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PRIMARY SCHOOL TEACHERS’ PERCEPTIONS ABOUT THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN NAMIBIA:

A case of four schools in the Omusati region

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Quality education of which all the pupils have equal rights to participate in the classroom actively continued to have a longstanding concern and brought about profound educational reforms in Namibia. This case study of four schools assesses how primary school teachers’ views and understanding about the implementation of inclusive education in their classes. The study intended to understand the strategies that teachers use to implement inclusive education in their classrooms and to establish factors and strategies, which promote the effective implementation of inclusive education. Similarly, the study explores the nature of support received by the primary school teachers concerning the implementation of inclusive education. The study, on the other hand, ought to explore factors that hinder the effective implementation of inclusive education in the primary classrooms of the Omusati region. Constructivism theory was used for this study to address the interaction process among the participants and their pupils. Therefore, the researcher seek to understand the context of the study, which was the classroom, and gather information personally by visiting the schools. Qualitative data collection through observation of 12 classes and questionnaire answered by 20 participants, were used to obtain the results of the study. The results outlined that different teachers shown different views and understandings about the nature of inclusive education. Some teachers viewed it as a lifelong learning process, which is building to the experience, and teaching pedagogy skills of the teachers while others viewed it as a time-consuming process. On the other hand, teachers identified some teaching methods they use in their classrooms to implement inclusive education such as, differentiated teaching, co-planning, teaching through play, peer teaching, remedial teaching, co-operative teaching, using ICTs, group work, pair work as well as learner centered. Moreover, teachers revealed that they need more support and training concerning the implementation of inclusive education. Different factors hindering the successful implementation of inclusive education were also identified. These are; diversity among learners, preparedness of the teachers and the educational system.

Recommendations for improvements were involvement of primary school teachers in the planning and development of inclusive policies, providing primary schools with relevant resources that caters for children with diverse needs and involving other stakeholders such as parents in the implementation of inclusive education process. Furthermore, development of the implementation guiding documents that primary teachers will use to implement inclusive education in their classrooms needs to be put in considerations too. Creating more opportunities for in-service training of primary school teachers on inclusive education and providing each school with a special education specialist who will be assisting other teachers on how to deal with special educational need students, built more schools, and the policy of teacher-learner ration need to be reviewed. Although the Namibian school curriculum wants the issue of inclusivity to be addressed in all subject, teachers still find it difficult to implement it fully in their classrooms.

Keywords: Assessment, Inclusive Education, Special educational needs, Implementation
Appendices

References

Chapter 7: Conclusions and Recommendations

Chapter 6. Findings and Discussions

Appendix 1: Letter from the University of Eastern Finland
Appendix 2: Letter to the Omusati Regional Director of Education ........................................79
Appendix 3: A Letter to the Teachers..........................................................................................80
Appendix 4: A Consent Letter for Teachers................................................................................81
Appendix 5: Approval Letter from the Omusati Regional Director of Education ..................82
Appendix 6: Open-ended questionnaire ....................................................................................83
Appendix 7: Observation protocol ..............................................................................................87
List of figures

Figure 1 Aspects to put into consideration in promoting and valuing diversity adopted from http://rideproject.eu/media/TDA-2.4-Equality-diversity-inclusion-in-work-with-children-young-people.pdf.................................................................15
Figure 2 The 5 E’s that teachers can use in the constructivism inclusive classroom, Tam (2000) ......18
Figure 3 the structure of Education System in Namibia: retrieved from https://www.bing.com/images/search?view=detailV2&ccid=QbojaYoJ&id=2EDBAE6E47B7EB7ED1ACEBA2EA44A0C68F2C4E&thid=OIP.QbojaYoJyyycJhzVK64BdYwHaEy&mediaurl=http%3A%2F%2Fwww.ibe.unesco.org%2Ffileadm.................................................................21
Figure 4 The Inclusive Education challenges adopted from Lewis and Little (2007, p.10) .............30
Figure 5 Summary of Research methodological solutions ............................................................33
Figure 6 Data Analysis in Qualitative Research retrieved from Creswell, (2014, p.197.).............40
Figure 7 Summary of teachers’ views and understandings on inclusive education........................45
Figure 8 Summary of teacher support and training........................................................................54
Figure 9 Factors hindering effective implementation of inclusive education...............................58

List of tables

Table 1 Strategies to successful implementation of Constructivism theory in an inclusive classroom.
..................................................................................................................................................19
Table 2 Summary of observation..................................................................................................36
Table 3 Presentation of figures to be used in reporting the findings..............................................42
Table 4 Teaching methods used in the Omusati inclusive primary classrooms..............................49
List of Abbreviations

ADD  Attention Deficit Disorder  
EFA  Education for All  
ICTs Information and Communications Technologies  
MoE  Ministry of Education  
NIED National Institute for Educational Development  
SEN Special Educational Needs  
UN United Nation  
UNESCO United Nations Educational, Science and Culture Organizations
Chapter 1: Introduction

Inclusive education has emerged globally as one of the most dominant issues in the education of children with disabilities and special educational needs (Farrell, 2003). Given, the current high-profile debate concerning including pupils with special educational needs into the society without discrimination caused the United Nation Commission to discuss discrimination internationally on the Rights of Children (UNCRC, 1989). Conversely, Article 26 of the Universal Declaration of Human Rights (1948) stresses the rights to education for everyone and further states that quality education shall be equally accessible to everyone. It can be seen from the above analysis that, inclusive education is the medium for attaining accessible, equitable and sound education for all through efficiency, democracy and substantial advocacy for lifelong learning. Following these assumptions, Mitchell (2005) believed that all students belong and can learn in regular classrooms and it make philosophers believe that inclusive education is one of the most dominant and controversial issues confronting educational policy makers and other professionals around the world.

Therefore, UNESCO, (2009) defined inclusive education as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation, cultures and communities, and reducing and rejecting exclusion within and from the education system. Which means that we are not only referring to physically or mentally challenged students, but also all the learners with special educational needs which can hinder their performance in school. Lipsky and Garner (1996) defined inclusive education as a process of giving full membership to pupils with disabilities in age-appropriateness classrooms in their neighborhood schools, with the appropriate learning aids and support services. Inclusive education is seen as an overall aspect that guides all the educational policies and practices. Hence education is viewed to be the basic human right and foundation for the society. So inclusive education should be seen as part of a wider strategy to promote an inclusive society.

The Salamanca statement (1994) stressed that all the children have ultimate rights to education and need to be offered the opportunity to attain and maintain a satisfactory level of learning. Every child has unique characteristics, interests, abilities and learning needs. Therefore, the education system needs to be designed, and educational programmes shall be implemented in such a way that it considers the vast diversity of these characteristics and needs. Moreover, those pupils with special educational needs may have access to regular schools, which should
accommodate them within a child-centred pedagogy capable of meeting these needs (Ministry of Education, Arts and Culture, 2016).

It, therefore, came to the researcher’s understanding that quality education of which all the pupils have equal rights to participate in the classroom actively continued to have a long-standing concern and brought about thoughtful educational reforms in both developed and developing countries. Dittrich & Tutt, (2008) stated that specific laws in most countries had been implemented about children’s rights to attend schools. These laws emphasised mostly on the abolishment of exclusion of learners with special educational needs from the mainstream classrooms, segregation, insufficient responsibilities of governments and educational providers, corruption and weak educational policies.

Mitchell (2005) further viewed inclusive education as a mean for creating a single system of education which serve all the children. In addition, it is believed to be a site of incompatible paradigms of children with special needs, centering on the psycho-medical model and political model. Moreover, Inclusion is viewed to go beyond education and should involve other aspects of life such as employment, health and peoples living conditions. Inclusion is defined as a process of integrating learners with special educational needs into the least restrictive environments as required by the United Nations declarations that give all children the right to receive an appropriate education (Chimhenga, 2014). Moreover, Antia, Stinson, and Gaustad (2002), postulate that inclusion denoted that students with disabilities have full membership of a regular classroom in a regular school and community. In concurrence with UNESCO (2009), inclusion can be promoted using stimulating discussion, encouraging positive attitudes as well as improving the educational and social frameworks to accommodate new demands and educational reforms within the education system.

Over some decades, the term inclusive education has come to mean including children with disabilities in regular classrooms for the children without disabilities. However, inclusive means much more than that. Inclusive education means including all the children who are left out and excluded from school such as children who belong to a different religion, children who speak other languages, which are not being used in the classroom or at the whole school (Messiou, 2017). Furthermore, it includes children who might be at risk of dropping out of school due to several reasons such as hunger, poor performance or sickness. Farrell (2004) defined special educational needs as the type of learning difficulties that calls for special educational provision to be made upon the child who is experiencing them. This process
involves the individual planning and systematic monitoring of teaching procedures adapted equipment and materials, accessible settings and other interventions designed with the purpose of assisting learners with learning disabilities achieve a higher level of self-sufficiency and success in schools and community. The Education Act of 1996 stated that a child has a learning difficulty if:

- He has significantly greater difficulty in learning than the majority of children of his age;

- He has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority; or

- He is under the age of five and is or would be if the special educational provision were not made for him, likely to fall within paragraph (a) and (b) when of, or over that age.

Moreover, UNESCO, (2009) sees inclusive education as a concept that has to do with acceptance of learners who are pregnant in our regular classrooms since they form part of our school. Children who are suffering from different diseases, overaged learners and learners who act as the head of their families (taking care of younger siblings) because the parents passed away or move to the city in search of job opportunities, also form part of inclusive education. Not only that, but inclusivity also has to do with seeking support from different institutions such as health services, community leaders, school authorities, parents within the community as well as other educational institutions on how to work on an inclusive environment and how to support pupils with special educational needs. Wikan (2008) in the report done in Namibia stresses that in modern argumentations, education for all is seen as a part of universal human rights as validated in the UN Declaration of Human Rights. Therefore, it is seen as a means for the individual to reach other goals in primary education regardless of their disability, gender, and environment.

During colonial errors in Namibia, learners with disabilities did not have access to education at all (Mansah in Osman, 2005). So, for the country to get rid of the practice of not educating learners with disabilities in regular schools, the education system was therefore reformed, and policies on inclusive education were introduced of which the policy called Toward Education for All (EFA) was introduced in December 1992 and the Sector Policy of Inclusive Education in 2014. This policy was developed in line with other international policies on inclusive
education such as The Salamanca statement, the UNESCO, The International Conventional to Humans’ Rights and many more.

1.1. The context of the study

This study was undertaken in the Namibian context, to explore the perceptions of primary school teachers on the implementation of inclusive education in the primary classes, focusing on how inclusive education is being implemented in primary classrooms in the Omusati Region, northern part of Namibia. Implementation is described as a process whereby planned activities are carried out (Fullan, 1997). Implementation was similarly defined by Carl (2002), as is the application of both the subject syllabi and the curriculum. Curricula normally change to meet and adapt to new educational methods (innovations). Keeping up with Fullan (2007), implementation means anything about curriculum change, be it policy, pedagogy, skills and knowledge, requires the participation of teachers as front-line implementers. Null (2011) believes that the successful implementation of the curriculum depends on the meaning and attitudes that teachers give towards the curriculum or the policies being implemented thereof. For this study, implementation is described as the process that teachers use to put the inclusive education policy into practice to reach the goals of the education for all in their classrooms.

The reason for choosing the Namibian context for this study is because the country is need of more information about this topic. Furthermore, few researches were conducted at primary level, most of them are based on upper secondary, senior secondary and high institutions. Moreover, the researcher wants to see if primary teachers are exercising what is stipulated in the inclusive education policies and other related documents. Furthermore, the researcher want to see whether there are shortcomings preventing teachers from implementing inclusive education successfully so that possible recommendations that might be useful for the sake of the Namibian children’s education will be obtained. The primary focus of this study is on primary school teachers’ perceptions, since the primary phase is the stage were learning and implementation of inclusive education begin. Consequently, it came to the researcher’s understanding that different researchers in Namibia have researched on inclusive education, but their focus was mostly based on different aspects and different contexts as well. Therefore, this made the researcher to research on this topic since it was not well tackled by other researchers.
1.2. The significance of the study

Inclusive education is being practised in the Namibian school, but it is not being practised fully. Therefore, the findings of this study might have an adverse benefit to the society considering that inclusive education is becoming a challenging issue to both people living with pupils with Special Educational Needs (SEN) as well as the schools and community at large. Moreover, the experiences from different teachers have indicated that there is a need for more life-changing teaching approaches to mainstream classes when employing and integrating inclusivity. In such a way, results from this study hope to be useful to the teachers’ training universities by suggesting some strategies on how they should train students and prepare them to work in an inclusive environment. The study, on the other hand, aims to benefit the curriculum developers by guiding them on what to be emphasised by teachers to implement inclusive education effectively. While on the other hand, the study will as well guide policymakers on what to do next if amendments need to be done on both the policies and instructional pedagogy of teaching and learning.

Other beneficiaries of this study are educators in Omusati region schools as well as all the teachers countrywide because it aims at creating awareness on issues related to inclusive education as well as different strategies on how to implement inclusive education successfully. The study will also be beneficial to the Regional Department of Inclusive Education, as it will create an awareness on how to render support to the teachers to achieve proper implementation of inclusive education. On the other side, this study will help the researcher to uncover critical issues related to the implementation of inclusive education of which other researchers were unable to research on. Finally, the research will make a significant contribution to the research knowledge in the field of inclusive education. The study is critical because it explore the views and understandings of primary school teachers about the implementation of inclusive education classroom as well as to find out if there are specific factors that are hindering the effective implementation of inclusive education in schools. Hence, new strategies for implementing inclusive education in the primary classrooms may be discovered by this study.

1.3. Statement of the problem

Inclusive education turns to be prominent and hotly contested theme in international education agenda (Van der Bij, Geijsel, Garst & Ten Dam, 2016). Thus, the researcher believes that inclusive education is not only a challenge in Namibia but most countries in the world too.
Several studies (Diego, 2015; Wikan, 2008; Peters, 2003) indicated that some teachers do encounter challenges that hinder them to implement inclusive education in their classes efficiently. While some viewed it as a most significant challenge that needs to be addressed.

One of many challenges facing the Namibian education system is the issue of realising the rights to primary education for all the learners regardless of their barriers to learning. There is also a problem in the system on how to accommodate pupils of different learning abilities in the mainstream classrooms. Another problem identified is the capacity of professionals. There is a need for teachers, principals, Ministry of Education officials and teacher trainers to be trained on how to implement inclusive education effectively. One issue that can also be considered a gap is the refocus of the integrated teachers’ training to improve effective practice of inclusive education.

Article 20 of the Namibian constitution has stipulated that “all persons have the right to education and primary education shall be compulsory, and all state shall provide reasonable facilities to render effective this right for every residence within Namibia, by establishing and maintaining state schools at which primary education will be provided free of charge”. Despite this statement, lack of studying and learning materials, as well as community involvement in the education of the learners, are some of the factors causing these problems in the education system. The problem has negatively obstructed learners with mild to severe learning difficulties and learning disabilities to receive education to its full potential. At least 3/5 of the pupils with these difficulties staying in the mainstream classrooms lack sufficient support from their educators. This is because most of the schools in the country does not have appropriate materials that they can use to facilitate these learners. Almost 90% of the government schools were not built to accommodate pupils for instance who are in wheelchairs, but most private schools and special schools had been designed to accommodate all the learners. Perhaps a qualitative case study that explore teachers’ perceptions on the implementation of inclusive education in primary classrooms could remedy the situation by providing useful strategies on how to handle the whole issues of inclusive education.
1.4. Aims of the study

The Salamanca statement (1994) proclaims that educational system should be designed and educational programmes should be implemented to take into account the wide diversity of the diverse characteristics and needs. This study thus aims to find out whether teachers who participated in the study know about inclusive education, as well as to find out if teachers consider themselves well trained to deal with special educational need learners in their classes. On the other hand, the study seeks to understand strategies that teachers use to implement inclusive education in their classrooms. The study also aims at exploring the nature of support teachers receive regarding the implementation of inclusive education. The study also aims to know if there are factors within the schools or classes that hinder teachers from implementing inclusive education effectively as per inclusive education policy.
Chapter 2: Inclusive Education

2.1. International and National Legal Framework on inclusive education

The differentiation of inclusive education draws hot-contested themes in the international education agenda. The main idea behind this is the rapid exclusion and discriminatory acts toward learners and people living with disabilities from society and sometimes within the educational settings (Liasidou, 2016). It is against such practices that the Convention on the Rights of Persons with Disabilities (CRPD) explicitly makes it obligatory to children with disabilities not be excluded from the general education system because disability does not imply inabilities. Article 24 of the Convention on the Rights of the Persons with Disabilities (CRPD), as well as Article 28 of the Convention on the Rights of a Child (CRC), advocate the right to education based on equality of opportunity for all children regardless of their abilities or disabilities. The International Conference on Education (2008) during the 48th session vehemently set out a comprehensive call that inclusive education needs to be interpreted as an ongoing process. A process that strives toward the elimination of all forms of discrimination and offers quality education for all, (United Nations Educational, Scientific and the Cultural Organization, International Bureau of Education (UNESCO, 2009).

In Europe, the European Agency for Special Needs and Inclusive Education (2015) outlines the ultimate vision around inclusivity in education as they aim to ensure that all learners regardless of their age, race or social standards are provided with meaningful, equitable and high-quality educational opportunities in their community without any form of discrimination. The European Agency for Special Needs and Inclusive Education’s vision seems to be a direct implementation of the Universal Declaration of Human Rights (UDHR) of 1948, which advocates for the introduction of paradigm shift towards individual rights to education (United Nations [UN], 1948). Hence, Article 26 of the Universal Declaration stresses the rights to education for everyone and further states that quality education shall be equally accessible to all. The United Nation Sustainable Development Goal 4 that aims to ensure inclusive, equitable, quality education and promotes lifelong learning opportunities for all shares similar vision and aspiration. In essence, access to education does not always entail equity and quality education. Hence, the first target of the United Nations Sustainable Development Goal 4 is to challenge the status quo in such a way that effective learning outcomes and commitment to non-discriminatory education are not compromised (Resolution, 2015). Agenda 2063 of the African
Union, (2015), aspires that by 2063 Africa shall be a prosperous continent graced with “well educated and skilled citizens, underpinned by science, technology and innovation for a knowledge society is the norm and no child misses school due to poverty or any form of discrimination (African Union Commission”, 2015, p2).

Since the Universal Declaration of Human Rights (UDHR) of 1948, inclusive and special education in the global arena has been receiving a positive and progressive attention. Several countries are at the forefront of crafting and implementing feasible policies in respect of ensuring inclusive, equity and quality education for all while respecting diversity in learning. In this respect, Namibia is a devoted member of the United Nations and pledges to uphold and adhere the international laws and regulations. Thus, Article 144 of the Namibian Constitution states that unless otherwise provided for by this Constitution or Act of Parliament, the general rules of public international law and international agreements binding upon Namibia under this Constitution shall form part of the laws of the country (Ministry of Justice, 1990).

Therefore, the commitments that have been signed by the Namibian government on various international platforms and in different issues of life including the right to education for all, are binding in Namibia. It is against this background that, Article 20 (1) of the Namibian Constitution makes it a prerogative that “All persons shall have the right to education” (Ministry of Justice, 1990). This seems to be a response to the Non-discriminatory act in education or the right for all to education as per the mandate of the international community. As an act of consolidating Article 20(1) and Article 144 of the Namibian Constitution, various policies, programs, and directives are drafted and readily available for implementation. For instance, the National curriculum for Basic Education, (2010) makes a passionate provision for inclusive and special education. Article 53 of Part IX in the Education Acts (16/2001) of Namibia advocates for compulsory free education to all Namibian children from six to 16 years. Hence, right after independence, The Ministry of Education set out access, equity, quality and democracy as four major goals toward education for all (Ministry of Education, 1993). It is around these goals that strategic objectives of the National Strategic Plan of Action (2002-2015) are crafted to fast track the implementation of inclusive and special education.

The current Namibian President Dr. Hage Geingob embraces inclusivity in education as a vibrant tool in building an inclusive Namibian house where no one feels left out. A house built out of bricks of different colors and make up (social, racial, ethnic, religious, cultural, characteristics as well as learning diversities), that need to be plastered and painted in such a
way that no individual brick should be seen but one house for all (The Office of the President, 2016). One of the desired outcomes in the recently launched fifth National Development Plan (NDP5) is that “by 2022, all learners have access to equitable, inclusive quality Education that qualifies them to pursue higher education” (Ministry of Economic Planning, 2017, p 57). Moreover, the expectations of the Ministry of Education Arts and Culture and the implementation guidelines of the inclusive and special education in Namibian schools are stipulated in the Sector Policy on Inclusive Education of 2014.

Like Namibia, countries like Finland pledged to uphold the legislation and international agreement on the provision of education to all (Finland National Core Curriculum for Basic Education, 2014). Chapter 2, Section 6 (2) of the Constitution of Finland and Section 6 (1) of the Non-Discrimination Act therefore, declare inclusive and special education a national obligation where no child should feel left out based on gender, health, age, disability, ethnic or national origin, nationality, religion, belief, opinion, language, sexual orientation, or any other personal characteristics or reason. In the same vein, Section 30 (1) of the Basic Education Act (642/2010) of Finland, inclusive education is more than just integration or accessibility to education, but special education is highly emphasized where guidance, counseling and adequate learning support is directly given to learners when the need arise.

2.2. Inclusive education worldwide

Inclusive education is a sophisticated yet problematic concept that raises many questions. It is associated with a various range of contexts, which in turn formed up a relationship among each other. To keep up with Messiou (2017), the ideology of inclusive education gained momentum in both developing and developed countries after the presentation of the Salamanca World Conference on inclusive and special needs education in 1994. Hence, different curriculum developers in different countries worldwide have introduced improving educational policies aiming at the educational provision for all the pupils with diverse needs. Inclusivity can be achieved by respecting different learning needs, diversity in education, individual learner’s abilities, and expectations of all learners. Moreover, pupils with special educational needs should be allowed to have access to regular schooling that accommodates them within a child-centred pedagogy capable of meeting their needs (Friend and Bursick, 1999).

Inclusive education is not only about accommodating learners with special needs, learners with disabilities or learners with special educational needs, it is also a matter of accommodating
gifted and talented learners, learners from a different culture and language than the one used in the school. Moreover, inclusive is about accommodating foreign learners from different countries. In correspondence with Mitchell (2005, pp. 1-2), “inclusive education extends beyond special needs arising from disabilities, and includes other sources of disadvantaged and marginalization such as gender, poverty, language, ethnicity, class, family status, means, religion or belief and geographical isolation”. So, schools are urged to make inclusion a matter of including all the learners and not only those with special educational needs caused by certain disabilities.

Dittrich & Tutt, (2008) stated that specific laws in most countries had been implemented about children’s rights to attend schools. These laws emphasised mostly on the abolishment of exclusion of learners with special educational needs from the mainstream classrooms, segregation, insufficient responsibilities of governments and educational providers, corruption and weak educational policies. Despite the introduction of different policies, all the countries in the world practice inclusion in a different way due to several barriers, such as the availability of teaching and learning materials, and the location of the school. The attitudes of teachers toward inclusion, the way the curriculum was set up which might be not accommodating learners with disabilities as well as lack of support may have an impact on the implementation of inclusive education both nationally and internationally.

In most countries, attending the local, mainstream school is not just the most equitable option for disabled children, but it is the only option. During the reform of schools' administration in the 1990’s in Finland, decision-making has been decentralised to the municipalities, and this has reduced the number of special schools, while special classes have been founded in mainstream schools. There are seven schools in Finland intended for pupils with hearing and visual impairments or with physical and any other impairment. At the beginning of the 21st century, there was much discussion about how to further and improve the legislation in order to take care of all children and learning development. On 14 March 2006, the Ministry of Education of Finland appointed a group of Education practitioners to prepare some strategies for the development of special and inclusive education. The strategies for pre-primary and primary education was published in November 2007. These strategies were put in practice in autumn 2010 (Finnish National Board of Education, 2007). The strategies for the development of inclusive education emphasise the importance of widening basic education, which supports every child to attend mainstream school. The strategy stressed the central role of teachers, thus
in Finland teachers have been entrusted to do their work with considerable independence and this they enjoy their work.

Järvinen (2007), believes that the Finnish education system is inclusive by nature. Development towards the school for everyone began years ago. Legislation that directs the Finnish education system is based on equality, justice of learning and on the principle of inclusion. The most important goal of education is to support growth and development of unique personality in all possible ways. Schooling is provided first and foremost in context with mainstream education. Also, the primary goal of education is to guarantee the best possible learning to everyone. Every child is important, and all the decisions are made from the children point of view. According to Järvinen, (2007, pp.8-10), “The Finnish Education Act says that every student has a right to be supported in learning and personal development. Every student has a right to get special needs education and student welfare support if needed. Good quality of basic education and support is the best way to prevent the need for special support”. There are several methodologies used by Finnish schools toward inclusion and support in the classroom. They are guidance and counseling, whereby schools are expected to guide students in study skills, in choosing their elective subjects and in planning their post-compulsory studies. Pupil’s welfare which includes attending to the child’s basic learning pre-requisites and his or her physical, psychological, and social well-being. Early support means that, differentiation in teaching, part-time special-needs education, remedial teaching and all student welfare services are used in the highest possible way from the very moment the need of special support is noticed. Early interference support is given already at early years of the child or giving the support in any stage of studies, as soon as difficulties are noticed. Support is planned and carried out by multi-professional cooperation and always with parents. Cooperation between home and school, whereby the parents or guardians are obliged to give primary responsibility for bringing up a child. While the school supports the home's educational task and takes responsibility for the pupil's education and instruction as a member of the school community. It’s a must for the school to cooperate with the parents or guardians so that they can support their children's purposeful learning and schooling. The objective of education under this joint responsibility is to advance the child or young person's prerequisites for learning, as well as his or her feeling of security and well-being in school (Järvinen, 2007).

Dyson in Mitchell (2005) acknowledged that England appears to be a country that is moving rapidly along the path of full inclusion. Following this assumption, Ainscow, Booth and Dyson,
(2006) stated that in England, schools are expected to teach a large number of pupils with disabilities as well be concerned with increasing the participation and broaden the educational achievements of all the learners who have a history of marginalization. Furthermore, the country has a Green Paper as a policy guiding document which was introduced with the aim of signaling the government’s commitment to the principles of inclusion and the need to rethink about the role of special education in their society. Therefore, the Department for Education and Skills of England, 2014 demonstrated a clear commitment to inclusive education by embedding its practice in every school at early years of education (Amalemba, 2013).

### 2.3. Teachers and inclusive education: Attitudes and perceptions

Teachers are perceived as key personnel in the implementation of inclusive education. As a result, scholars believed that positive attitudes are urged to be playing a considerable role in implementing the educational reforms satisfyingly (Boer, Pijl and Minnaert, 2011). Different teachers from different countries around the world have different beliefs and perceptions toward inclusive education in general. Correspondingly, Nketsia, Saloviita and Gyima (2016), in their study on the Ghanaian teachers’ attitudes toward the implementation of inclusive education found out that teachers showed positive attitudes and considerable support for inclusive education. However, Nketsia et al. further urged that the majority of teachers were of the view that Ghana was not adequately prepared for the implementation of inclusive education. Several issues formed a concern for successful implementation of inclusive education in the country such as an inadequate emphasis on inclusive instructional strategies and lack of teaching and learning materials.

Moreover, Boer, Pijl and Minnaert (2011) reiterated that the majority of teachers hold neutral or negative attitudes toward the inclusion of students with special educational needs in regular primary schools. These types of attitudes can be caused by either the kind of training which teachers went through during their colleges or university training, as well as the experience which the teachers have on how to deal with inclusivity as well as the type of disabilities of children they are dealing with in their classes. Similarly, Ali, Mustapha and Jelas (2006) believed that teachers’ willingness, attitudes, and knowledge toward inclusive education play a vital role in accepting learners with special needs in mainstream schools. In their study about examining teacher’s perception toward inclusive education in Malaysia, Ali at. al (2006) revealed that Malaysian teachers in general hold a positive attitude toward inclusive education. Teachers agreed that inclusive education is an aspect of great importance because it enhances
inclusion and social interaction among the learners, hence negative stereotype toward learners with special needs is minimized. Furthermore, the aspect of collaboration among mainstream teachers and special education teachers was seen to be working well because there are clear guidelines on the implementation of inclusive education in place.

On a study *Attitudes of Teachers Towards the Inclusion of Children with Special Education in Primary and Secondary Schools* by Schmidt and Vrhovnik (2015) identified factors that determine the attitudes of teachers toward inclusion. Factors such as the type of schools, the age of the teachers, and the number of learners with special educational needs and special needs in the class, skills of the teachers acquired during teacher training and teachers experience of working with working with special need learners. Young teachers support the provision of inclusion compared to elder teachers. The reason can be that young teachers understand how to use different kinds of ICTs in their classes to help special need learners while elder teachers find it hard to use them thus, they tend to hold negative attitudes toward inclusive education. Moreover, teachers who have few numbers of special need learners in their classroom show a higher support on the implementation of inclusive education. Teachers with little knowledge on how to work with special need learners indicated negative attitude toward inclusion.

### 2.4. Understanding the individual needs of children (Recognition and valuing diversity)

Everyone has a disability in different aspects, just that it is not as apparent as a physical disability. One may suffer from stress, depression, anxiety, bipolar and other aspects that can cause a threat to their life and health. Thus, inclusive education is believed to lay the foundation to an inclusive society accepting, respecting and celebrating diversity. A study carried out by Lingard and Mills, (2007) has indicated that all teachers need to know ways on how to differentiate and individualise the curriculum and come up with appropriate teaching methods for different learners with special educational needs in the classrooms. Also, teachers may evaluate what the child can do rather than what the child is unable to do, for instance, a child who cannot read due to particular difficulties, may be assessed using other strategies such as braille or large printed documents to assess their basic skills. Furthermore, for the learners who cannot learn any necessary skills, the teacher has to use a compensation technique to assess a child in other life aspects such as vocational skills or self-care skills depending on the individuals. It is the responsibilities of the teachers to modify their classrooms and organise them to accommodate learners with different learning needs. It can be seen from the above
analysis that classrooms can only be fully inclusive when adaptations, accommodations and differentiated instructions are taken into consideration (Scott and Spencer, 2006). Valuing individual differences also helps improves outcomes for all the students with and without disabilities in general education settings.

By addressing the issue of recognizing the individual needs of the learners, parents also play a crucial role in the process. Parental involvement in their children’s education should be emphasized to ease the successful implementation of inclusivity in the classrooms. The Southern Early Childhood Association (2016) stated that poor collaboration between teachers and parents has been identified as one of the major aspects affecting the process of understanding the learner’s needs, abilities and disabilities. Teachers need to understand the diversity of their learners so that they will be able to help their learners make sense of what they are learning by making connections with their cultural aspects. For instance, the teacher may include different cultures in the lessons such as saying greetings in different languages which are spoken by learners in their classes or telling stories and playing dramas based on different cultures. Teachers can as well invite some experts from outside the school to address the importance of respecting other peoples’ diversity within the school.

The above figure indicates questions which teachers should put into consideration when they are promoting and valuing cultural diversity in their classrooms. The materials which teachers use in the class need to fit the cultures of all the learners, the learning environment should reflect the diversity of the school. Moreover, teachers may give opportunities to their learners to learners to learn about the cultural diversity of the society they are living, hence teachers can
do this by integrating diversity awareness in their teachings. Prejudice and discriminations caused by cultural differences should be addressed and challenged as well.

2.5. Constructivism theory on Inclusive education

Different theorists give meanings to different concepts of education and have established several theories. Each theory has its own implications and may therefore produce desired outcomes based on the context it has been used. Cole and Chan (1994), claims that a theory on the other hand is believed to provide reasons for why something had occurred and why it happened in a certain manner. Moreover, it was noticed that a theory could never be considered wholly true because some aspects that may be facts today might turn out to be false in future (Kozulin, 1990). On the other hand, a theory that might be considered having little evidence may be backed up with evidences gained through researches and other new technologies.

Theories in a qualitative research often serve as a lens for the inquiry or may be generated during the study. As for this study, constructivism theory form to be the primary focus, since an inclusive classroom deals with diverse need learners, learning together. Students in this group may differ in their learning styles, cultural background, physical abilities as well as communication wise. In the article written by Patil and Patankar (2016), they defined constructivism as a learning theory that views learning as an ongoing process by which the learner actively constructs or builds new ideas or concepts based on their current and past knowledge and experience. Simiraly, Derry (2013), defined constructivism theory as a learning theory that explains how knowledge is constructed in the human mind when new information comes into contact with existing knowledge that had been developed by experiences.

Theories can be modified and amended, they can as well complement or conflict each other. These happens to encourage critical analysis which in turn lead to an indepth understanding of each theory and its evidence supporting it. In the field of social sciences, the theories found are associated with the social problems existing in the society, of which problems associated with learning are one of the problems falling under the category of social problems. This study is undertaken to assess the implementation of inclusive education in the primary classrooms of the Omusati region with the focus on teachers perspectives, and the theory exploring this study is constructivism theory. This theory was selected following the implications that by implementing inclusive education, learners with special educational needs, and learners with disabilities sometimes have problems conforming to new learning environments. Ozer (2004),
stipulated that constructivism theory claims that people produce knowledge and form meaning based on their experiences. The approach mainly impacts the learning theories and teaching methodology as well as the educational reform.

**Implication of social constructivism theory in the classroom**

In an inclusive constructivist classroom, learning is a social approach which involves language, real world situations interaction and collaboration among learners. The role of the teachers in the constructivist classroom is a facilitator, and their characters are to aid, guide plans and organises the learners when it comes to their understanding, and learners are seen to be at the centre of the learning process (Yarashevsky, 1993). Resources and lesson plans take a different approach toward traditional learning, which is done to accommodate all the learners in the classroom. These means that instead of the teachers being in the class and telling learners what to do, the teacher will begin with questioning the learners about their prior knowledge and experiences based on the topic of the day. Furthermore, teacher’s questioning is not only based on what is stated in the curriculum, but the teacher can modify certain aspects stipulated in the curriculum and fit it in his constructivism classroom. In other words, the teacher asks questions which allow learners to make their conclusion based on how they understand a specific phenomenon.

Teachers must challenge their students by making them active critical thinkers and the teacher, in this case, is not being a teacher but a mentor, a couch, and a consultant. Moreover, information in this type of classroom is absorbed, and knowledge is built by the learners. Learners construct knowledge that is meaningful to them, and they can work in groups to answer one another’s questions. For instance, a learner who understands a particular topic better than others can act as an expert and teach others. On the flipside, teaching and learning are based more on inquiry based learning and collaborative projects whereby learners research controversial topics of which they will present to the class. The assessments tools which teachers in a constructivism classroom use are not tests or quiz but mostly learners’ product which includes portfolios that are designed learners themselves.

Bear, (2005) maintained that the learning environment must encourage students to explore and try new learning activities. The teacher is responsible of providing the learners with easily accessible opportunities to address their personal needs and problems, and support them in
establishing positive relationships with peers and adults. Similarly, Tam (2000), identified the five E’s which teachers can use in their constructivism classroom as:

![Diagram showing the five E's: Engage, Explore, Evaluate, Elaborate, and Explain.]

*Figure 2* The 5 E's that teachers can use in the constructivism inclusive classroom, Tam (2000)

From the above figure, Tam (2000) illustrated that for all the learners to learn well in the lesson, teachers must engage them with different learning activities such as guiding them as a whole group, probe questions to explain what they have learnt from the lesson, and allowing them to work together in small groups to complete the classwork or project. Learners should also be allowed to explore what they are learning outside the classroom to enable them make connections on their existing knowledge. Teacher in a constructivism classroom allow learners to evaluate themselves by assessing how the activities help them gain understanding of the concepts they have learnt. Different types of evaluation can be carried out in a form of tests, pairworks, group work, experiments and activities that require critical thinking. The teacher thereafter can explain to the pupils what they have been learning or experimenting and elaborate by giving more practical examples.

The Ministry of education Arts and Culture (2016), stipulated that learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. In the National Curriculum of Namibia, constructivism theory in the one which is opted to be the primary driver of the education system because it is believed that each learner have their own needs, the pace of learning, experiences and abilities.

The Namibian curriculum of Basic Education emphasized that teachers must be able to identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly. Teaching strategies should vary yet be made flexible within well-structured sequences of lessons: learner-centered education. The teacher in this case take a
wide range of classroom roles and responsibilities, which include being a facilitator, organizer of learning, a couch, a counsellor and instructor.

Patil and Patankar (2016, p.31), identified 17 strategies which may lead to a successful implementation of constructivism theory in an inclusive classroom. They are:

*Table 1 Strategies to successful implementation of Constructivism theory in an inclusive classroom.*

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies to successful implementation of constructivism theory in an inclusive classroom</th>
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<tbody>
<tr>
<td>1.</td>
<td>Using various games in teaching and learning process</td>
</tr>
<tr>
<td>2.</td>
<td>Allowing students to be involved in problem solving.</td>
</tr>
<tr>
<td>3.</td>
<td>Using various songs, stories and other reference books for teaching and learning</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss other learner’s differences openly with the rest of the class</td>
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<tr>
<td>5.</td>
<td>Assigning classroom jobs to every student.</td>
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<tr>
<td>6.</td>
<td>Teaching students to find ways on how to help each other.</td>
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<tr>
<td>7.</td>
<td>Using various sources to assist learners with special needs for instance using large printed posters for learners with sight problems to allow them to participate more actively in the lesson.</td>
</tr>
<tr>
<td>8.</td>
<td>By encouraging peer teaching among students. Fast learners may act as teachers by reading story books to slow learners or teaching them how to read and write.</td>
</tr>
<tr>
<td>9.</td>
<td>The teacher should teach focusing on the strengths of learners with special educational needs rather than their weakness. This will help the teacher to arrange appropriate activities for these learners based on their strengths.</td>
</tr>
<tr>
<td>10.</td>
<td>Teachers should try to come up with their classroom checklist. This may include the checklist of different learning materials found in the classroom, the type of learning needs among pupils in the class as well as the type of support each learner need.</td>
</tr>
<tr>
<td>11.</td>
<td>Take breaks according to the learners need. This strategy works well especially in primary classrooms whereby teachers have their own classes and teach all the subjects.</td>
</tr>
<tr>
<td>12.</td>
<td>Create an area for children to calm down. Learners who for instance suffer from Behavioural disorder as well as Attention Deficit Disorder learners may benefit from this area.</td>
</tr>
<tr>
<td>13.</td>
<td>Teachers can form appropriate groups of students which accommodate all types of students.</td>
</tr>
<tr>
<td>14.</td>
<td>Create a self and welcoming environment in the school.</td>
</tr>
<tr>
<td>15.</td>
<td>There should be ground rules set and stick to them every time.</td>
</tr>
<tr>
<td>16.</td>
<td>Teachers should establish short term goals for themselves, this will help them assess themselves whether they have reached their intended goal within the set time and improve where need arise.</td>
</tr>
<tr>
<td>17.</td>
<td>Curriculum designers should design a multi-faced curriculum so that it will allow teachers to use differentiated teaching in their classrooms.</td>
</tr>
</tbody>
</table>

The role of the teacher in an inclusive constructivism classroom is more explicit which is to collaborate with the student in the learning process (Patil and Patankar, 2016). Rather than standing back, the teacher intervenes where necessary in the learning process to support students as they build knowledge and skills that have been negotiated.

In conclusion, it came to the researcher’s understanding that constructivism is a theory that is believed to be new in the education system and claims that an individual understands the
specific information they have constructed themselves better. Therefore, this means that a constructivist inclusive classroom should always provide varieties of activities that challenge pupils to accept differences, discover new ideas, increase the readiness and willingness to learn as well as construct their knowledge.

In the nowadays world of technology, pupils can make use of computers, videotapes and other software to enhance their learning as well as share information with each other. They can as well participate in concrete learning such as drawing, model building, drama, and field trips that involve hands on activities such as seeing, touching, hearing, tasting, and smelling. Finally, it has been proved that constructivism theory has transformed most of the today’s classrooms into a knowledge- construction site where information is absorbed, and the pupils are building knowledge.
Chapter 3. Inclusive education in the Namibian context

3.1. Education background in Namibia

Namibia is one of the countries that have adopted a progressive policy to implement inclusive education both in private and state schools. Therefore, a Sector Policy on Inclusive Education was launched in 2014, which aimed at overcoming the challenges Namibia is encountering in including all the learners in the education system. Namibia has approximately 574 000 learners, and 1698 schools including 11 Special schools of which 271 schools are found in Omusati region (Ministry of Education, 2014).

The Demographic and Health Survey (DHS) (2013), reported that good progress had been made about the implementation of the Sector Policy on Inclusive Education, advocating for integrated early childhood development and strengthening inter-. Ministerial co-ordination, promotion of mother tongue education and addressing human resources within the education sector.
However, in their report, they stated that inclusive education is where the impact of inequality in Namibia is most evident. This situation is found not only among children with disabilities and those with special educational needs but children from the most disadvantaged communities and minority groups such as Himba and San.

Twenty-eight years after Namibia attained its independence, the Namibian government through the ministry of education remains committed to ensuring that quality education is accessible and offered to all citizen at a various level within the education system (Ministry of education, 2008). The ministry of education arts and culture developed an Educational Training Sector Improvement Program (ETSIP), which is a 15 years strategic plan established with the aim of attaining the educational goals in the vision 2030.

The Education Act of 2001 was publicized in December 2001, with the primary objectives namely; the inclusive education in Namibian schools is carried out according to what is stipulated in the policy guide, which was recently introduced after independence, and working together with the Constitution. The policy is Toward Education for all, and it aimed to move education away from its colonial moorings (Ministry of Education, 1992, p. 22). In the policy, there is a serious commitment to abolish any racial and ethnic discrimination (Ministry of Education, 1992, p. 25). The policy created a shift from educating the elite to educating all Namibians (Ministry of Education, 1992, p. 7). This system considered at hand the four primary goals of education namely: access, equity, equality and democracy (Ministry of Education, 1992, p. 24). To further elaborate, most of the schools in Namibia do practice inclusion and support within their classroom, but they only deal with students with mild to moderate special needs for instance; Attention Deficit Disorder learners, learners with a behavioral disorder, dyscalculia, dyslexia and so on. Students with severe learning needs such as deaf people, blind people, emotionally challenged people, some handicap people and so forth, are sent to special schools which are eleven so far and found in different parts of the country.

In all the Namibian school syllabuses, the issue of inclusive education is clearly stipulated. Thus, teachers who have learners with special educational needs in their classes are encouraged and expected to us differentiated teaching methods as well as support the learners to participate and have full access to the educational programmes in the school.

The learner-centered approach is the most common method used in the Namibian schools during the teaching and learning process (Ministry of education 2005). For this reason, the
learner-centered approach is believed to be the only way which can instill the inclusion of all pupils (with or without special educational needs) since it focuses mostly on what the pupil already knows and can do individually and later be assisted by the teacher to acquire new knowledge.

3.2. Teacher Training and Support on inclusive education in Namibia

The mediocre teacher tells the good teacher explains; the superior teacher demonstrates, the great teacher inspires (Ward, n.d.). Therefore, for the education system of any country in the world to work smoothly and reach their intended goals, objectives and visions, they need to have enough qualified teachers as well as enough teaching and learning facilities in place. Support in education refers to the wide variety of instructional methods, educational services or school resources provided to students in the effort to help them accelerate their learning progress, catching up with their peers, meet the learning standards and succeed in school (Dimitrellou, Hurry and Male, 2018). In other words, it is any assistance that can be offered to students with special educational needs for them to feel accommodated in the classroom or school environment at large, without the feeling of being left out. This kind of support can be offered by teachers, parents within the community as well as the fellow students at school and in the classrooms (Takala, Pirttimaa, & Törmänen, 2009).

The daily changing needs of an independent Namibia require that all teachers be appropriately qualified. The State University (n.d.) stipulated that for certain years the Swedish International Development Agency, the United Nations Development Program (UNDP), UNESCO, and UNICEF have been working together to advocate the pre-service teacher training programs.

The State University further elaborated that in 1993 the Basic Education Teacher Diploma (BETD) introduced a regular three-year pre-service teacher-training program for primary and junior teachers. This program aims to prepare teachers for basic education from grades 1 to 10. The concept of learner-centered education was introduced and was as well emphasized. Graduates had a broad competence to teach in grades 1 to 7, or grades 5 to 10 with an area of specialization in lower primary education or specific subject areas, in either the upper primary or junior primary phases. However, since 2011, the Ministry of education in Namibia in collaboration with the University of Namibia introduced four years Bachelor degree for teacher and banned out the Diplomas in the colleges. Colleges were all transformed into Universities and catered for different field of studies related to education.
The teacher training has become a priority in Namibia, to meet not only the country's need for better-qualified teachers but to enable teachers to respond positively to the lots of new demands created by them. Through the in-service training, teachers were helped to make the transition from the teacher-centered learning method to learner-centered teaching methods. They participate in curriculum design initiatives and become accredited nationally. The In-Service Training and Assistance for Namibian Teachers project (INSTANT), supported by IBIS, a Danish donor, and helped teachers to improve their subject mastery in the physical sciences and mathematics.

In the Namibian education system, the National Institute for Education Development (NIED) in Okahandja, serve as the main umbrella to student teachers’ training in Namibia (Education faculty prospectus, 2017). Apart from that, the public institution offers the primary teachers’ training by the name the University of Namibia. It is segmented into six smaller campuses namely; Khomasdal campus, Hifikepunge Pohamba campus, Rundu campus, Katima Mulilo campus and Southern campus, and these universities are found in different parts of the country. There are also private institutions which offer teacher training for primary education such as; International University Management (IUM), Institute of Open Learning (IOL), Namibia College of Open Learning (NAMCOL), and Montessori Teachers’ Training. Students who got the chance to study at the University of Namibia usually got an entirely-funded loan from the government, which they will pay back upon completion of their education and got a job. On the other side, students attending the training at private institutions use to pay for themselves, and the successful one use to be awarded loans from the government upon application to be granted a study loan.

Teacher education for primary school in Namibia is divided into different programs, which are; Diploma in Junior Primary Education whereby the candidates enrolled for this program study for three years and obtain a diploma to go and teach junior primary (grade 1-3). There is also a bachelor’s degree (Bed honors) in pre-primary and lower primary education whereby the students are entitled to study this program for four years. Upon completion of this study, students are required to have a research proposal related to their field of study. These students will become teachers of pre-primary, class teaching teachers for grade 1-3 as well as primary education teachers for Languages for grade 4-7. During the training, teachers use to go for school-based studies where they are expected to observe in the classroom during their second year (2 weeks) and third year (2 weeks observe, two weeks teaching). In addition, on their
fourth year, they will be allowed to teach for the whole of term one, and the professors will tutor them from them. One of the main challenges affecting the quality of education in Namibia is that many learners in the first few grades of primary education are not achieving the desired levels of literacy and numeracy, despite some recent encouraging improvements. This affects the performance of learners higher up in the education system, and perhaps for life.

According to UNESCO (2017), teachers are seen to be at the core of achieving the 2030 Sustainable Development Goals' goal four, which is to ensure inclusive and quality education for all and promote lifelong learning. In order for the teacher to be able to teach effectively in an inclusive classroom, they need to understand how several factors affects their learners’ physical, intellectual, linguistic, social, cultural and emotional development (Farrell, 2003). With regards to these factors, teachers need sufficient support and training for them to respond to their students’ individual needs. Therefore, support to teachers from the Ministry of education and other stakeholders will make the implementation process of all educational policies faster and more effectively. In addition, Maringa, McConkey and Myezwa (2014) assert that inclusive education can only succeed if there is good political will, good leadership, preparations of teachers and parental as well as community support.

UNESCO further identified some of the support that can be offered to teachers. They are: familiarizing them with different teaching programs, providing induction and mentorship programs for all teachers, improving and expanding the Continuous Professional Development (CPD) programs, conducting workshops and training on pedagogies and assessments as well as on how to deal with large class sizes and schools with inadequate resources. UNICEF is working with the Government and its partners to strengthen inclusive education. Work is being done to collect and publish data on children with disabilities and children who are out of school and identify the barriers that exclude children from accessing quality education. UNICEF also helps address the underlying causes of stigma and discrimination that perpetuate exclusion of children with disabilities from society in general and educational opportunities in particular.

Engaging with communities to change attitudes towards children with disabilities and creating positive parenting practices are also priorities set by the Ministry of Education, Arts and Culture in Namibia.

According to the Ministry of Education (2013) on the report assessing the teacher training and development to ensure education for all, reported their findings that;
Namibia has made significant strides in training most of its teachers. However, the most under-qualified teachers are still to be found teaching the lower grades of primary education. Insufficient numbers of teachers specializing in this phase of education have been trained, and some of those trained have been deployed at higher levels. Furthermore, Namibia is experiencing challenges in equitably managing teacher supply and demand, and in managing the recruitment and deployment of teachers. A policy on teachers is lacking. There is no professional body for teachers. NIED has inadequate capacity to support the development of lower primary education. Moreover, the demand for pre-school and lower primary education teachers is increasing. The government is introducing pre-school classes in a phased, pro-poor sequence. Free primary education was introduced in 2013 and indications are that this will significantly increase demand for pre-primary and lower primary education.

3.3. Implementation of Inclusive education strategies in Namibia

Over the last decade, Special Education has become a world trend in Inclusive Education. Namibia is one of the countries that have adopted a progressive policy to implement Inclusive Education both in public and in private schools. Namibia launched a sector policy on Inclusive Education in 2014 with the aim to overcome the challenges Namibia was facing during apartheid time and to include all children in the Education System. Zimba, Mowes & Naanda (2011) claimed that there was no understanding regarding the aims of inclusive education particularly by policy makers, school managers, teachers and parents that resulted in confusion. Diego (2015) further added that different research has been conducted and the findings shows that Namibia has made relevant progress in universal access to Education with the percent of 99.6 % in 2012.

The implementation process shall focus on the management, learner’s admission/identification and assessment, the curriculum to be used, the instruction and teaching process, evaluation as well as the external support in general. The Namibian Educational policies demonstrate commitment to educational development with a special concern regarding inclusive education. However, there is a big gap between what is in the policy and the implementation process due to many circumstances. There is much more effort that is needed in order to monitor and to take concrete actions in implementing the policy into practice. Before the implementation of inclusive policy, children with disabilities and special needs were included in the mainstream
schools without adequate support. The following are the strategies from the inclusive education sector policy with regarding the implementation of inclusive education in Namibia.

The first strategy aims to integrate the sector policy on inclusive education into all other legal frameworks and policies of the Education sector. All relevant educational forums should promote the implementation of Inclusive education and not only the sector policy on its own. In addition to this, the government has assigned a person in each region to initiate, coordinate, monitor, plan the development of implementation guidelines of inclusive education, and proper feedback to the Ministry of Education. Both schools and regional administrators need to be involved into this strategic implementation process.

Through the implementation process, it is very important that the policy be in line with the existing documents to facilitate and getting support from other initiatives. The Sector Policy through this strategy is stressing the implementation plan to prioritize the disadvantaged communities in Namibia and necessary resources need to be allocated to those areas.

The second strategy in the Sector Policy is to raise awareness of the constitutional rights to education and foster attitudinal change. This strategy can be implemented by raising awareness through programs and workshops created as part of the affirmative action policy. These programs aim to combat prejudice and promote social inclusion. In addition, there ought to be a common vision, understanding and language on inclusive education. For example, parents’ roles and responsibilities may be fostered, promoted and emphasized. Non-governmental organizations and media may be considered in promoting inclusive and special education. The Sector Policy document itself needs to be attractive and be translated into all local languages so that everyone can understand it very well. The community at large need to be encouraged to collaborate in order to support inclusive and special education.

The third strategy aims to support institutional development by developing human and instructional resources. In each region, some schools are identified to be resource schools in the implementations of inclusive education. The implementation program started in 2014 and it is an ongoing process that is aiming to cover all schools in Namibia as inclusive by the year 2023. In addition, there is a need for a proper plan to support and train all teachers in schools and their roles and responsibilities shall be well clarified. Special classes into existence ought to be transformed into teacher support classes and aligned with the principle of inclusive and special education need to be addressed. This strategy also aims to have at least a proper plan to
identify the weaknesses and strengths of all resource schools and support shall be offered where necessary.

The fourth strategy is to review the national curriculum for basic education to reflect the diversity of learning needs of all learners. This strategy recommends the current national curriculum of education to advocate differentiation and learner centered approach. The curriculum training for teachers should include practical tips to help teachers to use the curriculum effectively. The strategy also aims to recognize the Namibian sign language and the use of Braille in schools and this can only be achieved if the curriculum if adjusted and some changes and additional information be made. The examinations that learners write, should be fair and accommodate learners with different learning abilities or physical disabilities for example there should be an examination with special facilities for learners with disabilities.

Widening and developing educational support is another strategy that, recommend the budget learning and educational support resources to be allocated fairly to all schools through the directorate of education. Inclusive education should also be decentralized and the focal point for educational support services should be in place. The educational regional offices should maintain a proper channel of communication and sharing of information within all the stakeholders regarding inclusive education, this should be monitored and evaluated. Another recommendation for this strategy is that the government establish hospital schools in every major hospital. These schools will be catering children that have stayed in the hospitals for a longer period. These hospital schools have not yet been established but they are in the pipeline.

Developing teacher education and training for paramedical and support staff is also another strategic plan in place. There is a need for teacher training to be revised, reviewed, amended and making sure that it is reflecting the value and practices of inclusive and special education. Furthermore, there is a need for teachers that have been trained specifically in the field of inclusive and special education. Most of the teachers in the profession are not eager and passionate to work with learners who have special difficulties and disabilities. There is also a recommendation that the staffs of high institution that train teachers should undergo a training on inclusive and special education so that when they are training teachers they know exactly what to do and they can share their experiences and knowledge they have towards inclusive and special education.
In-service training for stakeholders needs to be strengthened through continuous professional development training. The training may be well planned and respond to the identified developmental needs that would feature in an annual performance assessment. The last strategy aims to develop a mechanism for monitoring and evaluating the implementation of the sector policy on inclusive education. This basically means that a general monitoring and evaluation tools for inclusive education should be considered and cover aspects such as the appropriateness and arrangements made to meet learners needs, the quality of teaching, the effectiveness of learners’ assessment and education support provision in general. Moreover, a scope of data on inclusive education and databases for learners experiencing barriers to learning in all schools must be considered and these results must be published and made available (Ministry of Education, 2013).

3.4. Challenges of inclusive education in the Namibian classrooms

Teachers face many challenges during the process of implementing inclusive education, therefore these challenges cannot be solved in a single day, but it will take several years to reach the goals of education for all. For most developing countries, inclusive education has been one of the high points of discussion on their political agenda both nationally and internationally after their independence (Wikan, 2008).

Correspondingly, Amukugo (1993 and Niacker, 2006) noted that both developed and developing countries shares some common problems on the provision and implementation of inclusive education. It was noted that in recent years, the enrolment of children has increased but there is still a challenge encountered in school dropouts at certain grades, as well as a low performance.
The above diagram indicates that challenges on implementing inclusive education are not only in Namibia, but they are almost the same all over the world. Teachers’ attitudes, poor quality training, lack of teaching aids and equipment, parental involvement, teachers and schools not supported, many dropouts, and many repeaters, inaccessible environments and rigid teaching methods and curriculum were some of the challenges faced by almost every school in the world.

In consonance with Wikan (2008) that despite the World Declaration on Education for all addressing the compulsory primary education for all pupils, the Namibian school’s enrolment rate is only 82% of which gender and regional differences are considered. These differences are caused by high dropouts, which varies between 10% and 11% based on the grade level. Wikan identified grade 1, 5 and 10 to have to have a high record of drop-outs. Namibian schools especially those that are situated in marginalized communities and those deep down the villages experience high rate of school dropout, which lead teachers to practice multi-grade teaching since there are no enough learners in the school. These issues caused the SACMEQ (2004) to report at the overall national level, only 25.9% of the learners reached the minimum level of mastery in reading literacy and a meagre 7.6% reached the desirable level.
Wiettersheim (2002) identified 12 groups that fall under the marginalized category. 1) Children of farm workers 2) Children in remote rural areas: San and Ovahimba people. 3) Street children 4) Working children 5) Children in squatter areas 6) Children in resettlement camps 7) Children in refugee camps. 8) Children with special educational needs 9) Overage children 10) Young offenders 11) Orphans and 12) Teenage mothers. These categories of people fall at the risks of being excluded from most of the aspects of education and development as well.

Maringa (2014) argued that although there are different educational goals set for all the children, it has been noticed that children with disabilities does not still benefit fully from Education for All of the Millennium Development goal of free primary education. Maringa continued that one third of the 61 billion of children who are still excluded from the school are children with disabilities. But this problem cannot be left without it being given any attention, thus, with the assistance from the United Nation Convention of the rights of persons with disabilities, laws has been implemented to make sure that all children have equal rights to have access to education.

According to the Demographic and Health Survey (DHS), (2013), inclusive education is where the impact of inequality in Namibia is most evident. Although the country has almost reached the universal primary education, there are around nine percent (9%) of children between the age of 6 and 16 who have never attended school. The DHS further said that this situation is commonly found in the Kunene region whereby 72% of the children are attending primary school compared to 90% of children of school age nationally. Not only that, the situation is said to be worse among children with disabilities and those with special educational needs-children from the most disadvantaged communities and minority groups such as Himba and San.

One of the challenges noted in the national curriculum is that its level descriptors are too advanced for students with special needs and the one with learning difficulties and some large undefined gaps of accomplishment are seen in between.

Since there are only 11 schools of Children with disabilities countrywide in Namibia and these schools lack teachers and learning materials, there are always limited spaces in the schools and the waiting list is always long. Consequently, Namibia had come up with a solution to this problem by integrating learners with disabilities and special educational needs into the mainstream schools appropriately.
Chapter 4. Research Aims and research questions

4.1. Aims of the study

The aims of this study are; to explore the kind of knowledge and understandings the primary school teachers in Omusati region, Namibia have with regards to the implementation inclusive education. Secondly, the study aims to investigate the nature of support and training received by primary school teachers with regards to the implementation of inclusive education. Moreover, the study aims to explore the teaching methods which teachers use to implement inclusive education in primary classrooms in Omusati region. Finally, to explore factors that hinder the effective implementation of inclusive education in the primary schools of Omusati region.

4.2. Research questions

1. What are the primary school teachers’ perceptions regarding the implementation of inclusive education?

2. What teaching methods do primary school teachers use to implement inclusive education in their classrooms in Omusati region?

3. What type of support and training received by primary school teachers in the Omusati region with regards to the implementation of inclusive education?

4. What factors hinder the effective implementation of inclusive education in primary classrooms of Omusati region?
Chapter 5. Research methodology

Introduction

This section presents the research methodology that was used in the study. It consists of the research design and strategy, the target population, sample and sampling procedures, data collection methods and data collection procedures. The methodology employed epistemological approach of which constructivism theory was of the focus.

Figure 5 Summary of Research methodological solutions

5.1. Research strategy and Design

5.1.1. Qualitative Research design

Creswell (2014, p33) defined qualitative research as an “approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. Qualitative research aimed at exploring the meaning of people’s experiences, cultures, particular issues and cases. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this
form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. In this situation, the researcher seeks to assess how the implementation of inclusive education is being carried out in primary classrooms of the teachers in the Omusati region.

This strategy allows the researcher to find out how the participants behave in the engagement of the activities. It will also help the researcher to draw inferences on why certain things happens and answer to all the research questions.

5.1.2. Case study strategy

A case study according to Farquhar (2012) refers to the empirical inquiry that examines a real phenomenon in detail and within its real-life context, especially when the boundaries between the phenomenon and the setting are not evident. Case studies are called an empirical investigation because they are based on knowledge and experience and involve the collection and analysis of data. Leedy and Ormond (2005) defined a case study as a “qualitative approach in which a particular individual, program, or event is studied in depth for a defined period of time” p.135. In this research, the study was based on the teachers at selected schools. Spending an extended period on site and interacting regularly with people who are being studied enabled the researcher to closely examine the data within a specific context. By using a case study, researchers usually gain an understanding of whatever they have chosen to research on. Moreover, this type of study allows the researchers to contextualize the phenomenon by collecting evidence about the aspect on teachers’ perceptions on inclusivity implementation in primary classroom. In case of this study, a case of four schools in the Omusati region Namibia were used to obtain the results of the study. The researcher visited the four schools to observe and get empirical results to the study.

Target population

The targeted population of this study was the primary school teachers both male and female who are qualified. Qualified teachers in the Namibian context we mean teacher who have obtained a Diploma in Primary education, bachelor’s degree in early childhood and lower primary education and bachelor’s degree in Primary education (Languages, Mathematics and integrated Natural science). There are those teachers who are teaching but some only have grade 12 certificates or have obtained their qualification but not in the field of education and
they are referred to as unqualified teachers or under qualified teacher, and they are not target group of this study.

5.2. Data collection methods

Evidence is all what is needed in every research to answer to questions and hypothesis. Creswell (2012, p. 31) defined collection of data as a means of “identifying and selecting individuals for a study, obtaining permissions to study them, and gathering information by asking people questions or observing their behaviors”. For this study, two methods were used to collect the data from the participants. These were observation and open-ended questionnaire.

5.2.1. Observation

Gay et al. (2011, p.381) defined an observation as “a way of obtaining data whereby a researcher watches the participants to understand the natural environment lived by participants, without altering or manipulating it”. The researcher in this case used non-participant observation, which Gay et al (2011) defined as the process whereby the observer is not directly involved in the situation being observed but focusing more on watching and recording behaviors without interacting with anyone. To assess the availability of teaching and learning materials as well as other resources needed by the teacher to assist them with the implementation of inclusive education in their classes, the researcher used the observation (see Appendix 7).

Furthermore, observations were carried out to assess the conditions of the facilities available in classrooms and their accessibility to learners with special educational needs. On the other hand, observation was conducted to evaluate the type of methods that primary school teachers use in their classrooms to implement the issue of inclusivity. Field notes were taken during the observation process in which an observation protocol was used all the time an observation is being conducted. Observation was carried out in order to supplement the results that may not be sufficed by the answers from the questionnaire.

The following table shows the observation schedule used during the data collection process.
The three subjects were chosen because they have the same number of minutes per day in every school in Namibia. The labelling of teachers was done to help the researcher in reporting the results as well as to keep the anonymity of the teachers.

### 5.2.2. Open-ended questionnaire

A questionnaire is “a written collection of self-report questions to be answered by a selected group of research participants” (Gay et al., 2011, p.388). A questionnaire allows the participants to write their views and responses in a provided document freely and this allowed the researcher to gather as much data as possible within a short period. The type of questionnaire used in this study consists of open-ended questions.

The questionnaire (see appendix 6) was formulated in this way to allow the participant to express their views by writing their thoughts by answering the questions that need more explanation and personal understanding.

A questionnaire was administered to the classroom teachers who signed the consent form to participate in the study, responsible for teaching pre-primary to grade three as well as subject teachers who teach class four to grade seven. The researcher-maintained confidentiality and protect participants’ personal information.
5.3. Data collection process

5.3.1. Piloting

Pilot testing involves pre-testing of the data collection instruments to determine their validity. The instruments were pre-tested by giving them to three primary teachers who are studying master’s degree in primary education at the University of Eastern Finland. Thereafter, the instruments were submitted to the professor for approval. The selection of the sample was scientifically made in line with the sampling technique.

5.3.2. Sampling and sampling procedures

A sample is “a group of individuals, items, or events that represent the features of the larger group from which the sample is drawn” (Gay, Mills and Airasian 2011). In other words, we can refer a sample to a process of selecting individuals who will participate in the study. The sampling process helps the researcher to make inferences about the performance of the larger group population. Moreover, Fraenkel and Wallen (2000, p.103) defined population as a “group to which the results of the study are intended to apply”. In this case, all primary school teachers in the Omusati region constitute a population while 20 primary teachers selected from four schools form up a sample. Purposive sampling was used to determine the number of participants to complete the open-ended questionnaire.

M, Gall, J, Gall, and Borg, (2003) claim that in purposive sampling the aim is to choose cases that are likely to be information rich with respect to the purpose of the study. Two rural schools and two urban schools (two primary school ranging from pre-primary to grade 7, and two combined school ranging from pre-primary to grade 10) where selected purposively to gather the data of this study. Twenty (20) participants (five participants from each school) where selected to answer to the open-ended questionnaire. The criteria used to select teachers was primary teachers who obtained a three years Diploma in primary education as well as four years bachelor’s in early childhood and lower primary education.

The reason for choosing the four schools is because of the time limitations and resources to reach many schools in the Omusati region, which has a total of approximately 271 schools including 2 special schools. The information gathered from the two schools can therefore be a representative of the conditions of other schools in Omusati region. In line with that, Gall et al
(2007) argues that the study intentionally opted to select cases of which it considered information rich with respect to its purpose.

5.3.3. Selection of sites

The researcher conducted the study in two primary schools whereby at one school pre-grade and grade seven classroom was be observed, and at another school, the researcher observed grade two and five. The researcher thoroughly researched on two urban schools whereby grade four and one will be observed from one school and grade six and three from another school. These schools will be selected based on the distance between each other, and the level of accessibility will as well be considered.

5.3.4. Data collection procedures

The researcher obtained a confirmation letter from the University (Appendix 1) as a proof that the researcher is from which university and have the permission from the university to collect data from the chosen schools. The confirmation was attached to the letters sent to the director of education of Omusati region as well as to principals and teachers. Thereafter, the researcher wrote a letter to the director of education in Omusati region of and sent it via e-mail to ask for the permission to carry out the study at four selected schools in the region (see Appendix 2). The inspectors of education were as well close-captioned (Cc) in the letter sent to the director of education since those schools are found in three different circuits. Since the director of education took long to reply to the email, the researcher wrote a letter to the principals of the schools seeking permission to research their school (Appendix 3). The researcher then developed the consent letters that were signed by each participant willing to take part in the study (Appendix 4). After getting the permission from the director of education (Appendix 5) as well as a go-ahead from the principals as well as circuit inspectors, the research went ahead with the data collection process.

The data collection process started on 11 January 2018 until 26th of January 2018. At every school, all the participants were briefed on the topic of the study as well as the purpose of the study. The researcher spent three days at each school doing observations as well as answering questions which participants find difficult to understand in the questionnaire.

Three classes (pre-primary to grade seven) were observed at each school with the permission from the responsible teacher of the class or the teacher of the current lesson being taught
(regarding grade 4-7). The questionnaires were then administered to the teachers who agreed to participate in the study, and they answered the questionnaire during a break or during their free time.

The researcher asked for clarity from the teachers individually after the whole process of observation was carried out in their classes, especially when something noted in the field note happening in the class was not clear.

5.4. Data Analysis

Data analysis in research is one of the methods which help the researcher to make sense of the information they have gathered from their participants. The process involves drawing conclusions about the individual responses, representing the ideas in tables, figures and picture to summarize it as well as drawing the conclusions by discussing them in words to provide answers to the research questions.

This study used the thematic analysis method to analyze the collected data. Braun and Clarke (2006) outlined that thematic analysis is one of the rarely acknowledged yet most used qualitative analytic method. Hence, it is known to be the foundational method of analysis that need to be defined and described to acknowledge its place in qualitative research. Braun and Clarke (p. 79) defined thematic analysis as a method for identifying, analyzing and reporting patterns/ themes within data”.

This type of analysis is said to be the best to be used by novice researchers who are not yet familiar with other types of qualititative analysis methods. I chose this method because I am a novice researcher and this method allows for flexibility in linking my themes well to the theoretical framework of my study. Furthermore, thematic analysis can be used with any theory that the researcher chose and allow for rich, detailed and complex description of data.

It is vital for researchers to keep their method transparent when analyzing their research, to increase the strength of their findings and allow readers to understand how they came to the conclusion of their studies. Creswell (2014) identified the hierarchy that is used in qualitative research to analyze the data. These stages are related to one another depending on the analysis method which is being used as well as themes that will emerge from the study. The following figure illustrate the stages which one need to following when analyzing their qualitative data.
By using thematic analysis, six steps identified by Braun and Clarke (2006) has been followed in this study to analyze the data.

**Step 1. Getting familiar with the research data**

Since my data were collected using an open-ended questionnaire and observation, the information from the questionnaire were written on Microsoft word. Firstly, the researcher created raw data by writing each question that was asked in the questionnaire and its answers from all the 20 participants. Field notes from observation were typed as well. After that, reading and rereading of data to get familiar with them was done.

**Step 2. Generating initial codes**

This stage involves the production of initial codes for your data. Coding according to Creswell “is the process or organizing the data by bracketing chunks of texts or images and writing a category in the margins” (pp.197-198). Coding in this study was done manually by using highlighters of different colors to make some codes that are emerging from the data while busy reading the printed raw data. Many codes were created in this stage and thereafter, similar code was then assembled together.
Step 3. Searching for themes

At this level, the researcher is having a list of codes from which different codes will be sorted into potential themes. The researcher used a table to create the main themes and sub-themes, which have emerged from the list of codes.

Step 4. Reviewing themes

This stage involves the refinement of the themes. Some of the themes collapsed into other themes while others have been broken down into smaller components.

Step 5. Defining and naming themes

This step is to capture the essence of what each theme is about and what aspect of the data each theme captures. Tables and figures were generated to represent and summarize the obtained results from the participants.

Step 6. Producing the results report

This stage involves final analysis and write-up of the report. Data obtained from an open questionnaire and observation were organized by writing them as raw data and then divided into themes. After that, data were coded well manually since the researcher found it hard to use the computer software. Themes were thereafter reviewed, defined and named. Finally, the results were produced.

To keep the originality of the collected information, verbalism statements from the respondents are used in the presentation of the research findings. The findings are presented based on the research objectives. Teachers’ responses are labeled as teacher 1 up to 20 (T1-T20) for the open-ended questionnaire and for observation, the respondents are labeled as teacher “A” up to teacher “L”. Results are presented using percentages based on the number of teachers who responded. If the number of teachers who responded is for example 6 teachers, results will be presented as thirty percent (30%) of the participants. The following table present the number of teachers and their percentages.
Table 3 Presentation of figures to be used in reporting the findings

<table>
<thead>
<tr>
<th>Number of participants</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
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<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
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<tr>
<td>4</td>
<td>20%</td>
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<tr>
<td>5</td>
<td>25%</td>
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<tr>
<td>6</td>
<td>30%</td>
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<td>7</td>
<td>35%</td>
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<td>8</td>
<td>40%</td>
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<tr>
<td>9</td>
<td>45%</td>
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<tr>
<td>10</td>
<td>50%</td>
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<td>11</td>
<td>55%</td>
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<td>12</td>
<td>60%</td>
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<td>13</td>
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<td>14</td>
<td>70%</td>
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<td>15</td>
<td>75%</td>
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<td>16</td>
<td>80%</td>
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<td>17</td>
<td>85%</td>
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<tr>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

5.5. Ethical consideration

Some ethical issues need to be taken into account when conducting a research study. Seale, Gobo, and Gubrium & Silverman (2004) identified the primary focus which is seen in the ethical issues as codes and consents, confidentiality and trust. Codes and consent have to do with the right of the participants to be assured that they are being researched, why they are being researched as well as their rights to withdraw anytime, they feel not interested in participating anymore. In this study, permission to carry out the study was obtained from the Ministry of Education through the director of education in the Omusati region. The letter was sent to the principals and primary school teachers to seek permission to research at their school. On the other side, a consent form was provided for the participants to sign and confirm that they wish to participate in the research.

Furthermore, confidentiality that has to do with the protection of the participants’ identity, places and the location of the research was highly maintained. The researcher did not use the real names of the participants nor cause harm to the participants. Nobody was forced to participate, and the participants remained anonymous and safe throughout the study. Trust is as well one of the ethical issues and can be defined as “the relationship between the researchers and the participants, and to the researcher’s responsibility not to spoil the field for others in the
sense that potential research subjects become reluctant to research” (Seale et al., 2004, p.222). Researcher, in this case, maintained a high standard of professional conduct and intellectual honesty in the conduct of the research. Moreover, participants were treated well, and their rights have been protected. There were no personal details taken/recorded, e.g., names and any other sensitive issues that can make readers identify the participants.
Chapter 6. Findings and Discussions

Introduction

This chapter present the results on the research that sought to explore teachers’ perceptions toward the implementation of inclusive education in the primary classrooms of the Omusati region, Namibia. This case study of four schools focused on teachers ‘perspectives and was guided by four research objectives and the results will be presented according to the four questions.

Results of this study were collected using two research methods, namely observation and open-ended questionnaire. The observation method was very important to be used in collecting the data of this study because it adds clarity to some of the answers that were partially answered by the participants in the questionnaires. Data collected were analyzed based on the research questions as well as the theory of constructivism.

6.1. Teachers and inclusive education: Views and understandings

These results answer the research question one, which is; what the primary school teachers’ views and understandings regarding the implementation of inclusive education are. The results are presented in three themes and the discussion will be done at the end of the chapter. Teachers has showed different views and understandings on different aspects of inclusive education. Three sub-topic emerged from the data analysis with regards to teachers’ views and understanding toward the implementation of inclusive education. These themes are summarized in a following figure as: teachers’ definition of inclusive education of which each teacher had their own definition of inclusive education, teachers’ awareness and views on inclusive education whereby teachers where asked if they are aware of inclusive education Sector policy and different teachers had different views on inclusive education. Another sub-theme is the effect of inclusion on learning, whereby teachers indicated that inclusion have positive and negative effect on learning.
6.1.1. Teachers’ definition of inclusive education

The question, which was asked in the questionnaire, was what is your definition of inclusive education? The results have revealed that all the teachers have their understanding of what the term inclusive education mean and what it entails. The respondents appreciate that inclusive education does not only entails learner with disabilities but also learners from marginalized communities, street children as well as gifted learners

“Is a process whereby learners with and without disabilities learn together in the same classes and participate together in all aspects of their school life” (T5).

“The education system that gives the opportunity to different learners with different learning abilities to learn at their own pace” (T10).

From the responses, the researcher inferred that teachers are aware of the inclusive education definition. Some teachers defined inclusive education as a life-long learning process that is building to their experience and teaching pedagogy skills.

6.1.2. Teachers awareness and views on the inclusive education

In the questionnaire, teachers where asked if they are aware of the inclusive education policy which was launched by the Ministry of Education, Arts and Culture in 2014. Thirty percent
(30%) of the participants indicated that they are aware of the inclusive education policy while seventy percent (70%) indicated that they are not aware of the policy. The participants who indicated that they are aware of the policy confirmed that the policy somewhat help them in the inclusion of learners with special educational needs. Teachers who indicated that they are not aware of the policy suggested that they need to have those documents at their respective schools, even one per phase that they will use to implement inclusivity at their schools. Moreover, it was observed that teacher G, H, I and teacher J, K, L are in possession of the policies, which may be because they are from combined schools and have life skill teachers. All the life skill teachers are entitled to be in possession of the Sector Policy of Inclusive education as per ministerial agreement because they are the one supporting other teachers and learners with their problems, be it academic wise or personal problems.

“I am aware of the inclusive policy and make use of it sometimes when am stuck on an aspect that I need to help a special need in my class. This policy is really helpful, and I wish every school in Namibia need to have it for the teachers” (T1).

“I am not aware of this policy thus I would request for the regional office or the Ministry of Education to provide each teacher with his/ her own policy or perhaps one policy per phase will help us with the implementation process” (T7).

Many teachers indicated that they are not in possession of the document therefore, the researcher sees it as not a valid reason because the Policy is on google and can be accessed by everyone through downloading it.

Teachers were also asked how they perceive the implementation of inclusive education in their classrooms, of which fifty percent (50%) of the teachers indicated that they are not against the idea of implementing inclusive in their classroom but factors that prevent them from implementing the process in their classrooms affect the whole implementation. Thirty (30%) percentages of the teachers indicated that implementation would only be successful if the number of learners in their classrooms are reduced to fewer learners per teacher. On the other hand, twenty percent (20%) of the teachers feel that inclusive cannot materialize in their classroom unless more schools are being build or learners with severe disabilities are taken to special school where there are experts who know how to help them learn better.
6.1.3. Effect of inclusion on learning

Sixty five percent (65%) of the participants felt that learners with special educational needs gives too much pressure to the teachers. Organizing the classroom to support learners with special needs and educational needs was also regarded as a pressure to teachers and twenty-five (25%) percent of respondents confirmed this from answering the questionnaire. Forty percent (40%) of the teachers outlined that inclusion have a bad effect on the learners with special educational needs because sometimes they are being bullied by other learners in their classes. Some pupils give other learners funny names that are sometimes based on the disability they are suffering from or laugh at them when the teacher mentions them to say something and they end up not saying anything. These types of behaviors might in future cause learners with learning needs to lose their confidence and being isolated from other learners.

“Extra effort from the teacher will be required to attend to all the learners needs and specialized training will be required including manufacturing of special learning materials” (T2).

“Sometimes especially in-overcrowded classrooms students with special educational needs are not provided with the necessary support that they need to learn and participate fully which sometimes makes learners with special educational needs feel isolated especially when it comes to activities which they cannot do” (T7).

The results conclude that teachers feel that learners with special needs need to go to special schools where experts will cater for all their needs, rather than being in mainstream classes and their needs are being ignored sometimes. Teachers also felt that facilities in their schools were not enough to cater for all the needs of learners with special educational needs.

Discussion teachers and inclusive education: Views and understandings

The findings of the study show that majority of teachers were not aware of the policy of inclusive education. They felt that this policy might assist them in including both learners with disabilities in regular classrooms and felt that each teacher needs to be provided with this policy. Moreover, teachers showed that they have some insecurities regarding inclusive education. The participants were of the belief that having learners with special educational needs in their classrooms demands a lot of time from the teacher when giving extra support to those learners and in the end causing stress and frustration to the teacher.
Majority of the participants also indicated that their experience of working on mainstream classrooms give them extra burden. While some reported that they do not enjoy working with learners with educational needs, thus sometimes they end up ignoring them and focus on learners without learning needs. Some teachers felt that learners with severe learning needs or disabilities need to be catered for in Special schools where there are experts who are well trained to deal with such learners. On the other hand, some of the participants felt that inclusion add to their experience of working with diverse needs learners in their classroom thus making the implementation of inclusive education more effective in future.

Researches carried out in Namibia by different researchers indicated that teachers have different views, understandings and perception on inclusive education. Breiling (2017), demonstrated that various perceptions on inclusive education indicated that some teachers do not completely understand the concept of inclusive education, and these can be standardized to best suit the education system of Namibia and widen the perspectives by sharing ideas among teachers. Furthermore, the implementation of inclusive education help learners develops in social wellbeing by associating with each other in the classroom and school at large. So, teachers are responsible of making significance changes in the lives of all pupils in their classrooms and eliminate preconceived beliefs about students with disabilities.

**6.2. Methods and strategies used by teachers to implement inclusive education**

It was of great importance for the researcher to know the methods and strategies that teachers are currently employing in their classrooms to meet the needs of all the learners in their classrooms. These results answer the research question two, which is: What methods and strategies promote effective implementation of inclusive education in Primary classrooms of Omusati region? Teaching methods play a vital role in the teaching and learning process and it is the one that determine how competent the teacher is in teaching learners with diverse needs.
Table 4 Teaching methods used in the Omusati inclusive primary classrooms

<table>
<thead>
<tr>
<th>Teaching methods used in inclusive classrooms</th>
<th>Number of teachers using the teaching methods in the classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-centered approach</td>
<td>All the 20 teachers</td>
</tr>
<tr>
<td>Peer teaching Method</td>
<td>6 teachers</td>
</tr>
<tr>
<td>Differentiated teaching method</td>
<td>10 teachers</td>
</tr>
<tr>
<td>Co-Planning method</td>
<td>6 teachers</td>
</tr>
<tr>
<td>Teaching through play</td>
<td>6 teachers</td>
</tr>
<tr>
<td>Remedial teaching method</td>
<td>4 teachers</td>
</tr>
<tr>
<td>Co-operative teaching method</td>
<td>1 teacher</td>
</tr>
<tr>
<td>Using ICT</td>
<td>1 teacher</td>
</tr>
<tr>
<td>Group work and pair work</td>
<td>16 teachers</td>
</tr>
</tbody>
</table>

From the table, I infer that one hundred percent (100%) of the participants use learner-centered teaching in their classroom. It was also observed when the teachers were teaching that they used learner-centered approach since learners were taught from what they know already to what they are going to learn new. Learners were at the center of learning and they were actively involved in the classroom. Six (30%) teachers use peer teaching, and 10 (50%) teachers use differentiated teaching method in their classrooms. Furthermore, six (30%) teachers use co-planning as a strategy to implement inclusivity. Some teachers (6, 30%) use teaching through play as it increases participation of all the learners in the classroom. Four (20%) teachers use remedial teaching to assist learners who finds it difficult to catch up with the lesson objectives of the day. Only one (5%) teacher use co-operative teaching and ICT. Moreover, 16 (80%) of the teachers use group works and pair works in their teachings.

6.2.1. Learner-centered approach

Learner-centered approach is the method at the center of teaching and learning in all the Namibia schools. All the participants have indicated that they use this teaching method in their classes. This teaching method put learners at the center of the learning and the teacher acts as a facilitator of learning and manager of the class. Learners are allowed to interact with each other and learn from each other. Moreover, the teaching and learning method suit well to be used in an inclusive classroom so that slow learners will interact with other learners and get assistance when they are stuck on their schoolwork.
6.2.2. Peer teaching method

This method is used when learners act as teachers to other learners in the classroom. They can read together whereby one learner act as a teacher for other learners. It is a fun teaching method since it allows all the learners to participate and learn from other learners in the classroom. The results show that sixty percent of the participants use peer-teaching method in their classrooms. Teacher 9 said, “I use peer teaching because learners can learn well when they are engaged with their peers”.

6.2.3. Differentiated teaching method

This is a teaching method whereby a teacher plans different learning activities for learners based on their educational needs. Fifty percent of the participants reported that they use this method in their classrooms to help accommodate all the learners especially when they are doing assessment. As per teacher 2, “I use differentiated activities for learners in my class based on their needs, e.g. learners who cannot read, I always give them simple texts to read instead of assessing them using the same texts with other pupils who can read well”.

6.2.4. Co-planning method

The results indicated that thirty percent (30%) of the participants indicated that they use co-planning as a strategy to implement inclusive education in their classrooms. Teachers who teach the same subject or same grade, plan their lessons together and then individually, they will modify the lesson to fit the needs of the learners in their classrooms. Some teachers also indicated that they normally get the history of the learners from the teachers of the previous class were the learners is coming from. Therefore, they sometimes plan with the teachers who have experience on working with such learners.

6.2.5. Teaching through play

Learning through play is the most important strategy especially in an inclusive classroom. Learners tend to remember things they have learned through play compared to what they have learned through normal instructions. Thirty percent (30%) of the participants said that they use this method to allow all the learners participate and learn from interacting with other learners.
6.2.6. Remedial teaching method

This is a teaching and learning method with is offered to the learners who failed to catch up the lesson objectives of the day. Teachers normally use this method after school or take few minutes from the break time to assist the learners. Twenty percent (20%) of the participants have indicated that they instill this method in their teaching routine.

6.2.7. Co-operative teaching method

Co-operative teaching is a learning method which is more like group works. Learners are arranged in groups so that they work together co-operatively. This teaching method is effective to use in an overcrowded classroom since the facilitating process is based on the groups which failed to complete the activity. Only five percent indicated to be using this method in their classrooms.

6.2.7. Using ICT

The use of ICTs in nowadays education system is becoming widely integrated and assists in achieving most of the basic competencies. Unfortunately, only five percent (5%) of the participants indicated that they are using ICTs in the classrooms to implement inclusive education. ICTs can make learning easy especially to learners with learning disabilities such as sight problems or hearing problems. ICTs can also help teachers gain some new knowledge which they will integrate in their traditional way of teaching to make learning more interesting and more meaningful. A teacher may use online resources such as songs or story that they can make use of to teach a certain topic to the learners. They can as well get some quizzes and notes which are related to the subjects being taught.

6.2.7. Group work and pair work

Group work and pair works are among the methods that are being used by lower primary teachers. Group work is a method whereby learners are divided into three or more learners to work on a task under the teacher’s supervision. While pair work is done when two learners work together to complete a certain task assigned to them. These two methods are used by eighty percent (80%) of the participants because it allows full participation of all the learners in the learning process. It was also observed by the researcher that teacher B, C, D, F, J and L employed this method in their classes.
Discussion of the methods and strategies used by teachers to implement inclusive education

Vygotsky’s theory speculated that a child’s cultural upbringing has a huge impact on their learning (Tam, 2000), that is why teachers are responsible to choose the best teaching methods that accommodate all the learners in their classes. In the classroom, learners should be able to build on their previous knowledge and teachers are at the center of helping learners in developing such knowledge. The results indicated that teachers used different teaching methods to teach in their classes. Methods identified were learner centered, peer teaching, differentiated teaching, co-planning, teaching through play, Co-operative teaching, remedial teaching, using ICTs and group work and pair works. The following statement by UNESCO indicate the rationale being used my many educators to advocate and develop supportive inclusive schools.

“*Inclusive schools are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system*” (UNESCO, 1994 9.xi).

Although the results indicated that some of the teachers are using remedial teaching in their teaching routine, the social constructivist model rejects the use of remedial teaching in teaching and learning process. In concurrence with Nind, Rix, Sheehy and Simmons (2005), social constructivists repudiate the focus on remedial of individuals because they believe that disabilities are not a result of one’s impairment, but a product of different social factors in the context they find themselves. Therefore, these factors create barriers and reduce the equal participation opportunities for these participants. Social constructivists also reject the use of mainstream classes and special schools; hence they recommend the use of a universal discourse programme designed to meet the educational needs of all the learners.

The researcher was impressed by teachers A during the observation. The teacher had 70 learners in the classroom but managed to teach using different teaching methods to accommodate all the learners. The teachers used pair work whereby learners where introducing themselves to each other in English and they were doing this standing in front of the class. The teacher also integrated teaching through play whereby each learner come to the teacher and pick a card with a vocabulary word which she\' he will read out to the class and try to say the phonics of the
letters in the card. So, learning in this class was more learner-centered and more social. The teaching approach used by this teacher encourage student participation and motivate learners to do their best. The teaching method also considered the constructivism theory that perceived that children learn well when they demonstrate to each other, teach each other and observe from one another. Furthermore, Ainscow and Sandil (2010) maintains that teaching methodologies that enhances the practical development of inclusive education take into consideration the social and context of the learning guided by different policies within the school.

Teachers also have teaching and learning materials displayed in the classes of which most of the classes visited, the teaching aids are organized according to the subjects. Teaching aids are essential in an inclusive education classroom since they simplify the learning process. Learners tend to learn better when teachers demonstrate the subject content to them using variety of teaching materials. Learning materials which were created by learners themselves were also seen in the classes.

Other teaching methods such as co-planning which is done by teachers who are teaching the same grades or same subject was viewed as one of the effective strategies to an effective implementation of inclusive education. Teachers sit after school and plan for the lessons yet discuss with one another how to assist certain learners in their classrooms who are encountering some difficulties in reaching the basic competencies of the grade. When teachers practice this method then other methods such as differentiated teaching will be easy because the teacher got assisted already from the colleagues on how to help needy learners. Moreover, collaboration among stuff members can be enhances in this manner. The use of ICTs was not used by majority of teachers because the schools are not in possession of tools like computers or tablets. All the schools do not have computers in their classes, and the schools are only in possession of one computer per school. However, teachers can use their personal computers to integrate the use of ICTs in their classrooms.

6.3. Teacher support and training on inclusive education

The following findings are based on research question three which is: What is type of support and training received by primary school teachers in the Omusati region with regards to the implementation of inclusive education? The following diagram show a summary of themes that emerged from the results and will help in answering the research question.
6.3.1. Teachers’ training on inclusive education

Quality training of teachers play a vital role in acquiring the best results out of the education. Eighty-five percent (85%) of the participants indicated that no adequate training was given to them during their teacher training. Only fifteen percent (15%) of the participants reported that they have been trained on how to work on an inclusive classroom. These participants indicated that they received the training through in-service training which is usually done through workshops, pre-service training which they have undergone during their formal studies. Teacher 12 indicated that the training that was offered during teacher training was more on methodology rather than being practical.

“I received training during my teacher training, but it was more on methodology, we never visited any special school to see how teachers teach learners with diverse needs and get the experiences that we will instill in our own classrooms” (T12).

The result therefore indicated that majority of teachers were not trained in the area of inclusive education.

6.3.2. Professional support from the school

Support from within the school is also one of the aspects that influence effective implementation of inclusive education. Sixty percent (60%) of the participants reported that they receive support from the school. While forty percent (40%) of the participants reported that, they do not receive any support from the school. These types of support may include
working collaboratively with other colleagues at school to assist learners with special educational needs reach the intended objectives as stipulated in the subjects’ syllabuses. Similarly, a teacher who is more experienced in a certain subject may facilitate other teachers teaching the same subject.

6.3.3. Professional support from outside the school

For the goals of education to be attained, both parents, teachers, the community and other educational stakeholders need to work together by supporting each other in all the areas of teaching and learning for the sake of the learners. Support can be in terms of in-service workshop, informing meetings or other related trainings. Only thirty percent (30%) of the participants indicated that they receive little support from the outsiders such as parents, colleagues from other schools, inspectors of education and community members. Seventy percent (70%) of the participants reported to not receive any support from outside the school. The results indicated that there is no support or little support from the top officials and the community due to poor understanding of the term inclusive education to some of the outsiders.

“I do not have the support, resources, training nor enough time to implement inclusive education effectively” (T3).

“I feel like I do not have enough training on implementing inclusive education effectively and support is lacking; teachers should get enough support from the officials responsible for learners with special needs” (T7).

The researcher therefore concluded that collaboration between teachers and the outsider educational stakeholders need to be created in order to strengthen the support that is needed by the teachers on implementing inclusive education effectively. Moreover, an awareness of inclusive education among parents need to be addressed so that they know the type of support they can lander to the teachers or pupils.
Discussion of teachers’ support and training on inclusive education

Some progress toward development of schools that are inclusive and effective for students with disabilities and others who struggle, has been made in recent decades and much more progress is yet to be made (McLeskey, Waldron, Spooner and Algozzine, 2014). In this regard, teachers training on inclusive education is equally important in the teaching and learning process. Inadequate teachers training lead to poor implementation of inclusive education since teachers do not have adequate knowledge and skills on how to work with diverse need learners in the classrooms. Angrist and Lavy (2001) observed that lack of proper and adequate teacher training lead to a reduction in their learners’ performances. Similarly, Amalemba (2014) believed that a continuation of poor performance among the disabled pupils due to the poor teachers’ skills and inabilities trigger their poor enrolment in regular schools.

The results shed that teachers felt that they needed to be trained on how to adjust the school environment to meet the needs of all the learners. Few teachers admitted that they have been trained on inclusive education because they had a module during their teacher training which have to do with inclusive education, although they never had experience of visiting any special schools to observe how teachers are implementing inclusivity. Teachers also seems not to be in good position to work in inclusive classrooms yet, nevertheless if adequate training and enough learning materials are in place, they will be able to work well in implementing inclusive education. According to (Diego, 2015), a wide number of teachers in Namibia do not have qualification or experience in dealing with children with diverse needs.

Few teachers are trained in inclusive and special education field and they are not enough to cater for all the learners in the whole country. Some schools do not have teachers who specialize in such field that makes the implementation of inclusive and special education not to be successful in Namibia. Since the implementation of inclusive education, not all teachers received the proper training on how to identify learners with special needs and how to give them support. The Ministry of Education, Arts and Culture, Katrina Hanse Himarwa emphasized that teachers need specific training on disability to enable them to address challenges, barriers and negative attitudes toward people living with disabilities.

The 5th National Development plan (NDP5) which was recently launched also pointed out that, lack of qualified teachers who have a strong knowledge base, an awareness of developmental
psychology and the skills to teach effectively means that the quality of inclusive education and education generally in most schools is low (Ministry of Economic Planning, 2017).

Dimitrellou, Hurry and Male (2018), maintained that inadequate teacher training programmes in England for preparing them for the application of inclusive education practice become a concern at a national level. Teachers were perceived as incapable to surmount the challenges they face on implementing inclusive education in their classes, thus more focus on teachers training need to be put into consideration. The emphasis on collaboration among experts in special education for effective teacher training was also highlighted.

Krohn-Nydal, (2008), noted that most teachers in Tanzania’s primary schools are not adequately skilled in the comprehensive education and others are capably unskilled to be teachers. Even with these increased investments in education, the issue of having quality teachers still was not solved. UNICEF reported that assessment made on the quality and success of the Namibian education system correlated increasing grade repetition rates to low teacher skills and content knowledge. There is also a lack of consistency from school to school adhering to the national performance standards.

Despite teachers regarding themselves not being fully trained on the implementation of inclusive education and lacking support from the top officials, parents and community members, they are at least trying their level best to make sure inclusivity is in existence in their classes. Teachers used different teaching methods to make sure all the learners are accommodated in the lessons. They develop learning materials to make learning more fun and enjoyable.

The results also indicated that there is lack of support from within and from outside the school. Collaboration in not only a connectionist tool but it also offers ways of working together between teachers and other educational stakeholders. Consequently, Nind et al (2005) stipulated that collaboration draw upon inclusive principles which all teachers draw upon the strengths, interests and learning styles of all the learners during the teaching and learning process. That is why collaboration and support between teachers and other educational stakeholders is very important in the inclusive setting. McLeskey et al (2014) indicated that teachers need to work collaboratively together to provide effective support and instructions. These types of collaboration can be done in a form of planning, implementing and evaluating instructions based on the individual learner’s progress. For this reason, learners with disabilities
and those who are struggling will be supported and integrated in the general education and delivered with services and activities which are provided to other learners. Several organizations such as UNICEF has provided technical and financial support for the implementation of inclusive education to the government of the republic of Namibia. In keeping up with UNICEF (2011), maintains that UNICEF also helps address the core factors causing stigma and discrimination that perpetrate the exclusion of children with disabilities from the society in general and educational opportunities in particular. Currently, 20 percent of GDP is being spent on education, which is far higher than the United States at 6.4 percent or even the top ranked education system in the world, Finland, at 7.2 percent.

6.4. Factors hindering the effective implementation of inclusive education

From the following results, we will get answers to the research question four, which is: What factors hinder the effective implementation of inclusive education in primary classrooms of the Omusati region? The following table summarized the results found from the analysis of the results that indicate factors hindering the implementation of inclusive education in the Omusati region classrooms.

![Figure 9 Factors hindering effective implementation of inclusive education](image)

6.4.1. Diversity among the learners

*Learners from marginalized community*
Two of the schools which were visited are found in areas regarded as marginalized or disadvantaged communities. In the classes visited are some of the over-aged learners. Twenty-five percent (25%) of the participants also claimed that they have learners from different cultural backgrounds which sometimes make it difficult for them to accommodate them in the mainstream classes. There are for instance learners from Angola who only know how to speak Portuguese, so teachers find it difficult to communicate with them since in the language of instruction Namibia schools is only English and mother tongue. On the other hand, some teachers felt that they find it a challenge to teach at a school where the majority of learners are taught in a language that is not their mother tongue.

“I find it difficult to include learners coming from our neighboring country Angola in our education system since they speak none of our language but only Portuguese” (T16).

“When I came to this school it was not easy for me to communicate with the younger learners because their mother tongue is completely different from the language I speak and far from the language of instructions” (T11).

**Orphans and vulnerable pupils**

Orphans children are those learners who lost one or both of their parents due to natural death or other factors such HIV/AIDS, car accidents, war, suicide and homicide. While vulnerable children are those learners who are from poor families’ background that find it difficult to provide food and clothing to the children. Vulnerable children can on some cases be orphans as well and those learners who are acting as the heard of the house. These types of learners are found in almost every school in the world.

**6.4.2. Preparedness of the teachers**

**Inadequate teacher training and support**

The teacher-training program hardly address the issue of inclusive education. The results have revealed that teachers are not well trained and prepared to implement inclusivity in their classrooms. The issue of inclusivity is not well fulfilled; hence, it poses a trap to the effective implementation of inclusive education.
“I need to be trained about the necessary skills on how I can help slow learners to improve, and resources to support the learning objectives” (T20).

Teachers’ attitudes toward inclusion in education

Teaching heterogeneous class is the task of every teacher. Still supporting students individually is a big challenge for many teachers. There is a lot to do in this area. National, regional and local guide and service system still need to be developed to guarantee the support teachers need. Especially when there are pupils who need special support. Today’s teachers are still working by themselves in the classrooms, but they are affected by the school culture. The results indicated that most teachers have negative attitudes toward learners with special educational needs. Some viewed inclusive education as a waste of their time, hence some claim that they are not specially trained to work as inclusive teachers but as ordinary teachers only.

Some of the teachers claims that they do not possess the skills on how to work with diverse needs among learners thus, they end up ignoring learners with special needs in their classrooms. It was also observed in one of the classrooms that the teacher was ignoring the pupils with special educational needs while presenting the lesson. The teacher only gave chances to fast learners to say something in the classroom but not giving chances to other learners to try too. The method used by the teacher can demoralize the learners from participating in the lesson.

“Inclusive education is not working well in my class because sometimes I feel that my responsibility is not for special classes and end up not supporting learners in my classroom” (T13).

The researcher inferred that not all the teachers have a negative attitude toward inclusion. Some of the teachers observed (Teacher A and teacher L) showed a positive attitude while presenting their lessons. They discouraged learners from teasing some of the learners in their classrooms who were trying to tease learners who were stuck to say the correct answers. Teacher A kept on remind other pupils what the classroom rules says about bullying and laughing at each other. Despite the positive attitude among two teachers, majority of the teachers still hold a negative attitude toward inclusion in education.
Lack of collaboration between parents and teachers

Parental involvement in their children’s learning is very important and it helps in achieving the goals of education in Namibia which are access, equity, equality and democracy. Participants mentioned that there is lack of collaborations between teachers and the parents. This can be seen as a setback to the successful implementation of inclusive education in the primary classes of the Omusati region. Seventy percent (70%) of the teachers admitted that parental involvement in their children’s’ education is lacking. Furthermore, only thirty percent (30%) of the teachers have stated that parents work together with the school to build on educating their children.

“Parents hardly come to schools to visit and see how their children are progressing. Sometimes they are sent letters to come to school since we usually have one week per semester for book viewing of learners by parents and guardians, but they do not show up…. Some parents do not even attend parents meetings” (T6).

Poor or lack of communication between teachers and parents can cause a lot of misunderstandings in the learning process of the learners. It is of high importance that parents maintain high communication with the teachers and get involved in the learning process of their children. Parents need to attend parental meetings which use to be held with the reason to discuss aspects at hand which are affecting either the performance of the learners or discussions about the development that the school want to bring in their system. Parents also need to visit the classroom to observe how their children are performing and get help from the teachers on how to help them in the area where they have a problem.

Limited teaching time

Since some schools have a challenge of overcrowded classrooms, participants reported that the teaching time is not enough to foster for all the learning needs in their classrooms. Sixty five percent (65%) of the teachers have indicated that they do not have enough time to implement inclusive education in their classrooms, unless they will end up not helping the special need learners since they need extra time from the teacher to assist them in achieving the learning objectives and reach the basic competencies at the end of the term.
“I have a total number of 47 learners in my classroom and the teaching time is not enough for me because the moment you give an exercise to the learners, they will not all finish at the same time since the lesson is only 40 minutes. There will be no time for discussion about the feedback on the task unless the next day”.

According to the observation, time was really not on teachers’ side. This was observed from the lesson of teacher H that, after the teacher presented the lesson, the bell rang while the activity was not yet explained to the pupils. This happened because some of the learners where struggling with understanding the content of the lesson being presented by the teacher. So, the researcher conclude that it will be a wise idea if school improvise their teaching time, to fit the learners they are working with. Meaning, if the school is having a lot of learners, more minutes need to be allocated to the subjects to allow teachers assist all the learners in their classes. Otherwise, some of the learners might not achieve the competencies of their grade at the end of the year, which in return will cause failure and repetition of grades.

6.4.3. Educational system

Inclusive education has been discussed national and internationally. Many countries have been drafting policies, implementing inclusion, and special support that accommodate learners with different learning disabilities. This is no exception to Namibia, since hence country have passed on laws and policies guiding the implementation of inclusive and special education towards education for all. However, many constraints are hindering the successful implementation of the inclusive education in education. Several factors have been identified to be hindering the implementation of inclusive education in the Omusati regions primary classrooms. They are discussed as follow.

*Overcrowded classrooms*

The issue of overcrowded classroom was observed in one of the classes at school 1 where by 70 leaners in grade two where all accommodated in one classroom and catered for by only one teacher. This number is too big especially that these learners are still at the beginning of their developmental stage. They are still learning how to read, write, and numeracy, so it will be hard for the teacher to facilitate these learners according to their learning needs. Some of the learners were sitting on the floor since there were no enough chairs and tables to accommodate all the 70 learners, while some where sharing a chair two of them. It was also observed that in all the classes I visited the number of learners were not corresponding with the learner- teacher ratio
which is 35 learners per teacher. It is either they are 40 learners or more than that. Also, ninety-five percent (95%) of the participants indicated that overcrowdings of the classes affect the implementation of inclusive education.

**Poor infrastructures and Sanitations**

To ensure that inclusive education is being effectively implemented, there are many things that needs to be considered. Well-constructed infrastructures play an important role in this matter and in all the schools in the world. Seventy five percent (75%) of the participants indicated that classrooms need renovations and school structures need to be renovated to accommodate all the learners with and without disabilities. The observation also revealed that some of the classes were having potholes, which was not safe for both the teachers and learners. Some classrooms do not have windows and doors which is not healthy for the learners during rainy and cold seasons. Moreover, all the four schools were built with the same design since they are government schools which is why they are all not user friendly to the learners with wheelchairs and walking sticks.

**Lack of teaching and learning materials**

To bring good results out of the lesson and quality to the classroom, the teacher needs teaching and learning materials to support learning. Because every child will participate in the lesson if varieties of teaching and learning aids are used in the classroom. Learning aids may include visual materials (pictures, photographs), Tactual materials (real objects or modelled objects), demonstrations (using readily available materials from the surroundings) and making use of ICTs. The result revealed that there are lack of teaching and learning materials to support the learning of the learners. Eighty percent of participants indicated that they do not have enough or no teaching aids.

“There are no enough valuable teaching materials that match the learners’ needs, I am already struggling to create learning aids for learners without learning needs, so when I tried to make learning aids for learners with learning needs sometimes the materials will be finished already” (T10).

Teachers need to be provided with enough materials to make learning more fun for all the learners. It was also observed that learning materials were not enough for all the learners, for
instance in the class of teacher A, six learners were sharing one text book to answer to complete the activity which they were answering in their own exercise books.

**Discussion of factors hindering the effective implementation of inclusive education**

According to Bear, (2005) the development of autonomy, self-discipline, and ethics is more likely in environments in which mutual respect, co-operation, caring, and decision making are the norms carried out by both teachers, parents and community at large. The physical setup of most schools needs to be addressed because they were not built to accommodate all the pupils, for instance learners who are using wheelchairs or walking sticks. Including learners with diverse needs in the mainstream classroom is not an easy job especially to teachers. Teachers all over the world almost experience the same problems in the process of implementing inclusive education in their classrooms. Namibia in particular, face a lot of challenges in implementing inclusive education in primary classrooms. As per Chaula (2014), the government is to be blamed of causing the whole challenges in the implementation of inclusive education in the primary schools of Tanzania. The report indicated that schools are not making necessary purchase of teaching and learning materials, other useful resources for creating teaching aids, as well as materials to build more classrooms and furniture to avoid overcrowding of the classrooms and pupils sitting on the floor.

Diego (2015, p.3), believed that “Inclusion is not about the integration of people with different characteristics into the mainstream setting and then, expecting them to adapt to the mainstream culture but it is about respecting, appreciating and promoting diversity, stating that we are not the same, but we are all equal. Different learners from different background come to school and they need to be accepted in the same manner as other learners. Taukeni (2012) stated that orphan children need support when they are at school so that it helps them grief they parents. The type of support includes informing learners about bereavement, consoling orphaned learners, giving them a week off school during bereavement, registration of orphaned learners, provision of group guidance, and peer support (p.114).

The concept of inclusion is also presented in the European Union motto ‘United in diversity.’ I believe schools have crucial role in promoting inclusion, not only at school level but also in society.” Bear, (2005) outlined that the policy of Educationally Marginalized Children (EMC), was developed with the aim of recognizing learners in marginalized communities to allow for
universal access to education for everyone as outlined in the constitution and the Universal Declaration of Human rights.

The ministry of Basic Education and Culture (1996), outlined that the number per teacher play a great role in the education of young learners especially between primary and secondary grades and between regions too. It was noted that in some regions the learner: teacher ratio is excessively greater than other regions. Between 1990 and the early 2000s, the country made great strides in terms of improving education. Enrollment in primary education increased from 60 to 95 percent, there was a 30 percent increase in the teaching workforce, and 3,000 new classrooms were built. Nevertheless, there were still questions about the quality and relevance of the curriculum, the shortage of overall schools, the availability of qualified teachers for those schools, and a lack of enrollment in secondary education due to it being cost prohibitive.

Some schools in Namibia do not have electricity and toilet facilities that support the inclusion of learners with physical disabilities. Many schools in the northern part of Namibia, still having makeshift classroom build out of traditional sticks and mud, exposing children to rain, wind and heat. Majority of schools in the north have no libraries, laboratories or store rooms (Diego, 2015). Many of the buildings are old and have not been upgraded with modern facilities, and this makes it difficult to cater for needs of learners with different learning abilities. This is in line with the 5th National development plan (NDP5) which emphasized that poor quality of schools’ environment make teaching and learning more difficult, and less enjoyable than is ideal. Inadequate learning and teaching materials at all levels of basic education affect the quality of education (Ministry of Economic Planning, 2017).
Chapter 7: Conclusions and Recommendations

7.2. Conclusions

Globally, inclusive education aims to put an end to all sort of discriminatory practices that deliberately and undeliberate exclude some children from acquiring an appropriate education (Maringa, 2014). The concepts of inclusive education are viewed as a process of inclusion (the act of having children being taught in the same classroom settings/mainstream) provided to learners with learning diversities. Therefore, equity and equality in an inclusive educational approach to education do not imply access to education for all children neither access to education guarantee equity and quality education. Consequently, there has been a significant and notable evolution in the Namibian jurisprudence, policy, and society regarding their education service delivery since the United Nations call for the provision of equity and quality education for all. This serves as evidence that Namibia pledge to uphold the international resolutions on the provision of inclusive and special education. Therefore, the country developed policies in respect of ensuring inclusive, equity and quality education for all while respecting diversity in learning.

The Namibian sector policy on inclusive education is ensuring that all learners are educated in the least-restrictive education settings that is applicable to all the government bodies throughout the basic education. Moreover, inclusive education strategies are responding to marginalized communities and learning with special needs. However, in the Namibian school system, there is a need to narrow the existing gap between policies and their implementation.

This study aimed at exploring teachers’ perceptions about the implementation of inclusive education in the four primary schools in the Omusati region, Namibia. The study concludes that the implementation of inclusive education in the Omusati primary classrooms is in existence based on the four schools visited. This study revealed a number of factors that were believed to hinder the implementation of inclusive education in the classes of the Omusati region. Lack of teaching and learning materials, lack of support, and poor teacher training on inclusive education came as the most frequently articulated factors. Teachers considering inclusion as a time-consuming aspect was also highlighted. Some teachers don’t have enough skills and knowledge on how to work with learners with severe learning needs in their classes thus they end up ignoring them is seen by the researcher to be a bothersome challenge to the future of learners with different learning needs.
Despite the apparent benefits of inclusive education in Namibia, teachers show a concern on their knowledge, skills and support they receive from the government and other educational stakeholders who are as well involved in the implementation process of inclusive education. Teachers vividly illustrate that the more the learners with special needs and special educational needs are included in the mainstream classes, the more pressure they experience and the more teaching and learning materials they need.

The study had four objectives that are summarized as follow:

The first objective was to assess the level of understanding and views of teachers in the Omusati region with regards to the Implementation of inclusive education. The results revealed that teachers are aware of the term inclusive education and only few of them knows about the policy of inclusive education and are in possession of this document. Although there are still some schools that frequently use the inclusion model for selected pupils with mild to moderate special needs, there are still fully inclusive schools (which are rarely found), that do not separate general education and special education programs, instead, and they restructure the school so that all students can be accommodated together and learn together.

The second objective focused on exploring teaching methods that teachers use in inclusive primary classrooms in Omusati region. The results have revealed that teachers use variety of methods in their inclusive classrooms. The identified ones are: learner centered, peer teaching, differentiated teaching, co-planning, teaching through play, Co-operative teaching, remedial teaching, using ICTs and group work and pair works.

The third objective was to investigate the nature of support and training received by primary school teachers about the implementation of inclusive education. The study finds out that primary school teachers have poor support or no support at all from the top officials and other educational stakeholders. Teachers also seemed to have inadequate training from their teacher training universities and colleges. There is also a need to increase the teacher training on inclusive education through in-service training and workshops. Although teachers said they are not well trained, they are using the little knowledge they have to make sure inclusive education in existence in the classes.

Moreover, the final objective aimed at exploring the factors that hinder the effective implementation of inclusive education in the primary schools of Omusati region. The study revealed different factors that are seen to be hindering the implementation of inclusive
education in the primary classroom of the Omusati region. Diversity among learners, preparedness of the teachers and educational system where the main factors highlighted to be hindering inclusive implementation. Among the diversity among learners are the learners from marginalized communities as well as orphans and vulnerable children. Among the preparedness of the teachers are factors like the attitudes of the teachers toward in inclusion in their classes, lack of training and support for teachers, lack of collaboration between teachers and parents. Overcrowded classroom, poor infrastructures and poor sanitations, as well as lack of teaching and learning materials and lack of funds were highlighted as educational system factors affecting the implementation of inclusive education in the primary classrooms.

This study is significance to the teachers, Ministry of Education, Arts, and Culture, parents, community members and all the educational stakeholders at large. Keeping up with Minister of Education, Arts and Culture, Katrina Hanse Himarwa who noted on the (01 September 2018), that different publications were submitted to the Ministry of Education, Arts, and Culture, which represents findings on the current status, progress and challenges in the education sector, specifically on inclusive education. The results indicated highlighted that teachers play a crucial role when it comes to inclusive education, because they are entitled to providing equitable and quality education to all children regardless of their learning abilities and capabilities. However, the minister encouraged more studies on inclusive education to be carried out to assess the current status quo of inclusive education in the 20th century. Hence the researcher feels that this study will add to the data needed by the Ministry of Education in Namibia.

7.3. Recommendations

7.3.1. Recommendations for improvement

Inclusion is a never-ending process which ought to find better ways of responding to diversity among schools, hence it focuses on the identification and removal of barriers to learning for all the learners. For the implementation process to be effectively carried out in the Omusati primary classrooms, teachers need to develop positive attitudes, awareness of the inclusive education policy, providing support documents to the teachers, and strengthen the collaboration between teachers, parents and all educational stakeholders. The researcher therefore recommends the following recommendations for improvements.
1. Primary school teachers should be involved in the planning and development of inclusive policies. By doing so, it will allow the implementation process to be effective since the teachers have the experience at hand on how to deal with learners with diverse need. And they will at least come up with strategies which they are employing in their own classes instead of policy makers coming up with methods which cannot be fulfilled due to certain barriers attached to the education system.

2. Providing primary schools with relevant resources that caters for children with diverse needs. The Ministry of Education should make provisions on how to provide schools with enough teaching and learning materials. Teachers may be granted permission from the Ministry of Education to look for private companies to assist their schools with different teaching and learning materials such as computers, smart boards, tablets, books and dictionaries.

3. Involve other stakeholders such as parents in the implementation of inclusive education process. Meetings from experts on inclusive education may be conducted to inform and train parents and community members on how to assist teachers on how to identify learners with special education needs and also to help learners with diverse needs within the community.

4. Develop implementation guiding documents which primary teachers will use to implement inclusive education in their classrooms. This includes documents which clearly indicate for instance how to help a child with Attention Deficit Disorder or a child with Behavioral Disorder when the need arises. Moreover, Learning Support Plan (ILSP) documents should be in place to guide and evaluate the individual learning process for learners with special needs.

5. Create more opportunities for in-service training of primary school teachers on inclusive education. More opportunities for teachers training on inclusive education should be created and refresher training for teachers who were previously trained need to be conducted for at least every four months of the year. Teachers also need to be trained on how to use the readily available learning material found in their communities on how to create them and come up with an effective teaching aid accommodating learners with diverse needs in their classes.

6. Provide each school with a special education specialist who will be assisting other teachers on how to deal with special educational need students. Schools who have many learners should be assigned with two teachers per class, one being the class teachers and the other as a co-teacher so that workload and assisting learners will be shared between the two parties.
7. Due to overcrowded classrooms, I suggest that more schools should be built. This will help in addressing the issue of overcrowding classes and lessen the burden that teachers have currently. If more schools are built, it will as well improve the performance of the teachers and learners. Since some of the learners have to walk long distances to have access to the nearest schools, building of more schools will help these learners to have access to schools within a reasonable distance.

8. The policy of teacher-learner ration need to be reviewed. Since the introduction of inclusive education policy, teachers have been working with a teacher-ratio of 35 learners per teacher. By working in a mainstream classroom whereby learners of different learning abilities are all accommodated, this number needs to be reviewed to allow the teacher to give full attention to each learner based on their individual needs. In junior primary the teachers may at least have only 20 learners in their classroom. The reason for doing this is because teachers at this phase need to assist learners with all the aspect of development such as reading, writing, and computation. If the class is overcrowded, then slow learners will not reach the competencies which they are expected to achieve at the end of the year, and this is one of the factors leading to high number of grade repeaters in many schools. Furthermore, in senior primary I recommend that the teacher learner-ration should be 25 learners per teacher.

7.3.2. Recommendations for further studies

Since this research was only conducted in government school, I will recommend for a similar study to be conducted in private schools to see how the implementation is being carried out as well as find differences and similarities with the current data obtained from this study. The sample size needs to be increased as well to get more results from as many schools as possible and change the research methodology to a quantitative method.

7.4. Validity of the findings

The term validity means the degree to which scientific explanations of phenomena match reality, McMillan & Schumacher (2012:134). According to Rossouw (2010:123), validity refers to the degree to which the measuring instrument measures what it is supposed to measure. Content validity is ensured in this research by choice of questions and items that helped to answer the central problem, which is questions that address the perceptions of teachers about the implementation of inclusive education and the opportunities and challenges that primary school teachers experience regarding the implementation of the Inclusive Education. Creswell
(2014, pp.201-203) identified some strategies which researchers can use to assess the validity of the study. Triangulation of data is one of the strategies which Creswell (2014) outlined as sectioning of different data sources by examining evidence from the sources and use such information to build coherent justification of themes. In this study, data were collected through observation and open-ended questionnaire of which the themes established were based on the participants’ perceptions and this add validity to the study.

The second strategy is member checking. By doing this, the researcher had four emails of teachers from each school of which after the data analysis, the researcher sent the results of the study to the participants email address to ensure the truth value and misinterpretation of the data. The participants shared the results with other teachers who took part in the study and confirmed that the results presented what they have wrote in the questionnaire. Since there are few researches made on inclusive education in Namibia, two of the master’s papers were used to validate and give relevance to the findings of this study.

Another strategy which was used to assess the validity of the study was spending prolonged time in the field. The researcher is this case have observed 12 classes of which each lesson lasted for 80 minutes. So, this helped the researcher to develop an in-depth understanding of the perception of teachers which was the phenomenon at the heart of the study and lead to the researcher getting familiar with site and the people that in turn lend to the acknowledgement of the credibility of the study. “The more experience that a researcher has with participants in their settings, the more accurate or valid will be the findings” (Creswell, 2014 p.202).

7.5. Limitations

Since Omusati region is regarded as a region with the most schools in Namibia, I feel that the sampling of four schools was too small. Time of collecting the data was also not appropriate enough since it was at the beginning of the school and teachers were not really teaching seriously by then, so this might have affected the reliability of the data collected through observation. There was also a miscommunication between the researcher and one of the principals of the chosen schools, which caused the researcher to look for another school in a short period. The researcher had to write letters to the new school and inform the Omusati regional director of education about the whole incidence.
References


Appendices

Appendix 1: Letter from the University of Eastern Finland

To Whom It May Concern

Namibian teachers, who are participating in Master’s Degree Programme in Primary Education as a part of their studies, are conducting dissertation research. These studies consist of three different parts: a) planning seminar, b) working seminar and c) research report. To be able to complete the dissertation, they have to conduct empirical data collection, which is recommended to be carried out in Namibia. As a supervisor of their master’s thesis, I ask for Your kind support for their data collection under all necessary ethical requirements.

In Joensuu, 15th November, 2017

Sari Havu-Nuutinen
Professor
Academic head of the Master’s Degree Programme in Primary Education
Supervisor of Thesis
Appendix 2: Letter to the Omusati Regional Director of Education

Ms. Loide T. Ekandjo
P.O. Box 80140
Joensuu
Finland
11 December 17

The Regional Director
Omusati region: Directorate of Education
Private Bag 529
Outapi

CC: Inspectors of Education: Outapi circuit, Onesí circuit and Ruacana Circuit

Subject: Request for permission to conduct a study at the schools in Omusati region

I am Loide Tilomalenga Ekandjo, a master degree student at the University of Eastern Finland. As part of the course requirements, students need to submit a research thesis for them to complete their study. I am at this moment requesting permission to conduct a study from the following schools in Omusati region; Sakeus Iihuwha primary school (Outapi Circuit), Omunyele primary school (Outapi Circuit), Ontoko combined school (Onesi Circuit) and Otjihozu combined school (Ruacana Circuit). The study is planned to start on the 10th January until 29th January.

My study seeks to assess the implementation of inclusive education in the primary classrooms in Omusati region, with the focus on teachers’ perspectives. The study will not interfere with the regular teaching hours because I will conduct a non-participant observation and the questionnaires to be answered by the teachers during their free time.

Attached is the permission letter from the University, Invitation letter to the teachers, and a sample of a consent form to the participants.

I am looking forward to your positive response to this request. For further information contact +264817871976 or +358449531274.

Thank you!
Yours Sincerely,
Loide T. Ekandjo (Master student: University of Eastern Finland, Joensuu Campus)
Email: loideekandjo@gmail.com
Appendix 3: A Letter to the Teachers

Ms. Loide T Ekandjo
P.O. Box 80140
Joensuu
Finland
22 November 2017

University of Eastern Finland, Joensuu Campus
School of Applied Educational Science and Teacher Education
E-mail: loideekandj@gmail.com

Dear Teachers

I Loide Ekandjo a student at the University of Eastern Finland would like to invite you to participate in a master’s research questionnaire which aims at assessing the implementation of inclusive education in the primary classroom in Omusati region. Your input is precious to the outcome of this study. I will as well conduct some observations in some of your classes, so your support in this regard will be highly appreciated. The study is planned to start from the 10th January 2018 till the 29th of January 2018, of which six schools will be visited.

Your answers are of great value to this study whether or not you have much experience teaching students identified as having some special needs in your general education classroom. Every effort will be made to safeguard your identity, and any information you provide will remain anonymous.

Your responses are essential to have complete and useful data on the study as well as contributing to the larger goal of assisting in meeting teachers and student’s needs. If you have questions or concerns, please feel free to contact me at +358449531274/ +264817871976 or on the abovementioned email address. A consent letter for the participant to sign is attached to this letter.

Thank you in advance for your time and participation.

Yours sincerely

ekandjo.l.t
Appendix 4: A Consent Letter for Teachers

Consent form

Research topic: Assessing the Implementation of Inclusive Education in the Primary Classrooms in Omusati Region, Namibia: Teachers’ perspectives.

Dear Participants

This form serves to give options to decide whether you wish to participate in the study to be carried out at your respective school. By signing at the very end of this letter will show that you have agreed to participate in the study. You should be aware that you are free to decide not to participate or to withdraw at any time you feel that you do not want to participate anymore without any consequences.

The purpose of this study is to assess the implementation of inclusive education in the primary classroom in Omusati region, with the focus on teachers’ perspectives and further compare whether what it is written in the policy is what is being implemented at the school level. Data will be collected using an observation protocol and an open question questionnaire.

Do not hesitate to ask any questions about the study either before participating or during the time that you are participating. I would be happy to share the findings with you after the research is completed and it is officially published. Your name will not be associated with the research findings in any way, and only I will know your identity.

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent for. I therefore voluntarily agree to take part in this study.

Signature of Participant: ___________________________ Date: ______________

Email (in case you would like to receive a copy of the research): loideekandjo@gmail.com or loidee@uef.fi

Loide Tilomalenga Ekandjo

Master Student in Primary Education
Appendix 5: Approval Letter from the Omusati Regional Director of Education

**Republic of Namibia**

**Omusati Regional Council**

**Directorate of Education, Arts and Culture**

*Team Work and Dedication for Quality Education*

Tel: +264 05 251720
Fax: +264 05 251722

FAX: Apollonia Hangua

Ms. Loide I. Ekandjo
P.O. Box 80140
Juergen
Finland

**Private Bag 579**
**OUTAPI**

16 January 2018

**Subject:** Permission to conduct a study at the schools in Omusati Region

This letter serves to notify you (Ms. Loide T. Ekandjo) that permission has been granted to conduct a study at Sukuta Ithaha PS, Omanyele PS, Ontoko CS and Tshomu CS on the "implementation of inclusive education in the primary classrooms in Omusati Region, with the focus on teachers’ perspectives". Please be informed that the study to be conducted at schools should by no means whatsoever disrupt teaching and learning.

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

Yours faithfully,

[Signature]

Mr. Italan Shaponge
Director of Education Arts and Culture

Cc: Inspectors of Education, Outapi, Amamulenge, Onesi and Rucuna Circuits
   Principals for Sukuta Ithaha PS, Omanyele PS, Ontoko CS and Tshomu CS

All official correspondence must be addressed to the Chief Regional Officer.
Appendix 6: Open-ended questionnaire

Open-ended Questionnaire for teachers

Topic: Assessing the implementation of inclusive education in primary classrooms in Omusati region: Teachers’ perspectives

Answering the following questions is optional, but very helpful.

1. Your age: -----------------------------------------

2. Your gender: -------------------------------------

3. Indicate the total number of years you have been teaching:
   1-10 years □ 11-20 years □ 21-30 years □ 31-40 years □

4. Is your school a Primary school, or a combined school? -----------------------------

5. In what year did you complete your initial teacher training and where? -----------------------------

6. What is the highest degree you hold? -----------------------------

Questions on Inclusive education

1. What is your definition of inclusive education?

2. What are the advantages and disadvantages of inclusion?

<table>
<thead>
<tr>
<th>Advantages of inclusion</th>
<th>Disadvantage of inclusion</th>
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</table>
3. What do you think are the effects of inclusion of students with special educational needs in learning?
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4. Do you feel that inclusive education is working well in your class (yes or no) and why?
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5. How do you help your learners academically and socially in an inclusive environment?
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6. How does children feel about being in an inclusive classroom?
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7. Are there several strategies that you use to implement inclusive education in your classroom? Mention them.
8. What are the strategies that should be used for successful implementation of inclusive education in schools?

9. Do you feel that you have the support, resources, training, and time to implement inclusive education effectively? If not, what support, resources, and training would be helpful to you?

10. Do you think there are certain barriers that limit access to successful implementation of inclusive education in your classroom? If yes, mention them.

11. Are you aware of the Inclusive Education policy? If yes, do you have access to it? If no, what do you think need to be done?
Appendix 7: Observation protocol

Observation Protocol: Assessing the implementation of inclusive education in the primary classroom

School: ...................................................  Grade: .................

Date: ......................  Number of learners in the classroom: .........................

1. **Lesson effectiveness**
   
   Read each statement below, and make a cross (x) under each relevant observation (Yes, No, Not Applicable).

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Does the teacher begin the class on time and in an orderly manner?</td>
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<tr>
<td>2. Is the lesson planned to foster learners with special educational needs?</td>
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<td>3. Does the teacher appear to be well prepared for the class?</td>
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<tr>
<td>4. Does the teacher introduce the lesson objectives to the learners?</td>
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<td>5. Is the lesson well-structured and managed?</td>
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</table>

2. **Instructional skills**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the introduction of the lesson awakened pupils' attention?</td>
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<td></td>
<td></td>
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<tr>
<td>2. Are the pupils engaged in active\ meaningful learning?</td>
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<tr>
<td>3. Does the teacher show adequate knowledge of working in an inclusive classroom?</td>
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<tr>
<td>4. Are the explanations clear to the learners?</td>
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<tr>
<td>5. Does the teacher speak clearly with good tone to the learners?</td>
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<td></td>
<td></td>
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<tr>
<td>6. Are examples given relevant, meaningful and appropriate?</td>
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</tbody>
</table>
3. Physical learning environment

3.1. Does the classroom arrangement and organization facilitate inclusive education?

3.2. Describe the effectiveness of the teaching aids.

3.3. How do the pupils with special needs use the teaching and learning aids?
3.4. How much time do children with Special learning needs spend on one activity?

3.5. How well does the teacher use the syllabus, scheme of work and the lesson plan?

4. Social Learning Environment

4.1. Describe the interaction between the teacher and the learners in an inclusive classroom.

4.2. How does the teacher communicate with pupils with special educational needs?

4.3. Identify the teaching methods which the teacher use in an inclusive classroom.

4.4. What methodology does the teacher use to foster the learning process of the learners with special learning needs?

4.5. To what extend is the teacher’s knowledge and ability of instructing pupils in an inclusive education?

4.6. Describe the overall attitude of the teacher working in an inclusive classroom.