard of *availability* requirement (Tesemma 2012:210). This is in the spirit of the National Education and Training Sector Policy (Swaziland 2018, par. 1.2.3), which states that the cost of teaching and learning equipment should not prevent learners from learning. Government is supposed to fund the implementation of inclusive education, such as learning devices and infrastructure of the school so that the school is suitable for learners with disabilities. The MoET pledges its commitment to ensure inclusive and equitable education is achieved in the Kingdom of Eswatini (Kingdom of Eswatini, MoET 2019:2). Such government commitment should go with funding inclusive education to assist compliance with the requirement of the minimum standard of *availability*.

2.3.2.7 Resource centres

Since the personnel in special schools have expertise in terms of learners with disabilities, government should make special schools to resource centres for regular schools to assist in the transformation of regular schools into inclusive schools (UNICEF office in Montenegro 2019:7). Special schools should assist in building capacity within inclusive schools not only to support teachers who are not able to cater for learners with disabilities, but also to support such learners, their parents and the communities where they reside (UNESCO 1994, par. 72). In South Africa, it is envisaged that special schools in KwaZulu-Natal be changed to resource centres to assist inclusive schools (KwaZulu-Natal Department of Education & Media in Education Trust Africa 2010:26)

Some disabilities in learners are challenging to teachers; hence, resource centres are crucial for inclusive schools in order to accommodate all learners as per the dictate of inclusion (Okong, Ngao, Rop & Nyongesa 2015:133). Where teachers do not have the necessary expertise, they should refer learners with disabilities to the personnel at the resource centre for assistance (Donohue & Bornman 2014:9). The resource centres for regular schools in the Kingdom of Eswatini could assist teachers to be comfortable with the teaching of learners in an inclusive classroom. Nonetheless, regular schools

in the country have no resource centres; therefore, it is not in line with the minimum standard of *availability*, which requires schools to have resource centres (Tesemma 2012:210).

2.3.3 Equitability in the SAVE Framework

Tesemma (2012:210) sets the following requirements to ensure compliance with the minimum standard of *equitability*.

1. *ensuring equality of access and results and non-discrimination;*
2. *recognition of education as a civil and political right, but also as an economic, social and cultural right;*
3. *recognition of the educability of learners with disabilities;*
4. *freedom of choice and involvement of parents or caregivers;*
5. *creating inclusive schools with an inclusive culture, ethos and organisation;*
6. *making schools economically affordable;*
7. *allocating equitable public funding;*
8. *political commitment to take affirmative action and for redress;*
9. *respect for difference; and*
10. *listening to the voice of learners with disabilities.*

2.3.3.1 Fairness

The *equitability* standard concerns fairness and inclusion (UN 2012:7). *Fairness* in this context refers to the personal and social situation that benefits the pursuit of learners' educational achievement regardless of gender, disability, age and/or socio-economic status. Inclusion is about the transformation of society that also facilitates political will at a sectorial, institutional and classroom level to form truly inclusive spaces (UN 2016a:9). *Fairness* constitutes considering every learner at school as important as the other and deserving access to education like everyone else. This means that no child should be prohibited by any barriers at the school from accessing education, and that all learners should have favourable conditions at school in order to be able to learn (AU 2018, art. 16).

Government should provide assistive devices to learners with disabilities so that they may have the opportunity to learn like those without disabilities. Assistive devices would help learners with disabilities to cope with school life so that they are able to

perform like those without disabilities in the regular schools (Hornby 2015:235). It would be unfair to expect learners with disabilities to perform like those without disabilities if they are not assisted to learn, in other words, if an enabling school environment is not created. *Fairness* could be implemented by providing learning devices to learners and adjusting teaching methods to accommodate learners with disabilities. Education leaders and schools could be showing *fairness* by adapting the environment to suit every child in order to adhere to the minimum standard of equitability, which it requires fairness (Tesemma 2012:210).

2.3.3.2 Equal access

The minimum standard of *equitability* is about equality and non-discrimination in terms of learners, regardless of their disabilities (Tesemma 2012:210). All learners have the right to access education in schools whether they live with disabilities or not (UN 2009, art. 1.2.1). Where learners enjoy educational rights, they have equal chances in their communities to access schools of their choice. In order to ensure equal access, affirmative action may be needed through legislation to realise the right to education of learners with disabilities in schools (UN 2016, art. 2). Government and schools may give extra support to learners with disabilities as a way of applying affirmative action. Extra support could include services such as providing assistive devices, adjusting teaching methods, and/or making all buildings accessible by all learners. Applying affirmative action could be initiated by a policy, otherwise it would be difficult use it (UN 2016, art. 2).

Policies are vital to allow all learners to access schools in their communities as a way of doing away with discrimination (Hornby 2015:239). MoET currently has in place three policies, namely –
- the National Education and Training Sector Policy (Swaziland, MoET 2018, par. 1.2.3), which states that all learners should access education regardless of disabilities;
- the Curriculum Framework (Kingdom of Eswatini, MoET 2018: par. 1.4), which highlights that the curriculum of the Kingdom of Eswatini is built on inclusive principles that accommodate every child regardless of disabilities; and
- the Standards for Inclusive Education (Kingdom of Eswatini, MoET 2019). These standards require school leadership to develop a school admission

policy that allows all learners who live in the community, and demands non-discrimination on disability grounds (Kingdom of Eswatini, MoET 2019, par. 1.8).

It is the duty of all involved in education of learners to ensure that these policies are enforced in order to accommodate learners with disabilities. However, not much effect of these policies was expected at the time of this research, because they had been put in place recently (i.e. in 2018 and 2019). If these three policies could be enforced, learners with disabilities would have equal access to schools just as those without disabilities; thus, schools will comply with the minimum standard of *equitability*, which requires that learners have equal access to education (Tesemma 2012:210).

2.3.3.3 Political commitment

Political commitment is a pledge to follow a course of action by the government of a state or organisation. This may be through formulation of a policy or Act (American Heritage Dictionary of the English Language 2016, s.v. 'political commitment'). It is within the power of government to ensure that both learners with and those without disabilities have equal opportunities to contribute to the economy of the country by providing equitable education to both groups. Government has to commit to provide education that includes learners with disabilities by having in place legislation and policies. This is made possible when different government departments collaborate to remove the barriers of inclusive education (Lansdown 2014:7). The political willingness of the relevant government to address inequality among learners with and without disabilities is reflected in the allocation of funding towards inclusive education in schools (Arduin 2015:118).

The MoET, through its Standards for Inclusive Education (Kingdom of Eswatini, MoET 2019), indicates political commitment towards inclusive education by highlighting standards that schools and all educational personnel should follow to ensure learners with disabilities are catered for in education. Government enforcement of this policy could show commitment to the education of all learners in the country. Addressing how learners with disabilities should learn assists in ensuring their right as human beings, as supported by Tesemma and Coetzee (2019:63).

2.4 Chapter 2 conclusion

As indicated above, I discussed the SAVE Framework together with other human rights instruments that informed the development of the SAVE Framework that focuses on the minimum standards for realisation of the right to education of children with disabilities. I discussed the content of the SAVE Framework which was considered as the framework for this study. I used the SAVE Framework because it focuses on both the human rights and education aspects of the learners with disabilities.

In the next chapter, I focussed on reviewing literature on the research topic.

CHAPTER 3: LITERATURE REVIEW

3.1 Introduction

In this chapter, I discussed literature on conceptualising learners with disabilities and the IHRL mandate to realise the right to education of learners with disabilities. Other aspects, central to this study and which I addressed in the literature review, are barriers to inclusive education and solutions to the barriers. Aspects that I finally addressed are inclusive education, and education of learners with disabilities in developing and developed countries.

3.2 Conceptualising learners with disabilities

In this study, I focussed on the right to education of learners with disabilities at primary schools in the Kingdom of Eswatini; hence, the definition of people with disabilities was important as the fundamental phenomenon underpinning the investigation. It was important to consider disabilities classified as physical, sensory, neurological, cognitive and psychiatric because such disabilities affect the learning.

Firstly, **physical disabilities** may include learners with mobility difficulty, such as difficulty in the use of hands or arms, or speech difficulties. Mobility disabilities may further include amputation, arthritis and muscular dystrophy. These impairments may be temporary or permanent and may cause one to use a wheelchair, a cane or walker. In the case of wheelchair users, accessing staircase structures in schools and/or on public transport may be impossible (Disabilities, Opportunities, Internetworking and Technology 2016:2). A lack of hands may cause a problem for the learner to handle objects like the pages of a book, using a pen or pencil or working on a computer keyboard. It is therefore imperative that the physical learning environment need to be adjusted to accommodate learners with physical disabilities.

Secondly, **sensory disabilities** refer, inter alia, to hearing impairments or sight problems (Hawking 2011:4). Hearing problems range from mild to severe. If severe, it is referred to as 'deafness'. Learners with profound hearing impairment are likely to have speech problems due to failure to hear their own and others' voices. Learners who are having challenges in hearing may have difficulty in small-group discussions, teaching taking place in large classrooms or when they are watching a sign language

interpreter, a captioning screen, or a speaker's lips (Disabilities, Opportunities, Internetworking, and Technology 2016:2). Therefore, it is the duty of schools to assist learners with hearing problems to be part of the learning situation.

Thirdly, **neurological problems** comprise problems somewhere in the nervous system. A learner may suffer from neurological disorders, such as migraines, epilepsy or any other neurological disorder that may cause seizures. The migraines may cause such learner to experience painful and debilitating headaches accompanied by disturbed vision, weakness and nausea. With epilepsy, the victim would function normally most of the time, but would occasionally suffer from seizures that may cause unconsciousness (Epilepsy Society 2015:1; Hawking 2011:33). Neurological disorders may affect the learning of the learners, since some learners who experience epilepsy may feel embarrassed; hence, the school would have to create an environment that does not lower their self-esteem.

Fourthly, the term **cognitive limitations** refers to a learner with problems resulting from genetic factors or problems occurring before and after birth. There are various types of cognitive limitations. Intellectual disability has to do with that which limits education of learners with such disability at a level expected of learners of their age. This may include autism (Centre for Developmental Disability Health Victoria 2010:1), asperger's syndrome and other intellectual limitations. Autism involves difficulty in processing information that may lead to a lack of interest in interaction with other people and the environment (Centre for Developmental Disability Health Victoria 2010:1). Asperger's syndrome is a condition where the person has problems with human relationships but may not be aware that he or she have such problems (Toth & King 2008:960). Cognitive disabilities present a limitation to learning of persons with these disabilities; therefore, the school should make efforts to accommodate them, especially in the teaching methods.

Lastly, **psychiatric disorders** are usually caused by an imbalance in brain chemistry. Psychiatric disorders may include schizophrenia, bipolar disorder and chronic depression. Schizophrenia results in persons hearing voices that do not exist, which may include both visual and auditory hallucinations (Ritsner 2010:68). Persons with schizophrenia may have difficulty in making logical connections (Ritsner 2010:68). It is important that the school be ready to nurture such learners and to protect them from

being mocked by other learners within the school because these learners may react in a strange way.

It is evident that the different types of disabilities and/or disorders might disadvantage learners in school. Notwithstanding this, IHRL mandates the right of learners with disabilities and/or disorders to education.

3.3 Human rights perspective in education of learners

A human rights perspective on the education of learners with disabilities cannot be complete without a discussion of relevant IHRL instruments, such as:

- the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (AU 2018);
- CRPD (UN 2006);
- the Universal Declaration of Human Rights (UN 2007);
- the ICESCR (UN 1966);
- the Convention on the Rights of the Child (UN 1989);
- the ACRWC (AU 1999);
- the Equalisation of Opportunities for Persons with Disabilities (UN 1993);
- the Salamanca Statement and the Framework for Action on Special Needs Education (UNESCO 1994); and
- other instruments consisting of committee reports to the UN and reports by the UN member countries.

The IHRL instruments regard inclusive education as a vehicle to provide appropriate education to learners with disabilities. As already mentioned, International Human Rights Law applies to all persons in states that have ratified international IHRL instruments. Table 3.1 shows the international human rights instruments ratified and non-ratified by the Kingdom of Eswatini.

Table 3.1 IHRL instruments ratified by the Kingdom of Eswatini

IHRL instruments	Date of ratification by Kingdom of Eswatini
1. International Covenant on Economic, Social and Cultural Rights [ICESCR] (UN 1966)	26-03-2004
2. Convention on the Rights of the Child (UN 1989)	07-09-1995
3. African Charter for the Rights and Welfare of the Child (AU 1999)	05-10-2012
4. Equalisation of Opportunities for Persons with Disabilities (UN 1993a)	Not ratified
5. Salamanca Statement and Framework for Action on Special Needs Education (UN 1994)	Not ratified
6. Universal Declaration of Human Rights (UN 2007)	2007
7. United Nations Convention on the Rights of Persons with Disabilities (UN 2006)	24-09-2012
8. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (AU 2018)	Not ratified

Source: Adapted from Swaziland (2017:n.p)

The disability formation associations are some of the groups that have influenced the shaping of inclusive education in the global community and of the thrust of various United Nations resolutions and recommendations for equality of educational opportunity instigated as early as 1959 (Vlachou 2004:6–7). The Salamanca Statement on Special Needs Education addresses the global perspective of inclusive education principles on the rights of learners with disabilities (UN 1994, par. 15–41). There are 92 states and 25 organisations aligned with special education practice on issues of democracy and diversity, which ratified the Salamanca Statement on Special Needs Education. International declarations have also contributed to the meaning of inclusive education (United Nations Educational, Scientific and Cultural Organization [UNESCO] 2003, art. 4(14)). The Biwako Millennium Framework for Action (UNESCO 2003, art. 4(14)) highlights the importance of inclusive education in realising the right to education of learners with disabilities. Guidelines based on the Biwako Framework are pivotal in shaping inclusive education policy and practice. The Biwako Framework

includes appropriate education for learners with disabilities, such as dealing with negative attitudes, an inflexible curriculum and assessment procedures, and a lack of appropriate teaching equipment and devices (UNESCO 2003, art. 1(5)). Although guidelines based on the Biwako Framework were specifically directed to the Asian and Pacific countries (UNESCO 2003, art. 2(14)), they may also apply in the Kingdom of Eswatini as the negative attitude towards disabilities, an inflexible curriculum and a lack of teaching equipment are also challenges to schools in the Kingdom of Eswatini (Swaziland, MoET 2018, par. 2.2). Biwako Framework guidelines aim to promote inclusive, accessible and rights-based societies for people with disabilities (UNESCO 2003, art. 2(14)). In following these guidelines, the Kingdom of Eswatini could be meeting its constitutional obligation of ensuring the rights of learners with disabilities to education (Swaziland 2005, s 30).

The UN Convention on the Rights of Persons with Disabilities stipulates:

1. *children with disabilities must be able to access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*

2. *there must be reasonable accommodation of the individual's requirements and provision of the support required to facilitate their effective education;*

3. *governments must facilitate the learning of Braille and other relevant communication formats; orientation and mobility skills; and peer support and mentoring;*

4. *governments must ensure that education for children who are blind, deaf or deafblind is delivered in the most appropriate languages and means of communication for the individual and in environments which maximise academic and social development;*

5. *governments must employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and train education professionals in disability awareness and use of relevant communication formats, educational techniques and materials to support people with disabilities* (UN 2006, art. 24).

This UN Convention addresses the respect for diversity among learners in the schooling system, and ensures the right of all learners to education regardless of their

disabilities (UN 2006, art. 24). Both government and schools are expected to ensure that the school environment is adapted, rather than the learners with disabilities.

Governments are obliged to ensure the right to education of all learners without any discrimination. Governments must respect, protect and fulfil the right to education (AU 2018, art. 16; UN 2014, art. 3).

- *Respect* denotes that governments should avoid all measures that could hinder learners' enjoyment of the right to education.
- *Protection* of the right to education means that the governments must take measures that prevent third parties from interfering with the enjoyment of the right to education.
- *Fulfilment* of the right to education is implemented by governments through provision and facilitation of all processes that ensure the requirements for the enjoyment of the right to education (AU 1999, art. 11(3)).

It can be concluded that discrimination of learners with disabilities to education in the Kingdom of Eswatini could be addressed through development of policies and efficient enforcement processes.

It is the responsibility of governments to ensure that learners with disabilities enjoy a decent life (UN 1989, art. 23(1)). Governments are further obliged to ensure that learners with disabilities participate actively in their communities. It is the duty of all governments to recognise the rights of learners with disabilities by giving them special care and providing all learners with free education (AU 1999, art. 13; 2018, art. 16). As indicated earlier (cf. section 3.3), the Kingdom of Eswatini ratified the CRC (UN 1989), which means the Eswatini government is compelled to take measures to assist learners with disabilities to become self-reliant by providing them with quality education.

Governments have the obligation to consider funding learners with different impairments to access education in the communities where they live (UN 1989, art. 23). It means government funding of inclusive education should ensure the right to education of learners with disabilities as in the case of learners without disabilities in all public schools. Government funding accommodates all learners in the education

system and does not exclude learners based on their disabilities (UN 2006, art. 24 (2)).

In terms of the Maastricht guidelines on violations of economic, social and cultural rights (UN 1997, par. 11), when governments do not comply with the human rights laws, they violate human rights. The violation of the UN human rights instruments may occur through commission, i.e. direct actions, or omission, i.e. insufficiently regulating entities that are linked to the rights.

Violation of human rights through **commission** includes issues, such as formal removal of legislation that allows individuals to enjoy certain rights or by developing policies that address the particular right and support given to third parties to align with the right of the vulnerable groups. In addition, violation through commission might be the diversion of public expenditure resulting in vulnerable groups being disadvantaged (UN 1997, par. 14). Through the MoET, the Kingdom of Eswatini is currently putting in place policies, such as *Standards for inclusive education*, that address the regulation of inclusive education in schools; however, enforcement of the policies is still a challenge (Kingdom of Eswatini, MoET 2019).

Violation through omission comprises:
- *failure to repeal legislation or take appropriate steps to ensure the rights of the vulnerable group;*
- *failure to enforce policies or regulate individuals to afford the rights to the vulnerable group;*
- *failure to use the available resources appropriately;*
- *failure to monitor compliance with economic, social and cultural rights; and*
- *failure to have legal commitment entered into with the international community regarding economic, social and cultural rights* (UN 1997, par. 14).

It is the duty and responsibility of the relevant government to ensure that different entities comply with the UN instruments. There are cases where some learners with disabilities are not catered for in the schools, but policies require that these learners be given appropriate support in their learning (Swaziland, MoET 2018, par. 1.2.3). This means that the MoET should ensure compliance through the implementation of its policies so that learners with disabilities can be accommodated in schools.

3.4 Inclusive education

In this section, I focus on the meaning of inclusive education, barriers associated with the implementing of inclusive education in schools, and solutions from literature to overcome barriers to inclusive education.

3.4.1 Defining *inclusive* education

The Secretariat of the African Decade of the Persons with Disabilities (2012:53) defines *inclusive* education as:

1. *education, as well as training and skills development programmes aimed at benefiting all [citizens] irrespective of their creed, race, background, disability or any other social challenges that may be used as a yard stick towards the equalisation of the unequal, and consequently the equitable distribution of social goods such as education, health and other essential or constitutional and fundamental rights of all Africans;*

2. *rendering individualised assistance to learners with special needs in the mainstream class;*

3. *a branch that looks at the welfare of the children with disability to reduce stigma in different categories of disability, while inclusive education is a branch that tries to incorporate children with disabilities in the mainstream so that they learn with others;*

4. *the support services to children with disabilities who are side-lined in schools according to their individual difference. It is individualised support to the children with disability;*

5. *education should be accessible in the mainstream school by children with disabilities.*

From this definition, it is evident that inclusive education focusses on the individual learner's needs in the classroom.

Originally, during the 1960s, when inclusive education became a topic of discussion, the primary focus was on the placement or mainstreaming of special education or special needs learners into regular education classrooms, rather than integrating the

systems of regular and special education (Voltz, Brazil & Ford 2001:24). Inclusive education necessitates the collaboration of special education and regular school teachers, administrative activities, assessment programmes, educational standards and teachers' preparation (Wills, Morton, MacLean, Stephenson & Slee 2014:73). The implementation of the integration of regular and special schools began in the late 1980s, which used the term 'inclusion' to describe their union (Voltz et al. 2001:24). Implementing inclusive education brings about equity amongst learners in schools, which is a route towards realising the right of all learners (Dukes & Berlingo 2020:16). Various African governments, such as the Kingdom of Eswatini, Zimbabwe and Botswana, have adopted inclusive education (Deluca, Tramontano & Kett 2014; Otukile-Mongwaketse 2011; Swaziland 2013a).

3.4.1.1 Inclusive education versus mainstreaming

Mainstreaming promotes the medical model (see 1.9.3.2a) because it considers learners with disabilities as people who should be fixed in order to cope with the environment. The philosophy of mainstreaming maintains that learners with disabilities must adjust themselves to meet the standards how teachers teach (Deluca et al. 2014:4–5). However, inclusive education promotes the social model (Poirier 2012:16) by regarding learners with disabilities as complete members of the community. Inclusive education advocates a restructuring of the teaching and classroom environment in such a way that learners with disabilities are accommodated (Deluca et al. 2014:4–5; Okekea & Mazibuko 2014:9–10). Applying the mainstreaming concept without employing inclusive teaching does not ensure the right to education of learners with disabilities.

I used the disability paradigms (Mohamed 2017:58) to interpret the differences between inclusive and mainstream education to bring to the fore the importance of adjustment of the school environment to accommodate learners with disabilities instead of requiring of these learners to fit themselves within the schools.

3.4.1.2 An inclusive classroom

An inclusive classroom is one where there is not only a diversity of learners, but where all learners receive equal, democratic and meaningful education (Choi 2008:1). *Inclusion* goes beyond the placement of so-called 'special needs learners' (Fakudze

2012:22; Voltz et al. 2001:27) in regular education classrooms, to becoming a means of creating an instructional environment that is designed to make every learner an active participant, with a feeling of "meaningful involvement".

The implementation of inclusive education can be done by removing as far as possible the physical and attitudinal barriers in schools and communities and employing teaching methods that encourage learners to participate (Zwane & Malale 2018:3). Removing the barriers preventing inclusion would improve the quality of education to learners with disabilities. Hence, the removal of physical and attitudinal barriers in inclusive education also serves to reduce negative attitudes towards learners with disabilities (Wapling 2016:19).

It is vital to respect diversity in teaching because it recognises the different cultures and learning needs amongst learners (Zwane & Malale 2018:5). Listening to the different voices of the school community and empowering all members in terms of inclusion is important. Respecting diversity is an approach that commits to a schooling system that aims at dealing with exclusion, and signifies inclusive education (Zwane & Malale 2018:5). Searching for suitable ways to cater for diversity in the classroom would ensure an education system that accommodates all learners that come to school (Ndhlovu 2008:3).

Corbett and Slee (2000:136) identify three levels when implementing inclusive education. According to the **first** level, policies that ensure inclusive education must be adopted. On the **second** level, the structural modifications of the school environment and curriculum should receive attention. On the **third** level the creation of an inclusive culture, inter alia, by means of the "hidden curriculum that focusses on the basic value systems". A hidden curriculum is the non-written and unofficial lessons in schools (The Glossary of Education Reform 2015:n.p). The different levels ensure equity of the education system in a school, since both learners with and those without disabilities would have equal opportunities. The hidden curriculum (The Glossary of Education Reform 2015:n.p) brings about an inclusion culture of the school.

In developing inclusion in schools it is essential to have national policies on inclusion support systems, appropriate curriculum and assessment practices (UN 2009, par. 2.1). Legal documents that deal with education of learners with disabilities in the

Kingdom of Eswatini are the Swaziland Constitution (Swaziland 2005), the Children's Protection and Welfare Act (Swaziland 2012), Education and Training Sector Policy (Swaziland, MoET 2018) and Curriculum Framework. Development of national laws and policies that advocate inclusion in education depends on international human rights laws that the particular country ratified. If a country has not ratified the international human rights laws, the local level of commitment is likely to be low. Deluca et al. (2014:5) mention the example of Zimbabwe that did not have laws and policies that dealt directly with inclusive education in place at the time of their study. The Kingdom of Eswatini ratified the important international human rights laws (see Table 3.1) into law. Eswatini also adopted supportive policy, such as the Swaziland National Disability Policy (Swaziland 2013b, par. 4.0). After a country had ratified the IHRLs, it is obliged to domesticate it into national laws. The country should also ensure that such IHRLs are brought in line with national laws and that such IHRLs are implemented on school level (Ainscow, Booth & Dyson 2006:25; Coalition on School Inclusion 1994:44).

It is evident from the above discussion that inclusive education signifies that learners are taught in the regular classroom in such a way that the conditions translate to equal opportunities for all the learners.

3.4.2 The barriers to inclusive education

African states, as discussed in this chapter (see section 3.5.1), are making efforts to have inclusive education in regular schools but they are facing various challenges. In this section, I focus on the barriers associated with stigmatisation of people with disabilities by society and barriers impeding the implementation of inclusive education in schools.

3.4.2.1 The stigmatisation of people with disabilities in society

In this section, I focussed on the perception in and by African societies of people with disabilities. Laws and policies should be used to change societal attitudes towards and perceptions of people with disabilities. However, laws and policies still depend on the commitment of stakeholders in the implementation. It is the duty of policymakers to enact laws that influence people's perceptions on people with disabilities (Fuchs, Otto & Yu 2020:42).

Goffman's (1963:5) study of stigma draws attention to the complex relationship between "undesired differentness" and interaction with society. A key insight of Goffman's study was on how stigmatised persons with disabilities were and how they must continuously negotiate "acceptance" (Goffman 1963:5, 8, 19). Stigmatisation of people surfaces when they are categorised under a certain group of people (Banks & Zuurmond 2015:20–21). Dako-Gyeke and Asumang (2013:1) state that *stigma* is separating people from other people. This could lead to societal exclusion. The historical background of people with disabilities has a bearing on how societies perceive them and influence the support given to them (Dukes & Berlingo 2020:15). For instance, Baffoe and Dako-Gyeke (2013:353) point out, "some religious groups believe that persons with mental disabilities are afflicted by demons and should be exorcised".

According to Munyi (2012), who conducted a study into the historical perspectives of disability in Africa, people with disabilities were rejected and treated as outcasts. The families of people with disabilities had to shoulder the responsibility of caring for them on their own without the involvement of the government (Munyi 2012:n.p). This resulted in generally low enrolment of learners with disabilities in schools in African countries compared to the enrolment of learners without disabilities. Eunice, Nyangia and Orodho (2015:42), for example, found that there were very few learners with disabilities in regular schools in Tanzania, Uganda and Zambia at the time of their research.

As seen in the previous paragraph, the life of people with disabilities in getting services is influenced by the way communities perceive them (Baffoe & Dako-Gyeke 2013:353). Cultural beliefs in the Kingdom of Eswatini are that people with disabilities should be educated in special schools taught by specialised teachers. The attitude of the people of the Kingdom of Eswatini towards inclusion is however mostly still negative (Education Development Trust 2016:13; Pather & Nxumalo 2012:431).

African beliefs about people with disabilities result in the labelling of people with disabilities (Mulemi & Ndolo 2014:34). For instance, people living with albinism in Africa are stigmatised and labelled, and they are associated with witchcraft, portents and curses (Goffman 1997:204). The Bamileke people of Cameroon call them 'meffu', which means 'dead', and in some parts of South Africa and in the Kingdom of Eswatini,

they call them 'nkau' meaning 'monkey' (Mulemi & Ndolo 2014:35). In the Kingdom of Eswatini, traditional healers sometimes use people living with albinism for ritual purposes (Mavimbela 2016:2). Because of this societal intolerance, people with albinism live in fear and have low self-esteem. I might conclude that African society despises people with disabilities; hence, the improper services afforded to learners with disabilities are the result of the belief that people with disabilities are worthless (Tesemma & Coetzee 2019:63).

People living with mental illnesses are challenged by the symptoms of the disability. Because of societal misconceptions about mental illness, people with mental disabilities suffer from prejudices. These prejudices that yield anger cause people with mental illnesses to behave hostile towards those who marginalise them (Corrigan & Watson 2002:16). In the Kingdom of Eswatini, people with a mental illness are labelled 'lunatics' (Dlamini 2015:3).

In some parts in Ghana, men with disabilities – including those with epilepsy – are traditionally prohibited from becoming chiefs (Munyi 2012:n.p). However, in other parts of Ghana, people with disabilities are treated with respect (Munyi 2012:n.p). This indicates that different communities perceive people with disabilities differently. In Zimbabwe, learners with disabilities used to be treated as a curse and a shame to the family. Learners with disabilities in Zimbabwe used to be given less medical care and inappropriate education, and they were being provided less nourishment compared to learners without disabilities (Deluca et al. 2014:4).

The perspective of the community was vital for the present study because it revealed how the people perceived persons with disabilities. Society categorises people according to what it considers the standard in society. Those appearing different tend to be given less status, which is true of people with disabilities (Munyi 2012:n.p). Teachers, just like other members of the community, stigmatise learners with disabilities (Zwane & Malale 2018:3).

Stigmatisation of learners with disabilities has an effect on adherence to the minimum standards of suitability, availability and equitability (Lisle 2011:2). If learners with disabilities are stigmatised, their educational needs, such as learning devices, accommodating teaching methods or inclusive infrastructure may not be considered

in schools. It is imperative that stigmatisation of people with disabilities in communities be dealt with to ensure that the learning needs of learners with disabilities are met in the regular schools (Rohwerder 2015:7).

The placement of learners with disabilities in separate institutions may have a negative cognitive and psychological effect on them (Lansdown 2012:34). Institutionalisation of learners with disabilities may result in poor physical health, severe delay in the child's development and potential psychological damage because institutionalisation promotes stigmatisation. It is the responsibility of the government concerned to assist the families of learners with disabilities so that they may attend schools within their communities to boost their self-esteem (UN 1993, Art 19, 23). However, special schools for learners with disabilities could still exist until the barriers associated with inclusive education are mitigated.

3.4.2.2 Barriers to implementing inclusive education in schools

In this sub-section, I discussed the barriers to implementation of inclusive education in regular schools. The barriers discussed included a negative attitude among professionals towards disabilities among professionals; a lack of funds; teachers' belief that they cannot handle learners with disabilities; schools not admitting children with disabilities; and addressing disability in different ministries. I further incorporated barriers to the implementation of inclusive education that are highlighted by The National Education and Training Improvement Programme 2018/2019–2020/2021 (Swaziland, MoET 2018).

The persisting negativity towards disability among professionals in the education system hampers implementation of inclusive education (UN 2012b:20). McClain-Nhlapo and Laurin-Bowie (2019:34) state that low-income countries have difficulty training personnel to have the expertise. Lika (2015:578) highlights the following as challenges that impede inclusive education:

> [D]ifficulties in identifying children with disabilities, improper and poor facilities at schools and kindergartens, lack of teachers specialised in working with such children, lack of teaching assistants within classrooms, intolerant attitudes and ignorance in society regarding the rights of these children.

The lack of funds is a crucial factor hampering implementation inclusive education because without money, it is not easy to address most of the pre-requisites for implementing inclusive education. Although inclusive education is regarded as an expensive system of education, it is the best way of realising the rights of all learners, including learners with disabilities (Mwesigye 2013). Governments of developing countries consider inclusive education expensive; hence, the funding of inclusive education is a major barrier to inclusion (Zwane & Malale 2018:4). In the developed world, such as the United States (Organisation for Economic Co-operation and Development [OECD] 2017) where inclusive education is implemented, classroom sizes are small (20 learners in a class) due to stability of their economy compared to developing countries. Having few learners in the classroom gives the teacher the opportunity to take care of learners with disabilities. Developing countries have a large number of learners in each classroom, which affects the way the teacher handles a class of learners in an inclusive manner.

The negative attitude of teachers towards learners with disabilities is a barrier to inclusion (Fuchs et al. 2020:139; Wapling 2016:19). Otukile-Mongwaketse (2011:64), for example, found in her study that teachers in Botswana have a negative attitude towards teaching a classroom of learners with disabilities. These teachers consequently display frustration, unpreparedness, anger and fear. Otukile-Mongwaketse (2011:64) contends that the frustration of Botswana teachers and unpreparedness to handle learners with disabilities may be the result of a lack of proper and adequate training. Another possible reason offered by Donohue and Bornman (2014:5) is that teachers think learners with disabilities would be disruptive to other learners. Having teachers trained in inclusion may help in dealing with the negative attitude of prospective teachers on the inclusion of learners with disabilities (Fuchs et al. 2020:139). From the literature review, it was evident that teachers' attitudes towards inclusive education should be addressed for the successful inclusion in schools in developing countries.

Teachers in regular schools believe that special teachers possess special training in handling learners with disabilities, which they lack. Such teachers feel they do not have the skills required to handle learners with disabilities in the same class as those without disabilities (Zwane & Malale 2018:4). It is the duty of governments to train teachers so

that they are able to handle an integrated class in an inclusive way since it is the minimum standard of availability for learners with disabilities to realise the right to education (see section 2.3.2). One study in Macedonia (Poirier 2012:20) found that 69% of the teachers teaching learners with disabilities in special schools stated that it is impossible to teach learners with and without disabilities in one class. This indicates that even teachers from special schools did not believe it is easy to teach both groups in the same class, which affects the acceptance and implementation of inclusive education.

A study done in Zimbabwe found that the teachers would not admit learners with disabilities because they perceived themselves to be untrained and ill-prepared to teach learners with disabilities (Deluca et al. 2014:4). Similarly, Okekea and Mazibuko (2014:11) found that participating school principals in the Kingdom of Eswatini could not handle learners with disabilities. It is therefore important to train teachers so that they feel competent in handling an inclusive class.

The National Education and Training Improvement Programme 2018/2019–2020/2021 (Swaziland, MoET 2018, par. 2.2) indicates that learners with special needs in schools have the following challenges:

- *The school environment generally does not accommodate children with some form of special learning needs;*

- *The curricular approach followed in schools allows little support to children with disabilities in regular schools in terms of learning material;*

- *The school infrastructure generally does not cater for children with disabilities because most schools do not have pathways, toilets and playgrounds that consider such children;*

- *Teachers feel they are not prepared during pre-service training to teach children with and without disabilities in the same class;*

- *Most schools do not have any plan to train teachers through workshops;*

- *Teachers feel that even REO [Regional Education Office] office does not support on children with disabilities because it does not provide special resources, and few inspectors are conversant on these children; and*

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- *Parents do not want to subsidise their children's school fees because they have limited financial resources themselves.*

The estimation of the population in Kingdom of Eswatini living below the poverty line is 42.3%, and they are unable to send their children to school (UN 2019, par. 6).

Many of the challenges of promoting equal rights to education for learners with disabilities emanate from the fact that inclusive education and special education are managed under different administrations. This may cause a challenge if the government addresses disability matters within different ministries (Fuchs et al. 2020:113). Activities within the different ministries of governments are not coordinated, and laws and policies are not synchronised to assist the process of inclusive education to be viable. In strengthening convergence and complementarity at all levels, there should be cooperation between education, health and social services authorities in governments (Fuchs et al. 2020:90). In the Kingdom of Eswatini, some educational activities are housed under the Ministry of Labour and Social Welfare, while other activities are housed in the MoET. In some instances, housing issues of learners with disabilities in different government ministries may cause confusion in law and policy formulation, since one ministry may not be conversant of what the other is doing (Swaziland 1982; 2012).

I focussed on the possible solutions to these barriers in the next section.

3.4.3 Solutions from literature to overcome barriers to inclusive education

Addressing the barriers that impede the right to education of learners with disabilities is imperative. As identified above, one of the major barriers is inadequate funds for inclusive education. Tesemma (2012:210) recommends that governments should formulate a clear transparent, flexible and simple funding policy that can be implemented easily by schools. In another study, Mariga, McConkey and Myezwa (2014:36) recommend the following solutions that do not demand much money and which are suitable for low-income countries, such as the Kingdom of Eswatini:
1. *redirect the existing funding towards the development of the inclusive initiatives;*
2. *make sure initiatives are built on existing resources, processes for schools, local authorities and other sectors involved in inclusive development;*
3. *obtain development aid from international donors.*

It is imperative that all learners be accommodated in the schools; hence, the funding currently given to schools should be channelled to assist all learners to access schools in their communities. On another note, since the Kingdom of Eswatini has existing regular and special schools, inclusive education initiatives can be built on these structures. It is imperative that local and international organisations direct their aid to education of all learners, including those with disabilities in regular schools.

Teachers perceive themselves as untrained and ill-prepared to teach learners with disabilities (Deluca et al. 2014:4). Radical changes in the education system and in the values and principles of those involved in shaping education are necessary if the rights to education of learners with disabilities are to be realised (Poirier 2012:10). It is vital that teachers in all regular schools be prepared to teach inclusive classes in order for inclusion to work (Zwane & Malale 2018:10) because they are the ones who can change the school climate to an inclusive one. If the teachers are knowledgeable about the inclusive education system and have appropriate training, they would be in a position to handle a class where learners with and without disabilities are mixed. The minimum standard of availability requires that teachers be trained with skills of pedagogy in order to embrace inclusion (see section 2.3.2), which means teachers should be exposed to workshops on handling learners with disabilities. Teachers need to be prepared professionally, psychologically and socially to implement inclusive education (Fakudze 2012:75). It is important that teachers gain knowledge on inclusive education before its implementation in schools (Fakudze 2012:75). Teachers need to be exposed to inclusive education through formal training, and they have to be trained in ways of identifying learners with learning difficulties and what are the steps to assist these learners in regular classrooms. The training of teachers enables them to do the screening of the learners; otherwise, they would have a challenge in teaching learners with disabilities.

The Standards for Inclusive Education have been put in place in 2019, and all along, the lack of such a policy in the Kingdom of Eswatini that addresses the education of learners with disabilities in regular schools has been a challenge (Kingdom of Eswatini, MoET 2019). For example, how regular schools consult with special schools on matters that concern learners with disabilities. For governments to implement inclusive education effectively, policies on inclusive education should be clearly stated, accepted

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and understood at school level and by the community at large (UN 1994, par. 6). Such policies should stipulate the role of teachers to give proper guidelines for the implementation of inclusive education in the schools (Fakudze 2012:76). According to the SAVE Framework, the minimum requirement of equitability requires that there be respect for diversity (see section 2.3.3), which may be addressed by developing a policy focussing on diversity. Inclusive education can only happen if all the stakeholders are involved in policy development and, most importantly, the government officials who should guide the implementation of such policies at school level are a part. For example, government should be cognisant that learners with hearing problems may be accommodated through:

- *interpreters;*
- *sound amplification systems;*
- *note takers;*
- *real-time captioning;*
- *email for faculty–learners meetings and class discussions;*
- *visual warning systems for laboratory emergencies;*
- *changing computer auditory signals to flash changes;*
- *captioned video presentations* (Disabilities, Opportunities, Internetworking, and Technology 2016:2; Fuchs et al. 2020:173).

Learners with disabilities in the Kingdom of Eswatini opt to attend the special schools in order to get the assistive devices they need because regular schools are not providing these devices. It is essential that the government of Eswatini develops policies understood by teachers at school level, which will highlight how learners with disabilities should be assisted.

Schools need appropriate teaching material and infrastructure to meet the learning needs of learners with disabilities within regular schools (Deluca et al. 2014:11). A study done in Zambia (Ndhlovu 2008:2) recommends that the infrastructure be modified to accommodate learners with disabilities. The presence of resource centres would address the challenge of a high teacher–learner ratio in class because these centres would provide assistance to learners with disabilities in situations where the teachers encounter challenges (Fakudze 2012:75). Resource centres providing services, such as Braille and sign language, should be made available for all primary

schools to achieve inclusive education (Ndhlovu 2008:2). In Deluca et al.'s (2014:11) study, Zimbabwean school principals and teachers suggested that providing teaching and learning materials is important for inclusive education to succeed. The minimum standard of suitability of the SAVE Framework (see section 2.3.1) indicates that the infrastructure of the school should accommodate learners with disabilities, as it is the responsibility of governments to do so. The Kingdom of Eswatini could learn a lesson from this on how some developing countries addressed the infrastructure challenges as highlighted in this paragraph, such as providing resource centres for the schools.

UNESCO (UN 2009) indicates the following measures to eliminate barriers to implement inclusive education at school level:

- *flexible teaching and learning methods adapted to different needs and learning styles;*
- *re-orienting teacher education;*
- *a flexible curriculum responsive to the diverse needs and not overloaded with academic content;*
- *the welcoming of diversity;*
- *the involvement of the parents and community; and*
- *early identification and remediation of children at risk of failure.*

The SAVE Framework also highlights these barriers in all three minimum standards, and these are expected to be dealt with by both schools and government. Some of the examples of accommodations for learners with mobility impairments include:

- *accessible locations for classrooms, laboratories, work sites, and field trips;*
- *wide aisles and uncluttered work areas;*
- *adjustable height and tilt tables;*
- *all equipment located within reach;*
- *note takers, scribes and laboratory assistants;*
- *group laboratory or work assignments;*
- *extended examination time or alternative testing arrangements;*
- *computers with speech input, Morse code, and alternative keyboards;*
- *access to disability parking spaces, wheelchair ramps, curb cuts, and elevators;*
- *course and programme materials available in electronic format* (Disabilities, Opportunities, Internetworking, and Technology 2016:1).

The solutions stated above are in line with the minimum standard of suitability of the SAVE Framework, which indicates that the school environment and education system should be adapted instead of adapting the learners (see section 2.3.1). The solutions mentioned above are in line with the socio-political disability paradigm (se section 1.9.3.2b because such solutions will focus on adjusting society and not learners with disabilities.

The attitudes of school principals affect the effective implementation of inclusive education. Choi (2008:45), in his review of the literature on principals' attitudes towards inclusion, indicated six key factors that characterise principals who understand inclusive education, namely they –

- *provide a clear mission and vision for inclusion;*
- *create inclusive school's climate;*
- *establish collaborative practices;*
- *support instruction and learning;*
- *implement effective evaluation; and*
- *develop connections with the parents and the community* (Choi 2008:45).

A curriculum that is not flexible to address special learning needs of learners with disabilities in regular schools is a challenge to inclusive education (Swaziland, MoET 2018, par. 1.2). Government must take measures to integrate inclusive education programmes for persons with disabilities within mainstream education (Swaziland 2013a par. 4.4). Fakudze (2012:75) recommends:

> *[T]he education system must review its policies so that they accommodate inclusive education. The accommodation must be there in reality and not in theory. The education system must be flexible for change because accommodating inclusive education will come with some new challenges which the Ministry of Education and Training must be flexible in facing and willing to address, instead of being resistant.*

A policy on inclusive education should comply with the international laws that aim to address barriers to inclusive education. The guidelines for full-service, inclusive schools (South Africa 2010, par. 3.2.2) guide the way to inclusive education by stating, "inclusive schools celebrate diversity through recognising potential, increasing

participation, overcoming and reducing barriers, and removing stigmatisation and labelling". The Swaziland National Disability Policy (Swaziland 2013b, par. 4.4) states that some of the ways to ensure the realisation of the rights of learners with disabilities to education include training of teachers, working on infrastructure, having a curriculum that accommodates the needs of learners with special needs within mainstream schools.

3.5 Schooling for learners with disabilities

It is crucial that teachers in regular schools do not attempt to apply the same formula for different countries when providing inclusive education (Otukile-Mongwaketse 2011:192). Developing countries should, for instance, not implement inclusive education in the same way as developed countries because of the different contexts. Countries have different cultures, socio-economic situations and politics; therefore, educating learners with disabilities in regular schools would not have the same reception in all countries (Armstrong, Armstrong & Spandagou 2010:90), as it is important to align policies to individual contexts (Fuchs et al. 2020:38). Otukile-Mongwaketse (2011:193) argues that as much as Botswana is part of the global village, the inclusive education provided to the people of Botswana must adhere to the social settings of the country so that it is not in contrast with the local way of life. Hence, it is imperative to discuss education of learners with disabilities in developing and developed countries in the next two sections.

3.5.1 Schooling of learners with disabilities in developing countries

In this section, I discussed education of learners with disabilities in developing countries, such as African countries. Developing countries mostly share the same characteristics in terms of human development index, Gross domestic product [GDP] and poverty (Khawar 2017:66).

The government of Botswana advocates for inclusive education through its policies but in practice, fails to implement the policies (Otukile-Mongwaketse 2011:193). The Botswana government even developed a policy that gives guidance on how schools admitting learners with disabilities should liaise with the Division of Special Education for guidance and support (Botswana Ministry of Education 2004, par. 22.1). The situation is similar to what is currently happening in the Kingdom of Eswatini where

there are policies on inclusive education but in practice, education in the schools is not inclusive; hence, the need for this study.

Apartheid affected South Africa before independence in 1994, after which legislation and policies were formulated against discrimination. Such legislation included the issue of inclusive education. However, some South African schools complained that they were not ready because they were short of basic resources to function as inclusive schools on a day-to-day basis (Department of Social Development [DSD], Department of Women, Children and People with Disabilities [DWCPD] & UNICEF 2012:65). A major challenge for South Africa is synchronising special and regular schools to come up with inclusive schools to accommodate learners with disabilities (DSD, DWCPD & UNICEF 2012:73). Synchronising special and regular schools is in line with South African White Paper 6 of Special needs education (DSD, DWCPD & UNICEF 2012:73–76), which indicates that government aims at integrating the education system to cater for all learners in South Africa, including those with disabilities. The White Paper further states that government should develop a curriculum that is flexible and suitable to all learners; hence, teachers need to be trained to cope with the situation in schools. However, until 2015–2016, as indicated below, most learners with disabilities in South Africa attended full-service schools and special schools because the regular schools lacked resources, expertise and support to cope with learners with disabilities (Abongdia, Foncha & Dakada 2015:493; Hadgson & Khumalo 2016:11). Full-service schools are those that are equipped to cater for a full range of learners, including those with special needs (South Africa, 2001:22).

A study done in Malawi found that designated schools in different districts made schools more accessible, as there were a few teachers trained in sign language (Lang 2008:73). The study concluded that there had been a positive change in terms of inclusion of learners with disabilities in the local communities after making some schools accessible, although not in all the communities. Regardless of this positive change in Malawi, the level of social exclusion was found to be still high (Open Society Initiative for Southern Africa 2020:22). The Inclusive Education Advocacy Programme (Department of Special Needs, Ministry of Education, Science and Technology 2016:1) in Malawi highlighted in 2015 that negative community attitudes towards

disabilities stand in the way of quality provision of inclusive education (Banks & Zuurmond 2015:20). It is evident that attitude problems persist. The executive director of Disabled Women in Africa, Rachel Kachaje (Chikoti 2018:n.p), commented during the Global Action for the week of Education 2018, "there is need to change parents' mind-set who still think that people with disabilities have no future". One can thus agree with the contention of Tesemma and Coetzee (2019:59) that –

> [I]t is important to deconstruct the negative discourses and reconstruct them to reinforce the existing positive, inclusive discourses such as the ubuntu worldview so that the humanising, inclusive and empowering discourse becomes the dominant discourse. That is the first important step towards creating a continent where children with disabilities enjoy their full range of rights, as humans, as rights holders and as equal citizens.

It is a lesson for the Kingdom of Eswatini that working towards removing negative attitudes in the mind of everyone is important in the introduction of inclusive education in primary schools for the betterment of learners with disabilities.

The government of Zambia has made an effort to make education of learners with disabilities possible by bringing them to regular primary schools. Consequently, the attitude of Zambian communities towards learners with disabilities has changed (Ssenkaaba 2017). However, studies have indicated that the Zambian education system still excludes learners with disabilities because the schools lack the resources and facilities to accommodate learners with disabilities (Eunice et al. 2015:42). Also in a study conducted in Zambia ((Ndhlovu 2008:2), the following challenges of inclusive education were identified:

- *inadequate school funding;*
- *learners with disabilities have to travel long distances to school;*
- *infrastructure in schools is not user-friendly;*
- *teaching and learning materials for learners with disabilities are inappropriate; and*
- *teachers lack the necessary communication skills to communicate with visually and hearing-impaired learners.*

The study in Zambia also indicated that positive attitudes towards inclusive education are dependent on teacher education, the available support provided to teachers, class size and workloads of teachers (Ndhlovu 2008:2).

In Ghana, learners with disabilities are still accommodated in special rather than regular schools (Otukile-Mongwaketse 2011:59). Ghana is not emphasising where to educate the learners with special needs but building capacity so that regular schools could accommodate learners with disabilities, and special schools could act as resource and support centres to regular schools. However, since Otukile-Mongwaketse's study, Ghana has developed and adopted an inclusive education policy (Ghana 2015). The policy has been necessitated by the fact that learners with disabilities were still experiencing challenges in regular schools (Ghana 2015, par. 1.1). Inclusive education is still not a reality in Ghana. Learners with disabilities presented a petition to Ghanaian parliament campaigning for education that accommodates learners with disabilities (Ghana News Agency 2018).

From the discussion above, it is evident that schools in the developing countries encounter challenges in the education of the learners with disabilities. These challenges are a lack of policies, a lack of resources, sending learners with disabilities to special schools, a lack of teachers' appropriate capacity, a lack of infrastructure, and negative attitude towards disabilities. The Kingdom of Eswatini faces similar challenges as in the other developing countries regarding the education of learners with disabilities in the regular schools. In terms of the socio-political disability paradigm, these challenges should be addressed by society and not the learners with disabilities themselves. Therefore, it is the responsibility of the governments of these countries to address these challenges (see section 1.9.3.2b). The minimum standards of the SAVE Framework require that the government or school sort out all the challenges mentioned above (see section 2.3).

3.5.2 Schooling of learners with disabilities in the United States of America

In this section, I discuss inclusive education as a right to learners with disabilities in the United States as a developed country. The special education laws in the United States demonstrate the evolution from integration to inclusion. In countries, such as Denmark, persons with disabilities are accepted more readily than in the United States

because people in Denmark are rehabilitated (Munyi 2012:n.p). Although the Kingdom of Eswatini does not have the capacity to implement and enforce laws similar to that of the United States or Denmark, it can gain insights from an established system as it works to improve its educational system towards acquiring an inclusive education system.

The United States has enacted federal law for special education services to accommodate learners with disabilities in the form of the Individual with Disabilities Education Act (Public Law 108–446) (United States of America 2004). It was initially known as the Education for All Handicapped Children Act or Public Law 94–142, passed in 1975. Since then, it has undergone several revisions in 1990, 1997 and 2004. Each revision required changes in the general education classroom setting and aimed higher in its effort to equalise education for all learners. The Individual with Disabilities Education Act (United States of America 2004, s 650(1–2)) mandates that learners with disabilities receive free appropriate public education, and requires that they be placed in the least restrictive learning environment. The Kingdom of Eswatini can gain insight on the importance of refining the laws that help with the implementation of education of learners with disabilities in regular schools at both national and school level.

Learners with special education needs are to be placed in the regular education classroom setting by implementing modifications, accommodations, supplementary services and personnel (Center for Parent Information and Resources 2020:n.p). The Education for All Handicapped Children Act of 1975 initiated the process of mainstreaming special education learners into general population classrooms, focussing primarily on the physical placement of special needs learners into regular classroom environment. Prior to the Education for All Handicapped Children learners with disabilities Act in the United States were taught in separate schools or separate classrooms (Dodge-Quick 2011:5). The 1990 revision renamed the law as Individuals with Disabilities Education Act, and the term 'handicapped' was changed to 'disabled' (United States of America 2004, s 602(3)). In terms of this law, disabilities include autism, mental retardation, specific learning disabilities, and impairments involving health, hearing, speech, language, vision, orthopaedic health, and emotional health (Kelley 2010:66). Modifying the classroom environment in terms of personnel and

provision of other services to accommodate learners with disabilities in regular schools is a lesson that can be learnt from a developed country such as the United States.

In the United States, the requirement is that all districts should provide education to all learners with disabilities (Lipkin & Okamoto 2015:1651). The special needs learner was not only mainstreamed into regular education classroom, but was also taught, as much as possible, in the same manner as the regular education learners. The changes required more skilled general education teachers; therefore, the law included provisions for professional teachers. Learners were also given rights to participate in Individualised Educational Programme from the age of 14 and upwards. The Individualised Educational Programme created an opportunity for teachers, parents, school administrators, related services personnel, and learners (when appropriate) to work together to improve the educational results for learners with disabilities (WETA, Learning Disabilities Online 2004). The changes to the Individualised Educational Programme allowed special needs learners, aged 14 and upwards, to be involved in their educational planning, empowering them to become "self-determined" and responsible for their own growth processes (Cabeza et al. 2013:1). These changes demonstrated a new effort to give a voice to the special needs population. One can learn from a developed country, such as the United States, that the introduction of individualised programmes and allowing the voice of stakeholders at school level are vital in ensuring the education of learners with disabilities.

The Disabilities Education Improvement Act (United States America 2004, s 611) emphasises the importance of assessment and accountability, requiring countries to show adequate annual progress and the participation of special needs learners in large-scale state-wide or district-wide testing. Finally, the 2004 revision renamed the Act Individuals with Disabilities Education Improvement Act. This revision corresponds with the stipulations of the No Child Left Behind Act of 2001, i.e. the Individuals with Disabilities Education Improvement Act mandates that performance goals and indicators be created in conjunction with state testing and the reporting of those scores on special needs learners to the state (Dodge-Quick 2011:21). Secondly, Individuals with Disabilities Education Improvement Act required that all teachers be highly qualified, and that the teaching pedagogies used with learners be scientifically based (Dodge-Quick 2011:22). Implementation of accountability on the performance of

learners with disabilities within regular schools is a lesson that can be drawn from a developed country.

Another significant provision of the Individuals with Disabilities Education Improvement Act of the United States is the concept of *response to intervention.* Response to intervention is a research-based method used to identify problems and to help learners avoid failure in school (National Center for Learning Disabilities 2011:9). It provides pre-referral prevention and intervention centred on learning characteristics instead of waiting for learners to fail before action is taken (Anderson et al. 2018:2). Identified learners undergo intensive tutoring in small-group settings for about eight to ten weeks. Tests are given, and those who pass are returned to their classes with no further procedures; those who do not pass continue with the special education identification process (Anderson et al. 2018:2). Finally, parental involvement with the Individualised Educational Programme process is increased so that parents could assist the learning of their children. The revisions along with the Individuals with Disabilities Education Improvement Act transformed the general education classroom, and "culminated in special needs learners being placed in the general education setting for all classes, as long as it is not detrimental to them" (Dodge-Quick 2011:21). The Kingdom of Eswatini could learn that parental involvement in the learning of their children in schools is important. The Kingdom of Eswatini could further draw a lesson from United States of America as a developed country in that learners with disabilities who fail could undergo intensive tutoring in small groups for some days at some point before sending them back to regular class.

3.5.2.1 Lesson drawn from the United States as a developed country

In this sub-section, I focussed on the lessons drawn from developed countries regarding teaching and learning of learners with disabilities in regular schools.

The review of the special education law is summarised in this section to provide an example of how a policy could help to shape and direct changes. DiAquoi (2011:274), states, "[r]edefining the educational system is about generating policies. You need an active investment of the central state to invest, to transform governance, to eliminate schools that are not inclusive." It is vital that policies and structures be put in place in order to make the necessary changes, which should be in line with the socio-political

disability paradigm, namely to regard disability as a social and not an individual problem (see section 1.9.3.2b).

There are certain issues that exist, which have to be addressed before introducing inclusive education as a way to realise the right to education of learners with disabilities. A study by Mariga et al. (2014:35) came up with the following main prerequisites for inclusive education:

- *political will – this includes senior officials within ministries as well as government ministers and members of parliament;*

- *empowerment of advocacy groups such as people with disabilities' organisations and parent associations;*

- *participation of people with disabilities and their parents and communities at a local level to support schools to bring about changes;*

- *policy statements, guiding principles and ideally legislation;*

- *human, financial and material resources;*

- *an action plan with clear targets and a timetable for implementation.*

The education system should allow for diversity in the school to realise the right of all learners to education, including learners with disabilities. The education system could be structured in such a way that –

- teaching and learning will be flexible;

- teacher education can be re-orientated;

- the curriculum will be flexible;

- parents or guardians and communities will be involved; and

- early identification and remediation of learners at risk to fail is made possible (Zwane & Malale 2018:2–4).

An education system with such ingredients ensures that the right to education of learners with disabilities are realised. An education system that has proper ingredients for learners with disabilities is consistent with the suitability minimum standard of the

SAVE Framework, which requires that the system be adapted to suit the learners (see section 2.3.1).

The inclusion of parents and the community in the introduction of inclusive education is imperative because addressing special needs in the education of the learners with disabilities is a shared task between parents and professionals. A positive attitude on the part of the parents favour social integration; thus, learners with disabilities would be involved in the development of their community (UNESCO 1994:37).

Since inclusive education is expensive, countries have tried to minimise the cost when introducing inclusive education by utilising what is already available to their benefit. This includes initial literacy in their first language, training-of-trainer models for professional development (UN 2009, par. 1.2.3), peer teaching and the converting of special schools into resource centres providing expertise and support to regular schools. The conversion of special schools into resource centres for regular schools as a way of minimising is a lesson that can be drawn. As a developed country, the United States introduced inclusive education at an early stage of learners' lives because the belief is that the acquisition of cognitive skills at an early age is critical (UN 2009, par. 1.2.3). Educating the learners with disabilities is an investment because they tend to have a good chance of a better paying job in adulthood, which reduces the burden from the economy of the parents and the country at large (UN 2009, par. 1.2.3). The Kingdom of Eswatini could draw the lesson that it is crucial to identify learners with special education needs in the early stages of life so that they might be assisted with basic skills at early stages in order for them to build on these skills to acquire skills that would be more difficult to acquire at later stages.

Inclusive education of learners with disabilities in developed countries may serve as a model to education of learners with disabilities in the Kingdom of Eswatini. The Kingdom of Eswatini could, while keeping the limited financial resources in mind, adapt and incorporate the approaches used in developed countries to implement inclusive education.

3.6 Chapter 3 conclusion

In this chapter, forms of disabilities were discussed, and inclusive education was highlighted. I discussed lessons drawn from different countries on including learners

with disabilities in regular schools. I considered the literature review when selecting data collection methods to be discussed in the next chapter, using the information obtained from the literature reviewed in this chapter.

CHAPTER 4: METHODOLOGY

4.1 Introduction

In the section dealing with research methodology in Chapter 1 (see section 1.8), I introduced the chosen methodologies. I discussed the characteristics of my chosen research paradigm, approach, design, data collection and data analysis methods and explained why a specific paradigm, approach, design and method were suitable for my research. In this chapter, I focussed on the implementation of my chosen approach, design and methods during the fieldwork and the writing up of the research.

4.2 Research approach

I used the qualitative approach in the study; thus, in conformity with the features of qualitative research as identified by Yin (2016:7–8):

- studied the meaning of the lives of learners with disabilities in a real-world situation, namely their primary schooling (see section 4.3)

- ensured that the views and perspectives of the stakeholders involved in the realisation of the right to education of learners with disabilities, such as representatives from the MoET, principals, teachers and the parents of out-of-school children were represented in the study (see section 1.7.7);

- covered the contextual conditions with which learners with disabilities live while at school (see section 4.4.2);

- contributed insight into existing and emerging disability theories that may help to explain social human behaviour (see section 3.10) and

- used multiple sources of evidence such as document analysis, observation and semi-structured interviews rather than relying on a single source alone (see section 1.7.7).

The next section deals with the research design employed in the study.

4.3 Research design

As indicated in Chapter 1, I employed the multiple-case study design (see section 1.8.3). In selecting the research design, I considered how I was going to select the

site, sample the participants, choose data collection methods, analyse data, ensure trustworthiness and ethical consideration as outlined earlier (see sections 1.7.5–1.7.8). I investigated multiple cases in order to analyse data within and across the settings (Baxter & Jack 2008:550) and examined the similarities and differences in the various settings (Yin 2016:60). A multiple-case study can yield robust and trustworthy results, but it is time-consuming and expensive. However, I felt a multiple-case study was appropriate for this study because I wanted to get into the depth of the problem I was investigating, which, according to Haq (2015:4) and Frankel (2006:45), is an advantage of doing multiple-case study research.

I used case study in this study because it is a design that, as Frankel (2006:45) states, allows the researcher to focus on the beliefs, opinions and attitudes of the participants. Investigating the problem helped in replicating similar outcomes across similar cases. I did this by extracting data from four different primary schools to interlink and come up with trustworthy conclusions. Hence, the findings of the study led me to develop one minimum standards management framework suitable for the participant primary schools, which may be applicable in other schools with similar context.

Yin (2016:18) states that a case study "is an empirical inquiry that investigates a contemporary phenomenon in depth and within real life context, especially when boundaries between phenomenon and context are not clearly evident". Since I envisaged developing a minimum standards management framework that the selected schools could follow to comply with the minimum standards and thus realise the right to education of learners with disabilities, it was necessary for me to investigate the contemporary phenomenon of a real-life context in the selected primary schools. The involvement of multiple cases enhanced the depth of my investigation.

4.4 Population and sampling

In this section, I identify the research population included in the study and explain how I sampled participants.

A research population encompasses the entire group of people about whom the researcher intends to draw conclusions in a study (Gray 2014:688). As already mentioned, in this study, the population consisted of the primary schools in the Kingdom of Eswatini but since it was a qualitative study, I selected only four schools.

Choosing schools from all four regions of the Kingdom of Eswatini was advantageous because it increased the potential that the findings could be transferred to any primary school with similar context in the kingdom. Table 4.1 was used to collect information about the participating schools.

Table 4.1: Finding information about the participating schools

School	Region	Inclusive education implemented
1	Lubombo	Regular school
2	Manzini	Model of inclusive school
3	Hhohho	Regular school
4	Shiselweni	Regular school

Qualitative researchers collect the data from the participants by actually talking to them and observing their surroundings (Creswell 2014:36). Qualitative research thus calls for few participants. Rule and John (2011:64) emphasise that it is important that researchers conducting case study research, sample participants that would shed either the "most light, or different lights, on a case". Since I employed purposive sampling in the study, I involved information-rich participants, a requirement of purposive sampling highlighted by Martyn (2008:98). I used typical case and criterion sampling in the study.

I further selected the SIE inspector in the MoET. I chose her as a participant because she is in charge of the implementation of the inclusive education programme in the primary schools in the Kingdom of Eswatini at the time of this research. The SIE inspector is expected to enforce and assist schools in the implementation of inclusive education, which caters for learners with disabilities (Swaziland 1981, s 39). I used Table.4.2 to collect biographical information on the SIE inspector.

Table 4.2: Biographical information on the SIE inspector

Years' experience as senior inspector	Qualifications	Training in relation to inclusive education

The National Curriculum Centre [NCC] director was included as a participant because he was responsible for designing the curriculum and preparing the teaching materials used in primary schools. At the time of this research, he was also responsible for producing all the teaching and learning materials at the NCC, which the schools use in all the subjects. I used Table.4.3 to collect the biographical information on the NCC director.

Table 4.3: Biographical information on the NCC director

Years' experience as NCC director	Qualifications	Training relating to inclusive education

I included the principals of the participant schools because they are doing the groundwork in terms of the implementation of inclusive education in their schools and are thus information-rich as far as the problem of the study was concerned. The school principal oversees local school policies, which may or may not embrace the philosophy of inclusive education. The principal is the one monitoring the day-to-day running of a school; therefore, he or she is well acquainted with what happens in the school. Table.4.4 was used to collect biographical information on the participating school principals.

Table 4.4: Biographical information on the participating school principals

School	Years' experience as principal	Qualifications	Training in relation to inclusive education

Two teachers who taught classes of 40 or more learners were selected from each participating regular school since the Education and Training Sector Policy sets 40 as a maximum number of learners in a class (Swaziland, MoET 2018, par. 2.3). I wanted to gain an understanding of the problem in real-life settings. The teachers were important because they were the agents who implemented inclusive education in the schools and classrooms as suggested by Harrison, Birks, Franklin and Mills (2017:12). Choosing a class with a high number of learners in the regular schools assisted me to determine how the teacher implemented inclusive education in a big class (see section 3.4.2.2). In the literature review, it was indicated that a class with a high number of

learners does not allow the teacher to give attention to learners with disabilities (see section 3.4.2.2).

Table 4.5 was used to collect biographical information on the participating teachers.

Table 4.5: Biographical information on the teacher participants

Teacher	Years' teaching experience	Qualifications	Training in relation to inclusive education	Number of learners in class

I included a parent of an out-of-school child with disabilities in order to determine why, although close to one of the selected schools, the child was out of school. One of the minimum standards to realise the right to education of learners with disabilities is that learners should attend school within their communities as per the SAVE Framework (Tesemma 2012:10).

4.5 Data collection methods

In this section I discussed the various qualitative data collection methods used. The following flow diagram shows the data collection procedure I followed. It also indicates which data collection method was used to extract data in relation to which specific objective. The flow diagram in Figure 4.1 below portray the order of data collection procedure I followed.

```
┌─────────────────────────────────────────┐
│         DOCUMENT ANALYSIS               │
│         Objectives 1 & 2                │
└─────────────────────────────────────────┘
                    │
                    ▼
      ┌───────────────────────────────┐
      │         OBSERVATION           │
      │         Objectives 3 & 4      │
      └───────────────────────────────┘
                    │
                    ▼
      ┌───────────────────────────────┐
      │   SEMI-STRUCTURED INTERVIEWS  │
      │         Objectives 3 & 4      │
      └───────────────────────────────┘
```
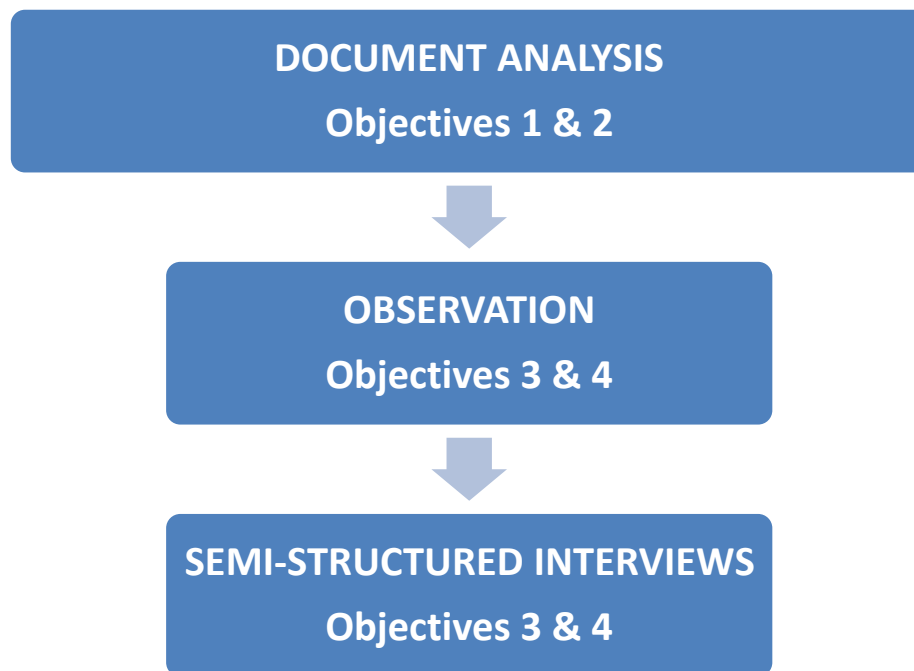
Figure 4.1: Order of data collection

Source: Compiled by the researcher

Qualitative researchers use a broad scope of methods in one study, which may include document analysis, observations and interviews (Denzin & Lincoln, 2011:10; Merriam, 2009:39). I indicated earlier (see section 1.7.5) that I employed document analysis, structured observation and semi-structured interviews as data collection methods in this study. The use of the several data collection methods in the study allowed for triangulation, which is essential to ensure trustworthiness in a case study research (Patten & Newhart 2018:156; Rule & John 2011:108).

I used document analysis to triangulate the data that was later collected through observation and semi-structured interviews. It was important to collect the data through the observation of the infrastructure of the selected schools. After observing the infrastructure within the school, I employed semi-structured interviews in collecting data from the SIE inspector, the NCC director, school principals, teachers and a parent of an out-of-school child with disabilities.

It is vital for a researcher to consider how much time he or she will need to spend at the research site in order to prepare for and collect data to avoid unnecessary interruptions and delays (Ritchie et al. 2014:59). For example, I collected the data over a period of three months to ensure that the data was collected within the same

academic year in all the schools. I wanted to collect the data within the same academic year because the MoET could introduce some innovation at the beginning of a new academic year that might pose a different scenario for the different schools. For an example, the MoET introduced a different Education and Training Sector Policy in 2018, which reflected many differences from the policy that was in place when I started my research proposal for the study.

I discussed each of the data collection methods used in the sub-sections below.

4.5.1 Document analysis

The advantages of document analysis as identified by Johnson and Reynolds (2012:205) were indeed applicable in this study in that it:

- allowed access to subjects that would have been difficult or impossible to research through direct, personal contact;

- gave access to raw data that was non-reactive;

- gave access to a record that existed long enough to permit analysis of political phenomena over time; and

- saved costs, since costs were borne by the record keepers, not by me.

The documents I analysed included the SAVE Framework, the Education and Training Sector Policy (Swaziland, MoET 2018) and schools' prospectuses. I also reviewed the Swaziland Constitution (Swaziland 2005), the Education Act, the Curriculum Framework (Kingdom of Eswatini, MoET 2018) and Standards for inclusive education Kingdom of ESwatini, MoET 2019). I reviewed the SAVE Framework in Chapter 2 in the light of analysing the Education and Training Sector Policy in Chapter 4. The SAVE Framework (Tesemma 2012:210) contained contains the minimum standards for the realisation of the right to education of learners with disabilities. The Education and Training Sector Policy (Swaziland, MoET 2018) highlighted highlights the minimum standards of education that suit learners with disabilities in the Kingdom of Eswatini. I analysed the prospectuses of schools because a prospectus is a document designed by each school to measure itself. Among other information, the school prospectus reflected school rules and information on how the school accommodates learners with disabilities. I analysed the prospectuses of the participating schools to determine

whether they embraced people with disabilities because that influences the attitude of the school population towards inclusive education.

4.5.2 Structured observation

Observations allow researchers to come up with current information about the physical appearance of the site (Godwill 2015:80). I employed structured observation with regard to the infrastructure of each school. Observing the infrastructure assisted in determining whether the school environment complied with the minimum standards of the SAVE Framework.

I developed an observation guide with a grid to conduct the observation. The use of a grid as an observation guide is advantageous because it is easy to do the categorisation of the different themes to make data presentation convenient (Saunders et al. 2015:369). The observation guide covered information on the minimum standards of suitability, availability and equitability.

While walking around the premises of each school, I conducted my observations of the infrastructure using the observation grid, and jotted down field notes where necessary. I observed the arrangement of the furniture in classrooms and the entrances of all school buildings. After conducting an observation, I did the analysis of the grid and field notes because, as suggested by Phillipi and Lauderdale (2018:382), field notes can provide important context for data analysis.

Table 4.6: School infrastructure observation guide

Items	Yes/No	Field notes
Suitability of buildings - Are there ramps at the entrance of building structure? - Is the floor even in the classrooms? - Are there lifts that can be used by learners with mobility disabilities?		
Classroom layout and design - Are there spaces to manoeuvre wheelchairs? - Does the classroom furniture cater for learners with disabilities?		
Communication modes - Are notice boards of appropriate height? - Are there policies, rules and notices in Braille?		
Learning aids - Are the teaching aids of appropriate type for learners with visual impairment? - Are teaching aids of appropriate size for learners with visual impairment?		
Learner distance to school Are learners with disabilities staying within a reasonable?		

Toilets - Are the toilet structures catering for disability? - Is the location of the school toilets appropriate for learners with disabilities?		
Availability of special school in the area - Is the distance of the participant school to the special school reasonable? - Does the school have a resource centre?		
Items	**Yes/No**	**Field notes**
- **School culture** - Does the environment favour a good inclusive culture?		

4.5.3 Semi-structured interviews

As already mentioned (see section 1.8.5), I also used semi-structured interviews as data collection method. Before interviewing each participant, I explained the aim of the study and that he or she was free to withdraw at any stage of the interview if he or she felt uncomfortable. This generated trust between the participants and myself; hence, they gave the information freely, as recommended by Brooks et al. (2014:28). At the beginning of each interview, I took care to put the participant at ease by ensuring him or her of anonymity. I notified each participant of the approximate time the interview was to take before we started, as suggested by Creswell (2014:139).

During the interviews, I followed the suggestion of Ritchie et al. (2014:60) to observe and make notes of the participants' reactions, gestures and facial expressions during the interviews. I could deduct from the reactions, gestures and facial expressions how a participant felt about and his or her attitude towards the issue under discussion. If a participant sighed or frowned during an interview, that could be interpreted (depending on the context) as uncertainty or unhappiness with the situation. Thus, the observation of non-verbal gestures could help one to interpret what the participant had said. I used the responses of the SIE inspector, NCC director and the parent of out of school child [POSC] to interlink with the information from observation and document analysis.

Since this was a qualitative study, grounded in the interpretivist paradigm, I believed that knowledge is created from people's lives, experiences, feelings and beliefs (Dean 2018:3). Since interviews provide for interaction between the researcher and the participants (Qu & Dumay 2011:243), interviews allow both the participants and the researcher to co-construct knowledge. The participants I included in the study were considered information-rich. Choosing information-rich participants is essential for successful qualitative research (Ritchie et al. 2014:59).

In a semi-structured interview, the questions are uniform and arranged in the same order, but the researcher has the opportunity to probe where he or she feels a response is lacking (McMillan & Schumacher 2010:252). I developed the interview guides prior to applying for permission to conduct the research and prior to applying for ethical clearance. The interview guides enhanced trustworthiness, because they were piloted as indicated in the piloting section (see section 4.5.4). I developed interview guides for the SIE inspector, NCC director, school principals, teachers and

POSCs. Each interview guide was divided into different sub-sections, embracing the information on the framework for minimum standards of suitability, availability and equitability. The questions were arranged in the same order in each interview guide as advocated by Dempsey, Dowling, Larkin and Murphy (2016:481). Using open-ended questions allowed the participants to express their views freely and in their own words. Participants could elaborate on the issues covered by the questions and that, according to Yin (2016:143) ensured rich data. I first conducted the interview with the parent of an out-of-school child with disabilities.

4.5.3.1 POSC's interview

I requested to record the interview with the parent since the recording allowed time for active listening (Patten & Newhart 2018:162). This follows the suggestions of Tracy (2010:847) to explain the purpose of the study first and to establish a relationship with the parent of the out-of-school child with a disability. During this meeting, I reminded the parent that his anonymity would be ensured and that whatever information he provided would be kept confidential. This created a favourable environment for the interview because the parent was visibly relaxed and indicated his eagerness for the interview to commence as a result. POSC was interviewed to establish reasons for the child being out of school. I spent about 20 minutes interviewing the parent at his home. The interview guide that was used to collect information from the parent of the out-of-school child with a disability follows in section 4.5.3 below.[2]

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[2] Please note all the data collection instruments were edited as part of the ethical clearance application and were excluded from the final editing process.

4.5.3.1a Interview guide for POSC

The following is the interview guide for the parent of the out-of-school child with disability:

Biographical information

Out of school Child's parent age range	

A.   Suitability

1. How would you like the school or government to assist you in sending your child to school?

2. What specific needs does your child have that regular schools will not be able to cater for?

3. How would you support your child if he were admitted in a regular school?

4. If you could not send your child to the nearest school, why did you not send him to a special school?

B.   Availability

5. How would you transport your child to school if he were attending your nearest school?

6. Government introduced free primary education in the Kingdom of Eswatini, what challenges prevented you from sending your child to a regular school in your community?

7. What is your opinion on having children with disabilities in regular schools?

8. How does government support your child in connection with his or her disability?

C.   Equitability

9. How do you perceive your child with the disability?

10. How do the people in your community perceive children with disabilities?

11. What knowledge do you have on government policy on sending children with disabilities to regular schools?

12. How could the stigmatisation of children with disabilities be eradicated in the schools?

13. Anything else that you would like to add about the challenges you face pertaining the education of your child?

After interviewing the parent of an out-of-school child with disabilities, I interviewed the two participant teachers of each selected school.

4.5.3.2 Interviews with teachers

I made appointments through the principals to meet the two participant teachers before the day of the interviews. This gave me the opportunity to create rapport with the teachers and fix the date and time for the interview. Meeting with the teachers also allowed me to give details to the teachers about the study, and could further explain how the interviews were to be conducted. Following the advice of Tracy (2010:840), I informed the teachers of the measures I took to ensure their anonymity and confidentiality. Relying on the benefits of recording interviews as set out by Patten and Newhart (2018:162), I explained to each participant teacher that the interview was to be recorded to avoid missing a response and so that I could check that I had interpreted all responses correctly. Since the schools did not have vacant rooms where I could conduct the interviews, the teachers were interviewed either in the principal's office or in my car. I had an approximately 30-minute interview with each participant teacher. The interview guide below was used with the participating teachers.

4.5.3.2a Interview guide for teachers

Below is the interview guide for teachers:

Biographical information

Teacher	Years' teaching experience	Qualifications	Training in relation to inclusive education	Number of learners in class

A.   Suitability

1. What is your view on the training you and other teachers received to prepare you for teaching in an inclusive classroom?

2. How do you identify children with disabilities in your school?

3. How do you adapt the disciplinary measures you use when disciplining learners with disabilities?

4. How does the school curriculum accommodate/cater for learners with different forms of disabilities (teaching, material and assessment)?

5. What responses do you mostly get from parents of learners with disabilities when you discuss learners' progress during parent-teacher meetings?

B. Availability

6. How does learners' class size affect teaching in a class where there are learners with disabilities?

7. How would you describe the attitude of people (learners, teachers and support staff) within your school towards learners with disabilities in your school?

8. How does the special school next to your school assist your learners with disabilities?

9. What programme(s) do you have in place to support children with disabilities access learning in your class?

10. What do you think is lacking in the way you do things in order to effectively support children with disabilities in their learning in your class?

11. What kind of support do you get (from government, national curriculum centre and special schools) in order to teach learners with disabilities together with those without disabilities in your school?

12. What challenges do you experience to effectively support children with disabilities in your class?

13. What kind of support would you like to get in order to assist children with disabilities in their learning (from government, special schools and parents)?

C. Equitability

14. What is your opinion on having children with disabilities in mainstream classes?

15. How does the school consider learners with disabilities with regard to sports, discipline and their voice?

16. How does your school policy or rules accommodate children with disabilities in all activities of the school?

17. Why do you think some children with disabilities in your area are not attending school?

After interviewing the teachers, I interviewed the principals.

4.5.3.3 Interviews with principals

I took care to create a good relationship with the principals so that they would provide information freely during the data collection, as suggested by (Dempsey et al. 2016:481). Meeting the principals of the schools before the date of the interviews helped me to give details about the study and to explain to them how I would conduct the interviews. Each of the four principals was interviewed in his or her office. All the principals had instructed their secretaries not to allow any interruption in the course of the interviews, and indeed, the interviews went well without disturbance. The interviews with the principals lasted for about 25 to 30 minutes each. I used the semi-structured interview guide below to get information from the principals of the four participating primary schools.

4.5.3.3a Interview guide for principals

The following is the interview guide for school principals:

Biographical information

School	Years' experience as principal	Qualifications	Training in relation to inclusive education

A.   Suitability

1. When the school's annual budget is compiled, how do you provide for learners with disabilities needs?

2. What is your view on the training you and the other teachers received to prepare you for teaching in an inclusive classroom?

3. How does the school curriculum accommodate/cater for learners with different forms of disabilities (teaching, material and assessment)?

B.   Availability

4. How does including learners with disabilities in mainstream schools, affect school management in terms of school policies, school buildings, budgets, curricula, assessment, support, teacher training, discipline?

5. In your experience, do school populations mostly have negative or positive attitudes towards accommodating learners with disabilities in mainstream schools? Please elaborate?

6. How are the children with disabilities transported to and from school?

7. Critically comment on the assistance the school receive from the national curriculum centre and special schools.

8. What programme(s) do you have in place to support children with disabilities' academic performance?

9. Critically comment on the support the school receive from the government with regard to implementing inclusive education.

10. Critically comment on the support the school receive from the parents of learners with disabilities.

C.   Equitability

11. What is your opinion on the viability of accommodating children with disabilities in mainstream schools?

12. How does the school consider learners with disabilities with regard to sports, discipline and their voice?

13. How does your school policy or rules accommodate children with disabilities in all activities of the school?

14. Why do you think some children with disabilities in your area are not accessing your school?

4.5.3.4 Interview with the SIE inspector

I first made an appointment with the SIE inspector to have an interview in her office. I fixed the time and date of the interview telephonically. I also had the opportunity to explain to the inspector the purpose of the study and how the interview would be

conducted. As suggested by Dempsey et al. (2016:481), I had to build rapport with SIE inspector so that she would be willing to give out information because she is a part-time lecturer where I work. On the day of the interview, I reminded the inspector before the interview started that it was to be recorded. I interviewed the SIE inspector using the interview guide below to solicit information.

4.5.3.4a Interview guide for the SIE inspector

Underneath is the Interview guide for the senior inspector of special and inclusive education:

Biographical information

Years' experience as senior inspector	Qualifications	Training in relation to inclusive education

A. Suitability

2. How do government policies accommodate children with disabilities in regular schools?

3. How do primary schools identify children with disabilities?

4. What is your view, do the training teachers received sufficiently prepare them for teaching in an inclusive classroom?

5. How does the school curriculum accommodate/cater for learners with different forms of disabilities (teaching, material and assessment)?

B. Availability

6. How has government committed herself to accommodate children with disabilities in the primary schools within their communities?

7. How does learners' class size affect teaching in a class where there are learners with disabilities?

8. In your experience, do school populations mostly have negative or positive attitudes towards accommodating learners with disabilities in mainstream hnschools? Please elaborate.

9. How are special schools supposed to support mainstream primary schools in accommodating learners with disabilities?

10. What kind of support from government, special schools and parents do you think mainstream schools need in order to assist learners with disabilities in their learning?

11. How can an inclusive culture be promoted in mainstream primary schools in Kingdom of Eswatini?

C.   Equitability

12. What is your opinion on having children with disabilities in mainstream schools?

13. What role should parents of children with disabilities fulfil in their children's education?

14. How did you assist the mainstream schools in contextualising the law and policy on the education of learners with disabilities when developing their own policies?

15. Why do you think some children with disabilities are not attending schools in their communities?

16. What support do most schools request with regard to the implementation of inclusive education in regular primary schools?

4.5.3.5 Interview with the NCC director

I interviewed the NCC director last because I needed to be flexible and available to conduct the interview at a time when it would suit the director since he had a very full schedule at the time of this research. Although we had set a fixed date and time, I had to contact the director several times to accommodate my interview with him. In the end, he called me when it was convenient for him. Dempsey et al. (2016:481) suggest that the researcher must be flexible with time and location in terms of the interviews. We had the interview in NCC director's office and I reminded him that the interview session was to be recorded. I conducted the interview with the NCC director since, at the time of this research, he was leading an institution that developed material for teaching and learning in primary schools. I divided the sections of the interview guide according to the framework for the minimum standards of the availability, suitability

and equitability. The interview with the NCC director lasted about 20 minutes. The interview guide I used is shown below.

4.5.3.5a Interview guide for the National Curriculum Centre director

Below is Interview guide for the NCC director:

Biographical information

Years' experience as NCC director	Qualifications	Training in relation to inclusive education

A.   Suitability

1. How does government assist you to produce materials that cater for inclusion of children with disabilities in primary schools?

2. How could you improve the production of inclusive materials for the teaching and learning of primary school children?

3. What benefits do teachers ascribed to the materials your office provides for teaching and learning in an inclusive way?

B.   Availability

4. How do you ensure production of teaching materials that accommodate children with disabilities in primary schools?

5. What are the challenges of producing materials that accommodate children with disabilities in regular primary schools?

6. How could the current special schools be utilised as resource centres for children with disabilities in the regular primary schools?

C.   Equitability

7. How does government policy assist in the production of materials that promote inclusive education in regular primary schools?

8. What is your perception about having children with disabilities in regular schools?

9. What is your plan in your department on inclusive regular primary schools?

10. How would you like government to support you to produce materials that promote inclusive education in primary schools?

4.6.4 Pilot study

In terms of research, 'piloting' means testing the data collection instruments in order to ensure their appropriateness as well as their trustworthiness for the study (Gumbo 2015:371). It is important to pilot the data collection instruments so that the researcher may adjust questions that are not clear for pilot participants or clarify questions that do not yield informative data (McMillan & Schumacher 2010:287). Piloting the research instruments provides an opportunity for the researcher to determine the time taken with the participants and the quality of the questions, but also to reconsider confusing questions (Gray 2014:372).

I piloted the interview questions with one teacher and school principal who were not from the sampled schools. I further analysed the piloted data to determine whether the findings would enable me to answer the research question. The findings of the pilot study assisted me to gain a picture of what the findings of the study would look like.

I validated the instruments of the study by adjusting the questions according to how the participants of the pilot study responded. In some, the questions with 'what' I had to use the word 'comment' because I was not getting the desired response with the school principal questions. In the teacher's interview guide, I combined the questions dealing with teaching methods, assessment and material because I wanted to reduce the number of questions. I found that that the pilot study participants gave the same answers to more than one question in the teacher's interview guide and I thus combined those questions into one question.

4.7 Data analysis and interpretation

In this section, I discussed how I analysed and interpreted the data. I transcribed each interview on the same day as the interview session. Transcribing the interviews on the same day ensured that all the details are captured while the language (especially the tone used), gestures and reactions of the participants were still fresh in my mind.

The themes that emerged during the data collection under minimum standard of suitability included disciplinary measures; screening and identification of learners with

disabilities; curriculum matters; as well as parent involvement and assessment. In a minimum standard of availability, the themes that emerged during the study were teacher training; reasons for non-attendance of school in the immediate community; assistance provided by MoET, the NCC and special schools; and affordable disability-friendly transport services. Lastly, the that emerged during data collection under minimum standard of equitability were: school policy and rules; school budget; inclusive school culture; teachers' attitude towards learners with disabilities; and welfare matters. I used open coding forming categories of the information about the phenomenon that was being studied from the data collected as suggested by Creswell (2014:67). The data was then coded into themes to arrange the information for better interpretation under each minimum standard of the SAVE Framework. Thereafter interlinked the data collected through observation and semi-structured interviews to how the selected primary schools complied with the minimum standards of the SAVE Framework required for realising the educational rights of the learners with disabilities.

Considering the second objective of the study, I analysed the law and policies of the Kingdom of Eswatini against the minimum standards of the SAVE Framework. Since the SAVE Framework was considered in collecting the data, it was also used as the instrument to determine how the selected primary schools in the Kingdom of Eswatini complied with the minimum standards required for the fulfilment of the right to education of learners with disabilities.

The themes that emerged from the collected data were categorised by linking them to the objectives of the study. I interlinked the data collected from the four schools, the SIE inspector, the NCC director and the parent of the out-of-school child with disabilities, as suggested by Zach (2006:13), using document analysis, observation and interviews to draw conclusions. The data collected was used to interpret the data by interlinking to the right to education of learners with disabilities at the selected regular schools. The interpretation of the analysed data assisted me to develop a minimum standard management framework to cater for learners with disabilities that can be used by the participating schools. Zach (2006:12) suggests that, after interpreting and explaining the data one should develop a model.

4.8 Trustworthiness

In this section, the effort made to ensure that the study was trustworthy is discussed by focussing on transferability, credibility, dependability and confirmability; criteria identified by Treharne and Riggs (2017:58) as essential to trustworthy qualitative research.

4.8.1 Transferability

Transferability refers to the meaningfulness of the study in another context similar to the place where the original study was carried out (Nowell et al. 2017:6; Streubert 2011:49). Since the same education laws and policies apply to all primary schools in the Kingdom of Eswatini (Swaziland 1981; 2012; 2013a; 2013b; 2018), all public schools are expected to comply with them; hence, the findings are transferrable to all primary schools in the Kingdom of Eswatini with similar context. The SIE inspector is in charge of all the schools in Kingdom of Eswatini, which makes the information she gave relevant to all public primary schools.

4.8.2 Credibility

Credibility refers to the researcher richly and accurately explaining the phenomenon under study (Tracy 2010:840). Tracy (2010:840) and Yin (2016:86) recommend that the procedures and processes followed in conducting the study be explained in detail for the reader to accept the research as credible. Details on the data collection methods, ethical considerations and how I analysed the data had been provided (see section 4.4). The findings are therefore credible, and the reader is in a position to trust the results presented.

Triangulation enhances the credibility of the findings of a study (Nowell et al. 2017:3; Treharne & Riggs 2015:59). This is inter alia so because triangulation allows researchers to determine the integrity of participants' responses through cross-examining data in various datasets (Tracy 2010:840). I used structured observation, document analysis and semi-structured interviews for triangulating the data collection methods. Information articulated by the Education and Training Sector Policy was interlinked to what was happening in the schools at the time of this research and to what the participants had said. I verified the information obtained from the SIE inspector by comparing it with the information from teachers and principals. Similarly,

I interlinked the information collected from the principal against data collected from the document analysis of the relevant school.

4.8.3 Dependability

Results should be reproducible for a study to adhere to the requirement of dependability. A researcher should explain the process followed in the data collection so that any other person may do the same study and come up with similar findings (Smit 2012:5). I provided a deep description of the method I followed in collecting the data so that any other person would be able to follow what I did and arrive at the same results as presented here (Nowell et al. 2017:3).

To ensure interviewees express themselves freely, I allowed them to mix both English and siSwati when responding to questions. The findings of the study are trustworthy because of the triangulation of the data collection instruments, which included document analysis, structured observation and semi-structured interviews. I managed to use the data collected from all the participants – including data collected through infrastructure observation – for the trustworthiness of the study.

4.8.4 Confirmability

In confirmability, the researcher ensures that the interpretation of the findings is derived from the data collected. The researcher should not fabricate data and must be as objective as possible when interpreting the analysed data (Kalu & Bwalya (2017:50; Smit 2012:6). I kept all the data documents in order to reflect on the interpretation of the data, such as the events that occurred as I collected the data. I ensured that the interpretation of the findings resonated with the data collected by keeping reflexive documents, such as the transcribed interview documents and the recordings, as suggested by Nowell et al. (2017:3).

For the sake of confirmability, it is important that qualitative researchers be sceptical of information participants provide. According to Kalu and Bwalya (2017:51), participants may not necessarily speak the truth but might say what they think the researcher wants to hear; hence, triangulation is important. I used triangulation to ensure that the information provided by the participants was trustworthy as stated by Patten and Newhart (2018:156). I asked questions that needed similar information from all the participants to ensure that the results would be trustworthy.

4.9 Ethical consideration

In this section, I focus on how I considered ethics in the study as a way of respecting the right of the participants and avoiding any injury that might have been caused by the study. It is the responsibility of the researcher to ensure that all risks be minimised to protect the rights of participants (British Educational Research Association 2018:10). I obtained an ethical clearance certificate from the ethical clearance committee of the College of Education at Unisa to ensure that the study complied with the ethical standards set by the university (see section 1.7.11).

Researchers are expected to seek permission from so-called 'gatekeepers' to conduct a study (British Educational Research Association 2018:10; Widdowson 2011:32). Before I collected the data from the participants, I used a letter to request permission from the Director of Education to collect the data from the selected schools, the NCC director and the SIE inspector (see Appendix 1). The Director of Education read the methodology chapter together with the data collection instruments to make sure the study would not violate the rights of the participants at the selected schools and gave the permission (see appendix 2).

I also requested a permission to conduct the study from each of the selected schools and was allowed (see appendices 4, 5, 6, 7). I then visited the school principals of the four selected schools to explain the purpose of the study to ensure they made informed decisions on whether to allow their schools to partake in the study. I further requested to meet the participating teachers at each school in advance to explain the purpose of the study so that they would participate willingly in the study. I highlighted in the consent form that the information was to be used for the purpose of the study only. I guaranteed that should the need arise in future to use the data for any other purpose this will not be done without obtaining prior consent from the participants.

I made an appointment with the parent of the out-of-school child with a disability (i.e. a child not attending any school) to request him to be part of the study and to sign the consent form. I visited this parent at his home to explain the purpose of the study before the actual day of the interview in order to encourage him to participate.

It is vital that participants in a study be assured anonymity and confidentiality (Kalu & Bwalya 2017:48). I assured the participants about their anonymity and confidentiality

so that they willingly participated in the study. As advocated by Widdowson (2011:32), I ensured that each participant signed a consent form before the interview to indicate his or her willingness to partake in the study. I made the participants aware of their freedom to withdraw from the study at any time. Names of the selected schools and participants that I interviewed were replaced by using the abbreviated codes so that they cannot be linked to the data. In this research report, codes are used to represent the names of the participants. I have blacked out the names and contact details of the schools and principals in the letters granting permission to conduct the research in the selected schools (Appendices 4, 5, 6, 7). It is therefore impossible to identify any of the schools or participants or to link them to the results of the study. I used numbers as pseudonyms for the schools (1, 2, 3 and 4). I coded the names of the participants as explained below:

Pseudonyms used for participants

PIM2 – principal of inclusive model school 2

POSC – parent-of-out-school child

PR1 – principal of regular school 1

PR3 – principal of regular school 3

PR4 – principal of regular school 4

SIM2 – inclusive model school 2

SR1 – regular school 1

SR3 – regular school 3

SR4 – regular school 4

TMC2 – teacher C of model of inclusive school 2

TMD2 – teacher D of model of inclusive school 2

TRA1 – teacher of regular school 1

TRB1 –teacher B of regular school 1

TRE3 –teacher E of regular school 3

TRF3 – teacher F of regular school 3

TRG4 – teacher G of regular school 4

TRH4 – teacher H of regular school 4

When writing the report, I paraphrased information from literature in terms of the context of my study, and inserted the sources as I found the information (Hill 2017). In cases where I could not paraphrase the information from literature, I used quotation marks and reflected the source where I found the information. Sometimes our sentences could be similar to sentences in existing sources (Gonzalez 2017); therefore, after I had finished writing the report I submitted it to Turnitin (indicated similarity index of 12%) to ensure the unoriginal content was within the bounds of what is regarded as acceptable.

4.10 Chapter 4 conclusion

In this chapter, I focussed on how I used the research methods when conducting the study. I highlighted that I used a qualitative approach by employing a multiple-case study. Data was collected by using document analysis, structured observation and semi-structured interviews. I explained the analysis of the data in order to draw conclusions. Trustworthiness of the study was discussed so that the reader can depend on the findings of the study. I finally discussed the ethical considerations showing how I considered the rights of the participants in the study.

CHAPTER 5: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

In this chapter, I used the theoretical framework discussed in Chapter 2 to present and analyse the data. I first present the data from the analysis of the law and policies relating to education in the Kingdom of Eswatini. I then present the data collected from the SIE inspector, the NCC director, the POSC and the participating schools. I presented the data collected through the school infrastructure observation and then data from the participants' interviews. I initially planned to analyse the prospectuses of all the participating schools, but only one school had one.

The data I presented in this chapter addresses sub-questions 2 (see section 5.2), 3 (see section 5.3; see section 5.5) and 4 (see section 5.5) of the study, which are:

- *How does the law and policy support in Kingdom of Eswatini comply with the minimum standards for realisation of the right to education of children with disabilities as set out in the SAVE Framework?*

- *How do the selected primary schools adhere to the minimum standards for realisation of the right to education of learners with disabilities, as set out in the SAVE Framework?*

- *Which barriers prevent the selected schools from meeting the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?*

5.2 Eswatini law and education policy analysis

In this section, I presented the Swaziland Constitution, the Education Act and policies, which include the Swaziland National Curriculum Framework for General Education (hereafter the Curriculum Framework),[3] the Education and Training Sector Policy in the Kingdom of Eswatini and the Standards for Inclusive Education. I analysed the Education and Training Sector Policy in detail, because it puts into operation all the other policies of the MoET.

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[3] Although the Curriculum Framework was adopted in 2018, reference is still made to Swaziland instead of the Kingdom of Eswatini.

The Swaziland Constitution (Swaziland 2005, s 30(1)) states, "Persons with disabilities have a right to respect and human dignity and the government and society shall take appropriate measures to ensure that those persons realise their full mental and physical potential." It is necessary that government ensures that learners with disabilities have access to education. The Swaziland Constitution (Swaziland 2005, 29(6)) stipulates that all learners of the Kingdom of Eswatini should access free education in public schools at least up to the end of primary school. The Swaziland Constitution compels the MoET to introduce inclusive education in all public schools in the Kingdom of Eswatini. The Standards for Inclusive Education (Kingdom of Eswatini, MoET 2019, preamble), supporting the Swaziland Constitution, prescribes the 10 standards to be adhered to for inclusive education in all schools. These standards are to be used by both the MoET and schools as a checklist to measure the inclusivity of education.

The MoET uses the Education Management Information System Unit (Kingdom of Eswatini 2020a) to collect information on the status of schools by mandating all schools to submit questionnaires through their Regional Education Office. The Education Management Information System Unit then captures and consolidates the information in order to help government to address issues in the different schools. The challenges that schools face regarding the teaching of learners with disabilities are part of the information that is captured, as discussed in the literature review (see section 3.4.2.2).

The Curriculum Framework (Kingdom of Eswatini, MoET 2018, par. 8.5) supports learners with disabilities by stating that there should be regional assessment centres where learners with special needs could be assessed before they enter school. The Curriculum Framework further states that teachers should be trained to identify learners with disabilities and those learners that require referral to the regional assessment centres. Unfortunately, these centres were not yet established at the time of this study. Schools would benefit much from these assessments and would be able to arrange for early interventions and support, which ultimately would enrich the education of learners with disabilities, which aligns with the Standards for Inclusive Education (Kingdom of Eswatini, MoET 2019, par. 4.1–4.2).

The Curriculum Framework (Kingdom of Eswatini, MoET 2018, par. 4.1.1.1) stipulates that there should be early identification of learners with disabilities for the purpose of intervention, which lays a foundation for formal schooling. This is supported by the Standards for Inclusive education (Kingdom of Eswatini, MoET 2019, par. 1.30) that school leaderships are expected to put in place procedures for the early identification of learners with disabilities. Unfortunately, there is no instrument to assist teachers in identifying learners with disabilities. Schools are expected to offer the subjects Braille, Orientation and Daily Living Skills, Mobility and Sign Language to learners with special and education needs in the Foundation Phase so that they can cope with school life. Unfortunately, the curricula of these subjects were rolled out only recently and was presently presented only in Grade 2 in the primary schools at the time of this study. The Curriculum Framework mandates that schools provide feedback on the progress and achievement of learners to the stakeholders, which include learners, parents, teachers and the examination body (Kingdom of Eswatini, MoET 2018, par. 7.3). Importantly, the Curriculum Framework does not include the MoET among the stakeholders to receive feedback from schools on learners' progress. It is therefore not easy for MoET personnel to intervene in cases where learners encounter challenges in their learning. The non-intervention of the MoET in challenges of learners with disabilities is contrary to the socio-political disability paradigm, which requires that the school environment should accommodate these learners (see section 1.9.3.2b).

The minimum standard of equitability (see section 2.3.3) requires that learners with disabilities should attend schools close to their homes. Similarly, the Education Act (Swaziland 1981, s 24) stipulates that the Minister of Education and Training will follow up on a child of school-going age who is not attending school, regardless of disabilities, and determine whether there is a school nearby. The Minister of Education and Training has the authority to direct the Educational Board to investigate, when it becomes aware of a child of compulsory school-going age who is not attending school, whether such child needs special treatment. The minister is then mandated to take steps to assist the child by providing special educational assistance (Swaziland 1981, s 24(1)). The Education Act (Swaziland 1981, s 20) and the minimum standard of availability (see section 2.3.2) both stipulate that learners should attend a school close to their homes. However, the POSC indicated that the nearby school could not admit

his child because of her disability. The regular school that could not admit the child with disability is in contravention of both the Education Act and the Curriculum Framework, which allow learners with special learning needs to attend a school within their community (Kingdom of Eswatini, MoET 2018, par. 1.4; Swaziland 1981, s 24).

It is crucial that the curriculum be flexible to accommodate learners with disabilities. The MoET has developed the Curriculum Framework (Kingdom of Eswatini, MoET 2018, par. 1.4) with the intention to have a curriculum that is flexible and responsive to learners with different educational needs in regular schools. The minimum standard of suitability (see section 2.3.1) requires that the curriculum should be flexible to accommodate learners with disabilities in the schools. The Curriculum Framework is in agreement with the minimum standard of suitability that the assessment of the learners should be inclusive by accommodating learners with disabilities in assessing their competencies (Kingdom of Eswatini, MoET 2018, par. 7.6). Although the Curriculum Framework expects learners with disabilities to attend school in their communities, it is not possible if those responsible for such implementation are not committed to see it through.

The Curriculum Framework is a vehicle to give all learners access to education in schools (Kingdom of Eswatini, MoET 2018, par. 1.4). The Standards for Inclusive Education is in support of the Curriculum Framework in that they state, "The school creates the most accessible environment for every child, including access to the school from home, the school infrastructure and the classroom environment, as well as considering the diverse safety and evacuation needs of all learners." Therefore, the policies are consistent with the requirement for accessible schools, which is a requirement for the equitability minimum standard (see section 2.3.3). However, the policies cannot be effective if the relevant officers do not commit to enforce them.

It is the right of all learners of the Kingdom of Eswatini to receive appropriate and relevant education, regardless of disabilities (Kingdom of Eswatini, MoET 2018, par. 1.2). The National Education Sector Policy is in agreement with the suitability minimum standard that learners should receive appropriate education (see section 2.3.1). The socio-political paradigm indicates that learners should receive personalised care whenever learners with disabilities encounter learning challenges in the environment (see section 1.9.3.2b). It is therefore crucial that all stakeholders involved in the

education of learners with disabilities are committed to assist these learners in their learning.

It is imperative for schools to have physical facilities and structures that accommodate all learners (Kingdom of Eswatini, MoET 2018, par. 8.5), which is similar to the requirement of the minimum standard of suitability (see section 2.3.1). The Curriculum Framework stipulates that there should be pre-service as well as in-service training for teachers to handle an inclusive curriculum (Kingdom of Eswatini, MoET 2018, par 7.5). Requiring teachers to be equipped with skills to teach learners with disabilities is essential to ensure compliance with the minimum standard of availability. The Curriculum Framework and minimum standard of suitability concur in that they require teachers to be trained on handling an inclusive class. The Curriculum Framework and SAVE Framework have a similar view to that of the socio-political disability paradigm, in that all require that learners with disabilities should not be excluded from the activities of lessons through teaching methods that do not accommodate these learners (see section 1.9.3.2b).

The Education and Training Sector Policy operationalises the Education Act and Curriculum Framework, as discussed in the next sub-section.

5.2.1 Analysis of the Education and Training Sector Policy

The above education law and policies are operationalised by the Education and Training Sector Policy (Swaziland, MoET 2018, par. 1.1); hence, it had to be analysed in detail. The aim of the analysis of this policy was to determine how the right to education of learners with disabilities is catered for in the policy.

The Education and Training Sector Policy (Swaziland, MoET 2018, par. 2.2) states that its purpose is "to ensure equitable access to inclusive, life-long quality education and training for all Eswatini citizens, through sustained implementation and resourcing of a comprehensive education and training policy". It is therefore crucial that the education provided to learners in regular schools accommodates learners with disabilities and is of a good quality. Regular schools should comply with this policy by being accessible to all learners – even those with disabilities and low financial status. In the presentation of the data from the selected schools in later sections of this

chapter, I indicate the compliance of these schools with this policy and the SAVE Framework.

The Education and Training Sector Policy (Swaziland, MoET 2018, par. 3) indicates that it is guided by the principles of international and regional conventions, national laws, policies, guidelines and regulations. The MoET recently developed the Standards for Inclusive Education (Kingdom of Eswatini, MoET 2019), with which schools should align. The Standards for Inclusive Education consist of 10 standards that support inclusive education, which are in line with the SAVE Framework (Kingdom of Eswatini, MoET 2019). The leadership of schools should have admission policies that allow all learners from their community to be admitted to the school and should include learners with disabilities in the school budget (Kingdom of Eswatini, MoET 2019, par. 1.8, 2). Schools are also expected to make the school environment accessible to all learners in their communities. As the Standards for Inclusive Education were developed in 2019, the schools had not started to implement them at the time of this study and were still busy with arrangements to adhere to these standards and adapt their policies. The standards require that schools should embrace an inclusive culture, with inclusive teaching and learning (Swaziland, MoET 2018, par. 1.2.3). Table 5.1 shows the similarities between the Education and Training Sector Policy and the SAVE Framework.

Table 5.1: Similarities between the Education and Training Sector Policy and the SAVE Framework

Suitability	
Education and Training Sector Policy objectives	**Requirement of minimum standard of suitability**
To develop an inclusive education and training system that will uncover and address barriers to learning and recognise and accommodate the diverse range of learning needs	Adapting the system instead of the child
To ensure that everyone involved in the education and training sector, including learners, positively embrace diversity and do not engage in discriminatory behaviour of any kind at any time	Cultural and local sensitivity to disability
To develop an appropriate assessment framework for all learners based on their needs	Adapting the system instead of the child Individualising curricula and other support services
To ensure that assessment strategies are varied and appropriate for all learners	Proper academic testing/assessment of learners with disabilities
To ensure that all learners have access to well-resourced school libraries	Universal design of facilities, services and products
To replace all forms of corporal punishment with non-violent positive discipline in all education and training establishments	Care in disciplining learners with disabilities
To procure sufficient teaching and learning materials to meet the needs of all learners in public primary schools pending curriculum review and revision	Universal design of facilities, services and products

To ensure that all public primary schools are child-friendly and aligned to the standards of care and support for teaching and learning to meet the needs of all learners	Using appropriate language and discourse
To undertake annual school self-evaluations, which will involve participation of a wide range of stakeholders, including parents, learners, school committees and community leaders	Effective school–community relations
To ensure that public and private spaces in education and training establishments do not foster opportunities for threats, harassment or bullying	Safe and appropriate location of schools
Availability	
Education and Training Sector Policy objectives	**Requirement of minimum standard of availability**
To ensure that no interviews or any kind of examination is required or applied to determine any admission criteria in public schools	Making inclusive schools available in good quality and quantity in close proximity
To ensure that appropriate relevant quality teaching and learning materials are available and utilised in teaching and learning	Providing textbooks, uniforms and educational supplies at lower and affordable prices Providing disability-friendly adaptive and assistive devices at lower and affordable prices
To research and evaluate regional models for teacher incentive schemes, career development, promotion and retention	Not indicated in the SAVE Framework
To ensure that the cost of teaching and learning materials is not prohibitive to teaching and learning	Providing textbooks, uniforms and educational supplies at lower and affordable prices

To introduce counselling as an elective pre-service education and training course for teachers and develop equivalent modules for in-service education and training delivery	Equipping teachers to play a pastoral role
To ensure a well-balanced in-service programme for teachers to cater for learners with special needs as well	Availing teachers in good quantity and quality for inclusion
To ensure that teachers are relevantly posted, in line with their qualifications	Not indicated in the SAVE Framework
To achieve a sustained, average teacher–learner ratio of 1:40 in all schools	Availing teachers in good quantity and quality for inclusion
To procure sufficient teaching and learning materials to meet the needs of all learners in public primary schools pending curriculum review and revision	Allocating adequate public funding to ensure inclusion
To ensure that all teachers are qualified or appropriately trained to teach at primary school level	Developing teachers as foot soldiers of social justice
To treat teachers with respect, courtesy and sensitivity, and ensure confidentiality	Respecting the rights and duties of teachers
To facilitate school-based support and enable teachers to use a variety of teaching and learning strategies to achieve high-quality education	Equipping teachers with skills of 'pedagogy of disruption' of disability stereotypes
To ensure that learners with disabilities are provided with appropriate transport to and from school, if required	Availing disability-friendly school transport services at lower and affordable prices
To develop general education and training curriculum development guidelines (e.g. the textbook policy) to direct design, provision, management and utilisation of instructional materials	Not indicated in the SAVE Framework
To routinely track the performance of the education and training system at every level against an agreed set of quantitative and qualitative indicators to measure the impact of policy implementation	Not indicated in the SAVE Framework

To evaluate the short-, medium- and long-term impact of implementation of the revised policy on the performance, quality and outcomes of the education and training system	Not indicated in the SAVE Framework.
To regularly report against the agreed set of quantitative and qualitative indicators to reflect the impact of policy change on the performance, quality and outcomes of the education and training system	Not indicated in the SAVE Framework
To ensure transparency and inclusiveness by making reports available to all stakeholders and interested parties on a regular basis	Not indicated in the SAVE Framework
To implement annual school self-evaluations in all schools	Not indicated in the SAVE Framework
To ensure a fully functioning schools' inspectorate	Not indicated in the SAVE Framework
Equitability	
Education and Training Sector Policy objectives	**Requirement of minimum standard of equitability**
To develop an inclusive education and training system that will uncover and address barriers to learning and recognise and accommodate the diverse range of learning needs	Political commitment to affirmative action and redress
To ensure that no interviews or any kind of examination is required or applied to determine any admission criteria in public schools	Ensuring equality of access and results and non-discrimination
To ensure that everyone involved in the education and training sector, including learners, positively embrace diversity and do not engage in discriminatory behaviour of any kind at any time	Respect for difference Listening to the voice of disabled learners
To ensure that all learners (including orphans and vulnerable learners) access and complete basic education and progress to senior secondary education and post-	Ensuring equality of access and results and non-discrimination

secondary education levels irrespective of gender, race, culture, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status or any other circumstance	Recognising education as a civil and political right and as an economic, social and cultural right
To strengthen advocacy and support schools to embrace inclusivity in all schools	Creating inclusive schools with an inclusive culture, ethos and organisation
To undertake early identification and interventions of learners with special education needs, including disabilities	Recognising the educability of disabled learners
To support schools to embrace inclusivity	Curricular and instructional sufficiency, flexibility, relevance and appropriateness

Source: Kingdom of Eswatini, MoET (2018) and Tesemma (2012:210)

As already indicated, the SAVE Framework comprises of the suitability, availability and equitability minimum standards. I noted that all the requirements of the SAVE Framework are embraced by the Education and Training Sector Policy (Swaziland, MoET 2018), but not all issues covered in the policy are indicated in the SAVE Framework. For example, the Education and Training Sector Policy also emphasises the need for control to ensure effective implementation of inclusive education. It contains provisions on how MoET structures should account on the implementation of inclusion, as highlighted in Table 5.1 under "Availability".

It can be concluded that the Education and Training Sector Policy (Swaziland, MoET 2018) is in line with the minimum standards set for the realisation of the right to education of learners with disabilities in the Kingdom of Eswatini.

5.3 Biographical data

Tables 5.2 to 5.5 are presentations of the participants' biographical data.

Table 5.2: Biographical data on the senior inspector of Special and Inclusive Education

Years of experience as senior inspector	Qualifications	Training relating to special and inclusive education
10+	Master's degree in Special and Inclusive Education Pursuing doctorate in Special and Inclusive Education	Formally trained in Special and Inclusive Education

Table 5.3: Biographical data on the NCC director

Years of experience as NCC director	Qualifications	Training in relation to special and inclusive education
1	Master's degree in Education	No formal training

Table 5.4: Biographical data on the participating school principals

School principal	Years of experience as principal	Qualifications	Training in relation to special and inclusive education
PR1	5	Bachelor of Education	No formal training
PIM2	5	Bachelor of Education in Leadership and Management of Special and Inclusive Education	Degree in Managing Inclusive Schools
PR3	19	Primary Teachers' Certificate	No formal training
PR4	17	Bachelor of Education in Leadership and Management	No formal training

Table 5.5: Biographical data on the teacher participants

Teacher	Years of teaching experience	Qualifications	Training in relation to special and inclusive education	Number of learners in class
TRA1	5	Bachelor of Arts; Postgraduate Certificate in Education	Workshopped on Special and Inclusive Education	42
TRB1	8	Bachelor of Special and Inclusive Education	Degree in Special and Inclusive Education	80
TMC2	4	Bachelor of Special and Inclusive Education	Degree in Special and Inclusive Education	6
TMD2	7	Bachelor of Education in Leadership and Management of Special and Inclusive Education	Degree in Managing Inclusive Schools	27
TRE3	5	Primary Teachers' Diploma	Inclusive Education forms small part of the Teachers' Diploma	45
TRF3	3	Primary Teachers' Diploma	Inclusive Education forms small part of the Teachers' Diploma	52

TRG4	4	Bachelor of Arts; Postgraduate Certificate in Education	Inclusive Education forms small part of the Postgraduate Certificate in Education	40
TRH4	32	Bachelor of Education in Leadership and Management of Special and Inclusive Education	Degree in Managing Inclusive Schools	42

Table 5.6: Biographical data on the out of school child with disability

Age of the parent of out of school child with disability	35-40

5.4 Data from SIE inspector, NCC director and POSC

I presented the data from the MoET top officials and the POSC using themes under the minimum standards of the SAVE Framework. The MoET officials include the SIE inspector and the NCC director.

5.4.1 Compliance with suitability standard

Figure 5.1 shows the themes in relation to the minimum standard of suitability discussed in this subsection.
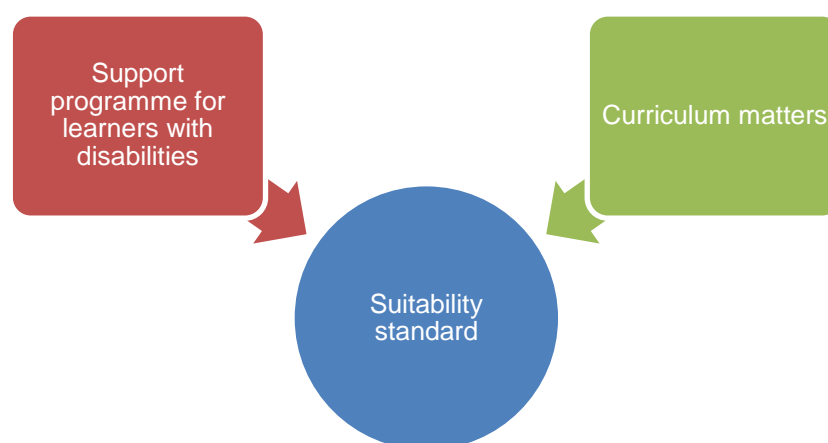
Figure 5.1: Themes from the data under the minimum standard of suitability
Source: Adapted from Tesemma (2012:210)

a) Support programme for learners with disabilities

Adapting the school system instead of the child is important, as indicated in the minimum standard of suitability (see section 2.3.1). Turning special schools into resource centres for regular schools is part of adapting the school education system to assist in the education of learners with disabilities, which was brought to the fore in the literature review (see section 3.4.3). However, regular schools in the Kingdom of Eswatini were not consulting special schools and the MoET did not have a policy assisting regular schools to consult special schools regarding learners with disabilities. The NCC director confirmed that special schools are not resource centres by saying:

> *Special schools should be the main resource centres of the other nearby schools, but currently, are not. Government is working on the logistics of adding more special schools so that they assist the personnel of the nearby schools on handling children with disabilities.*[4]

The POSC also portrayed that there was no support programme for learners with disabilities. This is contrary to the socio-political paradigm, which necessitates the school environment to be adjusted to suit learners with disabilities (see section 1.9.3.2b); on the same note, the minimum standard of suitability requires that schools be sensitive to disability (see section 2.3.1). The POSC said, "… there should be people who are trained to care for the children with their individual disabilities in the schools." This statement insinuated that he was not comfortable to send his child to a regular school, because it could not provide proper care.

b) Curriculum matters

Requiring adjustment of curricula to cater for learners with disabilities in schools is in line with the minimum standard of suitability (see section 2.3.1). The literature review brought to the fore that curricula should be flexible and responsive to the diverse needs of all learners in order to realise the right to education of learners with disabilities, which ensures equity (see section 3.4.3).

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[4] Please note: all quotations from participants are reproduced verbatim and unedited.

In adjusting the school curriculum, the SIE inspector said:

> *Let me start with the Curriculum Framework, we have introduced competency-based curriculum, it caters for diversity. The curriculum structure recognises special needs for diversity. The normal school structure talks about Grade 1 and 2, but this one recognises special needs structure, which has Group A and B. There are subjects that have been added in the new structure, including Braille, Orientation and Daily Living Skills, Mobility and Sign Language. We have a subject like Eswatini Sign Language because deaf people don't speak siSwati, they learn Eswatini Sign Language. The Kingdom of Eswatini Sign Language is made for those who are not able to talk.*

The Curriculum Framework the SIE inspector referred to in the above quotation commenced in 2019 and covers curricula up to Grade 2 at the time of the study. It was envisaged that it would be extended to cover curricula up to Grade 7 by 2025 (see section 5.2). The Curriculum Framework therefore affected only a small fraction of the primary school; however, this Curriculum Framework showed improvement in terms of accommodating learners with disabilities.

One of the barriers in curricula implementation is a large class size, as the literature review brought to light (see section 3.4.2). Class size affects the inclusion of all learners, because the individualisation of curricula and other support services is imperative to ensure compliance with the minimum standard of suitability (see section 2.3.1). As became evident from the literature review, classes are small in countries that have implemented inclusive education successfully (see section 3.4.2.2). However, the SIE inspector felt that a large class size does not affect the teaching methods and individualisation of curricula to learners with special needs, but rather the competencies of teachers. She argued that it is more important to ensure that teachers are trained in handling a diverse class than to ensure small class size. The policy in the Kingdom of Eswatini set the normal teacher–learner ratio at 1:40 (see section 5.2). The SIE inspector said she believed that having a large class would not be a problem for well-trained teachers.

She said:

Class size is not necessarily a big issue, but the issue is the person standing in front of the group of learners. In a case of a normal class size with a teacher–learner ratio of 1:40, a trained teacher can handle it.

5.4.2 Compliance with availability standard

Figure 5.2 shows the themes linked to the requirements for the minimum standard of availability.
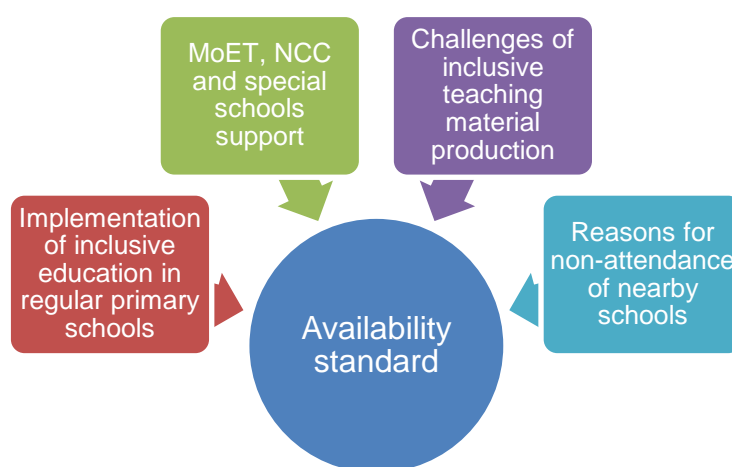
Figure 5.2: Themes from the data under the minimum standard of availability
Source: Adapted from Tesemma (2012:210)

a) MoET, NCC and special schools support

One of the requirements to make education available to learners with disabilities is that government must support regular schools (see section 2.3.2). International human rights laws require that governments and all stakeholders support schools to provide inclusive education (see section 3.3). In the Kingdom of Eswatini, the MoET, the NCC and special schools should provide such support. The NCC director, as an employee of a government institution, acknowledged the duty to support schools through developing teaching and learning material that embraces inclusion. He said, "We are mandated by the MoET as NCC to develop quality and inclusive material for all learners in the schools." It is important that the material from the NCC should accommodate learners with disabilities and make teaching easier. The NCC director further indicated that the NCC provides support to schools that seek assistance with

adjusting material for teaching and learning by installing the required software for them. He said, "Those who come with the device of the learner, we assist them by installing the software that benefits the learner." It portrays that the implementation of individualisation of curricula for learners with disabilities occurred only in schools that had approached the NCC. The Education and Training Sector Policy (see section 5.2.1), also stipulates that learners with disabilities should be supported with relevant teaching and learning material of good quality.

b) Implementation of inclusive education in regular primary schools

Appropriately qualified personnel are important in planning for creating an inclusive school (see section 3.4.3). The SIE inspector stated that she believed that the MoET trains teachers that could handle learners with disabilities in a regular class. She said, "We have an institution […], the Southern Africa Nazarene University, which gives specialisation in inclusive education. In terms of training, I will say yes, we are training teachers." The institution she was referring to was the only tertiary institution in the Kingdom of Eswatini that trained teachers who specialised in the different disability impairments at first-degree level, and these teachers were not found in every school. Teachers with this qualification were therefore few compared to the number of teachers in primary schools. With regard to teachers who were already in the schools without the appropriate qualification in inclusive education, the SIE inspector mentioned that they were to be workshopped by the MoET. It was evident in the literature review (see section 3.4.3) and the minimum standard of availability (see section 2.3.2) that teachers should be well trained first before they are expected to handle learners with disabilities. However, at the time of the study, the MoET was still to conduct the workshops for teachers who were expected to implement inclusive education. The SIE inspector said, "Basically, MoET should conduct workshops for teachers in the schools, sharing knowledge and skills on how to handle these children with disabilities."

It is visible from the data collected that primary school teachers were not appropriately prepared to handle learners with disabilities in a regular class. The POSC confirmed this by stating, "I think MoET should employ trained personnel in teaching children with disabilities in the nearby schools so that the children could be provided with equal opportunities and mingle with other children in their community schools." This

comment shows that not all schools had teachers with appropriate qualifications to handle learners with disabilities. From the literature review it was evident that trained teachers and feedback from schools are important to implement inclusive education (see section 3.4.3). The minimum standard of availability requires that teachers should be equipped with skills to handle learners with disabilities in a regular class (see section 2.3.2). Workshopping every teacher in the schools would give comfort to parents that teachers can handle learners with disabilities and parents may then be more inclined to send their children with disabilities to regular schools.

Training teachers without having curricula designers with appropriate training to produce quality teaching and learning material would be a futile exercise. It was evident from the literature review that it is the duty of the MoET to provide the NCC with the required experts and resources that will enable it to produce quality teaching and learning material (see section 3.3). Unfortunately, it seems that the quality of the teaching and learning material produced by the NCC at the time of the study could not be trusted, because the NCC lacked the required experts and resources to produce such material in some fields. The NCC director acknowledged that the NCC did not have qualified personnel and resources in order to produce appropriate teaching and learning material in some subject areas He said, "We need someone to make sure that we set up a special laboratory so that we have the devices working well. We need a production room for hard copy material that caters for children with disabilities."

c) Challenges of inclusive teaching material production

The Education and Training Sector Policy indicates that the MoET should provide material to meet the learning needs of all learners in public primary schools (see section 5.2). The ability of the NCC to produce teaching and learning material for learners with disabilities depends on the availability of funds.

The MoET supported the NCC in the purchasing of material needed to develop teaching and learning material. The SIE inspector was tasked to ensure that material that embraces inclusion is developed. The NCC director said:

> *We have one computer with software in visual impairment that assists in the development of visual impairment material. We have machines that help with visual impairment and we work with the SIE inspector who*

supports us in developing the inclusive material by making sure we get a budget towards development of inclusive material.

However, the NCC director stated that the financial support the NCC received from the MoET is not enough. He highlighted personnel as their main challenge in producing appropriate teaching and learning material that accommodates learners with disabilities. He said:

There are many challenges. It's a matter of getting the resources to be in place so that we develop quality material. … The curriculum designers in all the subjects should be competent in understanding disabilities since different disabilities keep on emerging. We only have two designers for two different disabilities; we are short of designers of the other disabilities.

It implies that the school subjects for which there are no designers with expertise in those particular impairments were not properly catered for in the development of the teaching and learning material. He noted that appropriate material requires the institution to have specialised curriculum designers who can design material that caters for learners with disabilities. His comment implies that there was no assurance that material produced at the NCC appropriately accommodated learners with disabilities. The minimum standard of availability requires that the teaching and learning material should be disability-friendly (see section 2.3.2), which in this case was not true, as implied by the NCC director. He mentioned that he wished they would employ a designer who was totally blind, so that whatever material they produced was from the perspective of a person who experienced blindness. He said:

We need more specialists; we need a designer who is totally blind so that we appreciate these disabilities. We are also glad that the Southern Africa Nazarene University trained one teacher that is totally blind; he helps us to adjust our material that should cater for a blind teacher.

d) Reasons for non-attendance of nearby schools

Availing inclusive schools in good quality and quantity within communities of learners with disabilities is one of the requirements of the minimum standard of availability (see section 2.3.2). The literature review brought to the fore the following reasons why

learners with disabilities did not attend schools within their communities: the belief that it is impossible to teach learners with and without disabilities in one classroom, the schools' infrastructures are such that they are unable to accommodate learners with disabilities, curricula are inappropriate and teachers in regular schools are not skilled to deal with learners with disabilities (see section 3.4.2.2). The participants highlighted reasons similar to those that were brought to light by the literature review on why learners with disabilities are not attending regular schools. Some reasons why learners with disabilities were not at school included that teachers felt they cannot handle learners with disabilities, parents were not aware of their children's right to education, parents were doubtful that the school could give proper care to learners with disabilities and the attitude that learners with disabilities are not capable of performing certain things. It also transpired that there was a need to advocate against negative perspectives of learners with disabilities. The POSC and the SIE inspector mentioned several of these challenges as reasons why learners with disabilities did not attend schools within their communities. For example, the POSC said, "The principal said the child's disability is beyond their school capabilities. We had a discussion with the school principal on the matter and she suggested that I send the child to a special school."

This shows that the perspective of the principal of the regular school was in line with the psycho-medical disability paradigm (see section 1.9.3.2a), because she perceived the disability of the child as an individual problem. Instead of considering what changes the school could make to accommodate the child, the principal had turned the child away.

When asked why some learners with disabilities were not at school, the SIE inspector said:

> *It's a combination of factors. Sometimes the parents are not aware of the child's right or they are afraid and sceptical. They may know that the child should go to school, but they are doubtful of the care the school would give to the child. More than all, I think it's because of the attitude that if you have disability you don't belong here. We need advocacy, sensitisation and sharing best practices, because inclusion is a process.*

5.4.3 Compliance with equitability standard

This section presents the data from the SIE inspector, the NCC and the POSC that comply with the requirement of the minimum standard of equitability, as indicated in Figure 5.3.
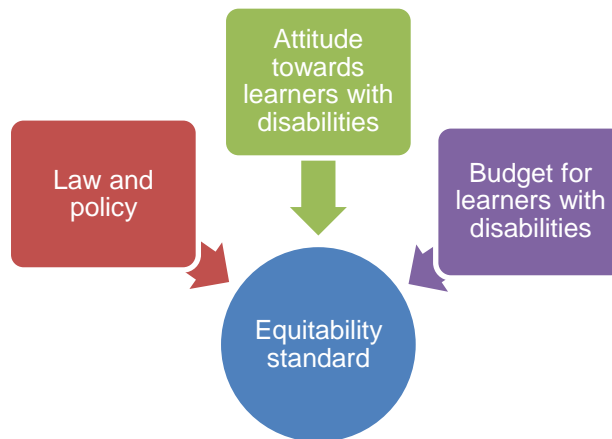
Figure 5.3: Themes from the data under the minimum standard of equitability
Source: Adapted from Tesemma (2012:210)

a) Law and policy

State parties that have ratified a human rights laws are obliged to give effect to such instrument by adopting the necessary law and policy (see section 3.4.3). I established (see section 5.2) that the Kingdom of Eswatini had given effect to the right to education of learners with disabilities in the Constitution and the MoET had, in turn, given effect to such law in policies such as the Curriculum Framework, the Education and Training Sector Policy and the newly adopted Standards for Inclusive Education. This means that if the policies were implemented, learners with disabilities should attend regular schools within their communities. The law and policy will have no effect unless they are given expression in school policies. A school prospectus that embraces inclusion is in line with both the minimum standard of equitability (see section 2.3.3) and the socio-political paradigm (see section 1.9.3.2b), because they view access to education as a political and cultural right. The SIE inspector confirmed the presence of the different policies in the country by saying:

> *There are so many policies; I will refer to the Education and Training Sector Policy, which is based on principles of inclusive education. It*

advocates for diversity at all levels in a way that accommodates those with disabilities. It promotes addressing barriers and removing those barriers so that all children, including those with disabilities, can have equal access to quality education. There is also a National Disability Policy, and this one falls under the Deputy Prime Minister's office. This one is holistic; it looks at access to employment, health and education. It focuses on all the rights of children with disabilities. The policy promotes the rights of children with disabilities in all forms of inclusion.

The MoET advised schools on how to embrace inclusion when developing their prospectuses. According to the MoET, the school prospectuses were not embracing inclusion. The MoET had developed a document to guide schools in drafting their prospectus to embrace inclusion; nevertheless, the schools had not yet received it at the time of this study. The SIE inspector said:

Over the years, we have been advising schools to develop policies that embrace diversity. Schools should develop their policies that are informed by the Education and Training Sector Policy. We work with them in developing their policies. We have since realised that there is a gap with their prospectuses which has school rules, hence we will give them the standards we have developed as a ministry so that they realise where they are doing well and where they are lacking.

Although the school, which was close to the POSC, was not among those selected for the study, it is obvious that its prospectus did not accommodate learners with disabilities, as his child was not admitted because of her disabilities. The MoET did not have an instrument that compelled schools to draft a prospectus, hence some schools may not do so, to the detriment of inclusive education.

The literature review brought to the fore that poverty is one of the barriers to education for learners with disabilities (see section 3.4.2.2). The socio-political disability paradigm (see section 1.9.3.2b) emphasises equity; that is, parents who cannot afford to send their children with disabilities to school because of poverty should be supported by government to do so. According to the Education and Training Sector Policy (see section 5.2.1), the MoET was expected to support learners to access

schools within their communities. The SIE inspector highlighted that the MoET allocated a budget for inclusive education in the schools annually; however, the schools included in this multiple-case study did not have added grants to accommodate learners with disabilities. The SIE inspector also stated that the MoET purchased teaching and learning material for the primary schools. The inspector said:

> *MoET operationalises the policies by having a budget allocated each year to provide teaching and learning material, and equipment for both teachers and learners who have disabilities. We buy specialised digital tools. Through free primary education, we provide Braille paper stationery needed and we buy digital tools, software for those with disabilities and install these in the schools.*

What SIE inspector said shows that what the MoET expected to be happening in schools was not what actually happened.

As the POSC's child was rejected by the school in his community, he lamented that he should have sent his child to a special school; nevertheless, he could not afford it. The literature brought to light that poverty is one of the barriers that inhibit learners with disabilities from realising their right to education (see section 3.4.2.2). The POSC said, "Even if I would like to send my child to a special school, it is difficult because these schools are expensive. I need to pay for hostel fees and buy toiletries; it becomes a very high expense."

The Education and Training Sector Policy (see section 5.2.1) allows every child access to basic education; however, the POSC's child could not access such education.

b) Attitude towards learners with disabilities

One of the requirements that must be met to ensure adherence with the minimum standard of equitability is that schools should ensure equal access and non-discrimination (see section 2.3.3). The minimum standard of equitability (see section 2.3.3) and socio-political disability paradigm (see section 1.7.3.2b) both necessitate that learners with disabilities should not be considered as special, but accommodated in learning. It is evident that the MoET was committed to equal access and non-

discrimination (see section 5.2). Both the SIE inspector and the NCC director exhibited positive attitudes towards inclusive education.

Although the NCC director was positive about enrolling learners with disabilities in regular schools, he expressed his concern about the effect it may have on teachers' workload. He said:

> *It's a good idea on the part of the learner but disadvantageous on the part of the teacher because there is more work added on the part of the teacher. … Teachers tend to offer resistance because some of them were trained a long time ago. I think the teachers are not well vested in inclusive education. The learners benefit a lot because they are integrated with other learners.*

The SIE inspector's positive attitude was evident from her statement below:

> *Having children with disabilities in regular schools is the way to go; we live in a diverse society. We generally need to embrace inclusion in schools because the schools are agents of change. Society must be inclusive, and we want to promote inclusion, I fully support it. It's not easy, but not impossible.*

It was highlighted in the literature review that teachers from regular schools perceive it best for learners with disabilities to attend special schools because they feel untrained to teach such learners (see section 3.4.2.2).

The SIE inspector's response illustrated that she perceived disability as a social problem – a view that is in line with the socio-political disability paradigm (see section 1.9.3.2b). The SIE inspector acknowledged that it is not easy to embrace inclusion and realised that societal prejudice hampers its implantation. The effect that societal perceptions of people with disabilities have on the implementation of inclusive education is emphasised in the literature (see section 3.4.2.2). Indeed, as suggested by the SIE inspector, schools are agents of change and inclusion in schools has the potential to promote inclusion into the community and a way to eliminate discrimination. This is why it is preferred that learners with disabilities attend schools within their communities (see section 2.2.3.2).

The literature review brought to the fore that learners with disabilities are marginalised if they are taken to special schools and deprived of the chance to participate in the development of their communities economically, culturally, politically and socially (see section 3.4.2.2). The POSC was aware that learners with disabilities should mingle with those without disabilities in regular schools, as also brought to the fore in the literature review (see section 3.4.2.1) and stipulated in the minimum standard of equitability (see section 2.3.3). He regarded attendance of a regular school as a possible gateway for his child to inclusion, acceptance and becoming a contributing citizen. He said:

> *All I know is, children with disabilities should not be hidden. The children also need to mingle with other children and play with them so that they could view themselves as human beings and not see their disabilities as the end of life, hence they should be accommodated in regular schools.*

Following the discussion of the data collected from the SIE inspector, the NCC director and the POSC above, the next section focuses on the data collected from each selected school.

5.5 Case studies

This section contains a presentation and discussion of the data collected through observation of and interviews with the four selected schools using themes linked to the minimum standards of the SAVE Framework. I used the data to respond to research question of the study in Chapter 6, which was –

> *Which minimum standards management framework could assist the management of the selected primary schools in managing their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?*

I coded the names of the participants for anonymity and better presentation and interpretation of the data, as indicated earlier (see section 4.9).

I had planned to analyse the schools' prospectuses; however, it turned out that SR1, SIM2 and SR4 did not have a prospectus. The schools that did not have a prospectus

indicated that they communicated their rules verbally to learners, which of course I could not verify. The SIE inspector indicated that the MoET assisted schools to develop their prospectus (see section 5.5); therefore, it can be concluded that the MoET did not monitor whether all schools had indeed developed a prospectus or not. The prospectus should indicate how learners with disabilities should be treated in the school. The absence of a school prospectus, which contains the school rules, can be interpreted as failure to adhere to the minimum standard of equitability (see section 2.3.3), because the school rules direct the school culture and promote non-discrimination, tolerance and inclusion required for the realisation of the right to education of learners with disabilities.

5.5.1 Themes in relation to the SAVE Framework's minimum standards

This section presents the themes in relation to the SAVE Framework's minimum standards in the participant schools. Figure 5.4 shows all the themes discussed under the suitability standard in all four schools.
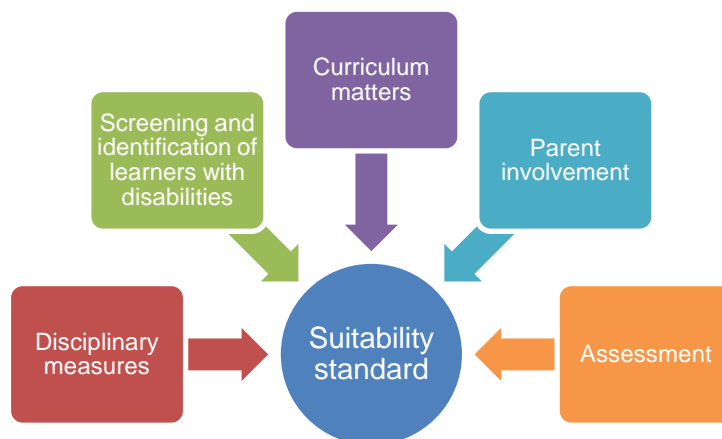
Figure 5.4: The minimum standard of suitability themes
Source: Adapted from Tesemma (2012:210)

The themes shown in Figure 5.5 are discussed under the availability standard in all the schools.
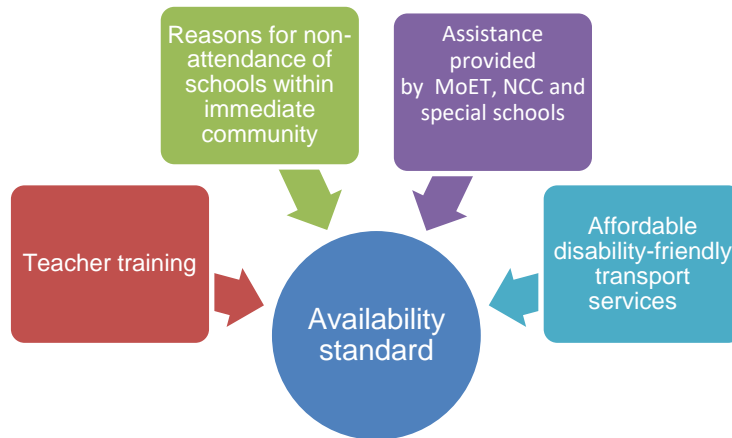
Figure 5.5: The minimum standard of availability themes

Source: Adapted from Tesemma (2012:210)

Figure 5.6 below shows the themes discussed under the equitability standard in all the schools.
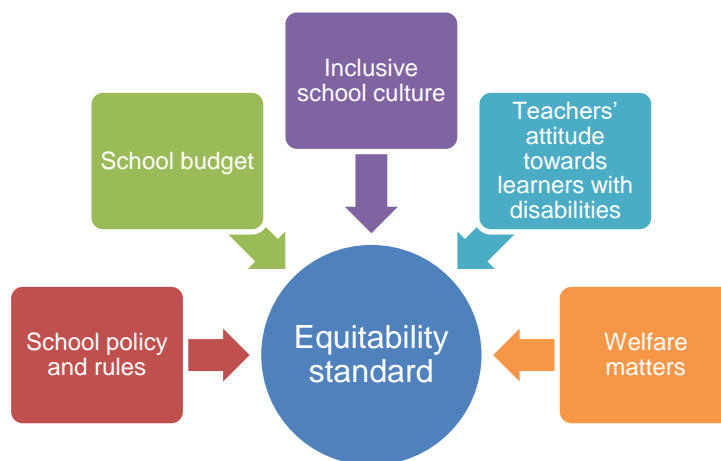
Figure 5.6: The minimum standard of equitability themes

Source: Adapted from Tesemma (2012:210)

Specific barriers that impede meeting the minimum standards in each school are also discussed.

5.5.2 Case of SR1

This section presents and discusses the data from SR1, which is a regular school. Only data from the infrastructure observation and interviews are presented; these do not include an analysis of the school prospectus, as SR1 did not have one.

5.5.2.1 Data from analysis of school document

The literature review brought to the fore (see section 3.5.2.1) that for inclusive education to be a reality, there should be a political will and policies should be developed; however, SR1 did not have a prospectus, which is a school policy. Political commitment is essential to create a culture of inclusion and understandably a requirement for adherence to the minimum standard of equitability (see section 2.3.3).

5.5.2.2 School infrastructure observation data

In this section, I presented data obtained through infrastructure observation of SR1. The focus of the observation was on how the infrastructure accommodated learners with disabilities. Table 5.7 shows the observation grid on the infrastructure of SR1.

Table 5.7: Data on SR1's infrastructure

SUITABILITY		
Suitability of buildings		
Items	**Yes/No**	**Field notes**
Are there ramps at the entrance of building structures?	No	None of the classrooms had ramps.
Is the floor even in the classrooms?	No	Some classrooms were located in areas with slopes. The classroom floors were even, but with a slope.
Are there lifts that can be used by learners with mobility disabilities?	No	There was no need for lifts, because the buildings were all on ground level.
Classroom layout and design		
Items	**Yes/No**	**Field notes**
Are there spaces to manoeuvre wheelchairs?	No	The spaces in the classrooms were not enough. In most classrooms the furniture was packed, hence there were no spaces for a wheelchair to manoeuvre.
Does the classroom furniture cater for learners with disabilities?	No	Although the furniture was not very packed, it did not cater for learners with disabilities.
Communication modes		
Items	**Yes/No**	**Field notes**
Are notice boards of appropriate height?	No	There were no noticeboards in the school.
Are there policies, rules and notices in Braille?	No	There were no written school rules in the form of a prospectus.

Learning aids		
Items	**Yes/No**	**Field notes**
Are the teaching aids of appropriate type for learners with visual impairments?	Yes	In some classrooms, there were teaching aids on the walls.
Are teaching aids of appropriate size for learners with visual impairments?	Yes	The charts and objects found in the classroom used by teachers as teaching aids were appropriate, because they were large enough.
AVAILABILITY		
Distance to school		
Items	**Yes/No**	**Field notes**
Are learners with disabilities living within a reasonable distance from the school?	No	One child with a mobility disability had to walk five kilometres to school.
Toilets		
Items	**Yes/No**	**Field notes**
Do the toilet structures cater for disability?	No	They did not cater for disability because there was not enough space.
Is the location of the school toilets appropriate for learners with disabilities?	No	They were within reach, but did not cater for learners with disabilities.
Availability of special school in the area		
Items	**Yes/No**	**Field notes**
Is the distance of the participant school from the special school reasonable?	Yes	The special school was not far from SR1.

Does the school have a resource centre?	No	The school did not have a resource centre.
EQUITABILITY		
School culture		
Items	**No**	**Field notes**
Does the environment favour an inclusive culture?	No	The physical environment of the infrastructure did not favour a good culture of school inclusiveness because the school was not accessible.

Source: Compiled by the researcher

The infrastructure of SR1 showed an environment that was not inclusive; hence, the education of learners with disabilities was not equitable. The school followed the psycho-medical disability paradigm (see section 1.9.3.2a), which perceives learners with disabilities as needing assistance in their special needs within regular schools. The school infrastructure did not promote respect for learners' differences in compliance with the minimum standard of equitability (see section 2.3.3). The interviewees indicated that parents of learners with disabilities were not motivated by the school environment to send their children with severe disabilities to SR1, because it did not accommodate them. The grounds of SR1 were reasonably even; however, the entrances to all the classrooms, also to the school office, had stairs. None of the rooms in SR1 were accessible to leaners with disabilities, because they did not have ramps. There were no assistive devices for teaching and learning.

5.5.2.3 SR1's compliance with the suitability standard

The section presented the findings on SR1 under the suitability standard using the five themes indicated in Figure 5.4.

      a) Disciplinary measures

The minimum standard (see section 2.3.1) of suitability requires that care should be taken when disciplining learners with disabilities. The MoET encourages teachers to use positive discipline, as opposed to corporal punishment that had been used for a long time (see section 3.4.3). The school used positive discipline with all learners. SR1 was in line with both the socio-political disability paradigm and the literature review, which brought to the fore that the environment should be adapted to suit learners with disabilities (see sections 2.3.1 and 1.9.3.2b). However, the fact that some teachers had not been workshopped on positive discipline posed a challenge in meeting the requirement of the minimum standard of suitability on disciplinary measures. PR1 said, "… learners with disabilities are disciplined the same way as the ones without disabilities. Fortunately, for us, we are using positive discipline. Every child undergoes positive discipline. We have been educated on the positive discipline."

TRA1 concurred with PR1 in the usage of positive discipline. She said:

It's easy now because we have been educated about positive discipline in workshops. You should love the children as a teacher. The children should know why you are disciplining them. Sometimes you just call a learner to the front and he or she does not know what you will do to him or her and that in itself is a disciplinary measure.

b) Screening and identification of learners with disabilities

The Education and Training Sector Policy (see section 3.2.1) states that learners with disabilities should be identified early and interventions should be provided to learners with special needs. It calls for the identification of learners with disabilities as early as in the beginning of the year, as the requirement that the education system should be adapted to the child to ensure suitability can only be adhered to if the barriers each child experiences are known (see section 2.3.1).

The teachers in SR1 used their own knowledge to identify learners with disabilities, which confirmed what was highlighted by the SIE inspector (see section 5.4), namely that teachers used their own understanding to identify these learners. Identifying learners with disabilities would enable the school to come up with intervention means, as the literature review brought to the fore (see section 3.2.1). Therefore, the school was not consistent with the requirement that education should be adapted to accommodate learners with disabilities (see section 2.3.1), because there was no screening instrument available to identify learners with disabilities, which should be at the Regional Education Office.

The class teachers in SR1 used their own discretion in identifying learners with disabilities. TRA1 said, "We identify them in class. I first make them sit randomly and identify their disabilities while teaching and learning sessions continue. Sometimes some parents notify me about the child's disability." TRB1 said, "I look at the way they behave."

c) Curriculum matters

The minimum standard of suitability (see section 2.3.1) speaks to flexible curricula and instructional sufficiency in schools in order for learners with disabilities to realise their right to education. The new introduced curriculum (see section 5.2) (still within the first two grades of the primary school) showed flexibility and accommodated learners with disabilities. It was evident the participants from this school viewed the curricula as not accommodating learners with disabilities. PR1 said this when asked whether the curriculum accommodates learners with disabilities, "Eey ... by mere looking, it's like they are not well accommodated." Both TRA1 and TRB1 confirmed, that was also highlighted above by PR1, that the curriculum was not accommodating. TRA1 said, "The curriculum is not accommodating the children with disabilities because we have no support towards teaching children with disabilities and we have little knowledge on children with disabilities." TRB1 said:

> *The curriculum has not changed from what it was when I was a learner; it*
> *is not accommodating learners with disabilities. However, it depends on*
> *how the school administration supports the teachers and how the teachers*
> *involved handle the different situations in class.*

The comment by TRB1, a teacher who had a first-degree qualification in inclusive education, indicated that if the school administration would have supported her, she would have been willing to make adjustments in the curriculum to suit learners with disabilities. From the literature review (see section 3.5.2), it was evident that teachers need support from the school administration in adapting the curriculum so that it is flexible enough to accommodate learners with disabilities. Therefore, the curriculum of this school did not accommodate the individual child and was therefore not adhering to the minimum standard of suitability (see section 2.3.1).

Even though the curriculum did not accommodate learners with disabilities, PR1 highlighted that teachers did remedial teaching to accommodate learners who struggled. She said, "… the teachers give their time to help those learners who may have difficulty in grasping what is taught in class before they can conclude it is beyond their scope to teach them." However, the school did not have any policy to guide it on

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how the remedial teaching should be done; hence, there was no guarantee that every teacher did remedial teaching.

It was evident in the literature review (see section 3.4.2.2) that teachers are unable to give attention to individual learners in a large class in a school. One of the barriers in developing countries has been large numbers of learners in classes; hence, in South Africa, for instance, as a developed country, the number of learners is reduced in each class (see section 3.5).

In contrast to the view of the SIE inspector that a large class is not a barrier to inclusive education (see section 5.3), the participants of SR1 described large classes as a barrier to paying attention to individual learners. For example, TRA1 said, "If the number of learners in a class is high, it becomes difficult, because you cannot give enough attention to the slow learners due to time constraints." TRB1 said, "It is a challenge to pay attention to all learners in the class because of the large number of learners in my class."

d) Assessment

The minimum standard of suitability (see section 2.3.1) requires that there should be proper academic testing/assessment of learners with disabilities. The Education and Training Sector Policy is consistent with this requirement in that it stipulates that there should be different assessment strategies appropriate for all learners (see section 5.2.1). Contrary to the minimum standard of suitability and the Education and Training Sector Policy, SR1 did not cater for learners with disabilities in its assessments. SR1 followed the psycho-medical disability paradigm (see section 1.9.3.2a), because it perceived disabilities of learners as a problem that should be fixed by the individual learners. The principal blamed the MoET for not allocating a budget towards learners with disabilities; on the other hand, one teacher felt the school office did not support her to inclusively manage the class. PR1 said, "MoET does not provide the school with any budget towards children with disabilities." TRB1 said, "I have requested some assistance on several occasions from the school administration to no avail."

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e) Parent involvement

A school and parents should cooperate for the sake of effective learning and this is even more important with regard to parents of children with disabilities (see section 3.3). From the literature review, it emerged that one of the obstacles to learning that learners with disabilities experience is unsupportive parents (see section 3.4.2.2). In the literature review it was revealed that the MoET expects schools to develop a harmonious parent–teacher relationship for better learning by learners with disabilities (see section 3.4.2.2). However, it is evident from the data that the relationship between parents and teachers in SR1 had not been developed to yield maximum cooperation as required by the minimum standard of suitability (see section 2.3.1).

The participant teachers in SR1 pointed out that most parents did not support their children's learning. The support parents give assists in making the learning environment conducive for learners with disabilities. Making the learning environment conducive for learners with disabilities plays along the socio-political paradigm that requires an adjusted environment for such learners (see section 1.9.3.2b). PR1 highlighted, "[p]arents just bring their children for safety, not that they expect them to learn something, and I think the parents must be educated on how to work collaboratively with the school." TRA1 stated, "[i]n the case of slow learners, the parents do not assist them with schoolwork at home. Some parents only get to know about their children's disabilities when they happen to come to the school." TRB1 concurred with PR1 and TRA1 by saying, "The parents are less supportive of their children."

5.5.2.4 SR1's compliance with the availability standard

This section presented the findings on SR1 under the availability standard using the four themes identified in Figure 5.5.

a) Teacher training

SR1 did not organise training for the teachers in the school, yet from the literature review (see section 3.4.3), it was brought to the fore that teachers should be trained to handle learners with disabilities in regular classes. The school was not compliant with the minimum standard of availability (see section 2.3.2), because it did not equip

teachers with skills to teach learners with disabilities through workshops. The knowledge the principal had acquired during training was not enough to handle the disabilities in the schools. PR1 said, "In fact, we were not equipped enough to deal with inclusive education because the knowledge we have is little." TRA1 said, "We have no programme for workshopping teachers on handling children with disabilities in the school."

It is apparent from the literature review (see section 3.4.3) that teachers trained in inclusion are conversant with and confident about the handling of learners with disabilities, while those without training perceive themselves as incompetent. It was evident from the findings that the participant trained in inclusive education was able to handle learners with disabilities. In this school, TRA1 did not have formal training; she indicated that she became frustrated with complex disability situations, while TRB1, with a first-degree qualification in inclusive education, said she was comfortable with handling learners with disabilities in her class. TRB1 said, "In my class I use peer teaching because the learners understand each other. I enjoy marking the work in class, as it enables me to identify their challenges." TRB1's view that teachers with proper training are able to adjust the learning environment to suit the learners with disabilities illustrates her understanding of the socio-political disability paradigm as the paradigm underlying inclusive education. That she understands the link between the socio-political disability paradigm and inclusive education, can be ascribed to her being trained in inclusive education (see section 1.9.3.2b).

TRA1, who had attended a workshop on inclusive education, commented as follows on how she supported the education of learners with disabilities in class, "I think I sometimes get confused because I try to offer remedial teaching to a child, but I fail to successfully assist the child, especially if the child is a severe slow learner."

b) Assistance provided by MoET, NCC and special schools

Inclusive education is possible if government and its entities provide support to the schools (see section 3.4.3). Nevertheless, the MoET, the NCC and special schools did not assist this school in managing learners with disabilities in regular classes. The school did not contact all these institutions for help; hence, it did not receive any

assistance. PR1 said, "We have not received any assistance from special schools, but we have not approached them for help."

SR1 did not receive any assistance from the MoET with regard to learners with disabilities. With regard to support given by the MoET, PR1 said, "I would say it's zero. The MoET keeps on saying we are going inclusive, but the things needed are not provided in the schools. Even the grant by MoET for free primary education does not accommodate inclusive education."

TRA1 expressed a similar view to that of PR1, "The ministry is giving no support towards children with disabilities, perhaps because we have not approached it. If you have such children, you struggle." TRB1 said, "Both the MoET and the NCC are not supporting the school to realise inclusive education." The SIE inspector highlighted that schools should contact an officer in the Regional Education Office whenever they require assistance regarding learners with disabilities (see section 5.4).

Despite the fact that the Education and Training Sector Policy requires schools to consult an officer in the Regional Education Office on challenges they face with learners with disabilities (see section 5.2.1), the participants indicated that SR1 did not adhere to this requirement. The Education and Training Sector Policy stipulates that the school should present reports to all stakeholders on inclusiveness of the school (see section 5.2.1); however, SR1 did not report to the inclusive education officer at the Regional Education Office. It was evident from the literature review that learners with disabilities need learning support for their education to be realised (see section 3.4.3). The Inclusive Education Office should establish mechanisms for schools to report on learners with disabilities at the beginning of the year (after screening was done) and then follow up if schools failed to submit such reports. This is enforceable if there is a policy that compels both the Inclusive Education Office and the school to show concern about learners with disabilities. As a signatory of the CRPD, the Kingdom of Eswatini is mandated to provide inclusive free primary education (see section 3.3); hence, government should fulfil this mandate by accounting for the education of learners with disabilities. If government provides the appropriate assistive devices to the school, the school would comply with the socio-political disability paradigm (see section 1.9.3.2b), which perceives the learners' environment as a problem that must be fixed, and not the learners.

TRA1 suggested that government should instruct the school to identify learners with disabilities in order to follow up on the education of these learners. She also expressed a wish that the special schools would share their knowledge with the school on handling learners with disabilities. She said, "… government should instruct us to identify children with disabilities. Government should then have a follow-up on their learning and support the school with the necessary assistance. The special school should share the knowledge on handling different disabilities."

c) Affordable disability-friendly transport services

The minimum standard of availability (see section 2.3.2) requires that there should be affordable disability-friendly transport services. This is in line with the Education and Training Sector Policy, which indicates that learners with disabilities should be provided with transport to schools (see section 5.2.1). Participants from SR1 pointed out that the learners with disabilities were not provided with transport to school and that the school did not contact the Regional Education Office to request transport for learners with disabilities. For example, PR1 said, "We do have children with mobility challenges, they cannot walk well to and from school, but government is not assisting; however, we have not notified government." She further showed me after the interview session the distance from school to where one of the learners with some mobility challenges lived, which was about five kilometres away. The non-provision of transport to learners with disabilities implies that disability is an individual challenge, which is contrary to the socio-political disability paradigm (see section 1.9.3.2b) that regards disability as a social problem, and not an individual problem.

d) Reasons for non-attendance of schools within immediate community

Making inclusive schools available in good quality and quantity within the communities of the learners with disabilities is a requirement to ensure compliance with the minimum standard of availability (see section 2.3.2). In theory, learners with disabilities should be able to attend schools in their communities, because regular schools are to implement inclusive education in accordance with the Education and Training Sector Policy (see section 5.2.1). SR1 did not invite learners with disabilities to enrol in the

school. PR1 said:

> *I may say we have not invited parents as a school to bring children with disabilities. It is the discretion of the parent that the child may be taken to special schools and some keep the child at home because of the lack of knowledge. They are not aware that we do have teachers with expertise in the school.*

PR1 said that at some point the school could not handle learners with disabilities because they did not have personnel with expertise; however, they had acquired some teachers with the necessary expertise (see section 5.5.2.3). TRA1 concurred with PR1 by saying, "… maybe if parents would be invited to bring the children with disabilities to parent meetings."

Another reason for parents not bringing their children with disabilities to SR1 was that they only acknowledged special schools and were not comfortable with regular schools. What parents acknowledged supports the socio-political paradigm (see section 1.9.3.2b) in that they sent their children to special schools where the social environment are adjusted to accommodate the learners. A similar idea was brought forward in the literature review (see section 3.4.3), namely that parents prefer special schools for children with disabilities because they do not trust regular schools to be capable of caring for such children. TRB1 said, "The parents only know the special schools as the only ones that can cater for children with disabilities." She further mentioned, "Parents are not comfortable to send their children with disabilities to regular schools because of the stigma they may experience." Therefore, it can be deduced that SR1 did not invite parents to bring their children with disabilities because they thought parents believed that regular schools may not accommodate their children. The literature review (see section 3.4.2.2) brought to the fore the following reasons why learners with disabilities are not attending regular schools: the belief that it is impossible to teach learners with and without disabilities in one classroom, an inability to accommodate them because of poor infrastructure, lack of advocacy and teachers in regular schools are not skilled to deal with learners with disabilities. The reasons highlighted by participants of SR1 presented above were in line with the reasons brought forward by the literature review.

5.5.2.5 SR1's compliance with the equitability standard

This section presents the findings on SR1 under the equitability standard using the five themes linked to this standard shown in Figure 5.6.

a) School policy and rules

Policies and rules are important in the implementation of inclusive education and ensuring that learners with disabilities realise their right to education (see section 3.4.3). The school did not have a prospectus, yet the literature review requires that school activities should be guided by MoET policies, but the school should customise theirs to suit their context. If a school has rules that embrace learners with disabilities, the school population would be able to solve any emerging issue using the rules, as indicated earlier (see section 3.4.3). It is difficult for the school population to adhere to and internalise rules that are not written down. When PR1 was asked to comment on how the school rules catered for learners with disabilities, she said, "I would say they are accommodated in everything such as wearing school uniforms and discipline. We don't have a specific written-down policy in the school, but we verbally communicate the rules to the learners."

TRB1 concurred with PR1 by saying, "We don't have a school prospectus here." The lack of a prospectus is a setback in accommodating learners with disabilities, as it is apparent from the literature review that a policy assists in the implementation of inclusive education (see section 3.4.3). The SIE inspector (see section 5.3) mentioned that the MoET assisted schools to formulate their rules, which raises the question why SR1 was not assisted to adopt a prospectus. The minimum standard of equitability states that schools should embrace inclusive education for learners with disabilities to access education (see section 2.3.3).

b) School budget

The minimum standard of equitability (see section 2.3.3) requires the allocation of adequate public funding to ensure inclusion. SR1 did not make specific provision for learners with disabilities in the budget because it was unable to identify them. The grant that the school received for each learner was not sufficient to cater for learners with disabilities. It can be concluded that the absence of the instrument to identify

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learners with disabilities affected the inclusion of learners with disabilities in SR1's budget. The school did not comply with the requirement of the minimum standard of equitability that schools should include learners with disabilities in their budget (see section 2.3.3). It is noted that the school did not get enough funding from government to cater for learners with disabilities; however, the school had not approached the Regional Education Office for assistance (see section 5.5.2.4). The socio-political disability paradigm (see section 1.9.3.2b) states that disability is a social problem to be addressed by society, not by individuals which the school is not in line with.

Responding to the question on how the school includes learners with disabilities in its budget, PR1 said:

> *Now, we still have a problem with that. You would first have to identify those learners to find out what they need, unfortunately for us, we don't have personnel with that expertise. MoET gives the school a small amount per child for the free primary education grant, which is not enough even for those without disabilities.*

c) Teachers' attitude towards learners with disabilities

The minimum standard of equitability (see section 2.3.3) regards inclusive education as a vehicle to equal access and is non-discriminatory to all learners. The participants from this school wished that the learners with disabilities were in their school. For example, TRA1 said:

> *I think it's okay to have children with disabilities in regular schools so that they don't feel like they don't belong here. It's good so that we accept each other because otherwise they become isolated. In my opinion, children with disabilities should come to school every day from home and assisted by their parents to come to school in the morning.*

However, instances such as teachers not trained in inclusive education and not having enough funding did not allow the school to cater for learners with disabilities. Because the teachers were not inclusively trained, they tended to exhibit negative attitudes towards learners with disabilities.

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TRA1 said:

> *You find some teachers calling names to the children who do not perform*
> *well. We have one learner in the school that would now and again have*
> *saliva coming out of the mouth, and teachers would sympathise with the*
> *learner.*

The comment shows that the teachers in the school were not sufficiently trained in dealing with learners with disabilities. Therefore, school did not comply with the requirement of the minimum standard of equitability (see section 2.3.3) that learners with disabilities should not be discriminated against. The participants from the school portrayed a negative attitude towards learners with disabilities because among other things, its building structures did not accommodate these learners. During the school observation, it was noted that some of the buildings were located on a sloping area and there were no ramps at the entrances of all the school buildings (see section 5.5.2.2).

According to the participants from SR1, the parents exhibited negative attitudes towards learners with disabilities. PR1 said, "Some parents of learners with disabilities believe their children cannot make it at school, they just bring them so that they are kept at school." TRA1 said, "I think there are children with disabilities in the community hidden in the homesteads because they see them as taboo." These comments confirmed what was brought to light in the literature review (see section 3.4.2.2a), namely that some learners with disabilities are hidden in their homes because there is a belief that they cannot do anything and that they are a curse. The comments indicated that the parents hid them at home, as they perceived them as a curse, which is in line with the psycho-medical disability (see section 1.9.3.2a).

d) Welfare matters

Children with disabilities should have equal opportunities to partake in all school activities as a requirement to ensure compliance with the minimum standard of equitability (see section 2.3.3). SR1 allowed learners with disabilities to be part of the sporting activities without addressing their limitations. It is clear from the participants that the learners with disabilities did not get a fair chance in the sporting activities because they were not supported to be at the same level as the rest of the learners.

The school adopted the psycho-medical disability paradigm (see section 1.9.3.2a), which requires that learners should adapt to the school environment.

PR1 stated, "The learners with disabilities are allowed to take part together with those without disabilities, but they are limited by their disabilities and would eventually fall out." TRA1 said, "Children with disabilities are not accommodated since as teachers we do not have the capability to handle these children." TRB1 said:

> *We give the children the opportunity to play together with those without disabilities, but we don't provide extra support for them. It is not fair to subject them to the same conditions with those without disabilities in the sporting activities.*

e) Inclusive school culture

The literature review (see section 3.5.2) brought to light that a school should create an inclusive culture, which may include teaching methods, building structures and attitude towards disabilities in terms of sporting activities. The school was not inclusive with regard to the above activities. For example, SR1 did not have a school prospectus (see section 5.4.2.5), an instrument that guides on inclusive culture in the school. PR1 complained that the school did not have personnel with expertise to handle learners with disabilities (see section 5.4.2.5). She further mentioned that the school lacked appropriate teaching and learning material to include learners with disabilities (see section 5.4.2.5). The infrastructure was still wanting, as indicated in the observation data (see section 5.4.2.3). An infrastructure that accommodates learners with disabilities promotes a culture of inclusion, as stated by the CRPD (see section 3.4.3), unlike in the case of SR1, which did not cater for learners with disabilities. TRA1 said, "The school infrastructure does not accommodate the children with disabilities" and TRB1 said, "… the curriculum is not accommodating the children with disabilities." The school experienced a challenge in creating an inclusive culture and ethos, as required by the minimum standard of equitability (see section 2.3.3). It is evident from the data presented above that the school culture was not in line with the requirement of the minimum standard of equitability (see section 2.3.3), which indicates that creating inclusive schools with an inclusive culture is important.

5.5.2.6 SR1: Barriers to meeting minimum standards

The following barriers prevented SR1 from complying with the minimum standards:

- The building structures in the schools did not have ramps at entrances; therefore, learners with disabilities were discriminated against in the school, as learners on wheelchairs could not access some places in the school. The socio-political paradigm requires that the school environment be adapted (see section 1.9.3.2b).

- The literature review (see section 3.4.2.2) revealed the teachers need to be trained on discipline and in SR1, some teachers were not workshopped on positive discipline, yet all teachers are supposed to use it.

- The school experienced difficulty in screening and identifying learners with disabilities, while the literature review (see section 3.4.2.2) brought forward that it is important to screen and identify learners with disabilities.

- The teachers did not adjust the curriculum to suit learners with disabilities, while in the literature review (see section 3.4.2.2) it was showed that teachers who are not trained to accommodate learners with disabilities always encounter difficulty in adjusting the curriculum.

- Teachers failed to pay attention to the special needs of each learner; the literature review (see section 3.4.2.2) brought to light that learners with disabilities require attention.

- There was a low level of parent involvement in the school, while the literature review (see section 3.4.2.2) revealed that parents are essential in their children's learning.

- The school did not receive assistance from the MoET, the NCC and special schools, while the literature review (see section 3.4.2.2) portrayed the need for government support of schools in order to accommodate learners with disabilities.

- The principal and most of the teachers did not have the expertise to cater for learners with disabilities, yet the literature review (see section 3.4.2.2) brought to light that it is important for principals to implement inclusive education.

- Learners with mobility challenges had to get to school on their own, because there was no transport provision to school. The literature review (see section 3.4.2.2) showed that it is the right of these learners to receive transport to school.

- There was lack of advocacy for learners with disabilities within the SR1 community, while it was evident from the literature review that advocacy is imperative (see section 3.4.2.2).

- The school did not have knowledge of the procedure to help learners with disabilities, because it did not have a prospectus to act as a guide. The literature review (see section 3.4.2.2) showed that a prospectus is important, as it contains the school rules.

- The grant from government provided to the school was not enough; therefore, the school did not cater for learners with disabilities in its budget. The literature review showed that the state should fund the education of all learners (see section 3.4.2.2).

- The school grounds, teaching methods and building structures did not accommodate learners with disabilities; hence, the culture and environment did not promote inclusion. It is evident from the literature review that the school environment should cater for learners with disabilities (see section 3.4.2.2).

5.5.3 Case of SIM2

This section presented and discusses the data from SIM2 based on observation of its infrastructure and interviews. The school prospectus was not analysed, as SIM2 did not have one.

5.5.3.1 Data from analysis of school prospectus

The school did not have a prospectus to embrace inclusion. As was argued above and is again evidenced by the fact that SIM2 did not have one, the MoET does not compel schools to develop a prospectus for the smooth running of the schools. Although the school did not have a prospectus, it complied with the minimum standards towards realisation of the right to education of learners with disabilities, as indicated in sections 5.5.3.2 to 5.5.3.6.

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5.5.3.2 SIM 2 infrastructure observation data

This sub-section presented the data collected through infrastructure observation of the school. Table 5.8 shows data on SIM2's infrastructure.

Table 5.8: Data on SIM2's infrastructure

SUITABILITY		
Suitability of buildings		
Items	**Yes/No**	**Field notes**
Are there ramps at the entrance of building structures?	Yes	All the classrooms had ramps at the entrance. There were grounds that were uneven, but they had ramps.
Is the floor even in the classrooms?	Yes	The classroom floors were even.
Are there lifts that can be used by learners with mobility disabilities?	No	There was no need for lifts, because the buildings were all at ground level.
Classroom layout and design		
Items	**Yes/No**	**Field notes**
Are there spaces to manoeuvre wheelchairs?	Yes	The space in the classrooms allowed for movement of a wheelchair.
Does the classroom furniture cater for learners with disabilities?	Yes	There was a special unit where learners with severe disabilities started before they went to the regular class. There was a sensory room for autistic learners. The furniture in the classrooms accommodated learners with disabilities.

Communication modes		
Items	**Yes/No**	**Field notes**
Are notice boards of appropriate height?	Yes	The school did not have notice boards, but the teaching aids that were displayed in the classrooms were also written in Braille.
Are there policies, rules and notices in Braille?	No	There was no document on the school policy in Braille.
Learning aids		
Items	**Yes/No**	**Field notes**
Are the teaching aids of appropriate type for learners with visual impairments?	Yes	In some classrooms, there were objects that were used during class time as teaching aids displayed on the walls at appropriate height. Most of the teaching aids were of appropriate size for learners with visual impairments. Some of the teaching aids were in Braille. The school had different assistive devices, such as an embosser for writing in Braille. There was a reception class where the new learners with severe disabilities started before they were transferred to the regular class.
Are teaching aids of appropriate size for learners with visual impairments?	Yes	The following teaching and learning devices were available: embosser, prodigy to enlarge print, sensory room, projectors in classrooms and laptops in classrooms.

AVAILABILITY		
Distance to school		
Items	**Yes/No**	**Field notes**
Are learners with disabilities living within a reasonable distance from the school?	Yes	Most of the learners with disabilities lived in the school's hostel, but some travelled by public transport to school. Living in the hostel requires extra money.
Toilets		
Items	**Yes/No**	**Field notes**
Do the toilet structures cater for disability?	Yes	Toilets were within reach and catered for learners with disabilities because there was enough space.
Is the location of the school toilets appropriate for learners with disabilities?	Yes	Toilets were located in accessible places.
Availability of special school in the area		
Items	**Yes/No**	**Field notes**
Is the distance of the participant school from the special school reasonable?	Yes	There were learners with disabilities that required transport to school, but did not access it.
Does the school have a resource centre?	Yes	The school had a resource centre with qualified personnel.

EQUITABILITY		
School culture		
Items	**Yes/No**	**Field notes**
Does the environment favour an inclusive culture?	Yes	The physical environment and the infrastructure of the school were welcoming to learners with disabilities.

Source: Compiled by the researcher

SIM2's grounds were even and all entrances leading to the rooms had ramps. There was a resource centre with different assistive devices, such as a machine for Braille and a room where learners with autism could be taken to calm them down. The school infrastructure accommodated learners with disabilities; hence, it was in line with the minimum standard of equitability (see section 2.3.3), which requires that there should be respect for differences and that the environment should be not discriminating. The infrastructure of SIM2 was in line with the Education and Training Sector Policy (see section 5.2.1), which stipulates that schools should embrace inclusion. The school had a reception class to orientate new learners with disabilities before they went to a regular class. This indicated that the school was sensitive to the education of the learners, as articulated in both the Education and Training Sector Policy and the minimum standard of suitability, which requires schools to be culture-sensitive to disabilities and embrace diversity (see section 5.2.1).

5.5.3.3 SIM 2's compliance with the suitability standard

This section presented the findings on SIM2 under the suitability standard using the five themes identified in Figure 5.4.

    a) Disciplinary measures

The minimum standard of suitability (see section 2.3.1) requires that caution should be taken when disciplining learners with disabilities. The MoET prescribes positive discipline to be used by teachers as opposed to corporal punishment that was used before (see section 3.4.3), and the school adhered to the MoET policy. The school complied with the requirement of the minimum standard of suitability (see section 2.3.1) that requires adjusting disciplinary measures. PIM2 confirmed the usage of positive discipline by saying, "We use positive discipline for all learners," while TMC2 said, "It is a challenge at first to deal with discipline in an inclusive school, but you adapt with time." TMD2 had this to say: "It's not easy to discipline them; sometimes with mine, I know they learn when they want to, and I cannot just discipline them. I just withdraw some benefits like refusing the learner to go out to play." It portrays the importance of workshopping teachers on handling learners with and without disabilities in one class.

b) Screening and identification of learners with disabilities

The Education and Training Sector Policy (see section 5.2.1) provides that learners with disabilities should be identified early and that interventions should be made with regard to learners with special learning needs. The school screened and identified learners with disabilities as early as during their admittance to the school. PIM2 had developed its own screening instrument to screen and engaged experts from health institutions in identifying learners with disabilities. Screening and identifying learners with disabilities imply that the school was in line with the socio-political disability paradigm (see section 1.9.3.2b) in that the school would thereafter restructure the school environment to suit the learners affected. PIM2 described the process they followed in identifying disabilities in learners as follows:

> *We normally use occupational therapists from the Psychiatric Centre, Mbabane Government Hospital, and we have included Mankayane Government Hospital. We give these hospitals a form they use for assessment, and the special therapists and psychiatrists inform us of the child's condition, then we are able to handle the child accordingly. We also have our own screening booklet to assess the child, which is used by a class teacher to screen the child so that we know the type of assistance the child needs.*

TMC2 and TMD2 confirmed what PIM2 indicated about screening and identifying learners with disabilities. TMC2 said, "We use an assessment booklet from the school office to screen the children with disabilities. Some have physical disabilities, and others are blind, while another fraction is autistic." It is noted that the school had developed its own instrument to screen and identify learners with disabilities, as the MoET has no official screening instrument.

c) Curriculum matters

The minimum standard of suitability (see section 2.3.1) speaks to flexibility of the curricula and instructional methods in schools in order for learners with disabilities to realise their right to education. It is evident that the school was inundated by learners with disabilities, as it was known to be an inclusive school. The teachers had a very heavy workload because the books they used were not adjusted for learners with

different types of disabilities and teachers had to make the required adjustments themselves.

PIM2 said this regarding whether the curriculum catered for learners with disabilities: "It doesn't accommodate, but we adjust it to cater for the children with disabilities in the school." TMC2 and TMD2 indicated that the curriculum did not accommodate learners with disabilities within a regular school class; they pointed out that they adjusted the curriculum to suit such learners, however. TMC2 said:

> *I'm disappointed about the curriculum, MoET keeps on talking of inclusive education but the books have not been adjusted. I would say adjusting the books on my own might compromise the standard. I have many children with disabilities in my class.*

The NCC director (see section 5.3) mentioned that they tried their best to produce teaching and learning material that accommodated learners with various types of disabilities, but that they did not have curriculum designers that were competent with regard to all the different disabilities (see section 5.3). This may explain why the teachers found the material unsuitable for learners with disabilities. International human rights laws advocate for inclusive education with flexible curricula in order to cater for learners with disabilities in regular schools (see section 2.3.1); something the NCC was still striving to achieve.

As already mentioned, one of the requirements of the minimum standard of suitability (see section 2.3.1) is that schools should eliminate all forms of exclusion in the classroom in order to cater for learners with disabilities. The learners with disabilities may be excluded when a teacher has a large number of learners in the class and is unable to attend to those with special needs. It was evident in the literature review (see section 3.4.2.2) that countries that manage learners with disabilities in regular schools have a reduced learner class size. The Education and Training Sector Policy (see section 5.2) prescribes a teacher–learner ratio of 1:40 without considering the number of learners with special needs in the class. SIM2 was in line with the literature review in that it had a reduced learner class size and teachers managed their teaching; nevertheless, this school had a high number of learners with disabilities in each class. TMC2 confirmed the difficulty of giving attention to individual learners in a class with a

high number of learners with disabilities by saying, "You find that 10 of them have disabilities in the same class and are a challenge to attend to. Perhaps it would be better to teach if they were grouped in classes according to their disabilities." This would of course mean reverting back to the creation of special classes, which would defeat the aim of inclusive education.

TMD2 said, "I think class size affects the leaner's progress. When they are mixed, you find that you are failing to attend to their needs because they have different needs. They need different attention." TMC2 indicated that the teacher–learner ratio depends on the number of learners who need special attention in the class.

The participants proffered suggestions to overcome the problem of having too many learners with disabilities in a class, namely to reduce the teacher–learner ratio even further and to be given assistant teachers. The participants regarded an assistant teacher as someone who would be there during the lesson, assist in marking learners' work and attend to those with challenges. TMD2 said, "We need assistant teachers. We once had student teachers coming for teaching practice and they were helpful. When you were busy with some learners, they would attend to others."

The teachers' approach to teaching reflected that they accommodated learners with disabilities in their teaching plans. They accommodated learners with disabilities through flexible curricula and objectives, and by varying teaching methods, thereby meeting the requirement for flexible curricula that cater for individual learners (see section 2.3.1). The teachers in SIM2 portrayed that they understood how to employ inclusive teaching methods in a class that had learners with and without disabilities.

TMD2 said, "We are flexible to change objectives according to the learners needs." TMC2 was more detailed on how she supported the education of learners with disabilities in a regular class by saying:

> *I vary teaching methods, consider different learning styles, and sacrifice my time to attend to them. Maybe after school, I may want to see individual children who were left behind when I taught in class. I also promote working in pairs among the learners so that they help one another.*

From the literature review (see section 3.4.3), it is evident that employing flexible teaching methods that adapt to different learning styles is one way of addressing barriers to inclusive education. The teaching approach in this school was in line with the socio-political disability paradigm (see section 3.4.3), which requires that the environment should be adapted instead of the learners with disabilities, as the teachers were doing in this school.

d) Assessment

The minimum standard of suitability (see section 2.3.1) requires that there should be proper academic assessment of learners with disabilities. The Education and Training Sector Policy is in line with this requirement of the minimum standard of suitability, which stipulates that strategies for assessment should be appropriate for all learners (see section 5.2.1), which means teachers should adjust assessments to suit every learner. The teachers in the school used the resource centre to adjust assessments to cater for learners with disabilities. The participants complained about the books that were not adjusted to suit learners with some disabilities; however, these teachers were committed to make alternative tests available for learners with disabilities. This effort by the teachers in adjusting assessments portrays that teachers with expertise are able to handle complex situations with regard to learners with disabilities. The adapting of assessments by the teachers to cater for all learners is also a requirement of the suitability minimum standard and the socio-political disability paradigm (see section 2.3.1; 1.9.3.2b). Although SIM2 adjusted tests for learners with disabilities, as mentioned above, the MoET had not adjusted the teaching and learning material, which meant that the teachers had to develop tests or internal examination papers on material that did not cater for learners with disabilities.

TMC2 said the following on how they adjusted assessments:

> *The resource centre of our school assists us, but it is challenging when there are drawings. Subjects with more drawings are a problem because the machine cannot make the drawings. I have to make two tests to cater for those with disabilities.*

TMD2 said:

> *I think the curriculum is cumbersome, teaching resources are not appropriate, and the textbooks are not Brailed. Our resource centre assists us, but it is challenging when there are drawings. I have to make two tests to cater for those with disabilities.*

TMD2 further indicated that assessing an inclusive class depends on how the individual teacher considers learners with disabilities, as brought forward by the SIE inspector (see section 5.4.1). TMD2 said, "Assessment depends on the teacher concerned. I modify the tests for children with disabilities." She also said:

> *The curriculum does not cater for the learners with disabilities. For instance, in my evaluation, some children are good in speaking, but are not doing well in writing. The curriculum requires me to use the assessment that needs the learner to write.*

e) Parent involvement

The minimum standard of suitability (see section 2.3.1) advocates for effective school–community cooperation. In the literature review (see section 3.4.3), it came to the fore that parents' involvement enhances the education of learners with disabilities; regrettably, there was low parental involvement in SIM2. Despite SIM2's effort to involve parents in their children's learning, the school–parent relationship was low because parents did not cooperate in some school activities, such as visiting the school and assisting their children with their work. Some of the parents did not accept that their children had a disability, while other parents just dumped their children with disabilities in the beginning of the year at the school hostel and made no further contact until they fetched them at the end of the year. PIM2 said, "There is little support from parents; they want us to support their children. Few parents give us support. One exceptional parent provided us with a woman to clean the visual impairment department and has done a lot for us." TMC2 concurred with PIM2 by saying, "Some parents bring their children to the hostel at the beginning of the year and then disappear until the end of the year to fetch them." Some parents played along with the with socio-political paradigm (see section 1.9.3.2b) in that they support the school so that the learning environment in the school is adjusted.

5.5.3.4 SIM2's compliance with the availability standard

I presented the findings on SIM2 under the minimum availability standard using the four themes identified in Figure 5.5 in this section.

a) Teacher training

The minimum standard of availability (see section 2.3.2) requires that teachers should be equipped with skills to handle learners with disabilities in a regular school. The literature review brought to light that inclusive teaching accommodates learners with disabilities; hence, teachers should be equipped with inclusive teaching skills (see section 3.4.2.2; 3.4.3). SIM2 was in line with the Education and Training Sector Policy (see section 5.2.1), which states that teachers should be relevantly posted to schools considering their qualifications. In SIM2, the teacher participants were either specialised in inclusive education or management of inclusive education in their first degrees; hence, they portrayed an understanding of how learners with disabilities should be handled. Furthermore, the school arranged workshops on inclusive education for all teachers, thereby ensuring that those teachers without any formal training in inclusive education were trained on how to handle learners with disabilities in a regular class.

PIM2 said, "Now we have reasonable accommodation whereby we train teachers now and again so that we share knowledge on how to deal with the children with disabilities." TMC2 concurred with PIM2 by saying, "We sometimes have internal workshops facilitated by NCC officers on request." It can be noted that the NCC provided facilitators for the school workshops, as indicated by the NCC director (see section 5.3). PIM2 said, "Though teachers are trained in inclusive education, there is a need to train in-service teachers in regular schools on emerging issues on disabilities." TMD2 concurred with PIM2 by saying, "Teachers should frequently receive in-service training because the theory they learn during pre-service training does not adequately address the practical situation in the field."

b) Assistance provided by MoET, NCC and special schools support

In the literature review (see section 3.4.3), it was brought to light that supporting schools with appropriate teaching and learning material enables schools to implement

inclusive education, as was the case with SIM2. This supports the socio-political disability paradigm (see section 1.9.3.2b) that schools should be assisted to adjust the social environment to suit learners with disabilities. SIM2 received assistance from both the MoET and NCC with regard to learners with disabilities. Observation of the school infrastructure showed that SIM2 had the required devices provided by the MoET, as mentioned by PIM2 (see section 5.4.3.2). The MoET and the NCC assisted with external examination papers for learners with visual impairments in Grade 7. The NCC sometimes offered workshops for their teachers on handling learners with disabilities. PIM2 said, "MoET has done a lot for us. MoET bought 19 gadgets costing E80 000 each. We have an embosser, a prodigy to enlarge the print, a sensory room, projectors in six classrooms and six laptops, all bought by government."

The teachers suggested that government should be strategic in posting teachers with regard to learners with disabilities. They also suggested that government should support the school by providing assistive devices. TMC2 said, "MoET should support the school with assistive devices for children with disabilities and develop curriculum that accommodates children with disabilities."

c) Affordable disability-friendly transport services

The importance of ensuring that there is transport for learners with disabilities to and from school did not only come to the fore during the literature review (see section 3.4.3), but is also indicated as an essential requirement of the minimum standard of availability (see section 2.3.2). The school had not requested transport for learners with disabilities from the MoET and did not provide any transport. PIM2 commented as follows regarding transport to school for learners with disabilities: "Some of the children with mobility disabilities come by buses and there is no assistance from the MoET." Although SIM2 had accommodation in the form of a hostel, some learners lived at home and required transport to school.

d) Reasons for non-attendance of schools within immediate community

The literature review brought to the fore different reasons why some learners with disabilities do not attend a regular school. Some reasons included the cultural belief that it is impossible to teach learners with and without disabilities in one classroom, infrastructure that is unsuited to accommodate learners with disabilities lack of

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advocacy, teachers in regular schools are not skilled to deal with learners with disabilities (see section 3.4.2.2). It was important to determine why some parents in the SIM2 area did not send their children with disabilities to the school. In this regard, PIM2 said:

> It is because parents don't believe that the children can make it in school. Just on Tuesday, I was exchanging very hot words with a parent who wanted to remove his child from the school because he feels the child cannot do anything in school. I said to him, since you view the child as not capable of doing anything you had better leave the child with us because our school believes the child can make it in life. Some parents believe that children with disabilities cannot make it in life.

This portrays that some parents need to be educated on how to assist their children with disabilities to access education, because they believe children with disabilities cannot learn in school. TMC2 said some parents argued they could not bring their children to the school because it is a school for learners with disabilities, and they feel their children should not be associated with learners with disabilities. TMD2 said, "I think their parents lack knowledge on disability. Maybe what happens is that once they realise that the child has a disability and cannot do one or two tasks they conclude that the child cannot do anything."

The literature review (see section 3.4.2) brought to light that people in African societies view people with disabilities as incapable of performing tasks to the expected standard. Similarly, PIM2 and TMD2 said they believed that parents of children with disabilities did not bring them to school because they perceived them not worthy of achieving anything in life. The SIE inspector also indicated that some parents were ignorant and perceived their children with disabilities as incapable of performing well at school, hence they did not send them to school (see section 5.3).

5.5.3.5 SIM2's compliance with the equitability standard

This section presents the findings on SIM2 under the equitability standard using the five themes identified in Figure 5.6.

a) School policy and rules

A school prospectus is important in the implementation of inclusive education in schools because it guides the school in terms of embracing disabilities (see section 3.4.3). It was evident from the literature review (see section 3.4.3) that a school with a prospectus that embraces learners with disabilities is able to solve emerging issues using the rules. Although this school did not have a prospectus, it was able to implement inclusive education. This is contrary to information from the literature review (see section 3.4.3), which states that there should be school rules and regulations to effectively implement inclusive education. The SIE inspector stated that the MoET assists schools to draft their school prospectus; however, SIM2 did not have one. There seemed to be no control mechanism to ensure that schools adopt a school prospectus.

Although SIM2 had no prospectus, it used the rules from the MoET to manage the school. MoET policies are both tailor-made for a specific school and for all schools. When asked how the school rules accommodated learners with disabilities, PIM2 said, "We use the rules from the MoET; we have not developed our own rules." TMC2 said, "We don't have school rules, we use the ones from the MoET." TMD2 said, "I think the school accommodates children with disabilities because all children have a right to education in the school. However, we don't have a school prospectus."

b) School budget

The minimum standard of equitability (see section 2.3.3) requires the allocation of adequate public funding to schools. The literature review (see section 3.3) brought to light that a school accommodates learners with disabilities by allocating a budget to activities that cater for them. Primary schools in Eswatini receive a grant for every learner enrolled in the school. Schools should then consider the funding available and budget to be able to provide in the unique needs of all learners to ensure equitable education (see section 2.3.3). PIM2 mentioned that the MoET also assisted the school in buying some assistive devices (see section 5.3). One could conclude that both the MoET and SIM2 allocated a budget to learners with disabilities, because the school was able to assist learners with special needs, as required by the minimum standard

of equitability and the Education and Training Sector Policy (see section 5.2.1). PIM2 said:

> *We usually consider those with visual impairment in our budget because some of them need special kinds of papers. We ensure that our budget has enough money for electricity to constantly keep the school operating because there are some children with disability devices that entirely depend on electricity.*

c) Teachers' attitude towards learners with disabilities

The minimum standard of equitability (see section 2.3.3) requires that no child should be discriminated against, so that they all have equal access to education. SIM2 embraced diversity in all its operations and the teachers embraced inclusion in their teaching. As indicated earlier, the teachers adjusted curricula, pedagogy and assessments for the sake of accommodating learners with disabilities (see section 5.3.3.3). The teachers assisted one another to ensure that they catered for learners with disabilities. TMC2 described the attitude of the people within the school as follows:

> *The teachers help each other on how to handle learners with disabilities. The children without disabilities assist those with disabilities to access different places, such as leading them to toilets or other places within the school. There is no labelling in this school, no discrimination.*

TMD2 said, "Learners without disabilities appreciate their peers with disabilities. There is no discrimination. Most teachers believe the learners with some disabilities can do well, while few teachers feel these children cannot make it."

It is evident from the responses that although most teacher participants had a positive attitude towards learners with disabilities, some teachers indicated that although inclusive education is a good idea, there are many practical problems that make it difficult to implement. TMC2 said, "One key thing is getting education with other children; taking them away from other children will be like attaching stigma, but government must give support to schools to ensure quality education." TMD2 concurred with TMC2 by saying, "I think it's a good idea. In the school we have the resource centre where children with special education needs are assisted and come

back to the regular class." TMC2 and TMD2 indicated that inclusive education that accommodates learners with severe disabilities is possible in regular schools, but government must support them. TCM2 supported the view that inclusive education is an antipode to the stigmatisation, isolation and marginalisation of learners with disabilities (see section 1.9.3.2b; 3.4.1.1).

Disputing viability of inclusive education in regular schools, PIM2 said:

> *The principals of regular schools have a negative attitude towards children with disabilities since principals of regular schools refer most parents to bring their children here. All parents want to send the children to our school, yet government is advocating for inclusive education in all schools.*

What PIM2 said is consistent with the literature review (see section 3.4.2.2), which showed that teachers from regular schools perceive themselves as incompetent to handle learners with disabilities, hence regular school principals refer the parents to SIM2.

PIM2 said the following on the possibility of all regular schools having inclusive education:

> *I think for the Kingdom of Eswatini, inclusive education will not work in regular schools; we need special schools. As much as government is pushing for inclusion in all schools, parents still want to take their children to special schools because they feel their children need special attention, so we need special schools.*

She also indicated that the school wanted to include the learners as much as possible; however, the MoET did not provide enough money to buy all the necessary material for learners with disabilities. The literature review and minimum standard of equitability concur that learners with disabilities should be sent to nearby community schools (see sections 2.3.3; see section 3.4.3). On the contrary, PIM2 said, based on her experience in handling learners with disabilities, she believed that regular schools cannot handle learners with disabilities.

d) Welfare matters

All learners should have equal access to school activities, as necessitated by the minimum standard of equitability (see section 2.3.3). SIM2 took care of the welfare of learners with disabilities and encouraged their participation in sporting activities. There was a special team of teachers appointed to ensure that the learners with disabilities were accommodated in sporting activities and special games had been introduced to cater for learners with severe disabilities. The school was consistent with the socio-political disability paradigm, which perceives the social environment as one that should be adjusted for learners with disabilities so that they are also competent in their learning (see section 1.9.3.2b).

PIM2 said:

> *We have different departments, and we have a special team of teachers who ensure that the children with disabilities get as much sporting activities as those without disabilities, even though their activities may not be always the same as those of the learners without disabilities.*

TMC2 said, "The children are supported to be competent in the sporting activities", while TMD2 said, "Sometimes the children with disabilities have their own games."

e) Inclusive school culture

The minimum standard of equitability (see section 2.3.3) states that creating inclusive schools with an inclusive culture is important. SIM2 accommodated learners with disabilities in terms of infrastructure, school grounds, pedagogy, curricula, assessment, discipline measures and sporting activities (see sections 5.4.3.3 and 5.4.3.4). One of the teachers was totally blind, which showed that the school had a culture that embraced people with disabilities. SIM2 was in line with the CRPD (see section 3.3), which states that engaging teachers with disabilities promotes the culture of inclusion in schools. PIM2 said, "We have one blind teacher among our teachers."

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5.5.3.6 SIM2: Barriers to meeting minimum standards

The following barriers prevented SIM2 from complying with the minimum standards:

- A teacher that is new in the school may not be familiar with the process of assisting learners with disabilities, because there is no prospectus to guide the school. It was revealed from the literature review that a school policy should be in place to support inclusion (see section 3.4.2.2).

- The high teacher–learner ratio of learners with disabilities in each class caused teachers to fail to give attention to all the learners. In terms of the literature review, successful learning for learners with special needs requires a low teacher–learner ratio (see section 3.4.2.2).

- The teachers and learners found it difficult to use the textbooks because they did not accommodate learners with disabilities, in contrast to the socio-political paradigm (see section 1.9.3.2b), which requires learning material that caters for these learners.

- Teachers struggled to help learners with their learning because there was a low level of parental involvement; however, the literature review (see section 3.4.2.2) brought to light the importance of parental involvement.

- The school did not request transport to school from the MoET to cater for learners with mobility challenges, yet in terms of the literature review (see section 3.4.2.2), these learners should be provided with transport.

5.5.4 Case of SR3

This section presented and discussed the data from SR3. The section commenced with the data from the document analysis of the school prospectus and the data from the infrastructure observation. Thereafter, I presented the data from the thematic analysis of the interviews.

5.5.4.1 Data from analysis of school prospectus

SR3 had a prospectus, although it was not available in Braille and did not contain any reference to learners with disabilities. The prospectus of SR3 stated, "Children that misbehave in the school shall be subjected to punishment." However, it did not state

how the learners were to be punished and how learners with disabilities were accommodated. It can be concluded that teachers used their own discretion in terms of the type of punishment or disciplinary measures to use. The SIE inspector indicated that the MoET assists schools to draft a prospectus that is accommodating of learners with disabilities (see section 5.3), but this school's prospectus did not comply in this regard.

SR3's prospectus further stipulated, "All learners must be treated fairly and equally in the school." The prospectus did not elaborate on the meaning of fair and equal treatment of learners. The prospectus was in line with the Education and Training Sector Policy (see section 5.2.1) analysis, which brought to the fore that learners with disabilities should be treated fairly. It can be concluded that if learners are to be treated fairly, it means both those with and those without disabilities are to be accommodated in the school culture in terms of, among other things, infrastructure, disciplinary measures, teaching methods and sporting activities. This part of the prospectus was in line with the minimum standard of equitability (see section 2.3.3), which requires that learners should have equal access without discrimination. However, the participant teachers indicated that they did not accommodate learners with disabilities in their teaching methods, disciplinary measures and sporting activities. For example, TRF3 said, "It is difficult to cater for the individual child with disability if the class is overcrowded as in my case, I have 52 learners; I cannot give enough attention to the one having a disability."

5.5.4.2 SR3 infrastructure observation data

This sub-section presented the data collected through infrastructure observation of SR3. Table 5.9 shows the data on SR3's infrastructure.

Table 5.9: Data on SR3's infrastructure

SUITABILITY		
Suitability of buildings		
Items	**Yes/No**	**Field notes**
Are there ramps at the entrance of building structures?	Yes	All the classrooms had ramps at the entrance.
Is the floor even in the classrooms?	Yes	The classroom floors were even.
Are there lifts that can be used by learners with mobility disabilities?	No	There was no need for lifts, because the buildings were all on ground level.
Classroom layout and design		
Items	**Yes/No**	**Field notes**
Are there spaces to manoeuvre wheelchairs?	No	There was not enough space in the classrooms, as they were packed. A child in a wheelchair would find it difficult to manoeuvre.
Does the classroom furniture cater for learners with disabilities?	No	The furniture in the classrooms did not accommodate learners with disabilities, because the classrooms were packed.
Communication modes		
Items	**Yes/No**	**Field notes**
Are notice boards of appropriate height?	No	There were no notice boards. The objects such charts used as teaching aids that were displayed in the classrooms were large enough.

Are there policies, rules and notices in Braille?	No	The school prospectus as a school policy was not available in Braille.
Learning aids		
Items	**Yes/No**	**Field notes**
Are the teaching aids of appropriate type for learners with visual impairments?	No	In some classrooms there were charts used as teaching aids on the walls at appropriate height.
Are teaching aids of appropriate size for learners with visual impairments?	No	Most of the teaching aids were of appropriate size; however, they were not written in Braille because there were no blind children. There was a machine to enlarge words.
AVAILABILITY		
Distance to school		
Items	**Yes/No**	**Field notes**
Are learners with disabilities living within a reasonable distance from the school?	No	The learners with disabilities live far away from the school, without transport (about five kilometres away).
Toilets		
Items	**Yes/No**	**Field notes**
Do the toilet structures cater for disability?	No	The toilet cubicles had limited space to cater for learners with disabilities.
Is the location of the school toilets appropriate for learners with disabilities?	Yes	They were at an acceptable distance to the classrooms for learners with mobility challenges.

Availability of special school in the area		
Items	**Yes/No**	**Field notes**
Is the distance of the participant school from the special school reasonable?	Yes	The school was not very far from a special school.
Does the school have a resource centre?	No	There was no resource centre.
EQUITABILITY		
School culture		
Items	**Yes/No**	**Field notes**
Does the environment favour an inclusive culture?	No	The school grounds and building entrances catered for diversity because they were even and ramps were provided. The furniture arrangement in the classrooms and toilets did not promote an inclusive culture.

Source: Compiled by the researcher

One of the requirements for creating an inclusive school is that the school milieu must be such that it will be accessible to learners with disabilities (see section 2.3.2). For instance, learners with disabilities should be able to access school buildings and use toilets. The grounds of SR3 were even and there were ramps at the entrances of all the classrooms and toilets. However, some classrooms were packed with furniture, not allowing a wheelchair to manoeuvre easily, and the limited space inside the toilet cubicles did not accommodate learners with disabilities.

However, not only the facilities must be accessible, but also education itself must be available by having material that assists learners with disabilities in their learning. The school had only one assistive device, which was a machine that enlarged print for learners with visual impairment. The presence of the machine that enlarged print and ramps in the school buildings demonstrated that the school was partially complying with the minimum standard of equitability (see section 2.3.3), which requires that all learners should have equal access to buildings. The adjustment of the school buildings and presence of machine that enlarged print in the school were in line with the socio-political paradigm (see section 1.9.3.2b), which expects the environment to be adapted to suit learners with disabilities.

5.5.4.3 SR3's compliance with the suitability standard

This section presented the findings on SR3 under the suitability standard using the five themes identified in Figure 5.4.

a) Disciplinary measures

The minimum standard of suitability (see section 2.3.1) advocates for care in disciplining learners with disabilities. The Education and Training Sector Policy (see section 5.2.1) prescribes that teachers should use positive discipline instead of corporal punishment. SR3 used positive disciplinary measures, which is in line with the Education and Training Sector Policy and contributes towards meeting the minimum standard of suitability (see section 2.3.1). PR3 confirmed the use of positive discipline by saying, "We use the same positive disciplinary measures for all learners." TRE3 said, "I use positive discipline. I sometimes make them sweep the classroom after school." TRF3 said, "I employ the same positive disciplinary measures for learners with and without disabilities."

b) Screening and identification of learners with disabilities

Learners with disabilities should be identified early so that interventions as required by the Education and Training Sector Policy can be arranged (see section 5.2.1). From the participants' responses, it was evident that SR3 did not have a screening instrument and learners with disabilities were therefore not identified. This is again the result of the fact that the MoET did not yet have a screening instrument in place, and as the SIE inspector (see section 5.3) mentioned, schools use their own discretion to identify learners with disabilities. The school only assisted those learners with disabilities that teachers had identified by chance.

PR3 said, "We do not have a way of identifying children with disabilities in the school, but we just assist those we manage to identify." TRE3 said, "There is no prescribed way we follow to identify children with disabilities, but I observe the behaviour of the children." TRF3 said, "I only get to know about the disabilities of children if I'm notified by the parents." It is evident from what the participants mentioned that SR3 teachers had difficulty in noticing disabilities of learners because they had classes with 40 or more learners. The importance of screening and identification in schools' budgeting was already alluded to above (see section 5.5.2.3).

c) Curriculum matters

In terms of the minimum standard of suitability (see section 2.3.1), curricula should be flexible and relevant, and must be taught in an appropriate way to learners with disabilities. SR3 teachers regarded the curriculum non-accommodative to learners with disabilities, because there was no supportive teaching and learning material and instruments. The school did not have a resource centre (see section 5.4.4.2). The principal viewed the new curricula for grades 1 and 2, which the MoET introduced in 2019, as inclusive as opposed to the curricula that were still used for grades 3 to 7. PR3 said, "The curriculum is not inclusive but the competency-based curriculum, which has just started in Grade 1 and 2, currently accommodates children with disabilities." TRE3 said, "The curriculum is not including those with disabilities." TRF3 said, "The curriculum does not accommodate children with disabilities. For example, a child with hearing impairment is not catered for by the curriculum."

The minimum standard of suitability (see section 2.3.1) indicates that schools should address all forms of exclusion within the hidden curriculum by using equity pedagogy. The Education and Training Sector Policy (see section 5.2.1) indicates that the teacher–learner ratio should be 1:40; however, the class sizes for the participant teachers in SR3 were above the official ratio. Both teachers indicated that they were unable to cater for learners with disabilities. Learners with disabilities will be excluded if these teachers are unable to cater for them in their teaching. The socio-political disability paradigm brought to the fore that schools should adjust their environment to accommodate learners with disabilities (see section 1.9.3.2b), but this school did not accommodate these learners. The class size (teacher–learner ratio) affects the inclusion of all learners and the way teachers are able to give attention to individual learners in the class. As indicated before, countries that successfully accommodate learners with disabilities in regular schools have a low teacher–learner ratio (see section 3.4.2.2). The teachers did not have time to pay attention to the individual learners with special needs in terms of appropriate teaching methods. The teachers complained that on top of their teaching, they had to prepare official material such as lesson plans and work schemes on a daily basis.

TRF3, who has 52 learners in the class, said:

> *The large number of children in my class is a challenge because it is difficult to accommodate those with disabilities since they need more attention. Using the teaching methods that are only appropriate for those without disabilities is a problem because those with disabilities are left behind.*

d) Assessment

The Education and Training Sector Policy and minimum standard of suitability (see section 5.2.1) require that there should be different assessment strategies appropriate for all learners. SR3 employed the psycho-medical disability paradigm (see section 1.9.3.2a) approach because they made the individual learners adapt, instead of adjusting the environment. The literature review and school prospectus both brought to light that assessment of learners should cater for learners with disabilities (see section 3.4.3). The school had a machine to magnify printed words for learners with

visual impairments, but the teachers did not adjust any assessment for learners with visual impairments. It shows that school administration did not monitor assessments properly, because if it did, it would have noticed that the learners with visual impairments are not catered for. PR3 said, "We have a machine to magnify words for children with visual impairment". TRF3 said, "I give the same test to all children without adjustment." The principal indicated that he expected teachers to utilise the machine to increase the size of the words for learners with visual impairments, but the reality is that TRE3 and TRF3 indicated that they did not adjust the tests they gave to learners.

e) Parent involvement

Parental involvement in their children's learning is essential in a school, as indicated by the minimum standard of equitability (see section 2.3.1). The literature review (see section 3.4.3) brought to light that the effective handling of learners with disabilities requires constant consultation with parents; however, SR3 experienced a challenge in terms of involving the parents. Few parents cooperated with the school; hence, parental involvement in this school was low. The parents did not support their children because they view the school as the one responsible for teaching and parents further expect learners should adjust themselves, which is in line with psycho-medical disability (see section 1.9.3.2a). Some parents were not aware of their children's disabilities; they only learned about them if they had happened to come to the school. Other parents were in denial that their children had some disability. PR3 said:

> *There is a boy with a hearing impairment; the parent cooperated well, but most are in denial. There is a parent of a Grade 2 boy, I tried to talk to him about the boy's disability, but the parent is not accepting that the boy is living with disabilities.*

TRE3 said:

> *Some parents are supportive; however, most of them neglect the children, they don't even come when we call them to discuss the challenges we face. Those who are supportive would notify us about the child's problem and even request you to phone them when the child gives you problems.*

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While TRF3 said, "Some parents do not come when requested by the school. Others think their children are not serious with learning, they do not believe that the children have some disabilities."

5.5.4.4 SR3's compliance with the availability standard

This section presented the findings on SR3 under the availability standard using the four themes indicated in Figure 5.5.

   a) Teacher training

The teachers in SR3 were not qualified to embrace inclusion in their teaching, which is contrary to the requirement that in order to make inclusive education available, there must be enough suitably trained teachers (see section 3.4.3). The teachers were not able to adjust their teaching to accommodate learners with disabilities; hence, they could not support the socio-political paradigm (see section 1.9.3.2b), which is essential to the implementation of inclusive education. The principal and participant teachers had received pre-service training that only broadly covered the theory on inclusive education. Although inclusive education was not sufficiently covered in the principal's pre-service training, he had gained experience in learners with disabilities when he had taught at a special school.

PR3 said:

> *I can say I'm much better than the rest of the teachers because I spent time teaching in a special school before I came to this school, I'm better prepared to work with learners with disabilities. Otherwise, I don't have formal training from college.*

TRE3 stated, "What I learnt during pre-service was more theoretical and did not consider the practical situation we face in the school." TRF3 said, "The training I got did not adequately prepare me to teach in a regular class with children with disabilities." Although the teachers had covered some content on inclusive education during their pre-service training, they still felt incompetent. The participants from SR3 were of the view that the component dealing with inclusive education in pre-service training was not appropriately preparing teachers to teach inclusive classes.

In the literature review (see section 3.4.3), it is evident that the teachers who had not been trained in inclusive education during pre-service should be workshopped; however, this school did not equip its teachers. It is the responsibility of the MoET to monitor schools to conduct internal workshops for their teachers. SR3 did not conduct competency building for teachers on handling learners with disabilities, perhaps because the MoET did not compel school management to conduct or arrange such activities. Human right laws (see section 3.3) brought to light that teachers should be reoriented to handle learners with disabilities in a regular class, but this school did not provide such orientation. TRE3 said, "We do not have workshops in the school on handling children with disabilities in a regular class." TRF3 said, "Our school is not running workshops on handling a regular class in an inclusive way."

b) Assistance provided by MoET, NCC and special schools

Support by the MoET, the NCC and special schools is imperative in the implementation of inclusive education in regular schools so as to ensure that education becomes available to all learners (section 2.3.2). These institutions were not assisting SR3; however, it was evident that the school had never requested assistance from these institutions. PR3 said, "We have never received any assistance from MoET, NCC and special schools, perhaps because we have not requested it." TRE3 sounded puzzled when I wanted to know about assistance the school received from the MoET with regard to learners with disabilities by saying, "From the MoET? Support? Nothing!" TRF3 said, "Our school has never received any assistance from special schools, perhaps it is because we have not consulted them."

The SIE inspector indicated that the MoET assisted schools in handling learners with disabilities in the schools (see section 5.4). The Education and Training Policy Sector (see section 5.2.1) prescribes that the school should contact the Regional Education Office, but this school had not done so. The NCC director (see section 5.3) indicated that the MoET was working on adding special schools so that they became resource centres for regular schools, but this cannot work if the regular schools do not seek assistance from the special schools.

The participants highlighted that the MoET should assist the school with material that accommodates learners with disabilities. The participants suggested that the MoET

should support the school by reducing the official class size so that they can pay attention to all learners. TRE3 said:

> *MoET should provide us with material to cater for the children with disabilities so that our teaching is inclusive. The children with disabilities should also be separated from the normal ones so that we are able to give them all the attention. Parents should also make a follow-up at home with the child's work.*

TRE3's comment was in line with the requirement of the minimum standard of availability (see section 2.3.2) that government should provide schools with appropriate teaching and learning material to enable learners with disabilities to attend schools within their communities. One of the participants had the view that this was against the principles of inclusive education, as the participant suggested that learners with disabilities should be separated from the rest, contrary to what was brought to light in the literature review (see section 3.3). Separating the learners with disabilities from the rest is contrary to inclusive education (see section 3.3), because it supports the psycho-medical disability paradigm (see section 1.9.3.2a).

c) Affordable disability-friendly transport services

Meeting the minimum standard of availability requires, among other things, that learners with disabilities are provided with cheap transport services to school (see section 2.3.2). The Education and Training Sector Policy (see section 5.2.1) provides that learners with disabilities should be supported with transport to school. SR3 referred learners with severe mobility disabilities to special schools because the school did not have transport to school. However, the socio-political disability paradigm perceives the social environment as the one to be adjusted (see section 1.9.3.2b). The school did not consult with the MoET for transport assistance, which could be the cause for not providing transport.

PR3 said the following on the transportation of learners with disabilities to the school:

> *We once had a child in a wheelchair that stayed far away from the school. Her brother had to push her in her wheelchair to school and it was a hard*

work for the boy. I eventually recommended that they send the child to a special school with a hostel.

d) Reasons for non-attendance of schools within immediate community

The minimum standard of availability (see section 2.3.2) requires that learners with disabilities should be educated in schools within their communities and that schools should adapt their environment to accommodate such learners. The literature review (see section 3.4.2.2) brought forward the reasons for learners with disabilities not attending regular school as the belief that teaching learners with disabilities in a regular class is impossible, non-accommodative infrastructure, untrained teachers and lack of advocacy. The school admitted learners with minor disabilities, but there were parents who did not bring their children with disabilities to the school. Some parents were unaware that the school can accommodate learners with disabilities, because there was lack of advocacy for learners with disabilities; they believed that only special schools could cater for learners with disabilities. In addition, there was a lack of transport or they were intimidated by cultural beliefs and stigmatisation. The reasons for learners with disabilities not attending this school were similar to those brought forward by the literature review. The school partially complied with the minimum standard of availability (see section 2.3.2), which requires that all learners with disabilities attend schools within their communities, yet this school only accepted learners with minor impairments.

PR3 said:

> *There are children with disabilities around the place and we are the only school around this area that accommodates children with disabilities. We have children with disabilities in Grade 2, 4 and 5. As far as I know, we consider those with minor disabilities.*

When asked why parents were not bringing their children with disabilities to the school, TRE3 said, "Maybe they are afraid of being intimidated. They have not been educated that they can come to this school; they believe they should go to special schools." Her comment indicates that parents, too, believed that learners with disabilities should be educated in specials schools.

On why parents did not bring children with disabilities to school, TRF3 said:

> *It's because there is no one to push the wheelchair of the children with disabilities to the school. Otherwise, the parents can always send their children with disabilities to our school because they believe the teachers of the school are capable of handling these children, they are not aware that we are not well trained.*

5.5.4.5 SR3's compliance with the equitability standard

This section presented the findings on SR3 under the equitability standard using the five themes indicated in Figure 5.6.

   a) School policy and rules

Not only is it a requirement of the minimum standard of equitability that schools should embrace diversity and non-discrimination on the ground of disability in their policies, but the literature review (see section 3.4.3) also brought to the fore that schools with a prospectus that embraces learners with disabilities are able to guide emerging issues in relation to disabilities. SR3 had a prospectus, but it did not appropriately embrace diversity as a minimum standard of equitability (see section 2.3.3). Having a prospectus (see section 5.5.4.1) is in line with the Education and Training Sector Policy and the minimum standard of equitability (see section 5.1), because it prescribes that learners must be fairly treated, but this school did not treat learners with disabilities fairly in terms of other activities such as teaching methods, assessment and sporting activities. When PR3 was asked how the school rules accommodated learners with disabilities, he stated, "We have a school prospectus, but there is no part in the document that addresses children with disabilities directly." TRE3 said, "There is no prospectus in the school." TRF3 said, "Our school rules do not accommodate children with disabilities." Seemingly, TRE3 was not aware of the school prospectus, which in fact the principal had shown to me.

   b) School budget

The minimum standard of equitability (see section 2.3.3) requires the allocation of equitable public funding to ensure inclusion. SR3 included learners with disabilities in

its budget allocation because it was aware of the learners with disabilities in the school; however, the activities included in the budget were minimal. As the school did not have a screening instrument to identify learners with disabilities, it is possible that it could discover a learner with disability in the middle of the year and go without a budget for the learner. Although the school allocated money for learners with disabilities, the MoET did not provide extra funding for such purposes, because the school did not consult the MoET. Both the school and the MoET should budget for activities intended for learners with disabilities, as brought to the fore in the literature review (see section 3.3).

PR3 said:

> *Including children with disabilities in the school budget can only affect school principals who are not aware of the children with disabilities within their schools. If they are aware it becomes a norm to cater for such children in the school, hence our school includes them in the budget.*

c) Teachers' attitude towards learners with disabilities

The minimum standard of equitability (see section 2.3.3) regards inclusive education as a vehicle to equal access to education and non-discrimination. According to the literature review (see section 3.4.3), a school displays its attitude towards disabilities by embracing diversity through building structures, pedagogy, assessment and the way in which the school population perceives learners with disabilities.

The building structures of SR3 accommodated learners with disabilities; however, it did not do so in terms of pedagogy and assessment, as indicated earlier (see sections 5.5.4.3; 5.5.4.4). The opinions of the participants portrayed a positive attitude towards enrolling learners with disabilities in regular schools. Nevertheless, some of the school practices portrayed negative attitudes to disabilities, such as a non-accommodating pedagogy and assessment. PR3 said, "It is a good idea to have children with disabilities in regular schools." TRE3 said, "It is a good thing so that they also feel accepted by the society."

The opinion of TRF3 is contrary to PR3's and TRE3's view in that she suggested that learners with disabilities should be in special schools in order to avoid stigma by those without disabilities. TRF3 said:

> *Having children with disabilities in regular schools affects them because those without disabilities don't want to mingle with them. The children with disabilities feel isolated and decide to withdraw themselves from the rest. It would be better if those with disabilities can have their own school because they understand each other.*

TRF3's view is contrary to the international human rights laws requirement in the literature review (see section 3.3), which brought to the fore that learners with disabilities should be educated in regular schools. Her comment is also inconsistent with the fact that inclusive education can aid in fighting stigmatisation, marginalisation and isolation, as brought forward in literature review (see section 3.3). Her view is in support of the psycho-medical disability paradigm (see section 1.9.3.2a), which perceives disability as an individual problem, and not a social problem. Her view is against the minimum standard of equitability that advocates for non-discrimination in schools (see section 2.3.3).

d) Welfare matters

A requirement to ensure compliance with the minimum standard of equitability (see section 2.3.3) is that the welfare of learners is important. The welfare matters of the learners with disabilities in SR3 were not catered for in sporting activities, because the teachers expected them to adapt without providing extra support. PR3 said, "We let them play together in sporting activities. We had one boy on wheelchair; you would find him playing with those without disabilities." PR3 said he believed that the school accommodated learners with disabilities, yet the school did not provide extra support for these learners. On the contrary, TRF3 highlighted that the school discriminated against learners with disabilities in sporting activities. She said, "Children with disabilities are not accommodated in sporting activities because they are taken out of the school soccer team." TRF3's comment implied that learners with disabilities were not deserving of their place on the teams, but merely included to show compliance. The social conditions should be adjusted for learners with disabilities in all activities,

as per socio-political disability paradigm (see section 1.9.3.2b); nevertheless, this school did not provide any extra support for these learners in sporting activities.

e) Inclusive school culture

A school should create a culture and ethos that are inclusive in order to be consistent with the minimum standard of equitability (see section 2.3.3). SR3 had a prospectus that did not fully embrace inclusion, as highlighted earlier (see section 5.4.4.2). The building structures accommodated learners with disabilities and thereby promoted an inclusive culture (see section 5.4.4.4). The teaching methods and assessments in the school were not catering for learners with disabilities (see section 5.4.4.4). The school had one assistive device, which was a machine that magnified print for those with visual impairments, which partially created an inclusive culture (see section 5.4.4.4).

The level of mingling of learners within the school was low. This compromised the culture of inclusion in the school. TRF3 confirmed this by saying, "The learners without disabilities avoid mingling with learners with disabilities, and those with disabilities feel isolated."

5.5.4.6 SR3: Barriers to meeting minimum standards

The following barriers prevented SR3 from complying with the minimum standards:

- The school did not have an instrument to screen and identify learners with disabilities; therefore, they were unable to identify them. This is in contrast to the literature review (see section 3.4.2.2), which recommends learners with disabilities be screened and identified early.

- The teachers did not adjust the present curriculum to suit learners with disabilities curriculum because they lacked expertise, while the socio-political paradigm (see section 1.9.3.2b) requires that curricula be adjusted for these learners.

- The teachers struggled to pay attention to individual learners with disabilities because the teacher–learner ratio in the school was very high, yet the literature review (see section 3.4.2.2) recommends that these learners should be given attention.

- The school lacked training in adjusting assessments to cater for learners with disabilities, but the socio-political paradigm (see section 1.9.3.2b) calls for accommodating them.

- The school had trouble in dealing with learners in the school because there was a low level of parental involvement, while the minimum standard of suitability (see section 2.3.1) requires that the parents should be part of their children's learning.

- The teachers lacked training in catering for learners with disabilities in a regular class, which is against the literature review (see section 3.4.2.2), as it was showed that teachers should be trained to accommodate these learners.

- The MoET, the NCC and special schools were not assisting the school to cater for learners with disabilities in their learning, but the literature review (see section 3.4.2.2) brought forward that government should support these learners in the schools.

- In terms of the literature review, learners with a mobility disability should be provided with transport to school, while in this school, these learners experienced a challenge in terms of transport (see section 3.4.2.2).

- The school environment was not accommodating learners with disabilities because the teaching methods and sporting activities excluded these learners. This is contrary to the socio-political paradigm (see section 1.9.3.2b), which holds that the school environment should be adjusted to cater for learners with disabilities.

5.5.5 Case of SR4

This section presents and discusses the data from SR4. It contains only the data from the infrastructure observation and interviews, as the school prospectus could not be analysed because this school did not have one.

5.5.5.1 Data from analysis of school prospectus

The minimum standard of equitability advocates that there should be political commitment to create a culture of inclusion (see section 2.3.3). The literature review brought forward that for inclusive education to be a reality, there should be a political

will and policies should be developed (see section 3.5.2.1). To the contrary, SR4 did not have a prospectus that could be used to create a culture of inclusion. The absence of the prospectus could be interpreted as portraying a low commitment to developing an inclusive culture by SR4.

5.5.5.2 SR4's infrastructure observation data

Table 5.10 presented the data collected through observation of the infrastructure of SR4.

Table 5.10: Data on SR4's infrastructure

SUITABILITY		
Suitability of buildings		
Items	**Yes/No**	**Field notes**
Are there ramps at the entrance of building structures?	No	There were no ramps in the classrooms and staircases were high in most classrooms.
Is the floor even in the classrooms?	Yes	Some classrooms were located in sloping areas, but the classroom floors were level.
Are there lifts that can be used by learners with mobility disabilities?	No	There was no need for lifts, because the buildings were at ground level.
Classroom layout and design		
Items	**Yes/No**	**Field notes**
Are there spaces to manoeuvre wheelchairs?	Yes	The space in the classrooms was enough for a wheelchair to manoeuvre.
Does the classroom furniture cater for learners with disabilities?	Yes	The furniture accommodated learners with disabilities in all the classrooms.
Communication modes		
Items	**Yes/No**	**Field notes**
Are notice boards of appropriate height?	No	There were no notice boards in the school.
Are there policies, rules and notices in Braille?	No	There was no written school policy in a form of a prospectus.

Learning aids		
Items	**Yes/No**	**Field notes**
Are the teaching aids of appropriate type for learners with visual impairments?	Yes	In some classrooms, there were teaching aids, charts and objects on the walls that were big enough.
Are teaching aids of appropriate size for learners with visual impairments?	No	The teaching aids were of appropriate size, but they were not written in Braille because there were no blind children.
AVAILABILITY		
Distance to school		
Items	**Yes/No**	**Field notes**
Are learners with disabilities living within a reasonable distance from the school?	No	One child with a mobility disability resided about six kilometres from the school.
Toilets		
Items	**Yes/No**	**Field notes**
Do the toilet structures cater for disability?	No	The toilet cubicles did not have space to accommodate learners with disabilities.
Is the location of the school toilets appropriate for learners with disabilities?	Yes	The toilets were difficult to access because of uneven school grounds and the toilets did not cater for disabilities.
Availability of special school in the area		
Items	**Yes/No**	**Field notes**
Is the distance of the participant school from the special school reasonable?	Yes	The school was not very far from a special school.

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Does the school have a resource centre?	No	The school did not have a resource centre.
EQUITABILITY		
School culture		
Items	**Yes/No**	**Field notes**
Does the environment favour an inclusive culture?	No	The school did not have any devices to cater for learners with disabilities and to navigate the uneven grounds of the school premises.

Source: Compiled by the researcher

It was brought to light in the literature review (see section 3.4.2.2) that infrastructure is one of the barriers that impede the education of learners with disabilities in regular schools. This school's infrastructure did not comply with the minimum standard of availability (see section 2.3.2), which requires that the school infrastructure and premises should be conducive to learners with disabilities. The school infrastructure was only in line with the psycho-medical disability paradigm (see section 1.9.3.2a), because the learners with disabilities had to adapt to the non-accommodative infrastructure. SR4 had uneven grounds, such that learners with mobility disabilities struggled to move from one place to another within the school premises. The school grounds from one building to another did not allow a wheelchair. There were no ramps at the entrances of buildings such as classrooms, toilets, the staffroom and the school administration office. There were no assistive devices for teaching and learning to aid learners with disabilities in the school.

5.5.5.3 SR4's compliance with the suitability standard

This section presented the findings on SR3 under the suitability standard using the five themes indicated in Figure 5.4.

a) Disciplinary measures

The minimum standard of suitability advocates for the adjustment of disciplinary measures for learners with disabilities (see section 2.3.1). Moreover, the MoET had phased out corporal punishment and encouraged teachers to use positive discipline (see section 3.4.3). SR4 was partially compliant with the minimum standard of suitability (see section 2.3.1), which requires that care should be taken in disciplining learners with disabilities, because the participant teachers commonly used positive discipline, although corporal punishment sometimes resurfaced. PR4 said:

> *We use positive discipline in the school. However, at some point, a learner once reported another one for an unbecoming behaviour, and I only warned the learner for the mischief. The learner went back to the one reported to tell him that I did not beat him. I then called back the learner to beat him because I realised the positive discipline was not working with him.*

TRG4 indicated that at times it is not easy to realise that the behaviour of a learner is a result of a certain disability. She said:

> *That's a challenge because it takes time to realise that the child has some disability. Once I'm aware of the child's disability, I cannot just shout at the child to do my work. Once I have identified the disability in a learner, I must come down to the level of the child. For instance, when I beat them I don't include the learner like the rest. I also encourage the learner to keep working and monitor him closely.*

The comments by PR4 and TRG4 showed that they sometimes administered corporal punishment to learners, although they both highlighted that they used positive discipline. It is evident that PR4 misunderstood what positive discipline entails and equated it with only a verbal warning. This indicates that they were acting consistent with the Education and Training Sector Policy (see section 5.2.1), which states that corporal punishment should be replaced with non-violent positive disciplinary measures in all educational institutions. One may speculate that the absence of a school prospectus in SR4 presented a challenge, as the teachers had no guide to refer to on how to employ disciplinary measures, especially with learners with disabilities. TRG4 appeared to act in line with the socio-political disability paradigm in that she took care to employ positive disciplinary measures with learners with disabilities (see section 1.9.3.2b). TRH4 indicated that she used positive disciplinary measures on all learners to avoid discrimination. She said, "I don't use a special punishment; because employing a different punishment is discriminatory. Luckily, I don't use corporal punishment now." The fact that TRH4 was specialised in managing inclusive education and was able to handle her class without using corporal punishment indicated that her first degree in managing inclusion assisted her in handling learners with disabilities in a regular class. TRH4 acted in line with the socio-political disability paradigm(see section 1.9.3.2b), because she used the same form of disciplinary measure with every learner and it was an adjusted one, namely positive discipline.

b) Screening and identification of learners with disabilities

The Education and Training Sector Policy (section 5.2.1) states that learners with disabilities should be identified early and interventions should be provided to learners

with special needs. This school did not screen and identify learners with disabilities; hence, it was not in line with the socio-political disability paradigm (see section 1.9.3.2b), which perceives a school's social environment as the one to be adapted, and not the child. The school did not identify learners with disabilities in order to adapt the social environment; therefore, it did not comply with the minimum standard of suitability (see section 2.3.1), which requires that the school system should be adjusted. As the principal was not conversant with handling learners with disabilities, he did not know how to do the identification. The learners should be screened and identified in the beginning of the year using an instrument that had been developed by the school, as the MoET does not have such an instrument. Unfortunately, SR4 did not have an instrument to screen and identify learners with disabilities and the participant teachers indicated that they identified learners with disabilities using their own discretion. TRG4 said, "We don't have a tool to screen and identify children's disabilities, but notice them as they write their school work." TRH4 said, "We identify the children with disabilities by observing their behaviour, otherwise we do not have a tool to identify them in the school." A screening and identification instrument for learners with disabilities would enable the school to notify the parents about the disabilities of their children. This would help to sensitise both the school and the parents to the needs of learners with disabilities, which is needed to provide suitable education (see section 2.3.1).

c) Parent involvement

From the literature review (see section 3.4.3), it was evident that effective handling of learners with disabilities requires constant consultation with parents. The level of parental involvement was low in SR4, because parents, for various reasons, were not cooperating with the school. Some parents were not aware of their children's disabilities, while others were not cooperating because they did not have money to purchase assistive devices for their children. PR4 said, "I have one child with crooked legs and when I requested the parent to send him to hospital for attention, the parent said he does not have money." The participant portrayed that parents were not cooperating because they did not have money. It is evident from the literature review that poverty is one of the barriers of inclusive education (see section 3.4.2.2), which is why schools require financial support from the state (see section 3.3).

Some parents denied that their children had a disability, while others' educational background was too limited to allow them to understand what to do. TRG4 said, "Some parents are not aware that their children have disabilities. They even believe that they are not doing well because they are not serious with their schoolwork and suggest that we beat them." TRH4 said, "The parents' level of education counts, because they don't view education as important."

d) Curriculum matters

Curricula and instructional methods should be flexible to cater for learners with disabilities according to the minimum standard of suitability (see section 2.3.1). It is evident from the literature review (see section 3.2) that different disabilities should be accommodated by curricula and pedagogy. The school curriculum did not accommodate learners with disabilities and SR4 did not adapt its curriculum for such learners. The school did not consult with the Regional Education Office to assist in adjusting the curriculum to accommodate learners with disabilities. The school also did not vary its teaching methods to cater for learners with disabilities, because most teachers did not have the necessary expertise to do so, including the principal, who is expected to monitor the instruction by teachers.

On whether the curriculum accommodated learners with disabilities, PR4 said:

> *It does not cater for children with disabilities. On another note, I think it includes learners with disabilities because we have been referred to an education officer with expertise in the Regional Education Office to report cases of disabilities, unlike previously, where we would only be left on our own with the parents to deal with such situations. However, we have not contacted the Regional Education Office.*

TRG4 indicated that she was unable to use the appropriate methods to accommodate learners with special needs. TRG4 said, "I don't know how to help the child with special needs besides using the material NCC provides us with." As TRG4 was not a specialist in inclusive education, she found it difficult to attend to learners with disabilities in her class needing support. What TRG4 said showed that she was not using teaching methods that included every learner, which is not in line with the minimum standard of suitability, which requires that teachers should vary their teaching methods in order to

accommodate learners with disabilities (see section 2.3.1). PR4 said, "We do not have any special treatment for children with disabilities, we provide assistance to them just like we do to the rest of the learners."

e) Assessment

According to the minimum standard of suitability (see section 2.3.1), the assessment strategies of learners need to be adjusted for those with disabilities. The Education and Training Sector Policy and the minimum standard of suitability require that there should be different assessment strategies appropriate for all learners (see section 5.2.1). SR4 did not adjust its assessments for learners with disabilities, because the principal and some teachers did not have the expertise to handle learners with disabilities. The school did not embrace the socio-political disability paradigm, because teachers gave assessments that were not suitable for learners with disabilities (see section 1.9.3.2b).

PR4 highlighted the reason for not accommodating learners with disabilities by saying, "I do not have the competency to handle children with disabilities, hence, I treat all children the same; therefore, we do not adjust assessment for children with disabilities." TRG4 said, "I do not adjust assessment because I do not have the knowledge on how to do that." It is difficult to blame PR4 and TRG4 for not having assessments available for learners with disabilities, as they lacked the expertise in handling such learners. From the literature review (see section 3.4.3), it was evident that teachers without expertise have difficulty in handling assessments that cater for learners with disabilities.

On the way in which she assessed learners, TRG4 said, "The curriculum does not cater for the learners with disabilities. For instance, in my evaluation, some children are good in speaking skill, but not doing well in writing, the curriculum only focuses on assessment of the writing skill." Expecting learners who struggle to write to adapt instead of changing the assessment methods to cater for these learners is obstructing inclusion and illustrates a tendency to approach the problem from a psycho-medical disability perspective (see section 1.9.3.2a).

5.5.5.4 SR4's compliance with the availability standard

This section presented the findings on SR3 under the availability standard using the four themes indicated in Figure 5.5.

a) Teacher training

The minimum standard of availability (see section 2.3.1) requires that teachers should be equipped with pedagogical skills of handling learners with disabilities in regular schools. A school needs to ensure that all the teachers are equipped with skills to handle all circumstances involving learners with disabilities, as brought to light in the literature review (see section 3.3). The principal is among the people that need to be capacitated in terms of handling learners with disabilities in a regular school. PR4 said, "I think our pre-service training was not enough because some of the things we see here are strange to us." TRG4 concurred with PR4 by saying:

> *Our training was not enough because we only had inclusive education as a half course in one year during our training. When we meet the situations in class, we fail to handle them. We do have learning disabilities such as failing to write words in order.*

PR4 said, "… empowering of the teachers with the necessary skills on handling learners with disabilities is needed." TRG4 indicated her desperation regarding her incompetence and a desire to be trained. She said, "… if I can be trained on how to handle a class having both learners with and without disabilities". TRH4, who had an inclusive education qualification, was in line with the literature review (see section 3.4.3) when she said:

> *My qualification has helped me to meet the needs of all types of learners though it's hard to meet them up to the expected standard. One of my learners with visual impairment, who has not been doing well, is now doing well. I feel some training should be given to the other teachers on how to handle learners with disabilities.*

b) Assistance provided by MoET, NCC and special schools

Government support to learners with disabilities in schools may be through policy formulation, as brought forward in the literature review (see section 3.4.3). SR4 indicated the extent to which the MoET, the NCC and special schools provided support to learners with disabilities in the school. SR4 was not receiving assistance from the MoET, the NCC and special schools with regard to learners with disabilities. However, the school had never requested help from these institutions with regard to learners with disabilities. All the participants indicated that they did not receive any assistance from any of these institutions. PR4 said, "We are not getting any support from MoET or special schools, but I must accept that we have not requested for their assistance". TRG4 said, "We have not gone for help from special schools because we don't have much of severe disabilities, but just minor impairments". TRH4 said, "I haven't seen any one coming from special schools, but we have not requested for their assistance".

The minimum standard of availability (see section 2.3.2) indicates that the MoET is responsible for implementing inclusion in schools by sending trained teachers to the schools. The NCC director said special schools should share knowledge of how to handle different disabilities and that the MoET should give the necessary assistance to schools to educate learners with disabilities in a regular class (see section 5.3). The MoET has instructed schools to consult with the Regional Education Office, but SR4 had not done so. One would conclude that the school was not receiving assistance because it did not contact the MoET with regard to learners with disabilities. PR4 said, "So far, the support by the MoET is verbal, but if we consider that the regular schools were referred to the officer in the Regional Education Office, we may say MoET and NCC give support." TRG4 made this comment:

> We have not gone for help to the MoET and NCC because we have isolated cases; however, I feel I'm not successful in handling the learners with disabilities in class. I have not taken the cases seriously to request for help from the principal.

However, the SIE inspector mentioned that the MoET allocates a budget through free primary grants for learners with disabilities in schools; however, the grant given to the schools did not include learners with disabilities (see section 5.2). The statements by

the SIE inspector and SR4 participants depicted that there was no effective monitoring of and reporting on the education of learners with disabilities in this school.

From the literature review (see section 3.5.2), it was evident that government should monitor and account for the education of learners with disabilities in the schools. In this school, government was not doing any follow-up on learners with disabilities, as requirement by the Education and Training Sector Policy (see section 5.2.1). SR4 suggested that the MoET request a list of learners with special needs to monitor their learning.

The literature review and the minimum standard of availability both require government to provide assistive devices for learners with disabilities (see section 2.3.2), which is in line with the socio-political disability paradigm (see section 1.9.3.2b). SR4 suggested that the MoET should provide the school with teaching and learning material. Regarding the support needed for the education of learners with disabilities, TRG4 said:

> *They should give us adequate inclusive teaching and learning material that is suitable in the regular class with children with disabilities. Inspectors of special and inclusive education should send us forms to fill to provide information on children with disabilities and make follow-up on the children's learning progress in the schools.*

c) Affordable disability-friendly transport services

The literature review brought to light that learners with a mobility disability lack transport to school (see section 3.4.2.2), and the minimum standard of availability requires that there should be affordable transport for learners with disabilities (see section 2.3.2). The Education and Training Sector Policy (see section 5.2.1) stipulates that schools should liaise with the Regional Education Office on the special needs of learners with disabilities. Nevertheless, this school did not liaise with the Regional Education Office with regard to transport to school for learners with disabilities. PR4 said, "We have children with a mobility challenge, they are struggling to walk to and from school, but government is not assisting; however, we have not notified government." He indicated that one of the learners with a mobility disability resides about four kilometres from school and struggles to get to school. The school perceived

the transport issue as a problem for the individual child; however, the socio-political disability paradigm views disability (see section 1.9.3.2b) as a social challenge.

d) Reasons for non-attendance of schools within immediate community

It is the responsibility of government to ensure that learners with disabilities have access to education in their community (see section 3.4.3). The literature review (see section 3.4.3) brought to light that parents do not send their children with disabilities to regular schools because school buildings are not suitable, there is no transport to school available and teachers cannot handle learners with disabilities. Some parents did not send their children to SR4 because of the following reasons: non-conducive school environment, believing that regular schools cannot handle learners with disabilities and lack of advocacy.

PR4 said, "Some parents just look at the school environment and conclude that the school cannot handle learners with disabilities." The comment by PR4 showed that he was aware that his school's environment was not conducive to children with disabilities; however, he did not do anything about it. For example, when PR4 explained that he did not have knowledge of inclusive education, he said, "I'm exposed that I don't know about disabilities. This is evident because even the environment outside the classrooms is not conducive to people using wheelchairs and those with mobility challenges."

The teachers in this school indicated they were unable to assist learners with disabilities; they believed only special schools are capable of this, which is in line with the literature review (see section 3.4.2.2). TRG4 said, "I think it is because we are a regular school and we don't accommodate children with disabilities." The SIE inspector mentioned (see section 5.3) that every school should admit learners with disabilities; however, the environment in SR4 did not invite parents to bring their children with disabilities to this school.

Common reasons why parents do not send their children to regular schools in their communities as per the literature review (see section 3.4.3), such as parents' ignorance of inclusive education and the cultural belief that these children cannot be educated, were present at SR4, as was evident from the responses from THR4 and TRG4. TRH4 said, "Some parents are not educated; hence, they are not aware that

children with disabilities should be sent to school," and TRG4 commented, "The parents just view this school as not for children with disabilities".

5.5.5.5 SR4's compliance with the equitability standard

This section presented the findings on SR4 under the equitability standard using the five themes indicated in Figure 5.6.

a) School policy and rules

The minimum standard of equitability (see section 2.3.3) requires that schools should be non-discriminatory, recognise education as a civil right and promote diversity. A school that has a prospectus that guides in terms of embracing learners with disabilities is able to solve emerging issues, as brought to the fore by the literature review (see section 3.4.3). Unfortunately, SR4 did not have a prospectus. The principal communicated school rules verbally to learners, which compromised the way in which the school operated. PR4 said, "Though the school does not have a document, but the rules are general; all students are equal, and no student should be special." TRG4 said, "I have never seen the school prospectus." TRH4 said, "We don't have a school prospectus in the school." Therefore, the school only relied on rules that the principal verbally communicated to the school population to give direction to diversity, contrary to the minimum standard of equitability (see section 2.3.3), which requires a presence of school rules.

b) School budget

The minimum standard of equitability (see section 2.3.3) requires that the school should allocate public funding equitably to ensure inclusion. The school perceived disability as a problem for the learners and they had to adapt to what the school had to offer, which is consistent with the psycho-medical disability paradigm (see section 1.9.3.2a). The school was therefore not allocating its budget equitably in order to include learners with disabilities. The non-inclusion of learners with disabilities in the budget might have been influenced by the fact that the school and the MoET had no mechanism for monitoring the education of learners with disabilities in the school. PR4 confirmed this by saying, "We have one budget for the whole school, without considering learners with disabilities, and they get what is provided to rest of the

learners." His response portrayed that SR4 did not accommodate learners with disabilities in its budget, which is discriminatory according to the requirement of suitability standard (see section 2.3.3).

   c) Teachers' attitude towards learners with disabilities

The literature review (see section 3.4.2.2) brought to fore that teachers without the required expertise encounter difficulties in teaching learners with disabilities. The behaviour of both teachers and learners in this school reflected a negative attitude towards learners with disabilities. TRG4 said, "Some teachers have a negative attitude towards learners with some disabilities, especially if one learner has done something wrong. When you mention the name, some teachers would say, oh, it's that one." TRH4 said, "They are bullied by others and in return, the learners with disabilities reiterate." Therefore, the school is inconsistent with the minimum standard of equitability (see section 2.3.3), which requires that there should be a positive attitude towards learners with disabilities.

SR4 participants indicated that learners with disabilities should be educated in regular schools. The teachers said that they would like to see learners with disabilities enrolling in regular schools. PR4 said, "I think it is a good move to have children with disabilities in regular schools." As much as PR4 believed that learners with disabilities should be educated in regular schools, he still felt insecure to handle them in his school because he lacked the necessary skills and knowledge. TRG4 said, "It is a good idea to have children with disabilities in regular schools." TRH4 said, "It is good for the children with minor impairments, but I wouldn't recommend that the children with severe impairments be sent to regular schools." TRH4's comment was not in line with the minimum standard of equitability (see section 2.3.3), which indicates that learners with disabilities should choose the school they want to attend, instead of being channelled to special schools.

A school reflects its attitude towards learners with disabilities through its prospectus, school grounds, teaching methods, assessment methods and the behaviour of its population. SR4 had no prospectus, therefore it could not be ascertained whether the verbal rules of the school included learners with disabilities. The school grounds and building structures did not cater for learners with disabilities because they were uneven

(see section 5.5.5.2). SR4 did not adjust its teaching methods and assessment to cater for learners with disabilities (see section 5.5.5.3); therefore, these learners were not accommodated. The learners of the school exhibited a negative attitude towards learners with disabilities, because they made fun of those who failed to answer questions in class and those who obtained low marks in their assessments. TRH4 said, "Learners without disabilities sometimes make fun of those with disabilities in class by laughing at them when they give wrong answers." Some of the teachers, too, had a negative attitude towards learners with disabilities in the school because they mocked them. TRH4 concurred with TRG4 by saying, "The negative attitude of teachers is evident from the fact that they are calling these learners names during teachers' discussions." TRH4 said, "Some learners bully those with disabilities in class." TRH4 further said, "Some teachers do pay attention to learners with disabilities as they teach, while others do care about those who don't understand." Paying attention to only learners who understand what teachers teach demonstrates the psycho-medical disability paradigm, because the disability becomes the problem of the learner (see section 1.9.3.2a).

The teachers' lack of expertise undermined the education of learners with disabilities in the school, because such learners are discriminated against, which is contrary to the minimum standard of equitability (see section 2.3.3) that highlights the importance of schools' respect towards the differences among learners. The negative attitude by some teachers towards learners with disabilities was caused by the lack of expertise in handling these learners. PR4 said, "It is not that teachers have a negative attitude towards learners with disabilities, but is the lack of expertise by the teachers."

d) Welfare matters

A school shows care about the welfare of learners with disabilities by accommodating them in all activities of the school (see section 3.4.3). SR4 did not provide learners with disabilities equal access to sporting activities. The school gave less priority to learners with disabilities, because it only catered for learners without disabilities. The school was therefore not in line with the requirement of the minimum standard of equitability (see section 2.3.3), which requires that all learners should have equal access to all activities of the school.

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In terms of accommodating learners with disabilities in sporting activities, PR4 said, "We have got nothing for them because we struggle to do enough sporting activities even for the ones without disabilities." TRG4 had a similar view to that of PR4 in stating that the learners with disabilities were not catered for. TRH4 said, "Learners with disabilities are afforded the opportunity to play with the rest of the learners without extra support, hence they are not catered for in sporting activities."

e) Inclusive school culture

The minimum standard of equitability (see section 2.3.3) requires that schools should create an inclusive culture. The literature review (see section 3.3) brought to light that a school with an inclusive culture promotes the realisation of the education of learners with disabilities, unfortunately; an inclusive culture was not created at SR4. This was shown, firstly, by the fact that SR4 had no prospectus to regulate the treatment of learners with disabilities. Secondly, as indicated by the school infrastructure observation, the school had no assistive devices for learners with disabilities (see section 5.5.5.2). Thirdly, the school had uneven grounds, which prevented learners with disabilities from moving freely (see section 5.5.5.2). Fourthly, PR4 was not knowledgeable about the handling of learners with disabilities, which posed a challenge to creating an inclusive culture in the school, as indicated in the literature review (see section 3.4.2.2). Lastly, learners with disabilities were not accommodated in sporting activities; they were made to adapt. The compromise of the above features in the school depicted a non-inclusive culture.

5.5.5.6 SR4: Barriers to meeting minimum standards

The following barriers prevented SR4 from complying with the minimum standards:

- The school grounds did not accommodate learners with mobility challenges, because they were uneven, which opposes the socio-political paradigm (see section 1.9.3.2b) that requires that school grounds cater for these learners.

- It was difficult for the school to embrace learners with disabilities because it did not have a prospectus to guide the inclusion, while in terms of the literature review (see section 3.4.2.2), schools should have such policy.

- The minimum standard of suitability (see section 2.3.1) requires adjustment of the curriculum for learners with disabilities, yet this school did not do so.

- The socio-political disability paradigm (see section 1.9.3.2b) calls for the adjustment of assessments for learners with disabilities; however, this school assessed them in the same way as those without disabilities.

- The minimum standard of suitability (see section 2.3.1) requires parents to cooperate with the school, yet teachers in this school encountered difficulty in helping learners with disabilities in their learning because there was low parental involvement with the school.

- In terms of the literature (see section 3.4.2.2), teachers should be trained to accommodate learners with disabilities in a regular class, but this school did not do so.

- The MoET, the NCC and special schools did not assist the school with regard to learners with disabilities, yet government support is needed in terms of the literature review (see section 3.4.2.2).

- The learners with mobility challenges encountered difficulty in getting to school because they were not provided with transport, yet in terms of the literature review (see section 3.4.2.2), these learners should be provided with transport to school.

- The school did not comply with the minimum standard of equitability (see section 2.3.3) because it did not cater for the activities of learners with special needs in its budget.

- The school did not accommodate learners with disabilities in different aspects, such as teaching methods, building structures and sporting activities. This opposes the socio-political disability paradigm (see section 1.9.3.2b) that calls for schools to adapt the school environment.

5.6 Chapter 5 conclusion

In this chapter, I firstly analysed and discussed the law and policies of the Kingdom of Eswatini, which I determined were in line with the requirements of the minimum standards of the SAVE Framework. Secondly, I presented and discussed the data

from the NCC director, the SIE inspector and the POSC. Finally, I presented and discussed the data from the four schools used as case studies in the research. I found that SR1 and SR4 did not comply with the minimum standards of the SAVE Framework, while SR3 was partially compliant. I further found that SIM2 was consistent with the minimum standards of the SAVE Framework. In the next chapter, I make conclusions and recommendations based on these findings and finally present a framework for managing the selected schools in an inclusive way.

CHAPTER 6: FINDINGS' SYNOPSIS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, I covered the synopsis of the research findings, research conclusions, recommendations of the study and made suggestions for future studies. As a way of answering the research question, I developed a minimum standards management framework for managing the selected regular schools in an inclusive way.

6.2 Summarising the study

In the study, I aimed to answer the research question:

> Which minimum standards management framework could assist the management of the selected primary schools in managing their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?

In order to answer the question, I selected four primary schools, one from each of the four regions of the Kingdom of Eswatini. The selected primary schools comprised three regular primary schools and one model of inclusive education for comparison purposes.

I followed a qualitative approach and employed a multiple-case study design. The first thing was the analysis of the law and policies of the Kingdom of Eswatini, which inform the education of learners in primary schools. Using purposeful sampling, I sampled information-rich participants in each school. The principal and two class teachers responsible for classes with 40 or more learners were sampled from each of the regular school. However, in SIM2, the class sizes were small, with a teacher–learner ratio of lower than 1:40. In collecting the data, I observed the infrastructure of the selected primary schools and conducted semi-structured interviews with the SIE inspector, the NCC director, a POSC, principals and two teachers from each of the selected primary schools. The dataset from the infrastructure observation and semi-structured interviews formed the data collection triangulation. The data was presented and analysed using themes. The findings responded to the research question and sub-questions of the study. The theoretical framework of the study in Chapter 2 addressed

research sub-question 1. I did the analysis of the law and policies of the Kingdom of Eswatini to respond to sub-question 2 of the study, and this was reported in Chapter 5. Through presentation of the data from the school infrastructure observation and semi-structured interviews, sub-questions 3 and 4 were addressed.

6.3 Synopsis of findings

In this section, I presented the summary of the findings for the four schools under the minimum standards of the SAVE framework.

6.3.1 Findings on compliance with minimum standards of suitability

This section presented the summary of the findings and cross-case findings on the compliance with the minimum standards of suitability in all the selected schools.

a) Case of SR1

I presented the findings of the study in SR1 on the compliance with the minimum standard of suitability as follows:

- The school employed positive discipline as a way of adjusting disciplinary measures for learners with disabilities (see section 5.5.2.3).

- Individual teachers used their discretion to identify learners with disabilities (see section 5.5.2.3).

- The teacher with expertise in inclusive education was able to handle learners with disabilities as opposed to the one without expertise (see section 5.5.2.3).

- The participants from this school perceived the curriculum as not accommodative to learners with disabilities (see section 5.5.2.3).

- The teachers experienced challenges in handling large classes with a high teacher–learner ratio (see section 5.5.2.3).

- The teachers did not use appropriate assessment strategies to accommodate learners with disabilities (see section 5.5.2.3).

- There was a very low level of parental participation and involvement in the education of their children in SR1 (see section 5.5.2.3).

- The teachers offered *ad hoc* support to learners with disabilities in their classes (see section 5.5.2.3).

b) Case of SIM2

The following are the findings of the study in SIM2 on the compliance with the minimum standards of suitability:

- The school used positive discipline for all learners to adapt its disciplinary measures to suit learners with disabilities (see section 5.5.3.3).

- The school enrolled many learners with disabilities in each class, because it was known to be an inclusive school (see section 5.5.3.3).

- The teachers were frustrated by having to use books that were not adjusted for learners with different types of disabilities (see section 5.5.3.3).

- Although the curriculum was not catering for children with disabilities, the teachers managed to teach the curriculum in an inclusive way (see section 5.5.3.3).

- The school boasted small classes with a low teacher–learner ratio (see section 5.5.3.3).

- Although MoET had not adjusted the assessment materials, the teachers in the school adjusted their assessment materials for the learners with disabilities (see section 5.5.3.3).

- The participants suggested that the MoET should be strategic when posting teachers in ensuring that teachers with knowledge of different disabilities are posted to each school (see section 5.5.3.3).

- The school involved parents in the learning of their children, but most parents did not cooperate in this regard (see section 5.5.3.3).

- The participants suggested that the MoET should support the school with assistive devices for learners with disabilities and develop curricula that accommodate learners with disabilities (see section 5.5.3.3).

c) Case of SR3

The following are the findings of the study in SR3 on compliance with the minimum standard of suitability:

- The school adjust disciplinary measures for learners with disabilities by using positive discipline (see section 5.5.4.3).

- The school perceived the curriculum as not accommodative to learners with disabilities, because appropriate teaching and learning materials were not available (see section 5.5.4.3).

- The teachers did not pay attention to individual learners, especially those with special needs in terms of the teaching methods, due to large class sizes (see section 5.5.4.3).

- The school had a magnifying print machine for learners with visual impairment (see section 5.5.4.3).

- The school did not adjust assessment to cater for learners with disabilities (see section 5.5.4.3).

- The level of parental involvement regarding the learning of their children was low, even though the school tried to engage parents (see section 5.5.4.3).

- The school had no centrally controlled support system or programme in place; thus, it offered only *ad hoc* support to the learners with disabilities as teachers had to use their discretion (see section 5.5.4.3).

d) Case of SR4

The following is the presentation of the study findings in SR4 on the compliance with the minimum standard of suitability:

- The school mostly used positive discipline, but some teachers sometimes used corporal punishment (see section 5.5.5.3).

- The school did not have an instrument to identify learners with disabilities; hence, individual teachers used their discretion (see section 5.5.5.3).

- The school perceived the curricula as not accommodating in terms of learners with disabilities (see section 5.5.5.3).

- The teachers had difficulty in paying attention to individual learners due to the large classes and a high teacher–learner ratio (see section 5.4.5.3).

- The school did not accommodate learners with disabilities when doing assessments (see section 5.5.5.3).

- Few parents cooperated with the school in helping their children to learn (see section 5.5.5.3).

e) Cross-case findings on compliance with minimum standard of suitability

The cross-case findings of the study were as follows:

- The teachers with a first degree in inclusive education or a related qualification were able to accommodate learners with disabilities in all selected schools.

- In the regular schools, the individual teachers used their discretion to screen and identify learners with disabilities without using a specific screening instrument. However, SIM2 utilised the services of qualified persons from government hospitals, and class teachers used a screening instrument to identify learners with disabilities.

- All selected schools experienced challenge in terms of the involvement of parents in the education of their children, because most parents did not cooperate with the schools.

- All selected schools suggested that the MoET should supply the schools with appropriate teaching materials and adjust the teaching and learning materials to accommodate learners with disabilities.

6.3.2 Findings on compliance with minimum standard of availability

This section reflected a summary of the findings and cross-case findings on the compliance with the minimum standard of availability in all the selected schools.

a) Case of SR1

The following are the study findings in SR1 in terms of compliance with the minimum standards of availability:

- The school had no programme for developing the teachers through workshops on handling the learners with disabilities in a regular class (see section 5.5.2.4).

- The school did not receive any assistance in the form of teaching and learning materials and training from the MoET, NCC and special schools (see section 5.5.2.4).

- The school did not contact the officer concerned with learners with disabilities at the Regional Education Office (see section 5.5.2.4).

- The school had no provision for transport for learners with disabilities and did not request transport from Regional Education Office (see section 5.5.2.4).

- The following are reasons why learners with disabilities from within the area are not attending this school (see section 5.5.2.4):

    i) Parents were not aware that the school has teachers with expertise in handling learners with disabilities.

    ii) The parents believed only the special schools could accommodate learners with disabilities.

    b) Case of SIM2

In this section, I presented the study findings in SIM2 on the compliance with the minimum standard of availability as follows:

- The school frequently conducted teachers' workshops on the handling of learners with disabilities in regular classes (see section 5.5.3.4).

- The participants had expertise in handling learners with disabilities (see section 5.5.3.4).

- The MoET assisted the school to buy assistive devices and to improve the infrastructure. NCC assisted the school by providing facilitators for the workshops and help in adjusting some of their teaching and learning materials to suit learners with disabilities (see section 5.5.3.4).

- The school had a teacher who is completely blind (see section 5.5.3.4).

- The school had no provision for transport for learners with disabilities (see section 5.5.3.4).

- Learners with disabilities did not attend the school because of the following reasons (see section 5.5.3.4):

i) Some parents believed that learners with disabilities could not make it in life.

ii) Since the school was a model for inclusive education, some parents did not want to bring their children there, because they did not want their children to be associated with disabilities.

iii) Some parents lacked knowledge regarding disabilities.

iv) Some parents concluded that their children were not worthy of going to school if the parents realised that their children were unable to perform certain tasks.

c) Case of SR3

The following are the research findings in SR3 on the compliance with the minimum standard of availability:

- The school had no programme to develop teachers through workshops on the handling of learners with disabilities in a regular class (cf. section 5.5.4.4).

- The school did not receive any assistance in the form of teaching and learning materials and training from the MoET, NCC and special schools (see section 5.5.4.4).

- The school never requested assistance from the Regional Education Office regarding learners with disabilities (see section 5.5.4.4).

- The school had no provision for transport to school for learners with disabilities (see section 5.5.4.4).

- The children with disabilities within the area of the school did not attend the school due to the following reasons (see section 5.5.4.4):

i) The parents did not assist their children with schoolwork at home.

ii) Parents were not aware that there were teachers with expertise in teaching learners with disabilities in the school.

iii) The parents believed a regular school could not accommodate learners with disabilities, but special schools could do so.

d) Case of SR4

I presented the research findings in SR4 on the compliance with the minimum standard of availability:

- The school did not conduct workshops to train teachers on handling the learners with disabilities in a regular class (see section 5.5.5.4).

- One of the participants had expertise on inclusive education (see section 5.5.5.4).

- The school did not request and received any assistance in the form of teaching and learning materials and training from the MoET, NCC and special schools (see section 5.5.5.4).

- There was no provision for transport to school for learners with disabilities (see section 5.5.5.4).

- The reasons for learners with disabilities not enrolling in the school comprised the following (see section 5.5.5.4):
  i) It was because their school was a regular school and parents believed only special schools could handle learners with disabilities.
  ii) Some parents lacked education and they were not aware of the right to send their children with disabilities to school.
  iii) Some parents just looked down on the school environment and concluded that the school could not handle learners with disabilities.

  e) Cross-case findings on compliance with minimum standard of availability

The research findings on the compliance with the minimum standard of availability in selected schools are as follows:

- The regular schools did not conduct internal workshops as a way of support to the teachers on handling learners with disabilities in regular classes. However, SIM2 frequently conducted internal workshops for teachers on handling learners with disabilities in regular classes.

- The regular schools did not request or received any assistance from the MoET, NCC and special schools on the handling of learners with disabilities. However, SIM2 did this.

- All the selected schools did not provide any transport to school for learners with disabilities.

Table 6.1 shows reasons why learners with disabilities in their areas did not attend their schools.

Table 6.1: Reasons for non-attendance of schools within the immediate community

Reasons for non-attendance of schools within the immediate community from literature only	Reasons for non-attendance of schools within the immediate community from participants only
1. The cultural belief that learners with disabilities should be educated in special schools (see section 3.4.2).	1. A failure to enforce policy on disabilities (see section 6.3.3).
2. Schools did not accommodate learners with disabilities (see section 3.4.2).	2. The parents used their discretion not to send their children to community schools (see section 6.3.1)
3. Lack of individualised programmes in schools (see section 3.4.2.2).	3. Parents concluded that their children with disabilities were not capable to do anything (see section 6.3.1).
4. The parents of learners with disabilities were not aware of the right to education of the learners with disabilities (see section 3.5.1).	4. Schools could not accommodate learners with disabilities (see section 6.3.3).
5. The persisting negativity towards disability among education professionals (see section 3.5.1).	5. Parents were afraid of the stigma attached to their children with disabilities in regular schools (see section 6.3.2).
6. Education officials did not monitor the learning by learners with disabilities in regular schools (see section 3.4.2.2).	6. Regular schools did not invite parents to bring their children with disabilities (see section 6.3.2).
7. Parents were afraid of the stigma attached to learners with disabilities in regular schools (see section 3.4.2.1).	7. Some parents were ignorant about their children's rights and what schools can offer (see section 6.3.1).
8. Teachers lacked training to handle learners with disabilities.	8. Teachers in regular schools believed they could not handle learners with disabilities (see section 6.3.1).
9. The government and schools were lacking funds to run the costly inclusive education system (see section 3.5.1).	9. There was no monitoring of the learning by learners with disabilities by the MoET in schools (see section 6.3.1).
10. Inadequate teaching resources to include the learners with special needs in regular classrooms (see section 3.4.2.2).	10. Schools did not consult Regional Education Officers responsible for learners with disabilities (see section 6.3.1).

11. Parents were ill-prepared to meet the educational needs of their children with disabilities (see section 3.4.2.1).	11. Parents were ill-prepared to meet the educational needs of their children with disabilities (see section 6.3.1).
12. Infrastructure in the schools could not accommodate learners with disabilities (see section 3.4.2.2).	12. Infrastructure in the schools could not accommodate learners with disabilities (see section 6.3.2).
13. Rigid teaching methods and curriculum at all levels of education (see section 3.4.2.2).	13. Rigid methods and curriculum at all levels of education (see section 6.3.1).
14. A lack of sensitisation of parents about the right of their children with disabilities (see section 3.4.2.1).	14. There was no screening and identification tools used by schools to identify learners with disabilities (see section 6.3.2).
15. The high level of poverty amongst parents (see section 3.4.2.2).	15. The parents were poor and could not afford to pay for the extra needs of their children with disabilities in school (see section 6.3.2).
16. A lack of schools' policy that guides admission of learners with disabilities (see section 3.3).	16. The learners were not identified early for the purpose of remediation (see section 6.3.2).
17. Non-early identification and remediation of learners at risk of failure (see section 3.4.2.2).	17. There was a high teacher–learner ratio (see section 6.3.1).
18. There was a high teacher–learner ratio (see section 3.5.1).	18. The lack of transport to school (see section 6.3.2).
19. The lack of transport to school (see section 3.4.2.2).	
20. The lack of political commitment (see section 3.3).	
21. There was no action plan with clear targets and a timetable for implementation (see section 3.4.2.2).	

Source: Compiled by the researcher

6.3.3 Findings on compliance with minimum standard of equitability

I presented a summary of the findings and cross-case findings on the compliance with the minimum standard of equitability in all the selected schools.

a) Case of SR1

The following were cross-case findings on the compliance with the minimum standard of equitability:

- The school did not have a prospectus and only relied on rules that the principal communicated verbally to the learners (see section 5.5.2.5).

- There was no budget for learners with disabilities in the school (see section 5.5.2.5).

- There were mixed feelings in the school on bringing in learners with disabilities, since the principal felt the school was not ready, because there was lack of inclusive teaching and learning materials. However, the class teachers wanted learners with minor disabilities enrolled in the school (see section 5.5.2.5).

- According to the participants, most of the school's parents had a negative attitude towards education of their children with disabilities (see section 5.5.2.5).

- The school did not accommodate learners with disabilities in sporting activities. The school only allowed the learners with disabilities to mingle with those without disabilities (see section 5.5.2.5).

- The culture of the school in terms of infrastructure, teaching methods and welfare matters did not accommodate learners with disabilities (see section 5.5.2.5).

b) Case of SIM2

The findings of the study in SIM2 on the compliance with the minimum standard of equitability are as follows:

- The school had no prospectus, thus relied on the communication of the principal with regard to the school rules (see section 5.5.3.5).

- The school allocated budget for learners with disabilities on an annual basis, because it identified the learners with disabilities following a certain procedure (see section 5.5.3.5).

- There was a screening instrument for learners with disabilities in the school and it identified these learners by engaging health personnel (see section 5.5.3.5).

- The infrastructure in the school accommodated learners with disabilities, because there were appropriate building structures, assistive devices and a resource centre (see section 5.5.3.5).

- The school had a positive attitude towards learners with disabilities, because it admitted them and catered for their needs within the school processes (see section 5.5.3.5).

- The school catered for learners with disabilities in the sporting activities by giving extra assistance to them (see section 5.5.3.5).

- The general culture of the school accommodated learners with disabilities, because the school catered for the learners in teaching methods, sporting activities, assistive devices and building structures (see section 5.5.3.5).

c) Case of SR3

I presented the findings of the study in SR3 on the compliance with the minimum standards of equitability as follows:

- There was school a prospectus. However, the prospectus did not directly address the welfare matters of learners with disabilities (see section 5.5.4.5).

- There was a partial budget allocation towards learners with disabilities in the school, because the buildings were disability friendly and there was a magnifying printing machine (see section 5.5.4.5).

- There was no screening instrument or a process to identify learners with disabilities in the school. The school depended on the discretion of individual class teachers to identify and pay attention to learners with disabilities (see section 5.5.4.5).

- The participants mostly had a positive attitude about regular schools having learners with disabilities, but they were not accommodating these learners in their teaching (see section 5.5.4.5).

- The school did not accommodate learners with disabilities in sporting activities, since there was no adjustment for their participation (see section 5.5.4.5).

- The school culture in terms of infrastructure accommodated learners with disabilities. However, regarding teaching methods and welfare, it did not cater for learners with disabilities (see section 5.5.4.5).

d) Case of SR4

The following are the findings of the study in SR4 on the compliance with the minimum standard of equitability:

- There was no prospectus in the school and the school relied on rules that the principal communicated verbally to the learners, which undermined the guidance to diversity in the school (see section 5.5.5.5).

- The school did not allocate any budget towards learners with disabilities (see section 5.5.5.5).

- The school did not accommodate learners with disabilities in sporting activities, because there was no adjustment for their participation (see section 5.5.5.5).

- The school culture did not accommodate learners with disabilities in terms of infrastructure, teaching methods and welfare matters (see section 5.5.5.5).

e) Cross-case findings on compliance with minimum standard of equitability

The following are cross-case findings on the compliance with the minimum standard of equitability:

- Only SR3 had a prospectus, which stipulated the school rules, the other three selected schools did not have such a document.

- SR1 and SR4 did not budget for learners with disabilities and did not have any programme aiming at assisting learners with disabilities. SIM2 and SR3 included the learners with disabilities in their budget.

- SIM2 was inclusive in almost all areas of the learners' lives, while SR3 was partially inclusive.

- The regular schools did not request and received assistance directed to learners with disabilities from the MoET, NCC and special schools.

- The attitude of the schools towards learners with disabilities was generally positive, but SR1 and SR4 were not doing anything to portray the positive attitude. SR4 showed the positive attitude through the adjustment of the infrastructure and SIM2 adjusted infrastructure, teaching methods and welfare.

- The regular schools did not have any adjustment for learners with disabilities in sporting activities. SIM2 adjusted sporting activities to accommodate learners with disabilities.

- The culture of SIM2 was accommodating to learners with disabilities in terms of infrastructure, teaching methods, personnel and welfare. The SR3 culture only accommodated learners with disabilities in terms of the building structures. Otherwise, the culture did not accommodate learners with disabilities in terms of teaching methods and welfare. The school cultures in SR1 and SR4 favoured the learning by learners with disabilities in almost everything.

6.4 Conclusions of the study

In this section, I first responded to sub-question 3 of the study in summary form. I drew conclusions and cross-case conclusions on the compliance with the minimum standards of suitability, availability and equitability in all selected schools. I responded to sub-question 1 when discussing the SAVE Framework in chapter 2. I indicated that the SAVE Framework has the suitability, availability and equitability standards, which assisted in analysing the data collected in this study. These standards have minimum requirements to ensure that learners receive education to realise their right to education. The answer to sub-question 2 was discussed in Chapter 5 (see section 5.2). I answered the main question in section 6.6.

Sub-question 3 of the study was 'How do the selected primary schools adhere to the minimum standards for realisation of the right to education of learners with disabilities as set out in the SAVE Framework?'

The answer to sub-question 3 of the study is that SIM2 was generally in line with the minimum standards of the SAVE Framework for the realisation of the right to education for learners with disabilities in the Kingdom of Eswatini. SR3 was partially in line with the minimum standards of the SAVE Framework for the realisation of the right to education for learners with disabilities in the Kingdom of Eswatini. SR1 and SR4 were generally not in line with the minimum standards of the SAVE Framework for the realisation of the right to education for learners with disabilities in the Kingdom of Eswatini. The minimum standards management framework is shown in section 6.4 below, where I responded to the research question.

Table 6.2 below indicates how the four schools complied with the minimum standards of the SAVE Framework at the time of this research.

Table 6.2:   How the schools accommodate learners with disabilities

School	Accommodated learners with disabilities
SR1	Not accommodated
SIM2	Accommodated
SR3	Partially accommodated
SR4	Not accommodated

Source: Compiled by the researcher

In the next three sub-sections, I drew study conclusions on suitability, availability and equitability standards, which respond to sub-question 3 and sub-question 4, which are:

- How do the selected primary schools adhere to the minimum standards for realisation of the right to education for learners with disabilities as set out in the SAVE Framework?

- Which barriers prevent the selected schools from meeting the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?

6.4.1 Conclusions on compliance with minimum standards of suitability

I draw research conclusions in all selected schools in this sub-section and cross-case conclusions on the compliance with the minimum standards of suitability. These conclusions respond to sub-question 3 of the study:

a) Case of SR1

SR1 was generally not in line with the minimum standard of suitability for the realisation of the right to education for learners with disabilities as set out in the SAVE Framework (see section 5.5.2).

Requirements for the minimum standard of suitability (see section 5.5.2) that SR1 failed to comply with comprised that it did not have any instrument to screen and identify learners with disabilities to provide assistance to and remove barriers that could prevent these learners from realising their right to education. Teachers were using teaching methods and assessment strategies that were not appropriate for learners with disabilities, because the teachers lacked training on handling these learners (see section 5.5.2). It was a cause for concern that the school did not adjust curriculum to suit learners with disabilities, since the curriculum designed by the MoET did not accommodate these learners (see section 5.4.2). It was evident that the school needed to adapt the curriculum to have teaching and learning materials suitable for learners with and without disabilities. The teacher–learner ratio in class advocated by the MoET was a challenge, because teachers were unable to pay attention to the learners with special needs and the teachers were frustrated (see section 5.4.2). The low parental involvement in the school affected the learning by learners with disabilities, because the teachers ended up frustrated by the non-cooperating parents (see section 5.4.2). There were no processes followed to support learners with disabilities in the school. Therefore, it depended on how the class teacher viewed learners with disabilities in the school (see section 5.4.2). It nevertheless complied with some of the requirements for suitability. For example, the school used positive discipline, which, with its focus on human rights and non-discrimination, allowed for adaptation of disciplinary measures to accommodate learners with disabilities. Unfortunately, the teachers were not very conversant with positive discipline (see section 5.5.2). The difference between teachers with and without expertise in inclusive

education was evident in SR1 and the teacher with expertise in inclusive education was noticeably better able to employ appropriate teaching strategies that catered for the learners with disabilities (see section 5.5.2).

a) Case of SIM2

SIM2 generally complied with the minimum requirements standards of suitability for the realisation of the right to education for learners with disabilities, as set out in the SAVE Framework (see section 5.2.1).

The requirements for suitability the school complied with was that it had a screening and identifying instrument for learners with disabilities. Therefore, the school was able to identify and assist the learners and did away with the impediments that prevented such learners from realising their right to education (see section 5.5.3). The teachers were able to adapt disciplinary measures and teaching methods to accommodate the learners with disabilities. Because the learners were screened and identified, the school was aware of them (see section 5.5.3). The knowledge about the presence of the learners with disabilities in the school enabled the teachers to adapt the curriculum and to cater for these learners in the assessment (see section 5.5.3). The school had a low number of learners per teacher, which was the reason the teachers managed to pay attention to individual learners with special learning needs. Nevertheless, SIM2 still had some challenges in parental involvement, which hampered the appropriate learning by the learners with disabilities (see section 5.5.3). The school did not have enough teachers with expertise in inclusive education, which hindered the way the learners with disabilities were taught (see section 5.5.3).

b) Case of SR3

SR3 generally did not comply with the minimum standard of suitability for the realisation of the right to education for learners with disabilities (see section 5.5.4). For example, the school did not screen and identify learners with disabilities to assist these learners or dealt with the obstacles that prevented the learners from accessing their right to education (see section 5.5.4). It depended on whether the class teacher perceived disabilities as an important factor in the learning by learners. Although it was evident that the curriculum needed adjustment to accommodate the learners with disabilities, the school did not do so. The non-adjustment of the curriculum was the

result of the school not having the instrument to screen and identify the learners with disabilities, so that teachers would know how to adjust the curriculum (see section 5.5.4). The teachers had a challenge in paying attention to the individual learners with special learning needs caused by the large class sizes in the school (see section 5.5.4). The high teacher–learner ratio in the school frustrated the teachers. Hence, they did not adapt either teaching methods or assessment strategies to cater for learners with disabilities (see section 5.4.2). Parents who knew some of the disabilities of their children were supposed to notify the school about this. Few parents did that, due to low parental involvement in the school (see section 5.5.4). On a different note, the school was able to adjust the disciplinary measures to align itself with only one requirement of the minimum standards of suitability (see section 5.5.4).

c) Case of SR4

SR4 was generally not in line with the requirements of minimum standard of suitability for the realisation of the right to education for learners with disabilities (see section 5.5.5).

The requirements for minimum suitability standard that SR4 failed to meet, were that it did not have any instrument to screen and identify learners with disabilities at the beginning of the year so that they could be offered assistance in their learning (see section 5.5.5). The school did not adapt the teaching and assessment strategies to suit the learners with disabilities at the time of this research, due to the absence of a screening and identifying tool (see section 5.5.5). The MoET had not adjusted the curriculum to suit learners with disabilities. Hence, it was important that the school should do so, but it did not. Even though the school lacked expertise in assisting learners with disabilities, it did not consult with the Regional Education Office regarding the adjustment of teaching methods, assessment and curriculum. However, SR4 partially complied with one requirement of the minimum standard of suitability, in other words, adjusting its disciplinary measures by employing positive discipline. The school had a low degree of parental involvement; hence, it lacked some information known to the parents about the disabilities of their children. The school generally used positive discipline, but sometimes employed corporal punishment, which meant partial fulfilment of the requirement (see section 5.5.5). The school was not employing

positive discipline consistently, because teachers were not conversant with its efficient use.

d) Cross-case conclusions on minimum standard of suitability

The regular schools generally did not comply with the minimum standard of suitability for the realisation of the right to education for learners with disabilities as set out by the SAVE Framework. However, SIM2 was in compliance (see section 5.5.2). For example, the teachers were unable to adjust the curriculum, teaching methods and assessment strategies, because they lacked the training for teaching learners with disabilities (see section 5.5.2). The teachers with a first degree in an inclusive-related field were able to adjust the curriculum. This was evident as SIM2 with more teachers who had expertise, managed to handle the curriculum, teaching and assessment strategies to embrace learners with disabilities. The regular schools were not screening and identifying learners with disabilities. Consequently, they were unable to accommodate these learners. Since SIM2 screened and identified learners with disabilities, it accommodated these learners (see section 5.5.2). All the selected schools had a low level of parent involvement in the education of their children, though the schools endeavoured to engage the parents. The regular schools further found it difficult to be inclusive in their teaching, because of the large class sizes and SIM2, with a low teacher–learner ratio (less than 1:30), managed inclusive education.

Though the regular selected schools had challenges with most of the requirements of the minimum standards of suitability, all the selected schools complied with the requirement of adjusting disciplinary measures to suit learners with disabilities (see section 5.5.2).

Regular schools were aware that they did not comply with the minimum suitability standard. The selected schools noted that the MoET did not supply the schools with appropriate teaching materials for learners with disabilities. They were concerned that parents did not bring their children to regular schools and were concerned that the MoET did not follow up on the learning progress of learners with disabilities (see section 5.5.2).

6.4.2 Conclusions on compliance with minimum standards of availability

I drew conclusions and cross-case conclusions on how all the selected schools complied with the minimum standard of availability.

a) Case of SR1

SR1 was generally not in line with the requirements of the minimum standard of availability for the realisation of the right to education of learners with disabilities as set out in the SAVE Framework (see section 5.5.2). This was confirmed by how the school handled the learners with disabilities and the physical structures at the school.

In the case of equipping teachers to handle learners with disabilities, the regular schools did not provide workshops, yet the teachers indicated that they had a challenge to handle such learners (see section 5.5.2). However, there was a teacher at the school with expertise in handling learners with disabilities, but the school administration did not support her (see section 5.5.2). The school could not provide transport for learners with disabilities, because it did not request transport from the MoET (see section 5.5.2). It was evident that the school was not accessible to learners with disabilities, because it did not make any effort to accommodate these learners. One would conclude that the MoET did not monitor the learning by learners with disabilities in this school, because if it had, it would be aware of the challenges faced by these learners regarding transport.

b) Case of SIM2

SIM2 generally complied with the requirements of the minimum standard of availability for the realisation of the right to education of learners with disabilities (see section 5.5.3). This was evident from the way the school assisted teachers, how the school building structures were and the assistive devices the school had.

The principal and some of the teachers had expertise in handling learners with disabilities, which enhanced the commitment of the school towards ensuring that these learners accessed quality education with those without disabilities (see section 5.5.3). The school ensured that even teachers without formal training on handling learners with disabilities, were equipped through workshops. All the school buildings had ramps

at their entrances and there were learning devices that assisted the teaching of and learning by the learners with disabilities. It was evident that the school received assistance from the MoET with regard to teaching and learning materials, because the school requested such materials (see section 5.5.3). The blind teacher at the school served as a model for the inclusive school culture. Though the school was generally consistent with the requirements for minimum standards of availability, it was unable to provide transport to school to learners with disabilities. The concern was that the school administration did not contact the MoET to provide the transport for learners with disabilities (see section 5.5.3).

c) Case of SR3

SR4 was partially complying with the minimum standard of availability requirements for the realisation of the right to education of learners with disabilities (see section 5.5.4). The absence of assistance to teachers at the school and few assistive devices for learners with disabilities at the school, showed that the school was still lacking inclusion in some aspects. For example, the teachers had no expertise regarding handling learners with disabilities. The school did not equip the teachers in that regard. The principal was not prioritising the training of teachers, because he did not have the knowledge to handle the learners with disabilities himself (see section 5.5.4).

The school had several other challenges in accommodating learners with disabilities. The school had no provision for transport for deserving learners in the school (see section 5.5.4). This may have been caused by the fact that the school did not request transport for such learners. On another note, the teaching and learning materials were a challenge in the school, as well as the teaching and learning devices (see section 5.5.4). Another challenge was that the school struggled to cater for learners with disabilities, but the school did not ask for any assistance from Regional Education Office, NCC and special schools with regard to learners with disabilities.

Though the school was not complying with most of the requirements of the minimum standards of availability, there were some requirements with which it did comply. The school building structures accommodated learners with disabilities, because they all had ramps at the entrances (see section 5.5.4). The presence of the machine that

magnifies words for learners with visual impairment was an effort to cater for learners with disabilities in the school (see section 5.5.4).

d) Case of SR4

SR4 generally did not comply with the requirements for the minimum standard of availability requirements for the realisation of the right to education by learners with disabilities (see section 5.5.5). Examples were the non-appropriate school building structures and the kind of teaching and learning materials at the school.

The school did not have any mechanism to assist the teachers in managing the learners with disabilities, because the principal was not conversant with handling learners with disabilities (see section 5.5.5). The teachers in the school did not have the necessary expertise to teach learners with disabilities together with those without disabilities. The school did not assist the teachers by running workshops. This was because the principal did not have the appropriate knowledge with regard to learners with disabilities (see section 5.5.5). Since the school did not communicate with the MoET, NCC and special schools for assistance, these institutions did not assist the school in handling the learners with disabilities. The school building was not accessible to learners with mobility disabilities, since the buildings did not have ramps at their entrances and the school grounds were uneven for someone in a wheelchair (see section 5.5.5). This was caused by the fact that the principal did not have the knowledge on how to handle learners with disabilities. The learners with disabilities did not have transport to school, because the school did not request transport assistance from the MoET (see section 5.5.5).

e) Cross-case conclusions on minimum standard of availability

The regular schools generally did not comply with the minimum standard of availability for the realisation of the right to education for learners with disabilities, as set out by the SAVE Framework. Nevertheless, SIM2 was in line with most of the requirements (see section 5.5).

The regular schools did not equip the teachers with skills for handling learners with disabilities (see section 5.5), because the principals lacked expertise regarding learners with disabilities. Since the SIM2 principal had training in handling learners

with disabilities together with those without disabilities in one class, he ran workshops for teachers on handling learners with disabilities (see section 5.5). The regular schools did not receive assistance from the MoET, NCC and special schools, therefore these schools did not have appropriate teaching and learning materials. This was because these schools did not communicate with these institutions to seek for help. By contrast, SIM2 engaged the MoET and NCC to assist the school in terms of providing building infrastructure, the facilitation of teachers' workshops, and teaching and learning materials respectively (see section 5.5). SIM2 and SR3 had building structures that accommodated learners with mobility challenges, because there were ramps at the entrances to every building. Conversely, no buildings in SR1 and SR4 catered for learners with disabilities because no buildings had the ramps (see section 5.5). None of the selected schools provided transport to learners with disabilities, because they did not request the transport from the MoET (see section 5.5).

6.4.3 Conclusions on compliance with minimum standard of equitability

I drew conclusions and cross-case conclusions on the compliance with the minimum standard of equitability in all selected schools based on the findings presented in Chapter 5.

a) Case of SR1

SR1 generally did not comply with the minimum standard of equitability for the realisation of the right to education for learners with disabilities as set out by the SAVE Framework (see section 5.5.2).

For example, SR1 did not have a prospectus, thus it had difficulty in catering for the learners with disabilities, because a prospectus has school rules and gives details on how to treat such learners (see section 5.5.2). Since the school did not screen to identify learners with disabilities, it did not accommodate them in its budget, because it was not aware of them (see section 5.5.2). Furthermore, the school leadership did not have expertise in handling learners with disabilities, therefore the school did not include such learners in its budget. The building structures of the school did not have ramps to accommodate learners with disabilities, because the principal of the school lacked knowledge regarding the needs of such learners (see section 5.5.6). The attitude of the school towards learners with disabilities was negative, because

expertise on learners with disabilities was lacking with the school management and teachers (see section 5.5.6). The school grounds and buildings reflected the attitude of the school towards learners with disabilities, which scared parents from bringing their children with disabilities to the school. Therefore, the school was not accessible to learners with disabilities (see section 5.5.2). The lack of knowledge on handling learners with disabilities by the teachers portrayed the reason the school was failing to accommodate the learners in sporting activities (see section 5.5.2).

b) Case of SIM2

SIM2 generally complied with the minimum standard of equitability for the realisation of the right to education for learners with disabilities as set out by the SAVE Framework (cf. section 5.5.3).

The school showed its compliance by allocating budget for activities related to learners with disabilities within the school, because the school identified these learners at the beginning of the year (see section 5.5.3). The building structures in the school accommodated learners with disabilities. Hence, the school principals of the different primary schools always referred learners with disabilities to this school (see section 5.5.3). The school had a positive attitude towards learners with disabilities, because the school admitted everyone regardless of the severity of the disabilities that the learners had (see section 5.5.3). The school created a culture that accommodated learners with disabilities, because even in activities that were outside the classrooms, the school accommodated such learners, such as during sporting activities (see section 5.5.3).

Even though the school generally complied with the minimum standard of equitability, the school still did not have a prospectus, which was one requirement for the minimum standard of equitability for the realisation of the right to education for learners with disabilities (see section 5.5.3). This compromised the inclusive culture of the school, because some parents, new teachers and other stakeholders may not have known how the school handles learners with disabilities. The school did not have a prospectus, but currently it was not compulsory for schools to develop a prospectus.

c) Case of SR3

SR3 generally was not consistent with the minimum standards of equitability for the realisation of the right to education for learners with disabilities as set out by the SAVE Framework (see section 5.5.4).

The school had a prospectus, although it did not have an explicit clause in it that embraced learners with disabilities (see section 5.5.4). The prospectus did not clearly embrace learners with disabilities, because the school lacked expertise on inclusion. Even though the teachers had a positive perception of disabilities, the way learners with disabilities were treated showed a negative attitude. This was the result of a lack of training on how to handle learners with disabilities, since the school did admit learners with disabilities from the vicinity (see section 5.5.4). By admitting the learners with minor disabilities, the school created a culture of inclusiveness, but it was hard to accommodate them in its activities, because of the lack of knowledge on how to deal with such learners, such as during sporting activities (see section 5.5.4).

The school budgeted for learners with disabilities since the management accepted them in the school. Nevertheless, the expertise the school had is a limiting factor in handling these learners (see section 5.5.4). The fact that the school did not systematically screen and identify learners with disabilities posed a compromise in budgeting for them. The principal was only using his experience that he accumulated while still teaching at a special school since he lacked formal training in handling these learners (see section 5.5.4). The school building structures accommodated the learners with disabilities, because the principal acquired an understanding of such problems from his previous school.

d) Case of SR4

SR4 did not generally comply with the minimum standard of equitability for the realisation of the right to education for learners with disabilities as set out by the SAVE Framework (see section 5.5.5).

The requirements that the school did not comply with comprised not having a prospectus, which could address the accommodation of learners with disabilities (see section 5.5.5). The school did not budget for learners with disabilities, because the

principal lacked knowledge on how to handle learners with disabilities and thus their unique needs (see section 5.5.5). The school had no budget for learners with disabilities, because it did not screen and identify learners with disabilities. The teachers' lack of expertise on handling learners with disabilities resulted in negative attitudes towards these learners (see section 5.5.5). The general culture of the school did not accommodate learners with disabilities, because the general activities of the school did not cater for these learners. For example, the sporting activities did not accommodate the learners with disabilities, because the school did not have enough money and lacked knowledge on how learners with disabilities could be included in sporting activities.

e) Cross-case conclusions on minimum standard of equitability

The selected regular schools were generally not complying with the minimum standard of equitability for the realisation of the right to education by learners with disabilities as set out by the SAVE Framework. Nevertheless, SIM2 was generally adhering to this minimum standard of equitability (see section 5.5).

Three of the selected schools did not have a prospectus, because the MoET did not ensure that the schools have such a document. Only SR3 had a prospectus. Even though SR3 had a prospectus, it did not explicitly address how learners with disabilities were catered for and should be treated in the school (see section 5.5). Though SIM2 did not have a prospectus, it was able to maintain inclusion in an efficient manner, because the principal had knowledge of handling learners with disabilities (see section 5.5). Two of the regular schools had a challenge in budgeting for the learners with disabilities, because they did not follow any process in screening and identifying these learners (see section 5.5). SR3 allocated a budget for identified learners with disabilities. There was no process in place to be followed to screen and identify learners with disabilities. SIM2 provided for learners with disabilities in the budget, because the school screened and identified such learners at the beginning of the year, unlike in the regular schools (see section 5.5). The regular schools portrayed a negative attitude towards learners with disabilities in sporting activities, teaching methods and teaching materials because the principals of these schools lacked the expertise on how to accommodate learners with disabilities. SIM2 catered for learners with disabilities in all of these ways (see section 5.5).

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6.4.4 Conclusions on the barriers hampering managing schools inclusively

The conclusions on barriers hampering the selected schools in an inclusive way, are presented in this section.

- The school principals and teachers lacked relevant training in catering for learners with disabilities and teachers were unable to accommodate the learners in regular classes.

- The regular schools' infrastructures did not accommodate learners with disabilities, because there were no ramps at entrances to allow the use of wheelchairs.

- The teaching and learning materials produced by the NCC did not accommodate learners with disabilities, because the regular schools did not contact the NCC.

- The regular schools did not have instruments in place for screening and identifying learners with disabilities, because they had not formulated it and the MoET had not provided one.

- The MoET had not compelled schools to have a prospectus that could guide the implementation of inclusive education.

- The learners with disabilities were not provided with transport to school, because the schools did not contact the MoET regarding this matter.

- The MoET did not monitor the learning by learners with disabilities in the schools and how schools progressed with implementing inclusive education, yet the MoET collected information from the schools through the Education Management Information System Unit.

- The parents were financially unable to assist their children with learning assistive devices, such as glasses for the visually impaired, due to poverty.

- The teacher–learner ratio of 1:40 was too high for effective teaching and learning in a regular class that included learners with disabilities.

- The principals of regular schools were failing to consult with the MoET, NCC and special schools for assistance regarding learners with disabilities, making the school environment not welcoming for such learners.

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- Children with disabilities were not included in sporting activities, because the teachers lacked training on accommodating learners with disabilities.

- The regular schools did not use teaching and assessment methods that accommodated learners with disabilities, because they lacked the training for catering for such learners.

- The schools could not liaise with their Regional Assessment Centres at the Regional Education Office, because those were not established yet.

- The parents were generally not cooperating with the schools in assisting their children with disabilities in their schoolwork, because the parents lacked an understanding of the importance of education.

6.5 Recommendations

In this section, I present the recommendations based on the findings of the study under the minimum standards of the SAVE Framework in all the selected schools.

6.5.1 Compliance with minimum standard of suitability recommendations

In this section, I presented the recommendations based on the findings of the study on the minimum standard of suitability in all the selected schools.

a) Case of SR1

The following are recommendations based on the findings of SR1 to comply with the minimum standard of suitability.

- Teachers should attend regular workshops on how to employ positive discipline effectively.

- The school should urgently approach the MoET to assist in developing an instrument to screen and identify learners with disabilities in the school or get hold of one from an inclusive model school.

- The school should follow a process to conduct remedial teaching for learners with learning challenges.

- The teachers should vary their teaching methods in order to accommodate learners with disabilities.

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- The school administration should support the class teachers to accommodate learners with disabilities.

- The school should contact the inclusive education officer at the Regional Education Office, the NCC and neighbouring special schools for assistance with regard to accommodation of learners with disabilities. The officers of these institutions should meet to share ideas on how to assist the regular schools to implement inclusive education.

- The school should sensitise parents during parents' meetings on the importance of parents' visits to the school for better learning for their children.

- The school should invite parents from the area to bring their children with disabilities to the school. This requires the school to develop a prospectus that indicates how the school caters for learners with specific disabilities.

b) Case of SIM2

I made recommendations based on the findings of SIM2 to comply with the minimum standard of suitability as follows:

- Teachers should have regular workshops on how to employ positive discipline effectively.

- The teachers with expertise should continuously workshop other teachers on handling learners with disabilities.

- SIM2 should give permission to regular schools that wish to use and adapt its screening and identification instrument.

- The school, with the assistance of the MoET, should ensure that there is a school prospectus formulated to guide the school culture.

c) Case of SR3

The following are recommendations based on the findings in SR3 to comply with the minimum standard of suitability:

- The school should workshop teachers on how to employ positive discipline effectively.

- The school should create time to do remedial teaching for those learners who do not master what is taught in class.

- The teachers should vary their teaching methods in order to accommodate learners with disabilities.

- The school should amend its prospectus with the assistance of the MoET to include learners with disabilities.

- The school should consult with the inclusive education officer at the Regional Education Offices, the NCC and special schools on how to cater for learners with disabilities. These institutions should meet to map a way forward on how each institution should assist the regular schools to cater for learners with disabilities.

- The school should sensitise parents during parents' meetings on the importance of parents' involvement in the education of their children to improve the learning by learners.

d) Case of SR4

The following are recommendations based on the findings of SR4 to comply with the minimum standard of suitability:

- The school should workshop teachers on how to employ positive discipline effectively.

- The school should create a structured environment for conducting remedial teaching for learners with learning challenges.

- The teachers should accommodate learners with disabilities in their teaching methods.

- The school should consult with the inclusive education officer at the Regional Education Office, the NCC and neighbouring special schools for assistance on how to cater for learners with disabilities.

- During parents' meetings, the school should encourage parental involvement in their children's education to improve the learning by their children.

- The school should invite parents of the area to bring their children with disabilities to the school, but ensure to improve the learning conditions.

e) Cross-case recommendations on compliance with minimum standard of suitability

The following are cross-case recommendations for the schools to comply with minimum standard of suitability:

- Schools should continuously workshop teachers on how to employ positive discipline effectively.

- The schools should approach the NCC to adjust teaching materials to accommodate the learners with disabilities in the schools. These institutions should meet to deliberate on what kind of assistance each of the institutions should offer to regular schools to cater for learners with disabilities.

- The class teachers should use teaching methods that will include learners with disabilities in the regular schools.

- During parents' meetings, all the schools should work hard towards improving parents' involvement in the education of their children.

- The schools should approach the MoET for the supply of appropriate teaching materials and adjust it for learners with disabilities.

- Principals of regular schools should give support to class teachers in order to cater for learners with disabilities.

- It was evident from the findings that the MoET should consider reducing the official teacher–learner ratio in SR1, SR3 and SR4 from 1:40 to 1:30 to enable the teachers to give the required attention to the learners with special education needs. The teacher-learner of 1:30 proved to be effective in SIM2.

6.5.2 Compliance with minimum standard of availability recommendations

In this section, I presented the recommendations based on the findings of the study under the minimum standard of availability.

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a) Case of SR1

In order for SR1 to comply with the minimum standard of availability, I recommended the following:

- The school should organise workshops for all teachers to keep them abreast with current issues regarding learners with disabilities in a regular class.

- The school must be strategic in requesting teachers from the MoET in order to have teachers trained in the different types of disabilities.

- The school should submit a list of all learners with disabilities to the Regional Education Office for requesting the required support.

- The school should consult the NCC for assistance with the adjustment of teaching materials.

- The school should identify specific materials for learners with disabilities present in the school and request assistance from both the MoET and the NCC.

- The school should construct ramps at the entrances to all the building structures and adjust toilets to accommodate learners with disabilities.

- The school should approach the nearest special school to use it as a resource centre.

- The school should request transport to school for learners with disabilities.

b) Case of SIM2

The following are recommendations I made for SIM2 to fully comply with the minimum standard of availability:

- The school should request teachers strategically from the MoET instead of receiving multiple teachers trained to deal with the same disabilities.

- The school must continuously hold workshops for all teachers to keep them abreast with current issues regarding learners with disabilities in an inclusive class.

- The school should be willing to assist regular schools that come for help regarding the handling of learners with disabilities.

- The school should request transport to school for learners with disabilities.

c) Case of SR3

The following shows my recommendations for SR3 to comply with the minimum standard of availability:

- The school should request teachers strategically from the MoET instead of accepting different teachers trained in the same field of disabilities.

- The school should workshop all teachers to keep them abreast with current challenges regarding learners with disabilities in a regular class.

- The school should submit a list of all learners with disabilities to the Regional Education Office in order to request the required support.

- The school should consult the NCC for adjustment of teaching materials.

- The school should identify materials in accordance with the learners with disabilities in the school and request assistance from both the MoET and the NCC.

- The school should request transport to school for learners with disabilities.

d) Case of SR4

I recommended the following for SR4 to be compliant with the minimum standard of availability:

- The school should request teachers strategically from the MoET, instead of accepting multiple teachers trained in the same types of disabilities.

- The school should urgently workshop all teachers on handling learners with disabilities in an inclusive class.

- The school should submit a list of all learners with disabilities to the Regional Education Office to request the required support.

- The school should contact the NCC for adjustment of teaching materials to accommodate learners with disabilities.

- The school should request specific teaching and learning materials for learners with disabilities from both the MoET and the NCC.

- The school should construct ramps at the entrances of all the building structures and adjust toilets to accommodate learners with disabilities.

- The school should adjust its grounds in order to make it possible for learners with disabilities to move around freely.

- SR4 should request transport to school for learners with disabilities from the MoET.

    e) Cross-case recommendations on compliance with minimum standards of availability

The following are my cross-case recommendations for the schools to comply with the minimum standard of availability:

- Regular schools should conduct workshops for teachers on how to handle learners with disabilities efficiently.

- The schools must request teachers strategically from the MoET.

- The Education Management Information Systems Unit should ensure that they keep up-to-date information from schools on learners with disabilities in order to make a follow-up of their learning progress.

- The MoET should seriously use the information gathered by the Education Management Information Systems Unit from the schools to improve the education of the learners.

- The regular schools should consult the NCC for adjustment of teaching materials to accommodate learners with disabilities.

- The regular schools should identify materials in accordance with the learners with disabilities in the school and request assistance from both the MoET and the NCC.

- SR1 and SR4 should construct ramps at the entrances to all the buildings and adjust toilets to accommodate learners with disabilities.

- All the selected schools should follow up the information collected by the Education Management Information Systems Unit to use the special schools as resource centres for learners with disabilities.

- The MoET should not only encourage the schools to use the special schools as resource centres, but also find a way to bring each special school and the regular schools which it must serve, into contact with each other.

- Teacher training institutions should conduct research to identify the needs of schools so that the institutions can improve their course content regarding teaching learners with disabilities in an inclusive class, especially the diploma course.

- The schools should follow up information collected by the Education Management Information System Unit by submitting progress reports to the MoET of all learners with disabilities in order to request needed assistance.

6.5.3 Compliance with minimum standard of equitability recommendations

In this section, I make recommendations based on the findings of the study under the requirements of minimum standard of equitability.

a) Case of SR1

The following are recommendations for SR1 to comply with minimum standard of equitability:

- The school should draft its prospectus that accommodates learners with disabilities to eliminate negative attitudes towards disabilities.

- The school should allocate budget that accommodates learners with disabilities after identifying such learners.

- The school should admit learners with all types of disabilities so that these learners attend schools in their communities.

- The principal of the school should visit SIM2 to observe their infrastructure and then improve its own infrastructure to suit learners with disabilities.

- The school should provide the opportunities to learners with disabilities to voice their opinions on what suits them.

- The school principal should create an inclusive culture regarding all activities to accommodate the learners with disabilities.

b) Case of SIM2

The following are recommendations for SIM2 to be fully compliant with the minimum standard of equitability:

- The school should allow the regular schools to consult with it in handling learners with disabilities.

- The school should allow learners with disabilities to voice their opinions.

- The school should draft its prospectus with the help of the MoET.

c) Case of SR3

The recommendations on the minimum standard of equitability in SR4 are as follows:

- The school should include clauses that include learners with disabilities in its prospectus.

- The school should consult with the officer responsible for inclusive education at the Regional Education Office in order to admit learners with severe disabilities.

- The school should observe the infrastructure in SIM2 in order to further improve its infrastructure to accommodate learners with disabilities.

- The school should provide the opportunity to learners with disabilities to voice their opinions.

- The school principal should create an inclusive culture that will accommodate the learners with disabilities in all its activities.

d) Case of SR4

The following are recommendations on the minimum standard of equitability in SR4:

- The school, with the aid of the MoET, should quickly draw up its prospectus to include learners with disabilities.

- The school should consult with the officer responsible for inclusive education at the Regional Education Office in order to admit learners with disabilities.

- The school should visit SIM2 to observe an inclusive infrastructure in order to improve its infrastructure to accommodate the learners with disabilities.

- The school should provide a platform for learners with disabilities to voice their opinions.

- The school should work towards creating an inclusive culture that accommodates learners with disabilities in all activities.

  e) Cross-case recommendations on minimum standard of equitability

The following are cross-case recommendations on the minimum standard of equitability:

- SR1, SIM2 and SR4 should request the assistance of the MoET to draft prospectuses that embrace inclusion. SR3, with the aid of the MoET, should include learners with disabilities in its prospectus.

- The regular schools should consult with the officer responsible for inclusive education at the Regional Education Office in order to admit and cater for learners with severe disabilities.

- The regular schools should hold workshops with the principals and teachers on managing regular schools with learners with disabilities to create positive attitudes towards disabilities.

- The regular schools should keep a record of learners with disabilities in order to include them in their school budget.

- The schools should be able to provide the statistics of learners with disabilities to the Education Management Information System in the MoET so that the records are accurate.

- The regular schools should visit SIM2 to observe an inclusive infrastructure, in order to improve their infrastructure to accommodate learners with disabilities.

- All the selected schools should provide platforms for learners with disabilities to voice their opinions.

- The regular schools should create an inclusive culture that embraces learners with disabilities in all its activities.

- The regular schools and the MoET should keep sensitising parents and learners regarding the right to education of the learners with disabilities and assist the parents to send these children to school.

6.6 Framework for managing regular schools inclusively

Next, I addressed my original contribution, namely the development of a minimum standards management framework for the management of the participating primary schools to guide them to manage their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities. My original contribution addresses the research question: Which minimum standards management framework could assist the management of the selected primary schools in managing their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities?

I first show a figure that indicates the different stakeholders in the framework with whom the school principals should work in transforming the primary schools into inclusive schools that can accommodate learners with disabilities. I further display the minimum standards management framework in a table form, which indicates how each stakeholder should cooperate with the school principal to ensure that education for learners with disabilities at the selected primary schools adheres to the minimum standards for the realisation of the right to education of learners with disabilities, as set out in the SAVE Framework.

Figure 6.1 shows the stakeholders that should work with the school principal in the minimum standards framework for managing the selected schools in order to analyse the compliance of the school with the minimum standards set out in the SAVE Framework to promote the realisation of the right to education of learners with disabilities.
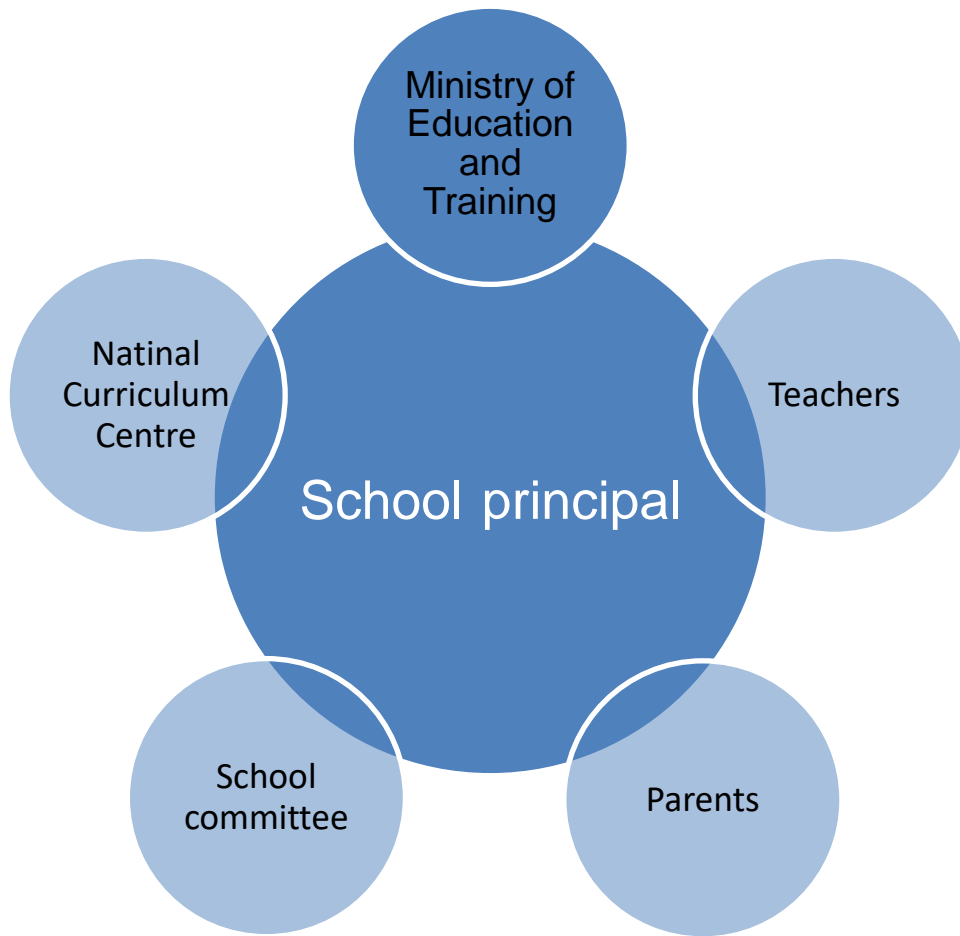
Figure 6.1: Stakeholders to cooperate in managing regular schools inclusively

Source: Compiled by researcher

Table 6.3: The minimum standards management framework

How should school principal cooperate with the MoET?	What are the principal's duties?
- School management under the leadership of the principal should cooperate with the MoET by duly completing and submitting EMIS. - Request funding to construct ramps leading towards all school building structures. - Submit learning progress reports for learners with disabilities to the Regional Education Office. - Request transport from their Regional Education Offices for learners with disabilities. - Request the MoET to assist them to liaise with special schools and inclusive model schools in order to use such schools as resource centres. - Request funding for materials for identified learners with disabilities from their Regional Education Offices. - Request workshop facilitators for principals and teachers regarding positive discipline and handling learners with disabilities from the MoET. - Request teachers with expertise in disabilities strategically to enhance the management of learners with disabilities.	- Develop a school prospectus accommodating learners with disabilities by requesting assistance from the MoET. - Seek permission from SIM2 to use its instrument to screen and identify learners with disabilities as a matter of urgency. - Construct ramps leading towards all school buildings or structures. - Accommodate learners with disabilities in the budget of the school. - Ensure the presence of an instrument to screen and identify learners with disabilities (May request the SIM2 instrument). - Monitor the learning progress of all learners with disabilities in the school. - Follow up on whether a Regional Assessment Centre was established and liaise with the centre if already established. - Consult Regional Education Office, the NCC and special schools for assistance in handling learners with disabilities.

• Invite experts from the MoET to assess whether the school is managing learners with disabilities appropriately. • Request assistive devices from the MoET for learners according to the types of disabilities at individual schools. • Request more teachers so that they could lower the teacher–learner ratio from 1:40 to 1:30.	• Develop measures to have learners with disabilities to participate in sporting activities meaningfully by consulting with SIM2. • Accommodate learners with disabilities in all activities.
How should schools work with the NCC and special schools?	**How should principal work with class teachers?**
The principal should: • Liaise with the NCC to adjust teaching and learning materials to cater for learners with disabilities. • Request assistance for software for learners with disabilities if such software is not available in the school. • Liaise with the NCC to introduce compulsory in-service workshops on Eswatini Sign Language for all their teachers.	Principal should: • Request at the beginning of the year a list of learners with disabilities identified using the screening and identification instrument of the school from class teachers. • Ensure that teachers employ teaching and assessment methods that accommodate learners with disabilities. • Encourage teachers to seek assistance from a specialised teacher within the school when faced with challenges in handling learners with disabilities. • Organise workshops for teachers on handling learners with disabilities in regular classes. • Assist teachers to liaise with parents regarding the learning by the learners with disabilities. • Develop remedial teaching measures for teachers to enhance the learning of learners with disabilities.

	• Request teachers to submit monthly learning progress reports on learners with disabilities.
How should the principal cooperate with the school committee?	**How should the principal work with parents?**
The principal should: • Engage the school committee to understand the importance of admitting learners with disabilities. • Solicit support from the school committee to build ramps at all the entrances to buildings at the school. • Present a plan to refurbish school grounds and building structures, following a universal design where possible. • Together with the school committee seek for support from business people to purchase devices for learners with disabilities.	The principal should: • Invite parents within the feeder zone of the school to bring learners with disabilities and admit them to the school. • Request parents to assist with transport for their children with disabilities, where possible. • Encourage parents to accept it if the learners have some form of disability and provide the needed support. • Request parents to assist their children with a disability with schoolwork. • Encourage parents to buy assistive devices for their children with disabilities, where possible.

Table 6.3 shows the minimum standards management framework developed to assist the managements of the selected primary schools in managing their schools towards compliance with the minimum standards of the SAVE Framework for the realisation of the right to education of learners with disabilities. The framework shows how the principal should deal with the stakeholders of the school in managing regular schools inclusively to promote the realisation of the right to education of learners with disabilities in the Kingdom of Eswatini, as set out by the SAVE Framework.

6.7 Suggestions for further research

The following are research studies that are worth conducting

1. A quantitative study on principals' capability to handle learners with disabilities in regular schools, should be conducted. This study would assist in the development of the pre-service course for primary school teachers in the Kingdom of Eswatini.

2. A quantitative study is worth conducting that will focus on the extent to which materials produced by the NCC accommodate learners with disabilities in regular schools. This study should involve subject teachers of all the subjects taught at primary schools from all the regions of the Kingdom of Eswatini.

3. A qualitative study on school prospectuses in the Kingdom of Eswatini and the development of a generic prospectus that would promote inclusive schools and which public schools could use to develop their own prospectuses.

4. A qualitative study on the information EMIS should gather that would enable Regional Education Offices to develop customised plans to assist schools to work towards compliance with the minimum standards for the realisation of the right to education of learners with disabilities.

5. A qualitative study on the establishment, functions and effectiveness of the Regional Assessment Centres.

6.8 Chapter 6 conclusion

I discussed the findings of the study on how the schools comply with the minimum standards of the SAVE Framework. I drew conclusions from the findings as a way of responding to the main question and sub-questions of the study. I used the

recommendations from the findings of the study to respond to the study question by developing a minimum-standards framework for the selected schools to analyse the education of learners with disabilities at school level.

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APPENDICES

APPENDIX 1

Letter requesting permission Ministry of Education

<div align="right">
P. O. Box 6010
Manzini
Kingdom of Eswatini
</div>

Director of Education
Ministry of Education
P.O. Box 39
Mbabane

Dear Madam

Re**: Requesting to conduct a research study in four primary schools**

I, Elmon Jabulane Shongwe am doing research under supervision of Susanna A. Coetzee, a Professor in the Department of Education Leadership and Management towards a Doctor of Philosophy in Education specialising in Education Leadership and Management at the University of South Africa. I am requesting permission to work with one school from each of the Hhohho (St Mary's Primary School), Manzini (St Joseph Primary School), Lubombo (Gilgal Primary School) and Shiselweni (Nkwene Primary School) Regions in this study. The study is entitled "*Managing the realising of the right to education of children with disabilities in primary schools in the Kingdom of Eswatini: Evaluating compliance with minimum standards*".

The aim of the study is to analyse how the selected primary schools in the Kingdom of Eswatini comply with the minimum standards required to the fulfilment of the right to education of children with disabilities. The schools have been selected because they are situated in high populated places and have high enrolment. I would like to conduct a recorded interview with the school principals and two teachers of each school. The interview will take about 30 minutes. I will also observe infrastructure of the schools on issues related to the title of my thesis.

The benefits of this study include the development of the minimum-standards-model to promote the realisation of the right to education of learners with disabilities in the selected primary schools. The information can also be of use for law and policy-makers because they can draw from the findings of the study on how the teaching at the selected schools may be structured to realise the rights of learners with disabilities to education.

The study will have no risks because I will protect the participants' identities and responses will be kept confidential. The names and contact details will be kept in a separate file from any data that they will supply. In any publication emerging from this

research, the participants will be referred to by pseudonyms. I will remove any references to personal information that might allow someone to identify the participants. The findings will be presented in published thesis. There will be no reimbursement or any incentives for participation in the research. After the study has been completed, I will give the participants a soft copy of the study.

Thank you in advance for your favourable response.

Yours sincerely

_____

Elmon Jabulane Shongwe

Researcher

Tel: 268 76134921

APPENDIX 2

Director of education's permission to conduct research at the schools

The Government of the Kingdom of Eswatini

Ministry of Education & Training

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

P. O. Box 39
Mbabane, ESWATINI

19th July, 2019

Attention:
Head Teacher:

THROUGH
Hhohho, Lubombo, Shiselweni and Manzini Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF SOUTH AFRICA (UNISA) STUDENT – MR. ELMON JABULANE SHONGWE

1. The Ministry of Education and Training has received a request from Mr. Elmon Jabulane Shongwe, a student at the University of South Africa (UNISA) that in order for him to fulfill his academic requirements at the University he has to collect data (conduct research) and his study or research topic is: *"Managing the Realising of the Right to Education of Children with Disabilities in Primary Schools in the Kingdom of Eswatini: Evaluating Compliance with Minimum Standards"*. The population for his study comprises of headteachers and two teachers from each of the above mentioned schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Mr. Shongwe 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.

2. The Ministry of Education and Training requests your office to assist Mr. Shongwe by allowing him to use above mentioned school in the Hhohho, Lubombo, Shiselweni, Manzini regions and the National Curriculum Centre as his research site as well as facilitate him by giving him all the support he needs in his data collection process. Data collecting period is one month.

DR. N.L. DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Hhohho, Lubombo, Shiselweni and Manzini
        Chief Inspector – Primary
        4 Head of the above mentioned Institutions
        Prof. S.A. Coetzee – Research Supervisor

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APPENDIX 3

Letter to principal to seek permission to conduct research at the school

<div align="right">

PO Box 6010

Manzini

Kingdom of Eswatini

</div>

Dear Principal

My name is Elmon J. Shongwe. I am presently studying towards a Doctor of Education (DEd) degree in Education Management at the University of South Africa. My study focuses on "*Realising the right to education of learners with disabilities in selected primary schools in Kingdom of Eswatini*".

I am requesting for permission to conduct research on the topic of my thesis shown in the above paragraph in your school. I selected your school to partake in this study since it is situated in a highly populated place and has high enrolment. By participating in this research, you, the management, will be in a position not only to identify best practices but also those minimum standards with which the school does not comply. I would like to conduct a recorded interview with you as the principal and four teachers of your school. The interview will take 45 minutes. I also request permission to have unobtrusive observations of the infrastructure of your school. The observation will include school infrastructure and the children as they move around the school.

I undertake not to divulge the information from these documents to anyone outside your school, or anybody in the school who may not be entitled to insight therein.

I intend to protect the anonymity and the confidentiality of your school as well as that of all participants. Although the participation of your school in this research project is very important to me, it is voluntary. Should your school wish to withdraw at any stage or withdraw any unprocessed data you have supplied during the course of the study, will be free to do so.

If you agree that your school may participate, please indicate that you have read and understood this information letter by signing the accompanying permission form and

return it to me. If you also agree that I make an interview with you as the principal of your school, please sign the consent form apart from the one you signed on behalf of the school.

Should you require any further information, do not hesitate to contact me.

Yours sincerely

_____

Elmon Jabulane Shongwe (Researcher)
Tel: 268 5055749

APPENDIX 4

Permission letter from school 1

█████████ PRIMARY SCHOOL.

P.O. Box █████

Manzini   Tel: ████████

18th November 2020

This letter serves to confirm that Elmon Shongwe has been granted permission to conduct a research study at the above mentioned school.
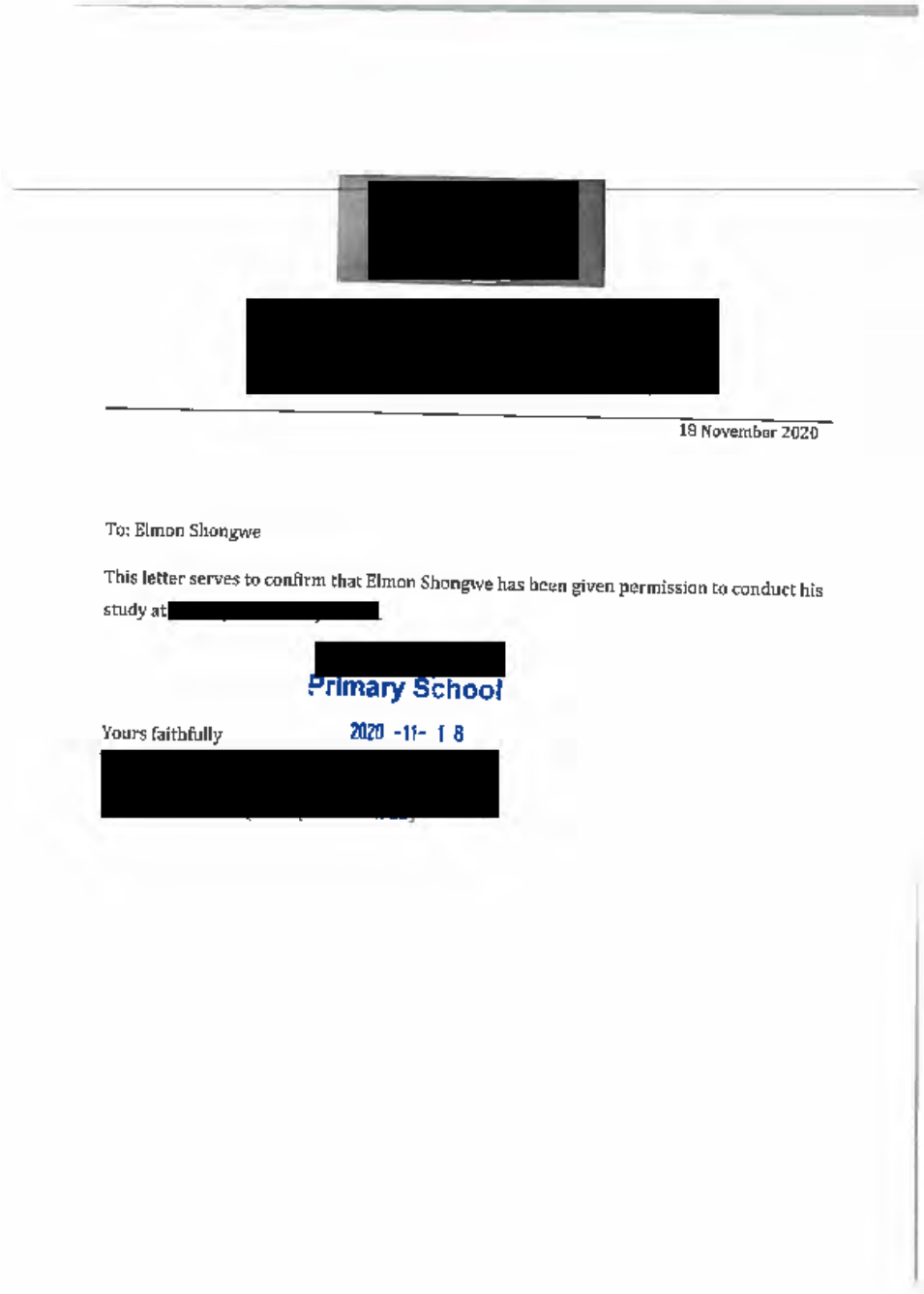
I thank you

Yours faithfully

Head Teacher – ████████

APPENDIX 5

Permission letter from school 2

18 November 2020

To: Elmon Shongwe

This letter serves to confirm that Elmon Shongwe has been given permission to conduct his study at
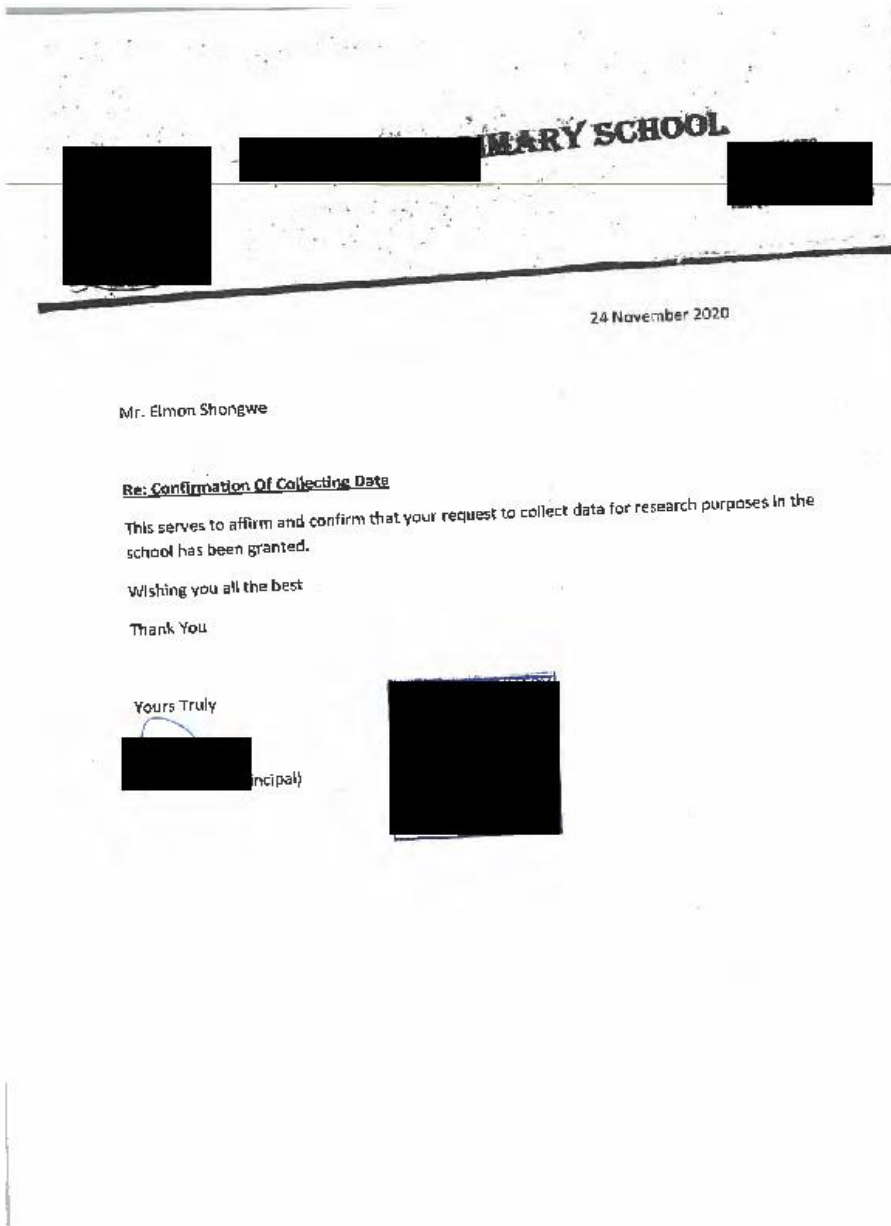
Primary School

Yours faithfully   2020 -11- 1 8

APPENDIX 6

Permission letter from school 3

MARY SCHOOL

24 November 2020

Mr. Elmon Shongwe

Re: Confirmation Of Collecting Data

This serves to affirm and confirm that your request to collect data for research purposes in the school has been granted.

Wishing you all the best

Thank You

Yours Truly

(Principal)

APPENDIX 7

Permission letter from school 4

SCHOOL

18 November 2020

WITH REFERENCE TO MR ELMON SHONGWE

This serves to confirm that Mr Elmon Shongwe was permitted to conduct his research at ███████ School.

Thank you,

Principal

SWAZILAND

APPENDIX 8

Information letter for participant parent of the child with disabilities

<div align="right">

PO Box 6010

Manzini

Kingdom of Eswatini

</div>

Dear Parent

My name is Elmon J. Shongwe. I am presently studying towards a Doctor of Education (DED) degree in Education Management at the University of South Africa. My study focuses on "*Realising the right to education of learners with disabilities in selected primary schools in Kingdom of Eswatini*".

Once you have read the letter, you can decide whether you want to participate or not. If you agree, I would request to have a recorded interview with you regarding your out of school child.

I will protect your identity and your and your child's responses will be kept confidential. Your and your child's name and contact details will be kept in a separate file from any data that you will supply. In any publication emerging from this research, you and your child will be referred to by pseudonyms (false names). I will remove any references to personal information that might allow someone to identify you or your child. The findings will be presented in published thesis.

Please know that your participation in this research project is voluntary. Should you or your child wish to withdraw at any stage or withdraw any unprocessed data you or your child have supplied, you will be free to do so.

If you would like to participate, please indicate that you have read and understood this information by signing the accompanying consent form as a parent and return it to me. Should you require any further information, do not hesitate to contact me.

Yours sincerely

_____

Elmon Jabulane Shongwe (Researcher)

Tel: 268 5055749

APPENDIX 9

Consent form for participants

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

_____

Participant Name & Surname

_____   _____

Participant Signature   Date

_____

Researcher's Name & Surname

_____   _____

Researcher's signature   Date

APPENDIX 10

Turnitin originality Report

Document Viewer

Turnitin Originality Report

Processed on: 22-Jan-2021 09:48 SAST
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Submitted: 1

Managing minimum standards for realising
the ... By Shongwe Ej

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APPENDIX 11 - Ethical clearance certificate

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/06/12

Dear Mr Shongwe

Decision: Ethics Approval from 2019/06/12 to 2024/06/12

Ref: **2019/06/12/33351813/19/MC**

Name: Mr EJ Shongwe

Student: 33351813

Researcher(s): Name: Mr EJ Shongwe
E-mail address: elmonshongwe@yahoo.com
Telephone: +26 87 613 4921

Supervisor(s): Name: Prof SA Coetzee
E-mail address: Coetzsa1@unisa.ac.za
Telephone: +27 12 361 0392

Title of research:
MANAGING MINIMUM STANDARDS FOR REALISING THE RIGHT TO EDUCATION OF CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS IN THE KINGDOM OF ESWATINI

Qualification: M. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/06/12 to 2024/06/12.

The **medium risk** application was reviewed by the Ethics Review Committee on 2019/06/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2024/06/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/06/12/33351813/19/MC** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

Appendix 12 – Editor's declaration

Jackie Viljoen
Language Editor and Translator
16 Bergzicht Gardens
Fijnbos Close
STRAND 7140

Accredited member of the South African Translators' Institute
No APSTrans No. 1000017
Member of the Professional Editors' Group (PEG) No. VIL003
Member of Safrea No. SAF03316

082 783 0263   086 585 3740
Postal address: 16 Bergzicht Gardens, Fijnbos Close, STRAND 7140 South Africa

DECLARATION

I hereby certify that the thesis by **SHONGWE ELMON JABULANE** was properly language edited but without viewing the final version.

The track changes function was used and the author was responsible for accepting the editor's changes and for finalising the reference list.

Title of thesis:

MANAGING MINIMUM STANDARDS FOR REALISING THE RIGHT TO EDUCATION OF CHILDREN WITH DISABILITIES IN PRIMARY SCHOOLS IN THE KINGDOM OF ESWATINI

The editor did not write or rewrite any part of the thesis on behalf of the client, including passages that may have been plagiarised. The academic content is the sole responsibility of the client as author of the work. The editor could not and did not test definitively for plagiarism, nor is there any explicit or implicit guarantee that the content that was edited contained no material used without consent. The editor accepts no responsibility for any failure on examination of the thesis by the university.

JACKIE VILJOEN
Strand
South Africa
21 January 2021

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