

Creating a Positive Attitude toward Learners with Disabilities at a Primary School in Shiselweni Region, Eswatini

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Abstract

The study that directed this article focused on how a primary school in the Shiselweni Region, Eswatini, created a positive attitude toward learners with disabilities in line with the Suitability, Availability and Equitability (SAVE) Framework. Learners with disabilities in Eswatini primary schools encounter challenges such that they are either not admitted or not catered for if accepted. A qualitative approach was used, engaging a case study design of one primary school in the study. The participants of the study included the school principal, two class teachers and a parent of an out-of-school child with a disability. The findings were used to develop a framework that could assist in creating a positive environment for learners with disabilities in the school in order to comply with the SAVE Framework. The study portrayed that the school environment exhibited a negative attitude toward learners with disabilities; therefore, it was not in line with the minimum standards of the SAVE Framework. The school grounds and building structures never accommodated learners with disabilities. The way the learners were taught did not consider their disabilities. The school prospectus did not articulate how learners with disabilities were accommodated. The study recommended that the principal and teachers should be workshopped on inclusion, while learners were to be educated on behaviour that depicts the understanding of an inclusive environment. The study recommends that researchers could conduct a quantitative study focusing on how school principals should transform the traditional way of managing regular schools into an inclusive approach.

Keywords: positive attitude; learners with disabilities; Suitability, Availability and Equitability (SAVE) Framework

Introduction

The Children’s Protection and Welfare Act 6 of 2012 (Swaziland 2012, s 9) (hereafter Children’s Protection and Welfare Act) secures the right for all children to attend school, regardless of any disabilities. School principals are the first people in the education space to ensure that their schools are inclusion friendly. This can only be achieved if the school climate presents a positive attitude toward disabilities. The actions and activities of the school portray positive or negative attitudes toward disabilities. A positive attitude toward disabilities ensures inclusive education, whereby all learners receive an education regardless of their disabilities.

Theoretical Framework

In the study that directed this article, the Suitability, Availability and Equitability (SAVE) Framework (Tsesemma 2012) was used to analyse a specific school’s attitude toward learners with disabilities. The intention was to assist the school regarding how a positive attitude toward learners with disabilities can be created to ensure that the right to education of such learners is achieved. The SAVE Framework was adapted from the Availability, Accessibility, Acceptability and Adaptability Scheme (Tomaševski 2001). The SAVE Framework was used in the study because it focuses on the right to education of learners with disabilities. The following shows a diagram of the SAVE framework:

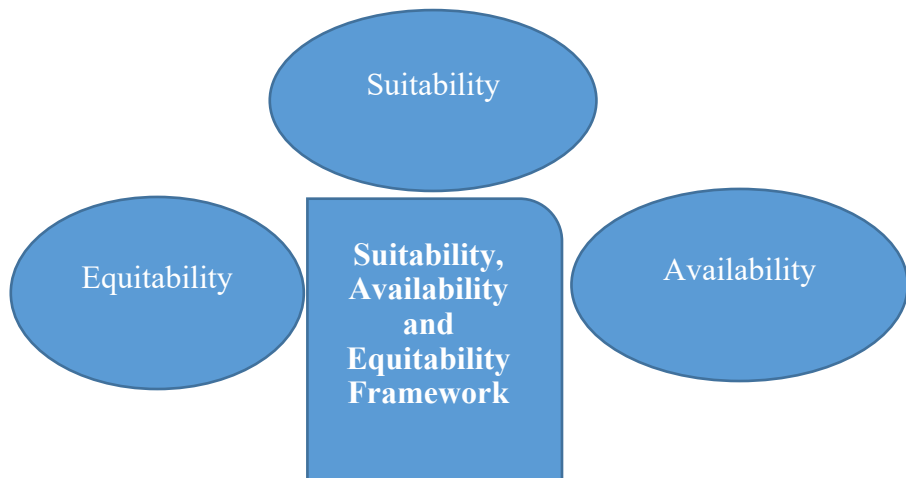


Figure 1: Suitability, Availability and Equitability Framework

Source: Adapted from Tsesemma 2012, 210

The Attitude of Stakeholders toward Disabilities

The attitude of school stakeholders determines whether the school’s attitude toward learners with disabilities in a regular school is positive or negative. Therefore, it is

necessary to discuss the attitude of the stakeholders toward learners with disabilities, which include society, the school principals, teachers, learners and school policy.

Society's Attitude toward Disabilities

In Africa, people with disabilities are still stigmatised in some quarters by labelling, which lowers their self-esteem (Mulemi and Ndolo 2014). For example, people with albinism are referred to as “nkau” (which stands for monkey) in Eswatini, and “meffu” in Cameroon (which stands for the dead). It portrays that people with a disability are despised in African society; hence, fewer services are afforded to them by their communities (Tesemma and Coetzee 2019). Such a negative attitude toward people with disabilities in society affects the schools' attitude toward learners with disabilities, resulting in teachers not accommodating these learners.

People with mental challenges are treated like people without value. For example, they are labelled as lunatics, which means their way of reasoning cannot be considered valid and worthy (Dlamini 2015). We know very well that learners with mental disabilities need care from teachers and protection from other learners that ridicule them. If the teachers' perception is like that of society, the learners may not benefit from coming to school. In Zimbabwe, children with epilepsy are given less medical and educational care compared to those without disabilities (Munyi 2012).

A study conducted by Munyi (2012) indicated that people with disabilities are rejected and maltreated, which influences schools to have a low enrolment of learners with disabilities. The low enrolment of learners with disabilities was evident in Zambia and Uganda in 2015, as shown by Eunice, Nyangia, and Orodho (2015). The stigmatisation of learners with disabilities infringes on the right to education of learners with disabilities.

School Principals' Attitudes toward Learners with Disabilities

If a school principal draws up a school budget that does not include expenses for learners with disabilities, already the school would be exhibiting a negative attitude toward these learners. If there is the intention to accommodate learners with disabilities in regular schools, the budget would include catering for a resource centre, teaching and learning equipment, capacitating teachers with the challenges of disabilities and adjusting school buildings (Hassan 2015). Even though the free primary education grant by the Ministry of Education and Training in Eswatini does not consider that a school may have learners with disabilities who need further resources, the school principal should include such expenses in the school budget since they are equally important.

A negative attitude by school principals toward learners with disabilities could be due to a lack of capacity to deal with such learners in regular schools (Titrek, Bayrakçı, and Nguluma 2017). This was evident when the government of Eswatini instructed parents to send their children with disabilities to regular schools; however, the school principals

indicated that they could not handle learners with disabilities. It is, therefore, important for school principals to be capacitated regarding how to manage a school in an inclusive way in order to accommodate learners with disabilities.

The attitude of the school principal affects the implementation of education that accommodates learners with disabilities, because a principal is an overseer of a school (Shongwe 2021). If the principal has a positive attitude, the school will plan for the accommodation of learners with disabilities in all school activities. For example, the school principal should be aware that in order to accommodate learners with hearing impairment, some methods may include:

- Interpreters.
- Sound amplification systems.
- Note takers.
- Real-time captioning.
- Email for faculty-learners' meetings and class discussions.
- Visual warning systems for laboratory emergencies.
- Changing computer auditory signals to flash changes.
- Captioned video presentations.

School principals, as overseers in schools, need to be aware of how to assist the education of learners with impairments by catering for their learning.

Teachers' Attitude toward Learners with Disabilities

Teachers work with the learners for the duration of the school hours in the classroom; therefore, teachers' attitudes toward learners with disabilities are crucial. The teachers' attitudes toward disabilities influence all other learners' attitudes in the classroom (Bassegy et al. 2020). Teaching methods used by teachers that make all learners participate exhibit a positive attitude, which encourages inclusive education (Zwane and Malale 2018). Removing the attitudinal and physical barriers in the classroom ensures a positive attitude toward the education of learners with disabilities. It is important to provide a welcoming atmosphere to inspire the learners to involve themselves in the learning process because it promotes the right to education for all learners (Kingdom of Eswatini, MoET 2018, par. 1.2.2). A welcoming atmosphere for all learners may include that all school buildings that accommodate learners are accessible in a wheelchair.

One of the causes of teachers' negative attitudes toward disabilities may be due to poor training on how to create a positive atmosphere for inclusive education (Fuchs et al. 2020). For instance, one study in Botswana found that teachers had a negative attitude toward a classroom that included learners with disabilities because they lacked the knowledge on how to handle such a classroom (Otukile-Mongwaketse 2011). Shongwe (2022) indicated that most teachers in primary schools are not ready to teach an inclusive classroom because they feel they cannot handle learners with disabilities. The teachers in regular primary schools believe that only teachers in special schools are skilful in

handling learners with disabilities (Zwane and Malale 2018). A study by Vaz et al. (2015) indicated that teachers' low self-esteem in teaching learners with disabilities in a regular classroom originates from a negative attitude toward disabilities, which is associated with teacher training.

Another negative attitude of teachers toward learners with disabilities is caused by the attention demand of individualised learning by learners with disabilities, without compromising the learning of those without disabilities (Vaz et al. 2015).

Learners' Attitudes toward Disabilities

A school climate that accommodates learners with disabilities encourages even the learners without disabilities to exhibit a positive attitude toward learners with disabilities (Szumski, Smogorzewska, and Grygiel 2020). Hence, it is important that the school creates a climate in the school that promotes inclusion to achieve a positive attitude among the learners. Knowledge about people with disabilities is important for learners to develop a positive attitude toward learners with disabilities (Szumski et al. 2020).

School Policy's Attitude toward Learners with Disabilities

Policymakers are responsible for developing policies which ensure that the school environment exhibits a positive attitude toward learners with disabilities (Fuchs, Otto, and Yu 2020, 42). All the other stakeholders of schools draw from the policies developed by the government and work towards complying with the policies. Such policies should be against the stigmatisation of learners with disabilities.

A positive attitude toward learners with disabilities in a school has a positive impact on the learning of such learners, as all learners are included in the learning. A negative attitude toward learners with disabilities is the main cause of the challenge of having equality in society (Zheng et al. 2016, 1). It is, therefore, important to instil a positive attitude within the school population in order to embrace learners with disabilities.

It is crucial that schools put in place a policy that encourages an inclusive culture. A study by Ngozwana (2018, 292) highlighted that a school has to ensure that an inclusive policy promoting an inclusive culture is crafted. The Ministry of Education and Training (MoET) in Eswatini has policies in place that encourage positive attitudes toward learners with disabilities, such as "Standards for Inclusive Education" (Kingdom of Eswatini MoET 2019). In the case of schools in Eswatini, they would use this policy in order to promote a positive attitude toward learners with disabilities.

Methodology

The study employed the interpretive paradigm because the researcher wanted to explore the facts from the perspective of the subjects. The qualitative approach was used in the study, involving a case study research design. A case of one regular primary school in

the Shiselweni Region in Eswatini was chosen. There were six subjects that took part in the study, which included the school principal, two class teachers, a parent of an out-of-school child with disabilities, director of the National Curriculum Centre, and a senior inspector of Special and Inclusive Education. The primary school that participated in the study had 500 learners from a rural area, about 20 kilometres from town. The school principal was engaged in the study because he was the overseer of the school; the one giving direction to the school. The teachers were chosen to participate since they were the ones teaching the learners in the classrooms. The parent of an out-of-school child with disabilities was included in the study to give information as to why the child was not at school, yet the child was of school-going age. The director of the National Curriculum Centre was involved because his institution is responsible for producing teaching material for all primary schools in Eswatini. The inspector of Special and Inclusive Education was chosen because she was the overseer of inclusive education in all primary schools in Eswatini.

The instruments used for data collection included an observation guide and semi-structured interviews. The researcher made observations of the school building structures, school grounds and furniture arrangement in the classrooms, using an observation guide. The first participant to be interviewed was the parent of the out-of-school child with disabilities, by using a semi-structured interview guide. The senior inspector of Special and Inclusive Education was interviewed. The researcher further conducted recorded interviews with the teachers and school principal, using semi-structured interview guides for the different subjects. The last one to be interviewed was the director of the National Curriculum Centre, using a semi-structured interview guide. The participants were made aware that they had freely volunteered to participate in the study and that they were free to withdraw from the study at any stage.

The SAVE Framework was considered by incorporating the standards of the framework in developing the data collection instruments. This ensured that the minimum standards of the right to education of learners with disabilities guided the data collection.

Findings of the Study

Biographical data of the participants are presented in table 1 below.

Table 1: Biographical data on the participants

Participant	Years of experience in the position	Qualifications	Training in relation to special and inclusive education	Number of learners in class
Senior Inspector of Special and Inclusive Education	10+	Master's degree in Special and Inclusive Education; Pursuing a doctorate in Special and Inclusive Education	Formally trained in Special and Inclusive Education	Not applicable
National Curriculum Centre Director	1	Master's degree in Education	No formal training	Not applicable
School principal	17	Bachelor of Education in Leadership and Management	No formal training	Not applicable
Teacher 1	4	Bachelor of Arts; Postgraduate Certificate in Education	Inclusive Education forms a small part of the Postgraduate Certificate in Education	40
Teacher 2	32	Bachelor of Education in Leadership and Management of Special and Inclusive Education	Degree in Managing Inclusive Schools	42
Parent of out-of-school child	Not applicable	Not applicable	Not applicable	Not applicable

Table 2 below presents data collected from the observation of the school infrastructure by the researcher.

Table 2: Data on the school's infrastructure

SUITABILITY		
Suitability of buildings		
Items	Yes/No	Field notes
Are there ramps at the entrance of building structures?	No	There were no ramps in the classrooms, and staircases were high in most classrooms.
Is the floor even in the classrooms?	Yes	Some classrooms were located in sloping areas, but the classroom floors were level.
Are there lifts that can be used by learners with mobility disabilities?	No	There was no need for lifts because the buildings were at ground level.
Classroom layout and design		
Items	Yes/No	Field notes
Are there spaces to manoeuvre wheelchairs?	Yes	The space in the classrooms was enough for a wheelchair to manoeuvre.
Does the classroom furniture cater for learners with disabilities?	Yes	The furniture accommodated learners with disabilities in all the classrooms.
Communication modes		
Items	Yes/No	Field notes
Are notice boards of appropriate height?	No	There were no notice boards in the school.
Are there policies, rules and notices in Braille?	No	There was no written school policy in the form of a prospectus.
Learning aids		
Items	Yes/No	Field notes
Are the teaching aids of an appropriate type for learners with visual impairments?	Yes	In some classrooms, there were teaching aids, charts and objects on the walls that were big enough.
Are teaching aids of appropriate size for learners with visual impairments?	No	The teaching aids were of appropriate size, but they were not written in Braille because there were no blind children.
Availability		
Distance to school		
Items	Yes/No	Field notes
Do learners with disabilities live within reasonable distance from the school?	No	One child with a mobility disability resided about six kilometres from the school.
Toilets		
Items	Yes/No	Field notes
Do the toilet structures cater for disabilities?	No	The toilet cubicles did not have space to accommodate learners with disabilities.
Is the location of the school toilets appropriate for learners with disabilities?	Yes	The toilets were difficult to access because of uneven school grounds, and the toilets did not cater for disabilities.
Availability of a special school in the area		
Items	Yes/No	Field notes
Is the distance of the participant school from the special school reasonable?	Yes	The school was not very far from a special school.
Does the school have a resource centre?	No	The school did not have a resource centre.
Equitability		
School culture		
Items	Yes/No	Field notes
Does the environment favour an inclusive culture?	No	The school did not have any devices to cater for learners with disabilities and to navigate the uneven grounds of the school premises.

Source: Compiled by the researcher

Compliance with Suitability Standard

The attitude of the whole school, according to the SAVE Framework, should accommodate the education of learners with disabilities in regular schools to ensure their right to education. The findings on the attitude of the school principal on the suitability of the SAVE Framework are presented here, using data collected through school structure observation and the school principal's interview.

Disciplinary Measure

The school was partially not complying with the suitability standard of the SAVE Framework on disciplinary measures because sometimes they used corporal punishment, although such a type of punishment does not adhere to the right of learners with disabilities. The school principal stated that they used positive discipline in the school; however, when needed, they revert to corporal punishment. He gave an example where a learner with a disability was first given positive discipline, but then the learner afterward told his friend (who had reported the learner to the school principal) that he was never beaten, which made the school principal then administer corporal punishment to the learner with a disability. The school principal said: "We use positive discipline in the school. However, at some point, we revert back to corporal punishment when situations call for it." The use of such a punishment shows that the school has a negative attitude toward learners with disabilities because some of them have disabilities that cannot accommodate corporal punishment, and the Ministry of Education and Training phased out such a form of punishment. The absence of a school prospectus contributed to the "sometimes administering" of corporal punishment because such a document could give guidance on learners' disciplinary procedure.

Screening and Identification of Learners with Disabilities

The school did not screen and identify learners with disabilities when they came to the school; hence, it was not in line with the SAVE Framework standard that requires learners to be screened so that the school environment is adjusted to cater for learners with disabilities. It shows that the school did not have a positive attitude toward learners with disabilities. The school did not have an instrument for screening and identifying learners with disabilities; moreover, the school principal was not informed about inclusive education. The school principal also mentioned that the Ministry of Education and Training had not provided them with any instrument for screening learners with disabilities. Teacher 1 said: "We don't have a [method] to identify learners with disabilities in the school. We only

identify them as they write their school work.” The school, therefore, did not show a positive attitude toward learners with disabilities.

Assessment

The standard of the SAVE Framework requires that the learners’ assessment should be adjusted to be in line with the needs of learners with disabilities. On the contrary, the school did not make any provision for learners with disabilities. The school principal did not have the expertise to handle assessments appropriate for learners with disabilities; hence, the assessment strategies were never adjusted by the school. The school principal highlighted that he treated all learners the same: “I do not have the competency to handle children with disabilities; hence, I treat all children the same. Therefore, we do not adjust assessment for children with disabilities.” Teacher 1 also indicated that she did not adjust assessment strategies because she lacked capacity. This is how she commented: “I do not make any adjustment in assessment strategies to accommodate learners with disabilities because I do [not] have the knowledge to do that.” The participants’ responses indicated that they had a negative attitude toward learners with disabilities because they lacked the knowledge on how to cater for learners with disabilities in their assessment strategies, which portrayed that they needed to be capacitated.

Curriculum Matters

The minimum standard of the SAVE Framework requires that the curriculum and pedagogy should be adapted for learners with disabilities to ensure their right to education and a positive attitude toward them. The school did not adjust the curriculum and pedagogy to accommodate the learners with disabilities. Teacher 1, responding to accommodating learners with disabilities in the curriculum, said: “I don’t know how to restructure the curriculum to help the learners with special needs.” The school portrayed that it did not have a positive attitude toward learners with disabilities because it did not consult with the Regional Education Office, where there were officers with expertise in inclusive education. The school principal said:

The school curriculum does not cater for learners with disabilities, but the Ministry of Education and Training directed us to contact the regional office if we have a challenge with learners with disabilities. However, we have not yet contacted the office.

One would conclude that the school did not show concern for learners with disabilities; hence, it did not contact the Regional Office to solicit some

assistance. This indicated that the school had a negative attitude toward learners with disabilities.

The school principal's lack of expertise in the education of learners with disabilities contributed to the negative attitude toward these learners at the school. The negative attitude toward learners with disabilities by the school was portrayed when the school principal highlighted that the school did not give special treatment to such learners, but they were assisted the same way as those without disabilities. The school principal stated: "We don't [give] special assistance to learners with disabilities; we assist them similar to the other learners."

Compliance with Availability Standard

This section presents the data collected that addressed the availability standards of the SAVE Framework.

Training Teachers

Providing expertise to the teachers on inclusive education is a requirement by the availability standard of the SAVE Framework (Tesemma 2012). In the case of teachers, the school did not capacitate the teachers through workshops on handling learners with disabilities in a regular school; hence, they portrayed a negative attitude toward these learners. The school principal lacked the expertise regarding learners with disabilities. The school principal highlighted that he had realised that he lacked knowledge on how to treat learners with disabilities. Teacher 1 also attested to what the school principal had stated by saying: "I'm unable to handle the situation of the learners with disabilities we meet in the classroom with the little knowledge we have."

The pre-service training at teachers' training institutions in Eswatini are not helping the teachers to handle learners with disabilities in the school. The school principal said: "I think the pre-service training tertiary institution we got does not equate to what we encounter in the school about disabilities." Teacher 1 said: "We only had inclusive education as a half course during our pre-service training, and it was not enough." The school principal indicated that it was essential to empower the teachers with the required skills to handle learners with disabilities; however, he had not organised any workshop for them. This shows a negative attitude toward the learners, because the teachers lack proper training.

Assistance from the National Curriculum Centre and Ministry of Education and Training

According to the availability standard of the SAVE Framework, the National Curriculum Centre and the Ministry of Education and Training should be supportive of the education of learners with disabilities in the schools. The National Curriculum Centre director highlighted that when contacted by an individual school, they assist with the adjustment of some material to cater for learners with disabilities. He said: “The individual schools that bring a learner’s device, we assist in installing the appropriate software.” However, the school principal indicated that they did not request the National Curriculum Centre for assistance in the adjustment of the learning material for learners with disabilities. The school principal stated: “The Ministry of Education and Training advised us to contact an officer at the Ministry that would assist with expertise on learners with disabilities; however, we have not done that as a school.” By not contacting the National Curriculum Centre, the school showed that it had a negative attitude toward learners with disabilities.

Friendly, affordable Transport

The availability standard of the SAVE Framework states that learners with disabilities should be assisted with affordable, friendly transport to school. The Education and Training Sector Policy (Kingdom of Eswatini, MoET 2018) also states that learners should be provided with friendly transport to and from school. The ministry requires that each school should request transport specifically for those particular learners with difficulty in walking to school due to disabilities; nevertheless, the school did not request the transport, yet there was a learner that needed it at the school. The school principal said: “We have learners at the school with mobility challenges who are struggling to get to school, but the government is not assisting us; however, we have not contacted the government.” The school portrayed a negative attitude toward learners with disabilities by not requesting transport to cater for such learners, despite the provision being there.

Children not Attending School in the Immediate Community

The National Education and Training Sector Policy (Kingdom of Eswatini MoET 2018) and the standard of availability of the SAVE Framework (Tesemma 2012) both state that children should be educated in their immediate communities. The school principal indicated that most parents of children with disabilities decide not to bring their children to this school because of the physical conditions of the school. He said: “The parents just look at the physical conditions of the school and conclude that our school is not appropriate for learners with disabilities.” The school principal was aware that the school’s physical conditions do not

favour the education of learners with disabilities, but due to a lack of capacity to handle disabilities, he could not help the situation.

Some parents did not send their children to schools within their immediate communities because the schools did not accept children with disabilities since they could not handle these children. The parent of an out-of-school child with disabilities said: “When I sent my child with a disability to the nearby school, the school principal said that their school could not handle the child with this disability. The principal suggested that I should send my child to a special school.”

Compliance with Equitability

Data under the equitability standards of the SAVE Framework are discussed here.

Attitude in School Policy

The equitability standard of the SAVE Framework requires that there should be equal access and a non-discriminatory environment in schools (Tesemma 2012). This could be guided by the presence of individual policies that would promote an inclusive environment that accepts all learners without discrimination. The senior inspector of Special and Inclusive Education highlighted that the Ministry of Education and Training assists schools in the development of their individual school policy that would cater for their local context. However, although the school had its policy, there was nothing in the policy document which addressed disability, except that it highlighted that all learners were to be treated the same. The school did not involve the Ministry of Education when developing its policy. The reason for not including clauses that address disabilities in the school policy could be that the school principal indicated that he lacked expertise in inclusive education. It is worth noting that, in 2020, a policy on inclusive school standards was developed, and it believed that schools were to be guided in developing theirs. It can be concluded that the school did not portray a positive attitude toward learners with disabilities in its policy.

Attitude in the School Budget

The equitability standard by the SAVE Framework requires that a school budget should consider learners with disabilities (Tesemma 2012); nevertheless, the school did not accommodate learners with disabilities in its budget. The attitude of the school in terms of the budget was negative toward learners with disabilities, as such learners were not catered for. The school principal said: “We have one budget in the school, and it does not accommodate learners with

disabilities.” It showed that the school principal did not have a positive attitude toward learners with disabilities; hence, he did cater for these learners. The negative attitude may reveal that the school principal had limited knowledge about disabilities.

Teachers’ Perception of Learners with Disabilities

The equitability standard of the SAVE Framework states that teachers should have respect for differences among learners, regardless of disabilities (Tesemma 2012). The teachers showed that they wished they had included their learners in their daily activities, but they were unable to do so because the school situation did not allow them. The school principal said: “I think it is a good idea to have learners with disabilities enrol in our school, but we have limitations in terms of handling them.” Teacher 2 also said: “It is a good thing to have learners with disabilities, but not those with severe disabilities.” Since teacher 2 had been trained in Special and Inclusive Education, she was aware of limitations regarding learners with disabilities.

School Culture Attitude toward Learners with Disabilities

The availability minimum standard of the SAVE Framework entails that a school culture should be inclusive to accommodate learners with disabilities (Tesemma 2012); however, the school activities did not consider learners with disabilities. The non-accommodating culture included activities such as sporting activities, school grounds and school infrastructure. The school principal, concerning sporting activities, said: “The school is struggling to offer enough sporting activities even for those without disabilities; therefore, we cannot accommodate those with disabilities.” Teacher 2 was also in line with the school principal by saying: “Our school does not consider learners with disabilities because we only make them participate without any extra support to them as they have disabilities.” This indicated that the attitude of the school toward learners with disabilities regarding sporting activities was negative. As highlighted earlier, the school grounds were uneven, making it difficult for learners with disabilities to move around. The school infrastructure did not accommodate learners with disabilities, since all the classrooms and school offices had staircases, making it difficult for learners with disabilities to access these building structures.

Recommendations

The recommendations made in this section are in the form of a model (see table 3 below), which the school can use to improve the attitude of the school toward learners with disabilities. A recommendation for future research is a quantitative

study focusing on how school principals should transform the traditional way of managing regular schools into an inclusive approach.

Table 3: Model for improving positive attitude toward learners with disabilities in the selected primary school

<p>The school should do the following in chronological order:</p> <ol style="list-style-type: none">1. Request funding to level the school grounds, renovate toilets and construct ramps leading to all school building structures.2. Encourage parents of the community to send their children with disabilities to the school.3. Request permission to use the screening and identifying instrument from a special school so that the school can make a list of learners with disabilities to submit to the government.4. Request government to assist the school in liaising with a special school to use as a resource centre.5. Request transport to school from the government for learners with mobility disabilities.6. Ensure that lessons and assessments accommodate learners with disabilities.7. Request the government (National Curriculum Centre) to adjust the teaching and learning material to suit the learners with disabilities in the school.8. Request funding for teaching and learning materials to accommodate learners present in the school.9. Request government to visit the school annually to inspect whether inclusive education is effectively implemented.10. Submit progress reports on learners with disabilities to the government.
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Conclusions on Compliance of the School with Minimum Standards

The school's attitude toward learners with disabilities was not in line with all the minimum standards of the SAVE Framework, which are suitability, availability and equitability. However, under the minimum suitability standard, the school's attitude toward learners with disabilities was partially complying with the requirement of disciplinary measures. The partial compliance with disciplinary measures may be due to the pronouncement by the Ministry of Education and Training that corporal punishment is prohibited in schools. The school's attitude toward learners with disabilities did not comply with the screening and identification of the learners, assessment of the learners and curriculum matters. Therefore, the school's attitude toward learners with disabilities was not in line

with the suitability standard of the SAVE Framework. The school's attitude was not in line with the requirement of the suitability standard of the SAVE Framework on assessment, as learners with disabilities were not considered. Learners with disabilities were never considered in the curriculum matters; hence, the school's attitude was not complying with the suitability standard of the SAVE Framework.

Training of teachers on disabilities in terms of workshops was not done in the school; therefore, the school's attitude was not in line with the availability standard of the SAVE Framework. The school exhibited a negative attitude toward learners with disabilities by not soliciting assistance from the relevant government entities; hence, the school did not comply with the availability standard of the SAVE Framework. The school did not align with the requirement of the availability standard of the SAVE Framework on providing learners with disabilities with friendly transport. The school's attitude did not comply with the availability standard, which requires that learners with disabilities should be enrolled in their immediate communities.

The school did not comply with the requirement of the equitability standard of the SAVE Framework, which requires that the school should have a policy that accommodates learners with disabilities. The school's budget did not cater for learners with disabilities; hence, the school's attitude was not in line with the equitability standard of the SAVE Framework. The school's attitude toward teachers' perception of learners with disabilities was in line with the equitability standard requirement of the SAVE Framework. The school's culture did portray a positive attitude toward learners with disabilities; hence, the school complied with the equitability standard of the SAVE Framework.

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