

RHODES UNIVERSITY

DEPARTMENT OF EDUCATION

**Managing an Inclusive School: A case study of a pilot
school in Swaziland**

Submitted by

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ABSTRACT

Inclusive Education (IE) reflects the values, ethos, and culture of an education system committed to excellence by promoting education opportunities for all learners. IE is about building a more just society and ensuring the right to education for all learners regardless of their individual characteristics or difficulties (UNESCO: 2007).

The kingdom of Swaziland has committed itself to high quality basic education which provides equal opportunities for all children and youth. This is evident in the Swaziland National Constitution (2006). To promote Education for All (EFA) as stated in the constitution, an IE Policy has been developed and a draft policy is in place. The programme has been operational since 2006. There are nine pilot schools and four teachers from each school who have been trained on how to handle pupils with disabilities. The programme will be rolled out to 608 primary schools by 2015. In this research, the goal was to investigate how a School Management Board responds to the challenges of managing an Inclusive School.

This research is a qualitative interpretive case study based in one of the pilot schools in Mbabane in Swaziland. The study used document analysis, semi-structured interviews and focus groups to collect data. The study revealed that the school has done much in accommodating IE as there are changes in management structures and approaches, organizational culture and operating procedures. On the other hand, there are still significant challenges such as a lack of knowledge of inclusion and negativity on the part of learners and parents. Other challenges include inadequate training for educators and lack of suitable infrastructure.

The study concludes by recommending improved staff development programmes, infrastructure upgrades, acquiring appropriate teaching and learning resources and employing multidisciplinary personnel.

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DECLARATION

I, Zondaniimba, hereby declare that the work contained in this dissertation is my own work, and it has not been submitted for any degree or examination at any other university.

There are academics to whom I am grateful, as their work has been inspiring. Some of the academics have been referenced in my work and have been acknowledged in my reference.

Signed _____ Date _____

LIST OF ABBREVIATIONS and ACRONYMS

AIDS	Acquired Immune-deficiency Syndrome
DOE	Department of Education
EFA	Education for All
HI	Hearing Impairment
HIV	Human Immune Virus
HOD	Head of Department
IE	Inclusive Education
LD	Learning Disabilities
LSEN	Learners with Special Education Needs
MoE	Ministry of Education
SMB	School Management Board
SEN	Special Education Needs
RT	Resource Teacher
UN	United Nations
VI	Visual Impairment
VP	Vice Principal
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER ONE

INTRODUCTION

1.1 Context of the study

The Kingdom of Swaziland has made a commitment to universal, high quality basic education – Education for All (EFA) - which provides equal opportunities for all children and the youth (Swaziland. Constitution, 2005, p. 20). To promote Education for All (EFA) the Swaziland Government developed the Inclusive Education Policy (2005) and a draft policy is in place. The draft policy was implemented in 2006.

To sketch an appropriate background and rationale for the study, I begin by discussing what Inclusive Education entails. I then discuss the current situation of Inclusive Education in Swaziland. Next I give a brief description of management (subjective, ambiguity and collegial) and leadership theories (social justice) in managing an Inclusive School as these informed my study. Lastly I discuss studies that other researchers have undertaken on the topic and the potential value of the research.

Inclusive Education reflects the values, ethos, and culture of an education system committed to excellence by promoting education opportunities for all learners. Inclusive Education is about building a more just society and ensuring the right to education for all learners regardless of their individual characteristics or difficulties (UNESCO, 2007). Inclusive Education acknowledges that barriers which different groups encounter cannot be eliminated by promoting separate systems or schools but by promoting an Inclusive Education system that responds to diversity (UNESCO, 2007).

Swaziland has four provinces. In each province two pilot schools have been purposively chosen on the basis of geographical location, in terms of accessibility and availability of resources to serve neighbouring schools in the implementation of the Inclusive Education Programme. The programme will be rolled out to 608 primary schools by 2015. This research will be conducted at Mwabi Primary School, one of the pilot schools.

The research focuses on the management of schools which offer Inclusive Education. This research interest springs from my professional experience. For five years I worked for the Swaziland Government as a coordinator of the Inclusive Education Programme. In this time I became aware of several challenges faced by School Management Boards of pilot schools in the implementation of Inclusive Education. Many of these challenges, such as members' inability to work with multidisciplinary personnel and difficulties in implementing an inclusive curriculum, are indicative of a degree of complexity in Inclusive Schools' culture and structure that traditional management theory fails to account for. Traditional management theories – described as 'formal' models by Bush (2003, p. 37), assume that organizations are hierarchical systems in which managers use rational means to pursue agreed goals. Complex organisational processes, such as decision making, are viewed as simple cause-and-effect procedures. Formal models also typically downplay the contributions of individuals.

Increasingly however, schools are being viewed as complex organisations, operating within diverse internal and external environments which are turbulent and dynamic rather than static (Jamali *et al.*, 2006, p. 337). Inclusive Education arguably adds to this complexity since inclusion requires changes in structures, policies, objectives, subject matter and operating procedures, so that all children can learn efficiently and effectively (Acedo, 2008, p. 80). Fullan (2001, p. 44) argues further that there is no recipe for change or step by step process for change as organisations live in a culture of continuous transformation. Since Inclusive Education is about diversity, individual needs and managing uncertainty, alternate, contemporary theories of management are more likely to provide useful frameworks for making sense of these organisations' realities. Bush's (2003) subjective and ambiguity models may therefore be more appropriate to inform my study.

The assumption in subjective models is that organizations are a creation of the people within them. The organization has a different meaning for each member and exists only in the experience of the members (Bush, 2003, p. 133). Individuals are central to the organization. In ambiguity models the assumption is that turbulence and unpredictability are dominant features of the organization (Bush, 2003, p. 134). This statement acknowledges that institutional life is unstable and complex and this is one of the reasons why managing Inclusive Schools is a challenge.

Without undermining the positive contributions subjective management, ambiguity management and collegial management bring to school management, it is worth noting that traditional

leadership theories are managerial or task-oriented. More recently, theories have moved to more person-oriented and transformational. Managing diversity requires more than person-orientation, it requires recognition of the moral imperative, to bring about equity, equal opportunity and social justice. To achieve this, according to Shields (2004, p.123) educational leaders need to reflect carefully on how to move forward such a deeply moral, transformative, dialogic and relational agenda. This requires leadership that acknowledges diversity - leadership for social justice.

I have found no previous research on management experiences in Swaziland, but similar research was conducted in Namibia by Cloete (2002). That research found that managing a new inclusive process was challenging as the school under investigation adopted a management approach that tolerated little or no consultation and shared decision making. There were no implementation procedures in place and there were inadequate numbers of trained personnel as well as resources. In view of the above, the School Governing Body members experienced an even greater sense of turbulence (Cloete, 2002). Similar studies were conducted in Australia (Bacley & Du Plessis, 1997) and in China (Ellsworth & Zhang, 2007). The findings were that school management experienced challenges because of a lack of proper personnel training, poor resource allocation and curriculum modification.

This research investigates how one of the pilot schools offering Inclusive Education in Swaziland is managing the process. The potential value of this research is to gain deeper understanding of the management implications of Inclusive Education which may assist policy makers in how best to design Inclusive policy and implementation strategy. The findings could also inform other schools working towards inclusion and other pilot schools. It also provides a platform for further investigations.

1.2 Research goal

The goal is to investigate how a School Management Board of one primary school responds to the challenges of managing an Inclusive School. To achieve this goal I seek to answer the following questions:

- How does the School Management Board see its role in the management of Inclusive Education?
- In what way has the school adapted or reviewed its management (in terms of structure, culture and practices) since becoming an Inclusive School?

- How does the School Management Board view challenges and opportunities in managing an Inclusive School?

1.3 Methodology

This research was conducted in the interpretative paradigm. The ontology and epistemology underlying this research is one of multiple realities as reality is socially constructed and it is perceived differently by different individuals. Meaning is constructed by individual groups, in interaction with each other. Researchers can gain access to individuals' reality by engaging with the actors in a particular situation.

The method of research is a case study. A case study, according to Yin, focuses on a contemporary phenomenon within its 'real-life' context (Yin, 2003, p. 2). Inclusive Education is a contemporary phenomenon in Swaziland and further afield. Since my research focused on a school in its day-to-day functioning I believe I was studying the phenomenon within its 'real-life' context.

I employed qualitative research when collecting data. The idea behind qualitative research is to purposefully select the site and participants (documents or visual material) that will best help the researcher understand the problem and answer the research question (Creswell, 2003, p. 185). Hence this research was conducted at Mwabi Primary School, chosen purposefully as it is one of the pilot schools near Mbabane and is near my work place. Mbabane is also the home of the Ministry of Education with whom I needed to liaise in this project.

Data was collected in three stages: **Stage 1** was document analysis; **Stage 2** involved semi-structured interviews; and **Stage 3** took the form of a focus group.

1. 3. 1. Data analysis

Data generated is qualitative data and was obtained from documents, transcripts from semi-structured interviews and a focus group. Data was analysed during and after the data collection process. Qualitative data analysis tends to be an on-going and iterative (non-linear) process, implying that data collection, analysis and reporting are intertwined and not merely a number of successive steps (Maree, 2007, p. 195). I transcribed the tape recordings of the interviews. Data was read and coded carefully in categories. I then sorted the data by placing them under relevant themes that responded to the research questions.

To ensure validity of interviews, semi-structured questions were reviewed by experts like my supervisor (internal validity). All interviews were transcribed as soon as possible and were shown to the interviewee to cross check if they were in agreement with what had been transcribed. Reliability was ensured by triangulating data from documents, interviews and the focus group. Triangulation is homing in on research evidence from several points of view (Johnson, 1994, p. 8). Relying on one source of data or evidence makes it more possible that inaccuracies or prejudices incorporated in the evidence could escape the researcher's notice. Using different sources of evidence which lead to a similar picture is an advantage as it creates confidence in the conclusions.

1. 3. 2. Ethical issues

With regards to ethical issues, I promoted voluntary participation and guaranteed participants the right to withdraw anytime they felt like it. Participants' interests were protected, confidentiality was maintained and identity disclosure was prevented. At all times there was informed consent (Johnson, 1994, p. 80). To assure participants about these ethical issues, confidentiality agreement forms were signed.

1. 4 Outline of thesis

In chapter two I present the literature review that I found relevant to my study. The literature discussion is based on literature on Inclusive Education in Swaziland and at an international level. A brief summary of Learners with Special Education Needs and critique of inclusion is discussed in this chapter. A discussion of management theories and theories of leadership for social justice are included as they are applicable in an Inclusive School.

Chapter three addresses the aim of the study and provides a description of the research methods applied to my research project. The discussion of the phenomenological approach, selection of participants and data-gathering tools and data analysis are covered.

In chapter four I present the data under themes and in chapter five I discuss and interpret the findings of my study.

In chapter six I summarise the main findings, focus on the potential value of my research, suggest future research and discuss the limitations of my study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is an essential feature of any research as it creates a firm foundation for advancing knowledge. According to Webster and Watson (2002, p. 1) literature review “facilitates theory development, closes areas where a plethora of research exists, and uncovers areas where research is needed”. In response to the above, the field of Inclusive Education is not exceptional. This chapter focuses on literature related to Inclusive Education and management of an Inclusive School. This chapter is structured as follows:

- Brief history of Special Education as Inclusive Education springs from Special Education.
- History of Special Education in Swaziland.
- Who are learners with Special Education Needs?
- Educating learners with Special Needs.
- Definition of Inclusive Education.
- International discourse of Inclusive Education.
- Critics of Inclusive Education
- The role of Special Schools in an Inclusive Education system.
- Managing an Inclusive School.
- Management challenges.
- Leadership challenges

The concept of Inclusive Education springs from Special Education and to have a clear understanding of Inclusive Education, the history of Special Education is discussed. Thereafter, I discuss how the concept of Special Education has evolved in Swaziland as the research is conducted in Swaziland.

2.2 Brief history of Special Education

According to Yssedyke and Algozzine (1995) in the sixteenth century, Saragossa made letters on wood to assist people with vision impairment in reading. Thereafter, Gardano invented a device to help people with vision problems to read and write through the sense of touch, using a method similar to modern Braille.

The closing of the eighteenth century is regarded as the beginning of special education as Jean-Marc Itard studied the field of intellectual disability. The first special school was opened in 1830 by Seguin in United States of America. Seguin emulated Itard's instructional procedures by focusing on activities, imitation, motor-coordination and sensory activities. These teaching strategies were adopted by Montessori and became the basis of methods used in special schools today.

2.3 Historical overview of Special Education in Swaziland

Swaziland is a small country divided into four regions and has a population of slightly above one million. There are three special schools in Swaziland namely, St Joseph Integrated School, Ekwetsembeni Special School and Siteki School for the deaf. The first schools for persons with disabilities in Swaziland were introduced by missionaries in 1950s. Even though these schools were operational, many persons with disabilities remained at home as parents were hiding them as their disabilities were considered a curse. Many a time, parents thought that sending such children to a special school was a waste of resources. Other parents, who sent their disabled children to special schools, used these schools as dumping sites as they took their children to these boarding schools at the beginning of the year and only fetched them at the end of the year. Children with disabilities are known as Learners with Special Education Needs (LSEN).

2.4 Who are Learners with Special Education Needs (LSEN)?

The subject of Special Education is a broad one, but this research focuses on the literature that deals with Learners with Special Education Needs (LSEN). LSEN are learners who do not progress according to their potential or who are behind other children of the same age in their development because of their own physical, mental or emotional barriers, their education and/or their environment, at home or in the community. (Swaziland. Ministry of Education, 1998). When developing learning instruction for these learners, emphasis is on adaptation, modification and accommodation of the curriculum. Also considerations are made in staffing, instructional strategies, facilities, examinations, equipment and specialized care or medical services.

Ministry of Education (Swaziland. Ministry of Education, 2006) define LSEN as exceptional, dysfunctional and disabled, at risk and handicapped. Ministry of Education (Swaziland. Ministry of Education, 2006) also define some of the common terms in Special Education as follows:

- **Impairment:** Loss or abnormality of psychological structure of functions. Impairment involves damage to, or poor functioning in, any part of the body or mind, such as loss of sight or limb due to disease, accident, violence or ageing.
- **Disability:** This is any restriction or lack of ability resulting from impairment to perform an activity in the manner or within the range considered normal for human beings. For instance, incomplete use of arms may make it difficult to get dressed, inability to walk, talk or see peripherally.
- **Handicap:** This is a disadvantage for an individual resulting from impairment or disability that limits or prevents fulfilment of a role that is normal for that individual. This means that an individual may have difficulty performing one or more activities of daily living such as eating, showering, dressing, walking and communicating with others.
- **Exceptional children:** Children who differ from average or normal children in mental characteristics, sensory abilities, communication abilities, social behaviour and physical characteristics. Such deviation must be of such an extent that the child requires a modification of school practices, or special educational services to develop to maximum capacity (Swaziland. Ministry of Education, 2006).

In special Education, LSEN can be classified into three main categories namely, Visual Impairment (VI), Hearing Impairment (HI) and Learning Disabilities (LD). I now discuss each of these categories as these are the disabilities that are included in an Inclusive School.

2.4.1 Visual impairment

Ministry of Education (Swaziland. Ministry of Education, 1998) defines visual impairment as significantly reduced vision or total loss of eyesight, even after standard corrective measures have been taken. Low vision, partial sight, hyperopic and blindness are all symptoms for the same state: reduced visual acuity and/ or reduced visual field (Ministry of Education, 1998). For education purposes, visual impairment is classified into two groups and these are:

2.4.1.1 Blind

These are unable to see light. They only have light perception and must learn Braille and other related media without the use of vision.

2.4.1.2 Partially sighted

These have poor vision as they have major limitations in distance vision but can learn to read print and can be educated to use their eyes if corrective measures have been taken. Corrective measures may include cataract surgery, spectacles, contact lenses and magnifying glasses to mention a few.

2.4.2 Hearing impairment

Hearing impairment is a term used to describe loss of hearing. Ministry of Education (1998) defines hearing impairment as when an individual's hearing has been reduced through interference either in the outer, middle cochlea or auditory nerve resulting in either conductive hearing loss or sensory neural hearing loss. Children with hearing losses fall into two major categories and these are, hard of hearing and deaf.

2.4.2.1 Hard of hearing

These children have reduced hearing and receive instruction by amplification through the hearing organs.

2.4.2.2 Deaf

These do not acquire language through a sense of hearing but through sign language.

2.4.3 Learning Disabilities

Children with Learning Disabilities (LD) have a neurological-based processing problem that interferes with the ability to master specific learning skills. Ministry of Education (Swaziland. 1998) define LD as a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and non-verbal information. This term describes a heterogeneous group of children who are not developing or learning normally, but who do not fit into traditional categories of physically handicapped children. These children are often noted to be slower to attain the developmental milestones in walking and talking and can fall behind with writing. The label incorporates terms for conditions like Down Syndrome, Autism, Cerebral Palsy, Dyslexia, Epilepsy and Hydrocephalus to mention a few.

Children with LD have difficulty in reading, speaking, listening, writing and mathematical skills. Since many aspects of speaking, listening, writing and mathematics overlap and build on the brain's

capabilities, it is not surprising that learners can be diagnosed as having difficulties in more than one area. For instance, the ability to understand language underlies learning to speak. Therefore, any disorder that interferes with the ability to understand language will also interfere with the development of speech, which in turn gets in the way of learning to read and write. A single gap in the brain's operation can disrupt many types of activity. The learners discussed in this section have to be educated in different types of schools as discussed in the next section.

2.5 Educating Learners with Special Education Needs

According to Williams (UNESCO, 2007, p. 6) in a report titled, Caribbean Symposium on Inclusive Education, special education fits within the broad range of support services designed to help all children learn more effectively and benefit from the social experience we call schooling. For centuries, LSEN have been educated in special schools. In recent years, two more models of educating LSEN have been promoted in addition to special schools and these are Integrated Schools and Inclusive Schools. The two models supported the integration of LSEN education with that of non-disabled children. To have a clear understanding of what each school is about, I now discuss the operations of each school.

2.5.1 Special schools

These schools cater for persons with severe disabilities. In this setting, children with similar disabilities are placed in the same school. Examples of such schools are schools for the visually impaired, schools for the deaf and schools for the mentally challenged. Special schools are still, in many cases, the only logical and preferred way of educating and training learners with severe disabilities and it is not encouraged to abolish special schools. The aim of Special Education is to enlarge a child's knowledge, experience and understanding and to enable the child to enter the world after formal education is over as an active participant in society. These aims can be achieved if children with severe disabilities are placed in special schools as they cannot get the right instructions in Integrated or Inclusive Schools respectively.

2.5.2 Integrated Schools

These schools consist of a resource centre or a unit attached to the main school. According to Hall ham and Kauffman (1991) a unit or resource centre is any instructional setting to which a pupil comes for specialised teaching for a specific time. The unit or resource centre teaches LSEN the

basic requirements for integration, namely Orientation and Mobility, Braille, Sign language and skills for daily living. When these skills have been mastered, disabled pupils attend classes with non-disabled ones in the same class. While in integrated classes, LSEN are assisted by Resource Teachers (RT). The assumption is that by placing the disabled and non-disabled into one class it would enhance the traditional low social metric status. This was supported by Ysselbdy and Algozzine (1995) who stated that children with disabilities benefit socially and academically from interactions with non-disabled peers and vice versa. Mainstreaming helps all students develop an understanding and appreciation of diversity in our society (*ibid*).

2.5.3 Inclusive Schools

These are mainstream schools which admit children with disabilities and the school provides support to these children. Inclusion is a developmental approach seeking to address the diverse learning needs of all children, youth and adults with specific focus on those who are vulnerable to marginalisation and exclusion (UNESCO, 1994). Inclusive approaches identify barriers to learning and find creative solutions to removing them. The class teacher is responsible for teaching disabled pupils in mainstream classes, and this is achieved by focusing on classroom interventions and adjusting them in order to foster a more responsive engagement between teachers and learners. My research interest is to find out what the practical implications are of managing an Inclusive School. The question my research intends to answer is - what are the roles of management at an Inclusive School regarding the process of inclusion.

2.6 Inclusive Education

Inclusive Education is defined differently by different countries. Definitions of Inclusive Education are based on the recognition that education is a human right supporting a wider view and a more comprehensive strategy of Education for All (EFA) (Acedo, 2008, p. 12). In Swaziland, Inclusion refers to a group of learners with disabilities due to mental, physical, communication and sensory impairments learning in mainstream schools (Ministry of Education Policy Statement, 1998). The guiding principle of IE as stated by UNESCO (2008) is that Inclusion is a process that responds to various needs of learners by increasing participation in education training, culture and community while preventing segregation and alienation in schools and in the larger society.

In view of the above, UNESCO provided a working definition in its conceptual paper titled “Overcoming Education through Inclusive Approaches in Education: A Challenge and Vision” (2003) as it stated that:

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modification in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

This view supports my study as my research is focused on how a school makes the necessary changes in structures and strategies when implementing Inclusive Education.

Inclusive Education reflects the values, ethos, and culture of an education system committed to excellence by promoting education opportunities for all learners. It is about building a more just society and ensuring the right to education of all learners regardless of their individual characteristics or difficulties (UNESCO, 2007). Inclusive Education acknowledges that barriers which different groups encounter cannot be eliminated by promoting separate systems or schools, but by ‘modification’ of existing systems creating an Inclusive Education system that responds to diversity (UNESCO, 2007).

To remove barriers to achievement, on entry to school, pupils are screened to identify difficulties in vision, hearing and understanding and referrals to specialist services are made. Also adaptations of teaching methods are instituted to meet the needs of the different groups of children and teachers are also trained in the different approaches needed when working with children with disabilities. This increases the knowledge and understanding of the teachers.

In an Inclusive Education system, children’s additional needs are supported in a range of ways, mostly according to their requirements:

- In their mainstream class, through differentiated teaching and support from specially trained resource teachers.
- In a special group or class in their mainstream school, which they attend full time, part-time or for particular help when it is needed.
- By classroom assistants who help teachers to meet the needs of individual children or small groups.
- In special schools for all or part of their school career, with the aim of enabling many of them to move to a mainstream school when they have learned the skill they need to

succeed there. Access to special schools is facilitated by the child being assessed by an expert and by the consideration of the child’s needs and the parents or guardians wishes.

- Somewhere other than in school for children for who school attendance is impossible (Swaziland. Ministry of Education, 2008).

2.7 Inclusive Education International Discourse

At international level, several key documents provide a useful history of policy development from 1960 to the present. The table below summarises these documents.

Year	Policy Document	Content of Document
1960	United Nations Convention Against Discrimination in Education [OHCHR] (Articles 1, 2, 3 & 6).	Elimination and prevention of discrimination in education by promoting equal opportunities.
1971	United Nations Declaration on the Rights of Mentally Retarded Persons [OHCHR] (Article 2).	Promoted individual rights to education, training, rehabilitation and guidance, to enable to develop to maximum potential.
1975	United Nations Declaration on the Rights of Disabled person [UN].	Recognize the rights and the needs of all people with disabilities for the first time and promoted integration of disabled persons.
1981	Sundberg Declaration [UNESCO].	The declaration states that “every disabled person must be able to exercise his fundamental right to have full access to education”, to be integrated through education and training and appropriate resources and to be encouraged to use their creativity.
	United Nations World Programme of Action 3 goals:	The goals were prevention, rehabilitation

1982	Concerning Disabled Persons. [UN Enable].	and equalization of opportunities.
1989	Tallinn Guidelines for Action on Human Resources Development. [UN]. (Section D).	The goal was promotion of education and training. Recommendations are that cost-effective alternatives should be developed and implemented.
1990	Convention on the Rights of the Child [UNICEF](Article 23)	Stressed the rights of the child. The child has the right to “full and harmonious development of personality and preparation to live a responsible life in a free society”.
1990	World Declaration on Education for all [UNESCO, Jomtien]	The declaration moves closer to a social model of disability with Inclusive concepts. It stresses universal access and equity-Inclusion.
1993	United National Standard Rules on Equalization of opportunities for persons with disability. [UN Enable]	The rules expanded the scope of rights to access in society for people with disability. Rules expanded on cultural, recreation, and sport and religious participation.
1994	World Congress on Special Needs Education, Salamanca. [UNESCO]	The Salamanca statement set policy agenda for Inclusive Education on a global basis and represented linguistic shift from integration to inclusion as a global descriptor.
1995	World Summit for Social Development, Copenhagen. [UN]	The summit established specific links between education, poverty and disability, and placed people at the centre of development issues.

2000	Education for All (EFA) Framework for Action (UNESCO, Dakar).	The Framework for Action includes identification and enriching the care and education of children with special education needs.
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(Peters, 2007, p. 101).

According to Peters (2007, p. 100) these documents were chosen because of two reasons, namely, substantive content relating to education and disability, and substantial impact on establishing rights of people with disabilities. The table above provides a summary description of each policy document and the policies as discourse lay the ground work for answering the question, “what can be learned in Special Education and Inclusive Education?” It should be noted that international involvement with disability began before 1960 with the Universal Declaration of Human Rights in 1948 (Peters, 2007, p. 101). The fundamental policy change from Human Rights to non-discrimination in Education was brought about during the Convention against Discrimination in Education in 1960. The policy on Discrimination against Education was a broad one, and in 1971 the Declaration on the Rights of Mentally Retarded persons was enacted and this policy asserted individual rights. In 1975, the policy on Declaration on the Rights of Disabled persons was enacted and this was a landmark document as it recognised the rights and needs of all disabled people.

The Sundberg Declaration in 1981 was about recognising that every disabled person has full rights to education. This was followed by World Programme of Action Concerning Disabled Persons in 1982 which was a representative of Sundberg Declaration. The three main goals were prevention, rehabilitation and equalization of opportunities. In 1989 a meeting was held in Tallinn and Guidelines for Action on Human Resources Development were formulated and the guidelines re-established that due regard must be paid to education. The Convention on Rights of the Child in 1990 addressed the full development of the child. The landmark was in 1990 with the World Declaration on Education for All (EFA) in Thailand which moved closer to a social model of disability with Inclusive concepts. This was followed by Standard Rules on Equalization of Opportunities for Persons with Disabilities in 1993. The rules expanded the scope of rights to access in society for people with disabilities. World Congress on Special Needs Education in Salamanca in 1994 was unique as it set policy agenda for Inclusive Education on a global basis. In 2000 in Dakar, the

Education for All Framework of Action was formed. These documents provide a clear chronological evolutionary order of Inclusive Education.

2.8 Critics of Inclusive Education

Inclusive Education is not a simple concept and as such it brings a lot of criticism. As a researcher it is unwise to ignore criticism. Engelbrecht and Green (2007, p. 86), put forward two reasons why it is unwise: criticism is bound to undermine the effectiveness of initiatives to introduce Inclusive Education and can create a climate of both active and passive resistance, and that those with differing opinions perceive issues from another perspective, which allows them to notice concerns that 'insiders' may have failed to notice. As such they are in a position to make a positive contribution towards Inclusive Education. Constructive dialogue with critics regarding Inclusive Education provides valuable opportunities for self-reflection.

Proponents of Inclusive Education tend to proclaim that it is the ultimate route to a new and better world. This is an overstatement. Engelbrecht and Green (2007, p. 86) urge that history has shown that it is far from obvious how to create a better, more inclusive and more just society, as promising directions often prove to have surprising consequences or become derailed for unanticipated reasons. In light of this, it is naïve to think that Inclusive Education is the only strategy that guarantees inclusion of the excluded.

Critics of Inclusive Education contend that inclusion infringes on the rights of pupils without disability in mainstream schools. They argue that inclusive practices hinder the pace at which instruction is delivered in class as special considerations are given to LSEN. This is supported by research by Ali *et al.*, (2006) as they state that teachers stressed their concern that as more students are included, they would need additional tools and coping skills to deal with the social and emotional problems that accompany Inclusive Schooling. This implies that the pace at which instruction is delivered in class is slow as teaching requires pupils' individual attention. This statement is qualified by O'Connor (2007, p. 542) as she states that certain learning difficulties, particularly those that are severe or profound in nature, might not under present conditions be adequately provided for in mainstream schools. However, according to O'Connor (2007, p. 542) when all is said and done, the advantages of inclusion outweigh the disadvantages and this redefines the roles of the special school in an Inclusive setting.

2.9 The role of special schools in an Inclusive Education system

Worldwide, countries are adopting Inclusive Education systems and the roles of special schools are being redefined to suit the new paradigm. The new paradigm is about creating a wider spread of educational support services in line with what learners with disabilities require. According to White Paper 6 (2000) learners who require less-intensive support will receive support from ordinary schools, moderate support will be received in full-service schools and more-intensive support will continue to be offered in special schools. Inclusive Education does not encourage doing away with special schools but equipping them so that they serve as resource centres. This is supported in Salamanca Statement and South Africa White Paper 6, where they state that special schools and settings will be converted to resource centres (UNESCO. Salamanca, 1994 & South Africa. White Paper 6, 2001).

2.10 Inclusive Education in Swaziland

The Government of Swaziland is committed to free, universal Inclusive primary education. To promote Education for All (EFA) the Swaziland Government developed the Inclusive Education Policy (2005) and a draft policy is in place. The draft policy was implemented in 2006. To ensure consistency and the continuous quality improvement of the programme, an Inclusive Education Unit was formed by the Ministry of Education to monitor the draft policy. The policy emphasises that all primary schools must be sensitive to issues of inclusion when developing their School Development Plan. The School Development Plan has an Inclusive Education section with stringent requirements for record keeping and for making improvements in providing education for every child. Each school submits an annual report based on this section, to the Regional Educational Officer (REO). Each REO submits a regional IE report to the Inclusive Education Unit which in turn submits the annual report to the Minister

The policy sets out the key issues to be addressed to achieve universal Inclusive Education and when implemented, it ensures the creation and maintenance of an effective Inclusive Education system. To achieve Inclusive Education in Swaziland:

- The Government must provide, through a rolling-out programme, sufficient resources for 7 years of free primary education for every child wherever possible. Children and young people with special educational needs must be supported by mainstream education provisions at pre-school, primary, secondary and tertiary levels.

- The National Curriculum Centre must provide coherent and relevant curricula appropriate for the ages of children, their different communities and lifestyles, plus guidance and resources for teachers and, where appropriate, textbooks for pupils.
- Pre-service and in-service training for teachers must ensure that all teachers can use child-centred teaching methods including differentiation and Head Teachers must ensure that teachers use them.
- The Government must provide specialist services, including special schools and special classes in mainstream schools for those children with special education needs who need more support than can be provided in main stream classes.
- The Ministry of Education must act with authority in taking up the primary responsibility and accountability, on behalf of the Government, for implementing an Inclusive Education system, with the appropriate structures to ensure its coherence and sustainability, ensuring that adequate physical, human and financial resources are made available for implementation of the policy and that every school complies with it.
- All other Ministries, relevant governmental and non-government organizations, as appropriate, must ensure that their policies and practices are in accordance with the policy and collaborate with the Ministry of Education in implementing it.
- Every Government and non-government authority, institution and agency, and all personnel engaged in school, or providing education of any kind, or providing any services relevant to children and young people, must act in all ways according to the policy and the principles of Inclusive Education (Swaziland. Ministry of Education. 2008, p. 4).

My research focuses on the management of schools which offer Inclusive Education. This research interest springs from my professional experience. For the past five years I have worked for the Swaziland Government as a coordinator of the Inclusive Education Programme. In this time I became aware of several challenges faced by School Governing Bodies of pilot schools in the implementation of Inclusive Education. Many of these challenges – such as members’ inability to work with multidisciplinary personnel and difficulties in implementing an Inclusive curriculum – are indicative of a degree of complexity in Inclusive Schools’ culture and structure that traditional management theory fails to account for. Traditional management theories, described as ‘formal’ models by Bush (2003, p. 37), assume that organizations are hierarchical systems in which managers use rational means to pursue agreed goals. Complex organisational processes, such as decision making, are viewed as simple cause-and-effect procedures. Formal models also typically downplay the contributions of individuals. I now discuss management theories that inform my research.

2.11 Managing an Inclusive School

According to Voltz *et al.*, (2001, p. 23) structuring a learning environment to promote the inclusion of learners with disabilities is an important responsibility that School Governing Body (SMB)

members in mainstream, special schools and Inclusive Schools share. The process of structuring the learning environment is highly dependent on management. This paragraph discusses the importance of management in restructuring or adapting the school system to cater for the teaching and learning pupils of diverse abilities - an Inclusive School. Inclusive Education is about managing diversity and hence it requires changes in structure, culture, and operating procedures (Acedo, 2008, p. 80). Leithwood *et al.*, (cited in Acedo, 2008, p. 28) suggests that with continuing diversity, Inclusive Schools will need to thrive on uncertainty, have a greater capacity for collective problem-solving and be able to respond to diverse needs of learners. In view of this, Inclusive Schools require a different kind of leadership, a leadership which acknowledges 'differences' and works to bring about equality. This is referred to as leadership for social justice. Acedo (2008, p. 28) suggests that participants in education construct common meaning that leads toward a common purpose regarding schooling.

2.11.1 Culture of an Inclusive School

In order to become more Inclusive, an Inclusive School should develop an Inclusive culture. An Inclusive culture, according to Mukhopadhyay and Prakash (2004, p. 17) is a culture that acknowledges that children with disabilities are everyone's responsibility and hence it follows that there should be a zero reject policy in school admissions. This understanding of Inclusive Education is not always reflected in practice. Bailey and du Plessis (1997, p. 432) report on cases where principals excluded students with disabilities. In the first case, the termination was as a result of muscular dystrophy. In the second case, the discontinuation of the enrolment was as a result of the student's failure to keep up academically. In both cases, the principals failed to acknowledge that inclusion is a social-cultural movement which supports the rights of people with disabilities to participate in normal school activities (Bailey & du Plessis, 1997, p. 433). The culture of an Inclusive School acknowledges diversity, and as such, learners who cannot easily be educated should not be seen as 'having problems'; the difficulties they face should be seen as challenges, and educators should re-examine their practices to make them flexible and responsive. Inclusion is about accommodating everyone in a school and this requires considerable changes in perspective and management within the school (Bailey & du Plessis 1997, p. 431).

However, the notion of inclusivity is often seen as extending beyond access and pedagogical accommodations. Inclusive schools are also presented as schools which promote inclusive decision

making and participation which creates a variety of avenues for parents, staff and students to become part of the governing structure (Salisbury, 2005, p. 1). A starting point for developing an inclusive culture as suggested by Acedo (2008, p. 27) is to build some degree of consensus around inclusive values within the school community. For instance, respect for diversity from teachers may itself be understood as a form of participation by pupils within an Inclusive School. Acedo (2008, p. 27) further argues that schools should build close relations with parents and communities based on developing a shared commitment to inclusive values. This is achieved by enabling schools to draw on the knowledge and views of staff, pupils, parents, care givers and SMB members to find out what barriers to learning and participation exist within the school culture, policies and practices in order to identify priorities for change. In view of the above, the culture of an Inclusive School has a direct influence on the structure of a school, as how the school operates influences how the school is structured.

2.11.2 Structure of an Inclusive School

The role of school structures in an Inclusive School is to foster inclusion. A study conducted in Trinidad and Tobago (UNESCO, 2007) found that achieving inclusion is a challenge because of the difficulty of addressing implementation problems, such as rigid school policies and administrative arrangements, absence of policy dialogue among stakeholders and co-ordination among different social parties. Mukhopadhyay and Prakash (2004) maintain that Inclusive Schools are complex and that management of these schools has moved to devolved management structures as these encourage flexibility and risk-taking. This implies that decision making powers are devolved to individuals in school. This allow individuals to manage resources in order to meet the diverse needs of learners in schools, to take risks in developing Inclusive programmes and to be proactive in co-ordinating other services and mobilizing resources in the interest of pupils (Mukhopadhyay and Prakash, 2004).

According to Acedo (2008, p. 90) the strength of the Finnish education system lies within its structures and functional models, the primary function being to eradicate exclusion from education and from society. Acedo (2008, p. 91) explains further that Finnish schools have welfare groups, consisting of teachers and health care workers which are chaired by the Principals. The function of the welfare group is to respond to concerns expressed by teachers and find solutions to these concerns. The strength of the Finnish Inclusive programme is the coherent and flexible education

system, good pedagogical leadership; strong student participation; well educated teacher and a cooperative, multi-professional approach to inclusion (Acedo, 2008, p. 93).

2.11.3 Operational procedures of an Inclusive School

The term Inclusive Education has a wide range of interpretations and this influences the management of Inclusive Schools. In view of this, it is important to recognize that there is no step by step route to follow when managing an Inclusive School, as the operations of the school are strongly influenced by circumstances and the community it serves. Research conducted in Scotland by the Inspectorate of Education (Scotland. HM Inspectorate of Education, 2002) regarding achieving Inclusion in Scottish schools, suggests that the most effective schools incorporated Inclusive issues into their overall approach to self-evaluation and development planning, rather than introducing separate procedures for this purpose.

Operations in an Inclusive School require several additional resources compared to mainstream schools. For instance, technical resources (e.g. access to people who have skills in Inclusive practices), material (e.g. curricular materials that allow for differentiation in skills and interest) or organizational (e.g. shared planning) (Thousand & Villa, as cited in Salisbury, 2005, p. 8). Inclusive Schools engage in a comprehensive action planning process to identify how these skills are to be acquired. Many a time, it is rare that new resources become available as most schools have financial and management problems. In practice, according to Salisbury (2005, p. 8), the process requires relocating available resources and making changes in the roles of existing staff to attain efficiency. This process creates a number of management challenges which have to be managed.

2.12 Management challenges

2.12.1 Traditional models

As discussed earlier traditional management theories – described as ‘formal’ models by Bush (2003, p. 37) – fail to account for the complexity of Inclusive schools. This is because these models assume that organizations are hierarchical systems in which managers use rational means to pursue agreed goals. Complex organisational processes – such as decision making – are viewed as simple cause-and-effect procedures.

According to Bush (2003, p.37), one of the weaknesses associated with formal models is that it is unrealistic to characterize schools as goal-oriented organizations as it is difficult to ascertain the goals of education. Another weakness of formal models is that they focus on organizations as an entity and ignore and underestimate individual contributions (Bush, 2003, p. 37). Formal models typically downplay the contributions of individuals. Formal models are relevant to my study as I will be comparing them with contemporary theories since I am studying a complex organization, an Inclusive School. An Inclusive School has multidisciplinary personnel and decision-making cannot be viewed as a cause-and-effect procedure.

2.12.2 Contemporary theories

Increasingly however, schools are being viewed as complex organisations, operating within diverse internal and external environments which are turbulent and dynamic rather than static (Jamali *et al.*, 2006, p. 337). Inclusive Education arguably adds to this complexity since it adds a dimension of change. Inclusion requires changes in structures, policies, objectives, subject matter and operating procedures, so that all children can learn efficiently and effectively (Acedo, 2008, p. 80). Fullan (2001, p. 44) argues that there is no recipe for change or step by step process for change as organisations live in a culture of continuous change. Since Inclusive Education is about managing diversity, individual needs and managing uncertainty, alternative, contemporary theories of management are more likely to provide useful frameworks for making sense of these organisations' realities. Bush's (2003) subjective, ambiguity and collegial models may be more appropriate to inform this study.

2.12.2.1. Subjective model

According to Bush (2003, p. 133) the subjective model focuses on individuals in an organization rather than the total institution or its sub-units. The assumption in subjective models is that organizations are a creation of the people within them. The organization has a different meaning for each member and exists only in the experience of the members (Bush, 2003, p. 133). This statement is supported by Heystek (2006, p. 477) as he urges that the ability of SMB members to govern schools depends on their skills and knowledge and experience regarding governance. Individuals are central to the organization. The challenge in the SMB managing these schools is the high levels of illiteracy. The research conducted by Bush and Heystek (in Heystek, 2006, p.478) found that one of the principals felt that it was advantageous to do the work himself, rather than

wait for SMB members who will not get the job done. My research focuses on the managing of an Inclusive School which has multidisciplinary personnel, where decision-making and delegation is implemented according to certain acceptable criteria, including the knowledge, experience, skills and motivation level of participants (Heystek, 2006, p. 478).

2.12.2.2. Ambiguity model

Bush (2003, p. 134) argues that ambiguity models include all those approaches that place emphasis on uncertainty and unpredictability in an organization. In ambiguity models the assumption is that turbulence and unpredictability are dominant features of the organization (Bush, 2003, p. 134). This statement acknowledges that institutional life is unstable and complex and this is one of the reasons why managing an Inclusive School is a challenge. For instance, the South Africa Schools Act (SASA) (1996) tabulates the legislation regarding the functions of SMBs. The functions and composition of SMBs are explained in the Republic of South Africa (1997) and General Notice (1997). The functions of SMBs are mentioned in SASA while duties and functions are mentioned in the General Notice. Heystek (2006, p. 479) argues that the term 'duty' is more directive than the concept of function and that various role players in the SMB may interpret these duties differently. In view of the above, the uncertainty arising from the external context adds to the ambiguity of the decision-making process within the school. This lack of clarity means that decisions have no clear focus. Generally, the assumption is that problems, solutions and participants interact and choices somehow emerge from the confusion. My research plans to investigate how and to what extent management of one of the pilot schools is responding to these challenges.

2.12.2.3 Collegial model

Collegial management ascertains that governing the school is not a prerogative of the Principal alone (Singh, 2005, p. 17). Collegial management suggest that all members of staff at a school play a participatory role in management of the school. Brundrett (Bush, 2003, p. 64) defines collegiality as "teachers conferring and collaborating with other teachers". Fister and Martin (2005, p.4) argue that in collegial decision making authority rests neither in teachers nor in the Principal and HODs, but in all stakeholders. This view is supported by Department of Education (1996, p. 6) as it strongly believes that parents, teachers, learners and others stakeholders must participate in the activities of the school. This implies that all members of staff actively participate in the school development and transformation, and this promotes buy-in by all stakeholders in school. To achieve collegial

management, there is a need for flexible thinking in order to take other stakeholders views into consideration. Further, Singh (2005, p.13) advocates that collegiality is about power-sharing based on expertise and a mutual understanding of the school's shared vision. Through power-sharing and a shared vision, teachers, Principals and HODs are held accountable when they are included in the decision making process. It should be noted that in collegial management, stakeholders need to feel that they have influence over what should happen and what does happen at the school rather than be subjected to the decisions of those placed in authority.

On the other hand, Fister and Martin (2005, p.5) have also taken a somewhat different stand on the issue of collegial management as one of the suitable ways of managing a school. They have pointed out that there is evidence that collegial management does not work, as members of staff at the school may avoid confronting colleagues or personal differences may hinder teachers reaching a consensus and this interferes with progress in collegial management.

2.13 Leadership for social justice

As mentioned earlier the successful management of Inclusive Schools also requires a different mind-set from leadership. Traditional leadership theories are managerial or task-oriented. More recently leadership theories are more person-oriented, and are transformational. Managing diversity requires more than personal-orientation, it requires recognition of the moral imperative to bring about equity, equal opportunity and social justice. According to Bogotch (2005, p. 7) social justice is a deliberate intervention by leaders that requires the moral use of power. Shields (2004, p. 123) suggests that educational leaders need to reflect carefully on how to move forward to implement such a deeply moral, transformative, dialogic and relational agenda. Furthermore, Shields (2004, p. 123) asserts that it is important to have some guiding criteria against which to ensure that actions and decisions maintain a social justice focus. In an Inclusive School system, social justice is attained when leaders at all levels are in the habit of asking themselves pupil-centered questions whenever they are making decisions or taking action concerning school policy, or the everyday activities of the school.

Shields (2004, p. 124) further argues that these concepts, taken together, provide the educational leader with a sort of holistic litmus test, a framework from which one can reflect on individual and collective actions and beliefs and one that can guide daily practice. This implies that social justice requires members of the SMB and teachers to provide a vision, structures and incentives that are

intended to improve social, emotional and academic growth of all learners in an Inclusive School. With the vision, structures and incentives in mind, the members of the SMB and the teachers must take action that does not signify comments of how things should be done – which by definition is a moral action - but how things are done in an Inclusive school.

2.14 Summary

This chapter discussed what Inclusive Education entails. I then discussed the current situation in Swaziland and internationally. Thereafter I gave a brief description of management theories in managing an Inclusive School as these informed my study. Lastly I discussed leadership of social justice. The next chapter discusses the methodology used to conduct the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology and strategies adopted to explore the experiences of the SMB in managing an Inclusive School. It explains how I attempted to reach my research goal, namely to investigate how the SMB members of one primary school respond to the challenges of managing an Inclusive School. In this chapter, I begin by discussing the aim of the study and then I focus my attention on the methodology.

3.2 Aim of the study

The aim of the study is to gain an understanding and critical insight into the SMB members experiences and perceptions in managing an Inclusive School. To have a clear understanding of these experiences, several questions had to be answered by the researcher:

- How does the SMB see its role in the management of Inclusive Education?
- In what way has the school adopted or reviewed its management (in terms of structures, culture, and practice)?
- How does the SMB view challenges and opportunities in managing an Inclusive school?

In order to answer these questions, I adopted a qualitative research approach.

3.3 Methodology

3.3.1 A Qualitative research design

A qualitative method is effective in identifying intangible factors. Examples of intangible factors include social norms, gender roles, ethnicity and religion, to mention a few. Maree (2007, p. 50) points out that qualitative research can be used by individuals or groups to find out how they view and understand the world and how they construct the meaning out of their experiences. Maree purports that the purpose of qualitative research is to understand the current situations from the participants' perspective and that the researcher does not attempt to manipulate the phenomenon of interest (Maree, 2007, p. 79). In qualitative research a researcher is seen as a 'research instrument' when gathering data.

I chose a qualitative approach because my research focuses on the experiences of participants and my role as a researcher was to familiarize myself with the research problem and to be in a position to conduct the research with ease.

3.3.2 Research design

This study is located in the interpretive paradigm. Through the use of the interpretative paradigm I had the opportunity to capture the experiences of the SMB members in managing an Inclusive School, in accordance with the views of Maree:

The ultimate aim of interpretive research is to offer a perspective of a situation and analyse the situation under study to provide insight into the way in which a particular group of people make sense of the situation or phenomena they enter (Maree, 2007, p. 60).

The ontology and epistemology underlying this research is that there are multiple realities as reality is socially constructed and it is perceived differently by different individuals. Meaning is constructed by individual groups, in interaction with each other. This implies that as a researcher, I can gain access to an individuals' reality by engaging with the actors in a particular situation. This is supported by Leedy and Ormrod as they state that:

Interpretative research enables a researcher to gain new insight about a particular phenomenon, develop new concepts or theoretical perspective about the phenomenon and discover the problem that exists within phenomenon (Leedy & Ormrod, 2005, p. 134).

The research was located in the interpretative paradigm as reality in a school setting can be understood through the subjective interpretation of said reality. Bush (2003, p. 113) states that the subjective model incorporates those approaches which focus on individuals within organizations rather than the total institutions or sub-units. In a subjective model, the organisation is experienced in a unique ways by members, hence a subjective approach is likely to be sensitive to multiple interpretations. My research goal was to investigate how the SMB of one primary school responded to the challenges of managing an Inclusive School. To achieve this goal, I employed several data collection tools within the scope of a case study.

3.3.3 Method

The method is a case study as I investigated phenomenon in real life - a school. A case study according to Yin:

is an empirical inquiry that investigates a contemporary phenomenon in depth and within real-life context, especially when boundaries between phenomenon and context are not clearly evident (Yin, 2009, p. 18).

Inclusive Education is a contemporary phenomenon in Swaziland and further afield. My research focuses on a school in its day-to-day functioning and as such I believe I studied phenomenon within its real-life context. This is supported by Yin as he states that:

The case study method allows investigator to retain the holistic and meaningful characteristics of real-life events - such as individuals' life cycles, small group behaviour, organizational and management process (Yin, 2009, p. 4).

A number of factors have to be considered when deciding to use a case study. For instance, if study is on contemporary phenomenon in a natural setting, a case study is appropriate. The nature of the case study according to Maree (2007, p. 75) is that it offers a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but the views of other relevant groups of actors and the interaction between them.

In the case study, emphasis is on observation unlike quantitative research. Robson (cited in Cohen *et al.*, 2009, p. 253) remarks that the case study opts for "analytical rather than statistical" generalization. This implies that in a case study, theories assist the researcher to understand other similar cases without using empirical data.

The summary of strengths of case studies, drawn from Johnson 1994, p. 22, states that it:

- Copes with complexity as the case study provides descriptive data, addresses problems of meaning, examines the records of past events and relates it to the present activity.
- Have intelligible and non-technical findings as reports in the case study tend to be easily readable, able to be understood by non-researchers, and hence are a more widely accessible form of research outcomes than is sometimes the case with other methods.
- Can provide interpretation of other similar cases as it gives a rounded picture which can be compared with other cases, and similarities and differences are easily identified.

The strengths mentioned above influenced my use of the case study method as during the data collection process I strived to understand and reflect on what it is was like for the principal to manage an Inclusive School.

3.3.4 Working with data

The purpose of this section is to discuss methods used in gathering data, reports on the process of generating data and then finally explains how data were analysed.

The idea behind qualitative research is to purposefully select the site and participants (documents or visual material) that will best help the researcher understand the problem and answer the research question (Creswell, 2003, p. 185). This research was conducted at Mwabi Primary School, chosen purposefully as the only pilot school in Mbabane. It is also near my work place and is therefore a convenient sample. Mbabane is also the home of the Ministry of Education with whom I needed to liaise in this project.

According to Cohen *et al.*, (2009, p. 83) in research, the decision on which instrument to use frequently follows from an important earlier decision on which kind of research to undertake. In view of the above, Creswell (1998, p. 123) suggests that a “case study involves the widest array of data collection as the researcher attempts to build an in-depth picture of the case”. Further, Yin (2009, p. 124) suggests that the researcher must have methodological versatility and certain formal procedures must be followed so that quality is maintained during the data collection phase.

After I had identified the research design and methodology, I had to make a decision about how to acquire and interpret the data necessary to resolve my research problem. Since this research is a case study conducted at one primary school, tools appropriate to the interpretive paradigm were document analysis, semi-structured interviews and focus groups. The three tools complemented one another. After deciding on the tools for data collection, the next step was to select participants to be interviewed. I now discuss how participants were selected.

3.3.5 Selecting participants

Participants’ selection depends on the study. The goal of this study was to investigate how a SMB of one primary school responds to the challenges of managing an Inclusive School. From the goal I was able to ascertain the field of my research as management research. Since my research is centred in management, all participants are in management positions and these included the following:

- Principal.
- Two Vice Principal.
- Three Senior Teachers.

- Chairperson of SMB.

The participants were purposively selected on the basis of their position and their experience of the phenomenon being studied. According to Leedy and Ormrod (2005, p. 206) purposive sampling is when people or other units are chosen for a particular purpose. This study is an interpretive study with phenomenological characteristics. These participants were chosen as they met the criteria of my research since they had first-hand experience relating to managing an Inclusive School. Leedy and Ormrod (2005, p. 139) state that “phenomenological study is a study that attempts to understand peoples’ perceptions, perspectives, and understanding of a particular situation”. In other words, this study tried to answer the question, what is the SMB members’ experience of managing an Inclusive School? The purpose of the study was to gain a better understanding of the experiences of others involved in management as I had personal experience in the phenomena chosen, since I had worked on the programme as from January 2005.

3.4 Data collection

Data were collected by using the following tools: document analysis, semi-structured interviews, and focus group discussions.

- Stage 1.
The first stage consisted of document analysis.
- Stage 2.
The second stage consisted of semi-structured interviews.
- Stage 3
The third stage consisted of the focus group.

3.4.1 Document analysis

Stage 1 was document analysis. According to Scott (as cited in Johnson, 1994, p. 25) a document is “any artefact which has as its central feature an inscribed text”. Documents analysed were policy documents only. Initially I had planned to analyse documents such as the minutes of meetings, correspondence between Inspectorate and the Principal, and internal correspondence between the Principal and Resource Teacher. I made several attempts to obtain minutes of meetings and letters of correspondence, but to my disappointment I was told that the documents in question were not available. The impression I got was that the school has a culture of not documenting meetings or important events, or perhaps it could have been an ethical issue. If it was an ethical issue, this was

addressed, as participants were informed that their identity and that of the school would remain anonymous and confidentiality forms were signed. Another logical explanation is that I am no longer working with the Special Education inspectorate, so making the documents available to me would not benefit the inspectorate. The inspectorate of Special Education had policy documents only. They told me that all correspondence between the inspectorate and the pilot school was done telephonically.

Policy documents gave me insight into what had been planned in relation to Inclusive Education and also assisted me in how to proceed in conducting interviews. The documents provided information from the distant or more recent past (Johnson, 1994, p. 25). The advantage of using document analysis is that it can be accessed at times convenient to the researcher and also enables a researcher to obtain the language and words of the actual participants (Creswell, 2003, p. 187). Cohen *et al.*, (2009, p. 201) further argue that documents bring together previously unrelated materials which illuminate a phenomena. In view of this, studying these policy documents provided me with the data that assisted me in exploring the phenomenon in depth.

Analysing policy documents fitted in well at this stage because information gained from documents informed the subsequent stages of data collection, namely semi-structured interviews and focus groups. These documents gave insight on the philosophy or logic behind planning the implementation process of Inclusive Education.

The table below lists the policy documents and the School Strategic Plan analysed, and their codes. Documents were coded as Document 1(D 1) to Document 9 (D 10).

Code.	Title of Document.
D1.	Kingdom of Swaziland. Swaziland National Education Policy. Draft. November, 2009
D2.	Ministry of Education. National Policy Statement on Education, 1999.
D3.	Kingdom of Swaziland. Ministry of Education and Training. Guidelines for Schools and Communities on the Implementation of the Free Primary Education (FPE). November 2009

D4.	Kingdom of Swaziland. Swaziland National Children’s Policy, June 2009.
D5.	Kingdom of Swaziland. Ministry of Education. Effective Education for Every Child. No Child Excluded from Education. Discussion document towards a draft Inclusive Education Policy. Swaziland Support to Education and Training April, 2009.
D6.	Kingdom of Swaziland. Ministry of Education. Effective Education for Every Child. No Child Excluded from Education. Draft Inclusive Education Policy. Swaziland Support to Education and Training March, 2008.
7.	Kingdom of Swaziland. Ministry of Education & Training. Education Sector Policy. Policy#1 of 2010. Draft one. July, 12, 2010.
D8.	Kingdom of Swaziland. Ministry of Education & Training. Education Sector Policy Development. Workshop Report. May 2010.
D9.	Kingdom of Swaziland. The Regional Education Office. Invitation Letter to Workshop.
D10	School Strategic Plan.
D11	Performance Targeting-Objectives/Results Target/Activities summary (ORTA) Schedule. Special Education Inspectorate.

3.4.2 Semi-structured interviews

Stage 2 involved semi-structured interviews. Johnson (1994, p. 43) states that interviews “are initiated by the interviewer, with a view to gathering certain information from the person interviewed”. The aim of semi-structured interviews is to obtain information from a number of people while placing less emphasis on a standardised approach (Johnson, 1994, p. 45). This process requires the participant to answer a set of predetermined questions (Maree, 2007, p. 87). The benefit of using semi-structured interviews is that it defines the line of inquiry while allowing for probing and clarification as it allows the researcher control over the line of questioning (Creswell, 2003, p. 187). I interviewed key members of the School Governing Body, namely the Principal, Vice Principal and two Heads of Department who were asked to reflect on how they perceive the process of inclusion, and how they viewed challenges and opportunities in managing an Inclusive School. Participants also talked about experiences in terms of the day-to-day operation of the

school, for instance, how good leadership and motivation can influence the outcome of Inclusive Education.

I began by interviewing the Principal and Vice Principal using semi-structured interviews (Struwig & Stead, 2004, p. 98). These interviews enriched my research as it enabled me to explore how they perceived challenges and opportunities in managing an Inclusive School.

Thereafter, I interviewed three Heads of Department (HODs) who are the Resource Teachers. I interviewed the Resource Teachers to find out how as HODs they are being prepared for their roles and what their experiences are, working at an Inclusive School.

Semi-structured interviews are important data collecting tools. According to Berg (cited by Struwig & Stead, 2004, p. 98) they give participants an opportunity to discuss phenomena beyond the questions' confines. This enables the researcher to obtain multiple responses to the questions under investigation. The interviews were tape recorded as most of the questions were open ended and answers were extensive.

3.4.3 Focus group discussion

Stage 3 took the form of a focus group which used group interaction to generate data. Barker and Rich (in Kitzinger, 1994, p. 103) argue that focus groups are group discussions organised to explore a specific set of issues such as people's views and experiences. The focus group tapped into the human tendency of developing attitudes and perceptions through our interaction with others. The focus group consisted of three Heads of Department, two Vice Principals and the Chairperson of the School Governing Body, who were asked to reflect on the management implications of inclusion. Focus groups are regarded as powerful data generating tools as according to Maree (2007, p. 90) "the focus group interview strategy is based on the assumption that group interaction will be productive in widening the range of responses, activating forgotten details of experience and releasing inhibitions that may otherwise discourage participants from disclosing information". The aim of this research was to explore how the SMB respond to the challenges of managing an Inclusive School and I used the focus group to examine the elements of this aim. My interest was not solely in what people thought about Inclusive Education but in how they thought and why they thought as they did.

3.5 Data analysis

Data generated were qualitative data and were obtained from policy documents, transcripts from semi-structured interviews and focus groups. Data were analysed during and after the data collection process. Qualitative data analysis tends to be an on-going and iterative (non-linear) process, implying that data collection, analysis and reporting are intertwined, and not merely a number of successive steps (Maree, 2007, p. 195). I transcribed the tape recordings of the interviews. Data were then read and coded by dividing it into analytical units. Maree (2007, p. 105) defines coding as marking the segments of data with symbols, descriptive words or unique identifying names. Thereafter, I sorted the data by placing them under relevant themes that respond to the research question starting with interviews and focus group interviews. I then triangulated data by using themes taken from the interviews and focus groups along with themes from the policy documents. Triangulation was achieved by identifying common responses from the three data collecting tools. Struwig and Stead (2004, p. 145) define triangulation as the extent to which independent measures confirm or contradict the findings.

3.6 Validity

Joppe (cited in Golafshani, 2003, p. 599) explains that validity determines whether the research measures that which it was intended to measure or how truthful the results are. To ensure validity of interviews, semi-structured questions were reviewed by experts like my supervisor (internal validity). All interviews were transcribed as soon as possible and were shown to the interviewees to cross check, to see if they were in agreement with what had been transcribed. Reliability was ensured by triangulating data from documents, interviews and the focus group. Triangulation is homing in on the research evidence from several points of view (Johnson, 1994, p. 8). Patton (in Golafshani, 2003, p. 603) suggests that combining different data collecting methods strengthens the validity of the research. Relying on one source of data or evidence makes it more possible that inaccuracies or prejudices incorporated in the evidence could escape the researcher's notice (Struwig and Stead, 2004, p. 130). Using different sources of evidence which lead to a similar picture is an advantage as it creates confidence in the conclusions.

3.7 Ethical issues

Ethics in research deals with the interaction between participants and the researcher. According to Leedy and Ormrod (2005, p. 101) ethical issues fall into four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues. In preparation for field work, protocols with regard to the research process were followed. Letters requesting permission were sent to the Inspector of Special Education and the school in which the research was conducted and I established relationships with the participants by visiting the school in advance. As a researcher, I promoted voluntary participation and guaranteed the participants the right to withdraw anytime they felt like it. Participants' interests were protected, confidentiality was maintained and identity disclosures were prevented. At all times there was informed consent (Johnson, 1994, p. 80) as participants were told the nature of the study to be conducted and given the choice whether to take part or not. Participants were informed that their identity and that of the school would remain anonymous. To assure participants about ethical issues, confidentiality agreement forms were signed.

3.8 Limitation of the methodology

In a case study research, interviews are generally regarded as a primary source of data. Mostly, in qualitative research, to have a more comprehensive picture of the problem, the researcher uses multiple data sources. According to Leedy and Ormrod (2005) these data often include observations, documents, past records and audio visual materials. Yin (2009, p. 101) urges that no single source of data has complete advantage over the others, but complement one another. Further, Yin (2009, p. 115) states that the advantage of using multiple sources of evidence is the development of converging a line of inquiry, a process of triangulation and collaboration. In this research, I used three data collection tools namely policy documents and strategic plan, individual interviews and focus group interviews. When it came to the documents, it was difficult to obtain them from the school and the Ministry of Education. The school has no written records of activities regarding Inclusive Education, while the Ministry of Education was not keen to give me the documents. The only documents which I was given by the Ministry of Education were policies. This information was not enough to give a clear picture about Inclusive Education.

3.9 Conclusion

This chapter explained the use of the interpretive paradigm used to explore the research goal from the participants' perspective. The advantage of the interpretive paradigm is that it offers an insight into the reasoning underpinning the behaviour of participants. The chapter also gives a description of the method of the study as a case study. Since the research focused on a school in its day-to-day functioning, this was studying the phenomenon within its 'real-life' context. Further, the chapter explains in detail the data collection tools, interpretation and analysis. Lastly the chapter discusses the validity of and the ethical issues in conducting the research. The next chapter will present the data.

CHAPTER 4

DATA PRESENTATION

4.1 Introduction

The previous chapter described the methodology used to achieve the research goal. The research goal is to investigate how one of the pilot schools offering Inclusive Education in Swaziland is managing the process. To achieve this goal, data were gathered by using different instruments. This chapter presents the data gathered from various data gathering tools as discussed in the previous chapter. The initial data were from the interviews from the Principal, two Vice Principals (V.P) and three Resource Teachers (RTs) who are also Heads of Department (HODs). These interviews were complemented by focus group interviews, policy documents and the school strategic plan. The purpose of the interviews was to gain insight into the experiences and perceptions of SMB members in dealing with the challenges of managing an Inclusive School.

First though, I present a brief description of the school the research was conducted at.

4.2 Description of the school

Mwabi Primary school is a large school with an enrolment of about 1400 pupils, taking learners from grade 1 to grade 7. The school has 27 teachers, a Principal and two VPs. From the 27 teachers, 6 are HODs. The average class size is 60 pupils.

The school was started as a teaching practice school for Matsapha Teachers Training College and is located in an industrial area. Most of these learners come from low income backgrounds, as residents in the area are labourers with little formal education. The school is surrounded by a shanty township known as Matsapha which is overcrowded. Since the shanty compound has a high population density, crime is rampant with high levels of HIV and AIDS infections. Most of the pupils are either orphans or from single-parent homes.

About three kilometres from the school there is a shopping complex and after school most of these children go to the shopping complex to beg and to push trolleys for customers.

The discussion of the description of the school is relevant to my research as external forces have a direct influence on school management. This line of thought is shared by Moloi (2009, p. 90) as she states that management of the school is influenced by various inputs from different sources. The inputs from various sources into an individual school can be from the local community or from national level. In view of this, discussing the background of the school gives the researcher an opportunity to evaluate not only school practices, but also the contextual issues that form part of the school system, as these have an influence on the management of the school (Moloi, 2009, p. 90).

The next section describes the participants who took part in the research. Thereafter, the researcher describes the appointment of RTs as they are considered the technical persons when implementing inclusion.

4.3 Description of participants

I interviewed the Principal, two Vice Principals (VPs) and three RTs. The three RTs are also Heads of Department (HODs). The Chairperson of the School Governing Board was interviewed in the focus group. In this chapter, the table below gives a summary of participants in the semi-structured interviews and focus group interviews. In the focus group the participants present at the discussions were two VPs, three RTs and the Chairperson of the SMB. The table below gives a brief description of participants.

4.3.1 Table of participants of semi structured interviews and focus group

Participants	Principal	Vice Principal- (V P2)	Vice Principal(V P 2)	Resource Teacher(R T 1)	Resource Teacher (RT 2)	Resource Teacher(R T 3)	Chairper son of SMB
Other information	The Principal has no formal	The Vice Principal has no training in	The Vice Principal has no training in	The Resource Teacher (HOD). He	The Resource Teacher (HOD). He	The Resource Teacher (HOD). He	He has been Vice Chairper

	training in Special Education or Inclusive Education.	Special Education or Inclusive Education.	Special Education or Inclusive Education.	has training in Inclusive Education from university of South Africa.	has no training in Inclusive Education	has training in Inclusive Education from university of South Africa.	son of the SMB for two years. In 2010 was elected as the chairperson.
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4.3.2 Appointment of the Resource Teacher

In Swaziland, the administration of the Inclusive Education programme is under the Special Education Inspectorate in the Ministry of Education. The National Inspectorate supports the Regional Special Education Inspectorate which monitors the activities of Inclusive Education Pilot Schools. In the pilot schools RTs are appointed based on professional qualifications, dedication to work and the candidates' interest in the Inclusive Education programme. At the school where I conducted the research, two teachers were appointed as RTs because they had studied Inclusive Education with the University of South Africa (UNISA) while the third one was appointed because of long service and dedication to duty. RTs have in-depth knowledge regarding the monitoring of inclusion at department and classroom level. RTs work closely with the school administration and other teachers.

The data is presented in three categories:

- Managing an Inclusive School.
- Positive outcomes of Inclusive Education.
- Challenges in managing an Inclusive School.

In an attempt to triangulate findings, I linked the data gathered from all three sources.

4.4 Managing an Inclusive school

At Mwabi Primary School managing the implementation of Inclusive Education brought improvements to the school management and leadership. In this section I record enabling factors which assisted SMB members in managing an Inclusive School.

4.4.1 Knowledge of Inclusion

Members of SMBs in pilot schools are expected to be familiar with the *Swaziland National Children's Policy (2009)*, *The Discussion Document Towards a Draft Inclusive Education Policy (2008)*, *the Discussion Document Towards a Draft Inclusive Policy (2009)* and *the Swaziland National Educational Policy (2009)*. With the knowledge of these policies, members of the SMB will understand that Inclusive Education springs from socio-critical factors and not from a medical or deficit model. To have a clear understanding of how inclusion springs from social factors, I draw upon the definition of health by WHO which states that health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 2008). This implies that physical, mental, and social wellbeing of a person are influenced by social determinates of health. For instance, contaminated water leading to ill health and occupation stress leading to hypertension is an example of social determinates. Knowledge of these social factors by members of SMBs is crucial when implementing inclusion.

Members of SMBs need to be aware that inclusion does not infringe on the rights of students in an Inclusive School, but is the best education placement for both students with and without disabilities. It is worth noting that inclusive practices do not place pupils with or without disabilities in a position of disadvantage but provide them with an emotional and social advantage. The knowledge gained from these documents can greatly influence the best way to manage an Inclusive School. This can be achieved through a supportive environment. The supportive environment was achieved when all stakeholders namely educators, parents and administrators worked hand in hand to promote inclusion.

In the interview with the Principal, the two VPs and Chairperson of the SMB, I gathered that they had a general knowledge of Inclusive Education, but they lacked the operational knowledge. This was evidenced when the participants were asked what Inclusive Education was and the Principal, the two VPs and the Chairperson of SMB described inclusion as a system which involves educating

children with different abilities, being taught in one class. The response to the above question by the Principal, VP and the Chairperson of the SMB, indicate that they only have a general knowledge of inclusion.

4.4.2 New structures, culture and operation procedures

Since Inclusive Education is about teaching pupils with diverse needs, the school management structures have to be adjusted so that RTs could be accommodated in the SMB. When asked about school structures of an Inclusive School, the Principal stated:

The school management structures had to be increased as RTs had to be included in the management team. Since the management team increased, we had to revisit the delegation of duties within the school. The school management structure consists of the Principal, two VPs and six HODs. Out of six, three are Inclusive Education RTs.

One VP (V P 1) further stated that:

Our school management structure adapted inclusive practices as we always consider inclusion when drawing up a programme of how teaching and learning can be organised and, we evaluate and monitor the whole process. The school management structure has RTs as technical persons, the Principal and two VPs. The RTs are HODs.

The Principal summed up the issue of school structure of an Inclusive School by stating that the school management encourages SMB members to make decisions in their respective departments as this reduces the time taken to respond to the problem. The Principal further stated that following an inclusive programme at Mwabi Primary School, an inclusive management structure encourages flexibility and risk-taking as discussions are had by individuals at all the different levels in the school.

The school document indicates that the school culture accommodates diversity among the children. The School Development Plan mission statement states:

The school works towards excellence in providing an environment that will cater for all learners irrespective of their learning diversities.

The above mission statement indicates that the culture of the school appreciates diversity and creativity and this was supported by VP (V P 1) when she was asked about the culture of an Inclusive School and she explained that:

The culture of the school has changed since inclusion was introduced as our pupils and teachers are more accommodating when dealing with pupils' learning problems. The way we run the school now, we take disabled pupils into consideration in school activities. For instance, when we want to start a new project about inclusion in school we enlist RTs and teachers who are interested in the programme to assist in the project and this makes it easier to manage.

The change in school culture was also noted by the first VP (V P 1) and second VP (V P 2) who stated that:

The school admission policy is to admit all children despite their disabilities. Children are not discriminated against on the basis of their disabilities. Teachers are encouraged to make adjustments in their teaching so that all pupils benefit from learning. We do not reject pupils because they are disabled.

On the culture of the school, VP (V P 1) pointed out that that the school promotes people of different skills who work hand in hand and that teachers, with the help of RTs, are encouraged to modify teaching methods to accommodate learners with special needs as the curriculum has not been modified at national level. He (V P 1) further explained that the school encourages teachers, pupils, other members of staff and parents to work in harmony as an Inclusive School requires great interaction among multidisciplinary personnel, as inclusion is about working with pupils with diverse needs. This is achieved by developing a common language in the school by promoting buy-in from all stakeholders.

Since the introduction of inclusion at Mwabi Primary School, operating procedures are more demanding than in a mainstream school as explained by VP (V P 2). This was supported by the Principal as he explained the operating procedure of an Inclusive School:

Every school is flexible in responding to challenges and changing demands in a school. But inclusion brings a different set of challenges and this requires an added effort in dealing with these challenges as the challenges are more complex in an Inclusive School compared to a mainstream school. Flexibility when dealing with the demands of an Inclusive School takes a new dimension as the demands are more complex. For instance, the choice of punishment requires delicate consideration as it might not suit the child being punished and this might bring in the issue of human rights violation.

When asked about operating procedures of an Inclusive School, VP (V P 2) illustrated this using a practical example:

If a teacher has a challenge in his class and the challenge is about teaching techniques, he first has to consult with the RTs who have the knowledge of inclusion but if the problem is acquiring teaching and learning materials, he has to contact the Principal as he is in charge of acquiring materials.

The first VP (V P 1) summed up the issue of operating procedure by stating that management acknowledges the complexity that inclusion brings and as such tries to source resources and make adjustments to the resources to suit learners' needs, and this makes learning and teaching efficient and effective. The Principal gave examples of additional requirements for the school since the introduction of inclusion, and these included access to people with knowledge of inclusion (Physiotherapists, Education Psychologists, Speech Therapists), modified teaching and learning materials (Modified Charts) and an inclusive decision making process.

4.4.3 Teaching and learning environment

Since the introduction of Inclusive Education, a lot has been done to ensure effective teaching and learning so that the school achieves what is stipulated in the mission statement. The mission statement states that the school strives for excellence in providing an environment that will cater for all learners irrespective of their learning diversities. When asked what the school had done to ensure that teaching and learning environment accommodated learners with diverse needs, the Principal responded that he ensured that the teachers were well-informed about inclusion. Members of staff are familiar with the reasons for the introduction of RT posts that are equated to HODs.

Efforts are made to promote effective teaching and learning. The school has six HODs and out of the six, three are RTs for inclusion. The two VPs (V P 1 & 2) said that usually teachers consult with RTs as they were knowledgeable about inclusion. The Principal explained further that the purpose of these consultations was to make sure that teachers were adequately prepared when they were in class and learners were provided with teaching of high quality. The RTs (R T 1 & R T 2) also stated that the two VPs at times visited classes as part of the general support for inclusion and if they noticed that a teacher was having problems in teaching, they arranged for a consultative meeting with the RTs. The RT (R T 3) explained that distribution of RTs was such that one RT supervised the other two and out of the two, one RT managed lower primary and the other upper primary. According to the RTs, supervision involved sitting down with the teachers who have challenges in

teaching pupils with diverse needs and drawing up Individualised Education Programmes for pupils with learning challenges. It also involved helping teachers to devise appropriate teaching methods, and teaching and learning materials. To consolidate on the supervision by RTs, the Principal stated that the VPs undertake class visits to support the activities of the RTs. The Principal further explained that the essence of the VPs visiting classes was not to find fault, but to work hand in hand with RTs and other teachers to assist in improving teaching and learning. This sentiment was shared by the RT (R T 3) as she explained that this practice had promoted trust between VPs and RTs and between RTs and teachers in general.

The school also depends on RTs to assist in curriculum related matters. The second VP (V P 2) explained that the Ministry of Education had not modified the curriculum and as a result the school depended on RTs for any changes in teaching methods. He went on to say that teachers were encouraged to work with RTs to modify learning activities for learners with learning challenges as the curriculum has not been modified at a national level.

4.4.4 Interaction and distribution of authority

The Principal and VP (V P 1) argued that for inclusion to be successful, teachers' commitment and the right distribution of authority was paramount. This meant that teachers had to be committed to the process of inclusion and are expected to take on more responsibilities as inclusion involves pupils of diverse needs. Further, the Principal and VP said that they were monitoring teachers closely to see how they were coping with the added responsibilities. They went on to say that teachers' commitment has been enhanced by involving teachers in decision making. The principal explained:

Whenever a major decision has to be taken we call a meeting and teachers are given an opportunity to suggest the course of action. Teachers advise us on how best we can manage the school; that is what they feel will work and what will not work. Also as a Principal I know that some teachers cannot express themselves in meetings so I always arrange individual meetings for teachers to suggest best practices for inclusion.

The second VP (V P 2) similarly remarked that interaction between teachers and other members of staff was critical in an Inclusive Education setting. He explained that:

As administrators we encourage our teachers to work in harmony. We usually conduct workshops in Team Building. These workshops are intended to improve on working

relationships between our members of staff. With the introduction of exercises like Team Building, interaction among members of staff improved tremendously.

The Principal also revealed that Inclusive Education involved people of different disciplines coming to school to render support to pupils of diverse needs. The Principal described the school management structure:

I oversee the general management of the school and am supported by two VPs, one for administration and the other for academics. We have six HODs and out of the six, three are RTs who are in charge of the inclusive programme. The RTs work closely with other HODs and VPs.

VP (V P 2) explained that when faced with a challenge, the solution to the problem was not usually attained by following hierarchical lines of authority but consulting anyone who had the capacity and the knowledge of the problem at hand. The VP went on to say that this reduced stress on the administrators and that the Principal had advised them not to be limited by the titles. The appended (Appendix D) workshop programme gives an insight into the distribution of workshops in a year.

4.4.5 Facilities development

A document from the Ministry of Education argues that all schools must eliminate physical barriers and improve facilities and access to all facilities and provide appropriate signage for students with specific needs (Swaziland. Ministry of Education, 2008). In support of this document, the Principal explained that the Government had delivered mobile classrooms to ease congestion in classes. However, he further revealed that the school had to cover the costs of installing the mobile classrooms.

The budget for maintenance as stipulated in the *School Development Plan (2009)* is about E77, 815 (R 77,815). With this budget the school has done some minor work as explained by the Principal:

We have done minor maintenance like repairing walls, painting classrooms, maintaining toilets and repairing the fence. Unfortunately, we have not been able to upgrade main structures as it is too costly. We are planning to do more next year.

VP (V P 2) pointed out that the school Principal had written a letter to the office of the inspectorate after he had been advised by RTs requesting assistance to upgrade the facilities. In the focus group, the Chairperson of the SMB also explained that in the following year's budget, a substantial amount

was set aside for the upgrade of facilities. The chairperson of the SMB stated that the SMB was aware of the importance of upgrading the facilities in an Inclusive School. He further illustrated this by using a practical example:

As the SMB, we feel we have not done much in facility development. In next year's budget we plan to set aside money to develop facilities. We are hoping to tar all pathways and construct or modify toilets so that they are accessible to pupils using wheelchairs.

The chairperson further explained that the SMB was in constant consultation with RTs and the Special Education Inspectorate to be advised on facilities development. He pointed out that by January the following year, a list would be compiled stating what the school could afford and what the Government would provide to develop facilities.

4.5 Positive outcomes of Inclusive Education

During the implementation of Inclusive Education a number of positive outcomes were experienced by members of the SMB. The outcomes are presented here as sub-categories to indicate the perceptions and experiences of members of SMB in managing an Inclusive School.

4.5.1 Staff development

One of the objectives as stated in the *Performance Targeting Schedule* (2010) (Appendix E) document was to build the capacity of teachers so that they were able to identify and effectively support learners with special needs. According to the Principal and VP (V P 1) several workshops had been conducted internally and externally. The Principal and VP (V P 1) further stated that the workshops have contributed immensely to leadership and management of the school as it equipped them with knowledge about inclusion. VP (V P 1) revealed that the *Performance Targeting Schedule* document received from the Special Education Inspectorate explains activities, objectives and targeted results. She further explained that in these workshops, teachers are taught about inclusion. The only problem teachers mentioned was that they felt one workshop in a year was not enough.

When asked about staff development, participants responded with mixed feelings. Some participants felt that staff development was adequate, while others felt it to be negligible. One participant (V P 1) in favour of support for staff development stated:

As administrators, I feel we have supported staff development. For instance, we have made internal arrangements to allow teachers who are pursuing studies with various universities to study and write examinations. Whenever the Regional Education Office is conducting a workshop, we allow our teachers to attend and when they return we organise an internal workshop for teachers. During internal workshops we provide refreshment for our teachers.

Another participant, RT (R T 1) supported the above sentiments as she offered this perspective about staff development:

Initially we had problems with teachers when workshops were conducted in school. We have passed that stage now. Our RTs organise workshops without difficulty and I strongly believe that our teachers are learning a lot in these workshops. We know that two workshops in a year are not enough but we are doing something positive with regards to inclusion.

When the RT (R T 2) was asked about the organisation of internal workshops she explained:

We have two planned workshops in a year, but this year we conducted three workshops. The unplanned workshops were initiated by teachers who wanted some clarification on certain topics which they found challenging while teaching. We usually request teachers to suggest what should be discussed in the workshop and this has worked well for us, as there is a sense of ownership by teachers.

4.5.2 Attitude change

One of the objectives as stated in the *Performance Targeting Schedule (2010)* document is to increase participation in teaching and learning by teachers and learners. The above objective was achieved by an attitude change as identified by the first VP (V P 1):

Teachers and learners have a positive attitude toward inclusion. We have motivated pupils and teachers to develop a positive attitude towards each other and this is helping us in implementing inclusion. During assembly on Mondays and Fridays, teachers talk about inclusion and the importance of treating others with respect and dignity. Through this there is participation at all levels towards inclusion.

The above sentiment was shared by the second VP (V P 2) as she stated that:

We have a mechanism in place to see to it that teachers help all learners as this is enshrined in our mission statement which was developed by teachers. If a teacher is abusive, we always have an audience with the teacher to educate him about the importance of inclusion and so far we have been doing fine.

The Principal summed it up when he remarked that when they started the programme challenges arose as pupils and teachers did not know what to expect from inclusion. He further revealed that pupils and teachers have passed this stage of uncertainty as all now have positive attitude towards

inclusion. He was quick to explain that it was not easy to have a positive attitude towards inclusion and that this was achieved through the commitment of teachers and pupils. When asked how he could tell that there was an attitude change, the RT (R T 1) responded that teachers were participating more in meetings about Inclusive Education and that there were fewer groups of disabled children playing in isolation during break. She (R T 1) further explained that teachers were showing greater zeal in teaching all pupils, as they were able to share classroom experiences with others, while pupils were eager to assist pupils with disabilities when faced with challenges inside or outside class.

4.5.3 Social integration and social justice

VP (V P 1) felt that inclusion had a positive impact on social integration as it brought together people of diverse needs. He (V P 1) further remarked that discrimination and prejudice were rife in society and that there was a need to promote a more inclusive society through Inclusive Education. This sentiment was supported by the Chairperson of the SMB as he stated:

It makes me happy to see disabled and non-disabled pupils all playing and learning from one another. As individuals, disabled pupils and non-disabled pupils have differences which limit their abilities but when they work as a unit they are in a position to achieve great things. When pupils work as a unit, cooperation is achieved.

An extract from *Swaziland National Children's Policy* (2009) states that in many societies, children with disabilities are denied access to education, family life and the right to participate in the normal activities of childhood. In support of the above statement, the Principal remarked that inclusion promotes equal opportunities in schools and in society. He further explained that at Mwabi Primary School, social justice is practised by making sure that there are equal facilities or resources available to all learners and teachers to improve teaching and learning. He emphasised that the school strives to give equal opportunities to all learners through allocation of resources as dictated by the needs of pupils.

4.6 Challenges experienced

The implementation of Inclusive Education is not without its problems and challenges as it is a contemporary phenomenon. At Mwabi Primary School, numerous challenges and inhibiting factors have been experienced by SMB members. I present these challenges as perceived by SMB members who are key implementers of inclusion in the school.

4.6.1 Lack of preparation for inclusion

Inclusive Education is about responding to diversity and as such requires programmes to be implemented efficiently and effectively. At Mwabi Primary school this was not the case. When asked about measures taken in preparation for inclusion, one of the respondents (V P 1) in the focus group explained that:

There were no major preparations as the programme was imposed on us. We were just told that we should start Inclusive Education. Nothing was prepared honestly. Actually, even the community around the school knew nothing about the introduction of Inclusive Education. Lack of preparation had a direct impact on the implementation of the programme and that is why we are facing many challenges.

One of the participants (R T 1), in the focus group expressed her frustration at the lack of preparation in the following way:

In January when I was told that they are introducing Inclusive Education, I was surprised. I have studied Inclusive Education with the University of South Africa and from what I can recall about inclusion, we were not prepared to start the programme. The school had completely nothing to support inclusion.

Further evidence in the discussion revealed that the costs of implementing Inclusive Education were not in the budget. VP (V P 1) stated:

How can we start a resource intensive programme like Inclusive Education without financial and material support? We needed to put a lot of things in place; examples include upgrading the infrastructure and buying teaching and learning materials which are suitable for inclusion. All this costs money and the school has not got money. The only funds available are from school fees which are not much as not all students are able to pay the school fees.

4.6.2 Lack of operating knowledge of Inclusion

The Principal and the two VPs lacked comprehensive or operating knowledge of Inclusive Education. The Principal and the two VPs had attended a one week workshop. The Principal and the two VPs were of the opinion that a one week workshop was not enough as the discussions were more theoretical as the practical part was lacking. The Principal and the VPs felt that more workshops needed to be conducted where they could put theoretical knowledge into practice. When asked about experiences in managing the school, VP (V P 1) stated that they had challenges. "As administrators we have not been trained in Inclusive Education; we are failing to design

management structures which would suit an Inclusive School setting.” This sentiment was supported by the second VP (V P 2) as he stated that:

The problem is that even we the implementers have little knowledge of Inclusive Education. To resolve this problem we need to be trained in Inclusive Education and since we are ignorant about inclusion we are not able to resolve the challenges that come with inclusion.

In practice, implementation of Inclusive Education is a challenge. VP (V P 1) felt that the Regional Educational office did not fully understand inclusion. She stated that:

It is surprising that even Inspectors are not sure how the programme should be implemented, and if Inspectors are not sure, how can we Principals, VPs and Teachers who are not trained in Inclusive Education be in a position to implement the programme?

When asked what support the Principal and the VPs had rendered towards implementing Inclusive Education, the Principal said:

We usually tell our teacher to teach all pupils and the support they receive from administration is the availability of teaching and learning materials which are suitable for mainstream teaching. Since we as administrators are not trained in Inclusive Education, we find it difficult to procure the right materials for learners with learning challenges.

Support from the Principal and the VPs is not adequate as they are not trained in Inclusive Education.

Another challenge for the Principal and VP (V P 1) in terms of support regarding inclusion is over enrolment. The Principal and VP (V P 1) felt that any attempt to support inclusion was challenged by over-enrolment. VP (V P 1) stated that, “the school has huge numbers of pupils in classes and this creates a problem when managing the school as huge numbers affect the budget and individual attention, especially for the ‘at-risk’ learners”.

4.6.3 Lack of support for inclusion from Government

When asked about support from the Ministry of Education through the Regional Education Office, VP (V P 2) said that:

I do not think we have been supported that much, as all the teaching and learning materials we have at school are the ones we had when the school was a mainstream school. To solicit support, our Principal has written a letter to the Inspector of Special Education and we have not had any feedback from the Inspectors who come to our school.

The concept of inclusion requires a network of internal support and external support from other stakeholders. The external support to the school which is not adequate is the support from the World Food Programme (WFP) through the Ministry of Education which is responsible for the school feeding programme. The Principal stated that:

Yes we have a school feeding programme, but this is not enough as most of the pupils come to school without eating any food at home and these pupils cannot concentrate in class. I feel we need more money to buy food for our pupils.

Another way the Ministry of Education can support inclusion is by introducing compulsory Pre-School. VP (V P 1) suggested the introduction of compulsory Pre-school education so that pupils in these inclusive classes were performing at the same level. She stated that:

The main challenge is that pupils are at different levels, as pupils who attend pre-school are able to read and write while pupils who enrol for Grade 1 without attending pre-school cannot read and write. The Government should make sure that all schools have Grade Zero classes for inclusion to be successful.

Monitoring of Inclusive Education can be achieved as suggested by the Principal that:

Inspectors must make follow up appointments and not just sit in offices but go to these schools and see that the programme is being implemented. There is minimal monitoring of implementation of inclusion.

4.6.4 Lack of infrastructure development

The research participants felt strongly that their school lacked the necessary infrastructure. The Principal stated that:

If you look at the terrain outside the school, there are places someone with a wheelchair cannot access. Infrastructure is of great concern. The office of the inspectorate has been approached and they are in the process of scouting for funds to assist in upgrading the infrastructure so that it is accessible to all pupils.

One participant (R T 3) in the focus group described the infrastructure as not conducive to inclusion. He stated that:

This school was constructed on sloping ground. This is a huge challenge for blind pupils and pupils in wheelchairs. The Government has only delivered mobile classes and these classes have no provisions for the blind pupils or pupils in wheelchairs. I strongly feel that the school infrastructure must be upgraded to accommodate pupils who are blind and are using wheel chairs.

On a similar note, the Chairperson of the SMB supported the above sentiments as he offered this perspective:

I totally agree with my colleague that the school or the Ministry of Education was not proactive in the issue of infrastructure development. As the chairperson of the school committee I feel we have been dragging our feet when it comes to infrastructure development and this was due to financial constraints. To upgrade the infrastructure is very costly as it involves alterations in building plans and this can only be done by the Ministry of Public Works, so it is complicated and not easy.

4.6.5 Lack of support for staff development

Inclusive Education is a contemporary phenomenon and as such it requires qualified personnel to be implemented efficiently and effectively. The *Discussion Document Towards a Draft Inclusive Education Policy* (2008) states that, “to achieve inclusion there must be Pre-service and in-service training. VP (V P 2) remarked that lack of training has resulted in challenges in dealing with administrative requirements, as neither the administrator nor teachers were competent with Inclusive curriculum. In a focus group discussion, when asked about staff development, participants responded with mixed feelings. Some participants felt that staff development was adequate while others felt it was negligible. One participant (R T 3) who felt that staff development was not adequate offered the following perspective:

I do not think we can call a one week workshop staff development in this complex field. Inclusive Education is broad and I do not think one can cover important content about inclusion in one week. I strongly feel that Inclusive Education must be introduced in colleges and universities so that when teachers are posted to schools they are equipped with the right skills.

Another participant in the focus group (R T 2) felt that the administration had not fully supported staff development. She expressed her frustrations in the following way:

One time I was forced to attend a workshop. When I came to school in the morning I was told that I had to go and represent the school at the workshop. No prior arrangements were made. I do not think this is the right way of supporting staff development as I was not given an option but commanded to go. I did not have bus fare and it was very frustrating for me.

4.6.6 Lack of curriculum modification

Curriculum modification at Mwabi Primary School was a challenge as the school was following the mainstream curriculum as the curriculum has not been modified at national level. When the Principal was asked about curriculum modification, he responded that:

Nothing has been done about the curriculum; the curriculum is still the same. Our teachers are having difficulties in teaching pupils with learning problems as most of the teachers were trained to teach the so called 'normal' pupils. I feel that if the curriculum is modified it should incorporate teaching methods which would assist teachers in the classroom and modification should be at a national level so that all pilot schools follow a uniform modified curriculum. At our school, teachers are assisted by RTs with internal modification.

The same view was put forward by VP (V P 1):

There isn't anything done on curriculum modification except that there are subjects that have been added like practical subjects. If the curriculum is modified, teachers will have an insight into how to manage an Inclusive class.

Curriculum modification also emerged as a challenging issue during the focus group interview. The curriculum has not been modified and this was creating a challenge for teachers and learners. As remarked by one of the participants (R T 1):

most of the teachers are struggling to teach these pupils as the curriculum has not been modified. We are talking of implementing inclusion but we are using the mainstream curriculum. What does that tell you about the programme? The Government should address the problem of the curriculum.

VP (V P 1) supported the above sentiments about curriculum modification. She felt that Learners with Special Education Needs could achieve their full potential if the curriculum was modified. The second VP (V P 2) summed it up in the following way:

For effective learning and teaching to take place, curriculum plays an important role. Inclusive Education is a new programme and requires its own curriculum. At present we are offering mainstream curriculum and this is a challenge to our teachers. The curriculum is not assisting learners with learning challenges.

In addition, RTs pointed out that curriculum modification strengthens learning and teaching as a modified curriculum accommodates pupils with diverse needs. When asked if the curriculum has been modified, RTs responded that the curriculum has not been modified but it was imperative that it is modified. One of the RTs (R T 1) qualified the statement above as she commented that:

We need to change the curriculum in order to accommodate children with learning problems. These changes in the curriculum will provide new teaching skills to assist teachers in teaching in an Inclusive class. To implement the modified curriculum, teachers need to be trained on how to interpret and translate the curriculum. The curriculum should cater for all different disabilities.

Further, RT (R T 3) illustrated the importance of curriculum modification using a practical example as she explained that:

In the Inclusive curriculum, for instance, there should be an explanation on how the teacher is going to teach blind pupils since writing on the board is not applicable in this case, as the pupils cannot see. The use of concrete objects must be emphasised in the Inclusive curriculum. I feel that the delay in modifying the curriculum has a negative effect on the implementation of Inclusive Education. Teachers are teaching pupils with learning problems using mainstream techniques which they are accustomed to and this makes learning and teaching a challenge for the teacher and the learner in an Inclusive class.

4.6.7 Lack of learning and teaching materials

Learning and teaching materials are considered critical by teachers in a classroom. Inclusive Education demands modified learning and teaching materials. Introducing inclusion at Mwabi Primary school without appropriate materials has created a challenge for teachers as a participant (R T 2) in a focus group remarked:

The teaching and learning materials we have at present are for mainstream teaching. We need to acquire the right materials for inclusion. The last workshop I attended, they showed us a film about inclusion in developed countries and I noticed that teachers and pupils had all the necessary materials. At this school we have learning and teaching materials for mainstream teaching and not for inclusion.

In cases where teachers wanted to source teaching and learning materials, it has proved to be a challenge as teachers do not have a syllabus for Inclusive Education. Participant (R T 3) in the focus group expressed her frustrations in the following way:

Most teachers are in a position to make teaching and learning materials. They are not making these materials because they do not know what to make. Do you know how frustrating this is? Teachers want to assist pupils but they have no direction. We really need direction on this matter as some teaching and learning materials can be made in the school. We do not need to buy everything.

Another participant (R T 1) mentioned that in a situation where the Ministry of Education delivers teaching and learning materials, we always discover that they delivered too much of the wrong material. To illustrate the above she used a practical example:

For instance in January they delivered too many books for Grade 7 and returning them was not easy as we had to wait for two months to receive the right books. It is so frustrating to have books in your office but you cannot use them. As if this is not enough, the books delivered by

the Ministry of Education are for mainstream teaching and not inclusive teaching. So why introduce Inclusive Education?

The second VP (V P 2) summed up the lack of teaching and learning materials as she stated that inclusion was not being implemented as expected because of lack of teaching and learning materials.

4.6.8 Attitudes towards inclusion

This notion has also emerged strongly in the *Education Sector Policy* (Swaziland Ministry of Education, 2010) as it advocates for implementation of Inclusive Education in every sub-sector and at all levels of the education system through a positive attitude towards inclusion. Though most participants expressed positive attitudes towards inclusion as explained earlier, the notion of a negative attitude towards Inclusive Education from **learners and parents** emerged strongly in the data. In this sense the participants saw little evidence of the kind of fundamental change necessary for the initiative to succeed. The Principal explained that:

As a country we are coming from a background where disabilities were seen to be a curse and children with special needs would not be allowed to mix freely with the rest. There is still that negative attitude towards learners with Special Education Needs. We have cases where parents are hiding their children and not enrolling them with our school. We also have pupils ridiculing other children with disabilities.

Further, RT (R T 1) remarked that fellow pupils had a negative attitude towards learners with Special Education Needs. In a focus group, she (R T 1) described how other pupils were treating a boy in one of the classes:

We have a boy in one of the classes who is always expelling mucus and other pupils are making fun of him by calling him 'mucus boy'. Most of these pupils' attitude towards disabled children is undesirable. I think special schools should cater for severe disabilities to avoid such ridicules.

Pupils with disabilities are also not keen to be included and prefer to remain isolated, probably as a result of fear of ridicule. As one participant (R T 2) in the focus group put it:

Pupils with disabilities also have a problem as they are reluctant to be included. They always isolate themselves. During break they do not want to play with other pupils but sit alone. I think they have not accepted inclusion.

The other concern in terms of attitude relates to parents. Parental involvement is crucial in making a school inclusive. Respondents felt that at Mwabi Primary School, support from parents was

lacking. The Principal explained that parents were not fully involved in the welfare of the children. He cited an example:

The problem I have faced is that parents need capacity building since they should be aware of children's needs - that they do not necessarily have the same needs as able-bodied ones. You find that a parent brings a child and disappears, so whenever you encounter some problems and you want to engage the parent they always have excuses for not coming to school.

The above sentiment was supported by the second VP (V P 2) who felt that lack of parent involvement hindered the progress of inclusion. In his comment, the VP said:

Parents are not supporting the programme. When we have a problem which requires attention of parents, their response is far from enthusiastic. We have to send several messages to persuade them to come to school. We have problems when we request them to pay for bus fare to take the child to the eye clinic.

For RTs, parental involvement is paramount and if lacking it is considered a critical problem. Lack of parental involvement usually has a negative impact on learning and teaching. When asked about lack of parental involvement RT (R T 3) responded that:

We have minimal parental involvement. The reason is that parents thought that after the introduction of Inclusive Education and Free Education, children's requirements would be the responsibility of the school. Parents had the impression that pupils would be assisted with all the school requirements. They thought that pupils would receive uniforms and shoes from schools. Parents need to be reminded that the school will only support pupils on educational needs, and not buying uniforms and shoes. Because of this misconception most of the parents are not involved in supporting their children.

All RTs felt that their roles as RTs were vast and with limited parental involvement, the challenges will be enormous too. One of the RTs illustrated this using a practical example of experiencing problems with parents being involved when they seek professional support such as speech therapists, occupational therapists, psychologists and physiotherapists as part of a multidisciplinary personnel.

Participants acknowledged that in some cases lack of parental involvement was because of poverty. A focus group participant (Chairperson of SMB) explained:

This school caters for pupils who come from a poor background. Parents spend most of their time trying to make ends meet. They do not have time to come to school when called upon but are looking for resources to put food on the table. I feel sorry for these parents as they try to help their children but the odds are not in their favour.

Further evidence revealed that most pupils were orphans and the school system had no prescribed ways of assisting these children. As a respondent (V P 1) remarked, “some pupils are from child headed families and when called upon to discuss issues with the administrators, they do not come to school as they are children themselves”. This has created an enormous challenge for teachers and administrators in the school as inclusion depends on parents’ involvement.

The school chairperson explained that parental involvement was a challenge because parents were ignorant about inclusion. He summed it up in the following way:

Parents do not understand the benefits of inclusion for their children, nor their role to support the programme. They need to be educated on the benefits of inclusion so that they can participate in school activities. Next year we are planning to have a one day meeting with parents to sensitise them on inclusion and I strongly feel that parental involvement will improve.

However, negativity was also evident among teachers and management. In a focus group the notion of attitude change by learners and educators emerged as critical for inclusion to be successful. The respondents reported that most teachers and administrators had negative attitude towards inclusion. However, unlike the prejudice encountered among children, the negativity among teachers and administrators emanates from frustration and disappointment in the system. One respondent (R T 2) recounted what one teacher said:

Teaching these pupils is not easy and when I give homework some parents do not help their children. I am very angry with parents who do not show interest in their children’s work. Honestly, how do you expect me to proceed with the topic if the child is not performing well? I strongly recommend that slow learners should be taken to special schools.

Another respondent (R T 3) remarked that initially administrators resisted implementation of inclusion. She pointed out:

In January when the programme was introduced, the Principal was reluctant to call a meeting and discuss how we should proceed. He told other teachers that it would not work as these learners should be enrolled in special schools. I strongly feel this negative attitude is affecting the implementation process.

As noted above, much of the negativity among educators could be traced to systemic failure.

4.7 Recommendations

The participants made the following recommendations for the school to be Inclusive.

- Employ more teachers so that there is reduced teacher pupil ratio.

- Upgrade the infrastructure at school.
- The curriculum must be modified to suit children of different abilities and with diverse learning styles.
- There needs to be a change of attitude and perception towards Inclusive Education.
- Pre- service and Post-Service teachers need training.
- SMB Members need information on Inclusive Education.
- Resource centres must be upgraded.
- Necessary learning and teaching materials must be brought to school.
- Schools need to employ multidisciplinary personnel to cater for all children with different abilities.

4.8 Conclusion

The purpose of the research was to gain an insight into the experiences and perceptions of SMB members on how they deal with challenges in managing an Inclusive School. In this chapter, I presented data from various sources using identified categories. In the following chapter I discuss the emerging themes in light of relevant literature.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented experiences and perceptions of SMB members at Mwabi Primary School in managing an Inclusive School. The perceptions gleaned from interviews and focus groups were triangulated with reference to documents on Inclusive Education. This made it possible to form an opinion of how the school was coping with the integration of IE. This chapter discusses the main findings of the study and attempts to interpret and give meaning to the respondents' experiences and perceptions with reference to relevant literature.

The general picture emerging from Chapter 4 is a mixed one. In many ways the school has done much to accommodate IE. There have been changes in management structure and approach, organisational culture as well as operating procedures. Staff development through workshops has also been implemented. Resource Teachers appointed to facilitate the integration of IE have also played a significant supportive role. Finally, there are signs of changes in attitude on the part of learners and teachers, contributing to a sense of social justice.

On the other hand, there are still significant challenges. Lack of knowledge of IE remains an issue. Similarly the school has received minimal support from the Government in the form of infrastructure development, curriculum modification, staff development and learning and teaching materials. Furthermore, while there has been an improvement in attitudes, there are still signs of negativity and rejection on the part of learners and parents in particular.

This chapter discusses these themes in terms of the theoretical framework outlined in Chapter 2.

5.2 Aim of study

The aim of the study was to investigate how a School Management Board of one primary school responds to the challenges of managing an Inclusive school. To achieve this goal I had to answer the following questions:

- How does the School Management Board see its role in the management of Inclusive Education?
- In what way has the school adapted or reviewed its management (in terms of structure, culture and practices) since becoming an Inclusive school?
- How does the School Management Board view challenges and opportunities in managing an Inclusive school?

I now discuss the main findings as they unfolded in response to the questions above.

5.3 Main findings

The findings are discussed under the following themes:

- Changes in structure
- Adapting management approaches
- Lack of support from government
- Curriculum modification
- Cultural change

5.3.1 Changes in structure

Earlier in chapter 2 I described the role of school structure in an Inclusive School as to foster inclusion. To achieve inclusion is a challenge because of the difficulty of addressing implementation problems, such as rigid school policies and administrative arrangements, absence of policy dialogue among stakeholders and co-ordination among different social parties (UNESCO, 2007).

Data reflects that one of the initial challenges with the implementation of inclusion at Mwabi Primary School was failing to formulate recognised structures which can assist in implementing inclusive schooling. This challenge was addressed by identifying RTs from the teaching staff who were co-opted into the SMB. In the literature review, I looked at the strengths of the Finnish education system where schools have welfare groups, consisting of teachers and health care workers which are chaired by principals, and the function of welfare groups is to respond to concerns expressed by teachers and find solutions to these concerns. Data from this research has revealed that while the school under study does not use welfare groups there is a close link between the Principal, Resource Teachers and other members of staff which perform a similar function to the Finnish welfare groups.

Further, as stated in chapter 2, an Inclusive School is a complex organisation and management of the school has to move to devolved management structures as these encourage flexibility and risk-

taking (Mukhopadhyay & Prakash, 2004). This study has shown that power has been devolved from the Principal to Vice Principal and Resource Teachers and this is fostering inclusion in the school. Through devolved power, school management encourages members to make decisions in their respective departments as this reduces the time taken to respond to challenges. In view of the above, the school is able to implement inclusion as they adopt a particular approach to leadership and management and there is cooperation among stakeholders. These structural changes have, to some extent, enabled the broadening of the school's programme to include Inclusive Education.

5.3.2 Adapting management approaches

The concept of Inclusive Education has always looked good on paper, but when it comes to the management of implementing the Inclusive Education Policy in schools, it has often eluded implementers. To have a successful Inclusive implementation strategy, Inclusive Schools need to transform their management style. In the literature I have quoted, *The Task Team Report* (South Africa. DoE, 1996, p. 16) suggests that education management development must be seen as an on-going process in which people learn and organizations adapt and adjust, within the context of community-held values and standards of performance. Further, I have explained that if the SMB fails to acknowledge that management of an Inclusive Education programme is an on-going process which involves adapting and adjusting implementation processes, the SMB will fail to implement an Inclusive Education programme. The above views resonate with the findings which have revealed that members of the SMB are adapting and adjusting to the demands of inclusion. Even though the school is facing numerous challenges, solutions to these challenges depend on how the challenges are presented at that time. This means that at Mwabi Primary School there are no standard, institutionalised rules in dealing with these challenges as solutions depend on the problem at hand.

To enable and support a discussion of how this school had adapted to the changes brought by IE, I need to turn to management and leadership theories - subjective, ambiguity, collegial models and leadership for social justice – as discussed in Chapter 2.

5.3.2.1 The subjective model

As mentioned in chapter 2, the assumption in a subjective model is that organizations are a creation of the people within them. In chapter 2, I have further explained that the ability to manage an Inclusive School depends on the skills, knowledge and experience of individuals in managing the

school as they interpret challenges differently as they derive divergent meanings from the same event. These views are in agreement with my findings as members of the SMB experience and interpret events and situations according to their own background and motivations. The thinking here is that members of the SMB are able to modify their opinions according to the occasion or circumstance and how they relate with other members of staff of an Inclusive School (Bush, 2003, p. 119). At the school this research was conducted, members of the SMB are able to manage the school as they have recognised individuals' different values and motivations. The research revealed that members of the SMB were able to recognize the individual value and motivation of one of the RTs when she was appointed as a RT on the basis of long service and dedication to duty and not on the more traditional basis of qualifications. By contrast, the IE teachers were appointed on the strength of their qualifications as they had received training through UNISA. In view of the above, members of the SMB are following a subjective model as they acknowledge individuals' different values and motivation, and use this to strengthen the management of inclusion in the school. Further, in this research it is clear that there are elements of subjectivity present in the school which enable it to deal with divergence and 'difference'.

5.3.2.2 Ambiguity model

Earlier in the Literature review chapter 2, I discussed the ambiguity model as an approach that places emphasis on uncertainty and unpredictability in an organization (Bush, 2003, p. 134). Previous research by Bennett *et al.*, (cited in Bush 2003, p. 140) indicates that schools are working in highly turbulent environments and this affects the planning process. As reported in chapter 4, this research has revealed that Inclusive Schools are unstable and complex and this is one of the reasons managing these schools is a challenge. Further, the findings show that managing Mwabi Primary School is complex due to the diversity of pupils' needs. Hence managing using a formal model would be unrealistic, as in a formal model, decision making is viewed as a simple cause-and-effect process. The study has also shown that the school responds to challenges as they unfold and as such, there is emphasis on unplanned decision making by SMB members, further strengthening the uncertainty and unpredictability. Data have shown that the school stresses the advantages of decentralisation as decision making is devolved to sub-units and individuals. This is evident in the findings with the selection of RTs who have been tasked to respond to challenges pertaining to teaching and learning in an Inclusive class. This correlates with the views of DiPaola and Thomas (2003, p. 17), that devolved decision making in schools facilitates a process of continuous reshaping

to ensure that goals are met and emerging needs are addressed appropriately. Through this the school is fostering a culture of shared ownership and responsibility by all stakeholders.

Hence, one could summarise that Bush's subjective and ambiguity models are appropriate lenses through which to view this organisation, as they stress uncertainty and unpredictability in the way the school functions and that the approach to change that has been adopted is an appropriate response. The school shows itself to be open to change and lateral thinking.

5.3.2.3 Collegial model

In chapter 2 I have explained that collegial management is about creating an environment in which all stakeholders can participate as partners in joint decision making. This research has revealed that the school has a platform on which all stakeholders are able to express themselves freely and feel that they are part of democratic decision making process. This is in agreement with the views of Bush (2003, p. 66) as he states that "imposing decisions on staff is considered morally repugnant, and inconsistent with the notion of consent". From the data, it is clear that the school is practising collegial management as during staff meetings, members of staff participate freely and decisions are not imposed on members of staff.

Previous research by Webb and Vulliamy (in Bush, 2003, p. 71) examined the tension between collegiality and managerialism. The findings showed growth in openness, discussion and sharing among teachers in collegial management. Webb and Vulliamy's research correlates with my findings as all members of the SMB concurred that there is openness, discussion and sharing of ideas at the school. They all acknowledged that the SMB has created a climate in which stakeholders express themselves freely and decisions are made through consensus. This study shows that collegiality has positive effects on learning and teaching as teachers' interaction is one of the key elements of collegial management and through interaction, teachers have the desire to work beyond the expected norm. The results of teachers working beyond what is expected are that learners are motivated to work hard. Singh (2005, p. 56) summarises the benefits of collegiality when he argues that the participatory role espoused in collegiality can alter the landscape of a school, from a nonperforming school to an efficient and quality orientated school.

However, without undermining the positive contribution collegial management brings to school management, data have shown that collegial management can also have negative effects on

managing a school. There is evidence from the data that collegial management is time consuming as in a meeting; teachers discuss an issue for a long time without reaching consensus. The research also revealed that some teachers would not take part in the discussions as they waited for other teachers to come up with solutions. Hence, full participation is difficult to achieve and is time-consuming. Despite these challenges the kind of decision making associated with collegial management has been shown to bear fruit at this school.

Nevertheless, a climate of open participation is likely to allow an organisation to respond appropriately to an uncertain and unpredictable environment.

5.3.2.4 Leadership for social justice

In chapter 2, I have defined social justice using Bogotch's (2005) definition, as a deliberate intervention that requires the moral use of power. The principle of deliberate intervention requires members of the SMB and teachers to be committed to ethical issues by making a moral commitment to behave justly, to encourage and promote students success, facilitate and support teacher growth, and foster quality relationships in the school (Brooks & Normal, 2005). The elements of this principle are evident in the efforts made by members of the SMB to promote a culture of inclusion as teachers and pupils have shown signs of being more accommodating, pupils with diverse needs are willing to learn in one class and the programme of staff development is in place.

The core of leadership for social justice is putting pupils' needs first in any decision making process (Starratt, 1997). This can be seen in the way the principal explained that when taking a decision there is great consideration of pupils' diverse needs. In other words, as argued by Shields (2004, p. 110) social justice is about recognising pupils' diverse needs. Further, she argues that if the heart of education equity is a strong relationship with pupils, then it is of great importance to acknowledge differences in pupils' lived experiences. To a great extent this is what is happening at this school and naturally this augurs well for Inclusive Education to flourish.

But the position is not entirely positive and it is possible to argue that in some ways the school is failing to promote social justice. From the data it could be argued that leadership is failing on issues like equity, equal opportunity and social justice as the school infrastructure, human resources, learning and teaching materials cannot accommodate pupils with diverse needs. Failure to provide

the necessary space and tools suggest a failure on the part of leadership and management, which could make one question the extent to which school leadership has accepted the challenge of social justice. However, it may be more accurate to describe this as a systemic failure, as discussed in the next section.

5.3.3 Lack of support from Government

As reported in chapter 2, page 15, the success of inclusion can be achieved with provision of resources to support pupils with special needs. Since inclusion is a contemporary phenomenon, support from Government is crucial. The data show a lack of support from Government in the form of appropriate teaching and learning materials, and this creates a challenge in implementing inclusion in school. This was evident when one participant expressed her frustration about the lack of teaching and learning materials as she stated that they needed to acquire the right materials for inclusion but that Government was not playing an active part in acquiring these resources.

Engelbrecht et al., (2005, p. 49) describe the physical environment of the school as the surrounding terrain, school buildings, classrooms and equipment and that these have direct impact on implementing inclusion. In an Inclusive School, issues of access by pupils with disabilities as well as considerations for safety and health are a concern for SMB members. To achieve safety and health, the school infrastructure is to be upgraded so that it can accommodate pupils of diverse needs. In the literature review I pointed out that Government must provide specialist services which will include upgrading of the existing infrastructure so that pupils with disabilities benefit from inclusion. This is in line with what the *School Strategic Plan* contends, namely, it indicates how much is to be spent on repairs on school structures. Thus, from both document analysis and the views of respondents the issue of infrastructure upgrade emerged, which has been brought to the attention of the Ministry of Education through the office of the Inspectorate of Special Education but Government has not responded to the request. There is evidence from the data that Government has not taken an active role in upgrading infrastructure. In the focus group discussion, one participant described the infrastructure as not conducive to inclusion as the school is constructed on sloping ground and this is a challenge for pupils in wheelchairs and or pupils who are visually impaired.

On the other hand, there are significant signs that Government is supporting the school. This has been demonstrated by the Government as it has supplied mobile classes to the school and it is also funding the staff development programme.

The Way of the Future (UNESCO 2008, p. 29) explains that as school systems become more inclusive, professional development is important because of new challenges that teachers face due to diverse pupils' needs. Staff development involves elimination of rigid separations between mainstream education and special education programmes, and is replaced by more integrated and flexible programmes that promote inclusion (*ibid*). Reviewed literature indicates that it is the responsibility of the Government through the Special Education Inspectorate to train teachers so that they are equipped with inclusive practices. Respondents felt that staff development was taking place but it was inadequate. This is part of the support offered by Government.

5.3.4 Cultural change

The transition to Inclusive Education is not simply a technical or organizational change - it is a movement in a clear philosophical direction (UNESCO, 2008, p. 15). As mentioned in the literature review, schools have to be prepared to analyse their own situations, identify barriers to and facilitators of inclusion, and plan a process of development that is appropriate for the process of inclusion. This usually brings a different culture - an Inclusive culture, a culture which follows a zero reject policy in school admission as an Inclusive School acknowledges diversity. This implies that the culture of the school resonates with the theories of social justice which acknowledge individual differences. This research has revealed that educators are able to re-examine their practices to make them flexible and responsive to learners with learning challenges. On the other hand, data have also shown that the school is not able to follow a zero-reject policy as it is not in a position to admit pupils who are visually impaired, hearing impaired, mentally challenged or wheelchair bound.

Another dimension of the school's inclusive culture is evident in the principal's observation that the school needs to look at individual differences when making decisions. This also points to diversity, and the acknowledgment of differences, as opposed to the assumption that every pupil is more or less the same.

In the literature review I mentioned that the culture of an Inclusive School is one which promotes inclusive decision making by all stakeholders. Research conducted by Dyson *et al.*, (in Acedo, 2008, p. 27) put forward the following suggestion about the culture of an Inclusive School: “There is some degree of consensus among adults around values of respect for differences and commitment to offering all pupils access to learning opportunities”. Put differently, one would expect a strong organisational culture (Schein, 2004) in a school so dedicated to a particular educational task and vision. In this study, it has been established that all stakeholders are fully involved in managing the school as everybody has a vital role to play in implementing inclusion. As such, decisions made by stakeholders at the school are through consensus. Further, the findings have shown that inclusion brings a different set of demands which are complex and when dealing with these complex demands, flexibility in decision making is favoured.

However, here too the picture is not entirely positive. The literature review explained that schools should build close relations with parents and communities based on developing a shared commitment to inclusive values. Data from Mwabi primary school have shown that the commitment to inclusive values by the SMB does not include the parents. In some cases as mentioned in chapter 4, parents bring children to school and after that they do not show any interest in children’s activities, and whenever there is a problem and the Principal wants to engage with parents, they make excuses for not engaging with the Principal. This shows that there is minimal co-operation between parents and the SMB, as parents are not participating in leadership functions and this is a challenge in implementing inclusion. The argument here is that the success of inclusion in schools depends on collaborative culture as the school acknowledges diversity but, importantly, it is parents’ collaboration that is also urgently needed. In this sense the school’s culture has not adapted sufficiently.

This is a leadership challenge. School leadership today needs to take on board the notion of involving the community – parents in particular – so that the school can become a joint educational project. This is probably even more important in schools with IE as many of the learners need the kind of understanding and love only parents can provide in order to succeed.

5.3.5 Curriculum modification

The curriculum is the central means through which the principle of inclusion is put into action within an inclusive system (UNESCO, p. 22). As mentioned in the literature review, the National

Curriculum must provide coherent and relevant curricula appropriate for pupils with special needs. This means that the mainstream curriculum is to be revised so that it can accommodate pupils of diverse needs. The data seem to indicate differently, as during focus group discussions, a challenging factor which was reiterated was the topic of curriculum modification. Participants felt that a revised curriculum will provide new teaching skills to assist teachers in an inclusive class and that delay in curriculum modification at a national level has a negative effect on the implementation of Inclusive Education in the school. This is in line with what the draft policy (2005) contends, namely that the National Curriculum Centre must provide coherent and relevant curricula appropriate for all ages of children, their different communities and lifestyles, as well as guidance and resources for teachers and where appropriate, textbooks for pupils.

In relation to curriculum modification, participants were of the opinion that the process of modification involves a collective negotiation and participatory approach to have an inclusive curriculum. As such, the content of the modified curriculum should place greater emphasis on human values and human rights and inclusion. This view is supported by Acedo (2008, p. 128) as she argues that the curriculum should be designed and implemented with flexibility to accommodate all learners to respond to human values and human rights. This makes it easier for pupils with different abilities to learn together as they do not all receive and retain instruction at the same pace. This means that the National Curriculum Centre should acknowledge individual differences which promote social justice. This study has shown that the process of modifying curriculum at present is challenging as the National Curriculum Centre has not modified the curriculum. It should be assumed therefore, that teachers at Mwabi Primary School are facing challenges in classrooms as the present curriculum does not accommodate learners with special education needs.

However, the position as depicted above has been responded to by the school. Even though the curriculum has not been modified at national level, there is evidence that that curriculum is modified at the school level. Data indicate that there is an element of modification within the school. This is demonstrated by the Principal as reported in chapter 4 that RT have been tasked to assist other teachers in adjusting learning and teaching materials so that learners with diverse needs are accommodated in an inclusive class. This means that the SMB is promoting inclusivity in management and leadership and the responsibility of the SMB is to monitor how other

stakeholders are managing the responsibilities assigned to others. It also indicates strong leadership qualities and a readiness to innovate in the absence of official guidance.

5.3.6 Attitude change

The theme of attitude change emerged consistently from the data, a phenomenon I wish to look at through the lens of social justice. In chapter 2, I explained that social justice acknowledges diversity. To acknowledge diversity requires attitude change and this is shown in data presented in chapter 4. This implies that members of the SMB and teachers provide a vision, structures and incentives that are intended to improve social, emotional and academic growth of all learners in an Inclusive School.

As explained in chapter 4, the notion of a negative attitude towards Inclusive Education emerged strongly in the data. *The Education Sector Policy document* (Swaziland. Ministry of Education, 2010) advocates the implementation of Inclusive Education in every sub-sector and at all levels of the education system through a positive attitude towards inclusion. The participants saw little evidence of this kind of fundamental change.

In the focus group the notion of an attitude change by learners and educators emerged as critical for inclusion to be successful. The respondents reported that initially, teachers and administrators had a negative attitude towards inclusion and this created a challenge in implementing inclusion.

Further, this study shows that there is a negative attitude among pupils themselves. In a focus group, RT described how other pupils were treating a boy who had mucus dripping from his nose, that they call him 'mucus boy' and he (RT) felt that special schools were therefore appropriate for pupils with disabilities. Data also reviewed that pupils with disabilities are also not keen to be included as they have a negative attitude towards so called 'normal' pupils and this has been a challenge.

However, it is possible to argue that the negative attitude is due to being unfamiliar with the benefits of inclusion. Respondents expressed their opinion that teachers, parents and pupils are not adequately prepared to support the implementation of inclusion. The response received from respondents about attitude change was that teachers, pupils and parents need to be sensitised about inclusion so that they develop critical understanding of prejudices and discrimination against Learners with Special Education Needs.

However, here the picture is not entirely true. This was seen in the way the principal explained that teachers and pupils have passed the stage of uncertainty and this is evident in their actions as they show more positive attitudes. He went on to say that teachers are showing great zeal in teaching inclusive classes, are participating a great deal in meetings and there are fewer groups of impaired children playing in isolation during break time.

5.3.7 Parental involvement

According to Engelbrecht *et al.*, (2005, p. 459) in an Inclusive School, the driving and decisive factor for inclusion is parental involvement. Research in Swaziland on parental involvement and experiences in an Inclusive School is limited. In South Africa, the importance of parental involvement is emphasised in a statement by the Department of Education (1999, p. 1) that collaboration with parents is essential for a successful inclusive approach to learning and teaching. The mandate for parental involvement is that parents share ideas with other professionals in the decision making process (Engelbrecht *et al.*, 2005, p. 461). As discussed in chapter two on page 18, schools should build close relations with parents and communities based on developing a shared commitment to inclusive values. The data illustrated that there is minimal parental involvement as the school is lacking capacity building programmes. From the Principal's (P 1) perspective, lack of parental involvement is due to lack of capacity building for the parents. Capacity building will equip parents with knowledge of pupils' diverse needs. Additionally, a similar sentiment was put forward by VP (V P 3) as he explained that parents do not respond with enthusiasm when called upon.

As discussed earlier, respondents from the focus group acknowledged that parental involvement was lacking because of poverty. In view of this, most of the parents spend their time looking for means to make ends meet rather than being involved in school activities. This implies that parental involvement is likely to increase if parents are empowered. Parental involvement is one of the essential components in managing an Inclusive School. This seemed to be largely due to the fact that parents are the primary care givers and as such are a central resource to an Inclusive Education system (Engelbrecht *et al.*, 2005, p. 461). Further, research in South Africa by Engelbrecht *et al.*, (2005, p. 463) indicates that gaining an understanding of how parents are experts on their children and how this expertise can contribute towards a more balanced and effective collaboration and partnership in Inclusive Education, is important for successful implementation of inclusion.

However, the position as depicted above does not tell the whole story. Even though parent involvement is lacking, there is evidence that most of the pupils come from a deprived background. In a focus group discussion, the chairperson of the school SMB explained that the school caters for pupils from poor backgrounds and parents are always looking for ways to make ends meet. This is the reason they do not honour invitations from school.

In the research conducted by Engelbrecht *et al.*, (2005, p. 470) the findings revealed that parents' involvement can be enhanced if the school acknowledges the rights of parents and pupils. The research suggested that accommodating attitudes by both parents and school are critical for parental involvement. This implies that there should be shared ownership and better understanding among parents, learners and the school to improve parental involvement (Engelbrecht *et al.*, 2005, p. 474).

Shared ownership (or understanding) of parental involvement is not easy to attain. In a recent study of parental involvement in Namibia, Niitembu (2006) found that teachers and parents had very different understandings of what parental involvement means and what it could do for a school. In cases like these the school has a huge role to play as it needs to help educate parents in the role they could and should play.

5.3.8 Staff development

The theme of staff development is an interesting theme for me as researcher as I was directly involved in national staff development programmes. For five years I worked for the Swaziland Government as a coordinator of the Inclusive Education Programme. In this time I experienced several challenges in managing staff development programmes. Many of these challenges, such as members' inability to attend workshops and difficulties in acquiring suitable training materials, are indicative of a degree of complexity in managing staff development programmes. On the other hand, these challenges were overcome by shared understanding of staff development by all stakeholders as this is critical in determining the success of inclusion. Acedo (2008, p. 94) explains that inclusion relies heavily on teachers' approaches and high quality professional skills. To achieve high quality professional skills, teachers have to undertake professional development. A paper entitled *Inclusive Education: The way of the future* (UNESCO 2008, p. 29) explains that as school systems become more inclusive, professional development is important because of new challenges that teachers face due to the diverse needs of pupils. Staff development involves the elimination

of rigid separations between mainstream education and special education programmes replaced by more integrated and flexible programmes that promote inclusion (*ibid*). Reviewed literature indicates that it is the responsibility of the Government through the Special Education Inspectorate to train teachers so that they are equipped with inclusive practices. Data revealed that staff development is taking place but it is not adequate.

As explained in chapter 4 one of the objectives as stated in the *Performance Targeting Schedule* (2010) document is to build capacity of teachers so that they are able to identify and effectively support learners with special needs. This research has revealed that respondents had mixed feelings about achieving the objective stipulated in *Performance Targeting Schedule*. The findings show that some participants felt that staff development was adequate while others felt it was negligible. One of the Vice Principals (V P 2) explained that the administration is supporting staff development as the school is conducting internal workshops and when teachers are requested by the Special Education Inspectorate to attend external works, permission is granted by the administration. This correlates with the views of Resource Teacher (R T 3) as she states that workshops are being conducted but are not adequate. She gave the following perspective:

I do not think we can call a one week workshop staff development. Inclusive Education is broad and I do not think one can cover important content about inclusion in one week. I strongly feel that Inclusive Education must be introduced in colleges and universities so that when teachers are posted to schools they are equipped with the right skills.

In my view, it is clear that the school is conducting staff development programmes but the frequency at which these programmes are conducted in a year does not meet the expectations of many of the respondents.

5.4 Conclusion

The purpose of this chapter was to discuss the findings in order to make sense of them with reference to the broader base of relevant literature. The discussion engaged the findings of data against a backdrop of the leadership theory - leadership for social justice - and management theories such as the subjective model, collegial model and ambiguity model that are seen to underpin the management of an Inclusive School.

In the next chapter, I summarise the main findings, suggest recommendations for practice as well as future research and discuss limitations of the study.

CHAPTER 6

CONCLUSION

6.1 Introduction

This is a qualitative case study in an interpretive paradigm and it explores the management challenges in implementing Inclusive Education. The study is undertaken through semi-structured interviews and focus groups with members of the SMB to determine challenges they are facing when implementing inclusion. This was supplemented by document analysis. The introduction provides a brief description of the preceding chapters.

The previous five chapters lay a foundation for the conclusion. In chapter one I state the problem of the study. Chapter two discusses the literature review in Swaziland and at an international level in relation to Inclusive Education. The chapter also discusses management theories and leadership theory for social justice which is applicable to an Inclusive School. Chapter three provides the aim of the study and research methodology employed to conduct the research. In chapter four I present the data received from respondents. Chapter five discusses the main findings of the research. This chapter summarises the main findings as discussed in the preceding chapter. Thereafter, I discuss the potential value and limitations of the research. I conclude with recommendations, provide suggestion for future research and personal reflection.

6.2 Summary of the main findings

With regard to addressing implementation challenges, such as rigid school policies and administrative arrangements, absence of policy dialogue among stakeholders and co-ordination among different stakeholders, data have shown that the challenges were addressed by identifying RTs from the teaching staff who were co-opted into the SMB. The function of the SMB is to respond to challenges and find solutions to these challenges. Equally important, is to acknowledge that management of the Inclusive Education programme is an on-going process and the research has shown that SMB members are adapting and adjusting to the demands of inclusion.

Another finding is that power has been devolved from the Principal to the Vice Principals and RTs. It was observed that, through devolved power, decisions are made from respective departments and this reduces on the time taken to respond to challenges.

This study suggests that the leadership and management approaches by those at the helm of school management have a significant effect on schools' functioning. Bush's subjective and ambiguity models provides a framework for understanding the organisation's diversity as members are able to interpret events and situations according to their own background and motivations as they derive divergent meaning from the same event. Still related to the above findings is that members of the SMB respond to challenges as they unfold and as a result unplanned decision making is practised.

The following account of the findings shows how the collegial model is apparent at the school. The findings show elements of collegial management as the school has a platform on which all stakeholders are able to express themselves freely. On the other hand, there are significant challenges with collegial management as revealed in the findings. It emerged from the data that collegial management is time consuming as in a meeting, teachers discuss issues for a long time before reaching a consensus. Despite the challenges, collegial management has proved to bear fruits at the school.

It was observed that leadership for social justice is practised when taking decisions, as there is great consideration given to pupils' diverse needs. Without undermining the positive contributions that leadership for social justice brings to the school management, data have shown that leadership for social justice is failing on issues like equity, infrastructure upgrades, human resources and learning and teaching materials which cannot accommodate pupils of diverse needs.

It is worth noting that the findings of the study reveal that there is a potential readiness among SMB members which serves as a positive concrete foundation for further development of inclusion at the school. However the change process of developing inclusion in the school into a flourishing learning organisation will require increased capacity that addresses current challenges experienced by the members of the SMB.

6.3 Key issues hindering implementation of Inclusive Education

There are several critical issues that have arisen from the findings that are perceived to be retarding the implementation of inclusion. The key factors perceived to be hindering implementation of inclusion are inadequate preparation, inadequate operating knowledge, inadequate support, inadequate infrastructure development, negative attitude, minimal parental involvement, lack of curriculum modification and inadequate learning and teaching materials.

The stakeholders in the study felt that there was a lack of adequate preparation for inclusion. It is indicated that the implementation process is lacking human, material and financial resources because of inadequate preparations. Respondents also felt that they lack comprehensive or operating knowledge about inclusion. Further, respondents were of the opinion that a one week workshop was not enough as discussions were theoretical and that the practical part was lacking. The implication is that for inclusion to be implemented efficiently and effectively, adequate preparations are necessary, as this will enhance the operating knowledge of inclusion by teachers and members of SMB.

This research suggests that inadequate support for inclusion has a significant effect on the functioning of an Inclusive School. UNESCO (2003, p. 8) argues that effective support is essential if Inclusive Schools are to give every learner the opportunity to become a successful student. At Mwabi Primary school, the study has shown that support from the Ministry of Education is negligible. Further, the data have revealed that there is inadequate support for staff development and this has created a challenge in implementing Inclusive Education. The data indicate that the success of inclusion is dependent on adequate support for the inclusive process.

Respondents felt that the lack of infrastructure development hinders the implementation of Inclusive Education and observations validated this claim. The school infrastructure has not been upgraded to accommodate pupils with diverse needs, which means that it is difficult for the school to enrol these pupils. The implication is that if the Government of Swaziland is committed to inclusion, school infrastructure must be upgraded to accommodate learners with diverse needs.

The importance of a positive attitude towards inclusion was emphasized by respondents in the study. The respondents noted that there is a negative attitude towards inclusion in the school and that this is affecting the process of inclusion. However, there is little doubt that attitudes are

changing for the better as revealed from the findings, but more can be achieved in this regard. In their interviews, participants were of the opinion that parental involvement is minimal and that this is creating a challenge to the implementation of inclusion at Mwabi Primary School.

With regard to curriculum modification, respondents remarked that the curriculum has not been modified and this is a challenge for an inclusive class. Some participants in this study felt that the curriculum is an integral part through which the principle of inclusion is put into practice. This finding supports research by the Scottish Inspectorate of Education (2002, p. 17) that Inclusive Schools place higher priority on offering an inclusive curriculum which emphasizes learning experiences and reflects the needs and aspirations of learners with diverse needs.

This research suggests that progress towards inclusion is more likely to be successful if teaching and learning materials are available in Inclusive Schools. At Mwabi Primary School, data revealed that there are widespread concerns about the lack of teaching and learning materials and observations validated this claim. This lack of teaching and learning materials is as a result of not having adequate operating knowledge about inclusion. Respondents felt that available resources are suitable for mainstream teaching and not in an inclusive setting. These findings are consistent with the findings of Dart (2007, p. 63) as he states that resources are under-utilized as they are not suitable for inclusive classes. An example of this is when fairly sophisticated equipment lies unpacked for many months waiting for the right person to set it up. The implication is, if the Government of Swaziland is committed to introduce Inclusive Education, it should supply the right teaching and learning materials to Inclusive Schools.

Without undermining the impact the challenges have on managing an Inclusive School, there is evidence from the data that inclusion has brought positive outcomes.

6.4 Positive outcomes of inclusion

Inclusion has brought positive outcomes at Mwabi primary school and these include staff development, attitude change, social integration and social justice.

With regard to staff development, the school has undertaken internal and external workshops. These workshops have enhanced the knowledge and skills in managing the inclusive process in the school. However data revealed that the number of workshops in a year is inadequate.

Equally important, is the attitude change. Since Inclusive Education is a contemporary phenomenon, attitude change is critical. The findings revealed that pupils and teachers have passed the stage of uncertainty as all now have positive attitudes towards inclusion. This is evident as teachers are participating more in meetings and pupils with diverse needs are able to integrate with others easily. This emphasises that a positive attitude towards inclusion is paramount in managing an inclusive process.

It was observed that inclusion has a positive impact on social integration as it has brought together people of diverse needs. The findings of the study have shown that inclusion promotes equal opportunities in school and in society.

6.5 Significance of the study

After discussing the main findings of the study, as a researcher I am aware that members of the SMB required time to review the findings. This research investigated how one of the pilot schools offering Inclusive Education in Swaziland is managing the process. The aim of the research is to support members of the SMB at all of the potential Inclusive Schools, rather than dictate the programme to them. The potential value of my research is to gain a deeper understanding of the management implications of Inclusive Education which may assist policy makers and members of SMBs on how best to design inclusive policies and implementation strategies. My findings could also inform other schools working towards inclusion and other pilot schools about the challenges of implementing Inclusive Education. The research will also provide a platform for further investigations.

6.6 Limitations of the study

A major limitation of this study pertains to the limited time allocated to conduct the research. This study had to be completed within a certain time frame and this curtailed the extent to which it could otherwise have been expanded.

The other limiting factor was the small sample size (one school with six members of the SMB) and this may be a limiting factor to the generalization of the findings. However, this limitation might be insignificant as the research covered all levels of management. In view of this, I hope that the sample size can still be considered sufficient, as the focus of my study was the experiences of members of the SMB only.

Another limitation is that I employed two techniques, namely document analysis and interviews. School visits and observation could have added a different perspective to my research. To gain a wider perspective of the study, I could have increased the number of participants in the research and increased the number of data collecting techniques.

6.7 Recommendations for future practice

As Swaziland is blending its experiences of Inclusive Education with that of the international community, many issues need to be addressed in an effort to improve the implementation process of inclusion. I had worked for the Swaziland Government as a coordinator of the Inclusive Education Programme for five years. In this time I became aware of several challenges faced by the SMBs of pilot schools in the implementation of Inclusive Education.

A number of issues need particular attention as Swaziland moves towards inclusion. These issues may include:

- Employing more teachers so that there is a reduced teacher pupil ratio.
- Up grading the infrastructure at school.
- Modifying the curriculum to suit children of different abilities and with diverse learning styles.
- A change of attitude and perception towards Inclusive Education.
- Pre- service and Post-Service teachers need training.
- SMB Members needing information on Inclusive Education.
- Resource centres being upgraded.
- Necessary learning and teaching materials being brought to schools.
- Schools needing to employ multidisciplinary personnel to cater for all children with different abilities.

6.8 Suggestions for future research

This research has paved the way for future research for best practices in managing Inclusive Education. The aim of my research was to gain an understanding and critical insight into SMB members experiences and perceptions in managing an Inclusive School. It would be interesting and valuable if future research could be extended to the investigation of the role of management in sustaining Inclusive Education programmes in schools. The research should explore the possible link between the management and sustainability of Inclusive Education programmes in schools. Other studies include an investigation on the role of Government in managing inclusion and the role of parents in managing IE is also recommended.

6.9 Personal reflection

I had worked for the Swaziland Government as a coordinator of the Inclusive Education Programme for five years. In this time I became aware of several challenges faced by pilot schools in the implementation of Inclusive Education. In the course of conducting this research, I was overwhelmed by a number of issues members of SMB take for granted in managing the inclusive process. This research served as an eye-opener for me to revisit issues like school structure, school culture and operating procedures in an Inclusive School.

In view of the above, I strongly feel that the aim of the study has been met and the research has enhanced my knowledge of the challenges and opportunities experienced by members of the SMB in managing an Inclusive School.

6.10 Conclusion

Changing a mainstream school into an Inclusive School is never easy and findings from this research validated this claim. This research has shown that several issues are hindering the implementation of Inclusive Education. As presented in chapter four, discussed in chapter five and summarised in chapter six, issues hindering implementation of inclusion include: inadequate preparation, inadequate operating knowledge, inadequate support, lack of infrastructure development, negative attitudes, minimal parental involvement, lack of curriculum modification and inadequate learning and teaching materials. To overcome these challenges and achieve inclusion, the Government of Swaziland with the help of all stakeholders, need to develop a practical and flexible blueprint of the implementation process which can be modified and adapted to meet the needs of Inclusive Schools (Mukhopadhyay & Prakash, 2004, p. 24). Additionally, to move forward with inclusion, pilot schools in Swaziland need to emulate Finish schools, as suggested by Acedo (2008, p. 93) where he urges that schools must decide on the values and goals of education, on the next step to take, on how to develop the spirit and operating culture, on how to develop and support teachers and on roles and processes of the curriculum. The above are a challenge at Mwabi Primary school. This research concludes that if current challenges experienced in implementation of inclusion are addressed, members of the SMB can contribute immensely to the improvement of Inclusive Education in pilot schools in Swaziland.

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APPENDICES

Appendix A: Questions for Principal and Vice Principal

Part A

1. Please tell me what you understand by the term Inclusive Education.
2. Do you have experience in managing an Inclusive school? (If yes, tell me about it).
3. Do you have any training in Special Education? (If yes, tell me about the training).
4. As a principal of an Inclusive school, what are your roles?
5. Are your roles different from a mainstream school principal?
6. How do you experience the management of an Inclusive school?
7. What challenges if any, do you face as a principal of an Inclusive school? (Any practical experience you would like to highlight?).
8. What steps have you taken to overcome these challenges?
9. What opportunities does inclusion bring to the school system?
10. Is the atmosphere of the school conducive to Inclusive schooling? If so what role do you play in creating an atmosphere which is conducive?
11. As a Principal, have you had adequate support, under these categories in implementing from Regional and National:

- Financial
- Learner support
- Teacher support
- Support materials /Teaching aids/ Resource for teacher.
- Multidisciplinary support
- Training for teacher for inclusion.
- Curriculum Modification

Please motivate your answer for each.

13. What has the Regional/ National office provided to your school that you would consider supportive of implementation of Inclusive Education?

Part B: These questions are about your staff and school but require your views as Principal.

1. What do you think are challenges for teachers as they implement Inclusive Education?
2. What have you done support your staff in their implementation of Inclusive Education?
3. Do you think the roll out of inclusion at your school is fast or slow? Motivate your answer.
4. What measures would you like to be in place from National and Regional to make implementation more Inclusive?
5. Have you had discussions with policy makers who make decisions about inclusion? If so motivate your answer.
6. Please describe structures that need to be in place so that implementation of Inclusive Education is successful.
7. Please describe the structure you have put in place and measures you have taken to support your staff in addressing challenges of Inclusive Education.

8. What assistance do you require to make school Inclusive from

- Ministry of Education
- Regional office
- Teachers

9. What are your recommendations to make the school improve?

Appendix B: Questions for Head of Department/Resource Teacher

1. For how long have you been an HOD in an Inclusive school?
2. Please tell me your day to day duties as an HOD.
3. Describe changes your school or department undertook to prepare the school for inclusion.
4. What role do you play in this Inclusive process?
5. What are the most significant challenges that you face when performing these roles?
6. What problems do you experience in relation to Inclusive schooling?
7. How do you experience the management of regular classrooms that include learners with different disabilities? Do you think these pupils should be in these classes?
8. Do you think the school in general is supportive to Inclusive Education? If supportive, what type support have you receives and if not suggest reasons why you have not received support?
9. What factors or variables should be in place for successful inclusion?
10. At your school do you think parental involvement is satisfactory? If not why? If yes what are the benefits?
11. What recommendations can you make to make the school Inclusive?

Appendix C: Questions for Focus Group discussion

1. What do think are the reasons for inclusion?

2. What preparations as management did you make to facilitate inclusion?
3. What changes did your school undertake to make the school Inclusive?
4. Do you personally believe that children with special education needs should be placed in mainstream schools (Explain your answer)?
5. What support do you receive from school and regional office in respect of collaborative support for Inclusive Education?


In which way were these either adequate and empowering or inadequate and inappropriate?

6. What type of capacity building would you consider appropriate for Inclusive Education?
7. What factors or variables do you consider necessary to be in place for Inclusive Education to successful?
8. Do you think parental involvement is satisfactory?
9. How did your school make changes to make the school Inclusive?
10. What are the benefits or success for Inclusive Education?
11. What are the challenges in implementing Inclusive Education?
12. What are your recommendations?

Appendix D: Workshop programme

=D9

In reply please quote
Ref. No.


KINGDOM OF SWAZILAND
THE REGIONAL EDUCATION OFFICE

TELEPHONE: 43 71 071 / 43 71 244
FAX: 43 71 071

B.O. BOX 200
MFM 1200

18 May 2010

TO: THE HEADTEACHER

RE: INVITATION TO A ONE DAY WORKSHOP


I am hereby directed by Chief Inspector Primary through the Department of Special Education needs and through the Regional Education Office to invite your resource teacher to a one day workshop to be held at LEFC – Gesawn on 24 June, 2010 starting at 8.30 a.m.


WORKSHOP OBJECTIVES

- Feedback on learners with SEN
- Teaching Demonstration
- Drawing of an IEP
- Way forward

Thank you for your co-operation.

Yours faithfully


Lucky Ngatha
REGIONAL INSPECTOR (SEN)
HHOHHO - PPK



Appendix E: Performance Targeting

PERFORMANCE TARGETING – OBJECTIVE/RESULTS TARGETS /ACTIVITIES SUMMARY (ORTA) SCHEDULE MINISTRY OF EDUCATION AND TRAINING – SPECIAL EDUCATION NEEDS (SEN)

Subsector	Overall Goal	Objectives	Activities	Time Frame	Verifiable Indicators	Means of Verification	Assumptions
Special Education Needs	5.1 To increase access to, participation and achievement for learners with special needs in school	5.1 Provide necessary teaching and learning material and equipment for learners with special education needs.	<ul style="list-style-type: none"> Carry out an assessment of material, equipment and infrastructural needs in schools in relation to learners with special education needs. 	April 2010	List of learners compiled	List available within the MDL&T and Regional offices	Inspectors will be able to visit all schools and schools will also be able to submit information to the office
		5.2 To increase access to education and work with schools in developing inclusive schools.	<ul style="list-style-type: none"> Collect data on and compile a list of learners with SEN admitted in Grades 1 and 2 Enroll 20 learners with visual impairment in two mainstream schools. 	April/May March 2010	Assessment carried out and report finalized 20 Learners admitted in the two primary school	Report on needs submitted to Planning Learners indicated in the admission register	Inspectors will be able to visit all schools and schools will also be able to submit information to the offices There will be learners to meet the target number of children with visual impairment who are out of school

PERFORMANCE TARGETING – OBJECTIVE/RESULTS TARGETS /ACTIVITIES SUMMARY (ORTA) SCHEDULE
MINISTRY OF EDUCATION AND TRAINING – SPECIAL EDUCATION NEEDS (SEN)

Objectives /Key Result Area	Results Target	Activities
5. To increase access to, participation and achievement for learners with special needs in school	5.1 To build capacity of teachers so that they are able to identify and effectively support learners with special needs. 5.2 Provide necessary teaching and learning material and equipment for learners with special education needs. 5.3 To improve understanding on and support for Inclusive Education and its implications. 5.4 To work with schools in developing inclusive schools.	By end of June 2010 <ul style="list-style-type: none"> • Collect data on and compile a list of learners with SEN admitted in Grades 1 and 2 • Carry out an assessment of material, equipment and infrastructural needs in schools in relation to learners with special education needs • Enroll 20 visually impaired learners in two mainstream school's namely Eginisweni and Mbasheni Primary in the Shiselweni and Hhohho regions respectively • 600 Primary school Head Teachers • 600 primary schools – Grade 1 and Grade 2 teachers
		By end of September 2010 <ul style="list-style-type: none"> • Conduct three months training for four teachers and four teacher assistants from the two resource centres • Offer Braille Proficiency course to teachers in selected Special and mainstream schools • Offer Level 2 of Sign Language Lessons to School for the Deaf teachers and