

**INCLUSIONARY AND EXCLUSIONARY LIVED EXPERIENCES OF
LEARNERS WITH VISUAL IMPAIRMENTS: A NARRATIVE STUDY OF
INCLUSIVE HIGH SCHOOLS IN THE KINGDOM OF ESWATINI**

by

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01st JULY 2025

DECLARATION

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I, Nomsa Treasure Maseko, declare that *Inclusionary and Exclusionary Lived Experiences of Learners with Visual Impairments: A narrative study of inclusive high schools in the Kingdom of Eswatini* is my original work, and that all used and quoted sources have been indicated and recognised using complete references.

I declare that I submitted the thesis to the appropriate originality detection system endorsed by UNISA, and it meets the accepted requirements for originality, having undergone a rigorous research process.

I also declare that this thesis has not been previously submitted as a whole or in part, for examination for another qualification at UNISA or at any other institution of higher learning.

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DATE

01st JULY 2025

DEDICATION

I dedicate this thesis to my dearly departed sister, Charity Thando Zulu, who passed away, along with her son, Sipho Gift Mkhonta, during my Master's graduation period. She was keen on attending my graduation ceremony, but unfortunately, she was unable to due to COVID-19 restrictions. This is for you, dear Sis'omkhulu. I know how much you would have loved to see me walk down the podium for my Doctoral degree graduation. Thank you for loving me, and thank you for being my big sister.

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ABBREVIATIONS

DBE	Department of Basic Education
DoE	Department of Education
EDSEC	The Education and Training Sector Policy
EFA	Education for All
ESAVIP	Eswatini Association of Visually Impaired Persons (ESAVIP)
FODSWA	Federation of the Organisations of Disabled Persons in Swaziland
IE	Inclusive Education
IEP	Individualised Education Plans
LVI	Learners with Visual Impairments
MoET	Ministry of Education and Training
NAPVIE	National Association of Persons with Visual Impairment in Eswatini
NCC	National Curriculum Centre
NDP	National Disability Policy
NDPA	Swaziland National Disability Plan of Action
OVC	Orphaned and Vulnerable Children Grant
SDG	Sustainable Development Goals
SEN	Special Educational Needs
UN	United Nations

UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
VI	Visual Impairment
WHO	World Health Organisation

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ABSTRACT

This qualitative study investigated the inclusionary and exclusionary experiences that Learners with Visual Impairments encountered in inclusive high schools in the Kingdom of Eswatini. The intention was to assess how effectively inclusive high schools in Eswatini adhere to the Suitability, Availability, and Equitability (SAVE) Framework's minimum standards for ensuring that such learners' rights are protected. It was also intended to advance a model designed to address and implement the best Inclusive Education practices. The research contributes to the body of knowledge by illuminating inclusionary and exclusionary experiences faced by LVIs in inclusive high schools in Eswatini, an under-explored phenomenon. Study objectives included establishing inclusive dynamics in the lives of the LVIs in inclusive high schools and exploring the exclusionary experiences faced by LVIs in these schools. This included examining how LVIs navigate the exclusionary dynamics in inclusive high schools and exploring how selected inclusive high schools conform to the minimum standards of the SAVE Framework for LVIs.

Recommendations focused on establishing inclusive dynamics in the schooling lives of LVIs to explore the exclusionary experiences faced by such learners and examine how LVIs navigate these exclusionary dynamics. The study employed the SAVE Framework as a theoretical underpinning and utilised a phenomenological narrative research design. Data were generated from in-depth interviews with open-ended questions, focus group discussions, interviews, and classroom observations. Data analysis for this study was undertaken using ATLAS.ti 24. Study findings illuminated the need for developing a national policy on IE, adequate teacher-training for all inclusive high school teachers, compulsory free and quality IE, and an increase in the number of inclusive high schools that admit LVIs. The availability of these factors in Eswatini's inclusive high schools implies that the Inclusive Education of LVIs could lead to their right to education and the assurance that their entitlement to a successful Inclusive Education is realised.

Key Terms Describing the Topic

Inclusionary; exclusion; learners; visual impairments; Inclusive Education; school; inclusive classroom; framework; policy; model.

CHAPTER 1

INTRODUCTION AND BACKGROUND

1. 1 INTRODUCTION

Inclusive Education (IE) is an educational model that ensures that learners, regardless of their individual needs or impairments, have equal rights to quality education (Hadebe, 2023). IE is a perspective that accommodates learners with impairments in mainstream classrooms. Still, it is lately recognised as a concept that embraces and accepts learners' educational requirements (Ydo, 2020). Its primary goal is to eliminate all forms of exclusion based on ethnicity, religious affiliation, sexual preference, gender, socio-economic status, race, disability, and attitudes. The Education Sector Policy (EDSEC) (The Government of the Kingdom of Eswatini, 2018) purports that IE is cognizant that all learners can learn. Still, they require help and support as a prerequisite. The background provides an outline of this research.

1.2 BACKGROUND TO THE STUDY

In many states, IE policies promote equity in Education for All, irrespective of learners' unique needs, ensure individual support and respect for learners' diverse backgrounds, and encourage institutions where all learners may thrive (Hadebe, 2023). Despite implementing the enacted and domesticated International legislation on IE, there is a notable disparity between inclusive strategies and policy frameworks that seek to acknowledge and address learners' unique needs while eradicating barriers to IE (United Nations Children's Fund (UNICEF), 2019). Numerous barriers affect IE globally.

Another study (Geleta, 2019) regarding adequate training for school principals as an initiative that supports the implementation of IE across all levels. Barriers that hinder parental involvement ultimately delay effective IE (Ketheeswaran, 2021). Other barriers include school barriers, which are schedules and rules that must be followed, parental barriers, which are feelings of shame, time and having a child, and other barriers that could include travel distance from work, learners' age, and their relationship with their teachers.

The Global Education Monitoring Report of 2020 (UNESCO, 2020) discusses challenges to IE that incorporate a rigid curriculum, attitudes, inaccessibility to schools, and inadequate policies and legislation on IE. Other risks include inadequate quality teacher-training, stigma, discrimination, prejudice, lack of data, research, monitoring and evaluation of progress on IE, finances, and the Government's will.

A study on Eswatini Schools' readiness for IE revealed insufficient readiness to implement IE. Challenges that were cited included an inaccessible environment, lack of teacher-training, insufficient assistive devices, phobias in dealing with learners with impairments, and negative attitudes (Mpofu & Mkhathswa, 2024).

Ewing, Monsen, and Kielblock (2018) confirm that teachers' negative attitudes are another significant barrier to IE. This aligns with a study (Saloviita, 2020), which concurs that teachers' positive attitudes towards inclusion positively advance instructional practice, learners' outcomes, and class management. Teacher-training initiatives enhance teachers' skills, knowledge, and confidence in supporting LVIs (Erasmus, Kritzing and Van der Linde, 2019).

A study by Nxumalo (2024) highlights the challenge of making an equitable, reachable and reasonable IE that translates theory into practice for all learners. A successful IE demands adequate support and encouragement for the teachers. Kirk, Gallagher, and Coleman (2022) reveal that sufficient support and cooperation have a positive impact on inclusive schools, inclusive practices, and learners' outcomes. This underscores the importance of teacher collaboration in creating a coherent teaching team and approach. This is in accordance with coordinating instructional materials, accommodations, and mediations that help embrace learners' unique needs (Mitchell and Sutherland, 2020). It highlights the crucial role of teachers, policymakers, researchers, and stakeholders in IE, thus fostering a supportive and collaborative environment in inclusive schools.

Exclusion discriminates against the LVIs, hinders them from reaching their full potential and indirectly or directly deprives them of admission to education. This could be instances when learners are not permitted to attend or register in schools, or specific terms are laid down for their attendance (International Bureau of Education, 2016). Exclusion is not only confined to learners who have not yet been admitted; it can also occur at the entry level due to the unavailability of school fees or failure to meet the eligibility criteria.

The EDSEC Policy advances IE in the education fraternity. It aims to ascertain that all Swati people experience quality IE (The Government of the Kingdom of Eswatini, 2018). IE requests the development of flexible procedures that incorporate unique infrastructure, surroundings, and support for learners to flourish. IE aims to address the unique needs of underprivileged individuals, ultimately benefiting the holistic education fraternity. This is achieved by improving its efficiency and fostering a more inclusive and diverse learning environment, which can ultimately yield positive rewards. Contrary to the advancement as mentioned earlier, findings of a study by (Phiri, 2021) disclosed that the Kingdom of Eswatini was not ready for the execution of IE in mainstream classrooms.

The Kingdom of Eswatini currently has a population of 1,093,238 people. According to the latest statistics from the United Nations Partnership on the Rights of Persons with Disabilities (UN PRPD) (2023), twelve per cent of this overall population (131,188.56) have disabilities, and females are the most affected by disabilities as compared to males (58 per cent and 42 per cent, respectively). Visual impairments (VIs) are the leading kind of disability, harbouring almost a third of all disabilities (32.6%) in Eswatini, which equates to 42,767.47 people. Those with physical impairments follow this, and lastly, the hearing impaired at 4.7 per cent in a Situational analysis of the right of people with disabilities (UN PRPD, 2023). Another study by (Nxumalo, 2024) also concurs that VIs are the most prevalent form of impairment in Eswatini.

Contrary to this, a study by Muzata, Simui, Mahlo and Nguni (2021) on Zambia's inclusive classrooms revealed that the inclusive classrooms had learning disabilities as the leading disability, followed by intellectual impairments and hearing impairments, which had an equal occurrence, then followed by VIs, physical disability and speech disorders. The classrooms embraced a total of 59.6% of learners with impairments. The following table reveals the total number of LVIs in the three inclusive high schools in Eswatini.

Table 1. 1: Total LVIs in the three inclusive high schools in Eswatini

Name of school	Total learners	Learners without visual impairments	Learners that are Blind	Learners with low-vision
School A	270	257	5	8

School B	388	373	4	11
School C	414	393	8	13
TOTALS	1072	1023	17	32
PERCENTAGE	100%	95.43%	1.59%	2.99%

Source: Inclusive high schools.

Table 1.1 above reveals a total number of 1072 (100%) learners in the three inclusive high schools in the Kingdom of Eswatini that admit LVIs. Out of these, there are 17 (1.59%) LVIs with blindness and 32 (2.99%) LVIs with low vision. The three inclusive high schools for LVIs are the only high schools with trained personnel in reading and writing in Braille, and they have the necessary equipment to support them (Maseko, 2021). The Education and Training Sector Policy aims to provide all learners with equitable access and quality IE. It ushers them to post-high school pathways, including vocational and tertiary training institutions (The Government of the Kingdom of Eswatini, 2018). The LVIs could be admitted to inclusive high schools in the Kingdom, but they are deprived of this essential obligation by the schools. The other high schools, save for the three, do not adhere to this policy as it is clear that admitting LVIs in inclusive high schools demands that the schools should be ready to support them. Inclusive high schools should ideally offer quality IE, have qualified IE teachers, be located within a maximum of seven kilometres of learners' homes, and have a teacher-to-learner ratio of 1:35.

Teaching the LVIs demands that the school be prepared for their education in terms of infrastructure, personnel, resources and support. The body known as (Battle for Blindness, 2022) lists the following necessities that the inclusive high schools require to admit the LVIs successfully: Learning resources that include Braille textbooks, large print textbooks, e-books, online materials, and assistive technologies that incorporate laptops, tablets, screen readers, magnifying tools, Braille displays,, tactile graphic tools, and talking calculators are resources that could positively impact on the lives of LVIs. Teacher-training on teaching methods, collaboration, peer support, and multi-sensory teaching methods could improve teachers' access to the IE of the LVIs. Classroom modifications and accommodations could improve access, promote peer relations, and foster independence. Stakeholder and family collaboration could ascertain the

development of Individual Education Plans (IEP) that meet each learner's unique needs and further inculcate a culture of resilience through advancing extra-curricular activities.

The provisions listed above ascertain a successful inclusive high school that could admit, support, and embrace LVIs in inclusive high schools. The absence of these inputs suggests that the inclusive high school may not fulfil its purpose in advancing the LVIs' right to an IE and ensuring they reach their full potential. These could be some reasons that could have led mainstream schools in Eswatini to fail to admit the LVIs.

1.3 ELEMENTS OF AN INCLUSIVE EDUCATION SYSTEM

An ideal inclusive process encompasses holistically revamping the education system, the curriculum, policies, legislation, monitoring and evaluation of education, finances, administration, and stakeholder interactions. All these efforts aim to ensure that all learners reach their full potential (Rogers and Johnson, 2018). Below is a discussion of practices that currently embrace an ideal IE practice globally.

Active parental involvement is pivotal for a seamless transition of learners and can propel positive developmental changes in them (Lau and Power, 2018). Parental involvement can potentially support learners with impairments transitioning into inclusive schools (Hou, Yan and Zhang, 2023). Parents are responsible for involving themselves in the academic lives of their children with impairments for a better IE transition and journey.

Families also have a responsibility to raise the younger generation. They should offer support and teamwork, knowing what is best for their children (Rapp, Arndt, and Hildenbrand, 2019). Families are responsible for planning preferred communication times and methods with the school. They achieve this by establishing open communication, attending school meetings and class management sessions, completing student profiles annually, and respectfully addressing learners' hopes and concerns (Rapp et al., 2019).

Pre-service teacher training has since become obligatory in many countries globally, seeking to provide an understanding of IE, inculcate teacher education, and instil positive teacher attitudes (Florian and Camedda, 2020). Teachers can also be afforded teacher-training and on-the-job

capacitation for those already within the schools (Girardet, 2018). A study by Donath, Luke, Graf, Tran and Gots (2023) on teacher-training explored the success of teacher-training as a catalyst for the successful implementation of IE and discovered that teacher-training is a favourable strategy that can improve teachers' skills and knowledge. It can also positively impact learners' behaviour, and in-service teacher-training should be supported for an effective IE system (Donath et al., 2023).

Adewumi, Mosito, and Agosto (2019) declared that teachers' heavy workloads, multi-grade teaching, and large class sizes did not benefit IE as they made the working conditions stressful for the teachers. Ideally, the class should be small enough to address the unique educational needs of all learners adequately. A large class size is ineffective for learners with impairments and is a barrier to IE because it eliminates the prospects of individualised classroom activities (Ludago, 2020).

The Ethiopian policy adheres to a teacher–learner ratio of 1:40, yet an interview with an Ethiopian school study (Negash and Gasa, 2022) revealed a class size of 1:70. This implied that some schools in Ethiopia did not adhere to the legal teacher-to-learner ratio. South African public secondary schools have a maximum class size of 37 for Grade 8 and 9, 35 and 37 for official languages and Mathematics in Grade 10 - 12 (Government Gazette No. 3968). Learners with impairments are mainly affected by large classes in inclusive schools because teachers often cannot attend to their unique needs, as these classes limit the teacher's movements (Sambo, 2018). The Eswatini Education Sector Policy of 2018 articulated a learner-teacher proportion of 40:1 in classrooms but does not specify the ratio for inclusive and special schools (Maseko, 2021).

In the past, an inclusive curriculum focused on learners' impairments and gender. Still, it embraces social justice and Ubuntu, which aim to address the diverse characteristics and personality traits of different learners (Smucker, 2022).

A successful implementation of IE should be underpinned by the values of social justice, Ubuntu, and Human Rights, which promote equal access, equity, and inclusivity for all learners (Maseko, 2024). These values have the potential to encourage values of social cohesion and co-existence among learners with unique needs and from diverse backgrounds. They cannot be ignored, particularly among teachers, because they play a significant role in embracing and implementing

the curriculum. Sibanda (2019) contends that Ubuntu embodies the essence of humanity in values such as respect, dignity, equity, and interdependence. Social justice is not based on individual rights but rather the collective rights of the 'WE' in the I/We relationship, which are aspects of Ubuntu theory (Sibanda, 2019). Embracing these three values has the potential to build a successful, inclusive high school that embodies the crux of humanity, encourages social cohesion, and is a firm believer in the collective rights of the Ubuntu theory for all learners with impairments.

Assistive devices are vital for children with disabilities, enabling them to reach their full potential (Devi and Reddy, 2016). Assistive technology is hardware and software that will enable persons with disabilities to write, walk, read and understand what is being articulated (Assistive Technologies for Visually Impaired Market, 2022). Assistive devices include educational software like reading machines and Braille computers, mobility devices like canes, smart glasses, and magnifying lenses. The shortage of assistive devices and technology negatively impacts the progress of inclusive high schools, as suggested by Maseko (2021). Inclusive high schools must ideally have assistive devices because they allow learners with impairments to function effectively within the school.

Inclusive educational adaptations are alterations and adjustments to the assessments, teaching methods, assessment methods, and curricula made on LVIs to meet individual needs (Chauke, 2017). Ideally, the curriculum must be adaptable because a rigid curriculum ensures that the learners with impairments do not reach their full potential and thus cannot realise the necessary learning outcomes (Maseko, 2021).

The Government of the Kingdom of Eswatini (2018) advocates for an IE that adheres to access and awards quality education to all learners. The Suitability, Availability, and Equitability (SAVE) Framework (Tesemma, 2012) has an element of availability that must ascertain the availability of quality-inclusive high schools nearer to learners with disabilities' homes to allow easy accessibility. The availability element embraces the learners' unique needs and builds up towards a successful IE process.

The Convention on the Rights of the Child [CRC] (UN, 1989, art. 23) upholds the entitlement of children to be in inclusive high schools near their homes. It further upholds the children's entitlement to be raised and to have a relationship with their parents. The parents' presence in their

children's lives has the ultimate positive reward of improving the relationship. The parents can also impart and advise their children on growing up, family values, traditions, community visions and plans. A study (Tesemma, 2012) highlighted the need for adequate, inclusive high schools within a reasonable travelling distance from learners' homes, with sufficient funding to support all learners with impairments, ensuring their inclusion.

Tesemma (2012) further cites that the Government is responsible for funding IE, as cited by the availability element. All learners have the right to benefit from public school funds globally (UN, 2009, par. 1.2.3). In Eswatini, the Ministry of Education and Training (hereafter MoET) is committed to an equitable, accessible, and quality education system (The Government of the Kingdom of Eswatini, 2018).

Tesemma (2012) advocates for the SAVE Framework's minimum standards to be universally applied in all infrastructure, services, and products within the inclusive school, ensuring ease of access and movement. Universal Design of Infrastructure enables all stakeholders to access all parts of the institution easily and ascertains that they can access products and services efficiently.

Several European states have policies and legislation that recognise IE because IE inspires the elements of Ubuntu and social justice and eliminates exclusion (Nelis, Pedaste and Šuman, 2023). Many International policies and legislation underpin IE and form the foundation of IE across numerous states globally. These comprise of the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (United Nations, 2006), Universal Declaration of Human Rights (United Nations, 1948), CRC (United Nations, 1989), the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (United Nations, 1993a), and the United Nations Sustainable Development Goal Number 4 on IE (United Nations, 2018). Despite these International policies and legislation regarding IE and its moral obligation, schools still face exclusion (UNESCO, 2020).

There is a need for enacting policies and legislation on IE within the African states as these policies embrace the rights of Persons with Impairments and grant them access to quality education, as articulated by (Opoku, Nketsia, Alzyoudi, Dogbe and AgyeiOkyere, 2021).

1.4 INCLUSIVE EDUCATION IN ESWATINI

The Kingdom of Eswatini, previously known as Swaziland, is a tiny country in Africa. It occupies an area of only 17,364 square kilometres and has savannahs, grasslands, deep river valleys and mountains. The Kingdom borders Mozambique and South Africa and is thus a landlocked country. It has four major regions: Hhohho, Manzini, Lubombo and Shiselweni. Lubombo has the most significant surface area, Manzini is the most populated, and Hhohho harbours the capital city, Mbabane. Eswatini is located between the Earth's Southern and Eastern Hemisphere regions (Maps of Eswatini).

<https://www.worldsatlas.com/maps/eswatini>.

Map of the Kingdom of Eswatini

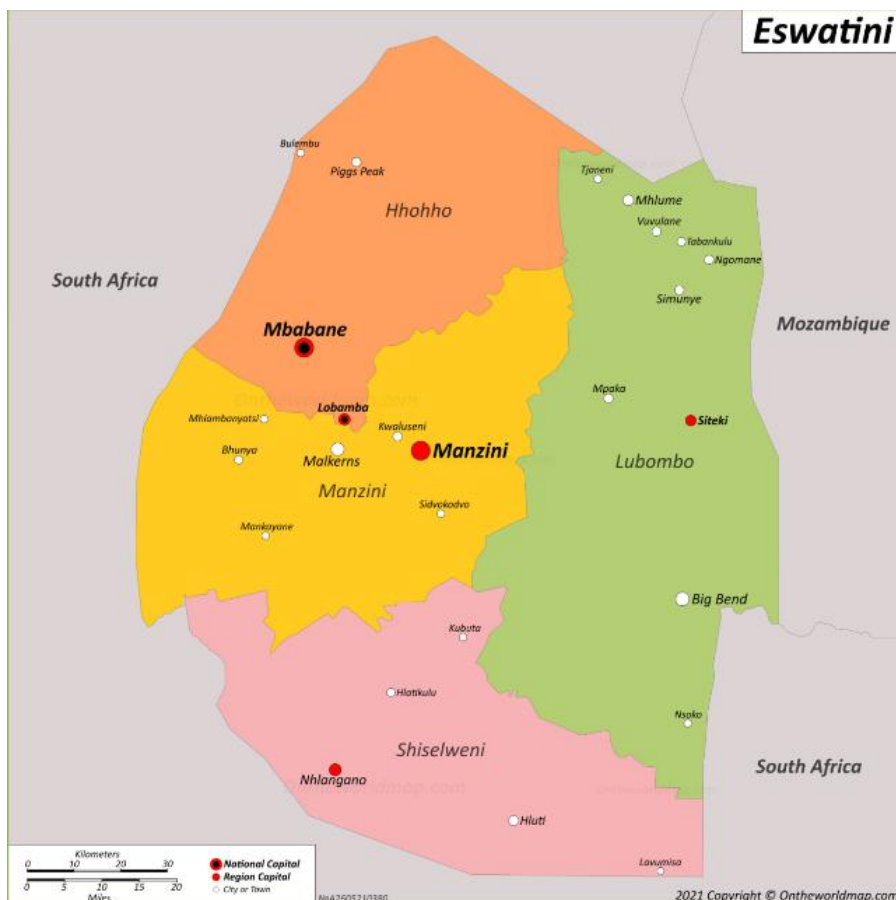


Figure 1. 1: Map of the Kingdom of Eswatini

[map-of-swaziland-1250.jpg \(1250×1250\) \(ontheworldmap.com\)](https://ontheworldmap.com/swaziland/mao-of-swaziland-1250.jpg)

Source: <https://ontheworldmap.com/swaziland/mao-of-swaziland-1250.jpg>

Figure 1.1 is the map of the Kingdom of Eswatini. It shows the four regions of the country and the major cities. The government currently has 878 public primary and secondary schools. However, only three high schools in the Kingdom of Eswatini admit LVIs (Kingdom of Eswatini, 2020). These schools are in the Manzini, Hhohho, and Shiselweni regions. As a result, the LVIs are faced with the challenging decision of leaving their homes and choosing between these schools for their education, a situation that requires our understanding and support.

The International Convention on the Rights of Persons with Disabilities is founded on the premise of educational inclusion. It propels all global states to identify what they should and can do to accommodate all learners with impairments (United Nations, 2006). The UNCRPD (United Nations, 2006) clearly states the responsibility of governments in providing IE to all learners across all levels. It further retained the responsibility of Education for All on governments globally. This was to ensure that people with impairments can access education alongside their classmates and receive individualised support that enables maximum academic, emotional, and social progress, consistent with inclusive educational goals (Article 24, United Nations, 2006).

Eswatini has enacted several policies aimed at embracing IE (Maseko, 2021). These policies aimed to promote positive and inclusive high school experiences, but they lack consistent measurement, monitoring, and evaluation to determine their success. This is possibly one reason that has led to the history of exclusion and missed opportunities across all educational levels (Maseko, 2021). The policies include the following:

- The National Disability Policy (Swaziland Government, 2013);
- Swaziland National Disability Plan of Action (NDPA) (DPMO, 2015);
- Persons with Disabilities Act (The King and Parliament of Eswatini, 2018);
- The Constitution of Swaziland (Swaziland Government, 2005);
- Standards for Inclusive Education (Kingdom of Eswatini, 2019);

- The Education Sector Policy (The Government of the Kingdom of Eswatini, 2018);
- Swaziland National Disability Policy (Swaziland 2013b, par. 1.2; 2015, par. 4).

There is a pressing need for more policies on IE because the number of learners in mainstream classrooms and special schools has decreased as an indicator of the positive strides made towards IE policy implementation (South African News Agency, 2021). This urgency underscores the need for more studies, policies, and legislation on IE that will critically examine individual areas of disability with the aim of making informed contributions. The Kingdom needs to benchmark itself against other countries, both locally, within the region, and internationally, in a bid to upscale IE in the country. South Africa has the Education White Paper 6, which seeks to put in place a system of IE and training that responds to the need for help, to care and to guarantee that the society is humane (Department of Education, 2001).

In Lesotho, IE began in 1987 when King Moshoeshoe II proclaimed a humanitarian and community association named Hlokomela Bana (Care for People) (Johnstone and Chapman, 2009). Two years later, a policy on IE was implemented nationwide. Legal frameworks succeeded this move and were enacted to safeguard the rights of all learners with impairments. These included the Child Protection and Welfare Act of 2011, the Education Sector Strategic Plan 2005–2015 and the Education Act 2010 (Ralejoe, 2016).

IE began in earnest in Eswatini when the Constitution, as articulated by the Swaziland Government (2005), was enacted. The Constitution clearly states that all children in the Kingdom have an entitlement to free primary school education and assures the Eswatini people of dignity for all citizens, freedom, justice, equality, and advocates for an inclusive society that promotes the rights of all persons with disabilities (Swaziland Government, 2005). The Children's Protection and Welfare Act 6 of 2012 (Swaziland, 2012, s 9) emphasises and clarifies this entitlement to all learners, regardless of the severity or type of their impairment.

Eswatini introduced a policy and legislation in 2013 that addressed the essentials and rights of Persons with impairments, with the proclamation of the National Disability Policy (NDP). The NDP welcomed International, regional and national policies that advocated and sensitised all citizens about the Rights of Persons with Disabilities. The Eswatini Government is a signatory to

some of these policies (Swaziland Government, 2013), and Eswatini promotes IE in all spheres of education. The system of education in Eswatini, as outlined in the EDSEC Policy of 2018, states that Eswatini does not tolerate any form of discrimination or stigma in its learning institutions. It prohibits any exclusion or distinction based on fundamental freedoms and educational rights in all schools, as discussed by the Government of the Kingdom of Eswatini (2018).

Eswatini began to develop policy and legislation that addressed the essential rights of Persons with Disabilities in 2013, following the proclamation of the NDP. The NDP welcomed International, regional and national policies that advocated and sensitised all citizens about the Rights of Persons with Disabilities. The Eswatini Government is a signatory to some of these policies (Swaziland Government, 2013), and Eswatini promotes IE. The education system of Eswatini, as outlined in the Education Sector Policy of 2018, states that Eswatini does not tolerate any form of discrimination or stigma in its learning institutions. It prohibits any exclusion or distinction based on fundamental freedoms and educational rights in all schools, as discussed by the Government of the Kingdom of Eswatini (2018).

This study is guided by the SAVE Framework, a theoretical framework that sets the lowest possible standards for implementing the right to education for LVIs. The name 'SAVE' is an acronym representing the initial letters of the core minimum elements of Suitability, Availability, and Equitability. This framework is discussed in-depth in Chapter 2, as it plays a crucial role in understanding and addressing the challenges faced by LVIs in Eswatini's high schools.

1.5 RATIONALE FOR THE STUDY

The researcher teaches in a Special School in the Kingdom of Eswatini. She has noted with concern that several learners came from inclusive high schools and were sent to the Special School after they either decided to stop attending the inclusive high schools or requested a transfer due to their experiences in these schools. After being admitted to the Special School, they settle in and make academic and social progress.

The researcher has also taught at an inclusive high school catering to LVIs for seven (7) years. She has experienced the barriers encountered by LVIs in inclusive high schools, which has led to her urge to listen to and address their concerns. This prompted her to undertake this study to investigate

the inclusionary and exclusionary experiences of LVIs in schools in Eswatini. The findings and recommendations of this study could inform and influence the overall Eswatini education system. They will be available online through UNISA libraries and in all Regional SEN offices in Eswatini.

This study was prompted by the desire to understand the feelings and experiences of LVIs in inclusive high schools. It aimed to understand learners' perceptions of inclusion and exclusion, drawing on these experiences to inform Eswatini's education system. The experiences and narratives of the learners in the schools could hopefully paint a vivid picture of whether the inclusive high school is conducive to their full participation.

The researcher understood that policies and legislation advocate for learners to be taught in inclusive classrooms alongside their peers and sought to understand why IE had not been rolled out in all schools in Eswatini. The study is a narrative because it aimed to listen to the stories told by the sampled participants and to pave the way for broader research that could potentially improve the current IE system.

1.6 STATEMENT OF THE PROBLEM

LVIs face numerous barriers during teaching and learning encounters in Eswatini (Maseko, 2021). They are often inappropriately accommodated in inclusive high schools, and their plight is further exacerbated by teachers who are inadequately trained in SEN, Braille, and IE. They face numerous issues, including inadequate infrastructure, ineffective teaching methods, a rigid curriculum, and insufficient educational materials (Maseko, 2021). Many teachers fail to perform at their maximum level due to the numerous challenges that schools face, including a lack of support from most stakeholders (Maseko, 2021).

Education White Paper 6 (EWP6) advocates for every child to develop, learn, and have playtime with their peers. It seeks to enrol all learners in IE (Department of Education, 2001). The Constitution of Swaziland reassures EmaSwati of freedom, equality and dignity for all citizens, as well as justice, and further promotes an inclusive society that embraces all persons with disabilities (Swaziland Government, 2005). However, 20 years after the Constitution reassured Eswatini, the imbalances in the education system seem to be widening in inclusive learning institutions. These

inequalities are glaring in the faces of the stakeholders who often ignore them. The Government of Eswatini has implemented IE in schools nationwide, but numerous challenges lie ahead.

The study fundamentally blamed the Government of Eswatini for its inadequacy. The appeal to Education for All, including the Free Primary Education initiative, as defined in the Constitution of Swaziland (Swaziland, 2005), the Swaziland Education Training and Sector Policy only addresses IE as an essential human right. The discrepancy in the implementation of IE in Eswatini's mainstream schools is driven by the lack of an approved national policy document that guides the implementation of IE.

This study aimed to identify a gap in the existing literature. It was evident that a minimum body of existing literature touched on the inclusionary and exclusionary lived experiences of LVIs in inclusive high schools, which was an under-explored phenomenon. There is also a scarcity of studies that address the education of LVIs in inclusive high schools. Eswatini currently has only three inclusive high schools that admit the LVIs. Thus, they are deemed a minority that requires research to inform policies and practices within the Kingdom.

This study, therefore, examined inclusionary and exclusionary practices experienced by LVIs and the extent to which inclusive high schools adhere to the SAVE Framework's lowest possible standards, which strive to fulfil the LVIs' entitlement to IE and advance their right to reach their full potential.

1.7 AIM OF THE STUDY

This research aimed to investigate the inclusionary and exclusionary experiences that the LVIs encountered in inclusive high schools in Eswatini.

1.8 OBJECTIVES OF THE STUDY

The following research objectives guided this research:

- Establish the inclusionary dynamics in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini.

- Explore the exclusionary experiences Learners with Visual Impairments face in inclusive high schools in Eswatini.
- Examine how Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini.
- Explore how selected inclusive high schools conform to the minimum standards for fulfilling the right to IE for Learners with Visual Impairments as proposed by the SAVE Framework in Eswatini.

1.9 MAIN RESEARCH QUESTION

What inclusionary and exclusionary experiences are faced by the LVIs in inclusive high schools?

1.9.1 Sub-research questions

The research seeks to address the subsequent sub-research questions:

- What inclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?
- What exclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?
- In what ways do Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini?
- How do selected inclusive high schools adhere to the minimum standards for fulfilling the right to IE for Learners with Visual Impairments as proposed by the SAVE Framework in the Kingdom of Eswatini?

1.10 LITERATURE PREVIEW

The researcher shouldered a substantial review of literature that applied to the study. Research requires researchers to familiarise themselves with the debates and issues in a specific discipline before conducting a survey. Maggio, Sewell, and Artino (2016) noted that acquainting themselves with debates and problems in a particular discipline of research allowed them to join in deliberations, scrutinise the study, and circumvent duplicating what other researchers have already

discovered. The literature review also helped refine the study objectives and provided the researcher with a feasible methodology.

1.10.1 The concept of visual impairments

A report from the World Health Organisation (WHO) (2019) revealed that approximately 2.2 billion people worldwide have visual impairments and low vision. At least 1 billion of these have VIs, and they comprise people with moderate vision impairment due to trachoma, unaddressed presbyopia, corneal, diabetic retinopathy, cataract, glaucoma and unaddressed refractive error (Blindness and Visual Impairment, 2025). The remaining 1.2 billion people have low vision.

Low vision and blindness can both describe VIs. Low vision is a vision problem that makes it difficult to perform everyday activities and cannot be corrected with glasses, contact lenses, surgery, or medication. Loss of vision that appears at birth is congenital, while loss of vision that one acquires after birth owing to accidents or illnesses is adventitious (Maseko, 2021). The Kingdom of Eswatini has an estimated 12,000 persons with VI. Six thousand of these cases result from cataracts. (United Nations Eswatini, 2020).

1.10.2 Causes of blindness

In low-income countries, congenital cataracts are the leading cause of VIs, while in high-income countries, the leading cause is retinopathy (World Health Organisation, 2021). Refractive errors are common and often result in blurred vision (World Health Organisation, 2022). There are four common types of refractive errors: hyperopia (farsightedness), myopia (nearsightedness), presbyopia (associated with ageing), and astigmatism (distorted vision).

VIs can be treated or prevented, and as the global population ages, the demand for eye health has increased (Lancet Global Health, 2021). The leading causes of VIs in Africa are cataracts and uncorrected refractive errors (World Health Organisation, 2021), and in Eswatini, 50% of the cases of VIs resulted from cataracts (United Nations Eswatini, 2020).

1.10.3 Inclusive Education in Africa and the world over

The school serves as the foundation of an educational association, and the teacher becomes the central figure for the learner, ensuring that all learners receive quality education (Mberimana,

2018). Since the declaration of the Salamanca Framework in 1994 (Ainscow, Slee and Best, 2019), IE has been globally embraced as an essential driver for educational policies (Ainscow et al., 2019).

The 4th objective of the Sustainable Development Goals (SDGs) emphasises the need for quality, equitable education and assurance of lifelong learning opportunities for all (Arnaiz Sanchez, De Haro-Rodriguez, Alcaraz, and Caballero, 2022).

A study conducted in Uganda (Sarton, Smith, Mitchell, and Were, 2017) commended efforts on IE, as learners with impairments articulated both academic and social benefits. The study advocated for trained teachers on SEN within schools, national-level leadership with clear goals and commitments, and a need for a monitoring and evaluation programme.

This study revealed that the recent syllabus was not made to meet the LVIs' unique needs. This has led to a curriculum that is unsuccessful. A study by Zwane (2016) on Eswatini discussed the challenge of having teachers in inclusive high schools who were not qualified in Special Educational Needs and had a minimal understanding of IE, which hindered their ability to acknowledge diversity and learners' unique needs, thus foiling attempts at successful inclusion (Zwane, 2016).

1.10.4 Universal design for learning

The Council for Interior Design Accreditation (2018) describes Universal Design as a design of the environment and services that all people can access and use to the best possible level without needing modifications. Its primary mandate is to assist teachers in improving a conducive learning institution that minimises barriers and inspires them to flourish (Universal Design for Learning, 2022). It accentuates and recommends student engagement, which responds to the reason why we learn, and addresses the question of what is learned, as well as action and expression, which answer how learning is conducted.

A plan or design that optimally utilises, accesses, and comprehends an environment for people of all ages is described as universal or inclusive design (Woodward, 2017). These are the seven fundamental principles of Universal Design, which include: the availability of size and space for

use; the equitable use; easy and intuitive usage; perceptible information; flexibility in use; minimal physical effort; and tolerance to errors.

The following strategies help incorporate Universal Design for Learning (UDL) tools into IE classrooms (Universal Design for Learning, 2022). They include giving learners different kinds of assignments to choose from, encouraging teachers to know their learners so that they can easily identify and address barriers, teaching families and the broader community about UDL so that learners can have continuity in using UDL at home, and inculcating a culture and climate of inclusion that embraces UDL.

1.11 THEORETICAL FRAMEWORK: THE SAVE FRAMEWORK

The study employed the SAVE Framework, established by Tesemma (2012), as its theoretical framework. It contained the lowest possible standards needed to fulfil the entitlement to IE for the learners with impairments. The name of this framework was composed from the opening letters of its three major standards: suitability, availability, and equitability, which he referred to as elements. The standards included fulfilling the entitlement to education of learners living with impairments (Tesemma, 2012:209).

The framework was pivotal to the research, as it addressed the IE and entitlement to education of the main elements of the research, specifically the LVIs. It modified the Availability, Acceptability, Adaptability and Accessibility [4A] Scheme from the International Covenant on Economic, Social and Cultural Rights [ICESCR] (UN, 1966) to fulfil the lowest possible standards and to ascertain that the entitlement to education of the LVIs is realised. The researcher selected the SAVE Framework because she was committed to engaging a system that addressed the rights of an IE for LVIs in Eswatini.

The researcher aimed to investigate the exclusionary and inclusionary experiences that the LVIs encountered in inclusive high schools, to assess how effectively inclusive high schools in Eswatini meet the lowest possible standards of the SAVE Framework for ensuring the LVIs' rights to IE, and to advance a model intended to address and implement best IE practices. The LVIs do not attend school in the nearby communities, as suggested by the NDP (Swaziland, 2013b, p. 1.2;

2015, p. 4), but they often relocate to boarding schools far from their homes; hence, they are usually plucked out of their families and communities at a tender age.

The researcher wishes to inform all stakeholders about the elements of the SAVE Framework to sensitise them towards compliance and attaining the LVIs' entitlement to IE.

1.12 EDUCATION POLICIES FOR THE REALISATION OF A SMOOTH INCLUSION OF THE LVIs

Numerous policies and laws are implemented and enshrined to ensure LVIs' right to quality education is realised in Eswatini. These policies and laws help LVIs and further promote a positive lifestyle among them.

International Human Rights laws (IHRL) are the foundation of a Human Rights ideology that focuses on educating learners with disabilities globally. These IHRLs were used in this study and they include: The Universal Declaration of Human Rights (UN, 2007); The Convention on the Rights of the Child (UN, 1989); The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (AU, 2018); and The United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006).

These IHRL consider IE as a pathway to afford relevant education to learners with impairments. 92 States and 25 affiliated bodies launched the World Conference on Special Educational Practices on issues of diversity and democracy. They convened to reconfirm their pledge to Education for All (EFA). The Salamanca Statement and Framework for Action on Special Educational Needs was successively ratified. Several International declarations have been committed to realising a new understanding of IE United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2003) (art. 4(14).

Until recently, Eswatini did not have extensive laws or policies that attended to the essentials of all Persons with Impairments, which led to the proclamation of the NDP. This NDP welcomed numerous International, regional, and national legislations that aimed to inform and support the rights of people with impairments, which the Government of Eswatini endorsed (Swaziland Government, 2013).

There is a need for a national policy that allows free basic IE for learners regardless of their gender, life circumstances, capacity to learn, disability or level of development. The EDSEC aims to offer a fair and reasonable IE, granting learners a chance to receive obligatory free education of admissible and fair quality. The NDP, NDPA, and the Persons with Disabilities Act strongly promote inclusion for learners with SEN in all educational institutions, from the implementation, monitoring, and planning of government sector policies, laws, and programmes.

The Biwako Millennium Framework for Action (UNESCO, 2003, art. 4(14)) accentuates the significance of IE in acquiring educational entitlement for learners with impairments. It deliberates on the education of learners with impairments. It examines issues such as a rigid curriculum, inadequate teaching and learning materials and devices, assessment procedures, and addressing negative attitudes (UNESCO, 2003, art. 1(5)). Recommendations of the Biwako Framework were initially aimed at the Asia-Pacific states (UNESCO, 2003, art. 2(14)). Still, they may be relevant to the Eswatini context, as the same challenges affect the Kingdom. While attending to the Biwako Framework guidelines, Eswatini could simultaneously manage her constitutional obligations of upholding and ascertaining the entitlement to an IE and ensuring that Swati LVIs and SEN are addressed (Swaziland, 2005, s 30).

The UNCRPD clarifies the following:

1. Learners with impairments should be admitted to IE at primary and secondary education that is equivalent to that of other learners in their communities.
2. There must be appropriate accommodation of the needs of the child and necessary support to simplify teaching and learning.
3. Governments should ascertain the teaching of Braille, Sign Language, Orientation and Mobility, mentoring, and peer support.
4. Governments should ensure that teaching instructions to the Deaf, Blind or Deaf-Blind are accessed in the relevant language for the learners and further ensure that the learning environment propels maximum social and academic improvement.

5. The Government should engage teachers, including teachers with disabilities, and equip specialists on all types of impairments to use all available communication routes, technologies, and resources to sustain all Persons with Impairments (UN, 2006, art. 24).

The relevant Government is responsible for ascertaining that all structures align with the UN instruments. Sometimes, learners with impairments are not adequately attended to in schools, despite policy documents requiring that they receive suitable care in their education (The Government of the Kingdom of Eswatini, 2018, par. 1.2.3). This implies that the MoET should monitor compliance and ensure that learners with impairments are adequately accommodated in schools.

1.13 ORGANISATIONS THAT REPRESENT PEOPLE WITH VISUAL IMPAIRMENTS

1.13.1 World Blind Union

The World Blind Union (WBU) is a global organisation representing over 285 million people who are blind or have low vision worldwide. Its members are associations for persons with VI in 190 states (World Blind Union, 2022) and advocates for persons with VI. It unites significant associations and encourages people with VIs to upgrade their standard of living.

1.13.2 International Council for Education of People with Visual Impairment (ICEVI)

The International Council for Education of People with Visual Impairment (ICEVI) is an International union of persons and organisations that endorses entry to suitable and standard education for persons with VI (ICEVI, 2022). It collaborates with UNESCO, the World Bank, and the World Health Organisation and further engages with national and civil society organisations that support IE. ICEVI's mission is to recognise and address the ongoing global challenges that hinder LVIs from accessing quality education for out-of-school learners with blindness and those who are partially blind (www.icevi.org, 2022).

1.13.3 Eswatini Association of Visually Impaired Persons (ESAVIP).

The ESAVIP is an organisation that is not legally registered and is an affiliate of the Federation of Organisations of Persons with Disabilities in Swaziland (FODSWA) (Kingdom of Eswatini,

2024). It accommodates people who are blind or have low vision and seeks to address issues that affect their lives and welfare. Their services are available in all Tinkhundla Centres nationwide, including the IE, focusing on economic empowerment, advocacy for disability, peer support, and leadership (Kingdom of Eswatini, 2024).

1.13.4 National Association of Persons with Visual Impairments in Eswatini (NAPVIE)

The NAPVIE is an organisation for persons with VIs in Eswatini (Kingdom of Eswatini, 2024). It has 680 members, comprising 400 females and 280 males. Its services are available in all Tinkhundla centres countrywide and offer HIV and Life skills, health promotion, IE, financial empowerment, peer support, and advocacy (Kingdom of Eswatini, 2024).

1.14 SPECIFIC INCLUSIVE EDUCATION CHALLENGES

IE should embrace all learners irrespective of the kinds of impairment (Mpu and Adu, 2021). Shortfalls of IE include limited resources, overcrowding, inadequate teacher training, and insufficient skills and knowledge among teachers (Mpu et al., 2021). Individuals with impairments often face barriers that include a lack of cognitive ability for concept development, which is typically acquired through visual means. This is why most LVIs struggle to understand concepts and have fewer learning experiences than their peers without disabilities (Maseko, 2021).

LVIs face numerous barriers within the IE system. These challenges include:

a) A unique curriculum for the LVIs.

LVIs possess the same curriculum needs as all learners without disabilities. Their VIs often limit their potential to acquire and comprehend information. These learners must be taught how to access information, and the country's failure to embrace LVIs' curriculum requirements exacerbates their challenges (UNESCO, 2004). Teachers can modify the curriculum to suit their learners' needs (Dano, 2018).

b) Unqualified and Under-Qualified Teachers

Negash (2020) affirms in his study that teachers are sometimes required to teach LVIs, yet they often receive inadequate training as teachers. Inadequately trained teachers could delay the success of IE..

c) Inappropriate Teaching, Learning and Assessment Methods

Assessment is holistic and reveals the prospects, representing a comprehensive element that encompasses the curriculum and the number of trained teachers (The Government of the Kingdom of Eswatini, 2011). Formative assessment helps in understanding how knowledge should be imparted to learners and what they can likely learn. Summative evaluation facilitates understanding and tracking of all learning. Teachers must distance themselves from the knowledge that learners' assessments are based solely on their performance, particularly when dealing with learners who have learning challenges. Eswatini should ideally develop a syllabus that welcomes IE to ensure that all teachers employ diverse teaching methods and consider the unique needs of all learners (Zwane, 2016).

d) Class Size

All classes should adequately meet every learner's curriculum needs. If the class size is large, the teacher cannot individualise classroom activity (Ludago, 2020). A study by (Adewumi et al., 2019) revealed that LVIs were not well accommodated in inclusive classrooms because of the large class size. These overcrowded classrooms and heavy teacher workloads led to stressful working conditions.

e) Extra-Time Allowance

LVIs in Eswatini enjoy extra time allowance during assessments. LVIs who are blind are awarded 100% additional time, and those with low-vision are granted 25% extra-time during external examinations (Examinations Council of Eswatini (ECESWA), 2018). The application for additional time allowance is done by the heads of centres to ECESWA. Applicants present evidence from registered medical practitioners who make recommendations for the LVIs' unique needs and further state the type of disability (ECESWA, 2018). This amplifies the idea that LVIs

demand additional time and individualised attention in mainstream classrooms to comprehensively allow them to complete assessments (Stofile and Green, 2007).

f) Attitudes of Teachers towards LVIs

Negash (2017) stated that effective IE highly relies on teachers' skills and attitudes; thus, it is essential to have teachers who have a productive viewpoint towards IE.

g) Attitudes of parents and the community towards LVIs

Parents and the community are essential in ensuring a balanced education system for the LVIs. The adage, "it takes a village to raise a child", portrays a faithful reflection that the entire community has a hand in a child's upbringing. Parents and the community surrounding the LVIs are responsible for harnessing emotional, intellectual, and social development. They also have to ensure that they physically avail themselves to the LVIs to forge ties and learn to understand the world through the child's eyes (Kabeto, 2015).

h) Attitudes of learners without impairments towards LVIs

Kabeto (2015) argues that the attitudes of learners without impairments tend to be harmful towards LVIs. Learners without impairments have a role that could positively impact and cushion the LVIs. The LVIs are personally responsible for maintaining positive attitudes that enable them to reach their optimal level.

i) Unavailability of learning-teaching support materials

The insufficient instructional resources for the LVIs in inclusive high schools are a significant challenge that delays language acquisition. Reading materials are the core foundation of learning, as learners must acquire a language to thrive in all subject areas. This is why Willings (2017) recommended that LVIs be given opportunities to access reading materials to read, comprehend, and improve their language skills, thus expanding their pronunciation, spelling, writing, and reading abilities. Consistently practising reading, writing, speaking, and listening is the most practical solution for language acquisition. Reading and writing skills are essential skills that enable learners to enter various disciplines within the curriculum (Willings, 2017).

j) Lack of assistive devices and technologies.

Assistive technology is software and hardware that enables people with Disabilities to perform tasks such as reading, writing, walking, and other activities. It includes diverse equipment for people with impairments, including rehabilitative, adaptive, and assistive gadgets (Assistive Technologies for Visually Impaired Market, 2022).

Developing new assistive devices and technology to suit the needs of people with VIs is significant for assistive technology device producers. Companies like Google and Apple's developments and expansions of assistive devices will likely increase the demand for assistive devices in the future. Additionally, governments in various states are pursuing projects to advance the need for assistive technology, ensuring that Persons with Impairments receive it in their respective countries (Assistive Technologies for Visually Impaired Market, 2022).

International assistive technology for VIs is segmented into educational software and devices, including reading machines, Braille duplicators and writers, mathematical devices, and Braille computers (Assistive Technologies for Visually Impaired Market, 2022). Mobility devices encompass canes, smart glasses, magnifying lenses, low-vision devices, and VTS Links. The end-users for these products for persons with VIs include hospitals, personal use, enterprises and social organisations, schools for blind learners and others.

There is a shortage of assistive aids for the LVIs in Eswatini, adversely affecting their education in inclusive high schools. This was one reason why (Maseko, 2021) recommended that all inclusive high schools should have assistive devices to improve the education of the LVIs. Assistive devices are necessary for the LVIs as they allow it to reach its optimal performance.

(k) Lack of proper support services for LVIs

The MoET have a responsibility of ascertaining that the learners are entitled to education and are allowed equality and equity in all avenues. Learners have the right to claim maintenance from mainstream education and to ensure that societal evolution and upkeep are equivalent to the aims of IE (United Nations, 2006, Article 24.2).

A study by Maseko (2021) revealed that teachers had a pessimistic disposition and that some teachers did not approve of LVIs in inclusive high schools. It emerged that the teachers needed sufficient time to accommodate the LVIs as these modifications transpired with fluctuating levels of success. This led some teachers to believe that the LVIs delayed the class progress, making them less keen on IE.

1.15 COPING STRATEGIES EMPLOYED BY LEARNERS WITH VISUAL IMPAIRMENTS FOR THEIR SMOOTH INCLUSION

Research by the Red Cross College of Nursing (2020) revealed three coping processes based on the livelihoods of the LVIs. These included facing the circumstances and processes, using positive reinforcement, making modifications, and developing self-awareness. This study's recommendations enhanced the understanding of elements typical of coping as experienced by the LVIs. Further, they emphasised the importance of family assistance, as well as psychological, educational, and social support for the LVIs.

1.16 SUPPORT SERVICES FOR LVIs IN INCLUSIVE HIGH SCHOOLS

A variety of support services are available to LVIs in inclusive high schools, enabling them to learn optimally. Assessments aim not to reduce requirements to assist the LVIs but to grant them a fair chance to display their learning outcomes (Australian Government, 2022). LVIs may need specific adaptations to ensure optimal performance on the assessment tasks. The following are some support services that can be used on the LVIs:

- (a) Avail the possibility of postponing assessments on condition that the LVIs have tried reading their work.
- (b) Be flexible in setting substitute assessments where the LVIs can read fewer textbooks instead of the wider reading.
- (c) External examination assessments for learners with low vision should be Braille or enlarged to suit their unique needs.
- (d) Provision of exceptional writing implements where necessary.

(e) Assessment adjustments should suit all communication formats, such as scribes, audio recordings, oral assessments, and readers, for the LVIs.

An ideal inclusive school has a profound lifestyle of teaching and learning that supports all learners and propels them towards succeeding (Ralejoe, 2021). Including LVIs in inclusive learning institutions benefits and propels them along the correct path. Sadly, literature suggests that the LVIs' perceptions of IE are more influenced by the magnitude of support they receive from all stakeholders (Ralejoe, 2021). Therefore, parents, teachers, LVIs and the Government have a considerable role in supporting the LVIs towards their success.

1.17 RESEARCH DESIGN OR METHODOLOGY

This component explored the study's process and further unfolded the research route that informed it. It aimed to present vividly and discuss in-depth the paradigm choice, design, research approach, instruments, data collection techniques, population, sampling procedure, sample, data analysis, interpretation, location, and ethical considerations.

1.17.1 Paradigm

Research paradigms provide a global view, a system of understanding or perspective founded on pre-planned ethics and philosophical expectations that direct how a researcher explains, understands, and conceptualises a phenomenon (Grey, 2014:687). Education research has two main paradigms: the interpretivist and positivist. This qualitative research employed the interpretivist paradigm to extract data from the participants' experiences.

Interpretivists understand that the facts are independent and that human beings conceptualise meanings centred on their values, convictions and experiences (Dean, 2018:3). Qualitative research employs observation and interviews to collect participants' experiences and perceptions about a current situation, which aids the study in comprehending what happened in reality (Blandford, Furniss and Makri, 2016: 8). Interpretivists comprehend real experiences as manifold and related. They understand attained information as being collectively created (Dean, 2018:3). An interpretivist researcher admits access to a constant openness to fresh data from the field. It is not generalised because it focuses on people's perspectives and their views of the world.

1.17.2 Research design

Research design is defined as the procedures and plans that explain what and how different methods will be used during the study (Kumar, 2014, p. 122). This study employed a phenomenological narrative research design that merges the phenomenological research design and the narrative research. It explores how the phenomenon is experienced as it unfolds, yielding insights and experiences personal narratives of participants' lived experiences. This researcher aimed to develop a model of the phenomenon, as proposed by Hassan (2024).

1.17.3 Research approach

The research approach employs three distinct methods: the mixed-methods approach, the quantitative approach, and the qualitative approach. This research adopted a qualitative approach primarily because it provided a detailed examination of the issues and fostered a thorough understanding of them by engaging participants directly to understand their perceptions (Green, 2015). Using a qualitative research approach required that the study participants relay data in a descriptive format, as advocated by Bernasiewicz (2017).

The qualitative research approach focuses on collective groups, individuals, or a community, founded on global comprehension, assumptions, and theory that undergird the research and study of problems (Creswell, 2014, p. 31). This study examined the inclusionary and exclusionary experiences of LVIs in inclusive high schools in Eswatini. The qualitative research approach requires subjectivity and flexibility in collecting participants' data to explore unforeseen and vital subjects as they emerge (Madrigal and McClain, 2012:5).

This study engaged the interpretive method, which is founded on the notion that people understand the universe through their personal insights, which are propelled by their beliefs and thoughts (Alharahsheh and Pius, 2020:41). An interpretive study views the studied situation from within; therefore, it is founded on building a theory using a preparatory comprehension process.

The interpretive method had the advantage of finding meanings in the experiences of all participating individuals. This technique helped gain unique perspectives on the participants' lived experiences, focusing on their verbal expressions, body language, insights, and ideas, and accurately translating them (Charlick, Pincombe, McKellar, & Fielder, 2016). Phenomenology

adheres to the qualitative and practical ideals of interpretivism because the LVIs' narratives and lived experiences were explored in the research.

The interpretivist approach has the disadvantage of making researchers, whose main aim is to collect an understanding from participants' experiences, sometimes be drawn to their reality and may have difficulty differentiating between participants' interpretations and their own world (Larkin and Flowers, 2019:184). To alleviate this disadvantage, the researcher employed bracketing to prevent predispositions and bias, thus ensuring that their views and ideas are recognised and considered. Bracketing in qualitative research implies setting aside the researcher's assumptions and beliefs to avoid misrepresenting the participant's deliberate meaning. It aided the researcher in realising and setting aside their personal feelings on the subject (Delve, Ho, and Limpaecher, 2022a).

1.18 RESEARCH SITE, POPULATION, SAMPLING AND SAMPLING PROCEDURES

1.18.1 Research site

Three inclusive high schools participated in this research, located in municipal zones and semi-urban of the Manzini and Shiselweni regions. In this research, the schools were designated as School A, B, and C, respectively. School A is situated in Manzini City, 15 kilometres from the central business district. School B is located fifteen (15) kilometres from Pigg's Peak Town in the Hhohho Region. School C is located a kilometre away from Nhlangano Town in the Shiselweni region. The inclusive high schools were selected because they were the only schools that offered inclusive admissions to the LVIs. They are all public, inclusive high schools, and School A is a mission school. All three schools were boarding and day schools. Schools A and B were located in a semi-urban area, while School C was situated in a municipal zone. School A has a population of 270 learners, School B has 388 learners, and School C has 414 learners.

1.18.2 Population

A population is a group of participants with similar characteristics (Creswell, 2012). A researcher in a study decides on the specific group they intend to study. All the participating LVIs were either congenitally or adventitiously blind. This population was chosen because they were first-hand experiencers and had information-rich experiences with IE and the LVIs.

1.18.3 Sampling

Fifteen information-rich participants were purposively selected from the three inclusive high schools, with five participants from each school, to form the sample. These were LVIs that were either congenitally or adventitiously blind and they were the key studied participants that experienced the phenomenon. They could fall into any of the following categories of VI; blindness, low vision, colour-blind or myopic learners. These also included three teachers of the LVIs, three principals of three inclusive high schools and a class with LVIs. The teachers and principals played a third-party role on the experiences of the LVIs.

These participants were rich in information regarding the researched phenomenon, as purported by McMillan and Schumacher (2010). They were deemed information-rich on the subject of inclusionary and exclusionary practices because they had experienced these practices within inclusive high schools, were visually impaired, and were teachers or principals of the LVIs.

1.18.4 Sampling procedure

Criterion purposive sampling was employed in this study because the research required a precise criterion for participants to participate in the survey (Nyimbili and Nyimbili, 2024). Participants were sampled because the criterion required relevant data to be collected. Criterion purposive sampling is excellent in quality assurance because the generated data comes from reliable sources. This aids in increasing data richness, and the researcher intentionally selected these participants because they wanted to listen to their voices to understand the central phenomenon of inclusionary and exclusionary experiences they faced within inclusive classrooms.

1.19 DATA COLLECTION INSTRUMENTS

This researcher collected data through interviews that included focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, and interviews with Principals of inclusive high schools, as well as a non-participatory classroom observation for an inclusive class. These methods allowed the triangulation of data to ascertain that the results were trustworthy. Focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, interviews with principals of inclusive high schools, and classroom observations

of an inclusive class that includes LVIs were the preferred data collection methods used in this qualitative research, as advocated by McMillan et al. (2010:289).

1.19.1 Observation

Observation was satisfactory for this research because it established what transpired as opposed to what is expected to happen as purported by (Ritchie, Lewis, Nicholls and Ormston, 2014: 58). It sensitised the researcher about the area of the research and elucidated finer features that would otherwise not be captured (Ritchie et al., 2014:58). The researcher had a chance to experience a lesson together with the LVIs in a class through a non-participatory observation and observed and monitored the phenomena without actively participating on the events.

1.19.2 Interviews

The study had three interviews:

(a) Focus-group discussion

Niebauer, Trautowitz, and Magnuson (2020) describe a focus-group discussion as a thorough examination of a group's views on a particular element, initiating an interaction that allows data collection to commence (Tumen-Akyildiz and Ahmed, 2021). The focus-group discussions in this research took place in three inclusive high schools in Eswatini, where the researcher initiated a group discussion among the LVIs and allowed them to interact freely, gathering rich data.

The following outlines the composition and construction of the focus group interviews conducted with 15 LVIs from the three inclusive high schools in Eswatini. Each research question had questions that aimed to respond to it and solicit data. Each focus-group interview began with demographic data that the LVIs answered. This data included the following questions:

- What is your gender?
- How old are you?
- Which languages can you speak?
- State your impairment.

This was then followed by questions related to the research questions. The following was research question 1: *What inclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

- What is your understanding of Inclusive Education?
- How does the teacher adapt the curriculum to suit your needs?
- Are the teachers fluent in Braille reading and writing?
- How is your assessment different from that of other learners?
- How are the Learners with Visual Impairments accommodated in the school?
- What motivates you to continue learning despite your visual impairment?
- What advice and suggestions can you give to enhance the inclusion of LVIs in an inclusive high school?

The following questions aimed to solicit data that could address Research Question 2: *What exclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

- Where do you sit in the class?
- Can you hear the teacher from where you sit?
- Can all the Learners with Visual Impairments access all buildings in the school?
- What are the disadvantages of learning in an inclusive high school?
- What challenges are the inclusive high schools, the teachers, and parents facing in their quest to accommodate the Learners with Visual Impairments?

The following questions aimed to solicit data that could respond to Research Question 3, which is: *In what ways do Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini?*

- How many learners are in your class?
- What are the attitudes of the other learners and teachers in the school?
- Do you have friends in the class or school?
- How is the support from teachers, parents, other learners and the Government for the Learners with Visual Impairments?

- What are the advantages of learning in an inclusive high school?
- How would you describe your experiences as a learner with visual impairments in an inclusive high school?
- Would you recommend an inclusive high school to another learner with visual impairments?

The following questions aimed to solicit data that could respond to Research Question 4, which is: *How do selected inclusive high schools adhere to the minimum standards for fulfilling the right to IE for Learners with Visual Impairments as proposed by the SAVE Framework in the Kingdom of Eswatini?*

- How does the teacher adapt the curriculum to suit your needs? *(Suitability)*
- Are the teachers fluent in Braille reading and writing? *(Availability of skills/resources)*
- Can all the Learners with Visual Impairments access all buildings in the school?
(Availability of infrastructure)
- How is the support from teachers, parents, other learners and the Government for the Learners with Visual Impairments? *(Equitability in support)*

(b) In-depth interviews with open-ended questions

The researcher conducted in-depth interviews with open-ended questions in the three participating schools, including the teachers of LVIs. This instrument was designed to explore the participant's experiences, and the interviewer played a role in following the participant's lead, allowing the interview to flow naturally. The flexibility of this method allowed the interviewer to adapt, encouraging deep insights and narratives. It also revealed personal stories and opinions from the participants (McMillan et al., 2010: 340). There was a recommendation to use different data collection methods, as they would enrich the rationality and enhance the accuracy of the study. In-depth interviews with open-ended questions were conducted with LVIs' teachers within their natural setting.

(c) Interviews

Interviews provide the researcher with maximum flexibility, allowing them to ask follow-up questions, probe further, and request participants to clarify or elaborate on their assertions, as cited by Chauke (2017). The interviewer used a list of questions and asked exploratory prompts and flexible questions, probed and made follow-ups while ensuring that the conversation was aligned with the research. Interviews were ideal for this study because it was a narrative; thus, the researcher conducted sessions with the participants and asked for clarification where necessary.

1.20 QUALITATIVE DATA ANALYSIS AND INTERPRETATION

This study employed qualitative data analysis, which was undertaken in ATLAS.ti 24 using Creswell's generic method of data analysis (Creswell, 2018). This generic data analysis method involved the researcher collecting data, conducting coding and categorisation processes, and emerging with themes. The coding process was succeeded by group coding, which led to the development of the categories and themes. The researcher then reported the findings based on the themes (Creswell, 2018). Coding inductively builds from the raw data to the final interpretation stage (Creswell, 2018). The following is Creswell's generic qualitative data analysis.

Table 1. 2: Creswell's generic qualitative data analysis (Creswell, 2018).

STEP	ACTIVITY
1	Arranging data was a subsequent exercise to the data collection exercise. This included classifying the data according to the different instruments used in data collection.
2.	Reading all transcriptions of the collected data to reflect and get an overall feel of the gathered data.
3.	Data analysis began by coding the data into tiny segments.
4.	The researcher divided the paragraphs and sentences into classifications and labelled each group.
5.	The researcher proceeded to name the different codes into sub-themes and themes, respectively.
6.	The researcher presented the results using figures, tables and narratives.

Table 1.2 reveals Creswell's generic qualitative data analysis.

1.21 RESEARCH ETHICS

Study ethics are regulated guidelines that guide researchers on how studies should be managed and executed. They regulate study protocols and propel the researcher towards a responsible study (Wagle, 2020).

The University of South Africa has a strategy on acceptable ethics that does not aim to impose or restrict UNISA research, but rather to alert researchers to their responsibilities in ensuring that their studies are ethical. It further strives to promote and advocate for adherence to established guidelines that aim to preserve the rights of all participants.

Ethical clearance for this study was requested and approved by the University of South Africa's College of Education's Research Ethics Committee. This ethical clearance was used to apply for approval from the Director of the Ministry of Education and Training to administer the research in the three (3) sampled inclusive high schools in Eswatini.

The researcher initially requested consent from the three heads of inclusive high schools, as they are the gatekeepers to collect participant data. The researcher then sought permission from the principal participants, the teacher participants and the parents of the LVIs, who also had to approve consent for their VI children to partake in the research. The researcher then sought assent from the LVIs to include them in the study. The researcher must obtain permission to conduct the study, as noted by Saunders, Lewis, and Thornhill (2012). 2012:236). The researcher ascertained that essential data on the research were readily accessible to the participants, allowing them to make informed decisions about participating in the study, as advocated by Creswell (2014: 139–140).

1.21.1 ETHICAL CONSIDERATIONS

1.21.1.1 Trustworthiness

A study is deemed trustworthy if the collected data truly reflects the conclusions that reflect the studied problem (Yin, 2016:79). Trustworthiness in this study comprised of conformability, dependability, transferability and credibility (Taylor and Devault, 2016).

1.21.1.2 Credibility

Credibility refers to the activities that ascertain that the results reflect the collected data (Wagner, Kawulich and Garner, 2012: 243). The researcher ensured the credibility of the study by selecting information-rich participants. The researcher maintained prolonged contact with the participants to foster confidence and trust, employed triangulation, and shared preliminary sketches with participants to establish the credibility of the research, as advocated by Tierney and Lanford (2019: 16).

1.21.1.3 Dependability

Dependability is described as a method in which data is tested over a period of time to determine if the data maintained the conditions of the study (Connelly, 2016:435). Dependability ensured the preservation of an audit trail of the process logs, which are records made by the researcher during data collection, aiding decision-making and serving as a benchmark throughout the research study.

1.21.1.4 Transferability

Transferability is the foundation for making similar judgments that could be used in similar contexts. Coghlan and Miller (2014: 692) defined transferability as the scope for a researcher's supposition to be utilised in a different circumstance. This was useful, as the present research can be applied in conjunction with the reviewed literature and other relevant studies. Tierney et al. (2019:16) asserted that transferability is feasible in the research, provided thorough explanations are given.

1.21.1.5 Conformability

Luning (2015) describes conformability as the extent to which the research results were free from prejudice. During the data collection process, the researcher identified a series of topics that could potentially concern her, including emotions, personal beliefs, and behaviours, and how they might impact the research results. This was done to observe and prevent the problems above from influencing the study, and further ensure that the research findings were not biased.

1.21.2 Voluntary Participation and Informed Consent

The researcher understood the research's ethical and legal commitments to the participants. These commitments encompassed informed assent, consent and voluntary participation (McMillan et al., 2010). The researcher ensured that participants' privacy was safeguarded and guaranteed, and that confidentiality, anonymity, and approved data storage were respected. The researcher safeguarded the data by storing it on the cloud and ensuring that it was password-protected. The researcher ascertained that participants understood their participation was voluntary and that they could withdraw from the research without consequences. Participants received the assent and consent forms, respectively, to determine their engagement. Assent forms were given to the LVIs, and they assented to participate in the research. All participants had their research aims and objectives clarified, explaining why the researcher chose the population used.

1.21.3 Anonymity and Confidentiality

This research ensured the confidentiality and anonymity of all participants, as advocated by Kalu and Bwalya (2017:48), allowing them to participate willingly in this study. Each principal and teacher participant gave their consent to participate in the research. Parents and guardians of all LVIs signed consent forms that permitted the LVIs' participation in this research. The LVIs signed assent forms to approve their participation in the study, and they were all informed of their right to withdraw from the study with no consequences. The personal information collected by the participants was not visible, and the researcher used codes to present their data.

1.21.4 Respect for Human Dignity

A study should respect and protect participants' dignity and rights as Creswell (2014) advised. The researcher understood that her primary role was based on personal integrity and human dignity. This research safeguarded the privacy, freedom, individual respect, and personal integrity of all participants, preventing harm to them.

1.21.5 Beneficence and Justice

The concept of beneficence involves ascertaining that a study can contribute positively to the well-being of others (Darnell, Austin, Bleumke, Cannon, Fischbeck, Gahl, Goldman, Grady, Greene, Holland, Hull, Porter, Resnik, Rubinstein, & Biesecker, 2016). This study aimed to provide

valuable recommendations to teachers, school principals, policymakers, education planners, curriculum designers, and all other stakeholders by addressing gaps in IE provisioning. It is hoped that the LVIs will benefit, allowing the right stakeholders to circumvent obstacles that hinder their right to education and their entitlement to a successful IE.

The principle of justice is founded on ensuring that the participants' rights to fair and just treatment in all circumstances relating to the research are adhered to (Johnson and Parry, 2015:17). The researcher ensured a fair and equal treatment of all participants.

1.21.6 Avoid Deception

Concealing the truth or lying constitutes deception, as cited by Chauke (2017: 18). In this study, the researcher upheld a high standard of transparency, clearly communicating the purposes and aims of the study. This research strictly adhered to the principle of avoiding deception at all times, both during the research and after its completion, with all participants.

1.21.7 Protection from Harm

The study participants were guarded from distress by using anonymity. The participants' names were not used in the transcriptions of their replies and discussions, as identification codes were used to protect their identities, as advised by Harris and Atkinson (2015). Participants were continuously observed for elements of distress, protected from physical and mental suffering, and monitored for signs of distress. The researcher did not embarrass, harm, offend, or frighten the participants.

1.22 SIGNIFICANCE OF THE STUDY

This researcher hoped to make positive contributions and recommendations to teachers, school principals, policy developers, education planners, curriculum designers and all other stakeholders by addressing gaps in IE provisioning. It is hoped that the LVIs will benefit, allowing the challenges they face to be exposed and discussed by the relevant stakeholders.

The study is primarily a narrative, as it aimed to examine the gathered data on LVIs' experiences and insights. The narratives were transcribed and analysed to reflect the inclusive high schools under study vividly. The researcher aimed to examine the realities in inclusive high schools and to

solicit data that would inform educational managers, teachers, parents, policymakers, curriculum builders, and the entire Eswatini education system. This study has the potential to provide a multifaceted representation of the current state of education for LVIs in Eswatini and offer a vivid understanding of the policies and legislation related to disability and education in the Kingdom of Eswatini.

The SAVE Framework undergirded this research. It served as a torchbearer, highlighting the minimum standards of an IE system that would propel the Kingdom towards fulfilling and complying with the inclusion of LVIs in Eswatini. The study could offer valuable insights at the regional level and to the MoET. The Special Educational Needs (SEN) department urgently requires more research on areas of VIs and other disability areas that would inform all stakeholders about the latest and emerging trends in IE. The Special Educational Needs (SEN) is a forum that requires rapport and leverage to lobby for legislative changes within the Government and the MoET in Eswatini. This lobbying effort could be best informed and supported by recommendations and research findings.

This research has the potential to attract the attention of various national disability advocacy associations. These associations could use the findings to encourage the Eswatini Government to expedite and improve its stance towards reforming the educational system of LVIs in inclusive high schools. Ultimately, LVIs, teachers, their parents, and families could benefit from this study through improved policies, practices, and laws.

The findings of this study were also expected to yield benefits for disability practice, research areas, law, and policymakers, as well as frontline workers in the discipline of disability, enabling them to implement policies and regulations in the Kingdom of Eswatini consciously. LVIs, teachers, parents and families would ultimately benefit from this study due to the improved policies, practices and laws.

1.23 LIMITATIONS AND DELIMITATIONS OF THE STUDY

1.23.1 Limitations

Labaree (2013) asserted that study limitations are elements of methodology and design that influenced or impacted the study findings. The barriers to the general usability of results stem from the researcher's choice of study design and the relevant methods used to establish external and internal validity.

There were factors that the researcher encountered, which were limitations to the study. They were as follows:

- Three schools participated in this research that were in municipal zones and semi-rural zones in the Manzini and Shiselweni districts, respectively. Eswatini has 830 schools, including primary, secondary, and high schools. The three inclusive high schools chosen for this study could not be generalised to represent the Kingdom's school population.
- There was limited information on Eswatini IE, and this contributed to a limited literature review and research by other scholars that could have improved the quality of this research. Fewer studies have been done on the IE of LVIs in the Eswatini education system.
- The researcher has a full-time job as a teacher. The time to complete this study was a limitation as she struggled with time constraints.
- Financial challenges were an issue as the researcher had to collect data in the institutions, and sometimes could not access the participants. This led to numerous costly trips for data collection.

1.23.2 Overcoming the limitations

Overcoming time management required the researcher to design and adhere to a timetable. She is a full-time employee, which means she must balance her work and studies. Adequate time was pivotal for the study to be completed on time. The researcher's dedication was evident when she failed to find the participants on one planned data collection exercise and had to reschedule for

another day. Data collection was done on separate days, and she made pre-planned meetings with the participants.

1.23.3 Delimitations of the study

Delimitations are features that define the extent and outline the limitations of a research study. They can be controlled by the researcher (Simon, 2011:2). In this research, the researcher focused only on three inclusive high schools and was restricted to qualitative data collection methods.

Delimitations for this study were as follows. For the schools, the research excluded those that were not inclusive high schools, did not admit LVIs, and did not use Braille as a communication format. For the LVIs, the research excluded learners who were not LVIs and did not attend inclusive high schools. The study excluded teachers who did not teach in the inclusive high school, did not currently teach LVIs, and had not taught in the inclusive high school for at least ten years. For the principals, exclusion was on the premise that they were not principals. The inclusive classroom is excluded from having at least three LVIs in the class, who should be observed during a core subject lesson, and are taught by the same teacher for at least two years.

1.24 DEFINITION OF KEY CONCEPTS

This Section defines the meanings of key words that were used throughout the thesis.

1.24.1 Exclusion

This excludes or side lines LVIs physically, emotionally, or socially from participating in an activity. This could be a lesson, an extra-curricular activity, or a practical experience, and an LVI is left out (EDSEC, 2018). Exclusion could be a result of learners feeling more comfortable in a secluded or segregated space, or the learner not benefiting from the teaching process (Hansen, Carrington, Jensen, Molabaek, and Schmidt, 2020).

1.24.2 Exclusionary

Exclusionary refers to something that is restricted to a specific group of individuals in a biased and inequitable way (Cambridge Academic Content Dictionary, 2020).

1.24.3 Framework

A framework is described as information, rules, ideas, and ideologies that are not recognised and serve as a basis for the selected choices (Cambridge Academic Content Dictionary, 2020).

1.24.4 A Model

Models are an ideal example that is definite and precise and can appear in their physical state, usually using a local and more realistic context to inculcate a better understanding of the phenomenon (Fried, 2020). Models are a middle point between reality and theories.

1.24.5 Inclusive classroom

Inclusive classrooms are models for the fulfilment of IE that allow learners with impairments to learn with their peers. They are taught the same curriculum in the same classrooms with adequate modifications as necessary (Dev and Haynes, 2015).

1.24.6 Inclusive Education

The Right to Education: Law and Policy Review Guidelines (UN, 2014) explains that IE is concerned with ensuring that learners' educational rights are not affected by allowing IE for all learners. It further encompasses respecting their unique essentials, capabilities, and features and eradicating all practices of exclusion in the school. Eswatini Standards for IE described the idea for IE as one that minimises and uncovers learning barriers which are associated with curricular, behaviour, attitudes, environment, and teaching methods while improving the learners' participation (The Government of the Kingdom of Eswatini, 2018). IE was described as anxious about the growth and availability of quality IE portrayed by equity and access.

1.24.7 Inclusionary

Inclusionary refers to anything that is made to allow all persons to enjoy equal access to opportunities and resources regardless of their race, abilities, mental abilities or ethnic groups (Oxford Learner's Dictionary, 2024).

1.24.8 International Human Rights Laws (IHRL)

US Legal (1997: n.p.) defined IHRL as agreements and various legal documents that advocate for Human Rights laws that guard Human Rights. It is a mass of International laws that protect and promote global, regional, and domestic Human Rights.

1.24.9 Learner

This often involves someone acquiring current behaviour, choices, knowledge, and skills. The South African Schools Act describes a learner as someone who obtains education or is compelled to obtain education, as per the terms of the South African Schools Act 84. In this thesis, learners refer to both learners without impairments and learners with impairments.

1.24.10 Persons with Disabilities

The research embraced the definition by the CRPD (UN, 2006 art. 1), which defines persons with disabilities as people with chronic sensory, physical, intellectual and mental impairments, which have the potential to hinder their holistic and essential engagement in the community on equivalent levels with others. The Education Sector Policy, which is a document adopted by the MoET (The Government of the Kingdom of Eswatini, 2018, par.1.2), advocated for a social model of disability, as it defined impairments as collectively made barriers and not one person's challenge (MoET 2018, par.1.2; Kingdom of Eswatini, MoET 2018:2–3).

1.24.11 School

A school is an educational institution where learners are taught (Hornby, 2010). It provides a learning centre and space to impart knowledge, as well as access to teaching and learning under the guidance of a teacher.

1.24.12 Visual Impairments

These are barriers that affect the visual system's functioning. The National Eye Institute defines low vision as a visual impairment that is not correctable by medication, contact lenses, standard glasses, or surgery that hinders an individual from performing daily living tasks (Mandal, 2022).

1.25 CHAPTER SUMMARY

This chapter introduced the study and listed the principal reasons for conducting this research. It prepared the platform for the subsequent chapters and introduced the current system of education in Eswatini for the LVIs. Chapter 1 provided the outline and context, justification, problem statement, aim and objectives, literature review, outline of the theoretical framework, methodology, design, significance of the research, limitations and delimitations, and description of significant concepts. Chapter 2 will reveal the theoretical framework that undergirds the research.

CHAPTER 2

THE THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The theoretical framework reveals the broader perspective, though the researcher viewed the study topic and gave a comprehensive approach. A practical, theoretical framework provides a composition with for arranging the data during the study (Hecker and Kalpolkas, 2024). The study examined the exclusionary and inclusionary experiences of the LVIs in inclusive high schools. The intention was to assess how effectively inclusive high schools in Eswatini meet the minimum standards of the SAVE Framework for ensuring the LVIs' rights to Inclusive Education. It was also to advance a model to address and implement best Inclusive Education practices. The SAVE Framework was used as a theoretical framework in this research.

A theoretical framework is a well-established principle that aims to explain some subjects in the world. It emerges after replicated monitoring and examining facts, policies, and widely accepted presumptions. It is usually a simple speculation but is founded on empirical evidence from studies and developed to comprehend and explain a phenomenon (Mudzielwana, 2023).

2.1.1 Advantages and disadvantages of using a theory to guide a study

The researcher had the task of assuming a theory that befitted this study and was sure that the SAVE Framework would illuminate the theoretical framework in justifying the research questions, the significance of the study, the research problem, the research design and data analysis methods that were engaged as purported by (Mudzielwana, 2023). It guided the researcher on the type of data to be collected and emphasised the essence of the study. It also demonstrated to readers that the research was not based on personal feelings but on an established theory grounded in credible studies. The researcher opted for the SAVE Framework because it offered a practical, clear, and relevant approach to analysing the inclusionary and exclusionary experiences of LVIs in inclusive high schools in Eswatini. It aimed to evaluate whether the IE offered is suitable, available and equitable. The other frameworks were excluded because they were less aligned with the study's aim.

The shortfalls of using a theoretical framework include the potential to stifle open-ended reasoning and yield findings that are not in line with the data. It also provides for the possibility of biased conclusions that hinder realistic thinking and analysis (Glaser and Strauss, 2017). On this premise, the researcher in a study must be vigilant to avoid the shortfalls of theoretical frameworks.

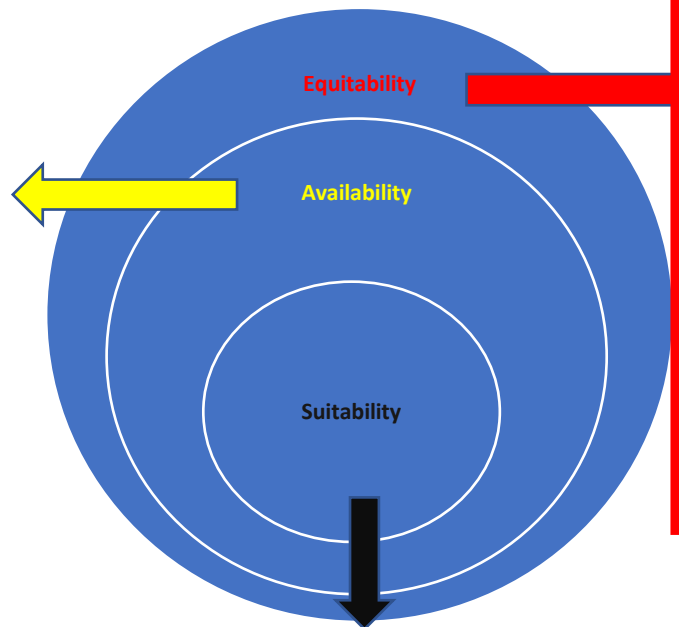
2.2 THE SAVE FRAMEWORK

The theoretical framework that undergirded this research is the SAVE Framework. It was the brainchild of Tesemma (2012:209), and it contained the least possible standards for the awareness of the students with impairments' entitlement to IE. The name SAVE was taken from the core standards' fundamental syllables, namely Suitability, Availability and Equitability, which are referred to as elements. The lowest possible standards were accounted for in the SAVE Framework's practical recognition of the entitlement to IE for students with impairments (Tesemma, 2012). This framework addresses the fundamental reasons for this research. It seeks to evaluate how selected inclusive high schools in Eswatini adhere to the lowest possible standards of the SAVE Framework, ultimately striving to fulfil the entitlement to IE of LVIs.

Despite employing existing frameworks, LVIs in developing countries still lack IE learning institutions (Donohue and Bornman, 2014). The SAVE Framework was selected as a theoretical framework because the researcher was destined to use one that addressed the rights to inclusion for LVIs in inclusive high schools in Eswatini. This researcher also aimed to assess, examine and determine how inclusive high schools in Eswatini meet the lowest possible standards of the SAVE Framework to satisfy learners' entitlement to IE.

Figure 2. 1 The minimum standards of the SAVE Framework are suitability, availability, and equitability.

- Availing IE schools of excellent quality and quantity within the neighbourhood.
- Allocating sufficient public funds to ascertain inclusion.
- Availability of sufficient teachers of adequate quality for IE.
- Imparting knowledge of pedagogy of disruption of disability stereotypes
- Regarding high opinion for responsibilities and rights of teachers.
- Capacitating teachers as advocates of social justice
- Inculcating teachers as pastoral roles on the teachers.
- Identifying teachers with impairments as role models.
- Availing books, uniforms at reasonable prices.
- Availing adaptable disability-friendly learning devices at affordable prices.
- Providing school transport that is disability-friendly at reasonable prices.



- Ascertaining no discrimination, equal access and results.
- Recognising education as a cultural, social, economic, political right and civil.
- Recognising the education of learners with impairments.
- Freedom of involvement and choice of parents and caregivers
- Providing inclusive schools with inclusive ethos and culture.
- Providing inclusive schools that are reasonable.
- Allocation of equitable public funds.
- Commitment to make redress and to take positive action.
- Respecting difference in others.
- Listening to the voices of persons with impairments.

- Modifying IE instead of the learner.
- Assuring the usage of appropriate discourse and language.
- Inculcating a culture that is sensitive to disability.
- Schools as safe havens in suitable locations.
- Individualised educational plans and support for learners.
- Post-school transition that is disability and age suitable.
- Relevant, appropriate, flexible, and sufficient curriculum.
- Suitable assessments for learners with impairments.
- Relevant school and community relations.
- Correcting exclusion in the curriculum through equity pedagogy
- Attention during discipline of students with impairments.
- Universally designed institutions and services.

Figure 2.1: Minimum standards of the SAVE Framework, (Tessema, 2012)

2.2.1 Suitability of the SAVE Framework

The aforementioned are necessities tabled by the SAVE Framework to ascertain conformity to the lowest possible standards of suitability (Tessema, 2012). The suitability standard discussed encompassed the adaptability and accessibility elements of Tomaševski's 4A Scheme. It was founded on the notion that the shortfall in accomplishing the suitability standards was always a result of the education system's deficiency as opposed to it being caused by the learners (Tessema, 2012). There was a need to construct an education system for the Swati LVIs that would adhere to the SAVE Framework's suitability standards for realising their right to an effective and efficient education. The school holistically is responsible for ascertaining that it embraces the suitability standards, thus promoting a positive and suitable environment for LVIs.

The suitability standards addressed included language, curriculum, assessment, buildings, and disciplining methods. Subsequent sections deliberated on the aforementioned needs of the minimum suitability standards to embrace how these requirements could encourage an effective education system that embraced LVIs.

2.2.1.1 Language

A disability that is severe and early usually hinders language development in most children (Greenaway and Dale, 2017). Restricted environmental access and spoken feedback to the learners from separate individuals lead to different references unrelated to the parents (Bathelt, de Haan, Salt and Dale, 2018). Human beings comprehend objects because of their vision, and the language used in non-verbal communication differs with posture, loudness, smiles and facial expressions.

Some LVIs require assistance in speaking and writing English. Inclusive schools could ideally structure classrooms to accommodate learners with language challenges (Shongwe, 2021). The current competency-based curriculum in Eswatini, the MoET, rolled out the curriculum to primary schools. Challenges with this curriculum began in 2019, because this curricular focused on LVIs and hearing impairments (Kingdom of Eswatini, MoET 2018, par. 5.1.1). The present student-educator proportion of Eswatini of 1:35 exacerbated these challenges as it is high for a teacher to

attend to learners with language challenges effectively. Eswatini Government legislation is mum on the learner-teacher ratio for inclusive high schools and the teachers' workload in a cycle.

Developing LVIs' language is often delayed, especially in those with severe and early disabilities. There are e-text reading and language acquisition strategies for the LVIs that include the availability of e-text refreshable Braille, the provision of non-enhanced e-text, availability of magnified computer monitors and texts, the provision of e-text auditory support, changing the background appearance and the provision of tracking support for the e-text (Cushman, 2018). Teachers could enhance lessons with the provision of paper strategies that include enlarging diagrams and texts, using hand-held magnifying aids, providing of Braille, regular and large print and using a stand-alone video magnifier. Auditory aids could incorporate auditory texts on USB flash drives, the availability of readers and the provision of texts in audio and digital formats.

Improving the pronunciation, spelling, writing, and reading of LVIs demands that they be allowed to have and use more reading materials. Exposure and practice are the only definite solutions for the LVIs to acquire language. Willings (2017) purports that reading and literary services are fundamental support services that could grant the LVIs access to all other curriculum areas. The teacher determines which materials suit the individual learners (Willings, 2017).

2.2.1.2 Curriculum

The curriculum is a comprehensive deliberate experience comprising the infrastructure, assessments, content, purpose, physical environment, learning activities and associates (Barradell, Barrie and Peseta, 2018). The minimum standard of suitability calls for an identical curriculum for learners with impairments and learners without impairments that advances Human Rights and tolerance (UN, 2009, art. 2.2.2). It should further positively impact on all learners with disabilities as it would embrace and accommodate religious, cultural, and other differences (UN, 2009)

The MoET set up a Curriculum Model that sought to embrace students with impairments by engaging a competency-based curriculum (CBC) (Kingdom of Eswatini, MoET 2018). The CBC aims to develop competencies in performing specific skills. It seeks to embrace learners with impairments by offering subjects like daily living skills, orientation and mobility, and Braille. It periodically reviews the CBC to ascertain relevance in imparting the necessary skills to the

learners. The inability of the curriculum to embrace the LVIs' unique needs exacerbates their plight (UNESCO, 2004). This leads the school to coerce the LVIs into fitting into the school instead of accommodating them.

The inspectorate, subject associations, and subject panels usually teach development in Eswatini. Subject associations relate to the different subject areas, but IE and SEN has a panel of teachers that attend to IE matters. This panel is responsible for ascertaining that the schools teach the proper curriculum and use the correct textbooks. Unfortunately, this panel is unknown in other schools because it only attends to inclusive and special schools (Zwane, 2016).

In Eswatini, the National Curriculum Centre (NCC) and the MoET have a mammoth task of ascertaining that the LVIs are taught a curriculum that is tailor-made and adapted to support to the unique needs of the learners (The Government of the Kingdom of Eswatini, 2018). The NCC could target curriculum development and areas like technology, manual work, literacy, and sports, and it should further recommend the relevant materials to specific schools for their unique needs. This would ultimately refine the Individualised Educational Plan (IEP) and improve the education's quality.

Curriculum adaptation is adapting or modifying the curriculum to adhere to the learners' unique and diverse requirements (Chauke, 2017). It can be expressed as adapting the assessments, content, learning, and teaching approaches. This might imply splitting the classroom into diverse abilities as learners tend to learn more from other learners (Chauke, 2017). In their study, Wium, Makgatho and Louw (2015) asserted that a differentiated curriculum must accommodate and adapt the environment to suit the learners' unique needs.

Eswatini should ideally have a curriculum accommodating IE to guarantee that the teaching methods consider the LVIs' unique needs (Zwane, 2016). IE requires a learner-centred curriculum that represents all citizens and accommodates all essentials (Government of Swaziland, 2015). Ralejoe (2016) emphasised the need for a flexible, centralised and examination-based curriculum as it would tend to be easier to adapt. It could further grant teachers the possibility and potential of adapting and modifying it to accomplish the LVIs' individual needs.

2.2.1.3 Assessment

Assessment is either summative or formative. Formative assessment leads to a comprehension of what the learners should learn and how they are to be taught, while summative assessment aids in comprehending how learning is tracked and measured. Assessment is holistic in schools and should be supported with adequate curricular, teacher-training, capacity, and other services (The Government of the Kingdom of Eswatini, 2011).

Examinations, assignments and tests should consider the ability of all learners (Tesemma, 2012). Accommodating diversity is possible with the provision of adequate materials for the LVIs. The Government of the Kingdom of Eswatini (2018; par. 1.2.3) sustains relevant assessments of students with impairments by recommending that assessments accommodate all learners. Heads of schools are responsible for encouraging and supporting teachers to modify assessments for LVIs because they are primarily in charge of teaching and learning in the school.

Teachers might grant additional time to learners with impairments to complete given tasks on time. They should also avail sufficient practical help to these learners, taking into consideration the type of their impairment (Chauke, 2017). Learners with impairments can be granted additional time during assessments in Eswatini (Examinations Council of Eswatini (ECESWA), 2018). LVIs who use Braille could be granted up to 100% additional and 25% for students with low-vision. The head teacher has the role of applying for additional time in advance from ECOS, recommending additional time for each candidate, and producing a medical practitioner's certificate that supports the recommendation to the Examinations body (ECESWA, 2018).

2.2.1.4 Infrastructure

The schools' surroundings should adhere to the unique needs of the LVIs. The inclusive high school should circumvent steps, lifts and uneven grounds because they act as a barrier to the daily activity of the LVIs. Sambo (2018) disclosed that the physical environment of the inclusive school could affect IE practices and emphasised the need for disability toilets. School grounds should be free from perilous materials like thorns, bushes and barbed wire as these could harm the LVIs. DBE (2010) recommends accessibility in all classrooms to ascertain access for all.

(Maseko 2021) in her study tabled that the schools' physical environment in three inclusive high schools in Eswatini were not conducive for placing LVIs. The infrastructure and physical grounds in the schools failed to sufficiently embrace the LVIs. Infrastructure that embraces all students with impairments as purported by (Barret, Treves, Shmis, Ambasz and Ustinova, 2019:1) should adhere to the provision of places to all learners. The infrastructure should be a safe haven and healthy, the spaces should be universally designed and the school design should aim to promote community and teaching involvement.

School infrastructure should accommodate all learners and all buildings must be well-ventilated, have electricity and running water (Barret et al., 2019:1). The majority of Eswatini schooling institutions are old and do not accommodate learners with impairments. This is the reason (Maseko, 2021) noted that the schools had no ramps in the Kingdom, (Maseko, 2021).

Primary schools in Eswatini may lack funding to modify their building structures to suit the needs of learners with impairments as they rely on the Government's grant which does not accommodate infrastructure (Kingdom of Eswatini, MoET 2018). School buildings with an instrumental environment aid the teachers in attending to the learners' challenges and ultimately adhering to the least possible standard of suitability, that recommends infrastructure that is accommodative of the students with impairments (Tesemma, 2012:210).

2.2.1.5 Disciplining practices

Behavioural challenges in the classroom are increasing and are a constant challenge for teachers globally. A study by Patnaik, Sharma & Subban (2022) stated that some disability caused learners to have challenging behaviours. Types of disabilities that often led to challenging behaviours included Attention Deficit Hyperactivity Disorder (ADHD), autism, developmental disorders, learning disabilities, and slow learners. Patnaik et al. (2022) reported that the physical behaviours which were referred to as challenging behaviours which included running away, hitting others, pushing, shoving, kicking and throwing temper tantrums. The study reports that some teachers believe that using punishment on the learners and threatening the learners could reap positive results.

A requirement for suitability is that disciplining learners with disabilities demands attention and care on the part of the teacher because their misconduct may be a result of their disabilities (Tesemma, 2012:210). Learners with disabilities cannot be punished for misbehaviour that emanates from their disability. School systems are legally responsible for maintaining violence-free and safe schools. That responsibility encompasses setting up a code of conduct that comes with specific consequences for learners who violate the code of behavioural conduct.

Authorities within the school have the right and responsibility to discipline and remove learners from the school environment when these learners violate the school rules by engaging in conduct that substantially and materially disturbs other learners' rights to be in a safe habitat and to successfully learn (Dwyer, 2022). A learner with disabilities whose perilous misconduct is discovered not to be caused by their disability and whose IEP programme and services have been attended may be prone to regular discipline on condition that the learner continues to receive Free Primary Education (FPE). Nonetheless, in instances where the learner's dangerous behaviour emanates from their disability, expulsion is inappropriate. Interventions therefore have to be put in place to mitigate the reoccurrence of the behaviour (Dwyer, 2022).

There are several possible interventions that can help, as cited by (Dwyer, 2022).

- Expulsion – Expulsion may result in positive behaviours for some learners but could aggravate the unwanted behaviours in others.
- Threat of expulsion – This could work positively for some learners and could be a positive disciplinary plan.
- The placement of a learner in a 45-day alternative placement.
- Placing the learner in a parent-supported environment.
- Professional intervention – Learners who are drug users, abusers and addicts demand professional intervention, which encompasses physical monitoring and drug treatment. Reviewing the IEP and the functional assessment may alleviate some learners' behaviours that are associated with drug usage. It is pivotal to acknowledge that drug use and addiction demands assessments and interventions beyond the IEP plan.

Disciplining learners in schools should be decreased for learners with impairments (Tesemma, 2012). Schools should ideally have policies that control learners' discipline and behaviour. Teachers often opt to use discipline for learners, which is recommended and said not to degrade the learners (Shongwe, 2021). Schools must consistently workshop teachers on the use of positive discipline for it to be effective. Eswatini Constitution is opposed to cruel discipline (Swaziland, 2005, s 29(2)); thus, schools should guide learners' discipline. If this guidance on discipline is not availed to teachers, they may struggle to teach the classes, particularly with schools that have high learner - teacher ratio. This might often lead to non-adherence to the modification of discipline procedures which is a fundamental of the lowest possible standards of suitability (Shongwe, 2021).

2.2.1.6 Universal Design of facilities

Universal Design denotes a setting that is inclusive (Tesemma, 2012:210). Al-Azawei¹, Serenelli and Lundqvist (2016:41) described embracing universal designs as a trend that assisted persons with disabilities in using structures and buildings without the aid of retrofits. Universal Design principles advocated for all partners to use minimal effort in the school setting. The school domain's size and space should easily accommodate all learners irrespective of their mobility, posture, condition, disability or body size (Al-Azawei et al., 2016:41).

A Universal Design describes a project of the setting and how best it can be utilised, understood and accessed to its optimal level by persons of different ages and abilities (Woodward, 2017). It is recommended that schools be universally designed for convenience and accessibility (Woodward, 2017). Sustainable Development Goal 4 intends to guarantee an equitable IE, and Section 4 aims to respond to the need for building, refurbishing and upscaling all educational institutions that are used by the LVIs and gender-sensitive to award an inclusionary, safe and positive learning institution for all, (UNESCO, 2016).

The EDSEC Policy recommends all learning institutions to welcome diverseness. Embracing diverseness requires renovation of many schools in Eswatini as they do not conform to set diversity standards, but this could be costly for Eswatini schools whose MoET grants do not embrace such changes. The absence of these refurbished schools that adhere to diversity in Eswatini implies a lack of adherence on the lowest possible standard of suitability, that entails the need for schools to be universal designed (Tesemma, 2012:210).

UDL is a learning design founded on the curriculum and is utilised to ensure that learners' materials are accessible, in spite of being special educational learners. UDL provides alternative measures to the education's core curriculum, instructional accessibility and the learning of learners with different abilities, from different backgrounds and learning preferences across all contexts (Mackey, Ellen, McAllister & Alexander, 2020). It aims to award various opportunities for all learners' exposure, including learners with SEN, (Centre for Applied Special Technology [CAST], 2020).

According to CAST (2020), various measures of engagement is UDL's first precept that is founded on the effective network of the brain. This precept suggests that learners should be granted various options to assist them in the learning environment (CAST, 2020). This precept encourages the learners and ignites their interests on learning. The second precept provides multiple representations of learning contents to learners. The teacher assumes the role of presenting learning materials to the learners using instructional and strategic approach until the learners can all understand the taught concepts. The third precept of UDL encompasses the brains strategic network. This principle expects the learners to have numerous openings where they can showcase their knowledge and skills (CAST, 2020). Summatively, this implies that for a successful IE learning and teaching process, the facilities and the comprehensive school system must be universally designed.

There is a growing number of critiques of UDL that have arisen that emanates from the implementation of UDL (Callens, 2025). The criticism reveal the extreme usage of group work in UDL that can isolate the learners, the incomplete curriculum that stems from ignoring some parts of the curricular, teachers who are often overwhelmed by the implementation of UDL, and the complicated assessments that teachers have to handle are a dampener to a successful UDL.

2.2.2 Availability minimum standard of the SAVE Framework

Tesemma (2012:210) declares these recommendations for adherence to the minimum standards of availability in figure 2.1. The researcher believes teachers should ideally be advocates of Human Rights, Ubuntu, social justice and equity and further be conversant with policies that touch on these. There is also a need to advance and avail educational support services and affordable

healthcare for all persons living with disabilities in a bid promote holistic positive living and success.

The following elements were discussed under the lowest possible standard of availability of the SAVE Framework.

2.2.2.1 Quantity and quality of schools

Persons with impairments are usually substandard than others in developing countries. Their quality of living is negatively impacted, and they miss out on educational opportunities. This also has negative repercussion on the locations that they reside in. Research by the International Labour Organisation (ILO) established that removing Persons with Impairments from employment resulted in a decrease of 3% and 7% of the Gross Domestic Product (Their World, 2021).

The government of Eswatini awards free primary schooling to primary school students. Nonetheless, this does not imply that learners with impairments are admitted into schools that offer IE (Pather and Nxumalo 2012:429; Swaziland). The CRC (UN 1989, art. 23), advocates for all learners to attend school within their communities with other children. Discriminating them and forcing to relocate to schools distant from their communities is unacceptable. The act of plucking them out of the comfort of their homes, families and peers often has negative repercussions. Most inclusive high schools are built in far-away places from residential areas, hence, isolating the learners (UNESCO, 1994). Many learners with impairments in Eswatini lack local schools in their communities that could admit them (Ntinda, Thwala and Tfusi 2019:84).

Regular schools in the neighbourhood have failed to accommodate the LVIs even though the MoET has IE policies that respond to this. This renders schools as non-conforming with the least standard of availability. Education institutions have a responsibility of admitting learners to afford them their basic right and not just for the sake of admitting them (Swaziland,2005, s 29(6)).

2.2.2.2 Teaching methods

Teachers use teaching methods that assist all learners in a mixed ability class (Tesemma, 2012:210). Teachers could ideally engage an approach to instruction that is differentiated, which

equally helps all learners. Using the differentiated instructional approach improves the IE for the learners with impairments (Smets, 2017).

Onu, Anyaegbunam and Uzoigwe (2020) in their study discovered that learners that were taught by teachers who used the strategy of collaborative instruction (co-teaching) improved their grades and were more interested juxtaposed with those who did not use collaborative teaching instructions. Onu et al. (2020) further purported that the strategy of co-teaching could therefore be assumed to enhance learners' performance in assessments and their interests. Kapur (2013) defined co-teaching as the simultaneous teaching of two or more teachers of a class. This often happens when the teachers discover their strengths and choose to complement the other while embracing the LVIs' needs in the IE classroom.

Eswatini should ideally embrace an IE curriculum to ascertain that all teachers consider the needs of the learners during instruction (Zwane, 2016). Eswatini Standards for IE (Eswatini, 2019:2) revealed that the concentration to inclusion is decreasing and exposing educational challenges, which come in the form of curriculum, teaching methods, behaviour, attitudes, and extending learners' participation.

2.2.2.3 Trained teachers

The Sustainable Development Goal 4 responds to guaranteeing reasonable and quality IE and encourages a lifetime learning opportunities for all. Section 4 c seeks that by 2030, there should be a considerable improvement in the number of capacitated teachers by using International relations that allow local teachers to train in foreign developed countries (UNESCO, 2016). This helps in advancing IE policies locally as the teachers impart what they learnt in the foreign countries to the benefit of the LVIs in the country.

It is globally accepted that teachers have a crucial obligation of safeguarding that the IE schooling environment is welcoming. Their comprehension and attitude of IE, including their pedagogical skills and knowledge contributes to their practices (Dreyer, 2017). Despite numerous drives that offer sequential support that aims to promote IE policies, teachers are still struggling with IE implementation in the schools. This is because 65% of the educators in mainstream schools are

not qualified for inclusive schools (Dreyer, 2017), thus they do not efficiently handle learners with learning barriers well.

Teaching as a profession is a body of professionals that has been formally trained and validated for set criteria and standards of performance by universities and colleges (Havighurst, 2023). To successively teach the learners, teachers must be competent in knowledge and skills that would ascertain the required quality and quantity of the desired outcomes. Teachers of IE must be competent in assistive devices, modification of behaviour, skills, management and knowledge that could help imparting education (Mezyed and Munadel, 2016). This study further recommends improving the skills and competencies of the teacher by availing pre-service and in-service training programmes that would ascertain a continuous sustainability of the teaching programme by the teacher. School principals must ideally be conversant with these programmes for a better comprehension.

Successful IE demands assurance that the teacher is well prepared to teach the learners. Teachers should be ideally empowered agents of inclusion and inculcated with attitudes, knowledge, and values that allow all learners to succeed hence assuring a successful IE, (Global Education Monitoring Report team, 2020). The onus is on the education system that has a role to play in guaranteeing that a successful IE is recognised. The education system has to avail teacher-training opportunities that would capacitate and empower teachers towards the notion that no learner is incapable and deficient to learning (Global Education Monitoring Report team, 2020). Continuous teacher development is very important as it ensures that the teacher is kept abreast of current and upcoming trends and is always ahead of the learner thus ascertaining a better teaching and learning experience.

Trained teachers are pivotal in instructional practice, and they impart Sign Language, and Braille to all learners irrespective of their impairments in an inclusive institution (Tesemma, 2012:210). Teachers must be capable, prepared and qualified to handle learners in an inclusive high school towards a successful educational exercise. Training teachers for inclusive high schools is the fundamental need for teachers of LVIs. Once trained, the teachers' knowledge of inclusion flourishes and equips the teacher with appropriate skills to handle learners' unique abilities

(UNESCO-International Bureau of Education (IBE), 2008). Teacher capacitation could effectively influence teachers with the use of staff development, in-service and pre-service training.

A study by (Ralejoe, 2016) cited that it is important to have trained teachers to effectively and efficiently engage in IE practices in schools (Ralejoe, 2016). Untrained teachers imply that IE practices within the school are minimal. Teacher-training improves the skills and knowledge for the teachers. They acquire new skills and knowledge like assessment strategies, curriculum differentiation, Sign Language and interpretation, competency, and giving assistance to learners with diverse needs. They are also taught IEP implementation (Maseko, 2021). The teachers of LVIs should ideally be conversant with Braille and SEN for a smooth teaching and learning process. In-service training improves teachers' skills and develops their abilities as alluded by (Vorapanya and Dunlap, 2014) in their study.

2.2.2.4 Teachers with impairments

The SAVE Framework's availability element advocates for inclusive high schools to have teachers with disabilities as a way of improving the learners with impairments' education and further setting them as role models for these learners (Tesemma, 2012). The culture of a community shapes the lives of the learners that reside in that community (Boyat, 2017:41). Schools that have teachers with impairments are privileged because they encourage learners within the schools and often boost the learners' self-esteem and teach them to accept all persons (John, 2014:36; Boyat, 2017:41). The availability of impaired teachers tends to encourage non-discrimination of all learners with impairments as the teachers often stand as advocates for the learners (John, 2014:36).

Learners with impairments need accommodation in a school because this enhances their opportunities of taking careers in teaching in future (Lewis and Bagree, 2013:22). Learners with impairments are not labelled by others in schools because of the presence of teachers with impairments. The teachers with impairments serve a role of teaching the teachers without impairments to comprehend how the learners with impairments view their lives and themselves because they may not comprehend life with an impairment.

2.2.2.5 Learning devices

Assistive technologies and learning devices that aim to establish and enhance learners with impairments' functioning and independence to ascertain holistic participation and progress. They limit impairments and other health ailments for Persons with Impairments (WHO, n.d.). Adherence with the lowest standard of availability and accessibility of the SAVE Framework, the LVIs could be awarded reasonable or free assistive devices (Tesemma, 2012:210). The assistive devices are costly and fundamental for the LVIs to reach a maximum academic performance (Devi et al., 2016:102). The assistive devices also allow the LVIs to be awarded equivalent opportunities like the other learners without impairments.

Adaptive Technology (AT) aids the LVIs to be independent and further allows them to partake in all school activities (Willings, 2020). It enhances their comprehension of the curricular and ultimately enhances their academic performance. It does not aim to award an unfair advantage to the LVIs but is meant to allow them to compete fairly and effectively with other learners.

Persons with VIs use screen reading software, Braille displays that are refreshable, service dogs, canes, electronical mobility aids, ray electronic mobility aids and ultra-canes as assistive devices (Illinois University Library, 2020).

2.2.2.6 Funding

All learners have a right to be awarded public funds for their learning (UN, 2009, par. 1.2.3). This funding signals the Government's obligation and pledge towards ensuring that learners with impairments are awarded similar rights to education as other learners in mainstream schools. The Government also has to guarantee that inclusive high schools have trained teachers who could help learners with impairments towards a fruitful realisation of their educational rights. The Government is responsible for purchasing equipment and devices that cater for students with impairments in mainstream classrooms (Donohue et al., 2014). The Eswatini Government has to conform to the lowest standards of availability as asserted by (Tesemma, 2012). The Government should account for the rolling-out of IE, such as using teaching aids and infrastructure as a way of ensuring that the school embraces the learners with impairments. The MoET commits to ensuring that equitable and IE is attained in Eswatini (Kingdom of Eswatini, 2019:2). Similarly,

governments' obligation must be accompanied with funds for IE to encourage adherence with the minimum availability standard.

2.2.2.7 Resource centres

Resource centres were established in two regions in Eswatini to support teaching and non-teaching staff of the inclusive schools. This was succeeded by the deployment of regional inspectors who were tasked with identifying and ascertaining adequate education for the learners with impairments. A study by Maradia (2019) described the following key elements that holistically incorporate a successful inclusive school:

- **Organisation**
The teacher and classroom must be well-organised to promote a positive learning atmosphere.
- **Creativity**
The teacher must create a creative learning platform for learners' unique needs.
- **Highly intuitive**
Teachers must be intuitive to understand learners and the challenges that they face.
- **Calming nature**
The teacher should be calm in handling the unique situations learners face and help calm intimidated learners.
- **Detail-oriented**
Teachers must pay special attention to details to understand the learners better.
- **Deadline-oriented**
The teacher must be able to meet deadlines and further teach this skill to the learners so that they complete tasks within the stipulated time frames.

- **Adaptability**
The teacher must be able to adapt easily to unique situations, especially given the different behaviours exhibited by the learners.
- **Even tempered**
The teacher must be able to accommodate all learners and strike a balance. Their temper must be even across all learners.
- **Good sense of humour**
The teacher should have a great sense of humour to ensure the learners enjoy the class.
- **True love of children**
The teacher must love their job and the learners with whom they are entrusted. This will ensure that imparting knowledge, skills, and wisdom to learners is successful.

Employees within the special schools are experts on learners with impairments. This is why the Global Governments should transform special schools into resource centres so that they can support mainstream schools as they are converted into IE schools (UNICEF office in Montenegro, 2019:7). These schools could also sustain teachers, parents, communities where they reside and the LVIs and support them towards a successful IE (UNESCO 1994, par. 72).

Some learners' impairments challenge teachers: thus, resource centres are critical for IE to support the students in a successful IE process (Okong, Ngao, Rop and Nyongesa 2015:133). Resource centres in mainstream schools can help equip teachers with skills for teaching in an inclusive school.

2.2.3 Equitability in the SAVE Framework

Equitability concerns non-discrimination and equality of learners despite their impairments (Tesemma, 2012). It is a virtue of being reasonable and just, which is usually used in social justice contexts and refers to the fair distribution of opportunities and resources. Fairness implies that all learners are equally significant and deserve equal access to education. No learner has to be barred from attending school due to any barrier, and the conditions in school must be favourable for them

to effectively learn (AU 2018, art. 16). Expecting learners with impairments to achieve like learners without impairments even though they have no assistance and support would be unfair.

Sustainable Development Goal 4 targets ascertaining an equitable quality and IE that seeks to advance circumstances for life-long learning for all (UNESCO, 2016). Sustainable Goal four subsection 4.5 projects that by 2030, gender discrepancies in IE will be eradicated and equality in access to all educational and vocational levels for the vulnerable groups, including people with impairments and vulnerable learners (UNESCO, 2016).

Fairness demands that LVIs be granted learning, assistive devices, an adaptable curriculum, and teaching methods to accommodate learners with SEN successfully. Schools could further show fairness to learners with disabilities by adjusting the environment to suit all learners, hence adhering to the minimum standard of equitability (Tesemma, 2012).

The following prerequisites ascertain adherence to the minimum equitability standards proposed by Tesemma (2012:210).

- Ascertaining equality, non-discrimination, results and access
- Comprehending that education is a cultural, social, economic, political and civil right
- Ensuring that all learners with impairments are allowed into schools
- Granting the freedom of involvement and choice of caregivers and parents
- Building inclusive schools that harbour inclusive ethos and culture
- Ensuring that inclusive schools are reasonable
- Awarding adequate public funds
- Political obligation to take stern actions and redress
- Expecting individual differences and
- Listening and understanding the feelings and ideas of learners with impairments

The following elements were discussed under equitability standard.

2.2.3.1 Fairness

The equitability element is deeply rooted in fair practices and IE (UN, 2012). Educational Fairness is the social or personal situation that advances learners' educational attainment to supersede their

gender, race, impairments, socio-economic status or age. Fairness entails acknowledging the importance of all learners within the school and accepting that they deserve access to education. This implies that learners should not be barred from accessing education in the school and that the learning conditions should be ideal for teaching and learning (AU 2018, art. 16).

Fairness could be instigated by granting assistive devices to the LVIs and employing accommodative instructional approaches to teaching. The MoET as the governing body for school-based policies and practices, and all school stakeholders could show fairness to LVIs by transforming the school infrastructure to embrace every learner towards the adherence of the lowest standard of equitability (Tesemma, 2012).

2.2.3.2 Equal access and non-discrimination

The SAVE Framework's least possible standard of equitability is founded on non-discrimination and equality of students with impairments (Tesemma, 2012). Learners have a right to learn within their communities and neighbourhoods (UN 2009, art. 1.2.1). They also have a right to choose the schools where they would like to access education. Legislation guides us to the realisation of the entitlement to quality IE for all LVIs in schools (UN 2016, art. 2). Schools and governments could afford additional assistance to LVIs in a bid to show their commitment to IE, which could succeed policies (UN 2016, art. 2).

Universal designs of all infrastructure grants access and convenience despite the age or ability of the user (Woodward, 2017). Schools that are accessible allow full participation from the community. The Eswatini Government recognises the need to refurbish schools and align them to universally designed institutions for accessibility of all (Ministry of Education and Training in Swaziland, 2012). This could allow the inclusive high schools to grant access to all community members and positively impact the lives of LVIs.

The curriculum is responsible for embracing the needs of all learners, including LVIs. A rigid and inflexible curriculum deprives the LVIs, while an IE curriculum should identify with all learners and further embrace the all-citizens' needs (Government of Swaziland, 2015). The rigidity of the curriculum discriminates against the LVIs and hinders their equal access to the inclusive classroom.

The school has to ascertain the availability of adapted assessments and adequate resources for all learners with SEN (Elmore, 2019). Adapting the assessments for learners with SEN is pivotal. It mainly focuses on the methods of assessments and special arrangements for all learners with impairments that impede them from displaying their exact potential.

Johnson-Jones (2017) argues that most of the LVIs depended on others for assistance in General Education. Learners have attested that they depend on their families, teachers and peers for support. They further relayed the role of assistive technology in their lives and how much they desire assistance for their academic success.

Schools' guidance and counselling departments protect all participants from marginalisation and stigmatisation. It also provides counselling schedules to needy people (Mosia, 2017). Teacher-training is one other pivotal factor for releasing and receiving quality education that all can receive. Maseko (2021), in her study on exploring LVIs, recommended that the MoET could infuse more into in-service and pre-service capacitation for educators on IE. Mainstreaming without adequate teacher-training implies that IE might fail.

Equity was introduced by the Education 2030 Incheon Declaration and Framework for Action for implementing Sustainable Goal 4 (UNESCO, 2016) as an idea concerned with fairness. A Guide for Ensuring Inclusion and Equity in Education concluded that all children matter and matter equally (UNESCO, 2017), which is the fundamental stance for fairness.

2.2.3.3 Political commitment

The Government of any country has the power to ascertain that all learners have equal chances towards the upliftment and contribution of the status of the economy by availing reasonable education to all. The Government has to implement educational provisions that include learners with impairments by enacting effective laws and policies. This becomes possible when various Government fields unite to eliminate barriers of IE (Lansdown, 2014). The political commitment of the current Government towards adherence and eliminating disparity among all learners is revealed in the will to allocate public funds towards IE in schools. These funds are crucial for providing necessary resources, training, and support for IE (Arduin, 2015).

Radical obligation to IE is displayed by illuminating requirements that teachers and schools should embrace to ascertain that the education of the LVIs is successful (Kingdom of Eswatini, MoET 2019). The Government's policy execution could reveal her obligation towards IE in the Kingdom. Attending to the education of LVIs should ideally safeguard their Human Rights, as revealed by (Teseemma and Coetzee, 2019).

2.2.3.4 Freedom of involvement and choice of caregivers and parents

A parent is legally defined as a biological parent whose parental rights have not been terminated and adoptive parents who were lawfully conferred with parental rights. A caregiver is any person who lives with the child and acts as the child's parent regardless of whether they are the biological parent (Better Care Network, 2024).

Learners with equal educational rights have equal choices when selecting the schools they choose in the community. Equal access demands asserting actions necessary to realise the LVIs' right to education in schools (UN, 2016, art. 2).

A study by Mazibuko (2011) shows that parents lack the training to prepare them for the parenting responsibility expected from them and their children's education decisions. There was no evidence to show that admissible training and support were awarded to the affected parents and families in the Kingdom of Eswatini. The lack of such support can increase stress and difficulty in making informed decisions about their children's education. Mazibuko (2011) alleges that the Eswatini Government seems not keen to prepare and capacitate parents of LVIs with knowledge and understanding of what awaits them and the need for them to make rigid decisions and choices for the LVIs. Less attention is given to the parents of the LVIs. There is currently no policy or legislation that guides the vital responsibility they have to impart in the lives of their students with impairments (Government of the Kingdom of Eswatini, 2011).

2.2.3.5 Listening to the voices of the learners

Respect for diversity in teaching and learning is pivotal because it reveals the learners' varying learning needs and cultures (Zwane and Malale, 2018). The varying voices of the school community empower all people on inclusion. Respect for diversity guarantees a school institution

that is committed to a school system that intends to eradicate exclusion (Zwane and Malale, 2018). Inclusive institutions should ideally provide opportunities for the LVIs to reveal their feelings (Shongwe, 2021).

2.3 DEVELOPING THE SAVE FRAMEWORK

Before tabling the SAVE Framework, Tesemma discussed Tomaševski's framework or the 4 "A" scheme, which was founded on the minimum fundamentals of the expectations from the state. Tomaševski's framework is helpful in the analysis of the right to education because it advocates for an education system that is available, accessible, acceptable and adaptable (Tomaševski, 2001). These four elements of the framework are not mutually exclusive. The 4A Scheme was established by the United Nations Committee on Economic, Social and Cultural Rights to certify the recognition of the entitlement to IE (UN, 1999) and was intended at assessing the commitment of global governments (Tomaševski, 2001).

Tesemma developed the SAVE Framework after seeing a demand for a framework that could respond to the essential rights of learners with impairments. Tesemma discussed the 4A Scheme (Tesemma, 2012), which revealed a framework that was unsuccessful in responding to the educational requests and the Human Rights of students with impairments. The absence of this framework implied that the learners' right to a fair and equitable education that could allow them to reach their full potential was hindered. The following is the discussion of the 4A Scheme.

The 4A Scheme

This scheme included the availability of adequate school buildings, the availability of suitable teachers, sufficiently trained teachers, assurance of academic freedom and availability of teachers' unions (Tomaševski, 2001). The scheme also included accessibility that responded to non-discrimination within education, availability of the school and assurance that the schools are accessible and free. The acceptability of the 4A Scheme responded to non-gender discrimination, teaching and learning in the learners' mother language, education of good quality, schools that are safe and a team of teachers that are trained. The adaptability of the 4A Scheme also incorporated adaptability which guaranteed that the education develops according to the needs, the education embraces cultural differences and the education could contest inequity.

2.3.1 Availability in the 4 Á' Scheme

Availability denotes to Government-aided education encompassing relevant universal designs of infrastructure and adequately qualified educators to guarantee that the students are awarded quality IE without challenges (UN, 1994, art. 2(71)). This calls for teaching equipment and materials, safe drinking water, disability toilets, buildings, and well-trained teachers that have their professional needs catered for and receive competitive incomes (UN, 2014, par. 3).

It is the solemn obligation of all governments worldwide to erect proper schools for learners, enabling them to learn and assert their political and civil rights. The economic and social entitlement to IE necessitated that governments allocate funds and establish schools to ascertain the educational right for all learners (Tomaševski, 2001).

It is possible to have an adequate and equitable Education for All. This demands a financial and political commitment to ensure the best possible policies are affected (Saavedra, 2023). Regardless of the current economic and social crises, education must continue to be a global political priority for all states. The society, education community, business community, political leaders and governments are all responsible for rebuilding and recovering learning systems that aid in upgrading the overall education system and the quality of learning and teaching globally. The aforementioned stakeholders are responsible for holding governments towards adherence (Saavedra, 2023).

Governments must ascertain that learners with impairments are awarded their right to education. Citizens can use elections to hold governments accountable if education is unavailable for learners with impairments (UNESCO, 2018). They can also take the Government to court for violating the right to education and hope to redirect her towards compliance. The media has a significant role in correctly interrogating and reporting any misdeed to propel the Government towards adherence. The ombudsman is also responsible for investigating complaints levelled against the Government. Teachers' unions also must hold governments accountable for educational refinement (UNESCO, 2017).

All governments globally aim to provide compulsory, basic, free primary school education and ascertain that the state has adequate primary schools (UN, 1989, art. 28(1)). Primary school

students in most African states have ages between six and thirteen years old. These students account for a third of the population in Eswatini, and over 76 percent of these reside in rural settlements (Kingdom of Eswatini, Ministry of Economic Planning and Development, 2020:4). Availing schools in the rural areas ascertains that all learners are at school, thus conforming to the entitlement for IE for all students (UNESCO, 2016, par. 1). Educational funds differ in African states and The Government of the Kingdom of Eswatini offers funding for all public primary schools by availing free primary school education. Availability also relates to the preparedness of adequate, suitably trained teachers (Tomaševski, 2001).

Government funds must be allocated solely for IE and teacher-training to accommodate learners from diverse backgrounds. To conform to the realisation of the entitlement to IE, governments must abide by the minimum standards recommended in teacher capacitation programmes about IE (Tomaševski, 2001). The Salamanca Statement and Framework for Action on Special Needs Education in (UNESCO, 1994, par. 2(41)) specifies that IE must be incorporated in educators' capacitation systems to guarantee adequate teacher-training to address the unique classroom needs.

A study by Maseko (2021) purports that teacher-training is pivotal. It ascertains that effective teaching and learning propel the right to an equitable education system and that the LVIs reach their optimal potential. A study by Adewumi, Rembe, Shumba, and Akinyem (2017) argues that teachers often cannot adapt the curriculum to adhere the unique needs of learners with impairments owing to their lack of teacher-training.

Teacher unions are criticised globally for challenges that include advancing their interests ahead of the learners, promoting underperformance by protecting wayward members, and overlooking their duty towards imparting quality education to the learners (Ghosn and Akkary, 2020). A study by Msila (2021) recognised positive learning outcomes in the teaching process if there is coherent dialogue between the stakeholders and unions representing members.

The South African Council for Educators (The SACE handbook, 2020) asserts that teachers have rights that include further professional development and can attend in-service training as per the agreements of the Department of Education and the teachers' unions. Teachers have a right to be capacitated and be alerted on their rights (The SACE handbook, 2020). They also need guidance

and motivation on their core duties, which include teaching the learners and imparting to the community about societal ills like gangsterism and bullying, which in turn aids the teachers in maturing in their profession.

Msila (2021) further argues about the rewards of having professionally matured teachers in that they aid the schools' administrative team, thus propelling the schools to succeed. Teacher unions bargain for better pay and working conditions for their members and strive to impart quality Education for All, thus ultimately improving the pass rate (Guthrey, 2018).

Teachers' unions aim to uplift a country's education system and are often comprised of passionate and interested individuals. The European Trade Union Committee on Education (ETUCE) (Stevenson, Milner and Winchip, 2018) argue that teachers have restricted opportunities to influence and change the current status quo. Thus, they need a voice to negotiate on professional needs, policy, practice, and labour-related issues to influence a significant change and upgrade their working conditions.

A report published by the Education Trade Unions for the teaching professionals (Stevenson et al., 2018) by ETUCE illuminates main reasons why unions must prioritise teachers' professional needs. These are the reasons:

(a) To strengthen and construct the union while building a union identity and attending to professional issues.

(b) The report further relays how unions address teachers' key challenges. These are:

- Develop partnerships and create alliances with other unions and organisations.
- Join a body of scholars who unpack public education and further support people's understanding and views.
- Ascertain the expansion programme for negotiating that concentrates on social dialogue to ensure that all teachers' voices are heard.
- Ascertain that teacher-training is available to meet the needs of all professionals.
- Exercise precaution when addressing and identifying teachers' professional needs and ensure these are met.

The Kingdom of Eswatini has the Swaziland National Association of Teachers (SNAT), a teachers' union that originated in 1928 and is the most prominent teachers' union in the Kingdom. It strives to advance teachers' socio-economic and professional status, influence collective bargaining, inspire maximum participation, and dynamically provide quality education to Swati learners (Swaziland National Association of Teachers, 2022).

2.3.2 Accessibility in the 4A Scheme

Accessibility in the 4A Scheme implies that all children deserve to be in an institution that is legally non-discriminatory (UN, 2014, par. 3). Mainstream schools monitor access by ascertaining that no learner is discriminated. Some discriminatory principles comprise high school fees for learners with impairments and a lack of adequate infrastructure for learners with impairments. Governments globally have a role to safeguard children's rights by enacting legislation that prohibits discrimination (UN, 1997, par. 16). The marginalisation of learners with impairments should not be excluded from IE. The acknowledgement of children's entitlement to IE hinges on the policies and legislation promulgated by the Government to eliminate discrimination (UN, 1997, par. 16).

Maseko (2021), in their research, made recommendations that cited large class sizes, lack of resources and poor infrastructure as barriers to success in IE. The study voiced a lack of disability toilets and removing dangerous materials like barbed wire or thorns to safeguard the LVIs. Sambo (2018) admits that the infrastructure affected IE practices and acted as a hurdle to access learners with impairments in the schools. Department of Basic Education (DBE, 2010) recommended accessibility of all classrooms by the LVIs and the entire school community. The need for disability access to ablutions was also a necessity, especially for people in wheelchairs (Sambo, 2018). The schools' physical environment must be upgraded to allow easy access to LVIs and others.

It is a learner's social, economic and political right to be conveniently and easily admitted into a school institution (UNESCO, 1994, Par. 6(b)). Human proper legislation on IE demands accessibility of learners with impairments in schools. Eswatini advances free primary school education to all students. However, admission to these schools is one significant barrier (The Government of The Kingdom of Swaziland, 2018). It is distinct from the enshrined policies and legislation that aligns with the Standards for IE (Kingdom of Eswatini, MoET 2019) that the

Ministry of Education and Training is optimistic that they could accelerate opportunities for every learner to be in a school hence implying that accessibility is still challenging for LVIs in Eswatini.

2.3.2.1 Principles of accessibility

Article 9 of the UNCRPD states that governments globally must facilitate that all persons with disabilities are awarded independent lives and can fully partake in all aspects of their lives (UN, 2006). States must ascertain that people with impairments are awarded equivalent access with others for information communication, transport, and the physical environment, together with information and communications systems and technologies as well as services and facilities that are available to the public in both urban and public extents (UN, 2006). This includes the disposal and recognition of barriers and impediments to accessibility. (UN, 2006) states that this could include, among others:

- Clinics, hospitals, schools, houses, transportation, roads and buildings
- Information and communications and other services, including electronic and emergency resources.

The state parties should ascertain that adequate measures are taken to:

- Expand, enact, publicise and guide the execution of fundamental guidelines and standards that advocate for accessibility of all institutions
- Ascertain that all private institutions that offer services to the public adhere to accessibility standards
- Equip and train all stakeholders on fundamentals of accessibility issues surrounding all persons living with disabilities
- Provide public signage in easy-to-read and understand language and in Braille for all buildings
- Grant help in the form of professional Sign Language interpreters, readers and guides to ensure easy access into facilities
- Encourage other relevant support and help that would ascertain that people with impairments receive adequate admittance to information

- Encourage accessibility to fresh information and communications technologies, internet and systems for persons with disabilities
- Advance the production, development, design, and distribution of information and communications technology and systems at a lower level to ascertain that they are available at a minimum cost in advanced stages.

2.3.3 Acceptability of 4A Scheme

Acceptability denotes a scenario that propels learners and parents to accept education. The minimum standards insist on a quality education system executed by trained teachers in an institution that is culturally applicable and protected. Acceptability demands professionally trained teachers, a safe teaching institution, good quality education, lessons imparted in the learners' first language, and no gender discrimination (Tomaševski, 2001).

A Government that advances an accessible and available education system, as aforementioned, would probably reap an education of adequate quality and would adhere to International Human Rights standards. People with impairments are fundamentally citizens of a country, are allowed to stay within their communities, and should be safeguarded around the normal structures of employment, social services, health, and education (UN, 1994), art. 26).

Modification within the education fraternity is available on different levels. Content, learning environment, period, materials, assessments, instructions, products and processes are modified. It is available in the context of organisational practice, determining progress and instructional practices (Lindner and Schwab, 2020). Modification encompasses the differentiation of tasks by allocating more time or different assessments of adapted materials, learning settings, instructions or options to learners at different intervals. These aspects are not solely reliant on the teachers' capabilities and the availability of materials, but they also rely on the flexibility of the curriculum (Vadeboncoeur and Padilla-Petry, 2017).

The UNCRPD (UN, 2006, art. 24(3)) tables expectations from governments globally. These include:

- Promoting the individuality of the Deaf community, the Deaf culture, Sign Language and the advancement of their linguistic identity
- Promoting the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication, orientation and mobility skills, and facilitating peer mentoring and support
- Ascertain that the education of people with disabilities, in particular the LVIs, Deaf or Deaf-Blind, is outlined before being executed in the relevant modes, dialects and variety of dialogue for the learner and in institutions which enhance social and academic growth.

Research substantiates the notion that learners without impairments receive less corporal punishment in schools than the learners with impairments (Global Initiative to End All Corporal Punishment of Children, 2020). There is an enlarged number of reported incidences of learners with impairments who complain about corporal punishment being administered to them. This is mainly a result of a lack of awareness on processes of reporting complaints, available support for learners with disabilities who have been exposed to crime, insufficient investigation on reported cases, disciplinary cases and prosecutions on the perpetrators (Corporal punishment of children in South Africa, 2020).

A recommendation propels the adoption of concrete administrative paths and legal provisions to protect all persons living with disabilities and further embrace efforts to offer support and care to victims by advancing legal counsel, information across all formats, counselling, compensation, rehabilitation and redress. Another recommendation is to ensure that perpetrators of the aforementioned crimes are brought to book and punished with sanctions that tally with the seriousness of their crimes (UNICEF, 2020).

The Kingdom of Eswatini has a legalised form of corporal punishment that impedes the learners' right to experience a haven in the learning institutions (Swaziland, 1981, s 10). Another policy document that does not prohibit corporal punishment is the Children's Protection and Welfare Act (Swaziland, 2012, s 14). It reveals that learners receive discipline that is in line with their age, thus implying that it has not abolished corporal punishment. The MoET advocates for corporal punishment to be banned, but sadly, no laws have been enshrined that support this policy for banning corporal punishment, and policies are always secondary to laws. The Government of the

Kingdom of Eswatini (2018) accentuates that positive discipline should substitute corporal punishment. However, the Education Act (Swaziland 1981, s 10) still permits corporal punishment.

2.3.4 Adaptability in 4A Scheme

Adaptability means that the education system accommodates the diversity of the evolving society and its complexities and is flexible (Tomaševski, 2001). This refers to the flexibility of the school environment in adapting to all the needs of the learner regardless of their race, disability or gender. The adaptability standard of the 4A Scheme includes that IE should contest disparities, attend to inclusion needs, and embrace cultural diversity (Tomaševski, 2001).

Otherring a learner with disabilities is the practice of refusing to admit them based on the argument that they cannot manage the school operations as a consequence of their disabilities (Tomaševski, 2001). This widespread practice is revealed in countries such as Botswana and Eswatini, according to (Pather et al., 2012). Sometimes, learners with disabilities are admitted into schools yet these learning institutions may be inaccessible because of the infrastructure, reference materials that could not be modified to accommodate them (Tomaševski, 2001).

Universally designed schools grant the users with comfort and access irrespective of ability or age (Woodward, 2017). In her study on the Kingdom of Eswatini, (Maseko, 2021) recommends advancing the schools to make them accessible to the LVIs. Participants in her study illuminated the need for disability ablutions and the removal of dangerously lying items in some inclusive high schools, inaccessible departments and unlevel school pathways as challenges.

The 4A Scheme advocates for an education adapted to the learners' needs juxtaposed to the anticipation that the learners will embrace the education system. This ensures that all learners are accommodated to ascertain that their best interests are catered for (Tomaševski, 2001). The adaptability standards also require embracing and acknowledging the learners' unique needs. The UN instruments embrace learners with impairments and further that all schools should ideally embrace all students (UNESCO, 1994: par. 3)

Tesemma's disagreement about the 4A Scheme tables a scheme that fails to embrace the Human Rights and IE requests of students with impairments; hence, chose to adapt the 4A Scheme into the SAVE Framework to concentrate on the mutual elements so as to embrace learners with impairments needs (Tesemma, 2012).

2.4 CHAPTER SUMMARY

Chapter 2, the theoretical framework chapter, was a sketch that supported the researcher and helped ascertain the study's foundation. It evaluated the research problem and questions and tabled a holistic action plan.

The next chapter, the literature review, reflects on the literature review and pours insights into the inclusionary and exclusionary experiences of LVIs in inclusive high schools in Eswatini. It analyses and reviews research while contemplating the diverse ideas from other studies, aiming to grasp a broader and deeper understanding of the research with the theoretical framework in mind.

CHAPTER 3

LITERATURE REVIEW

3.1 INTRODUCTION

A literature review is academic writing that showcases comprehension and knowledge of the study in context and aims to evaluate the context critically (University of Edinburgh, 2023). This chapter reviewed the literature to develop an understanding from other studies on the lived experiences of LVIs in inclusive high schools in Eswatini. It also shows whether they complied with the SAVE Framework's minimum standards for a practical recognition of the entitlement to IE of students with impairments.

General Comment 4 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (United Nations, 2006) defines IE as a system that embraces all students irrespective of their needs across all levels. This has been a universally acknowledged definition, but there are still challenges with the IE definition brought by the numerous definitions and meanings of IE (Slee and Tomlinson, 2018).

IE is concerned with developing an education system that recognises the educational rights of every child. Every learner matters and matters equally (UNESCO, 2017). It is founded on the precept that children with or without disabilities, marginalised and excluded children all have equal rights and educational opportunities to learn in inclusive classrooms, (Ainscow, 2020).

A study by (Blignaut & Koopman, 2020) argues that social justice and Human Rights cannot be ignored especially among teachers as they play a leading role in enacting the curriculum. It is on this premise that debates on IE embrace Human Rights, social justice and Ubuntu. (Sibanda, 2019) contends that Ubuntu embodies the essence of humanity in values such as respect, dignity, equity, and interdependence. Social justice is not based on individual rights but rather the collective rights of the 'WE' in the I/We relationship, which are the cornerstones of Ubuntu theory (Sibanda, 2019:77).

3.2 CONCEPTUALISATION OF THE LVIs

There are approximately 2.2 billion people who live with VIs globally (WHO, 2019). Eswatini has an estimated 12,000 persons with VIs. Six thousand cases result from cataracts (United Nations Eswatini, 2020).

Diseases like refractive error, trachoma or cataracts may cause VIs. Some artificial causes like regional dynamics, economy, and social and minefields contribute to blindness (Merrie, Tegegne, Munaw and Alemu, 2019). Studies have unveiled that Ethiopia has 1.2 million people who lost their vision, and their ages range from 1 to 9 years who have trachoma and 2.8 million people with low-vision. In children, trachoma currently stands at an estimated 40.1% and is the primary source of blindness that stems from trachoma re-infections (Reda, Yemane and Gebreyesus, 2020). The World Health Organisation (WHO) also projected that over 1.8 million or 1.6% of Ethiopia's population is blind, and 4.1 million or 3.7% live with low vision. WHO suggests these data are in access of 1.2% and 3.4% of the world average. LVIs taught in mainstream classrooms are rising globally (Reda et al., 2020). The increase of the LVIs in mainstream classrooms has necessitated increased research on inclusion, special education and education holistically.

The UNCRPD accentuated that IE is not being a privilege but every learner's right (United Nations, 2006). Inclusion for learners with and without disabilities encompassed a wider allowance for social interactions, a chance to meet and make friendships, and broader access to the general curriculum. On the contrary, research also revealed how including learners with and without disabilities does not lead to quality IE. Jessup, Bundy, Broom and Hancock (2017) unearthed that many LVIs encountered positive experiences, but a third felt isolated, lonely and dissatisfied with their social relations. Some learners reported issues of bullying that emanated from their disabilities (Brydges and Mkandawire, 2017). This implied that even when LVIs are placed in inclusive high schools, their general and academic welfare may negatively hinder the quality of IE.

There is a plethora of studies on IE in Ethiopia, yet little research covers the inside of inclusive classrooms and the resources that hinder the inclusion of LVIs. Individual IE weighs heavily on the Ethiopian Government. However, it often goes unnoticed, and there is a need to strike an equilibrium between an IE system with appropriate and sufficient materials that seems to be

disregarded (Negash et al., 2022). Regardless of ensuring that the infrastructure and system grant full access to IE, academic barriers also hinder the LVIs' academic performance and thus need to be attended to.

A study by Muzata (2025) argued the need for Braille to be made available to the LVIs to promote early literacy acquisition to counteract their developmental delays in many areas. LVIs could need interactive activities that unites them with other learners to succeed. The LVIs need to learn Braille, orientation and mobility, assistive devices, and technology; qualified teachers are required to handle the LVIs. The current IE banks on local schools that teach the LVIs but have a limited number of teachers trained to support the LVIs. There are numerous debates on the importance of special education. One argument for LVIs is that a Special School allows learners to attain unique disability skills like Braille, orientation, and mobility. Studies contend that LVIs who learn in special schools meet mentors and role models who influence and guide them towards improved self-esteem (Tonegawa, 2022). Other scholars report bullying and the provocation of LVIs in mainstream classrooms by learners without disabilities, insinuating that special schools are better fitting for the LVIs than inclusive schools (UNICEF, 2016). A study by (Chisala, 2024) recommended a policy evaluation and relevant professional training for teachers, learners and parents for identifying, recognising and attending to discrimination, bullying for learners with impairments.

3.3 TEACHING LVIs IN AN INCLUSIVE SETTING

A teacher is the principal figure of the learner, and their core responsibility is ensuring that all learners are effectively taught in the inclusive school (Mberimana, 2018). Teaching is described as a profession for those who impart instruction and knowledge either in primary school, secondary school or tertiary level (Havighurst, 2023). IE is a course of executing an education that recognises the educational rights of all children to ascertain that all learners equally matter (UNESCO, 2017). Despite the numerous efforts infused into executing an effective IE, many challenges still surround this area. Teachers, therefore, have a social responsibility to grant an educational right to the LVIs that meets the abilities and rights of all people (Zegeye, 2019).

It was reported that 44% of the learners with and without disabilities in member states were educated in inclusive classrooms (UN, 2019). However, no signals showed whether their

educational needs were met within the class. Learners with impairments were accepted in mainstream schools without the professional evaluation of their educational needs.

In his study, Tonegawa (2022), argues that learners without disabilities in inclusive high schools could comprehend disability, thus advancing compassion towards the LVIs. The learners in the inclusive high schools were also awarded a chance to learn and understand each other and how to assist persons with disabilities. Their communication and relations were overall improved.

3.4 THE STATUS, PRACTICE AND HISTORY OF IE

3.4.1 The legal, Constitution and policies of IE

Issues that touch on Human Rights, social justice, and equality in education should not be disregarded, as they lead to building the curriculum (Blignaut and Koopman, 2020). Social justice is founded on collective rights, which are elements of Ubuntu, and not on individual rights (Sibanda, 2019). Ubuntu incorporates humanity's ethos by illuminating values like equity, interdependence, dignity, and respect, as (Sibanda, 2019) contends.

IE is embedded in numerous IHRL and policies encompassing statements, declarations, charters, conventions, and treaties and is pioneered on the concept of the United Nations' promotion of EFA. IE is firmly established on the idea that learners with and without impairments, stigmatised, excluded and marginalised have equal educational opportunities and rights in inclusive institutions (Ainscow, 2020).

IHRL are instruments about IE that monitor if learners with impairments are awarded a relevant education system. This legislation is applicable to all people in countries that have endorsed IHRL. Human Rights ideologies on the teaching and learning of LVIs fails to be concluded without a discourse of applicable IHRL.

The following is a list of IHRL that apply to LVIs:

1. Salamanca Statement and the Framework for Action on Special Needs

The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) is a rudimental universal document in inclusion and Special Needs Education. It is rooted

in a rights-grounded perspective on education. It affirms its obligation to the right to Education for All persons, as dictated by the 1948 Universal Declaration of Human Rights. The Salamanca Statement and Framework for Action on Special Needs Education. (UNESCO, 2006) encourages global governments to enact comprehensive national policies and accentuates the awarding of substantial budgets to upgrade IE systems to enable them to accept all children and embrace IE (UNESCO, 2006).

2. The International Convention on the Rights of Persons with Disabilities (United Nations, 2006)

In December 2006, the International Convention on the Rights of Persons with Disabilities revealed its latest quotation, acknowledging that only 45 of its 192 States had precise legislation safeguarding the entitlement of Persons with Impairments. This Convention set forth to mobilise the enacted disability policy and legislation to all states with disabilities to provide equal access to all disabled persons and ensure that all enacted legislation and policies were implemented. It sought to advance the idea that IE should be aligned with the member states' admission of a need to take charge and recognise what they can do to embrace the requirements of learners with impairments. The UNCPRD (United Nations, 2006) expressed member states' obligation to provide essential IE for all school learners. It directs the educational authority on governments to ascertain that Persons with Impairments:

- They can have inclusive, free, and quality primary and secondary school education within their communities.
- They have fair accommodation to guarantee continuous access to education and are granted support within inclusive schools to ascertain efficient and effective teaching and learning.
- Ensure schools offer IEP to maximise educational growth and adhere to inclusion goals (United Nations International Convention on the Rights of Persons with Disabilities, 2006, Article 24).
- Learn Braille for the visually impaired and other suitable communication formats, peer support, mentoring, orientation and mobility.

- That the education for LVIs, Deaf or Deaf-blind is taught in accessible means of communication and languages particularly for educators with impairments, who are competent in Braille and Sign Language, and capacitate and sensitise teachers on disability and further offer support to people with impairments (UN, 2006, art. 24).

3. Universal Declaration of Human Rights (UN, 2007)

The General Assembly approved Universal Declaration on Human Rights on 10 December 1948. This document sets out to ascertain that fundamental Human Rights should be universally protected and paved the way for numerous Human Rights treaties to be enacted (United Nations, 1948). Article 26 of this document reveals that:

- All persons have a right to free education at the fundamental and elementary levels, and elementary education is compulsory.
- Education should be holistic and promote tolerance, understanding, religious and racial groups, and friendships among all nationals.
- Parents have a right to select the education they desire for their children.

4. Convention on the Rights of the Child (UN, 1989)

This is the first binding legal International agreement that sought to address the holistic Human Rights of children. It came to light after world leaders resolved that children desired a special Convention granting them protection and special care. Article 28 of this Convention addressed the right to Free Primary Education, which aligns with the MDGs and SDGs.

This Convention upholds the child's fundamental Human Rights, which include the right to cultural and social life, full participation in family, survival, chance to develop, protection from harmful influences, and protection from abuse and exploitation. Its four core principles encompass the right to respect, life, developing the child's opinions, life, survival, non-discrimination, and loyalty that should be in the child's best interests.

5. Word Declaration on Education for All (UNESCO, 1990).

The Word Declaration on EFA (UNESCO, 1990) in Article 3 emphasises that free basic education must be awarded to all persons and the quality of this education must be constant. This declaration further calls upon a equitable basic education system and that the adults, youth and children must be allowed to attain a consistent and admissible standard of learning.

6. The Standard Rules on Equalising Opportunities for Persons with Disabilities (United Nations, 1993a).

The United Nations held discussions with International member states and orchestrated this policy document. Twenty-two (22) standard rules were enacted to expedite a criterion for legislation and policies that responded to the entitlement and accessibility of people with impairments in society. These standard rules acknowledge opportunities for equal educational opportunities for all persons across all levels. This document seeks to propel countries to enact policies redressing past education system inefficiencies.

7. The Biwako Millennium Framework for Action (UNESCO, 2003, art. 4(14))

The Biwako Framework accentuates the need for an IE environment that embraces learners with impairments to allow them to recognise their optimal right to an education. It has recommendations that shape IE practice and policy and incorporates a relevant education system for learners with impairments, like the access of assistive devices, an adaptable curriculum, attending to negative attitudes from all stakeholders and using appropriate assessment procedures (UNESCO, 2003, art.1(5)). The recommendations by the Biwako Framework were designed with Pacific and Asian states in mind (UNESCO, 2003, art. 2(14)). Still, they could be applicable to the Kingdom of Eswatini as related barriers in schools in Eswatini are evident (The Government of the Kingdom of Swaziland, 2018, par. 2.2).

The Biwako Framework, a guiding beacon for accessibility, inclusivity, and a society that respects the rights of people living with impairments (UNESCO, 2003, art. 2(14)), plays a crucial role in Eswatini's commitment to securing the rights to IE of learners with impairments (Swaziland, 2005,

s 30). The Kingdom of Eswatini can ensure it meets its constitutional obligations by adhering to these recommendations.

Developing policies and legislation could appease the stigma attached to the education of the LVIIs in Eswatini. The Eswatini Government holds accountability for ensuring that learners with impairments are afforded an adequate life (UN, 1989, art. 23(1)) and has to guarantee that learners with impairments actively partake within their communities. Governments are responsible for ascertaining that the entitlement to IE for students with impairments is revived and reinstalled by affording them care and quality education (AU, 1999, art. 13; 2018, art. 16).

Eswatini endorsed the CRC (UN, 1989) in 1995, implying that the Eswatini Government is obliged to help learners with impairments become independent by advancing quality IE. Governments are responsible for funding learners with impairments by placing them in inclusive schools within their communities (UN, 1989, art.23). This implies that the Government has to fund all learners with disabilities in public schools.

The MoET in the Kingdom of Eswatini is responsible for enacting legislation and policies that adhere to school IE regulations. The administration of these policy documents is still challenging (Kingdom of Eswatini, MoET 2019). Governments are responsible for ascertaining that all establishments adhere to the UN instruments. It has been reported that the system does not embrace some learners with disabilities. However, the legislation and policies demand relevant support and care for these learners (The Government of the Kingdom of Eswatini, 2018, par. 1.2.3). This therefore implies that the MoET must guarantee that all establishments adhere to the enactment of the legislation and policies so that the learners with impairments could be embraced by the schools and their right to IE can be recognised.

3.4.2 International Human Rights Laws (IHRL) instruments ratified and non-ratified by the Kingdom of Eswatini.

The following are International Human Rights instruments ratified and non-ratified by the Kingdom of Eswatini.

Table 3. 1: Table 3.1: International Human Rights Laws (IHRL) instruments ratified and non-ratified by the Kingdom of Eswatini

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

Source: Adapted from (Swaziland, 2017).

3.5 INCLUSIONARY DYNAMICS

3.5.1 Best Inclusive Education Practices for LVIs.

Learning fundamentally relies on vision; thus, the LVIs requires extra support to access educational programmes across all realms. For this reason, the LVIs should be taught additional skills that would support their academic journey (Parween and Dheesha, 2021). This is known as

the Expanded Core Curriculum (ECC), the body of skills and knowledge the LVIs require for their unique needs. The ECC is comprised of the following, as purported by (Parween et al., 2021):

- Compensatory or functional academic skills include listening and speaking skills, adaptation to all areas, organisation and study skills, spatial understanding, and concept development. LVIs should be taught to use Braille, tactile materials, large print, and optical devices.
- Orientation and mobility (O & M)—LVIs' fundamental needs and rights are independent movement. O&M promotes safe movements and builds up the learner's confidence. Training LVIs on O&M must concentrate on spatial concepts, coordination, and body size.
- Social interaction skills - The LVIs should be taught social interaction skills systematically and sequentially to adapt to age-appropriate necessary social skills.
- Independent living skills - To promote independent living, LVIs should receive daily skills training, including time monitoring, money management, food preparation, and personal hygiene.
- Recreation and leisure skills - These extra-curricular activities constitute the LVIs' leisure time and further promote participation and interaction with their peers.
- Career education - Through career education, ECC hopes to allow the LVIs to experience various jobs and make informed career decisions.
- Use of assistive technology—Assistive devices and technology grant the LVIs equal access to the curriculum and a chance to access it across the same realm as other learners.
- Sensory efficiency skills –The ECC promotes the LVIs to propel their residual senses to counter the effect of the impaired or absent senses.
- Self-determination—Self-determination promotes self-advocacy, confidence, and belief in oneself. It aims to rally the LVIs to achieve their personal goals.

Instilling best IE practices requires fostering equity by availing ideal IE to all learners in the inclusive high schools. Allowing all learners to learn at their own pace and finally achieve all learning outcomes encourages all learners towards a successful IE. It allows all learners to

recognise that they can all achieve and succeed with adequate support (Lambrecht, Lenkeit, Hartmann, Ehlert, Knigge & Spörer, 2022). Best IE practices foster a successful and equitable IE.

The school administration and teaching staff also has a responsibility of embracing a vision that will inculcate and promote a successful IE (Lambrecht, 2022). There is a need for enacting policies and legislation that responds to different aspects of the education of LVI in inclusive schools. Once the policies have been enacted, it is pivotal to understand their contents and move towards a successful inclusion (Bornman, 2020).

3.5.2 Factors that are vital for a successful and efficient IE practice.

A study by Rapp et al. (2019) postulates five pivotal factors for an efficient and successful IE practice. These are:

1. Manageable Class Size

The EDSEC Policy (2018) relays a class size of 1:35 learners at high school level in Eswatini. A study by Kohler (2022) suggests that a manageable class size could advance learners' outcomes. A manageable class size allows the teacher to adequately attend to all learners and support them towards reaching their full potential. The manageable class size allows the teacher to avail individual attention to the LVIs and ensure that their right to IE is recognised.

2. Manageable and shared transition

All classrooms make multiple transitions daily, and many LVIs make more transitions than other learners. These disturbances affect the classroom's daily progress (Rapp et al., 2019). Eliminating the daily disruptions in an inclusive institution would be better if the class transitions as a whole instead of as individuals throughout the day. This would minimise individual movements and further unify the class.

3. Instruction from highly specially trained professionals

Most schools lack specially trained teachers for IE. A study on Eswatini by (Zwane, 2016) contended that the departments of Science and Mathematics faced school problems because of the

lack of trained teachers. Some teachers who taught Science, Mathematics, Physical Science and Biology were untrained teachers in schools, and others were not trained to handle IE classes. Most were trained in Agronomy and had no teacher-training qualification. This rendered the teachers incapable of handling teaching and learning instruction because they were incapacitated.

A study on Eswatini by (Kabeto, 2015) revealed that most teachers who taught LVIs could not read or write Braille. This implied that the teachers had to wait for the lengthy transcription process and could not make instant educational assessments of the LVIs in class. Ideally, teachers of the LVIs should be acquainted with Braille and transcription to give immediate feedback to the learners. Waiting for other people to transcribe the learners' work delayed the education process of the LVIs and further made them always drag behind the class. In her study on Eswatini, (Maseko, 2021) asserted that Eswatini Government must ensure that teachers are trained on IE to be efficient in teaching LVIs in inclusive high schools. They should also be trained in Braille reading and writing.

Many Zambians are faced with lack of opportunity, exclusion from health care, legal services, access to services and are discriminated. These inequalities are grave in rural settlements that have poor infrastructure and support (United Nations Zambia, 2024). Zambia has since taken strides to move towards inclusion and embrace Sustainable Development Goals. Government's will was evident in the Leave No One Behind initiative that aimed to eliminate social exclusion, poverty and inequality. Economic growth aimed at balancing the poor, marginalised and vulnerable groups (United Nations Zambia, 2024).

Another study on Zambia by Muzata et al. (2021) revealed that Zambia practices fractional inclusion and learners with moderate and mild impairments are included in school. IE is comprehended by the teachers in the disability field yet they still lack adequate support to successfully implement IE. This study recommended a dire need for teacher-training on IE and its methodologies to effectively embrace the unique needs of all learners with impairments (Muzata, et a. 2021).

To successfully impact IE, teachers should have the correct understanding, skills, knowledge, and attitudes to handle an IE class (Dreyer, 2017). Teachers from mainstream classrooms usually lack

sufficient training to propel and embrace learners with impairments in IE classrooms. However, the transition towards IE coerces them to accept all learners in mainstream classrooms.

Regardless of International policy initiatives, educational exclusion is prevalent in Southern Africa and affects learners with impairments in different intervals (Walton & Engelbrecht, 2024). Findings of a study by (Ferreira-Prevost, 2020) on barriers that hinder the successful implementation of IE policies highlighted that teachers did not know how to properly and confidently execute the IE policies. The teachers cited insufficient teaching and learning resources and a low learner-teacher ratio, which contribute to barriers that stall the implementation of the IE policies (Bornman, 2020). These findings prove that a lot has to be done on IE policies so that all stakeholders can understand the policies at play.

Ferreira & Manis (2022) cited that often the teachers in special schools were concerned about meeting the learners' unique needs, while mainstream schools were not keen on attending to the learners with impairments, hence illuminating the need for teachers to position themselves as agents of positive change for the learners. Ferreira et al. (2022) further recognised that the teachers were partially aware of modifying the assessments and curriculum to support the LVIs. However, they still needed extra training on skills and knowledge for curriculum adaptation. The teachers relayed their need for learning and teaching resources. They cited them as a necessary precondition to the implementation of IE policies. Ferreira-Prevost (2020) supported this, arguing that most South African schools were behind regarding IE instruction and learning resources.

4. Assistance from Paraprofessionals or teaching assistants

The past few years have seen a rise in the employment of para-educators for learners with impairments (U.S. Department of Education, 2018). Para-educators are slowly becoming an important part of inclusive high schools in Southern Africa. The main task of the para-educators is to care for learners in the inclusive classrooms (Biggs, Carter, Bumble, Barnes & Mazur, 2018). Schools have challenges providing suitable and effective education to learners with SEN. They bank on para-educators who are a significant part of the instructional process as they provide small group instruction (Chopra, Carroll & Manjack, 2018).

The role of para-educators is that which places the responsibility for ascertaining that LVIs have access to the core curriculum and work directly with the teachers. They also have a role of transcribing learners' assignments into Braille (Diasse & Kawai, 2025). Inclusive schools continue to depend on para-educators to teachers of LVIs and other professionals (Walker, Kurth, Carpenter, Tapp, Clausen & Lockman, 2021). Para-educators supports LVIs with extensive support in a range of school needs. Their interventions are on communication and social skills that involved paraeducator facilitated peer supports in academic classes. The results of this study revealed that the paraeducator interventions resulted in improved learner outcomes (Walker, 2021).

5. Family collaboration

The family unit fosters unity and advances knowing and supporting the child best. Their efforts, inputs and partnership give directions on how to welcome new families into inclusive schools as a part of the education and school unit (Rapp et al., 2019). The following are some recommendations that could help forge family units that would foster unity for the LVIs:

- Encourage families to attend class planning and case management sessions.
- Establish an open-door communication policy yearly.
- Pre-plan the communication times and methods that could be used.
- Families must update learners' profiles often and complete them yearly.
- Challenges, aims, and family wishes must be tabled and acknowledged.

A study on Malawi IE by (Musendo, Polack, Chirwa, Nkambule, Mukakagame, Chikanya, Nkhonjera & Smythe, 2025) revealed a 12-week pilot intervention programme developed to promote family collaboration and parental involvement in the education of children with disabilities in Malawi. The study aimed to evaluate changes in parental practices, adjustments, and perceived social support for the LVIs. The study revealed potential in promoting family collaborations and parental involvement in the IE of the LVIs. There were significant improvements that were revealed within the post-intervention outcomes (Musendo et al., 2025).

3.5.3 Competencies that teachers must possess to mediate learning of the LVIs.

The teaching profession comprises members who have undergone formal training in specialised knowledge. Their professional membership can be validated, and share set standards for performance (Havighurst, 2023). Effective teaching of LVIs demands the teacher to be competent in skills, knowledge, and personality to ensure the desired quantity and quality of output (Mezyed et al., 2016).

Set standards and criteria are pivotal in delivering the body of knowledge, and these competencies are considered a significant milestone in the education of the LVIs. However, literature stipulates that they are not well applied. Teaching LVIs requires teachers to possess competencies in knowledge, management, skills, behaviour modification, and assistive behaviour that could aid in delivering educational services to the LVIs (Mezyed et al., 2016).

Research by Mezyed et al. (2016) has recommended a significant improvement in teacher competencies. It is clear that a unique educational system, one that encompasses standards, competencies, and criteria specifically for the teachers of the LVIs, must be put in place. This system should ensure that practice corresponds to knowledge, equipping the teachers of the LVIs with the necessary skills and further provide training programmes that could sustain them in their duty (Mezyed et al., 2016). Managers and principals in these institutions must be actively involved in understanding and implementing these programmes.

3.6 EXCLUSIONARY DYNAMICS

3.6.1 Barriers to the inclusion of LVIs

A study by (Zickafoose, Ilesanmi, Diaz-Manrique, Adeyemi, Walumbe, Strong, Wingenbach, Rodriguez, & Dooley, 2024) in sub-Saharan Africa that aimed to recognise barriers and challenges to enacting Sustainable Development Goal 4, Ensuring Inclusive, Equitable, and Quality Education and the Promotion of Life-long Learning Opportunities for All. There barriers included issues of resource allocation, technical capacity, accountability, access and inclusion, incorporating LVIs, gender disparities, physical barriers, an inadequate curriculum. Others included teachers' conditions and teacher-training. The study further recommended addressing the factors responsible for the exclusion of the LVIs from accessing quality IE (Zickafoose, 2024). If

these challenges are not addressed, the education system in sub-Saharan African will continue to falter and aggravate social and economic inequalities (Evans & Mendez, 2021).

The South African White Paper 6 recognises that learners are unique and possess unique educational needs and features. The White Paper 6 further realises that several learners' educational requirements prevail within the learners at any particular era. If not attended, learners are excluded from the education system and struggle to learn (Mpu & Adu, 2020). Inclusion has proven to be challenging primarily in developing countries because they delay adopting the idea. Mpu et al. (2020) reveal that the significant hurdles to an IE incorporated lack of resources, large class sizes, negative attitudes, barriers by teachers, poor school management and lack of teacher-training which culminated in teachers' lack of confidence in handling inclusive classrooms (Mpu et al., 2020). General Education Monitoring Report of 2020 (UNESCO 2020) identifies barriers to IE like insistent domination and prejudice; negative attitudes about inclusion; inadequate research and data for monitoring progress; insufficient laws and policies, Government's will and financial pro-vision; poor quality teacher education; and inaccessible schools and curriculum.

3.6.2 Social exclusion

As described by Riva and Eck (2016), social exclusion is a process that emotionally or physically secludes someone. In her study, (Silver, 2019) explains that social exclusion is a multi-faceted process that terminates social ties, hinders access and social interaction, and eliminates any possibility of social union. This exclusion can be based on various factors such as gender, cultural identity, biological age, control information, activities, and resources. A study on social exclusion and promoting the Human Rights of Persons with Impairments in Zimbabwe (2021) aimed to recognise the extent to which social inclusion advocated for people with low incomes and stigmatised communities, protecting the Rights of Persons with Disabilities. It brought to light that social exclusion has culminated in the incapability to access services, information, and justice for Persons with Impairments, thereby acting as a significant barrier to IE.

Females with impairments are specifically susceptible to violence, exploitation, gender-based violence and discrimination. They often struggled to evade violence in regions of Nigeria affected by conflict and were frequently abandoned (Jerry, Pam, Nnanna & Nagarajan, 2015). They relied on others as a result of the environmental barriers. They were often not aware of conflict struggles

and how to evade danger safely (Jerry et al., 2015: 1, 15-16) and often received no precaution of imminent danger.

3.6.3 Large class sizes

The introduction of free education has come with mixed emotions in Zambia, while orphaned and vulnerable learners appreciate it as a life changer, some people feel otherwise (Kangwa & Thelma, 2025). This increase in access to IE has its own challenges. The increased enrolment has led to larger class sizes that lack a consistent increase in resources, resultant in significant strain on the available materials (Mwansa, 2020). The large class sizes are often a result of inadequate funding to expand classrooms and purchase additional learning aids. The teachers are forced to adapt to large class sizes with inadequate resources.

In Zambia, the implementation of Free Education Policy has led to a significant rise in learners enrolment, especially in Chirundu district (Kangwa et al., 2025). The implementation of this policy aimed to improve educational access has presented the issue of large class sizes, which directly affects the availability of resources for teaching (Moungounga, 2019). Shortage of resources in the form of consumable materials in the form of fabrics, ingredients, and cleaning supplies Benali (2020) hinders learners' ability to fully partake in practical lessons. Subsequently, while the Free Education Policy aimed to improve educational access, the constant increase in learners' numbers without equivalent resource allocation posits a major barrier to the effective teaching and learning of Home Economics in Chirundu District and derails the learners from reaching their optimal potential (Kangwa, et al. 2025).

Reducing class sizes is arguably one easy and effective method of improving learner outcomes. In South Africa, legislation on large class sizes is suggestive instead of coercive, but it does exist. The post-provisioning norms 2016 (Government Gazette No. 3968) recommended an ideal maximum class size of 37 for Grades 8 and 9 for South African public secondary schools. The recommended maximum class size varies according to the Grades 10 – 12 subjects and is 35 and 37 for official languages and Mathematics.

Larger class sizes are primarily found in the poor schools, with an average of about 20 additional learners in each class in the 60 % disadvantaged schools compared to the 20% of the wealthiest

schools. This is also evident in the over 30 percent disparity in the mean for NSC pass rates. Kohler (2022) also suggested that reducing class sizes could improve learner outcomes, but it could not be the most successful method. This implied that reducing class sizes and improving the other characteristics that hindered improved learner outcomes could lead to a successful IE.

Changing the class sizes cannot be effective unless the other factors are attended to (Kohler, 2022). Heavy workloads and overcrowded classrooms were other challenging factors in inclusive schools globally, as they limited the quality of the teaching process and further challenged the implementation of inclusion for learners with SEN (Adewumi et al., 2019). This study further relayed that learners with SEN were not well accommodated in classrooms because of the class size. It emerged that overcrowded classrooms and heavy teacher workloads led to teachers' stressful working conditions. This disturbed classroom activities and teaching strategies. The class size determined the successful IE process (Adewumi et al., 2019).

Learners with SEN are the most affected in overcrowded classrooms as the teachers may not successfully attend to all the learners with challenges. Overcrowding makes the learners unattended and limits the teacher's movements within the classroom (Sambo, 2018). The teacher's primary responsibility is to ascertain that all learners are attended to and that none are left behind; thus, smaller classes ensure successful interaction between teacher and learner. Often, learners with SEN are unattended, owing to overcrowded classrooms.

A study by (Negash et al., 2022) argued that class sizes must be kept to the minimum to ensure that teachers can pay attention to individual learners because they acquire knowledge on separate intervals. Ethiopia has a policy that stipulates a class size of a teacher-to-learner of 1: 40 yet an interviewed school in this study revealed findings of a school with a class size with a ratio of 1:70. This was evidence of non-adherence on the policy, hence the need for constant evaluation and assessments for policy guidelines.

In Eswatini, (The Education and Training Sector Policy, 2018) recommended a learner-teacher ratio of 40:1 but is mum on the normal learner-teacher proportion in inclusive high schools. A study by (Maseko, 2021) revealed that Eswatini's inclusive high schools face the challenge of

overcrowded classrooms, which hinder the teaching and learning process and are a barrier to success in IE.

3.6.4 Untrained teachers

UNESCO (2005) argued that inclusive teaching directly affects teacher-training. Teachers are the leading players in ascertaining the realisation of a successful IE system. Inclusion can only be recognised when teachers are capable representatives with attitudes, knowledge, and values that allow all learners to be successful. In Ghana, the IE policy aimed to ascertain that all pre-service teacher-training institutions incorporated inclusion pathways to enable educators to be capacitated with knowledge and skills to help them embrace learners' unique needs (Ghana Ministry of Education, 2015). Teachers must be trained on initial learner assessment and learning challenges to help the learners at the point of entry and create an enabling environment (Ghana Ministry of Education, 2015).

The Education and Training Sector Strategy 2016–2025 of the Democratic Republic of the Congo planned to incorporate IE training into teacher-training institutions (Democratic Republic of the Congo Ministry of Education, 2016). Some countries have capacitated in-service IE teacher-training for the group teaching of SEN learners (Hayes et al., 2018).

Negash (2017) argued that successful IE relies primarily on skills and knowledge that guide the implementation process. Teachers of LVIs realised the importance of IE but lacked the skills to implement the Individualised Education Plan (IEP), teaching resources, adapting and modifying teaching methods, and translating and reading Braille (Mwakyeya, 2013). Teachers trained to teach the LVIs but not trained to assist learners with other impairments are often frustrated within the classroom because of their lack of training. Awetash (2015) recommended pre-service training for new teachers and continuous in-service to update teachers already in the field to upgrade them on the latest trends.

The Kingdom of Eswatini's Draft IE Policy, (Kingdom of Swaziland, 2008) also echoed similar sentiments and recommended pre-service training for trainee teachers and continuous in-service training to revive current IE trends. This implied that the MoET acknowledged that success on IE was rooted in having adequately trained teachers. The Government of the Kingdom of Eswatini

(2011) admitted that developing and facilitating teacher capacitation programmes is pivotal. However, research done in the Kingdom after the execution of IE validated that most teachers lacked training on IE (Maseko, 2021), thus implying that they were not ready to teach learners with SEN in inclusive high schools. To effectively access the learners' needs, the teachers must be trained in IE, curriculum adaptation and should have a positive attitude on IE (Khamzina, Stanczak, Brasselet, Desombre, Legrain, Rossi, Guirimand & Cilia, 2024).

3.6.5 Curriculum adaptation

A curriculum is a programme of education that encompasses all the intentions of education. It consists of a full range of competencies, skills, knowledge, attitudes, values, and beliefs appropriate for one's life span (Mulenga, 2018). Curriculum adaptation is the refinement and alteration of teaching resources and methods to embrace the learners' unique needs within the learning institution (Adewumi et al., 2017). Adaptations are alterations to the classroom environment, curriculum, resources, or assessments that attend to learners' needs and grant them full access to the learning environment (The National Council of Educational Research and Training, 2014).

Curriculum adaptation is modifying the curricular to adhere to the learners' unique abilities in a classroom. It could imply adapting the content, modifying the content, instructional methods, and adapting the assessments while promoting the inclusion of learners living with disabilities (Chauke, 2017). Accommodation aids learners in learning similar materials as other learners, making them meet similar expectations. Accommodations are often legally required to grant equal access to persons living with disabilities, and they do not alter what learners are taught in school.

LVI could listen to an audio version of a textbook while the rest of the class reads the exact text in print, thus fostering inclusion. An accommodation changes how learners learn materials (Morin, 2025). Modification alters what a learner is expected to learn or is taught. These learners are left far behind their peers and often need the teacher to alter the curriculum to be at their level. Such learners usually learn a different curriculum from the rest of their peers (Morin, 2025). Modifying the curriculum encourages learners who are left behind and enhances inclusion.

A study on Cameroon by (Shey, 2017), detailed that classroom teachers face many challenges, and some admitted to not adapting the curriculum but simply teaching it as it is from the scheme of work. Some learners were said to be slow in completing tasks, yet the teachers failed to modify the curricular to fit the learners' diverse abilities. Shey (2017) maintained that the success of curriculum adaptation depended on the teachers' attitudes, available guidelines and sense of responsibility.

The Ministry of General Education [MoGE] (2016) contended that the curriculum could be tailor-made to adhere to the unique abilities of LVIs in Zambia. Strategies that were identified that could propel the success of IE included prioritising vocational skills, Sign Language, and Braille. In Zambia, it was evident that student-teachers lacked skills for teaching in an IE institution, but (MoGE, 2016) advocated for teachers of LVIs to adapt the curriculum. It was not ascertained whether they knew how to adapt the curriculum, particularly the guidelines, support, and the needed materials (Muzata, 2017).

South African teachers were found to comprehend the approach of curriculum adaptation but often adapted certain parts of the curriculum. Adewumi et al. (2017) argued that regardless of limited resources for adapting the curriculum and hindrances of overcrowded classrooms, teachers in chosen schools in the Fort Beaufort District crafted various techniques for curriculum adaptation to ascertain the success of IE. These strategies included giving extra assignments, individual work, group work and dedication time. These teachers positively understood curriculum adaptation (Adewumi et al., 2017). However, some teachers could not adapt the curriculum due to the unavailability of teacher-training and overcrowded classrooms (Adewumi et al., 2017).

South Africa's democratically elected Government advocates for a differentiated curriculum to respond to learners' unique needs, embrace diversity, and support learners experiencing learning difficulties (Msomi, 2020). An improved and modified school curriculum embraces the unique circumstances of learning needs (UNESCO, 2013). Teachers have the liberty to modify and adapt the curriculum to make it appropriate for the needs of the learners (Dano, 2018).

3.6.6 Unsafe inaccessible buildings

A report that analysed education provision for LVIs across sub-Saharan Africa (UNESCO, 2020) reported educational disadvantages encountered by LVIs as the infrastructure needs attention to be accessible. Universal designs are designs and structures within the environment that ascertain how best the institution can be accessed, understood and utilised by people of all abilities and ages (Woodward, 2017).

Universal designs have seven basic principles:

- Equitable use: The design must be valid and marketable to people of different abilities.
- Flexibility: The designs should accommodate people with diverse choices and abilities.
- Intuitive and straightforward to use: The designs should be easy to use and understand for people of diverse experiences, languages and levels of concentration.
- Perceptible information: The design should quickly and effectively communicate to people of different senses.
- Tolerant of mistakes: The design should reduce hazards, unintentional actions and accidents.
- Minimum physical effort: The designs should be efficient and easy to use with minimum fatigue on its user.
- Space and size for use and approach: The design should be reasonable, readily available, and approachable to users.

Universal Design of schools grant users comfort and accessibility in spite of their age or needs (Woodward, 2017). Universal designs are designs and structures of the environment that allow access and are understood and used to the fullest extent by people of all abilities and ages (Woodward, 2017). A school that is accessible grants all users a chance to completely engage within the community, and the LVIs would be afforded a life where they can fully participate.

3.6.7 Parental choices and parental involvement

Article 26 of the UDHR in the (UN, 2007) spells out that parents have a right to select the kind of education they desire for their children. Parental choices are mainly affected by family size, income, parents' education, school cost, curriculum and performance of teachers (Shiferaw & Kenea, 2024). Nonetheless, it is equally pivotal to realise that parents do not have equal resources and opportunities to be able to make these choices substantially.

It is, therefore, the role of society to ascertain that parents are afforded prerequisite resources like parental educational programmes, support and guidance. This happens because parents' decisions can be significantly affected and manipulated by numerous elements like academic level, cultural beliefs and socio-economic status (Shiferaw et al., 2024). Parental roles mainly include making choices for the school their children attend, which culminates in influencing important school decisions for their children (Aweke, 2016). All parents have the best interests of their children at heart and strive to make the best decisions for them.

Socio-economic factors can influence the extent of parental participation and assistance parents can provide. Policymakers and school providers must attend to the factors that determine parental school choice, as this is a fundamental right for the education of the LVIs, and the parents are key figures who decide on educational choices for their children (Shiferaw et al., 2024).

3.6.8 Inadequate policies

A Policy, a set of laws that manages the behaviour of an organisation, plays a pivotal role in shaping its culture and operations (Jones, 2022). Crafted to guide stakeholders on how to respond to circumstances, policies ensure that operations align with the values and goals of the organisation. They help maintain consistency, ensure smooth operations, and clarify stakeholder expectations (Jones, 2022).

Founded on the United Nations promotion of the Education for All (EFA) principle, IE is entrenched in many International Human Rights policies and laws that incorporate statements, charters, conventions, declarations, and treaties. It is embedded in the understanding that learners

with or without impairments, excluded and marginalised, all have equivalent educational opportunities and rights to education in inclusive schools (Ainscow, 2020).

Global governments are responsible for enacting policies and ensuring their effective implementation. This necessitates the use of monitoring and evaluation tools to assess the success and effectiveness of these practices (Maseko, 2024). Developing and implementing policies and legislation on IE is a complex task, and the current policy documents are insufficient to realise an IE system (Ainscow, 2020). Australia, one of the first states to ratify the Salamanca Statement and adopt IE (Anderson & Boyle, 2015), is a Case Study for the importance of effective policy implementation and monitoring.

Australia has enacted policies and legislation for over 25 years, but the current education system is infested with marginalisation, exclusion and stigmatisation. This is proof that enacting policies and not following up with evaluation and monitoring techniques to ascertain the success of IE can jeopardise the system. A study by Anderson and Boyle (2020) affirmed that Australia has successfully delivered on IE policies and legislation yet has recently regressed and become less inclusive. Slee et al. (2018) called this act an empty language because of the presence of the policies, but they all lack implementation and monitoring.

South Africa held an education summit to ascertain progress and realise the evident gaps in IE. The response was that the number of learners in ordinary and extraordinary schools had declined because of positive progress in implementing and monitoring IE policies (South African News Agency, 2021). Opoku et al. (2020) noted that accessing quality education and advancing IE rights of people with SEN is visible in policies and legislation in several African states like South Africa and Nigeria.

Since the democratic elections in 1994, South Africa has undergone significant educational, economic, political, and social transformations, moving the country towards an inclusive society. The South African Government has developed legislation and policies that reflect its commitment to addressing the diverse needs of learners and supporting the population. These policies are guided by International standards such as The Universal Declaration of Human Rights, The United Nations Convention on the Rights of the Child, the standard rules on equalising opportunities for

disabled persons, and the World Conference on Education for All, which provide a comprehensive policy development framework.

The South African Government initiated the following policy documents to propel the country towards embracing an IE system. These are:

- White Paper on Education and Training in a Democratic South Africa (1995);
- The South African Schools Act (1996)
- The White Paper on an Integrated National Disability Strategy (1997);
- The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services (1997);
- The White Paper 6: Building an Inclusive Education and Training System (2001);
- Guidelines for Full-Service / Inclusive Schools (2010); and
- The Screening, Identification, Assessment and Support Policy (SIAS) (2014)

Eswatini set up several policies that aimed to encourage positive living in inclusive high schools, yet they are still insufficient. These policies lacked monitoring and evaluation tools that could rate their success. This could be the reason that learners with impairments miss opportunities and are discriminated against across all educational levels (Maseko, 2021).

3.6.9 Funding

The SAVE Framework has the least possible standard of availability that demands adequate funding for effective inclusion (Tesemma, 2012:210). A healthy budget is main aspect that could propel a successful IE (Parliamentary Monitoring Group, 2020). A promising budget could sustain IE initiatives and interrupt the succession of path dependencies. Another study from Nigeria by (Delubom, Marongwe & Buka, 2020) revealed that the implementation of IE was stalled by lack of funding. Study recommendation stated that sufficient funding for IE implementation should be made available to cover equipment, teachers' learning programmes, and materials. Global

governments are encouraged to embrace IE principles and enact policies and legislation that could ascertain adequate IE budgets are reserved for all learners with SEN (UNESCO, 2006).

3.7 COPING MECHANISMS EMPLOYED BY THE LVIs FOR A SMOOTH INCLUSION IN SELECTED INCLUSIVE HIGH SCHOOLS IN ESWATINI

Coping means facing difficulties and attending to them to find lasting resolutions. The ability to function and to approach known challenges differs from disability to disability (Ophthalmol, 2019). Ophthalmologists evaluate visual disability and are responsible for considering suitable coping mechanisms that suit their patients best and further refer them for training for future positive usage (Ophthalmol, 2019).

Coping is a highly individualised process that depends on the nature of the situation. It can be broadly classified into passive and active coping strategies. Passive (avoidance) coping involves withdrawing from stressful situations, while active coping refers to adapting to stressful situations (Jacob & Shetty, 2015). When facing challenges, individuals can choose solutions that best fit their circumstances. A study by (Tshuma, Ntombela & Mabvurira, 2021) argued that coping and overcoming challenges often require the LVIs to seek support from friends, family, colleagues, teachers, health workers, and social workers. Self-acceptance and religion were identified as common coping aids for individuals with VIs facing challenges.

A study by Rai, Rohatgi, and Dhaliwal (2019) deduced that most VI participants chose avoidance coping and reflective coping as strategies. Avoidance coping allowed the participants to detach from the challenge, while reflective coping kept the participants hopeful and busy with other businesses. Avoidance coping allowed the VI participants to ponder the challenge and assimilate how best they could handle it while deducing new coping methods. Avoidance coping could be helpful in the short term yet destructive in the long term (Rai et al., 2019). Another study cited optimism and laughter as coping mechanisms that work for most people, yet others cited acceptance and supportive close family and friend ties as pivotal for the LVIs (Mabalot, 2019). The support from friends and families allows the VI to accept their fate easily.

Many people with VIs struggle with mobility and have to be extra cautious of their surroundings. Thus, orientation and mobility are coping strategies employed by the VI to access information they

receive through their senses and recognise the person's position and other objects around the area when standing. This helps the VI understand the area and know how best to move around the surroundings (Chan, Singer & Naidoo, 2020).

Using dogs to support persons with disabilities is increasing in the U.S. Existing U.S. legislation on using dogs for persons with disabilities is minimally enforced (Walther, Yamamoto, Thigpen, Garcia, Willits & Hart, 2017). Visually impaired adolescents experience challenges that visually impaired adults can pacify through the aid of a guide dog. Guided dogs aid in successful mobility and avert physical injury by effectively increasing the mobility of their handler (Craig, West, England, Whelan, Lethbridge & Asher, 2017).

Additional advantages of guide dogs include self-reliance and increased levels of social intercommunication. Regardless of these advantages, adolescents are barred from having guide dogs until they reach 18 years of age and can attend to the guide dog's safety and well-being (Walther et al., 2017). This is why only two organisations in Canada (MIRA Foundation and British Columbia & Alberta Guide Dogs) out of 80 members of the International Guide Dog Federation train adolescents to use guide dogs (MIRA, 2024).

3.7.1 Challenges affecting the inclusive high schools in the Kingdom of Eswatini

Persons with VIs face numerous challenges that affect their daily livelihoods, ranging from being isolated, accidental falls, stigmatisation, illiteracy, lack of privacy, and unemployment (Tshuma, Ntombela & Mabvurira, 2021). Progressing and coping with these challenges demands that they rely on support and aid from social workers, health workers, educators, colleagues, friends and families. These challenges vary from physical, social, cultural, psychological, and environmental.

3.7.1.1 Physical challenges

Physical challenges affect the visually impaired because they cannot perform tasks and appreciate their achievements (Ejiakor, Achigbu, Onyia, Edema & Florence, 2019). They tend to fail to enjoy their work because they cannot appreciate the end product, so they abandon their work. Persons with VIs should use suitable coping strategies to counter the physical challenges. Physical challenges include lack of societal resource support, frequent falls, difficulty getting transport, and social isolation (Ejiakor et al., 2019).

3.7.1.2 Social and Cultural Challenges

Social participation is important to a person's overall functioning and well-being. Reducing social participation is related to lower health quality. Previous studies link VIs with low levels of life quality, increased falls, lack of independence, depression and lack of cognitive independence (Department of Ophthalmology and Visual Sciences, 2022).

Deteriorating vision is often linked with unfavourable medical results in adults, particularly concerning activity limitation (Ong, 2018). There is often a decrease in social activity, lack of mobility in daily activities and reduction of extra-curricular activities. LVIs often encounter challenges in making and maintaining social relations and are often faced with emotional challenges (Maseko, 2025). Persons with VIs are often marginalised, struggle to be attentive, and battle an ignorant society; thus, their social interactions are often hindered, leading to difficulty in making friends and communicating (Scholvink, Pittens & Broerse, 2017).

Many elderly VI people in Nigeria struggle to have sexual relationships with their partners but are content with the support they get from their families. This illuminates the need for family relations within the African culture and sensitises people to the need for early medical attention and the sensitisation of communities by caregivers. Studies have shown that LVIs with social support in inclusive high schools could have equal social inclusion to their classmates to mitigate these social challenges (Tuersley-Dixon & Frederickson, 2016). Studies have also shown that social support offered to the learners by all stakeholders could reap positive rewards on the learners' socio-emotional and academic development (Ong, 2018).

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3.7.1.3 Psychological challenges

A study on former service members who became visually impaired depreciated the lives of participants. The participants were said to be dependent and lacked confidence (Stevellink, Malcom & Fear, 2015). Another study inferred that persons with VIs had negative feelings and displayed psychological trauma that is associated with visual loss trauma and fear of loss, especially in the elderly (Ejiakor, Achigbu, Onyia, Edema & Florence, 2019). The psychological challenges include loneliness, emotional trauma, self-doubt, and low self-esteem. Laughter and optimism can mitigate psychological challenges. LVIs should be willing to accept their disability, which relies on a firm support system of family, friends, and colleagues. Being patient with LVIs promotes their self-reliance (Tshuma, Ntombela & Van Wyk, 2022).

3.7.1.4 Environmental challenges

The environmental space mainly interprets the quality of life an individual leads (Ejiakor, Achigbu, Onyia, Edema & Florence, 2019). Therefore, ecological coping strategies must embrace the LVIs to overcome the barriers and allow them to contribute successfully in the workplace. The presence of assistive devices positively aids persons with VIs, but research suggests that successfully adapting to these devices is often tricky (Wadihin, Waycott & Baker, 2018). (Outwater-Wright, 2020) suggests that persons with VI must work twice as hard for the same result as sighted workers.

To mitigate the LVIs' environmental challenges, they could be familiarised with the environment, and taught to recognise structures and buildings. The LVIs could be taught to rely on other senses like hearing and touch. Orientation and mobility could help accustom them to paying extra attention to the environment and being cautious to avoid potential harm (Tshuma et al., 2021). Guide dogs successfully help in mobility and avoid physical injury by increasing the mobility of their handler (Craig et al., 2017), thus mitigating environmental challenges.

3.8 MINIMUM STANDARDS (SUITABILITY, AVAILABILITY AND EQUITABILITY) FOR FULFILLING THE RIGHT TO IE OF LVIs AS PROPOSED BY THE SAVE FRAMEWORK

The SAVE Framework encompasses minimum standards that uphold the realisation of an IE system. It was developed by (Tesemma, 2012:209) and is deduced from the first letters of the three

core standards: suitability, availability, and equitability. These minimum standards successfully recognised the entitlement to IE of learners with impairments and further attend to the main subjects in this research, who are the LVIs.

Complying with the minimum standard for suitability demanded that Eswatini IE schools adhere to the following guidelines.

- Adapt the system in place of the child
- Use adequate discourse and language
- Ensure local and cultural sensitivity to impairments
- Placing schools in appropriate locations and ascertaining that they are safe havens
- Individualising the curriculum and other services
- Ensuring an age and disability-adequate post-school plan
- Curriculum and sufficient teaching and learning
- A relevant, appropriate and flexible curriculum
- Adequate assessments for learners with impairments
- Encouraging effective community and school relations
- Dealing with the potential of exclusion of the concealed syllabus through fairness pedagogy
- Exercising precaution in the discipline of learners with impairments and
- Ensuring that educational facilities are universally designed.

3.8.1 Barriers affecting schools from complying with the minimum standards of the SAVE Framework for the realisation of LVIs' rights to an Inclusive Education.

3.8.1.1 Suitability Element of the SAVE Framework

3.8.1.1. 1 Curriculum

The curriculum guides the framework towards an education system that offers quality teaching and learning and is reasonable for Eswatini (EDSEC, 2018). It should provide teaching and assessment methods that have purposeful learning outcomes, learning content and teaching

materials. Developing a curriculum underpins a productive education system and must adhere to professionalism within the education fraternity and ensure an adequate supply of school resources. It must be receptive to the diverse needs and goals reviewed frequently by different stakeholders to ascertain its relevance to the education system. The curriculum should be conscious and acquainted with advancing issues within the education sector and must attend to the standardisation of assessment to avert impromptu decisions at different levels within the institution (EDSEC, 2018).

The curriculum includes all learning experiences that the learners have in and out-of-school. It should encompass life skills and entail all assessments, learning materials, textbooks, curricula, educator guides, and syllabi (EDSEC, 2018). A study by Kozikoglu (2018) examined the association between English curriculum objectives and national assessment using Revised Bloom's Taxonomy. It emerged that most of the English course questions in the national examinations were planned for lower-order thinking skills, such as "remember" and "understand" levels. It surfaced that there were no relations between the objectives of the English curriculum and questions in the external national examination.

This is in line with a study on Accounting Teachers in the Kingdom of Eswatini by (Sithole, Osodo & Pereira, 2022), which concluded that Eswatini General Certificate of Secondary Education (IGCSE) Accounting Teachers are conscious of the expected thinking levels needed for assessment. The challenge lies in attaching the thinking level to the correct weight. The study highlighted that Higher thinking skills like decision-making, judgement, evaluation and assessment are rarely assessed by Accounting Teachers (20%-39%) or never (1%-19%). On the other hand, lower-order thinking levels, which are knowledge and understanding, are continually assessed by Accounting Teachers (80%-100%). This leads to the school's internal examinations set by Accounting Teachers to demand lower-order reasoning from students than the external EGCSE examinations (Sithole et al., 2022). This, therefore, is contradictory to the EGCSE Accounting curriculum, and these educators are not implementing the EGCSE Accounting curriculum appropriately.

A study by Stolojan (2017) highlighted that the MoET controls the curriculum on behalf of the state in developing countries like Eswatini. A study by Raselimo (2017) recommended that

educators must be granted sufficient time to assimilate and ponder the effect of new curriculum changes before they can be implemented. This helps the educators as they are granted time to review the curriculum and observe how it can best help them in the education system. It also gives their feedback to the curriculum designers from an informed point of view.

This is further highlighted by (Putwain & von der Embse, 2019), whose study realised that the curriculum accessed and used in teaching and schools is not similar to that designed by the policymakers. This illuminated the lack of adequate discourse between the policymakers and the teachers' lack of teacher positivity towards innovation and technology, insufficient time to complete students' tasks, lack of participation towards innovation, lack of sufficient time for teachers to train for examinations that contribute to the efficient implementation of teaching Geography in Eswatini schools. This led the teachers to rely on outdated teaching methods, which saw the teachers as the main facilitators in the classroom instead of embracing the new teaching methods where the learners facilitated and did most of the work. The old lecture method promoted passiveness from the learners and failed the suitability element of the SAVE Framework.

3.8.1.1. 2 Critical-thinking skills development

Critical-thinking is pivotal in preparing learners to participate actively in democratic reforms (Davies, 2015). They are also highly valuable in educational circles that aim to promote education, especially in universities, and the need for education globally (Davies, 2015). Learners must comprehend critical-thinking skills by secondary school because they guide their transition to tertiary institutions. Teachers concur that creative thinking skills, evaluation, and analysis are key factors that aid learners in their academic journey. Teachers see creative thinking as a pivotal skill for learners because it allows them to create ideas, enables them to make contributions, and creates opportunities that ultimately benefit society.

Ferlazzo (2021), in his opinion piece on integrating critical-thinking into the classroom, suggests four strategies that can be used. These are:

- a. Developing the learners' self-esteem

Learners learn best when they have positive self-esteem. Self-esteem can be deduced as how they individually perceive themselves (perceived self) and how they consider an ideal learner should be (ideal self). The perfect child in the learner's mind could be the smartest or one seen to be associated with particular traits. The onus lies with the educator to sensitise the learners by demonstrating that it is not ability but effort that supersedes and leads to success. The educator has to be cautious with the language of interaction within the class and inculcate a culture of aspiring learners to aim for something until they achieve it.

b. Using evaluative praise

The aim of praising learners is to develop their development and critical-thinking. It enables them to understand the factors that support their learning. Praise lets them focus on positive points that propel them to achieve and learn positively. Praise also helps the praised learner and the class at large. The educator has the role of explicitly spelling out the behaviour that led to the praise for the sake of the entire class. This demonstrates to all learners what is expected of them.

c. Learning conversations to encourage deeper thinking

Teachers often give feedback to every learner's response, and this may limit the learners' thinking. Learners could be awarded a chance to speak to each other and give as many responses as possible, and the teacher is responsible for facilitating these dialogues. Learners can also be granted the chance to build up on others' responses and give as many responses as possible.

d. Teacher models their own thinking

Learners learn best when they witness the required behaviour; hence, the teacher would model the critical-thinking skills. The teacher would engage the learners and imagine, think and share creative thinking ideas with them to nurture them towards the desired critical-thinking skills. Teachers could also model the appropriate language to propel learners to use the correct language and encourage learners to share their imaginations and thoughts.

Eswatini has an objective of inculcating critical-thinking skills in all learners regardless of their disability (The Government of the Kingdom of Eswatini, 2018, par. 3.4) and, therefore, embraces the required lowest possible standard of suitability of the SAVE Framework.

3.8.1.1.3 Assessment

Special education assessment is more significant than simply administering tests for the outcomes of test scores; this assessment is a process of gathering and transcribing data to determine learners' strengths and weaknesses (Adzanku, Attia and Agbetorwoka, 2021). The success of inclusion lies in fresh assessment practices that are welcoming to new learners. In schools, educators assess to give feedback to the guardians, parents, and learners with data that could aid decision-making to add substance to the learners' educational journeys. Special education, to a large extent, relies on informal assessment (Gyimah, Ntim and Deku, 2018)

There are six types of assessments (Teach thought, 2021). These are:

(a)Diagnostic Assessment or Pre-Assessment - This is an assessment that the learner receives prior to instruction to gauge the knowledge that they already have.

(b) Formative Assessment - This is an assessment that a learner receives during instruction.

(c)_Summative Assessment - Summative assessment is instruction that a learner receives after instruction.

(d) Norm-Referenced Assessment - This assessment equates a learner's assessment against that of other learners in the classroom.

(e) Criterion-Referenced Assessment - This assessment evaluates a learner's performance against set objectives.

(f) Interim or Benchmark Assessment - This assessment evaluates a learner's assessment at stipulated intervals and presents it as a bar graph to show progress for the year.

Education allows learners with impairments to compete and function efficiently and effectively within their communities. This encompasses assessment practices used by teachers to recognise the weaknesses and strengths of learners that are necessary for instructional purposes (Adzanku, Attia & Agbetorwoka, 2021). The lack of assessment implies that special education cannot exist because Special Educational Needs commence with and conclude with assessment. This could be challenging for teachers and professionals as they could struggle to identify individual learners' needs.

Landsberg, Kruger and Nel (2007) argue that teachers should not assess learners but instead focus on assessment for learning. This implies that educators should distance themselves from performance-based assessments when attending to learners with impairments. The Government of the Kingdom of Eswatini (2018) embraces assessing learners with impairments by stipulating that the educators should alternate various assessments to accommodate all learners. The Head of the school is responsible for motivating and supporting the educators to amend assessments for learners with impairments because he is ultimately in charge of all instruction within the schools and therefore renders the Kingdom of Eswatini as one that embraces the suitability element of the SAVE Framework.

3.8.1.1.4 Infrastructure

The term infrastructure comprehensively encompasses equipment, tools, machinery, technology, computer laboratories, Science laboratories, and libraries (Kapur, 2019). School infrastructure should accommodate all learners and include well-ventilated libraries, laboratories, classrooms, clean water, electricity, furniture, playgrounds, and an assembly area (Barret, Treves, Shmis, Ambasz & Ustinova, 2019:1).

Eswatini's NDPA (Government of Swaziland, 2015) encompasses seven significant themes. Theme 7 of the NDPA is grounded in the environment and infrastructure. It responds to the removal of all environmental, cultural, social, infrastructural, and physical challenges that safeguard Persons with Impairments from holistically partaking within community.

For this reason, the Government planned to restore the school buildings to reduce the challenges of inaccessible schools for students with impairments (Ministry of Education and Training in

Swaziland, 2012). A study by Sambo (2018) disclosed that infrastructure affects IE practices. All schools' infrastructure in Eswatini, such as laboratories, offices, classrooms, toilets, and play grounds should be available for all students (Swaziland 1999, par. 5.1, 5.2, 5.3).

However, the Government is aware that some schools may have challenges altering their infrastructure to meet these demands because all primary schools depend on Government funds that currently do not allow infrastructure (The Government of the Kingdom of Eswatini, 2018:xii). The schooling premises and building generates a favourable atmosphere for educators to offer a helping hand to the hindrances faced by students with impairments, thus rendering the school as adhering to the least possible standard of suitability, which necessitates school buildings to embrace learners with impairments (Tesemma, 2012).

3.8.1.1.5 Universal Design of Facilities

Universally designed products and facilities observe the suitability concept, which concentrates on ascertaining the school institution's ability to embrace all learners (Government of South Australia, 2016). It denotes an inclusive environment (Tesemma, 2012). On this premise, (Woodward, 2017) advocates for all school infrastructure to embrace universal or inclusive design. This is the design of the infrastructure and the environment and how it can best be utilised, understood, and accessed by persons of all abilities and ages.

3.8.1.1.6 Disciplining Practices

Disciplining learners with impairments is a prerequisite for the minimum standard of suitability as extra precaution must be exercised because their misbehaviour may be caused by their disability (Tesemma, 2012). All schools must have a policy that guides learners' discipline and behaviour, which could offer a guideline on how learners should be disciplined, which is known by all the stakeholders and should adhere with the minimum suitability standard. The Constitution of the Kingdom of Eswatini is against all inhumane forms of punishment (Swaziland 2005, s 29(2)).

3.8.1.1.7 Language

Language is believed to be of distinct importance to the LVIs as it serves a role of developing understanding (Greenaway & Dale, 2017). Language is verbal or non-verbal communication and

can relay emotions, feelings, thoughts, and ideas to others (Alshami, 2019). Early and severe impairments usually hinder language acquisition in children (Greenaway & Dale, 2017). The children have less rarely accessed the environment and, in turn, receive diverse responses from separate individuals, which ultimately leads to differences.

LVIIs should be given various reading textbooks to advance their pronunciation, spelling, speaking, and reading of the language. Practicing a language speeds up LVIIs' language acquisition. Willings (2017) states that reading and literacy aids are fundamental skills that give LVIIs the liberty to interact with all curricular areas. The teacher, therefore, determines the basic reading approach (Willings, 2017).

3.9 AVAILABILITY ELEMENT OF THE SAVE FRAMEWORK

3.9.1 Quantity of schools and quality IE.

Special schools are often located in far-away places from residential spaces which ultimately leads to several learners not attending such schools (UNESCO, 1994, par. 72). Many learners with impairments have no schools near their communities that could admit them in Eswatini (Ntinda, Thwala and Tfusi 2019:84) and are thus compelled to relocate to far inclusive high schools. The MoET has enacted legislation that make mainstream schools inclusive. However, some schools have a challenge accommodating learners with impairments and ultimately making them fail to conform to the lowest possible standard of availability of the SAVE Framework. The admission of learners with disabilities should never be for admitting but to ascertain that they are awarded a quality IE in their neighbouring schools (Swaziland, 2005, s 29(6)).

Quality IE should be adequately accessible to all students. These schools should be carefully placed in communities to allow easy access for all learners. The Government should ensure access to basic, compulsory and free primary school education to learners with impairments (UN, 2007).

Eswatini Government grants basic primary education to learners. This cannot infer that all students with impairments are admitted to schools. The CRC in (UN, 1989, art. 23) demands that all learners be placed in neighbouring schools where they can learn with their peers. Isolating learners with impairments and sending them to distant special schools is against this Convention.

3.9.2 Teaching methods

In his study, (Zwane, 2016) believes that the Eswatini curriculum should embrace IE to ascertain that teachers use instructional techniques considering diverse learners' needs. Curriculum adaptation is modifying the syllabi to adhere to the unique abilities of all learners in a class. It could imply altering the curriculum and adapting the instructional methods of teaching. It could involve splitting the LVIs into clusters with varied abilities as they are prone to be taught by their peers (Chauke, 2017). When the teaching methods are modified, it ascertains that the teaching content can access learners of diverse needs in an inclusive class.

Islek's (2017) study discovered that educators had challenges teaching subjects with visual content to LVIs. The teachers had to modify the methods of instruction, materials, and environments to successfully impart the knowledge (Sozbilir, Zorluoglu, Okcu, Kizilaslan, Gul, Bulbul & Yazici (2017). This is often impossible for educators not trained in curriculum adaptation and handling learners of diverse needs.

Educators in a class often engage teaching methods that could profit all the learners in a mainstream class (Tesemma, 2012). Differentiated methods of instruction successfully accommodate LVIs. They allow all learners to achieve learning instruction at different levels and durations in the classroom and enhance inclusion (Smets, 2017), hence embracing the lowest possible standard of availability of the SAVE Framework.

3.9.3 Training of teachers

Teachers must be trained to teach LVIs in inclusive high schools for an effective teaching process. Teacher-training is key as it broadens and equips teachers with the necessary skills to handle learners of diverse abilities (UNESCO-International Bureau of Education (IBE), 2008). Educator training could be in the form of staff development, pre-service or in-service, depending on the status of the individual teacher. Zwane (2016) further purports that there is minimum proof that teachers are awarded in-service training on inclusion and inclusive teaching and learning. This implies that some teachers are untrained and possibly struggle to assist the learners with unique needs, while the learners with SEN are disadvantaged when taught by untrained teachers.

Research by (Islek, 2017) discovered that educators who were in inclusive schools and worked with the LVIs were assigned without being trained, and they were unable to reach out to the LVIs adequately, hence the significant decline in academic performance. Based on this premise, the study recommended that teacher-training was an efficient way for teachers of Science as it made the subject accessible to the LVIs.

A study by Van Rensburg (2015) argues that teacher-training is the basis for an effective IE. He further purports that qualified educators accept a teaching approach to understanding the LVIs' learning and development milestones. Trained teachers regulate and adapt the curricula to fit learners' diverse needs within the classroom.

Another study by (Maseko, 2021) recommended that the MoET ascertains that educators receive pre-service training for those in training and in-service training for those already in the IE schools. Maseko (2021) further argues that mainstreaming IE without sufficient teacher capacitation and training implies that IE teaching and learning could not be successful. She further suggested that the in-service training should be periodic for teachers to keep them well-informed and to ensure that they adhere to the lowest possible standard of availability of the SAVE Framework.

3.9.4 Teachers with Disabilities

A school community adheres to a culture. Each community has a culture that shapes the lives of all learners (Boyat, 2017). Having teachers with disabilities is an advantage to the school because it propels the learners to realise that there is hope, enhances their self-esteem, and encourages them because they see the school as welcoming to all people despite their disabilities (Boyat, 2017).

Lewis and Bagree (2013) argue that a school with teachers with impairments decreases the labelling, mocking, and bullying of learners with impairments. These teachers with impairments could assist others without impairments in comprehending life through learners with impairments' eyes and seeing their lives holistically. They also give hope and act as role models to learners with disabilities.

3.9.5 Learning assistive devices

Learning assistive devices are learning strategies, software, and hardware that allow people with disabilities to read, walk, write, and do other activities. They refer to a broader spectrum of equipment for persons with disabilities, including rehabilitative, adaptive, and assistive gadgets (Assistive Technologies for Visually Impaired Market, 2022).

When the effects of disability on learning are felt, alternative teaching and learning methods must be engaged (Kizilaslan, 2020). In this regard, it is essential to use alternative means of contacting the LVIs during the teaching and learning process. Possible strategies could include learning assistive devices like Braille tablets, computer software, and computers with voice-over programmes, magnifying glasses with assistive technology tools, large print for learners with low vision and additional vision power, and programmes with screen enlargement. A scoping review (Maseko, 2025) revealed that lack of assistive devices hinders adequate teaching and learning and is a catalyst for low self-esteem, doubt and inadequacy in teachers.

UNESCO (1994, par 50) purports that students with impairments coming from disadvantaged families may seek assistance in the form of feeding aid, stationery or textbooks to support teaching and learning and make it a certainty (UNESCO, 1994, par. 50). Eswatini provides a feeding scheme, stationery, school furniture and textbooks to all primary schools as a way of supporting the learners as declared by (Kingdom of Eswatini, MoET 2020b). Eswatini also offers an education fund to all primary schools, yet there is no unique provision for LVIs. Even though the Government supports primary schools, learners with disabilities are offered similar support and no unique support, thus rendering the Kingdom as one that does not comprehensively adhere to the availability minimum standard that needs learning materials for these learners (Tesemma, 2012).

3.9.6 Funding

Governments globally are responsible for funding Education for All learners, which is one of the minimum requirements for the availability standard (Tesemma, 2012). Learners have a legal right to gain from the apportionment of Government revenue (UN, 2009, par. 1.2.3). The Government must further ensure that the LVIs and others with impairments are granted equivalent rights to education as learners without impairments.

Conforming with the lowest possible standard for availability demands Eswatini Government to fund IE in schools as a requirement (Tesemma, 2012:210). The Government of the Kingdom of Eswatini (2018) argues that educational materials should not hinder the teaching exercise, which builds an adverse inference around the statement. The Government is optimally responsible for funding the implementation of IE and ascertaining that schools are appropriate for receiving learners with impairments. The MoET assures its obligation to an equitable IE system (Kingdom of Eswatini, MoET 2019:2). A similar pledge by any Government should be juxtaposed with funds to conform with the lowest possible standard of availability of the SAVE Framework, which is absent in Eswatini (Maseko, 2021).

3.9.7 Resource Centre

Resource centres maintain and store specialised equipment for learners with high support needs, provide resources such as Learning & Teaching Support Material (LTSM) and Information Communication and Technology (ICT), grant access to technology services, and are used as loan centres for specialised equipment for learners in mainstream schools (DoE, 2001).

Educators and their assistants in inclusive schools have proficiency in working with learners with impairments; thus, it is advisable to convert special schools to resource centres to support and guide regular schools as they transform into IE schools (UNICEF office in Montenegro, 2019). These schools could sustain mainstream institutions through capacity building and support for teachers, learners and parents, including the villages where they stay (UNESCO, 1994, par. 72). This would render the regular schools converted to inclusive high schools as adhering to the availability minimum standard.

3.10 EQUITABILITY ELEMENT OF THE SAVE FRAMEWORK

Tesemma (2012:210) declared these essentials to ascertain conformity with the lowest possible standard of equitability.

- Ensure fairness of results, non-discrimination and access
- Recognise education as a cultural, social, economic, political and civil right
- Acknowledge the education of learners with impairments
- Liberty for parents to choose and to be involved

- Setting up inclusive schools that have inclusive ethos and culture
- Availing inclusive schools that are reasonable
- Awarding equitable funds
- Committing political confirmation and an aim to seek redress
- Respecting uniqueness and difference in others; and
- Trying to listen to the voices of learners with impairments.

3.10.1 Fairness

Fairness implies that all learners in a school are equally important and worthy of receiving access to the right to education. This implies that no learner should be forbidden by any obstructions and hindrances from gaining access to education and that the conditions for learning within the school should be favourable for learning (AU, 2018, art. 16).

Assistive devices improve the independence, participation and performance of learners with disabilities (Willings, 2020). They allow learners with impairments to access the curricular at the same angle as learners without disabilities. Fairness could be executed by adapting teaching methods to embrace learners without disabilities. (Tesemma, 2012:210) argues that Government and school administrators must express fairness by modifying the environment to embrace all learners, which, in turn, conforms with the equitability lowest possible standard of the SAVE Framework.

3.10.2 Equal access

Education White Paper 6 (SA DoE, 2001) is associated with the Salamanca Statement (UNESCO, 1994), which upholds the idea of inclusion, equal access, and participation for all students. The Kingdom of Eswatini's Constitution commits to dignity and freedom for all people, equality, and justice that embraces an inclusive society that includes persons with disabilities (Swaziland Government, 2013). The equitability minimum standard is founded on equality and non-marginalisation, irrespective of impairments (Tesemma, 2012). Students have an entitlement to IE and access within neighbouring schools to perform optimally (UN, 2009, art. 1.2.1).

In Mozambique, people with disabilities have unequal access to development spaces. They have no access to the fundamental right of education (Nhengu, 2022) and are often excluded from

attending school even though the Constitution of Mozambique embraces IE. Learners who attend school fail to finish their primary school level, yet the Constitution of Mozambique embraces IE, but the implementation is inefficient.

Eswatini enacted three policies:

- The EDSEC Policy (The Government of the Kingdom of Eswatini, 2018) ascertains that students could enjoy equal educational admission irrespective of their impairments.
- The Curriculum Framework (Kingdom of Eswatini, MoET 2018: par. 1.4), which illuminates that curricula is founded on SiSwati principles to embrace all learners on inclusion values that embrace children despite their impairments; and
- The Standards for Inclusive Education (Kingdom of Eswatini, MoET 2019) suggests that school administrators could craft an institutional admission policy that welcomes learners who reside within the villages and appeals for no stigmatisation and marginalisation based on impairments. The onus lies with all the IE stakeholders who have to ascertain compliance of these policies in-turn rendering the schooling institutions as having complied with the equitability standard.

Some teachers in various South African schools are adapting to a changing policy environment. A recent case study (Adewumi, Mosito, and Agosto, 2019) revealed that regardless of different challenges such as large class sizes, insufficient resources, teachers are creating alternate approaches to include everyone. This is beneficial to the learners and promotes a successful IE.

3.10.3 Political commitment

Political commitment is defined as collateral to adhere a chosen route by the Government of a state because of an enacted policies or legislation (American Heritage Dictionary of the English Language, 2016). The Standards for IE displayed a radical obligation towards IE by illuminating ideals that all education personnel and schools could adhere to in a bid to ascertain that all learners with impairments are awarded their educational rights (Kingdom of Eswatini, MoET 2019). By enacting this policy, the Government displays dedication and obligation to the learners' right to a fair and successful education system. Enacting these policies ensures that learners with

impairments learn well to confirm that their right to an education is recognised, as advocated by (Teseemma & Coetzee, 2019:63).

3.11 CHAPTER SUMMARY

Chapter 3 was the literature review chapter, which discussed inclusionary and exclusionary experiences of the LVIs. It reviewed and analysed the literature while deliberating diverse opinions of other studies for a profound understanding of the day-to-day experiences of LVIs. The literature review chapter revealed a gap in the literature on the lived experiences of LVIs in IE schools in Eswatini, as it emerged that there is a minimal body of existing literature. The following chapter discusses the methodology, which includes data collection, data analysis, research design, sampling, research instruments, and ethical considerations.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

This study's primary aim was to examine the exclusionary and inclusionary experiences that the LVIs encounters in inclusive high schools in Eswatini. A literature gap was evident as a lack of studies responded to the inclusionary and exclusionary lived experiences of the LVIs in inclusive high schools in Eswatini. The education of the LVIs is an under-explored phenomenon as the Kingdom currently has only three (3) inclusive high schools that admit the LVIs; thus, they are perceived to be a minority.

The research methodology chapter concerns how the study's methodology and design were used. This chapter began with a discussion of the paradigm and a comprehensive report of the axiological, epistemological and ontological presumptions that grounded the research. It was succeeded by a literature review on the interpretivist theory and the methods applied to this study. An in-depth analysis of the participants, settings, population, sample techniques and samples is discussed. A discussion on data collection tools and techniques was succeeded by ethical considerations that embraced the study. The conclusion of this chapter sums up the previous chapter and prepares the reader for the next chapter.

4.2 RESEARCH METHODOLOGY

4.2.1 The Philosophy of the Interpretivist Paradigm

A study by Khatri (2020) detected that a paradigm propels the researcher in the comprehensive inquiry of choosing the research problem, placing the research questions, and identifying the methodology that would illuminate the research. The research paradigm controls and orders which influences should be researched and how best the results can be construed and illuminated by other scholars in the field (Kavunja and Kuyini, 2017). Research paradigms establish the philosophical orientation of a researcher and show notable conclusions or resolutions made by the researcher (Khatri, 2020). The kind of paradigm a researcher accepts usually leads them to assume a mixed-

method, qualitative or quantitative study. Axiology, methodology, ontology and epistemology are the four components of a research paradigm (Okesina, 2020).

This study embraced the interpretivist research paradigm, underpinning and embedding the research. The interpretivist paradigm predestined the methods, approach, and research design that the researcher applied to the study. This philosophy emphasised how people understood phenomena in the social context (Kavunja & Kuyini, 2017). Interpretivism was utilised to comprehend the social phenomena in their everyday context. The LVIs normal context was the inclusive school and the inclusive classroom, a fresh practice and philosophy in the education of learners with impairments in Eswatini (McCarthy & Shelvin, 2017). There have been numerous debates surrounding IE over the past decade. Inclusion advocates have many reasons to support it. One illuminated reason that they have was that learners with inclusive educational needs deserve to live and enjoy participation with their peers in their communities (McCarthy & Shevlin, 2017).

Adversaries of inclusion argue that learners with Special Educational Needs are better admitted in special institutions where they enjoy an immerse concentration of funds and supplies (Papuda-Doliska, 2017). This culminated in studying the LVIs in the inclusive setting to understand it better. A central principle of the interpretivism is that realism is socially created (Kavunja & Kiyini, 2017). They consented to the social phenomena of IE for LVIs in inclusive schools, which was founded on the notion that the interaction of people leads to the construction of a distinct meaning called constructivism (Kavunja & Kiyini, 2017). Interpretivist studies aim to comprehend and experience the unique pathways that explain the world from different cultures and contexts.

An advantage of this paradigm included an opportunity to experience the various unique situations that led the researcher to a broader aspect of understanding that deeply comprehends the social background and can conduct studies in the natural setting (Pham, 2018). The main aim of this interpretivist researcher was to comprehend a social phenomenon from the perspective of the participants instead of the researcher.

The researcher aimed to examine the exclusionary and inclusionary experiences that the LVIs encounter in inclusive high schools; to assess how effectively inclusive high schools in Eswatini meet the SAVE Framework's minimum standards for ensuring the LVIs' rights to IE; and to advance a model intended to address and implement best IE practices. The social phenomenon

under study had numerous meanings, and these could only be understood by reliving and interacting with the LVIs as postulated by (Creswell, 2014). Pham (2018) believes that comprehending a phenomenon depends on the interpretation attached to it.

This was another reason this study used the interpretivist paradigm as a conduit to study and further realised that the LVIs historical, cultural and personal experiences shaped the interpretation of the study. The interpretivist paradigm believes the researcher could engage study participants through discussions, mingling and listening to valuable data (O'Donoghue, 2018). The researcher conducted a data collection exercise and understood the experiences of the LVIs in inclusive high schools. This allowed the researcher an in-depth and holistic IE experience because the study occurred in the LVIs' natural setting, the inclusive high schools.

4.2.1.1 Epistemological Assumptions

Mugenda and Mugenda (2019) described an epistemological assumption as studying the theory of knowledge. It helped to comprehend knowledge and reach a specific level of knowledge. The epistemology of a research paradigm was interpreted as how the researcher understood how to relay their knowledge and improve the body of literature in a specific area of study (Khatri, 2020). Four paths can lead researchers to know: authoritatively, intuitively, logically and empirically (Okesina, 2020). They believed that intuition, faith and belief are a natural source of knowledge. Information and knowledge about a particular aspect, topic, or book translates into an authoritative foundation of knowledge (Boon & Baalens, 2018). Self-introspection and logical reasoning equate to a foundation of information that is logical. Experimental information is founded on objective and verifiable realities (Khatri, 2020). This research was concerned with the experiences of LVIs, and the data were collected from LVIs, teachers of LVIs, principals of inclusive high schools, and a class in the inclusive school who are all assumed to be information-rich, have deep knowledge about the phenomena and are authoritative sources of knowledge.

4.2.1.2 Ontological assumptions

Mugenda et al. (2019) interpreted ontology as research on the concept of reality. The ontology of a research paradigm is how the ecosphere is assumed and the reality of the social phenomena under study studied. Okesina (2020) distinguished four ontological elements founded on the research

paradigm. These comprised single reality or naïve realism, non-single realities, historical realism and relativist ontology.

The element of single reality presumed a world of material entities the researcher could have experienced is objective, external, and independent of social actors (Okesina, 2020). A relativist ontological position comprehended that a research problem had numerous realities that can be examined and that interaction leads to a specific understanding to be developed through the interconnection between the participants and the researcher. This research embraced the ontological position with multiple facets. The researcher believed that having interrelations and engaging with the study participants might provide an opportunity to develop various faceted realities concerning LVIs inclusionary and exclusionary acquaintance in inclusive in the IE institutions in Eswatini.

4.2.1.3 Axiological assumptions

Axiology is how a researcher acts based on their research. This encompassed the standard of how a researcher valued their judgement, particularly in ethics (Denzin & Lincoln, 2018: 126). This research did not cause any harm to the participants, mainly because it adhered to all ethical considerations. The researcher forwarded an ethics application from the UNISA's College of Education Research Ethics Committee and was approved. The researcher sought and was granted consent by the Director of Education from the MoET in Eswatini and permission from principals of the three inclusive high schools. The researcher further sought consent from the teachers and principal participants. They also sought consent and were granted permission by the parents of the LVIs. They were committed to preserving the anonymity and privacy of the learners. They sought assent from the LVIs and were given permission. The researcher in this study acknowledged all sources and explained to the participants that the data were collected for academic purposes only.

4.2.2 Research design

A study by Creswell (2018) purported that the qualitative studies were mainly preoccupied with the interpretation that participants attached to their personal experiences. This study employed a phenomenological narrative research design that merges the phenomenological research design and the narrative research design. It explores how the phenomenon is experienced as it unfolds,

yielding insights and experiences personal narratives of participants' lived experiences. The researcher aimed to generate a model about the phenomena, as (Hassan, 2024) proposes.

4.2.3 Research approach

A qualitative study is a reciprocal activity that aims to comprehend a specific question naturally, thus getting an in-depth perception of a subject founded on participants' behaviour, attitudes, experiences and beliefs (Aspers & Corte, 2019). The study used the qualitative research approach to data collection, which is explained as data collection conveyed in words and analysed through the participants' interpretations and classifications (Bandari, 2023). Shokane, Makhubele and Blitz (2018) observed that qualitative studies used data collection methods like interviews, observation, focus-group discussion and document analysis.

Qualitative research methods analyse non-numerical data, understood relationships, experiences, and difficulty pinpointing the phenomena. Qualitative techniques focus on phenomena' descriptive, humanistic, and qualitative aspects (Bhangu, Provost & Caduff, 2023). They provide rigorous, challenging-to-pin-down phenomena, nebulous, rational methods for analysing subjective, and theoretically sound approaches. They prepare us to study unique phenomena and provide instruments for identifying and understanding different factors that lead to a phenomenon.

Qualitative research methods are empirical, inductive, open-ended and tend to encourage researchers to seek an unknown reality (Bhangu et al., 2023). Qualitative research techniques help make sense of emotional, illogical and irrational subjects. These assisted the population in comprehending families and societies globally. They focused on the individual and then transcended this analysis into the more significant economic, educational, political and cultural population (Bhangu et al., 2023).

4.3 POPULATION AND STUDY SETTING

A study population is the number of participants or items from which a sample is taken (Gray, 2014). Creswell (2012) describes a population as a cluster of people with similar features. This research's study population comprised inclusive high schools in Eswatini.

Eswatini encompassed a total of 323 high schools in 2025 (Ministry of Education and Training, 2025) that admitted 118,262 learners at high school level. There were a total of 7,429 teachers and 492 of the learners had Special Educational Needs.

The participating three inclusive high schools had an overall total of 1072 (100%) learners. 17 (1.59 %) of these learners were blind, and 32 (2.99 %) had low vision. There were 1023 (95.43 %) learners without visual impairments in the inclusive high schools. The overall population of the LVIs in the three inclusive high schools is 49 and these were a mixture of blind and low-vision learners. The following pie chart represents all learners in these three inclusive high schools.

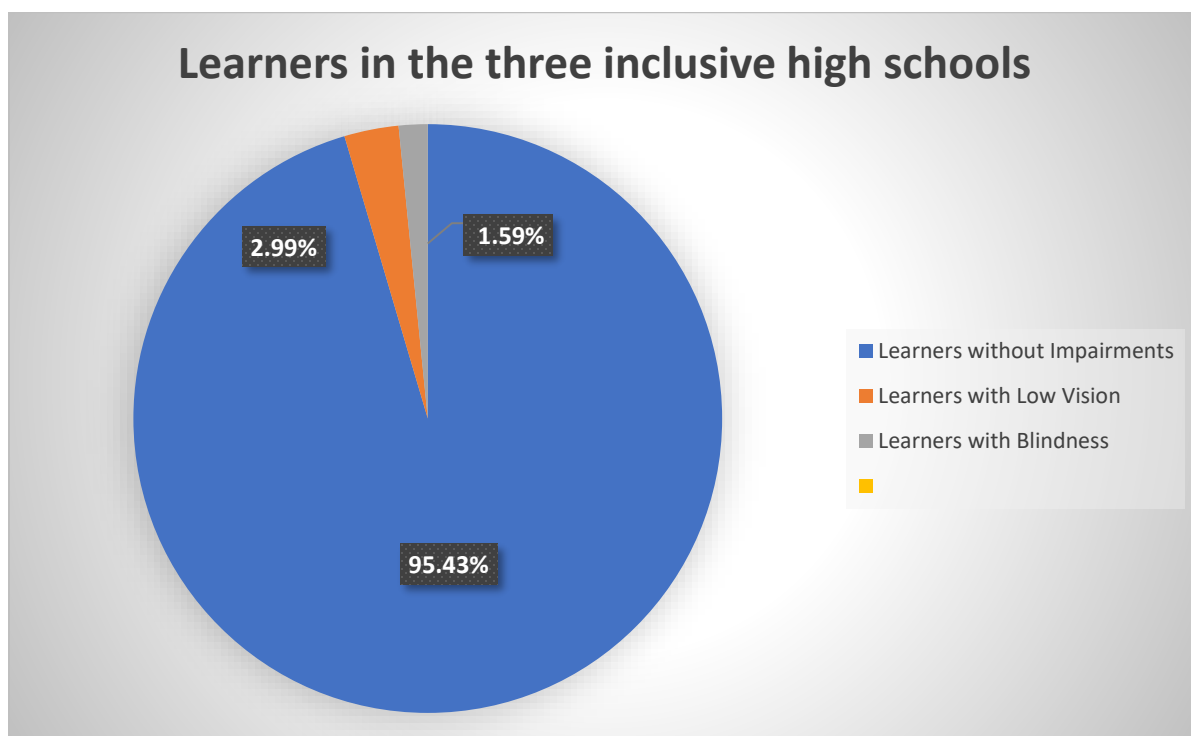


Figure 4. 1: Representation of all learners in these three inclusive high schools.

Source: The researcher

Figure 4.1 is a representation of the population of the three inclusive high schools that admit LVIs in the Kingdom of Eswatini. The principals of the inclusive high schools are the gate-keepers and guides for the inclusive high schools. They are the first point of contact to the inclusive high schools, are the guides to ensuring that LVIs rights to an IE is recognised and are deemed information-rich on issues that relate to LVIs successful IE. The teachers of the LVIs are the conduits for disseminating the information as they guide them through the teaching and learning

process. They may recognise key elements that could be a challenge, a success, modifiable, and a key element in the education of the LVIs. They are responsible for the teaching and learning process and are class managers.

4.3.1 Research site

A research site is the cultural, social, and physical field where research is directed (Creswell, 2018). This study was executed in the three inclusive high schools where the LVIs attended schools. These are the only schools with personnel and resources supporting their learning. These three schools are found in the Hhohho, Manzini, and Shiselweni regions in the Kingdom of Eswatini.

4.3.2 Languages spoken in Eswatini

The official languages for the Kingdom of Eswatini are English and SiSwati. Most of the EmaSwati population (85%) speak SiSwati as their first language, and 15% speak English as their first language. English is a first additional language and a medium of instruction in all institutions and schools. It is widely spoken as a second language by most people (English Raven, 2024). SiSwati is spoken in schools and used as a medium of instruction.

4.4 SAMPLING

Sampling is selecting participants from a larger population to study and ultimately understand that population (Merriam-Webster, 2024). The three inclusive high schools were selected because they were the only three high schools that admit the LVIs in Eswatini.

The sample comprised of three inclusive high schools that admitted 5 LVIs from each of the three schools to represent the overall LVIs sample of 15 LVIs. These learners ranged between Grade 8 and grade 11 and their ages ranged from 13 to 22 years. There were 8 male LVIs and 7 female LVIs. This gender balance was meant to get views that were equal from both genders of the participating LVIs. These learners fluently spoke English and SiSwati and their visual impairments included blindness, low vision, myopia and colour blindness. The LVIs were the key participants that experienced the phenomenon.

There were 3 principal participants of the 3 inclusive high schools who were sampled and they were included because they are gate-keepers in the inclusive high schools, and leaders which deemed them information-rich cases. Their ages ranged from 47 to 58 years old. Two were female and 1 was male and their work experience ranged from 24 years to 33 years. They all spoke English Language and SiSwati and only one could communicate in Swati Sign Language. All of them hold Bachelors' Degrees but one has an additional Masters in Education Degree in Inclusive Education.

The teachers were parents-in-waiting and custodians of the curriculum for the schools. The researcher sampled 3 teacher participants of the LVIs who had experience in inclusive high schools and could contribute to the education and experiences of the LVIs. These were 2 female teachers and 1 male who all spoke English and SiSwati. They had 17 to 27 years teaching experience and had Bachelor's Degrees and one also had an Honours Degree. The inclusive class that was sampled was an inclusive class of 45 learners without visual impairments and had 3 LVIs and were taught a core subject during the observation. The three teachers of the LVIs and the three principals of three inclusive high schools played a third-party role on the experiences of the LVIs in the inclusive high schools.

The researcher engaged criterion purposive sampling for the three principals of inclusive high schools, 3 teachers of inclusive high schools who taught LVIs, LVIs in inclusive high schools and an English Language inclusive high school class of forty-five learners without visual impairments that had three LVIs as purported by (Tumen-Alyldiz et al., 2021). Criterion purposive sampling demanded this researcher to deliberately select the participants and consider if they are information-rich cases, as (Crossman, 2019) discusses.

This study engaged criterion purposive sampling because the research called for a specific criterion that had to be adopted for participants to partake in the study as purported by (Nyimbili and Nyimbili, 2024). Study participants were handpicked because the criterion is set to allow relevant data to be collected. Criterion purposive sampling is excellent in quality assurance because the generated data comes from reliable sources.

The inclusion criteria for this study was as follows. For the schools, the criteria required that: (a) the school should be a school that is an inclusive high school, (b) the school admits learners with visual impairments, (c) the school admits LVIs who have low vision, total visual impairments,

myopia or colour blindness, and (d) the school uses Braille as a communication format for the LVIs. For the LVIs, the inclusion criteria required that (a) they should be LVIs that are blind, have low vision, myopia or colour blindness and (b) they should be currently learning in the inclusive high school. The inclusion criteria for the teachers of the inclusive high schools required that (a) they teach in the inclusive high school, (b) they currently teach the LVIs, (c) they should have taught in the inclusive high school for at least ten years. The inclusion criteria for the principals of the inclusive high schools required that (a) they are currently principals of the inclusive high schools. The inclusion criteria for the inclusive classroom required that (a) they are learners in an inclusive class and within the inclusive high school, (b) they have at least three LVIs within the class (c) they are taught a core subject at the time of the classroom observation (d) and they are taught by a teacher who has taught them for at least two years.

Table 4. 1: Principals' demographic data

Principal	Gender	Age (years)	Languages	Qualifications	Teaching experience
P 1	Male	58	English, SiSwati	BSc in Agricultural Education	33 years
P 2	Female	47	English, SiSwati, Sign Language	BA + PGCE, Med in Inclusive Education	24 years
P 3	Female	51	English, SiSwati	BA + PGCE in English and History	30 years

Source: The researcher

Table 4. 2: Teachers' demographic data

Educator	Gender	Age (years)	Languages	Qualifications	Teaching experience

T1	Female	40	English, SiSwati	Diploma in English and SiSwati	17 years
T2	Male	42	English, SiSwati	Bed in English and Religious Education	22 years
T3	Female	48	English, SiSwati	Bed in Mathematics and Geography, Honours Degree in Inclusive Education	27 years

Source: The researcher

Table 4. 3: LVIs' demographic data

Learner	School	Gender	Age	Class	Languages	Impairment
L1	A	M	15	Grade 10	English, SiSwati	Blindness
L2	A	M	20	Grade 11	English, SiSwati	Blindness
L3	A	F	17	Grade 9	English, SiSwati	Myopia
L4	A	F	16	Grade 8	English, SiSwati	Low vision
L5	A	F	22	Grade 11	English, SiSwati	Blindness
L1	B	M	19	Grade 10	English, SiSwati	Blindness
L2	B	F	20	Grade 11	English, SiSwati	Blindness
L3	B	M	14	Grade 9	English, SiSwati	Low vision
L4	B	F	13	Grade 8	English, SiSwati	Blindness
L5	B	M	16	Grade 10	English, SiSwati	Myopia
L1	C	M	22	Grade 11	English, SiSwati	Low vision
L2	C	M	14	Grade 9	English, SiSwati	Color blindness
L3	C	F	13	Grade 8	English, SiSwati	Low vision
L4	C	F	19	Grade 10	English, SiSwati	Low vision
L5	C	M	21	Grade 11	English, SiSwati	Blindness

Source: The Researcher

The 3 tables (Table 4.1, Table 4.2, and Table 4.3) revealed the demographical data of the principals, teachers and LVIs that participated in the study to vividly reveal the context, personal data, languages, teaching experience, and type of impairment. This enhanced the trustworthiness and credibility of the study as purported by (Leedy et al., 2019).

4.5 DATA COLLECTION TECHNIQUES

The collection of data is a structured activity of collecting observations and measurements. It allows the researcher to personally experience and form intuitions about the problem, as confirmed by (Bandari, 2023). This study participated in data collection from three different inclusive high schools in the Hhohho, Manzini and Shiselweni Regions. The researcher sought permission from the schools' principals to access the schools through letters from the MoET to direct the research.

This study used observation, focus-group discussion, in-depth interviews with open-ended questions, and interviews suitable for qualitative researchers (Niebauer et al., 2020). The researcher used these methods to gain insights into the exclusionary and inclusionary experiences of the LVIs in their usual setting as they are the key participants in this study. Interpretivist researchers use qualitative research data collection methods like observation, interviews, and focus-group discussions, as purported by (Rehman and Alharthi, 2016). The following is a discussion of the aforementioned data collection tools:

4.5.1 In-depth interviews with open-ended questions

In-depth interviews with open-ended questions are a type of data collection instrument used in qualitative studies. McMillan et al. (2010) argues that different kinds of data collection instruments enhanced the validity and precision of the study. This study used in-depth interviews with open-ended questions to collect data on three teachers of LVIs in three different inclusive high schools. In-depth interviews were chosen by the researcher because they sought to gain rich insights and detailed views into the teachers' individual experiences of teaching the LVIs. Their open-ended and flexible nature allowed the researcher to have a direct and personal interaction with the participant that aided in getting a deeper comprehension about the phenomena under study. The interviews took a maximum of forty minutes to complete and were answered in one sitting. The

researcher posed interview questions individually on the three teacher participants to freely respond. The responses were transcribed and recorded in English on recording Applications named Otter and Turboscribe.

4.5.2 Focus-group discussions

A focus-group discussion is a cluster discussion that examines a specific subject (Niebauer et al., 2020). It ushers an interaction that leads to data collection between the researcher and the participants (Tumen-Akyildiz et al., 2021). The location for data collection has an ultimate bearing on the quality of the collected data; hence, the focus-group discussion for the 15 LVIs took place in their natural setting, their inclusive high school in Eswatini. There were 8 males and 7 female LVIs. The focus-group discussions took a maximum of forty-five minutes and were answered in one sitting. Questions were asked from the interview guide and responses were recorded and transcribed into English on recording applications named Otter and Turboscribe.

The focus-group was chosen as an ideal instrument because it offers a wider range of opinions in a shorter period of time. Every person within the focus-group discussion could give their perspective and it offered valuable insights. The learners were ushered into the classroom and they all sat around the table. The researcher introduced herself, the group and defined the objectives of the focus-group. The researcher, who was the moderator, and the focus-group interview guide ensured that the discussion was guided by keeping the conversation on the topic. The focus-group discussions were recorder on Orter and Turboscribe.

The following is the composition and construction of the focus-group interviews for 15 LVIs from the 3 inclusive high schools in Eswatini. Each research question had questions that aimed to respond to it and solicit data. Each focus-group interview began with demographic data that was answered by the LVIs. This data included the following questions:

- What is your gender?
- How old are you?
- Which languages can you speak?
- State your impairment.

This was then succeeded by questions that relate to research questions. The following was research question 1: *What inclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

- What is your understanding of Inclusive Education?
- How does the teacher adapt the curriculum to suit your needs?
- Are the teachers fluent in Braille reading and writing?
- How is your assessment different from that of other learners?
- How are the Learners with Visual Impairments accommodated in the school?
- What motivates you to continue learning despite your visual impairment?
- What advice and suggestions can you give to enhance the inclusion of LVIs in an inclusive high school?

The following questions aimed to solicit data that could respond to research question 2 which is: *What exclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

- Where do you sit in the class?
- Can you hear the teacher from where you sit?
- Can all the Learners with Visual Impairments access all buildings in the school?
- What are the disadvantages of learning in an inclusive high school?
- What challenges are the inclusive high school, the teachers, and parents facing in their quest to accommodate the Learners with Visual Impairments?

The following questions aimed to solicit data that could respond to research question 3 which is: *In what ways do Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini?*

- How many learners are in your class?
- What are the attitudes of the other learners and teachers in the school?
- Do you have friends in the class or school?
- How is the support from teachers, parents, other learners and the Government for the Learners with Visual Impairments?

- What are the advantages of learning in an inclusive high school?
- How would you describe your experiences as a learner with visual impairments in an inclusive high school?
- Would you recommend an inclusive high school to another learner with visual impairments?

The following questions aimed to solicit data that could respond to research question 4 which is: *How do selected inclusive high schools adhere to the minimum standards for fulfilling the right to IE for Learners with Visual Impairments as proposed by the SAVE Framework in the Kingdom of Eswatini?*

- How does the teacher adapt the curriculum to suit your needs? *(Suitability)*
- Are the teachers fluent in Braille reading and writing? *(Availability of skills/resources)*
- Can all the Learners with Visual Impairments access all buildings in the school? *(Availability of infrastructure)*
- How is the support from teachers, parents, other learners and the Government for the Learners with Visual Impairments? *(Equitability in support)*

4.5.3 Interviews

Interviews in qualitative research are rated as the principal research method often used by researchers (Leedy et al., 2019). Qualitative research from the epistemological angle involves interviews for data collection in the study (Niebauer et al., 2020). Qualitative researchers in methodological and epistemological research use interviews to collect participant data. Interviews are used under three major assumptions by researchers. They are said to show one's mental condition, show the interviewee's voice and are assumed to stand as replicas of the large population. This is one other reason that made this instrument ideal for the study. The assumptions above have influenced researchers to analyse data, but these assumptions are no longer accepted by most researchers globally (Niebauer et al., 2020).

An interview is when the researcher poses questions, and the participants answer them. This researcher conducted one-on-one, interviews on three principals of inclusive high schools (one from each). The interviews took a maximum of thirty minutes to complete and were answered

in one sitting. The researcher asked questions from the interview guide for each individual participant and responses were recorded and transcribed into English on recording Applications named Otter and Turboscribe.

4.5.4 Classroom observation

Creswell (2014:239) describes observation as a period when the researcher notes the activities and behaviours of individuals on the research site and answers questions that clarify these activities. The researcher engaged in non-participant observation where they observed a lesson in an inclusive high school. The observation aimed to understand the teaching methods, learning and assistive devices, the class size, curriculum adaptation and the availability of teaching assistants in the inclusive classroom for LVIs. The researcher set up a unstructured observation guide with a checklist grid for more straightforward and structured data collection. The researcher also aimed to witness any barriers that could be faced by the teachers or learners and the relationships that exist within the LVIs and their classmates and teachers.

Observation collects open-ended, first-hand data by monitoring participants and fields in a research site (Creswell, 2014:235). Data collected through observation should be observable by the eyes. In this study, the researcher observed the inclusive high school class and collected field notes as a non-participant observer which is why this instrument was ideal for this study. The researcher did not disrupt the class as purported by (Creswell, 2014). Observation is aimed at allowing the researcher to recognise data in its setting and study the actual behaviour of the LVIs, as advocated by (Creswell, 2014). This Class observation was an English class of forty-five learners, with three LVIs. The class took forty-five minutes.

4.6 DATA ANALYSIS

Data analysis is the reduction of data, patterns, identifying themes, and assembling a structure for interpreting data (Leedy et al., 2019). It further incorporates various processes and methods of interpreting the qualitative data from the explanations (Nieuwenhuis, 2016). Qualitative data were divided into four datasets. Transcripts of in-depth interviews with open-ended questions for teachers of LVIs, focus-group discussions for the LVIs, interviews for principals of inclusive high

schools, and non-participatory observation schedules for an inclusive class were named datasets 1, 2, 3, and 4, respectively.

The researcher used the generic qualitative data analysis method discussed by (Creswell, 2018). Data were analysed using ATLAS.ti 24. This generic data analysis method entailed data collection by the researcher and conducting the coding process which was succeeded by the group coding process. This led to the development of the categories and then the emerging with themes. This researcher engaged the following prototype for data analysis by (Creswell, 2018).

The name ATLAS.ti 24 is the 2024 version of ATLAS.ti and the name ATLAS.ti is the brand name of the software that is used for analysing policy documents, focus-group discussions, interview transcripts, audios, videos and images and further eliminates human error.

The researcher then reported the findings based on the themes (Creswell, 2018). Coding inductively builds from the raw data to the final interpretation stage (Creswell, 2018). The following is Creswell's generic qualitative data analysis

- Arranging data instantly after the completion of the data collection exercise. This encompassed classifying the data according to the different instruments used in data collection.
- Read all transcriptions of the collected data to reflect on and get an overall sense of it.
- Data analysis and coding.
- Divided paragraphs and sentences into classifications and further labelled each group.
- The researcher named the different codes into sub-themes and themes, respectively.
- Finally, the researcher presented the results using figures, tables and narratives.

4.6.1 Organising data

Organising the collected data implied that the researcher had to assign pseudonyms to the three inclusive high schools to safeguard the identity of the participants. The schools were termed School

A, School B and School C. The participants were also given pseudonyms in the following order: P -Principal participant, T – Teacher participant, L – Learners with Visual Impairments, Group – for the focus-group discussion and observe for the non-participatory observation.

The researcher then recorded and transcribed the audio recordings with recording applications named Otter and Turbo-scribe recorders and transcription. These applications recorded and transcribed the recorded audios in real-time. The researcher then re-checked all the transcriptions against the audio recordings for errors by listening and comparing one against the other. Where there was doubt about the collected data, the researcher called the participants to clarify their contributions to the collected data.

This was aimed at ensuring the accuracy of the data because dependable studies determine future studies in that area. The researcher was keen on confirming the objectivity and impartiality of the study's findings and assuring that they are not affected by preferences and bias of the researcher as alluded by (Haq, Rasheed, Rashid & Akhter, 2023). Organising the data was helpful as it allowed the researcher to immerse and accustom themselves with the data.

The researcher checked the responses for the observation and the three teacher participants' in-depth interviews with open-ended questions. She then typed the teachers' responses and the field notes collected during data collection. The original documents were kept safely for future use. As Lauderdale (2017) alluded, field notes were ideal for qualitative research because they allowed the documentation of necessary contextual data.

Field notes place qualitative research on a larger scale, allowing the researcher to note spoken and non-verbal data about focus-group discussions and interviews to understand the participant's contribution (Lauderdale, 2017). The collected data was admissible and sufficient to answer the research objectives and questions.

Data were analysed with the aid of ATLAS.ti 24 which is a software program that loads all data in the form of interviews, pictures, documents, questions, observation sheets into one project thus creating an audit trail which can allow the research and reviewers to check the data analysis process from data source, year of data collection and other demographic items as purported by (Marchiori, Siqueira, Wagner, Popadiuk & Rodrigues, 2020). The following section explains the data analysis

procedure the researcher undertook while using the ATLAS.ti 24 to transmit raw data to document groups, codes, and categories. The following was Dataset 1.

4.6.2 Dataset 1: Transcripts of in-depth interviews with open-ended questions for teachers of Learners with Visual Impairments.

Dataset 1 included transcripts of three in-depth interviews with open-ended questions for teachers of LVIs. These teachers were from three different schools: School A, School B, and School C. The teachers were named T1, T2, and T3, School A—T1, School B—T2, and School C—T3. Dataset 1 responded to the first research question: *What are the inclusionary dynamics in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

Step 1: Adding Research Data in the Software

The researcher sorted and prepared all datasets and field notes. This was succeeded by creating a new project in ATLAS.ti 24 where all the collected data documents were added. The researcher started by adding all the documents into the software, and then the task of analysing each document began. One folder was created on the laptop and adding all the documents was easy because adding the folder implied that all the documents were added simultaneously. This allowed flexibility in moving back and forth within all the documents while confirming and comparing items. This also granted the opportunity to manage and organise data within the software. The following is the software report showing that documents were added on Dataset 1, and three transcripts were from three teachers with in-depth interviews with open-ended questions for data collection.

Document Report All (10) documents
1 SCHOOL A - HT 1 Text document, 44 quotations
2 SCHOOL A - GROUP A Text document, 81 quotations
3 SCHOOL A - OBSERVE A Text document, 14 quotations
4 SCHOOL A - T 1 Text document, 37 quotations
5 SCHOOL B - HT 2 Text document, 26 quotations
6 SCHOOL B - GROUP B Text document, 82 quotations
7 SCHOOL B - T 2 Text document, 38 quotations
8 SCHOOL C - HT 3 Text document, 27 quotations
9 SCHOOL C - GROUP C Text document, 72 quotations
10 SCHOOL C - T 3 Text document, 28 quotations

Figure 4. 2: ATLAS.ti 24 Document Report

Source: ATLAS.ti 24

This visual displayed a document report from ATLAS.ti 24 that showed the number of text documents and quotations that were submitted to ATLAS.ti 24.

Step 2: Reading through the collected data

Dataset 1 consisted of three in-depth interviews with open-ended questions of teachers who taught LVIs in three inclusive high schools. As Swami (2021) purported, the researcher read and re-read the data to comprehend and make sense of its contents. Re-reading the data gave the researcher a broader understanding of it and made her familiarise herself with it, which benefited the study.

During the open reading' session, the researcher focused on finding what the data implied instead of looking for answers and reasons for why it happened (Kalpokaite and Radivojevic, 2019). The researcher during this period took notes to set aside their thoughts on the data.

Step 3: Initial data coding process

The initial data coding stage is salient to the data analysis process, and as the codes form patterns for deeper analysis, they tend to make mini themes. The coding process is very subjective and requires the researcher to constantly validate the study to lower bias by carefully taking notes that clarify why some phrases are accepted and others rejected. This also demands that the researcher discuss and compare notes for more transparency (Swami, 2021). Therefore, codes that articulate the same information are assigned the same code.

Coding each in-depth interview with open-ended question began by carefully assigning descriptive tags and relevant texts. Twenty-six (26) codes emerged from this Dataset. The codes were assigned to highlighted texts and showed where the code emerged from. Recognising the codes was done on sentences, phrases, and paragraphs. During the data collection, some participants made longer submissions during the interviews and focus-group discussions, and some conversed among themselves. The gist of the conversation was sometimes drawn out from similar conversations.

Coded segments of in-depth interviews with open-ended transcripts focusing on class size.

Table 4. 4: Coded segments of in-depth interviews with open-ended transcripts focusing on class size.

7:23 11 85 in <i>SCHOOL B - T 2</i> The size of the class is inadequate as the numbers of learners within the class makes it difficult to give attention to all the learners especially those with impairments.	1 Coding Classrooms, class size and class position
7:24 11 90 in <i>SCHOOL B - T 2</i> No. There are too many learners for a class with learners living with multiple impairments. I battle to attend to everyone and my workload per cycle is high as there is a shortage of teachers in my department, the Socials department.	1 Coding Classrooms, class size and class position
4:17 11 65 in <i>SCHOOL A - T 1</i> The class size is not adequate for an inclusive classroom. The teacher-pupil is above the expected and this exerts pressure on the teacher. This implies that the teacher is not able to give adequate individual attention to the learners with unique needs and this hind...	1 Coding Classrooms, class size and class position

Source: ATLAS.ti 24

Table 4.4 reveals coded segment of in-depth interviews with open-ended transcripts focusing on class size. As the coding process continued, the codes increased. The researcher ensured that she went back to check the coding upon finishing the second transcript to ascertain consistency. This eliminated any discrepancies that could have happened in the first transcript.

Codes used for Dataset 1 for the teachers of Learners with Visual Impairments in the inclusive high school.

Table 4. 5: Codes used for Dataset 1 for the teachers of Learners with Visual Impairments in the inclusive high school.

	TEACHERS' OPEN-ENDED QUESTIONS.... 3 103	Totals
Accomoda... 90	2	2
Assessments 20	3	3
Assistive a... 68	23	23
Barriers to... 78	12	12
Classroom... 47	10	10
Communi... 19	9	9
Curriculu... 37	13	13
Diversity 23	1	1
Education 13	1	1
Education... 42	11	11
Funding fo... 27	4	4
Inclusive e... 32	2	2
Parental in... 14	3	3
Peer supp... 37	4	4

	TEACHERS' OPEN-ENDED QUESTIONS.... 3 103	Totals
Profession... 57	18	18
Resource c... 12	3	3
Resources 13	4	4
Teachers w... 3	3	3
Transitioni... 12	1	1
Universal d... 27	10	10
Basic... 4 71	7	7
Chall... 5 118	13	13
Fund... 3 54	4	4
Key t... 6 214	66	66
Supp... 9 164	9	9
The... 3 57	15	15
Totals	251	251

Table 4.5 reveals codes that were used for Dataset 1 for the teachers of the LVIs in the inclusive high school before they were merged into group codes.

Step 4: Clustering together similar data codes and returning to the data

Clustering similar data implied re-reading the 26 initial codes from the transcripts and deciding which codes could be merged into a group code. Some codes had a low groundedness on the data, and they were merged with other codes. Sometimes, codes were assigned too early in the data analysis stage, and as time progressed, the codes tended to be uniform, which led to one having lower groundedness. Clustering the codes was influenced by looking for overlapping codes. The researcher finally decided which codes to cluster and created five code group clusters that represented all the codes.

After successively clustering all the codes into groups, the researcher returned the code-groups to the relevant transcripts. This aimed at aligning the code-groups to each quotation, thus reflecting

whether the code-groups were a true reflection of the collected data, as (Kalpokaite and Radivojevic, 2019) suggested. All the quotations fitted into the code-groups, and Figure 4.3 shows all five code-groups.

A Sankey showing code-groups and participants from Dataset 1.

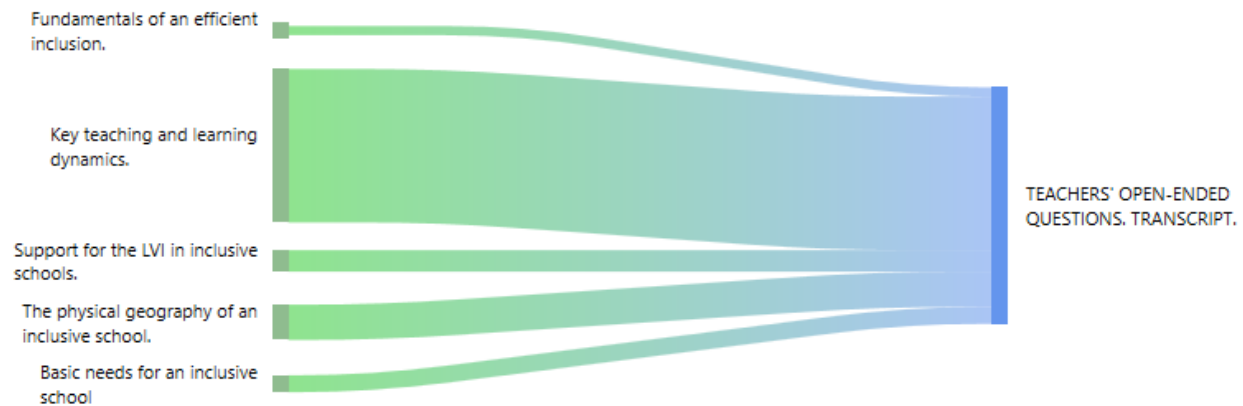


Figure 4. 3: A Sankey showing code-groups and participants from Dataset 1.

Source: ATLAS.ti 24

Figure 4.3 revealed a sankey that showed the different code-groups that came out of the different codes.

Step 5: Refining code-groups to form categories

The emerging five coding groups, as seen in Figure 4.3, are temporary code categories. Ultimately, forming categories implied sifting through and re-ordering the code-groups to express all comprehensive ideas, as recommended by (Kalpokaite and Radivojevic, 2019). This procedure allowed the researcher to comprehensively examine the collected data, the data codes, frequencies, and the theoretical framework that provides an understanding of the research questions (Kalpokaite and Radivojevic, 2019).

The researcher reviewed the theoretical framework because she aimed to trim the data that would address research question 1: *What are the inclusionary dynamics in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

Clustering codes based on their regular use, similarity, and pattern led to the emergence of new categories, which accelerated an examination of their interrelationship. Coding is a method that allows one to arrange and group corresponding coded data under one umbrella category mainly because they have similar characteristics. This led to a new pattern, as confirmed by (Saldana, 2015).

Looking for recurring data patterns allowed the researcher to see categories that emerged and exposed uniformity, differences, and frequency within the coded data (Saldana, 2015). Succeeding in recognising crucial aspects of the datasets, codes and code-groups were transposed into four categories. After recognising the pivotal relations in the code-groups, the five code-groups were winnowed into four categories. The four categories and the relevant code-groups are presented in Table 4.6.

Code-groups and the codes they represented.

Table 4. 6: Code-groups and the codes they represented.

1. Key teaching and learning dynamics.
• Assessments • Assistive and learning devices • Classrooms, class size and position • Communication • Curriculum and curriculum adaptation • Professional capacitation • Teacher's voice clarity and projection
2. The physical geography of an inclusive high school.
• Educational environment • Resource Centre • Universal Design of infrastructure
3. Support for Learners with Visual Impairments in inclusive high schools.
• Accommodation and support • Peer support, friendship, tolerance, mentoring • Advocacy and protection

• Belonging • Children's fundamental Human Rights • IEP • Praise and encouragement
4. Fundamentals of efficient inclusion.
• Inclusive Education and inclusion • Education • Transition plan post-high school
5. Basic needs for an inclusive high school
• Equality • Funding for the school • Resources • Needs assessment

Table 4.6 revealed the code-groups and the codes that they represented.

Code-groups refined to form categories for Dataset 1

Table 4. 7: Code-groups refined to form categories for Dataset

Category	Code group	Quotation examples	Examples of codes
Assistive devices and teacher-training propel a successful inclusion.	Key teaching and learning dynamics	10:10 ¶ 46 in SCHOOL C - T 3 The absence of trained professionals to handle the Braille notes touch gadgets also affects the learners, as they do not assist the learners and teachers. Functions that could otherwise be useful are of no value owing to this. 4:35 ¶ 108 in SCHOOL A - T 1 Parents and caregivers are concerned their children's growth. Where necessary, the school and the parents communicate instantly.	- Professional capacitation - Curriculum and curriculum adaptation - Classroom, class size and position
The physical geography of an inclusive high school.	The physical geography of an inclusive high school.	4:22 ¶ 73 in SCHOOL A - T 1 The environment is steep and does not allow easy access for all learners 4:23 ¶ 73 in SCHOOL A - T 1	- Funding - Resources - Educational environment

		The LVIs often have to rely on other learners to move around some areas of the school because some regions have no ramps, are steep and have no steel side-rails to hold on to. The toilets are very far from the school, and there are no disability toilets. Most learners with visual and physical impairments cannot access the school garden.	• Universal Design of infrastructure
Support and accommodation propel a seamless inclusion for the LVIs.	• Support for the LVIs.	7:15 ¶ 60 in SCHOOL B - T 2 Yes, they do. All barriers affect learners' academic success and quality of education and, in turn, hinder them from accessing institutions of higher learning. They stall the learners' academic progress and frustrate the teachers. 1:26 ¶ 4 in SCHOOL A - P 1 Orientation and mobility are taught as part of the curriculum. Learners are also equipped with peer support and mentoring skills to sustain themselves around the school and beyond.	• Transition plan post-high school • Inclusive Education and inclusion • Peer support, friendship, tolerance, mentoring orientation and mobility

Basic needs of an efficient inclusion.	• Basic needs for an inclusive high school. • Fundamentals of an efficient inclusion.	7:8 ¶ 45 in SCHOOL B - T 2 The parent's failure to pay school fees affects teaching and learning. Due to the absence of payments, many basic school supplies, such as chalk, water, resource materials, and materials for experiments, may be lacking. 7:16 ¶ 60 in SCHOOL B - T 2 All learners should access quality-Inclusive Education in inclusive high schools near their homes.	
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Table 4.7: Represented the different code-groups that were refined to form categories for the Dataset.

Step 6: Gather data materials for each category in one station and generate potential minor themes.

A theme is a short sentence or phrase that recognises what units of data are and what they represent. To begin generating themes, a Dataset must be continuously winnowed to submerge it and reach a plateau of saturation of ideas and thoughts (Swami, 2021).

4.6.3 DATASET 2: TRANSCRIPTS OF AN OBSERVATION SCHEDULE OF AN INCLUSIVE HIGH SCHOOL WITH LVIs

Dataset 2 comprised transcripts of one non-participatory observation of an inclusive class with LVIs. The pseudonym (SCHOOL A – OBSERVE) was used for this Dataset, which was an ethical consideration. This was a class of 45 learners, with three LVIs. The English Language was taught in a forty-five minute teaching period by a female teacher participant (P 4) on the day of the observation and she introduced the researcher to the class. The researcher sat at the back of the class and was a non-participatory observer. This Dataset responded to sub-research 2: *What exclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?* Data analysis followed the same procedure as that in Dataset 1.

4.6.3.1 Results from Dataset 2 coding.

This is an example of a coded transcript of the observation schedule for the lesson in the inclusive high school. The researcher observed the English class of 45 learners, three of who are visually impaired. The following are the results of Dataset 2 from ATLAS.ti 24 code document analysis, which showed the admissible codes. A total of 10 codes emerged from this transcript. The key to the following observation schedule was as follows:

- Strongly disagree
- Disagree
- Medium
- Agree
- Strongly agree

Observation Code Document Analysis from ATLAS.ti 24

Table 4. 8: Observation Code Document Analysis from ATLAS.ti 24

		 OBSERVATION TRANSCRIPT  1  14	Totals
 Assistive and learning devices, Braille, gadgets use by...  68		1	1
 Classrooms, class size and class position  47		2	2
 Communication  19		1	1
 Curriculum and curriculum adaptation  37		4	4
 Educational environment  42		1	1
 Praise / encouragement  9		1	1
 Professional capacitation  57		1	1
 Resource centres  12		1	1
 Teacher's voice projection and voice clarity  18		2	2
 Universal design of infrastructure  27		1	1
Totals		15	15

The following is an analysis of code-groups that emerged for the analysis of Dataset 2.

Table 4. 9: An analysis of code-groups that emerged for the analysis of Dataset 2.

Teachers as vehicles for change in inclusive high schools.
Teacher's voice projection and clarity
Praise and encouragement
Pace of teaching
Inclusive Education challenges faced by the LVIs.
Classrooms, class size and class position
Curriculum and Curriculum Adaptation
Assistive and learning devices
Professional capacitation
Resource Centre
Accessibility
Universal Design of infrastructure

4.6.3.2 Results of transitioning the code-groups into categories.

Code-groups were refined and emerged into categories, as (Kalpokaite and Radivojevic, 2019) recommend. This process allowed the researcher to read the data to understand it better. It also helped respond to the research questions, as indicated by (Kalpokaite and Radivojevic, 2019, p53). A sum of 10 codes emerged from Dataset 2. These codes were refined, and two code-groups emerged. These code-groups finally emerged as one category.

Code-groups to form categories for Dataset 2.

Table 4. 10: Code-groups that form categories for Dataset 2.

Category	Code group	Quotation examples	Examples of codes
Barriers inhibit inclusive high schools from complying with Inclusive Education practices	- Teachers as vehicles for change in the inclusive high schools - Inclusive Education challenges faced by the LVIs.	4:4 ¶ 33 in SCHOOL A - T 1 Some gadgets are complicated for LVIs, and the curriculum is not crafted with them in mind. 6:63 ¶ 391 in SCHOOL B - GROUP B The teachers motivate me to be better. My English teacher always encourages us and tells us disability is not inability.	- Classrooms, class size and position. - Praise and. Encouragement. - Assistive and learning devices - Curriculum

4.6.4 DATASET 3: TRANSCRIPTS OF THREE FOCUS-GROUP DISCUSSIONS OF FIFTEEN HIGH SCHOOL LEARNERS WITH VISUAL IMPAIRMENTS (THREE IN EACH SCHOOL) FOR THREE INCLUSIVE HIGH SCHOOLS

Dataset 3 contained transcripts of three focus-group discussions of LVIs from three inclusive high schools in Eswatini. Each focus-group discussion was conducted within the inclusive high schools during the learners' free time per the ethics guidelines. This Dataset used the following pseudonyms for ethical reasons: 'L' for Learners with Visual Impairments, and SCHOOL A – GROUP A, SCHOOL B – GROUP B and SCHOOL C – GROUP C respectively. The Dataset responded to the research question 3: *How do Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini?* Data analysis followed the same procedure as that in Dataset 1. The researcher concentrated on coding, group coding, winnowing the group codes and turning them into categories.

4.6.4.1 Results from coding Dataset 3.

The following is an example of a coded extract of three separate focus-group discussions for fifteen LVIs from three inclusive high schools taken from Dataset 3. Table 4.11 below shows the ATLAS.ti 24 code document analysis results show the codes used in coding Dataset 3. There were 32 codes in total.

Code Document Analysis results for Dataset 3.

Table 4. 11: Code Document Analysis results for Dataset 3 from ATLAS.ti 24

		 LEARNERS' FOCUS GROUP TRANSCRIPTS  3  235	Totals
	Abuse and discrimination  21	10	10
	Accomodation and support  90	69	69
	Advocacy and protection  31	23	23
	Assessments  20	17	17
	Assistive and learning devices, Braille, gadgets use by...  68	32	32
	Attitudes  20	18	18
	Barriers to education  78	46	46
	Belonging  11	9	9
	Children's basic human rights  15	4	4
	Classrooms, class size and class position  47	34	34
	Communication  19	6	6
	Curriculum and curriculum adaptation  37	20	20
	Diversity  23	9	9
	Education  13	2	2

		LEARNERS' FOCUS GROUP TRANSCRIPTS 3 235	Totals
◆ Educational environment	53 42	19	19
◆ Equality	53 28	14	14
◆ Extra curricular activities	53 7	5	5
◆ Funding for the school	53 27	12	12
◆ Inclusive education and inclusion	53 32	19	19
◆ Individual educational plan	53 6	2	2
◆ Inequality	53 15	4	4
◆ Needs assessment	53 10	9	9
◆ Parental involvement	53 14	10	10
◆ Peer support, friendships, tolerance, mentoring, orie...	53 37	25	25
◆ Praise / encouragement	53 9	8	8
◆ Professional capacitation	53 57	14	14
◆ Recommendations of an inclusive school	53 16	12	12
◆ Resource centres	53 12	4	4
◆ Resources	53 14	7	7
◆ Teacher's voice projection and voice clarity	53 18	16	16
◆ Transitioning post high school	53 12	3	3
◆ Universal design of infrastructure	53 27	12	12
Totals		494	494

The following is an analysis of code-groups that emerged for the analysis of Dataset 3.

Table 4. 12: An analysis of code-groups that emerged for the analysis of Dataset 3.

1. Inclusive high schools' inaccessible environment and infrastructure.
• Educational environment • Resource Centre • Universal Design of infrastructure
2. Capacitated teachers as vehicles of change in inclusive high schools.
• Communication • Extra-curricular activities

• Praise and encouragement • Teacher's voice projection and voice clarity
3. It is crucial that legislation and policies that protect Learners with Visual Impairments in inclusive high schools are discussed and enacted.
• Children's fundamental Human Rights • Curriculum and curriculum adaptation • Education • Inclusive Education and Inclusion • IEP • Classrooms, class size and position • Needs assessment • Professional capacitation • Assessments
4. Availability of support propels the accommodation of all learners in schools.
• Accommodation and support • Transition of LVIs post-high school • Advocacy and protection • Equality • Diversity • Belonging • Parental involvement • Peer support, friendship, tolerance, mentoring orientation and mobility • Assistive and learning devices
5. Financial barriers significantly inhibit implementing inclusive practices, urging us to find solutions and make necessary changes.
• Funding • Resources
6. Challenges facing successful and effective inclusive high schools.
• Barriers to education • Abuse and discrimination • Inequality

- Attitudes
- Recommendation for an IE school.

4.6.4.2 Refining Code-Groups into Categories.

Purifying the codes into categories inferred refining, reshuffling, and readjusting the codes to ultimately emerge with holistic categories, as confirmed by (Kalpokaite and Radivojevic, 2019). This implored that the researcher repeatedly scaled through the data in a bid to find uniformity, differences, and patterns that were beneficial in answering the research questions (Kalpokaite and Radivojevic, 2019, p53). This Dataset emerged with six categories and was later refined to produce three.

Refined code-groups to form categories

Table 4. 13: Refined code-groups to form categories

Category	Code group	Quotation examples	Examples of codes
Ubuntu and support allow the LVIs to feel welcome and appreciated.	- Inclusive high schools' inaccessible environment and infrastructure - Availability of support propels the accommodation of all learners in schools.	9:30 ¶ 3 in SCHOOL C - GROUP C We cannot access the garden, poultry house, or computer lab. 2:44 ¶ 257 – 258 in SCHOOL A - GROUP A One of my friends has been mean to me. She says she cannot play with me because I am blind, which hurts.	- Educational environment - Universal Design of infrastructure - Accommodation and support - Peer support, friendship, tolerance, mentoring orientation and mobility
Legislation, policies and capacitated teachers propel an effective IE.	There is a need to enact legislation and policies that protect LVIs in inclusive high schools.	1:18 ¶ 4 in SCHOOL A - P 1 It is very difficult for the school to implement or introduce the Individual Education Plan because some of our teachers lack knowledge. So, no, the school does not offer the programme.	- Communication - Extra-curricular activities

	• Capacitated teachers as vehicles of change in inclusive high schools.	1:42 ¶ 4 in SCHOOL A - P 1 Participant 1 21:53 There is a massive need for sporting disciplines that visually impaired learners can play. They are tired—I do not want to lie to you—of singing and feeling. They feel they want something else, something new, something challenging. Because they are now identified as the group that can only sing, people need to know that there is more that people who are visually impaired can do other than sing.	• Curriculum and curriculum adaptation • Classrooms, class size and position
Barriers inhibit a successful Inclusive Education.			•

4.6.5 DATASET 4: TRANSCRIPTS OF INTERVIEWS FOR THREE PRINCIPALS OF THREE INCLUSIVE HIGH SCHOOLS

Dataset 4 contained transcripts of interviews from principals of three inclusive high schools in Eswatini. This Dataset used the following pseudonyms for ethical reasons: (SCHOOL A – P 1, SCHOOL B – P 2 and SCHOOL C – P 3). This Dataset responded to sub-research question 4: *How do selected inclusive high schools comply with the minimum standards for fulfilling the right to Inclusive Education for Learners with Visual Impairments, as proposed by the SAVE Framework in the Kingdom of Eswatini?* Data analysis followed the same procedure as that in Dataset 1.

4.6.5.1 Results from coding Dataset 4.

Table 4.14 below shows the results from coding Dataset 4. These results from ATLAS.ti 24 Code Document Analysis were used in coding Dataset 4, which had 26 codes in total.

Table 4. 14: Dataset 4, Code Document Analysis.

		HEADTEACHERS' INTERVIEW TRANSCRIPTS 3 99 97	Totals
◆ Abuse and discrimination	99 21	11	11
◆ Accomodation and support	99 90	19	19
◆ Advocacy and protection	99 31	8	8
◆ Assistive and learning devices, Braille, gadgets use by...	99 68	12	12
◆ Attitudes	99 20	2	2
◆ Barriers to education	99 78	20	20
◆ Belonging	99 11	2	2
◆ Children's basic human rights	99 15	11	11
◆ Classrooms, class size and class position	99 47	1	1
◆ Communication	99 19	3	3
◆ Diversity	99 23	13	13
◆ Education	99 13	10	10
◆ Educational environment	99 42	11	11
◆ Equality	99 28	14	14

◆ Inclusive education and inclusion	③ 32	11	11
◆ Individual educational plan	③ 6	4	4
◆ Inequality	③ 15	11	11
◆ Needs assessment	③ 10	1	1
◆ Parental involvement	③ 14	1	1
◆★ Peer support, friendships, tolerance, mentoring, orie...	③ 37	8	8
◆ Professional capacitation	③ 57	24	24
◆ Recommendations of an inclusive school	③ 16	4	4
◆ Resource centres	③ 12	4	4
◆ Resources	③ 14	3	3
◆★ Transitioning post high school	③ 12	8	8
◆ Universal design of infrastructure	③ 27	4	4
Totals		233	233

Source: ATLAS.ti 24

An analysis of code-groups that emerged for the analysis of Dataset 4.

Table 4. 15: An analysis of code-groups that emerged for the analysis of Dataset 4

1. Satisfactory infrastructure and inclusive high schools for LVIs.
Classroom, class size and position. Educational environment Resource Centre Universal Design of infrastructure Needs assessment
2. Reasonable inclusive high schools for the LVIs.
Assistive and learning devices Children's fundamental Human Rights Education Belonging

Inclusive Education and inclusion Equality Transition plan post-high school
3. Sufficient resources and funding.
Recommendations for an inclusive high school Resources
4. Teachers for LVIs' responsibilities
Communication IEP
5. Relevant capacitation of all stakeholders; an answer to some IE barriers.
Abuse and discrimination Attitudes Professional capacitation Inequality Barriers to Inclusive Education Assistive devices
6. Support for learners with impairments.
Peer support, friendship, tolerance, mentoring orientation and mobility. Accommodation and support Parental involvement Diversity Advocacy and support

4.6.5.2 Results from gathering uniform code-groups into categories

In this study, refining code-groups into categories allowed the creation of new categories, as confirmed (Kalpokaite and Radivojevic, 2019). This process demands thorough sorting, collection of the code-groups, and deeper data analysis to check for similar patterns. It could help answer the relevant research question (Kalpokaite and Radivojevic, 2019). A sum of 26 codes emerged from Dataset 4, were refined, and six code-groups emerged. The code-groups were further refined, and three new categories emerged.

Code-groups were refined to form categories for Dataset 4

Table 4. 16: An analysis of code-groups that emerged for the analysis of Dataset 4

Category	Code group	Quotation examples	Examples of codes
Suitability and availability of the inclusive high schools' resources are pivotal for LVIs.	- Satisfactory infrastructure and inclusive high schools for LVIs. - Sufficient resources and funding.	9:31 ¶ 3 in SCHOOL C - GROUP C I cannot go to the lower Science lab. There are no rails there, and I am afraid I will fall. 2:74 ¶ 466 – 467 in SCHOOL A - GROUP A The Government's delay in paying the Orphaned and Vulnerable Children Grant (OVC) is challenging. The school faces this challenge and fails to pay for water because of this challenge, and the money for the OVC is small. The principal always tells us that the school has no money.	- Recommendations for an inclusive high school - Resources - Resource Centre - Needs assessment
Equitability for the LVIs in the inclusive high schools.	- Reasonable inclusive high schools for the LVIs - Teachers for LVIs' responsibilities	2:56 ¶ 341 – 342 in SCHOOL A - GROUP A As a learner with low vision, the school buys A3 paper and prints all my work. These papers are expensive, but the school makes sure that I am able to continue learning and am happy. 4:28 ¶ 93 in SCHOOL A - T 1	- Belonging - Children's fundamental Human Rights - Communication - IEP

		The learners communicate in English and SiSwati and also use Braille. They are not comfortable with English, as it is their second language.	
Accessible capacitation, proximity and support for all inclusion stakeholders.	• Relevant capacitation of all stakeholders; an answer to all IE barriers. • Availability of support propels accommodation for all learners in inclusive high schools.	9:66 ¶ 6 in SCHOOL C - GROUP C The parents struggle to correct their learners with their academic home work because they do not understand Braille. 2:51 ¶ 308 – 309 in SCHOOL A - GROUP A I would say it is the attitudes of people in society. When you go to Special School people feel like there something wrong. They doubt your intellect and it is not all the time. They then stigmatise you and think there's something wrong with your mind.	• Attitudes • Professional capacitation • Assistive and learning devices • Parental involvement • Advocacy and support • Diversity

4.6.6 GENERATING OVERARCHING THEMES ACROSS ALL DATASETS

Developing a theme included organising codes into meaningful components to identify relationships and patterns, thus allowing intuition about the research question. This Section deeply contemplated the categories and codes that came from the analysis of the four datasets so as to recognise and illuminate comprehensive ideas.

Thematic identification moves from real to abstract and from general to particular, which is the streamlined codes-to-theory model for qualitative inquiry (Saldana, 2013). To understand the comprehensive datasets, the researcher organised the data into datasets to comprehend the whole transition. These categories emerged from the four qualitative datasets.

Table 4. 17: Refined categories.

Datasets	Refined categories
First	1. Assistive devices and teacher-training propel a successful inclusion. 2. The physical geography of the inclusive high school ascertains the inclusion of the LVIs in an inclusive high school. 3. Support and accommodation propel a seamless inclusion for the LVIs.
Second	4. Barriers inhibit inclusive high schools from complying with Inclusive Education practices.
Third	5. Ubuntu and support allow the LVIs to feel welcome and appreciated. 6. Legislation, policies and capacitated teachers propel an effective IE. 7. Barriers hinder a successful Inclusive Education.
Fourth	8. Suitability and availability of the inclusive high schools' resources are pivotal for the LVIs. 9. Equitability for the LVIs in the inclusive high school. 10. Accessible capacitation, proximity and support for all inclusion stakeholders.

Table 4. 17: Refined categories.

After refining the categories, the researcher searched for patterns. This required a revisit to the research questions and theoretical framework as suggested by (Kalpokaite & Radivojevic, 2019). This included contemplating the available data in each code, code group and category while assimilating the idea of the theoretical framework and research questions. Contemplating the data demanded a re-investigation into the contents of the coded texts in each category to check for uniformity with the gathered data. This was then succeeded by the arrangement of the wider themes that allowed insights that helped in answering the research questions.

4.6.7 EMERGING THEMES

The qualitative data analysis generated four major themes:

Figure 4.4: THEME 1, Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools.

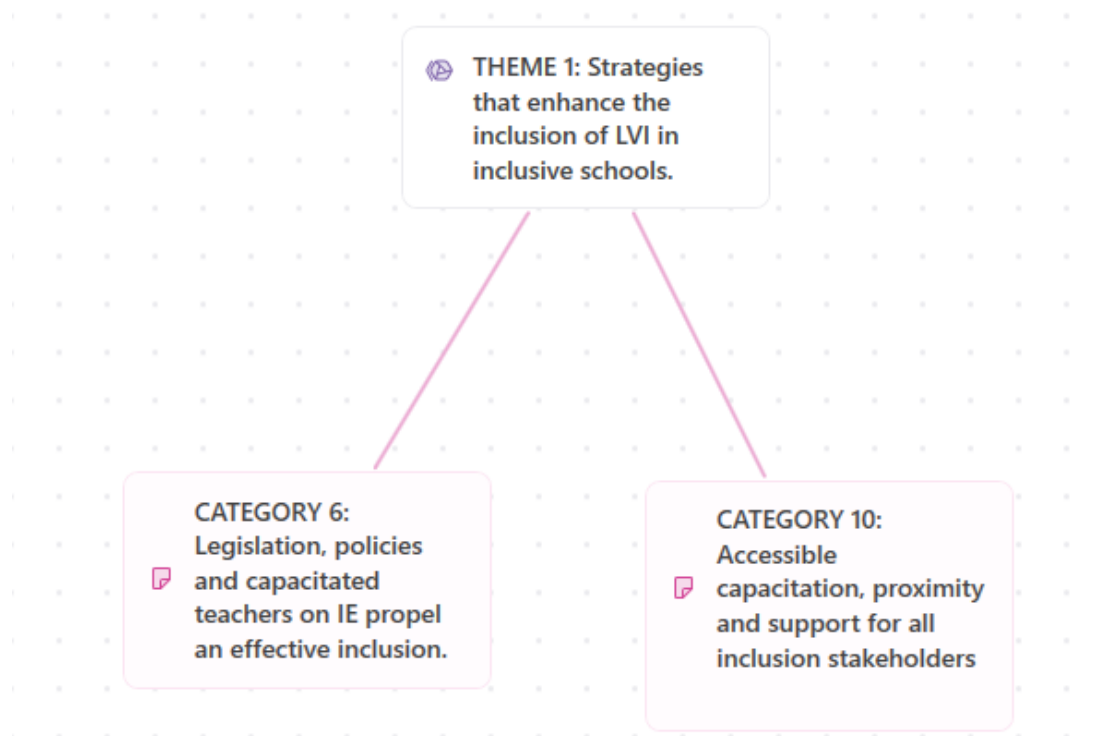


Figure 4. 4: THEME 1, Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools.

Source: ATLAS.ti 24

Figure 4.5: THEME 2, Exclusionary practices that impede on the success of Inclusive Education.

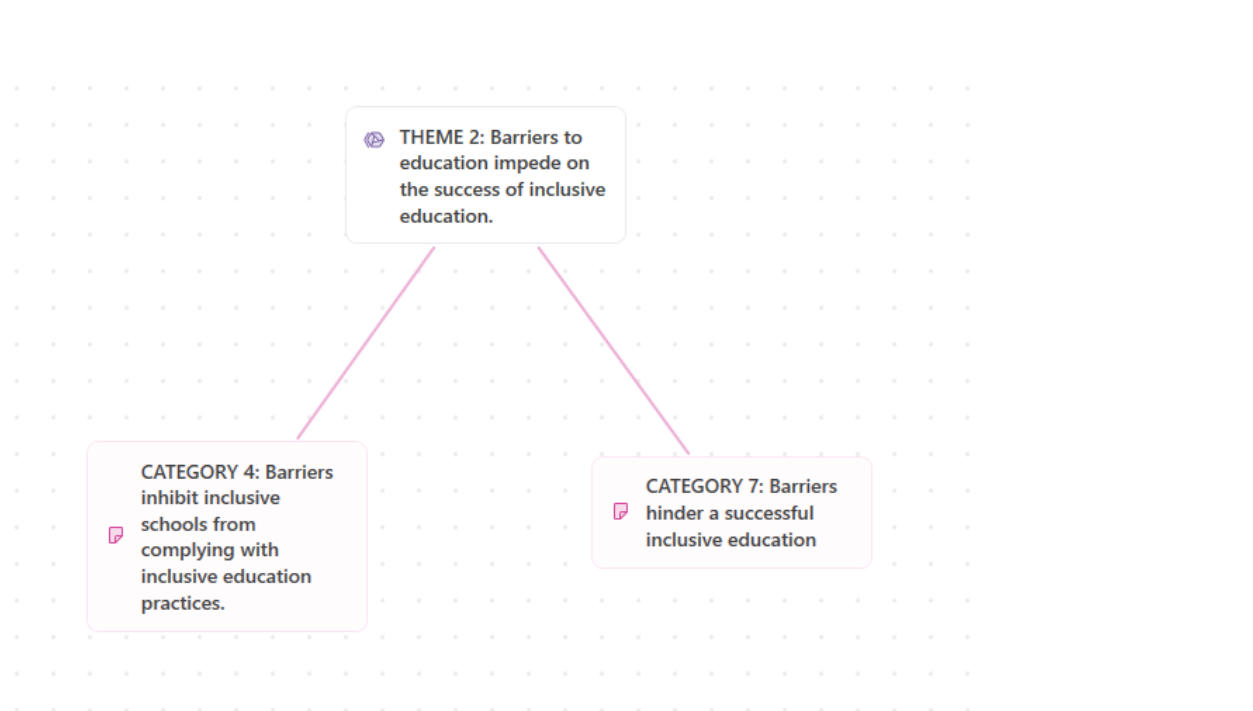


Figure 4. 5: THEME 2, Exclusionary practices that impede on the success of Inclusive Education.

Source: ATLAS.ti 24

Figure 4.6: THEME 3, Using Accommodation and Support to navigate exclusionary practices for Learners with Visual Impairments in inclusive high schools.

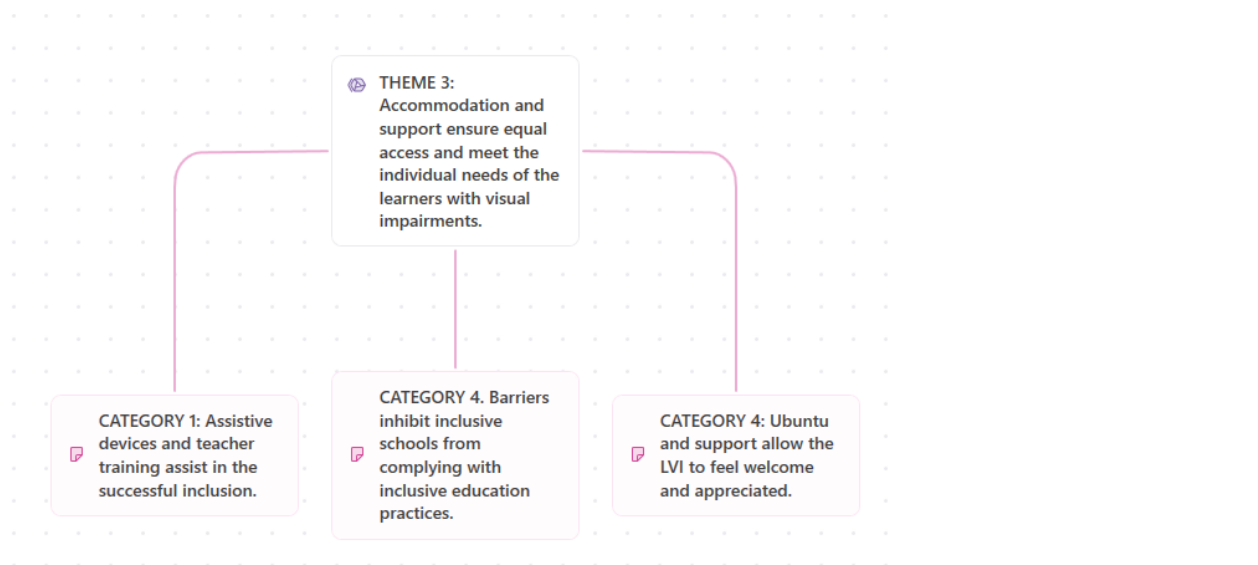


Figure 4. 6: THEME 3, Using Accommodation and Support to navigate exclusionary practices for Learners with Visual Impairments in inclusive high schools.

Figure 4.7: THEME 4: Complying with and fulfilling the minimum standards of the SAVE Framework for Learners with Visual Impairments is pivotal.

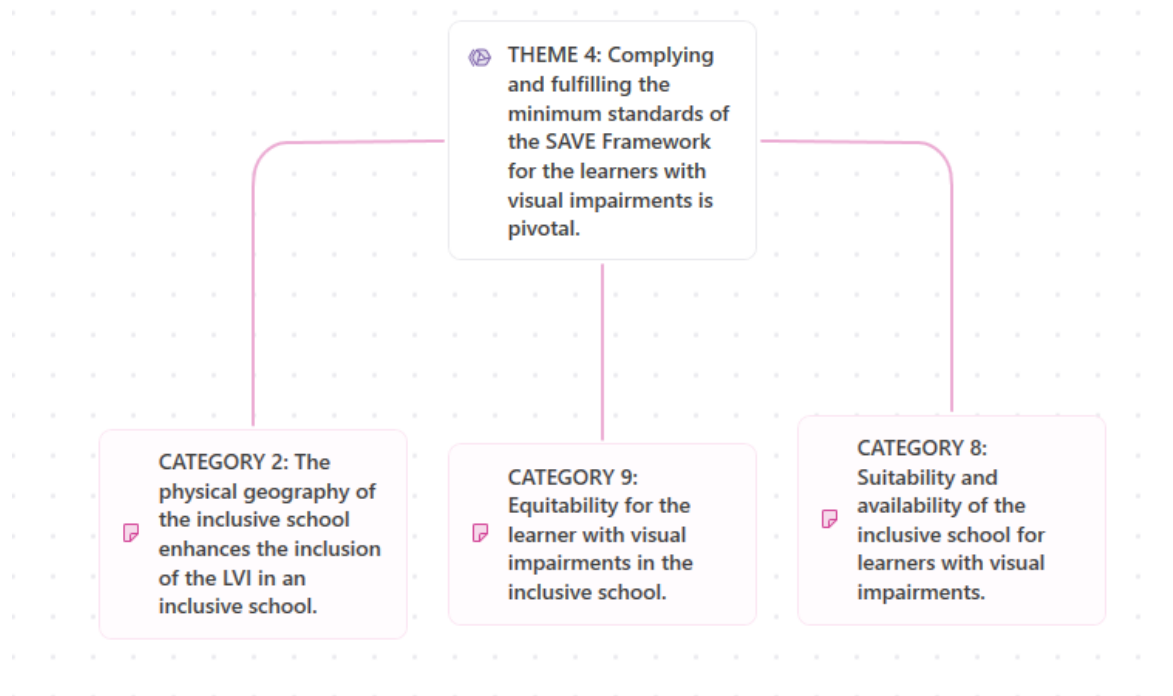


Figure 4. 7: THEME 4: Complying with and fulfilling the minimum standards of the SAVE Framework for Learners with Visual Impairments is pivotal.

Source: ATLAS.ti 24

4.7 TRUSTWORTHINESS

Rossmann and Rallis (2017) describe trustworthiness as creating discoveries that are of value and worth accounting for. They further contended that for a study to be functional, potential readers must trust and believe in its integrity. To ascertain the trustworthiness of a study, (Creswell and Poth, 2018) purport that researchers should use distinctive terms like confirmability, dependability, transferability and credibility, and this study used these terms as purported by (Leedy et al., 2019).

4.7.1 Credibility

Credibility is the extent of the study's findings are considered precise, reasonable, and trustworthy (Maree, 2016). The researcher familiarised herself with the participants and used detailed data collection methods and triangulation to ascertain credibility. Certifying ideally recommended extended engagements in the data collection process and using triangulation (Creswell & Poth, 2018).

The researcher used diverse data collection techniques including focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, interviews for Principals of inclusive high schools and a non-participatory class observation for an inclusive class to triangulate data (Creswell, 2018). During data collection, commitment was extended to the participants to build trust and ensure that all research questions were answered honestly. The extended engagement with participants allowed a successful in-depth interview until data saturation was attained (Nieuwenhuis, 2016). The researcher also conducted member checking to disseminate feedback, transcripts, and conclusions to the participants to authenticate whether the information was correctly transcribed (Creswell, 2018).

4.7.2 Transferability

Transferability is the level at which the study's findings could be reassigned for alternative qualitative studies in different settings and contexts with other participants (Leedy et al., 2019). The researcher hopes that this study on inclusionary and exclusionary experiences of LVIs in inclusive high schools can be transferred to the more significant population of the LVIs. The interpretation of this study could benefit other LVIs in the Kingdom of Eswatini and beyond. A thick description was necessary to ascertain if the study findings were transferable between the researcher and the participants (Creswell & Poth, 2018).

Maree (2016) contends that transferability encourages other researchers to associate parts of a study with their own experiences. Using thick descriptions of data helps other stakeholders and researchers relate to the features of the research findings and design and compare them to different contexts (Maree, 2016). Creswell and Poth (2018) define a thick description as a comprehensive

account of the settings and participants of the research. The thick descriptions allowed the researcher to relate data to other situations and to assess if the study's results can be transferable. The research used thick descriptions, as the participants' words were used as quotes to table their views clearly. Creswell and Poth (2018) purport that transferability can be attained by debriefing the research process or engaging in a peer review exercise.

4.7.3 Dependability

Dependability is the level at which similar results can be duplicated if similar participants and instruments are used under identical conditions (Creswell, 2018). This researcher ascertained dependability by asking her UNISA supervisor to verify the precision of the collected data and further requested him to mentor and review the focus-group discussions, observation, in-depth interviews with open-ended questions, and interviews. Through this, the researcher hoped to improve the research's dependability, as (Creswell, 2018) discussed.

4.7.4 Confirmability

A study by Leedy et al. (2019) describes confirmability as the interpretations of the collected data being realistic, founded on the collected data, and not fabricated in the researcher's imagination. The researcher in this study guaranteed the results were based on the collected data. She submitted the collected data to her supervisor and asked all the participants to verify the results.

4.8 ETHICAL ISSUES

A study by Punch and Oancea (2014) interpreted research ethics as a segment of ethics concerned with communication, conducting, planning, and following up on past studies. Simelane - Mnisi (2018) claims that research ethics revolve around researchers' moral responsibility in treating research participants.

Research ethics contains moral elements, set regulations, expected behaviour and accepted conduct towards participants (De Vos, Strydom Fouche & Delport, 2011). In this study, the researcher was responsible for the LVIs, the teachers, and the principals and reported all findings accurately and

honestly as recommended (Creswell, 2018). This research reflected the following ethical issues: anonymity, confidentiality, informed consent, and permission.

4.8.1 Permission

Institutional ethics review committees play a pivotal role in safeguarding the general public and other human subjects from the researchers by scrutinising and ascertaining that the risks faced by participants in research are minimal (De Vos et al., 2011). An application for ethical clearance was made by the researcher from the UNISA's College of Education Research Ethics Committee and was awarded permission. The researcher's ethics number is 2023/11/08/43427030/39/AM.

The research was granted consent by the Director of Education in the MoET in the Kingdom of Eswatini, Mbabane, to request for permission from three inclusive high schools. The researcher forwarded a complete proposal that included the data collection tools and an additional letter detailing the goals and significance of the research. The researcher requested and was granted permission by the three principals who are the gate-keepers of the three inclusive high schools to conduct a study in their schools before interacting with participants. The researcher sought consent from the parents of the LVIs, teachers of the LVIs and principals. The researcher also sought assent from the LVIs and was granted permission for their participation in the study.

4.8.2 Anonymity and Confidentiality

Anonymity and confidentiality refer to assurance that the collected data remains confidential and all study participants remain anonymous to guard participants' privacy (Coffelt, 2017). The supervisor and the researcher were the only people who could access the collected data. Preserving the participants' anonymity implied that the research report did not reveal the names of the schools, principals, teachers, or LVIs.

4.8.3 Informed Consent

Informed consent is a crucial feature of ethical research, demanding that participants be fully informed about the purpose and nature of the research and what is expected from their part as participants (Manti & Licari, 2018). The participants of the study were given assent and informed consent forms. The researcher ascertained that each participant was fully enlightened about the research and their role in it. They were given the choice to consent or reject being participants in the study and were also allowed to withdraw at any period during data collection without consequences. Voluntary participation was sought from the study participants and letters for informed consent and assent were delivered to all the participants. This is the principle that participants can make a choice about participating in the study.

4.8.4 Protection from harm

Protection from harm in research encompassed studies that included human subjects and was founded on the tenet that research should be conducted to protect and minimise the subjects' risks and harm (Leedy et al., 2019). To ascertain that participants were protected from damage, the researcher ascertained that no psychological and physical harm affected the participants. The participants were granted permission by the researcher to terminate the data collection at any period with no results if they were unwilling to partake or felt uncomfortable answering some questions. The researcher was also responsible for ensuring that the human subjects were protected; thus, she ensured that all participants were not subjected to stress, anger, invasion of privacy, anxiety, discomfort, and harassment.

4.8.5 Action and competence of the researcher

Ethical conduct in research is a fundamental requirement (Grady, 2018). This researcher, equipped with an Honours Degree and a Master's degree in IE and 23 years of teaching experience, including seven years as a deputy principal and six years as a principal, demonstrates the necessary competence and experience to conduct this study. This background ensures the quality and integrity of the research, aligning with the ethical standards of the field.

4.8.6 Honesty

Intellectual honesty in research writing, as advocated by (Creswell, 2018), is crucial for maintaining the trust of the audience. This researcher adhered to this principle, ensuring transparency in all aspects of the research, from data collection to analysis. The research records were clear and accurate, as (Creswell, 2018) recommended. This commitment to honesty and transparency instils confidence in the research and the researcher's integrity.

4.8.7 Respect

Respecting the other entails that participants be conversant about the requirements and aims of the research as articulated by (Manti et al., 2018; Harriss et al., 2017). The researcher in this research comprehended that the task was basic respect for human dignity and knew that the study could not supersede human integrity and dignity.

4.8.8 Deception

Deception, in the context of research ethics, refers to not telling the complete truth to the participants (Chauke, 2017). The researcher in this study was transparent about the aim and potential risks. Participants were conversant about the research and were not misled in any way. The researcher was honest when dealing with the participants and always provided prompt and accurate responses.

4.8.9 Dignity

Human dignity refers to the researchers' responsibility to protect participants as they disclose information about the research, including its advantages and harms (Miracle, 2016). The researcher understood that her primary responsibility encompassed respect for human dignity, which could never be side-lined to better understand the study. The study protected participants' privacy, preserved their freedom, and safeguarded them against harm.

4.8.10 Beneficence

Beneficence is defined as the concept that embodies being kind, merciful, and generous and doing good to others (Beauchamp, 2019). Ethical conflicts form a significant part of research mainly because they have aims and goals that they hope to fulfil (Usberg, Uibu, Urban &

Kangasniemi, 2021). Research highlights that for beneficence to be upheld in studies, extra consideration should be awarded to ethical, social, and other factors linked to the survey (Ling, Yu & Guo, 2019). The researcher was kind and pleasing to the study participants and hoped to make valuable contributions to all stakeholders of the inclusive high schools while hoping that this would, in turn, address the gaps within the inclusive high schools, thus summatively benefitting the LVIs.

4.9 CHAPTER SUMMARY

Chapter 4 provided an overview of this research from data collection to analysis stages. The qualitative approach ensured that the research obtained valuable data from the participants. This chapter also discussed the research paradigm, research approach, research design, population and sampling, data collection techniques, data analysis, trustworthiness and ethical considerations that were used. This chapter justified why the qualitative approach best fitted this study and the trustworthiness and ethical standards adhered to in the research. The next chapter, Chapter 5, presents the findings and analysis of the study.

CHAPTER 5

QUALITATIVE DATA ANALYSIS AND FINDINGS

5.1 INTRODUCTION

This qualitative research intended to examine the exclusionary and inclusionary experiences that the LVIs face in inclusive high schools. Data were collected from 15 LVIs which means five from each school, three teachers of LVIs, one from each school, and three school principals for inclusive high schools, one from each school and a class was observed to comprehend the experiences of the LVIs. Chapter 4 discussed the research methodology and research design assumed for this research. Chapter 5 discusses qualitative data analysis using the research questions and presents the findings. The literature and theoretical framework were used to comprehend the inclusionary and exclusionary experiences of LVIs in inclusive high schools in Eswatini.

5.2 OVERVIEW OF QUALITATIVE DATASETS

Qualitative data from this study was separated into four datasets:

Dataset 1 encompassed transcripts of three in-depth interviews with open-ended questions for three teachers in three inclusive high schools teaching LVIs in Eswatini. This Dataset addressed the following sub-research questions: 1. *What inclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

Dataset 2 consisted of transcripts of one non-participatory inclusive class with LVIs from an inclusive high school in Eswatini. This was a class of 45 learners with three LVIs. The researcher was a non-participatory observer, sat quietly at the back of the classroom, collected field notes, and responded to an observation schedule. The subject the teacher taught the class on the day of the observation was English Language. The Dataset responded to the second research question: 2. *What exclusionary dynamics exist in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?*

Dataset 3 encompassed transcripts of three separate focus-group discussions of fifteen high school LVIs (five in each school) from three inclusive high schools in the country. The focus-group

discussions responded to sub-research question 3. *In what ways do Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini?*

Dataset 4 constituted transcripts of three interviews for principals of three inclusive high schools (one in each) in Eswatini. Each interview in Dataset 3 comprised and responded to sub-research question 4. *How do selected inclusive high schools comply with the minimum standards for fulfilling the right to Inclusive Education for Learners with Visual Impairments, as proposed by the SAVE Framework in the Kingdom of Eswatini?*

5.3 FINDINGS

This is a presentation of the findings of a qualitative study that was grouped into four main themes that investigated the inclusionary and exclusionary experiences of Learners with Visual Impairments in selected inclusive high schools in the Kingdom of Eswatini. All participants' responses are in italics. The findings aimed to answer the main research question: *What inclusionary and exclusionary experiences are faced by the LVIs in inclusive high schools?*

Each of the four themes respond to the four study objectives. Theme 1 responded to study objective 1: *Establish the inclusionary dynamics in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini.* This theme had five sub-themes that relayed to it.

5.3.1 Theme 1: Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools.

Theme 1 responds to strategies that enhance the inclusion of the LVIs in inclusive high schools. IE is often hypothetical as opposed to being practical for many African countries (Maseko, 2024), regardless of whether they roll out inclusive educational programmes and embrace LVIs into inclusive high schools. IE is a form of education available to learners with impairments that ensures equal access, free and quality primary and secondary education with other learners residing in their communities, Article 24 of the UNCPRD (United Nations, 2006).

A successful IE requires strategies that respond to the LVIs unique educational needs. There are strategies that are sometimes implemented by the teachers of the LVIs in the inclusive high schools

that aim to encourage equity and overall success of the LVIs. These strategies aim to eliminate barriers to IE and an equal participation of the LVIs within the school community. This main theme had the following sub-themes: *Post-high school pathways; Resource centres; Understanding IE; Accommodation and support; and Parental involvement.*

The main theme, strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools, is inclusionary in its entirety. Successful IE is rooted in the availability of quality basic education, from elementary to tertiary education. In the past, some learners did not attend kindergarten education and only started school at Grade 1, yet there is a lot that grounds the learners' academic structure at kindergarten school. Article 26 of the UDHR (United Nations, 1948) affirms that all students have an entitlement to IE, at least in elementary and fundamental stages. The United Nations Convention on the Elimination of All Forms of Discrimination against Women (1976) commands IE in preschool, primary and tertiary training that adheres to equal access for all learners regardless of gender. All three Principal participants unanimously agreed that the LVIs had basic elementary education in the inclusive high schools, as revealed in these responses.

Oh, yes, yes, they do. They do access compulsory elementary education. They all move from kindergarten to primary (P 1, 1:27 4, School A).

Yes, the learners access basic elementary education (P 3, 8:18 97 – 98, School C).

Oh yes. The learners access basic elementary education (P 2, 5:18 3, School B).

The LVIs all stay in the hostel in School C because their homes are very far from the school. They are all housed in the boarding hostel and provided with meals, services and accommodation. These are inclusion dynamics that have a bearing on the overall success of IE. The UNESCO Salamanca Statement (1994) advocates for global governments to endorse the IE ideology by applying feasible modifications that conform to all learners' needs regardless of their current conditions. It further declares that LVIs in inclusive high schools should attend neighbouring schools. The following participant believes the hostel is helpful because it guarantees continuous access to the LVIs.

The blinds are housed in a boarding hostel that accommodates the disabled students. This accommodation helps in assuring access that is continuous for the

learners which boils down to an effective teaching and learning process. It ascertains that they can continue learning, (P 3, 8:14 79 – 80, School C).

Successful IE is rooted in the availability of quality basic education, from elementary to tertiary education. In the past, some learners did not attend kindergarten education and only started school at Grade 1, yet there is a lot that grounds the learners' academic structure at kindergarten school. Article 26 of the UDHR (United Nations, 1948) affirms that all students have an entitlement to IE, at least in elementary and fundamental stages. The United Nations Convention on the Elimination of All Forms of Discrimination against Women (1976) commands IE in preschool, primary and tertiary training that adheres to equal access for all learners regardless of gender. All three Principal participants unanimously agreed that the LVIs had basic elementary education in the inclusive high schools, as revealed in these responses.

Oh, yes, yes, they do. They do access compulsory elementary education. They all move from kindergarten to primary (P 1, 1:27 4, School A).

Yes, the learners access basic elementary education (P 3, 8:18 97 – 98, School C).

Oh yes. The learners access basic elementary education (P 2, 5:18 3, School B).

All children have a right to be raised and have a relationship with their parents. L5 – Group A revealed her relationship with her mother. Parents have a responsibility for the upbringing and development of the child in the child's best interests (UN 1989, art. 18). Another learner, L5 – Group A also shared a good relationship with her teacher, who became her parent-in-waiting in the absence of her biological parents and her friend who assisted her a lot. All this was revealed in the following extracts.

My mother is the best. She tries her best to support me and shows me love at all times (L4 – Group A, 2:43 251 – 252, School A).

My teacher is very kind and helpful to me. She even attends to me alone and is happy when I pass. Most teachers are amazing, and really trying to help us to (L5 – Group A, pass.2:33 206 – 207, School A).

My friend can help me to buy toiletries and choose clothes. Being here allows me to be free and realise that I am not the only blind learner in Swaziland (L4 – Group A, 2:50 293 – 294, School A).

Article 20 in the CRC affirms that children who are deprived of staying with their families should be safeguarded and protected by the state, (UN, 1989, art. 20). Asked about governments' contribution to the LVIs in the inclusive high school, the following learner participant appreciated Government for the provision of lunch meals for the school. This is another way that accommodated learners and instilled uniformity amongst the learners.

The Government also buys food we eat in the school for Zondle [feeding scheme] during lunch. That helps us a lot (L5 – Group B, 6:48 309 – 310, School B).

The following learner participant with low-vision applauded the school for always buying A3 papers for her large print photocopying. She recognised the high costs of these A3 papers and applauded this gesture knowing that these are specifically for her learning.

As a student with low-vision, the school buys A3 papers and they print all my work on it. These papers are expensive but the school makes sure that I am able to continue learning and am happy (L3 – Group A, 2:56 341 – 342, School A).

Another learner participant appreciated the Government's effort in providing resource centre materials for the LVIs and that they went on a school tour using the Government bus over the past year.

The Government is helpful by providing the resource centres with costly materials and machinery. They always attend to it if there are challenges and last year we went on a trip using Government's bus (L3 – Group A, 2:46 269 – 270, School A).

Sub-theme - Post-high school transition

Transitioning post-high school means the learners must be prepared for what awaits them upon completing high school. Schools' IEP teams are responsible for developing a transition plan that expedites the migration of the LVIs from the school to post-high school training (Lindstrom & Beno, 2020). These transitions aim to prepare the LVIs to prepare for post-secondary training. Inclusive high schools could collaborate with suitable associations or organisations supporting the

LVIIs before the IEP meeting. Inclusive high schools could also provide training sessions and resources to support the LVIIs and their families in traversing the post-high school transition activity. (Lindstrom et al., 2020). Participant P 2 revealed that the country is responsible for preparing in advance for the transition of the LVIIs.

The country can improve and further ensure that the LVIIs' transition into tertiary institutions is prepared and seamless (P 2, 5:26 3, School B).

Asked about post-high school transition, an LVIIs recommended that the tertiary institutions could prepare for their education because they aim to enrol soon and need the necessary Accommodation and Support upon enrolment.

Tertiary institutions must prepare us blind students before we finish school because we are coming to take our studies (L2 – Group B, 6:78 466 – 467, School B).

This was followed by P 1, who spoke vastly about post-high school pathways and gave advice on career choices.

We are mainly concerned about their development and survival, which is one reason we are concerned about post-high school pathways. We follow them as a school and take it upon ourselves to follow them to ensure that they make good choices and choose relevant career choices. We also advise them on different areas of life and offer career support and counselling to all our learners. We have a fully-fledged department that helps our learners to shape their lives and helps our learners to choose a career path that is going to sustain their lives and choose a career path that will sustain them, not just a career path. So, this counselling department I am talking about attends to all learners' issues, including mental health challenges (P 1, 1:37 4, School A).

Sub-theme - Resource centres

The resource centre in an inclusive high school that admits LVIIs is concerned with harbouring tools and materials used in the teaching and learning of the LVIIs. Braille, transcribing, and

embossing happen in the resource centre; some schools also have written assessments. It is an important station for the LVIs in an inclusive high school.

UNICEF office in Montenegro (2019:7) affirms a recommendation for converting special schools into resource centres because of the vast experience of teaching learners with impairments of teachers in special schools. These resource centres could also serve as points of reference for the nearby inclusive high schools, as suggested by (DoE, 2001). The kinds of resource centres that Eswatini currently has are different in that they are simply a block of classrooms that assist LVIs with their academic life within inclusive high schools. The only schools with resource centres are inclusive high schools, which implies that the teaching of LVIs is confined to these schools. South Africa converted the Special schools into resource centres (DoE, 2001). The following participants were asked about the state of their schools' resource centres.

Yes, we have a resource centre but it is not well-equipped but most of the work gets done. Tests are modified there and students take their assessments in the resource (T 2, 7:34 136, School B).

The school has a resource centre and they have special teachers who are designed or designated to help the Blinds (P 3, 8:6 49 – 50, School C).

As the following extract alluded, a practical resource centre must be equipped and fully established for proper learning and training.

The school must also have fully established resource centres and professionals for transcription and using assistive technologies (P 2, 5:25 3, School B).

Sub-theme: Understanding IE

This sub-theme embraces all findings that respond to a vivid understanding of IE. The foundation of a successful IE rests on the stakeholders' complete comprehension of IE practices and all facets that embody it.

The following participants were asked to define their comprehension of IE, and they described it as an education that does not discriminate and accommodates all learners in inclusive classrooms with the following remarks:

I think Inclusive Education means accommodating learners of different abilities into mainstream classrooms. In my case, I am touching, accommodating learners who are visually impaired in settings that help learners who are not visually impaired, (HT1, 1:1 4, School A).

I understand that Inclusive Education is an education that does not discriminate between Learners with Visual Impairments, intellectual or physical disabilities. It also accommodates all learners under one class in spite of their abilities, (L 1 - Group C, 9:1 3, School C).

Teacher Participant 3 had the following definition.

Inclusive Education is the education of students of different capabilities and impairments into one classroom, (T3, 10:1 25, School C).

These learner participants had the following responses to IE.

Inclusive Education accommodates everyone with disabilities and what holds them back (L3 – Group A, 2:1 24 – 25, School A).

Its learning in one class with different learners that are normal and those that are disabled, (L1 – Group B, 6:2 28 – 29, School B).

The following principal participant defined IE and emphasised that it involves both the teacher and the learner. He declared that often, the teacher is left out of the discussion of IE, and the focus is on the learner. He also touched on the environment as a factor that influences inclusion.

I think when we talk inclusion, we have to look at both sides, we have to involve both the teacher and the learner. I understand inclusion has to do with belonging, inclusion has to do with identity inclusion and breaking barriers, then, in this case, when you talk into inclusion, we need to consider the environment, (P 1, 1:2 4, School A).

Understanding IE is a fundamental step in comprehending how best to support LVIs. Teachers, principals, parents, learners, and the Government are the main stakeholders in a school and must know what IE all is about.

Sub-theme - Accommodation and support

The following extracts revealed how the teachers try to accommodate the LVIs through curriculum adaptation. Accommodation and support is a strategy that can be used to enhance the IE of LVIs. The following participants reveal accommodation and supporting practices that could lead to a successful IE experience.

My teacher tries to simplify the question for us to understand in a way that LVIs understand (L2 – Group A, 2:20 131 – 132, School A).

Some teachers try to define pictures and use words to interpret the pictures. Sometimes, they give us certain items to fill in and make an understanding of what it is (L5 – Group B, 6:18 133 – 136, School B).

Sub-theme – Parental involvement

Parents have a role in supporting their children with impairments as they transition into inclusive high schools (Hou, Yan, and Zhang, 2023). This parental support grounds these learners and affords them hope for the future. The responsibility of providing for the LVIs does not solely lie with the Government; the parents also have a major role to play in providing resources for their children, as attested in the following interview extracts.

My parents help me with buying food, toiletries, clothes and paying pocket money (L1 – Group B, 6:45 291 – 292, School B).

They are involved as they ensure the presence of their children to school and give them basic needs. Most learners spend most of their time at school and rarely visit home. Some parents come to the school to check the progress of their children (T2, 7:36 146, School B).

Theme 1 is centred around inclusionary practices that positively enhance the education of the LVIs in the inclusive high schools. The sub-themes that include Post-high school pathways; Resource centres; Understanding IE; Accommodation and support; and Parental involvement all are inclusionary practices.

5.3.2 Theme 2: Exclusionary practices that impede on the success of Inclusive Education.

Exclusionary practices that impede on the success of IE are a hindrance to the education of the LVIs in the inclusive high schools. Overcoming exclusionary practices to IE requires the teachers to be motivated, to incorporate elements of Universal Design for Learning (UDL) and Differentiated Instruction (DI) and to suit the individual learner's needs (Volker, Gupta and Brown, 2022). Incorporating UDL into inclusive classrooms propels and accommodates the inclusion of LVIs. This theme had eleven sub-themes.

The sub-themes under this theme included: *School safety; Travel distance; Parental involvement; Curriculum; Teacher-training; Unmodified environment and infrastructure; Teaching and learning resources; Funding; Social behaviour; A need for advocacy and awareness; and Class size.*

The main theme, exclusionary practices that impede on the success of Inclusive Education, reveals practices that propel the exclusionary experiences for LVIs in the inclusive high schools. Teacher participants were asked to define barriers to IE, and their responses implied that they understood and could recognise them. The following were their responses.

Anything that hinders the full implementation or practice of Inclusive Education, such as resources, infrastructure, etc. (T1, 4:1 25, School A).

All barriers affect learners' academic success and their quality of education and in-turn hinders them from accessing institutions of higher learning and progressing. They stall academic progress of the learners and frustrate the teachers (T2, 7:15 60, School B).

Sustainable Development Goal 4 responds to the call for an equitable and quality IE that encourages life-long educational opportunities for all (Arnaiz Sanchez, De Haro-Rodriguez, Alcaraz and Caballero, 2022). Interviews with principal participants who were asked about the quality of IE in the Kingdom revealed that the kind of education accessed by the LVIs within the schools was not quality education. These learners were compelled to learn in an inclusive high school because the schools near their homes did not admit LVIs.

The education they access is not quality and they cannot access it in the comfort of their communities because they all have had to relocate to the inclusive high schools. Schools in their communities cannot admit them and this is a challenge to them, (P 3, 8:13 74, School C).

It is a far cry from quality education (P 2, 5:10 3, School B).

The education that we give is not quality education, according to me because of a number of things, some of which I've already mentioned. Shortage of teaching staff, lack of incentives for their staff, lack of support materials, inadequate implements, and shortage of services. When I'm talking of services here I'm talking electricity, which is paid from the school coffers. And then the absence of some learners who are sometimes owing boarding fees, and they have to go home as parents to make payments (P 1, 1:15 4. School A).

When probed about free IE for the LVIs in the Kingdom, one principal participant confirmed that there was no free education in inclusive high schools because the parents had to pay school fees. This participant further acknowledged that even parents of OVC had to top-up school fees for their children. Article 28 of the CRC aims to realise the right to education for children with impairments and to provide equal opportunities (UN, 1989, art. 28). IE must be made free and available to all learners. The International Convention on the Rights of Persons with Disabilities (United Nations, 2006) re-affirms the responsibility of states in providing IE to all learners across all levels of education.

The learners do not have free education. They all have to pay school fees. Even the OVC's have to top-up their payments for school since the payment by Government is insufficient, (P 3, 8:11 73 – 74, School C).

All three participating inclusive high schools in this study had hostels accommodating most learners with impairments. These hostels were expensive and were paid for by the parents, guardians, and sponsors. The International Convention on the Rights of Persons with Disabilities (United Nations, 2006) purports that Persons with Impairments are allowed to access IE together with their peers and should be accommodated to promote smooth access. Participant P 1 felt the hostels were expensive and did not guarantee complete access because the parents had to pay hostel

fees. Without the hostel payments, the learners were suspended from the hostels and sent home to return once payment was made.

The fees for the hostel are very high for an average parent, and parents often do not afford. The availability of the hostel therefore does guarantee continuous access to effective teaching and learning, (P 1, 1:16 4, School A).

Similarly, to the above participant, L 4 in School B also corroborated that non-payment of hostel fees implied that a learner is suspended and sent home. Some LVIs had not paid for the hostel accommodation earlier in the term. The stated learners were sent home for non-payment of hostel fees, and when the Government heard about their situation, she intervened and paid the fees for the owing learners, as reported by Participant L4.

The Government is trying. Yes, the help is not enough, but they try. Some of the LVIs had been chased from the hostels because they had not paid the fees. The Government came and paid their fees. They are back to school now (L4 – Group B, 6:47 303 – 304, School B).

Sub-theme - School safety

A learner participant from Group B narrated her ordeal at the hostel when she arrived for the first time. This created a mental image of the safety of items that belonged to the LVIs, as the other learners could see. Intervention is needed to ensure the safety of LVIs items in inclusive high school items. This is the extract from L2—Group B.

When I arrived for the first time in the hostel, someone stole my food and money. I was very hurt, and that was the last money that my parents had given me. The first two months in this school were unfortunate because I had nothing. I nearly went back home, but the boarding Master told me that I should be patient and that I would get used (L2 – Group B, 6:68 420 – 421, School B).

Sub-theme - Travel distance

Children's fundamental Human Rights are enshrined in the Convention of the Rights of the Child, a ratified International Human Rights treaty for children (UN, 1989). They guard against discrimination, abuse, and violence and ensure a right to life, education and a relationship with

parents. The LVIs in School A are not from near the school. They are compelled to stay in the boarding hostel due to the unavailability of schools that cater for LVIs in their communities. This is yet another dynamic that most stakeholders often ignore. P 1 narrated the ordeal that these learners go through.

None of the Learners with Visual Impairments are from this community. We only have one from this region, then the distance from their homestead to the school is a cause for concern. They generally miss out on having relations with their families they hardly visit home because of this distance. And because of what I already alluded to, that they are from poverty-stricken families, so it is hard to afford the money to go back home if they feel like going back home (P 1, 1:30 4, School A).

Learner Participant 4 reiterated and confirmed that these learners were removed from their families because of their impairments as they looked for suitable inclusive high schools. She further illuminated and clarified the emotional pain it caused to the parents.

The parents have to put their children in a boarding facility, and these kids have to leave home and be away from their brothers and sisters. This is emotional and for some parents (L4, 2:69 412 – 413, School A).

Sub-theme - Parental involvement

Children's Basic Human Rights incorporate the entitlement to be parented and to have a relationship with their parents (UN, 1989). The LVIs are deprived of this right as they had to relocate and start kindergarten at three years old in a school far-away from their parents. These parents would like to be around their families but are forced by circumstances to relocate. This discriminates against the LVIs and affects them. It hurts them and is unfair, as L5—Group A articulated.

Yes, the Government must build schools like this nearer our homes so that we can stay in our homes too. We want to stay with our parents like other the students and being forced to stay here because are homes. It's not fair (L5 – Group A, 2:80 493 – 494, School A).

On the contrary, the following L3—Group A learner has a bad relationship with his parents. This is unfortunate and impinges on the child's rights. Parents are responsible for raising, supporting, and building relationships with their children. This contradicts what participant L3—Group A reported about his parents.

My parents do not support me and do not come to visit me at school, while others pay visits (L3—Group A, 2:42 245 – 246, School A).

Accommodation and support for the LVIs could also come from the parents. For them to assist their children with school work, they should be fluent in Braille reading and writing, as cited by Group C. Parental capacity in Braille reading and writing could be useful to these learners because they could be able to help their children academically and otherwise.

The parents struggle to correct their learners with their academic home work because they do not understand Braille (Group C, 9:66 6, School C).

The parents must also be trained in Braille, inclusion and special needs so that they can offer support to their children (L1, 9:71 6, School C).

Sub-theme – Curriculum

The curriculum is the content and course of study that has to be taught in a school. Curriculum adaptation is adapting and modifying the prescribed syllabus to suit the unique abilities of students with SEN. The curriculum might not be rigid and be accommodative of all students with unique needs. It is a significant dynamic because it controls the overall education process. LVIs must be awarded a chance to decide and declare how they wish to learn and the suitable educational path they believe in. This is a significant decision that must be taken together with the parents or guardians, but unfortunately, the Kingdom affords these learners only one academic route, as reported by P 1.

Unfortunately, it's this one is a no for this one. They don't do not have a choice. The parents and guardians are confined to one educational route in the school, and they and have no option of choosing. Our school only has one educational route, the Government gives a curriculum and then we try to modify the curriculum for our learners needs (P 1, 1:32 4, School A).

The teachers try to adapt the curriculum but are unfortunately untrained (T1, 4:24 77, School A).

Developing curriculum adaptation is an effort that strives to recognise the access of learners in inclusive classrooms and aids in meeting the learners' unique educational needs (Andini, Rahayu, Budiningsih and Mumpuniarti, 2020). In the same fashion, teacher participants T2 and T1 were probed on whether the teachers in their schools could successfully adapt the curriculum to suit the unique needs of the LVIs. They both responded by saying they tried to modify some aspects but failed with others due to the lack of training on curriculum adaptation. This implied that the LVIs lacked Accommodation and Support as asserted below.

Yes and No. Yes, because they can modify some of the things in the curriculum but not everything is easy to modify on the curriculum. Not everything is easy to modify within the curriculum. I am meant to believe that modifying the curriculum is founded on learning and needs training thus I believe that some of teachers cannot modify the curriculum because of a lack of training (T 2, 7:26 100 – 102, School B).

The curriculum must be relevant and consider the diverse needs of the learners. I cannot successfully attend to all learners in the class because I struggle with adapting the curriculum to meet the learners' unique needs (T1, 4:12 51, School A).

Teacher participant T1 further raised the need for teacher-training on curriculum adaptation, as he believed that it was one of the reasons for the teachers' struggle in imparting the curriculum to the LVIs. Curriculum adaptation ensured the accommodation of all learners at the relevant level into the inclusive classroom and ultimately allowed the LVIs to reach their full potential.

The teachers try to adapt the curriculum but are unfortunately untrained (T1, 4:24 77, School A).

There is a need to train the teachers on adaptation as it goes a long way in ensuring the academic success of the Learners with Visual Impairments (T1, 4:25 77, School A).

To effectively access the learners' needs, the teachers must be trained in IE and curriculum adaptation. The curriculum must be flexible and accommodative. Effective IE implementation relies on the attitudes of teachers and teacher-training (Khamzina, Stanczak, Brasselet, Desombre, Legrain, Rossi, Guirimand and Cilia, 2024). The following participants raised these crucial issues that touched on the education of the LVIs.

They can modify some of the things in the curriculum but not everything is easy to modify on the curriculum. I am meant to believe that modifying the curriculum is founded on learning and needs training (T2, 7:26 100 – 102, School B).

Teachers are sometimes unable to access some aspects of the curriculum, and a participant in Group A—School A reported that the teachers in his school work as a team and help each other for the success of IE, as relayed below. This was accommodating and supporting the LVIs.

They consult the Resource Centre team and can get help (Group A, 2:39 237, School A).

A learner participant expressed her teachers' efforts in adapting the curriculum to accommodate and support LVIs.

Some teachers, try to define pictures and sometimes they use words to interpret the pictures. Sometimes they give me certain items to fill, touch and make an understanding of what it is (L5-Group B,6:18 133 – 136, School B).

The IEP allows all learners to learn at their own pace and eventually reach all the learning outcomes. Individual Educational Plans distinguish what learners are taught, how they display what they have learnt and the support available (Samiuddin and Naser, 2022). Developing an IEP commences with the assessment of the learners across all disciplines of impairments, the way they are taught and understand the curriculum, how their impairments become barriers to the learning, aims and objectives of each learner's unique needs, and ascertaining that the environment propels the learner to reach their optimal levels (Samiuddin et al., 2022). All the principal participants confirmed that their schools do not have the IEP because the teachers were not capacitated and would appreciate training on the programme. They believed it would benefit the LVIs in the following extracted interviews.

With that reason, I can say it is very difficult for the school to implement or introduce the IEP programme, because some of our teachers have no knowledge of it (P 1, 1:18 4, School A).

Unfortunately, we are currently not offering IEP programme. But we still hope to get clarity and training on this programme because we are taught that it could be of beneficial to the learners' unique educational needs, (P 1, 1:20 4, School A).

Thanks, Ma'am. The school doesn't have it. We've tried in many instances to draw closer to the inspectorate to get help on that IEP, but were unsuccessful. I am told that it is good especially for learners with disabilities, (P 3, 8:15 85 – 86, School C).

No. The school doesn't offer an IEP because we really do not even understand how to coordinate the class under that programme (P 2, 5:13 3, School B).

Sub-theme – Teacher-training

Teacher-training is one significant barrier to IE. Teacher-training on superior quality is integral for IE (Florian, 2019). Inadequate readiness for teaching learners in inclusive classrooms could lead to inefficiencies in knowledge of the taught curriculum. Teachers in inclusive high schools should be qualified and trained in IE and Special Educational Needs. They should also have training in Braille reading and writing. Participant P 1 and the following participants give an overview of trained professionals in their schools in the following extracted interview.

Yes, we do have those that are trained. We have about six of them who are trained, then the rest of the learners and teachers are not trained, which is the 34 of them. Those that are not trained encounter challenges and rely on those who are trained which in this case, the fraction is just very small. And ideally, these teachers need formal training, because clearly, the in-service training provided is scanty to say, it is not sufficient (P 1, 1:5 4, School A).

I am a qualified high school teacher but not trained to teach in an inclusive high school. I have no training in Special Educational Needs or inclusive educational

teaching. This is a massive challenge for me, hindering the smooth teaching and learning process (T 1, 4:15 57, School A).

I am not trained on inclusive and special education. I received brief in-service training and it is insufficient, (P 2, 5:4 3, School B).

Teacher-training on Braille reading and writing should be a prerequisite in inclusive high schools to ascertain that the LVIs is accommodated. Asked about teacher-training on Braille reading and writing, T2 reported the following:

No. Only three teachers can read and write Braille in the school (T 2, 7:27 ¶ 107, School B).

The Learners with Visual Impairments and only three teachers understand and can read Braille (P 2, 5:15 ¶ 3, School B).

Teachers in the other classrooms do not know Braille (P 1, 1:24 ¶ 4, School A).

Sub-theme - Unmodified environment and infrastructure

Universal Design of infrastructure encompasses building infrastructure that can be used. It recognises the adherence to fundamental elements and legal prerequisites to building infrastructure that can be used and accessed by human beings across all levels (Olodeoku, Alokun, Alagbe, Egwabor and Buseri, 2024). Inclusion and universal designs are intertwined and aim to embrace the maximum population regardless of the impairments, culture, gender, physical build, and age of the said individuals. The Universal Design of infrastructure defines the plan or design of an environment that allows it to be accessible, used and understood. An accommodative and supportive environment and infrastructure would be easy to use and accessible regardless of their impairments. This is key for a school because it has to be accommodative to all stakeholders. All three principal participants unanimously authenticated that their schools were not universally designed for learning in the following interview extracts.

No, the school does not adhere to the Universal Design of infrastructure (P 2, 5:6 3, School B).

The school must be re-planned to fit the universal designs in mind, (P 3, 8:25 128, School C).

No. It is not universally designed. There was no proper planning and future plans for the schools. The schools were not in mind. It was built in the early 60s and has no plan, (P 3, 8:8 61 – 62, School C).

The following teacher participant, T1, further corroborated the aforementioned sentiments on the environmental challenges within the school.

The lack of properly built school ground is a challenge as the LVIs sometimes walk into parked cars in front of the school and other obstacles. The ground is not paved or straight, which hinders the movements of the LVIs. During the rainy season water puddles are stagnant in the front of the school and sometimes the LVIs walk into them and get soaked (T1, 4:10 43, School A).

The same participant further discusses the environment and infrastructure in the inclusive high school and how they affected the LVIs and others.

The Learners with Visual Impairments often have to rely on other learners to move around some areas of the school because some areas have no ramps, are steep and have no side-rails to hold on to. The toilets are very far from the school and there are no disability toilets. The LVIs and most of the learners with physical impairments are not able to access the school garden (T 1. 4:23 73, School A).

Access encompassed adherence to legal levels, validating equal rights, advancing inclusion in the infrastructure and adequate transfer of materials (Singh and Bohora, 2023). Teacher participant T2 voiced his feelings about the lack of access for LVIs into the garden because of its rocky and steep terrain. This draws mental images and implies that the LVIs could not learn Agriculture because the syllabus demanded the practical part of the subject, which is also examinable. Disability toilets are a must for all schools, and their absence in this inclusive high school spelt that the learners were not well accommodated.

The Learners with Visual Impairments cannot access the gardens as the terrain is not accommodative. The grounds have rocks that hinder the smooth movement of Learners with Visual Impairments. These buildings are difficult to access for all stakeholders (T 2, 7:25 95, School B).

Participant T3 from School C listed buildings inaccessible to the impaired in their school. This meant that the LVIs were not accommodated. Having to ask for assistance made the learners dependent on others and forced them to rely on the kindness of others constantly.

Not all the buildings grant access to the impaired. The gardens, the Science laboratory and the computer laboratory, do not allow access to them, save for times when the impaired have to ask for assistance from others (T3, 10:17 70, School C).

Sub-theme - Teaching and learning resources

Teaching resources are learning and educational, teaching, learning, and studying information in electronic and print media (UNESCO, 2017). They grant the learners an extra learning environment. The lack of teaching materials and training on using the gadgets was yet another challenge to the LVIs and their teachers. Teacher participant T1 further raised a concern about the inflexibility of the curriculum in accommodating the LVIs, as stated below.

Teachers have difficulty as the resources are inadequate (T3, 2:4 23, School C).

The barriers hinder the success of inclusion because it becomes difficult to successfully implement inclusion of learners with impairments. The inflexibility of the current curriculum in accommodating the Learners with Visual Impairments that use Braille nor specify the time for those using Braille is challenging (T1, 4:11 47, School A).

Resources are necessary for the teaching and learning process in IE. Some of the subjects taught in schools are practical subjects that demand the purchase of numerous resources to allow the learners to practice. The following participants lamented inadequate resources for teaching the LVIs.

There is insufficient teaching and learning resources that the teachers can use. Sometimes it is lack of knowledge of how best to use the available gadgets that aid in the education of the LVIs. Some of the gadgets are complicated to use by the Learners with Visual Impairments and the curriculum isn't crafted with the Learners with Visual Impairments in mind (T1, 4:4 ¶ 33, School A).

In the same way, a teacher participant allayed the lack of educational materials in the inclusive high school. The LVIs were not trained on the use of the Braille Note gadgets. They are self-taught, and their level of comprehension of these gadgets is not similar because of a lack of training. Some successfully navigate through the gadgets, and some are not successful. This deprives the LVIs of an equal IE experience.

Educational materials are lacking and the LVIs are not taught how to use the Braille gadgets. The LVIs teach themselves how to efficiently use the gadgets and some trail behind. This hinders them from reaching their full potential.

Sub-theme – Funding

A healthy budget is one major factor that could positively ascertain a successful IE. The South African National Treasury Department presented a tentative award of R477 million to the Department of Basic Education for 2017–2020 for access to quality education for learners with profound intellectual impairments (Parliamentary Monitoring Group, 2020). The success of IE and running any school institution lies directly on the availability of funds as there are school needs that need funding. Without funding, the success of the school and IE dwindles.

This is a major exclusionary dynamic because without funding, the learners are suspended from lessons and sent home. In the Kingdom, there is the Government's Orphaned and Vulnerable Children Grant (OVC) that helps only learners who are single orphans, double orphans and vulnerable with partial payments of school fees. Often, these learners' parents have to top-up school fees from their coffers. The main source of school funds comes from Government in the form of OVC payments and from the parents. The following participants explained the Government OVC grant.

Yes, the Government does allocate orphans and vulnerable children grants to all schools in the country. All high school learners and our school also benefit from these grants. It is only E1950 for our Junior Secondary, and then E2500 for high school. This, I must say, is inadequate, and does not cover the school fees for the year. The parents and guardians are compelled to top-up and most parents of the LVIs are from humble backgrounds (P 1, 1:10 4, School A).

The Government has not allocated funding for this school, but only pays E1950 and E2500 school fees for orphaned and vulnerable learners. Otherwise, no other funds are allocated to the school. This is not sufficient for the school such that parents are compelled to add up (P 2, 5:7 3, School B).

Enrolling the LVIs in an inclusive high school is costly for the average Swati parent as discussed by L2 – Group A. The compulsory hostel fees are also high as reported by L5 – Group C.

Taking a child to this school is expensive and most Swazi parents are poor and do not afford. This therefore is a challenge to them (L2 – Group A, 2:70 430 – 431, School A).

The struggle with the payments of the boarding facility for the learners is expensive (L5 – Group C, 9:64 6, School C).

The normal flow of a school is founded on constant funding. Lack of funding is a major barrier to effective IE. Asked about parental involvement in inclusive high schools, learner participant L5—Group A acknowledged that the Government is not the only responsible partner in this equation. Parents, too, must be involved in the education of their learners and pay school fees for their learners, as relayed in the following interview extracts.

Yes, the school needs extra funding to be able to cater for all learners and the lack of funding from Government is disturbing. Not paying school fees by parents is challenging too. If these two stakeholders fail, then our education will not be a success (L5 – Group A, 2:73 460 – 461, School A).

Lack of school fees payments by the parents affects teaching and learning. Many basic needs for the school like chalk, water, resource materials, materials for experiments may lack due to the absence of payments (T2, 7:8 45, School B).

The Government's late payments of the OVC grant affected the smooth running of the schools, which depend on adequate funding.

Delay of payments for the OVC grant by Government is also a challenge. The school faces challenges and fails to even pay water bills because of this challenge

and the money for the OVC is small. The principal always tells us that the school has no money (L3 – Group A, 2:74 466 – 467, School A).

The Government must pay for the OVC's early so that the school can have money and provide for the students (L3 – Group A, 2:79 487 – 488, School A).

Sub-theme – Social behaviour

Another barrier to IE that emerged was the ill-discipline and misbehaviour of some learners. It was rife in the schools, as allayed in this interview extract, and it disturbed learning and derailed class progress.

The students misbehave and bunk lessons. Some do not know submit classwork and assessments. The teacher has a role of following up on them to do right (L1 – Group A, 2:68 406 – 407, School A).

Bullying learners based on their impairments created a deep scar and was a major barrier to successful and effective IE. Participant L4 – Group C, a learner with low vision, reported a challenge in her class whereby she was mocked for trying to bring the book closer to her eyes in a bid to read what was written on it. The other learners laughed at her and said she was kissing the book. This was abuse, stigmatisation and discrimination of the LVIs based on her impairment which is a major barrier to IE and did not sit well with her. The following was the interview extract from her.

When I read I bring the book closer, because I have low-vision, they laugh at me and say I am kissing the book. This does not sit well with me (L4 – Group C, 9:32 3).

The LVIs suffered abuse and discrimination at the hands of their classmates. This participant narrated her sad ordeal during the interview below.

One of my friends has been mean to me. She says she can't play with me because I am blind and that hurts, (L1 – Group A, 2:44 257 – 258, School A).

LVIs often rely on other learners in the inclusive high school. They interact with the others and L2 – Group had this sad ordeal that she shared in the interview.

Some of the learners just do not care and it's like we just do not exist. They are sometimes mean to us and when placed in a group discussion the other time, they said they were not happy that I was part of them. I was even afraid to tell the teacher and chose to keep quiet for the rest of the discussion (L2 – Group A, 2:32 200 – 201, School A).

Sub-theme – A need for advocacy and awareness

There is a need for advocacy, awareness, and capacity building among all stakeholders to assist and support the LVIs in schools. In this interview transcript, L1 from School B expressed his pain of being left on stage by fellow choristers after a singing session in the school.

Sometimes the people that we stay with sometimes are not helpful to us. We sing on the stage at assembly with them and then they leave you on stage without assistance. Sometimes you even don't realise that they have left you and you are on your own (L1 – Group B, 6:56 354 – 355, School B).

Accepting impairment is the major breakthrough for the affected. Families, parents, siblings and the community have a responsibility of supporting the LVIs towards recovery and acceptance. Constantly blaming and not accepting disability sow feelings of depression and unnecessary blame. Parent to L3 – Group C had not accepted her child's plight and this became a barrier to IE.

My mother does not accept this condition because I was born normal and I lost sight in later years. My mother still cries when she explains how I lost myself, and I know that she wishes for a miracle (L3 – Group C, 9:63 6, School C).

Sub-theme – Class size

The class size is the number of individuals in a classroom, and it has a bearing on the class's success. The bigger the class, the higher the chances of excluding the LVIs. Eswatini Education Sector Policy of 2018 adheres to a learner-teacher ratio of 40:1 across all schools (Maseko, 2021). Often teachers of learners with impairments could not reach out to them owing to the high number of learners. The impairments range from physical disabilities, low-vision, visual impairments, intellectual impairments and cerebral palsy. Some of these learners have multiple impairments. The size in some classes was more significant than the expected teacher-student ratio of 1:40,

ultimately affecting successful teaching and learning. Teacher participant T1 on the following extracts reflected on the class size issue and how it frustrated the teachers in the following extract.

I have 46 learners in my class. The class has normal learners, visually impaired, intellectually impaired and physically impaired (T1, 4:16 61, School A).

The class size is not adequate for an inclusive classroom. The teacher-student ratio is above the expected number and this exerts pressure on the teacher. This implies that the teacher fails to give sufficient personal consideration to the learners with unique needs, and this hinders their progress (T 1, 4:17 65, School A).

Class size also has a bearing on the success of IE. Participant P 2 explained this barrier in the following interview extract.

The high number of learners is also suicidal to the perfect teaching and learning experience and, as such, is a major barrier to the learning of the LVIs (P 2, 5:14 3, School B).

When asked in their focus-group discussion about their class size, the learners gave the following numbers as their class sizes.

Table 5. 1: Number of learners in participants' classes in the three participating inclusive high schools

<i>Participant</i>	<i>Number of learners in the class</i>
<i>L1 - School A</i>	<i>24</i>
<i>L2 - School A</i>	<i>31</i>
<i>L3 - School A</i>	<i>26</i>
<i>L4 - School A</i>	<i>18</i>
<i>L5 - School A</i>	<i>25</i>
<i>L6 - School B</i>	<i>23</i>
<i>L7 - School B</i>	<i>34</i>
<i>L8 - School B</i>	<i>34</i>
<i>L9 - School B</i>	<i>47</i>
<i>L10 - School B</i>	<i>34</i>

L11 - School C	21
L12 - School C	46
L13 - School C	46
L14 - School C	46
L15 - School C	32

Table 5.1: Number of learners in participants' classes in the three participating inclusive high schools

Teacher participant T2 provided the class size and the types of available impairments. This teacher lamented the size of the inclusive class and worried that he could not access all of them. In these two successive extracts, he reported that the class size is inadequate for an inclusive class.

I have thirty-eight learners in the class. Disabilities include visual impairments, cerebral palsy, intellectual disability and physical disability (T2, 7:22 80, School B).

The class size is inadequate as the numbers of students within the class makes it difficult to give attention to all the learners especially those with impairments, (T2, 7:23 85, School B).

Teacher participant T2 continued to clarify that her workload per cycle was too high because of a shortage of teachers in her department. This implied that she could not effectively do her work as recorded in the following extract.

No. There are too many learners for a class with learners living with multiple impairments. I battle to attend to everyone, and my workload per cycle is high as there is a shortage of teachers in my Socials department (T2, 7:24 90, School B).

Another teacher participant relayed the types of impairments available in his class and the challenges that hindered him from accommodating them well into the teaching and learning process. This class had numerous disabilities and needed a trained teacher to handle learning efficiently.

I have different classes that I teach. They have the following numbers: 39, 47, 29, and 42. Kinds of disabilities are autism, blind, low vision, cerebral palsy, physical disabilities and intellectual impairments. Some of the classes are challenging for

me because they are too big. The marking is strenuous, and I often fail to attend to everyone (T3, 10:14 58, School C).

This theme unveils exclusionary practices that derail the LVIs from receiving their right to an IE and accessing their full potential. The sub-themes revealed exclusionary elements that affected the LVIs and they included School safety; Travel distance; Parental involvement; Curriculum; Teacher-training; Unmodified environment and infrastructure; Teaching and learning resources; Funding; Social behaviour; A need for advocacy and awareness; and Class size.

5.3.3 Theme 3: Using Accommodation and Support to navigate exclusionary practices for Learners with Visual Impairments in inclusive high schools.

This theme discussed ways that the LVIs, teachers, principals and the inclusive high schools used to navigate the exclusionary dynamics in the inclusive high schools across all datasets, thus striving to accommodate and support the LVIs. It actively emerged throughout the discussions, and the participants lamented the LVIs' stance in the inclusive class as they were left out and forgotten during lessons. It also tabled the need for support, particularly within the schools. The general belief was that the education course of the LVIs could advance if they were accommodated and supported in the inclusive high school.

This theme has the following sub-themes: *Policies and legislation; Assessments; Resource centres; Resources and assistive devices; Advocacy and awareness; and Belonging.*

This theme, Using Accommodation and Support to navigate exclusionary practices for Learners with Visual Impairments in inclusive high schools, applauds Accommodation and Support as practices that allow the LVIs to navigate exclusionary practices and in turn, successfully accessing an IE within the inclusive high school.

Principal participants discussed orientation and mobility (O & M) for the LVIs, which should be taught as part of the LVIs' curriculum in an inclusive high school. O & M aimed to orient, support and alert the LVIs about the school environment and other environments in future. Some LVIs were not taught O & M, meaning they manoeuvred around the environment without any training. This meant they were not adequately accommodated and were not taught about safety and avoiding accidents.

They are taught orientation and mobility as part of the curriculum. They are equipped with peer support and mentoring skills as a way of sustaining themselves around the school and beyond (P 1, 1:26 4, School A).

The learners are not taught orientation mobility and mentoring skills (P 3, 8:19 92, School C).

They are not taught orientation and mobility (P 2, 5:16 3, School B).

The Accommodation and Support that L4—Group A received in their inclusive high school made him accept his ability and be happy. The following interview extract explains this.

In an inclusive high school, they do not discriminate us. Being in the school has made me confident and able to accept my disability. In my former school I was always sad and felt like the odd one out. Some of my classmates felt like I was cursed. It is much better here (L4 – Group A, 2:48 281 – 282, School A).

Learner participant L2 explained that the presence of many diagrams in some subjects led to the need for numerous modifications for the teacher. This participant explained that the teachers sometimes explained diagrams in words. However, they sometimes failed to modify some questions and then substituted another question that would score them similar marks. This implied that there were items of the curriculum where the LVIs were excluded from the curriculum.

There are subjects that have many diagrams. The teachers then modify the diagram by putting it into words for better understanding. Sometimes B, 6:19 141 – 142, School B).

A learner participant, L5, narrated how her Fashion and fabrics teacher modified an aspect of the curriculum. The teacher explained the topic to the LVIs and allowed her to touch and feel the fabric to make mental images of what was available.

They narrate what is on the diagram to give me understanding of what's displayed. My fashion and fabrics teacher sometimes even bring the things or materials to me so I can touch it and feel it (L5 – Group C, 9:18 3, School C).

Accommodating learners is commonly used to modify inclusive assessments to ascertain that they meet the individual learner's unique needs (Tai, Ajjawi and Umarova, 2021). Attempts to draw

assessments to adhere to inclusion policies incorporate awarding options to learners, programme assessment perspectives, and development policies and legislation that encourage inclusion (Tai et al., 2021). Assessments are a pivotal part of the teaching process. They come in the form of formal and summative assessments. They evaluate insights and feedback on how the learning process progressed and reinforce learners' motivation. Assessment includes class work, homework, group work, pair work, and end-of-term and year examinations. They are an essential part of learning and gauge how much has been taught and learnt. Assessments for LVIs differ in multiple ways because of their unique needs. Learner participant L2 below explained their assessments were sometimes modified to accommodate their unique needs.

We take our tests separately, and some parts differ from the others. For example, if the teacher gives the others drawings, mine would be in words explaining (L2 – Group A, 2:26 164 – 165, School A).

Two learner participants spoke of the support and accommodation that they received from their teacher, and another learner appreciated the efforts of the other learners without impairments, as narrated in these interview extracts.

The teachers do their best to help us. Some teachers sometimes have challenges (A, 2:38 236 – 237, School A).

Our classmates without disabilities help us in understanding different parts of our syllabuses. Some are very helpful and we also have friends who do not have disabilities (L 3 – Group A, 2:49 287 – 288, School A).

Learners with impairments are often excluded from physical education, but they have recently declared that they would love to be included (Rekaa, Hanisch and Ytterhus, 2018). Extra-curricular activities are non-academic activities, sports, and games that. The sports department designed sports that fit and accommodate the LVIs' unique needs. These findings conveyed the LVIs' love for sports.

The sports department has designed games that we can play during playtime. My favourite is playing cards. Now we are no longer bored during play time and look forward to it (L1 – Group C, 9:52 6, School C).

I have friends and enjoy school. I am part of the school choir and am always happy when I sing (L3 – Group A, 2:61 367 – 368, School A).

Supporting learners with SEN is pivotal to their education. The unavailability of support tends to be detrimental to their knowledge, skills, and academic performance (Maguvhe, 2023). A previously shy Group B participant gathered her courage and could sing and recite poems in front of an audience compared to past times. The support she got from the school granted her the courage to face her fears and reach her optimal level.

Now I can stand in front of people and recite a poem. I can sing, which is one of the things I never realised that I could do (L3 - Group B, 6:69 426, School B).

Another chorister, L3—Group C, expressed her joy in having one LVIs as a lead singer in the school choir. As such, the LVIs were generally known to have good voices.

I sing in the choir, and one of us is a leading singer in the school choir. After all, blind learners are known for their good voices (L3 – Group C, 9:53 6, School C).

Participant P 1 expressed a different viewpoint on the issue of LVIs singing and said there is a need for fresh ideas regarding the sports they could take because singing was overdone. The LVIs were said to need more support on this issue.

There is a massive need for sporting disciplines that can be played by visually impaired learners. They are tired, I don't want to lie to you, they are tired of singing. Some feel they want something else something new, something challenging, because they are now identified as the group that can only sing, people need to know that there are other sporting disciplines that people with visual impairments can do apart from singing (HT1, 1:42 4, School A).

Normal childhood often promotes friendships. Friendships enhance learners' academic performance and social and emotional well-being and inculcate a healthy and positive lifestyle. Learners with SEN are susceptible to being amongst learners with no friends within the inclusive classroom (Schwab, Lindner, Helm, Hamel and Markus, 2021). Participants L3 and L4 excitedly discussed their friendships within the class and school. Participant L5 had a perfect example of a

mutual friendship that benefits him and his friend. Often, having friends is ideal as they could bring support and accommodation for the LVIs.

I have many friends in class and school, and they treat me well (L3—Group A, 2:35 218 – 219, School A).

My friend can help me go to buy toiletries and choose clothes. Being here allows me to be free and realise that I am not the only blind learner in Swaziland (L4 – Group A, 2:50 293 – 294, School A).

Yeah, I do have friends, and they all see. My best friend is in a wheelchair. He helps to move me around, and I push him around (L5 – Group B, 6:38 248 – 249, School B).

Praise and encouragement propel growth and achievement and can improve learners' behaviours. Teachers who praise often have good relations with their learners and motivate the ones receiving praise to achieve more (Morin, 2024). Asked about how the teachers responded to her impairments, participant L3 was encouraged by the teachers who inspired her, and Participant L5 was happy about her kind-hearted and helpful teachers. This is the ideal professional position of the teachers of LVIs, as relayed below.

They also motivate me that my disability does not mean I cannot pass and succeed in future (L3 - Group B, 6:37 243, School B).

My teacher is very kind and helpful to me. She even attends to me alone and is happy when I pass. Most teachers are amazing, and really trying to help us to pass (L5 – Group A, 2:33. 206 – 207, School A).

Participant L3—Group A is encouraged by the teachers and her principal to work harder and ultimately reap the rewards. This inspiration and support propelled the LVIs along the right path.

The positive treatment from my teachers encourages me to press on. The words from my principal who comes to tell us that if we pass, our lives will improve are encouraging. She always makes time to talk to us and we're able to talk her the challenges that we face. She is a really good at principal (L3 – Group A, 2:57 346 – 347, School A).

Governments globally have a responsibility and the teacher has given this boy encouragement. Teachers with impairments are necessary for schools with learners with impairments because they serve as role models to the learners. Seeing that he is blind but has a bright future inspired the following participant, as reported in this interview extract.

Mister Mathoo (not his real name), my teacher encourages me because he has succeeded and I know that I can be more than Mister Mathoo (not his real name) and I can have a bright future and have everything I want to have (Group C, 9:55 6, School C).

Sub-theme – Policies and legislation

Global governments have committed to enacting policies that embrace IE, but progression has been minimal and irregular. The gap between policy and practice for learners with SEN has had very little influence globally (Conn and Davis, 2023). The lack of policies and legislation on IE is challenging the implementation of a successful IE in the Kingdom. Sustainable Development Goal Number 4 of the UN 2030 Agenda (United Nations, 2015) and the (UNESCO Guidelines, 2017) re-affirms the Human Rights idealism that admits equity and inclusion as comprehensive principles that control IE policies, legislation and practices.

The Kingdom lacks national and school-based policies that would respond to assessments, adaptation, transition, gadgets, learner discipline policy, parental involvement, funding and teacher-training that could ascertain a seamless IE. All teachers, for example, should be conversant with curriculum adaptation, and policies must address this specific area. The absence of this specific policy leads to non-adherence to teacher-training endeavours for adapting the curriculum in IE classrooms, which leads to an IE that lacks adaptation and, thus, is ultimately not practical for the LVIs. The following LVIs relived a scenario where the teachers eliminated specific questions because they failed to adapt them. These apparently had been happening over the years. Lately, the LVIs realised that removing some questions and having them replaced with different ones affected the LVIs because external examiners sometimes set the same questions the teachers had previously removed. This was usually an effort from the IE teacher who was neither trained in Special Educational Needs, IE, nor curriculum adaptation to accommodate the LVIs. This

further highlighted the need for a national policy on IE and school-based policies to respond to the different areas that touched on inclusion to advance them towards compliance.

I have since realised over the years that removing questions isn't right because during the external exams, we find questions that we have never done because they were removed. This becomes difficult (L1, 6:20 142, School B).

Another principal participant tabled that the LVIs had a hard time as they could not choose from the many available educational routes that LVIs can embark on. Unfortunately, the schools have one educational route, and all LVIs are compelled to learn through it. P 2 reveals that Eswatini has one educational route that all learners adhere to.

Eswatini currently has one educational route for all learners including the learners with impairments. All learners stick to it (P 2, 7:24 3, School B).

Sub-theme – Assessments

Learner participant L5 relayed that they were granted 50% extra time during assessments to accommodate and ensure that they finished their assessments. The assessments were soft copies placed into their Braille Note touchpads and laptops.

Our assessments are different from others in that we have additional time for them. For example, during an exam time, we get 50% extra-time. We take them in a different place from the other learners and they come in a soft copy (L5 – Group B, 6:25 171 – 172, School B).

To further accommodate the LVIs, their assessment timetable differed from that of other learners. Sometimes, they started assessments earlier than the rest to guarantee that they had adequate time.

Sometimes our timetable is different from the others. Our papers sometimes take longer complete, meaning that we have additional time thus we start assessments days earlier than the others (L4 – Group C, 9:27 3, School C).

Learner participant L1 reported that her teacher sometimes gives assessments in audio or oral form, prints out the responses on the printer, and hands them to the teacher as a hard copy. This was a form of adaptation.

We type our tests on laptops and one of the teachers gives me audio or oral tests where I listen to the questions and answer back in writing with my Braille pen. These are then printed out from the school printer (L1 – Group B, 6:27 183 – 186, School B).

Sub-theme – Resource centres

The resource centre embraces all LVIs academic work in inclusive high schools in Eswatini. The idea of Eswatini resource centres is different from that of other countries. In South Africa, for example, the resource centres were special schools that were converted to resource centres to assist neighbouring schools on matters that touch on disability (White Paper 6). Special schools were converted into resource centres because the teachers in the special schools were believed to have specialised knowledge and skills on learners with impairments and had designed materials for helping these learners (White Paper 6). Most activities that were unique to the LVIs were done there. When asked about the resource centres in their schools, the following participants shared their insights. The Resource centres in Eswatini are not well-equipped, as confirmed in the following extracts.

The school has a resource centre central to the education of LVIs. It is where they take their assessments and get help on how best to learn. Teachers have issues with teaching the LVIs consult with the resource team to get help. Printing of work is done here and transcription is also done here. I am not a specialist in the field, but I am convinced it is not well-equipped (T 3, 10:23 96, School C).

The school has a resource centre but it has insufficient equipment and lacks trained personnel (T1, 4:33 100, School A).

Yes, we have a resource centre, but it is not well-equipped. Most of the work gets done there. Tests are modified there, and learners take their assessments in the resource (T2, 7:34 136, School B).

Sub-theme - Resources and assistive devices

Assistive and learning devices are learning software, hardware, and devices that allow people with impairments to read, write, listen, speak, and do numerous other activities. They include a wide

variety of equipment for people with impairments, such as adaptive, assistive, and rehabilitative materials (Assistive Technologies for Visually Impaired Market, 2022). LVIs need assistive devices to support their learning in inclusive high schools.

The school must also have fully established resource centres and professionals for transcription and using assistive technologies (P 2, 5:25 3, School B).

The teachers needed training on using assistive devices because, without adequate training, the LVIs would miss out on its numerous functions. The teachers for the LVIs must be trained in Braille reading and writing, Braille Note touch, laptops and other new gadgets that may come so that they can follow the learning process. If teachers are fluent in Braille reading and writing, they can mark classwork instantly and give feedback to the LVIs. Participants T2 and L5 tabled their views below.

I think the gadgets, Braille reading and writing is very important (L 5, 6:77 460 – 461, School B).

Lack of training and the teacher cannot evaluate the blind learners and can't give them feedback (T2, 7:6 41, School B).

Ramps and rails are assistive devices that help learners with impairments and are recommended for schools. The addition of rails and ramps in the inclusive high school seemed to interest learner participants L5 below.

The school has changed the building to fit the needs of the blinds by having rails (Group 5, 9:67 6, School C).

Participant T2 further submitted an essential element: each subject textbook must have a soft copy of Braille, as well as a large print and audio version to accommodate the LVIs holistically. The LVIs could access the curriculum in the format that best suited them. The Convention on the Rights of Persons with Disabilities states that learners with SEN must be awarded adequate support to ascertain a fair teaching and learning process (UN, 2006, Art 24). It further recommends that global governments use different formats of communication, including Braille, Sign Language, and large print, in a bid to accommodate all learners with SEN.

Ensuring that all textbooks have their Braille version, large print, audio version to help learners (T 2, 7:18 66, School B).

Sub-theme – Advocacy and awareness

Advocacy and awareness refer to the public support given to influence decisions or seek change. Advocacy and awareness inculcate an urge to sustain, accommodate and have a healthy relationship (Willings, 2020). Advocacy includes demonstrating the foundation that an individual believes in. The inclusive high schools were responsible for advocating, teaching the learners and all stakeholders about disability and how best they could best position themselves to support the LVIs. It raised awareness on behalf of the LVIs to the society and all stakeholders. They could further make school rules that all must adhere to accommodate and protect the LVIs, as purported below.

The school tries to teach the other learners about disability and living with the impaired (L5 – Group A, 2:55 338 – 339, School A).

Yes, the school accommodates us by making rules that protect all learners. These rules help us a lot and help others understand us (L5—Group B, 6:57 366 – 367, School B).

Participant Principal P 1 felt the need to protect and advocate for the learners because, as the following extract relays, they were prone to exploitation.

We also recognise that there is a need for advocating and protecting the learners from exploitation, from abuse and from harmful substances, (P 1, 1:35 4, School A).

Advocacy plays a crucial role in the experiences of LVIs. When hearing people advocate for and protect one's impairment, one learner felt motivated and had dreams. The advocacy-inspired learner participant L4 was recharged and revived. She spoke fondly of her wishes and dreams for the future. The dreams that she shared with the other LVIs had the potential to inspire other LVIs, too.

I personally want to prove that my disability cannot hinder my progress. My disability does not mean that I cannot reach all the corners of the country. I too can

be the principal of the school like all other children. I want to be seen as a school principal in the country. I wake up every day and need to make a mark in this country (L4 – Group B, 6:62 384 – 385, School B).

Sub-theme – Belonging

Belonging is the level at which learners feel welcomed, esteemed, worthy of assistance and embraced by others within the inclusive high school (Allen, Kern, Rozek, McInerney and Slavich, 2021). A sense of belonging is brought by feeling happy and comfortable being part of a group. Like all people, LVIs deserves to have a sense of belonging and acceptance. Family members' support promoted the LVIs' positive well-being and helped them cope. The following learner participant, L4, reflected on the monthly visits by their family that inculcated a sense of belonging in her. She was comfortable around the family and always awaited their next visit. Participant L4 spoke well of her mother and appreciated her, as revealed in the focus-group discussion extracts below.

My parents visit me once a month and often bring my siblings along with them. They always get news from home and goodies for me. As the month comes to an end, I always look forward to their visits. I love my family (L4 – Group B, 6:44 285 – 286, School B).

My mother is the best. She tries her best to support me and shows me love at all times (L4 -Group A, 2:43 251 – 252, School A).

Accommodation and support propel a successful IE and allows the LVIs to recognise effort from different stakeholders who assist them in different areas. The sub-themes revealed as Policies and legislation; Assessments; Resource centres; Resources and assistive devices; Advocacy and awareness; and Belonging all advanced IE practices in the inclusive high school.

5.3.4 Theme 4: Complying and fulfilling the minimum standards of the SAVE Framework for Learners with Visual Impairments is pivotal

Theme 4 responded to embracing the elements of suitability, availability, and equitability, the SAVE Framework, to acknowledge the entitlement of IE for the LVIs in Eswatini. This theme

discussed the three elements of the SAVE Framework, a theory that undergirds this study, the right to IE, and ascertaining that the LVIs reach their full potential. This theme served as a measuring and evaluation tool that was able to ascertain how far the minimum standards of the SAVE Framework were met. This theme started by discussing the suitability element of the SAVE Framework as purported by (Tessema, 2012).

The curriculum for teaching the LVIs demands to be adapted and modified to meet the needs of the LVIs in inclusive high schools—the suitability minimum standard advocates for a relevant and appropriate curriculum with sufficient applicable and flexible instruction. The ideal curriculum should be responsive and adaptable to the unique needs of the LVIs to realise the rights to an IE for the LVIs. A study by (Kandimba, Mandyata & Simalalo, 2023) confirmed that some teachers adapting the curriculum goes beyond the subject content adaptation. Curriculum adaptation should ideally incorporate adapting the learning infrastructure to suit the learner's unique needs, the learning materials, and strategies for instruction, as well as collaborating with parents, teachers, and learners towards a successful IE. Adjusting the learning resources, awarding extra time for assessments and refining the learning curriculum were ideas used by the teachers (Kandimba et al., 2023). Asked how curriculum adaptation affected the teaching and learning process, participant T1 responded that the curriculum did not embrace the lowest possible standards of suitability of the SAVE Framework.

These barriers hinder the success of inclusion because it becomes difficult. The use Braille does not specify the time for assessments for those using Braille (T1, 4:11 47, School A).

I cannot successfully attend to all learners in the class because I struggle with adapting the curriculum to meet the learners' unique needs (T1, 4:19 69, School A).

Curriculum adaptation should be made with uniform materials for all assessments to facilitate a better comprehension of concepts. The following participants lamented that they struggled with examination questions because the teachers' teaching curriculum differed from the examiners. This, therefore, eliminated cohesion with the lowest possible standard of suitability of the modified curriculum in suiting the unique needs of the LVIs.

The challenge is that the teachers sometimes draw the diagrams using specific materials to make a drawing. The downside to this is that the teachers from our school uses materials that are available here and then when it comes to the exam, someone from the Exam Council draws with the different materials that we fail to understand (L4 – Group B, 6:21 147 – 151, School B).

When asked if they can adapt and modify the curriculum for the LVIs, T2 explained the difficulty teachers face in curriculum adaptation. He further emphasised the need for relevant teacher-training and capacity building for all teachers.

Yes, although they are able to modify some aspects of the curriculum, some teachers cannot because of a lack of training (T2, 7:26 ¶ 100 – 102, School B).

Owing to a lack of curriculum adaptation and modification training, the Mathematics teacher for L1 – Group C does not know how to modify and impart the subject matter to the LVIs, as displayed below by learner participant L1.

The Mathematics teacher does not know how to teach us, and we end up failing (L1 – Group C, 9:34 3, School C).

The L3—Group C teacher modified the curriculum by describing relevant pictures in words for the LVIs, and another explained the same question in words, which implied that the expected answer for the two would be similar. This effort from the teachers ultimately embraced the minimum standard of suitability.

They describe the pictures so that we can make mental pictures of what is displayed (L3 – Group C, 9:19 3, School C).

For example, if the teacher gives the others drawings, mine would be in words explaining the drawing, but the final answer is often similar to that of other learners (L2 – Group A, 2:26 164 – 165, School A).

Another learner participant explained that her teacher sometimes failed to modify diagrams and opted to eliminate the question and substitute it with another with similar marks. This excluded the LVIs and implied that particular curriculum elements were not taught to the LVIs. This did not adhere to the suitability element and eliminated the right to an equal, IE of the LVIs.

Sometimes they fail to modify the diagram and eliminate the question in text. They then substitute by putting in other questions that have marks that are similar to the removed question (L2 – Group B) 6:19 141 – 142, School B).

According to The Convention on the Rights of the Child, children have a right to be raised and to have a relationship with their parents (UN, 1989). The availability minimum standard of the SAVE Framework upholds the availability of adequate, good quality inclusive high schools near the homes of the LVIs for ease of access. The equitability minimum standard of the SAVE Framework prescribes the freedom to choose and involve the parents and guardians of the LVIs. Due to the absence of inclusive high schools that cater to the LVIs in Eswatini, the LVIs is forced to relocate to any of the three available inclusive high schools that cater to them. This means being away from home and relocating to a boarding school, as discussed by L4 – Group A. Removing the LVIs from their homes prevented them from having the right to be raised and have a normal relationship with their parents. It also eliminated the availability and equitability minimum standard of the theory that undergirds this study, the SAVE Framework, as described in the following discussion extracts.

The parents have to put their children in a boarding facility and these kids have to leave home and be away from their brothers and sisters. This is emotional and not easy for some parents (L4 – Group A, 2:69 412 – 413, School A).

Participant L5—Group A lamented the shortfalls of being in a boarding hostel because she missed her family and the food the family ploughed and later enjoyed. Thus, this eliminated the availability element of the SAVE Framework.

The children are sometimes a long way off from home and miss out on functions that happen at home and bonding with brothers and sisters. They even miss some seasons like in my home, there's a period where the maize is ready, a period where there are avocados (L5 – Group A, 2:71 436 – 437, School A). A, 2:71 436 – 437, School A).

Requirement 5 of the equitability element concerns creating sufficient IE schools that can accommodate LVI and further embrace IE inclusive high schools with an inclusive attitude and culture. The number of schools refers to the number of schools within the country that could

accommodate the LVIs. Participant L5 – Group A suggested that the Government build schools nearer their homes because they also want to stay with their families. She further relayed that she was keen to stay at her home but was forced to go to a boarding facility. This eliminated the absence of the availability minimum standard of the SAVE Framework, as cited below. Participant HT related his insights in the following interview extract.

Yes, the Government must build schools like this nearer our homes so that we can stay in our homes too. We want to stay with our parents like other the learners and being forced to stay here because our homes are far is sad. It's not fair (L5 – Group A, 2:80 493 – 494, School A).

Okay, with this one, let me say the country has only three schools accommodating Learners with Visual Impairments. These are boarding schools, and the learners are forced to relocate from their homes, and they relocate from a tender age. None of the Learners with Visual Impairments are from this community (P 1, 1:13 4, School A).

Participant P 2 also affirmed the number of inclusive high schools available in the Kingdom and how this affects the LVIs countrywide.

Learners with Visual Impairments only have three high schools that admit them in the Kingdom and often leave their homes and communities in their quest for education from kindergarten. They are coerced by the absence of suitable schools in their communities, and also go to these distant, inclusive high schools that cater for Learners with Visual Impairments (HT2, 5:8 3, School B - P 2).

UNESCO (1994) appeals to global governments to award sufficient policies and prioritise the budgets within the education system so that it could be adequate for all students irrespective of their unique differences. This was contrary to research findings that declared that the school fees for the LVIs were expensive, and some parents battled to pay the costs, as relayed by participant L2 – Group A. This highlighted the absence of the equitability element for these learners. Requirements 6 and 7 of the lowest possible element of Equitability of the SAVE Framework revealed that inclusive high schools are affordable and that governments are responsible for assigning fair funds for efficiently running the schools. Participant L2 lamented the school fees for

the inclusive high school as she realised that most Swati parents could not afford the steep school fees. therefore, failing to align with the equitability lowest possible standards of the SAVE Framework.

Taking a child to an inclusive high school is expensive and most Swazi parents are poor and do not afford. This therefore is a challenge to them (L2 – Group A, 2:70 430 – 431, School A).

Parental involvement inculcates feelings of being supported, accommodated and loved by the LVIs (Willings, 2020); thus, parents have a role of parenting their learners even with the extended distance from their homes and the inclusive high schools. Parental involvement implies the involvement of parents in all aspects of their children's lives. Payment of school fees is a significant role that the parents must play. Participant T2 explained that the lack of school fee payments hinders the learning process and ultimately implies the unavailability of the right to IE. It eliminated the equitability minimum standard, as declared below.

There is absence of textbooks and exercise books in the schools as many parents fail to pay school fees thus the learners do not receive educational materials from the school like textbooks (T2, 7:7 43, School B).

Requirement 1 of the availability minimum standard responded to ensuring adequate and quality-inclusive high schools near the homes of LVIs. The quality of IE and the inclusive high schools have a bearing on the success of IE practices. Interviewed on the quality of the teaching in their schools, all three principals of inclusive high schools unanimously agreed that the education was not quality education on these extracts.

The education they access is not of quality in their communities, and they cannot admit that this is a challenge to them (P 3, 8:13 74, School C).

It is a far cry from quality education (P 2, 5:10 3, School B).

The education that we give is not quality education. There is a shortage of teaching staff, a lack of incentives for their staff, a lack of support material for pressure plants, inadequate implements and a shortage of services. Some learners who are sometimes owing boarding fees have to go home (P 1, 1:15 4, School A).

Teacher-training is a key element that ensures a smooth learning process. IE teachers must be trained in IE. Requirement 3 of the availability minimum standard alluded to an adequate supply of good-quality teachers for the LVIs in inclusive high schools. Participants P1 and T1 shed light on the lack of adherence to trained teachers of inclusive high schools regarding the availability element in this extracted interview.

Not all of them? Yes, we do have those that are trained... They are insufficient (P 1, 1:5 4, School A).

I am a qualified high school teacher who teaches in an inclusive high school. I have no training in Special Educational Needs or inclusive educational teaching. This is a massive challenge for me, hindering the smooth teaching and learning process (T1, 4:15 57, School A).

Participant T2 further reported and aggravated the challenges faced by the schools, asserting that some are not qualified teachers but are teaching the learners in inclusive classes. A PGCE is an essential teaching certificate that complements teachers with undergraduate degrees and prepares them for the classroom. The absence of the PGCE implies that the individual is not a trained teacher. This illuminated the lack of the availability element of the SAVE Framework in inclusive high schools.

Inclusive Education handicaps the teachers and affects their classroom progress (T2, 7:4 37, School B).

To be efficient and successful teachers of LVIs, teachers must be fluent in Braille reading and writing. The absence of Braille reading and writing training implies that the teacher fails to give immediate feedback to the LVIs. The teachers had to rely on transcribers before providing input to the LVIs, which delayed them from achieving the relevant outcomes.

Lack of training on Braille and transcription means that the teacher relies on others to read work by her or his learner. Often the feedback is delayed and the teacher cannot evaluate the blind learners (T2, 7:6 41, School B).

The lowest possible standard of suitability of the SAVE Framework advocates for support across all areas of the IE and the LVIs. Government, families, the school, teachers, other learners and

stakeholders all have a responsibility of supporting the LVIs as asserted by the learner participants below that the Government, families, the school, teachers, other learners, and stakeholders all have a responsibility to support the LVIs.

My parents are very supportive, and they help me here and there, but there are some that lack support from home, (L2 – Group B, 6:43 279 – 280, School B).

Our classmates without disabilities help us (L3 – Group A, 2:49 287 – 288, School A).

My friend can help me go to buy toiletries and choose clothes. Being here allows me to be free and realise that I am not the only blind learner in Swaziland (L4—Group A, 2:50 293 – 294, School A).

The school also provides laptops, canes and teaches us to read and write Braille, (L3 – Group A, 2:54 332 – 333, School A).

Adding extra time for assessments and simplifying learning content is a way of adapting the curriculum and assessments often used by teachers (Kandimba, Mandyata and Simalalo, 2023). Assessments are a way of validating if teaching and learning were successful for LVIs. They come in the form of summative and formative assessments. Findings revealed that the LVIs were awarded extra time for their assessments to support and comply with the suitability minimum standard and allow them to reach their full potential at their pace, as stated in the focus-group discussion extracts below.

We have additional time for assessments. Sometimes we are given 50% extra-time during internal final examination. In external final exams, we were given up to 100% extra-time and the others have no extra-time (L5 - Group C, 9:26 3, School C).

The assessments come in a soft copy in our case. The assessments are soft-copied into my Braille Note touch (L4—Group into my Braille Note touch (L4 – Group A, 2:25 158 – 159, School A).

Awarding extra time for assessments to the LVIs implied that the other learners finished before them. The LVIs in School C took assessments separately from the other learners to modify their assessments, as narrated by T2. This was embracing the suitability element.

It is different. They have extra-time and write separately from the other learners. Sometimes their assessments are adapted to suit their needs (T2, 10:22 92, School C).

To further accommodate the LVIs, a teacher in school B gave oral assessments to it as articulated by participant L1—Group B. This was requirement number 1 of the suitability element, which responded to the need to adapt the system instead of the LVIs.

We type our tests on laptops and one of the teachers gives me oral tests where I listen to the questions and answer back in writing on my Braille pad. These are then printed out from the school printer (L1 – Group B, 6:27 183 – 186, School B).

Requirement 9 of the equitability element of the SAVE Framework illuminated the need for respect for differences among learners with impairments. This requirement embraced the unique impairments and needs of the LVIs and advocated for acceptance of all. Findings from Participant L4 revealed that some learners discriminated against and stigmatised the LVIs by mocking them because of their disability. These findings eliminated adherence to the equitability element of the SAVE Framework in inclusive high schools, as described in the following focus-group discussion extract.

My pupils are said to be blue in colour and some learners are calling me Bluey. I hate this name and it makes me feel discriminated because of my impairment (L3 – Group B).

A participant in Group C narrated how her class dealt with bullies to protect themselves. Learner participant L2 revealed that the inclusive class has previously experienced a bullying instance that eventually led the class to deal with bullies. This highlights the presence of bullies in inclusive classrooms, thus eliminating adherence to the equitability element of the SAVE Framework.

I love my class because they deal with bullies. Some bigger boys told off a boy who bullied one girl. From then on, no one ever bullied anyone L2 - (Group C, 9:40 3, School C).

Requirement 11 of the suitability minimum standard discussed adequate care when disciplining learners with impairments. School rules and policies guided and protected learners, and findings indicated that there were learners with behavioural issues among the LVIs. Learner discipline is essential as it helps learners focus and accomplish given tasks within a fixed period. It was not easy to teach learners who were not disciplined. Dealing with them using positive discipline and referring criminal challenges to the police emerged as solutions from the study findings. Participants T1 and L1 explained the following regarding learner discipline.

Wayward learners are dealt with using positive discipline and the involvement of the police department for criminal offences (T1, 4:37 116, School A).

The learners misbehave and bunk lessons. Some do not know how to submit classwork and assessments. The teacher follows up on them to do right (L1 – Group A, 2:68 406 – 407, School A).

Behavioural challenges are also rising in this class (T1, 4:18 65, School A).

The following extract from participant L5—Group C confirmed teacher participants' assertions about behaviour challenges within the schools.

Some learners, laugh at people who try to answer in class and disrupt the learning but most are okay with it (L5—Group C, 9:39 3, School C).

The Government of the Kingdom of Eswatini (2018) (see Section 3.2.1) regarded early identification of learners with impairments as vital because it suggested strategies they could need. A needs assessment could also help the school and LVIs by providing them with relevant interventions that could assist the LVIs in receiving the right to education and reaching their full potential.

Ideally, the school must ensure and assess the LVIs to know their needs so that whatever resources they bring into their school tallies with their needs (P 1, 1:40 4, School A).

Early identification is essential for LVIs because it paves the way and offers remedies and strategies to assist them best. It provides possible mediations that could help the LVIs meet their relevant comprehension standards, (The Government of the Kingdom of Eswatini, 2018) (see Section 3.2.1). The needs assessment must be for the LVIs and all stakeholders of these inclusive high schools so that their decisions are backed by knowledge, understanding, and expertise. Participant P 3 explained the shortfall of senior Government, which is a lack of capacitation and teachers not trained in Braille reading and writing.

Most senior Government officials are not aware on what is happening on the ground. The teachers must be trained on Braille reading and writing. Another thing is that teachers are not trained on is inclusive and Special Educational Needs and Government must offer subventions into schools (P 3, 8:23 128, School C).

Needs assessment for parents and guardians was cited as necessary because it allowed the parents to know and understand how best they could help the LVIs.

Parents must be capacitated on how best they can help the learners. There are many options that are available for the education of the of the Learners with Visual Impairments (P 3, 8:26 128, School C).

Requirement 1 of the minimum standard of equitability responded to ascertaining equivalence of access and absence of discrimination of the LVIs in inclusive high schools. IE values all learners and embraces their diversity. It allows all learners to learn in one class regardless of their impairments, as defined by the following participants. Knowing and being able to explain IE to the participants was understood by the researcher to imply that they understood IE and should possibly know how best to position themselves towards accommodating and supporting the LVIs, as revealed in the following extracts.

Inclusive Education accommodates everyone with disabilities and what holds them back (L3 – Group A, 2:1 24 – 25, School A).

IE is the education of students in one class irrespective of their disabilities (P 2, 5:1 3, School A).

The practices and literacy of a community define the way of life of the children who belong to that community (Boyat, 2017:41). Including teachers who are impaired in inclusive high schools enhances the LVIs way of life within the inclusive high school. This is why it is commended that teachers with impairments be among the inclusive high schools staff. The researcher asked the teachers of the three participating schools if their schools had impaired teachers and those with VIs. These were the participants' responses.

There are only two teachers with impairments. One is visually impaired (T1, 4:34 104, School A).

Two are disabled. One is visually impaired (T2, 7:35 141, School B).

Three teachers are disabled, and one has visual impairments (T3, 10:24 100, School C).

The requirement for the availability minimum standard responded to the availability of teachers with impairments as role models for the LVIs. The following were the positive feelings of learners from School B and School C who had teachers who were visually impaired and were inspired and encouraged by them.

Yeah. I love this school so much. The effort that some teachers put in is fantastic and seeing a blind teacher who is good in this very school is motivating me. I want to grow up and be like him. He even has a car (L5 – Group B, 6:66 408 – 409, School B).

My teacher encourages me, because he has succeeded, and I know that I can be more than him and I can have a bright future and have everything I want to have (Group C, 9:55 6, School C).

Assistive and learning devices accommodate and support LVIs in reaching their full potential. Requirement 10 of the availability element of the undergirded theory reflects the provision of disability-friendly assistive and learning devices at reasonable prices. The following LVIs appreciated the school's effort in providing assistive devices to them.

The school gives us the Braille Note touch programmes, and sensitises other learners how to treat us right at the beginning of every term (L1 – Group A, 2:53 326 – 327, School A).

The school has built ramps in all the classes to help us walk without difficulty and without tripping (L2 – Group B, 6:58 372 – 373, School B).

As a learner with low-vision, the school buys A3 papers and they print all my work on it. These papers are expensive but the school makes sure that I am able to continue learning and happy (L3 – Group A, 2:56 341 – 342, School A).

On the contrary, participants T1 and L4 believed that there were many areas regarding assistive devices that still needed added attention for the LVIs within the schools. The unavailability of disability toilets, ramps, and rails and the lack of access to the school garden by the LVIs implied that the inclusive high schools did not adhere to the availability element of the SAVE Framework.

The Learners with Visual Impairments often have to rely on other learners to move around some areas of the school because some regions have no ramps, are steep and have no steel side-rails to hold on to. The toilets are very far from the school and there are no disability toilets. The LVIs and others with physical impairments are not able to access the school garden (T1, 4:23 73, School A).

I cannot go to the lower Science lab. There are no rails and I am afraid that I can fall (L4 – Group C, 9:31 3, School C).

Inclusive high schools often struggle with a lack of funding and delays. Requirement 2 of the availability minimum standard advocated for the allocation of sufficient funding to sustain inclusive high schools. Requirements 6 and 7 relayed the need for making inclusive high schools affordable and further recommended the equitable allocation of funding for inclusive high schools. Lack of IE funding implied failure to adhere to the lowest possible standard of availability of the SAVE Framework. The following participants were concerned by the lack of and delayed funding from the Government that sponsored the OVCs.

Delay of payments for the OVC's by Government is a challenge. The school faces funding challenges and fails to pay water because of this challenge and the money

for the OVC is small. The principal always tells us that the school has no money (L3 – Group A, 2:74 466 – 467, School A).

The Government has no allocated funding for this school, but only pays E1950 and E2500 school fees for orphaned and vulnerable learners only. Otherwise, no other funds are allocated to the school. This is not sufficient for the school and the students are compelled to top-up (P 2, 5:7 3, School B).

The payment of school fees from parents of the LVIs who are OVC implied that the Government payment was insufficient for the year. The parents had to add more money, as implied by Participant P 2.

The learners have to pay school fees even if they are under the Orphaned and Vulnerable Children fund because it is not sufficient (P 2, 5:11 3, School B).

A suggestion for transforming special schools into resource centres since the teachers who teach in the special schools are known to have experience in teaching learners with impairments (UNICEF office in Montenegro, 2019:7). The resource centre is the hub of all academic work of LVIs in an inclusive high school. Most activities that are unique to the LVIs are done there. The resource centre in the inclusive high schools must adhere to the suitability and availability elements of the SAVE Framework. When asked about the resource centres in their schools, the following participants shared their insights below.

The school has a resource centre that is central to the teaching and learning of the Blinds. It is where they take their assessments and get help on how best to learn. I am convinced that the resource centre is not well-equipped (T 3, 10:23 96, School C).

The school has a resource centre but it has insufficient equipment and lacks trained personnel, (T1, 4:33 100, School A).

Yes, we have a resource centre but it is not well-equipped but most of the work gets done. Tests are modified there and students take their assessments in the resource (T2, 7:34 136, School B).

Equitability is concerned with fair and just behaviour for all. One requirement for equitability is the realisation that all LVIs can be educated and usually progress. The interviewer asked if the learners had attended compulsory elementary education to ascertain the equitability of the LVIs education, and Participant P 1 responded in the affirmative in the extract below.

Oh, yes, yes, they do. They do access compulsory elementary education. They all move from kindergarten to primary, then from primary they transition to secondary (P 1, 1:27 4, School A).

Attitudes play a major part in the accomplishment and efficiency of IE for the LVIs (Eswatini, 2019:2). The equitability element, which is concerned with fairness and a just attitude, is often hindered by societal attitudes. Participant L1 – Group A highlighted this issue, noting that attending an inclusive high school is sometimes perceived as a sign of intellectual deficiency, as extracted from the following discussion.

I would say it's the attitudes of people in society. When you go to a Special School, people feel like something is wrong with you. They doubt your intellect, and it's not all the time when they think that you are expected. They then stigmatise you and think there's something wrong with your mind (L1 – Group A 2:51 308–309, School A).

Despite the challenges, participants L3—Group B and L5—Group A believed that both teachers and learners had overall good attitudes. This positive outlook is a beacon of hope for the future of IE, as relayed in the discussion extract below.

Well, actually, most students have good attitudes towards the blinds and are willing to help us, save for a few difficult learners (L3 – Group B, 6:49 315–316, School B).

My teacher is very kind and helpful to me. She even attends to me alone and is happy when I pass. Most teachers are amazing and trying to help us to pass (L5 – Group A, 2:33 206–207, School A).

This theme discussed how all the stakeholders complied and adhered to the minimum standards of suitability, availability and equitability elements of the SAVE Framework.

5.4 CHAPTER SUMMARY

Chapter 5 outlined the processes and methods used for the qualitative data analysis used in ATLAS.ti 24 and presented all the study findings. The data for this research encompassed four datasets: teachers' in-depth interviews with open-ended questions, principals' interviews, LVIs' focus-group discussion, and a class observation schedule. The analysis of data emerged with four themes that were presented together with the relevant results. These results and recommendations are discussed in Chapter 6.

CHAPTER 6

DISCUSSION OF FINDINGS

6.1 INTRODUCTION

This research aims to examine the exclusionary and inclusionary experiences that the LVIs faced in inclusive high schools to assess how effectively inclusive high schools in Eswatini met the SAVE Framework's minimum standards for ensuring the LVIs' rights to IE and to advance a model intended to address and implement best IE practices. The researcher linked the aim in the milieu to the proposed model for best IE practices for LVIs in inclusive high schools. The previous chapter outlined the qualitative data analysis process and revealed the results. Chapter 6 discusses the study findings.

6.2 DISCUSSION OF THE FINDINGS

The outcomes of the qualitative research delved deeply into the issues that were explored. The following results were grouped into four themes that emerged from the investigation of the four datasets:

- THEME 1, Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools.
- THEME 2, Exclusionary practices that impede on the success of Inclusive Education.
- THEME 3, Using Accommodation and Support to navigate exclusionary practices for Learners with Visual Impairments in inclusive high schools.
- THEME 4: Complying with and fulfilling the minimum standards of the SAVE Framework for Learners with Visual Impairments is not just essential but pivotal. This compliance is crucial for ensuring the right to Education for All learners, especially those with visual impairments.

The following is a conversation of the research findings within the different themes. The discussion overlaps on some themes and overarches the findings.

6.2.1 Theme 1: Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools

Theme 1 responds to Research Objective 1: *Establish the inclusionary dynamics in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini*. This main theme had the following sub-themes: *Post-high school pathways; Resource centres; Understanding IE; Accommodation and support; and Parental involvement*.

The theme, “Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools”, responds to ideas that promote IE. The following is a discussion of this theme. An actual inclusive high school is distinguished by an environment that supports and propels learners towards reaching successful learning outcomes (Ralejoe, 2021). Including LVIs in inclusive settings undoubtedly benefits them and urges them in the right direction. Unfortunately, the literature details that the success of IE and the perceptions of the LVIs are determined by the magnitude of support awarded to them by all stakeholders (Ralejoe, 2021). This further displayed the crucial role the Government, parents, learners, and teachers play in improving IE success. Understanding what IE is for these stakeholders is a promising start towards compliance and quality IE for the LVIs, making them feel engaged and responsible.

Requirement 2 of the availability element of the SAVE Framework responded to the allotment of sufficient public funds for adequate IE (Tessema, 2012). Accessing IE at the elementary and high school level by the LVIs that is not free impinges on the right to free and basic education and hinders a successful IE in the Kingdom. This was not in line with the entitlement of the LVIs’ fundamental right to an IE that sought to advance equal opportunities for the LVIs in the schools and further failed to adhere to the minimum availability standard of the SAVE Framework.

The International Convention on the Rights of Persons with Disabilities (United Nations, 2006) confirms global member states' obligation to award fundamental IE for LVIs at all educational levels. This Convention indicated that global governments must guarantee that Persons with Impairments are granted permission to receive quality and free IE in their neighbourhoods. It also

affirmed the availability of accommodation for learners with impairments to ensure continuous access and support from inclusive high schools to ascertain adequate teaching and learning (United Nations, 2006).

The equitability minimum standard of the SAVE Framework requires assurance of equal admission, non-discrimination and results for the LVIs (Tessema, 2012). The study's findings revealed that the Government provided lunch meals for schools' feeding schemes, A3 papers for learners with low vision and the availability of resource centres with costly materials and machines for the LVIs. This gesture revealed that the Government was concerned about the education of the LVIs. Findings also revealed that the LVIs had boarded a Government bus to ferry the learners, including the LVIs, on an educational excursion over the past year. Some participants in LVIs interviews welcomed and applauded the Government's effort.

The ECC is a comprehensive body of knowledge that meets the unique needs of the LVIs (Parween et al., 2021). Similarly, the study findings relayed the participants' excitement at having games that the LVIs engaged in during sports periods and how much they enjoyed being with other learners during extra-curricular activities. They felt accommodated and worthy of being with other learners. These findings were similar to a study by (Parween et al., 2021) that illuminated the need for social interaction, recreation and leisure skills, evident in the findings as the LVIs engaged in and enjoyed extra-curricular activities.

Praise, encouragement, and motivation are catalysts for a successful IE. Similar research on praise and encouragement by (Ferlazzo, 2021) was synonymous with study findings that rated praise as critical to learners' development and allowed the LVIs to concentrate on their outcomes and positive points. Praise influenced the entire class as the teachers explained the reason for the praised behaviour. Study findings further cited motivation, adequate attention, and constant encouragement from the teachers to the LVIs as catalysts for performance success. Similarly, a study by (Boyat, 2017) adhered to the study findings as a teacher with VIs in the inclusive high schools had served as a role model to a learner participant. The esteem of the LVI was enhanced, and he saw a positive light as a result of being influenced by his teacher regarding VI.

Similar to previous research in the Convention on the Rights of the Child in the (UN, 1989), the findings of this study validated the children's fundamental Human Rights to protection from

harmful influences and exploitation from toxic substances by protecting and advocating for the LVIs. Advocacy leads to acceptance, positive living and motivation. Study findings revealed that the capacitated LVIs realised their disability could not inhibit their success and were inspired to work harder and progress. They understood exploitation and harmful influences; thus, they understood the need to protect themselves. These LVIs would become ambassadors and capacitate to the others that their disability could not hinder their progress. This, therefore, meant promoting awareness and advocacy for the LVIs.

The sub-theme, Post-high school pathways, addresses the transition for LVIs that could equip learners with the skills and knowledge necessary for transitioning from school to post-school pathways. These may include post-secondary education, vocational studies, employment, adult education, independent living, and community participation (Lindstrom and Beno, 2020). The role of the school during the transition process was to grant learners opportunities to discuss their future aspirations, perceived barriers in their pathways and what forms of support they could require (Lindstrom et al., 2020). Post-high school pathways could not rely solely on the schools but demanded collaboration between the school, families, employers, and the community.

The suitability element of the SAVE Framework advocated for a disability and age-appropriate transition plan that could usher the learners into work post-high school (Tesemma, 2012). Findings indicated that the schools had transition plans that prepared the LVIs for post-high school pathways, which helped the learners independently reach their full potential. The LVIs needed extra support and planning to transition successfully. The transition demanded the union of all stakeholders, such as families, schools, Government, and other community members, to holistically and successfully assist the LVIs. These findings believed that the contribution of all these stakeholders would reap positive rewards towards the transition of the LVIs.

This sub-theme on Resource centres touches on a core infrastructure for the inclusive high schools with LVIs. Previous research by (The UNICEF office in Montenegro, 2019:7) recommended transforming special schools into resource centres because the staff in the special schools had sufficient knowledge with the LVIs. South Africa, for example, has resource centres that are special schools to help and encourage the nearby schools (DoE, 2001). When converted into a resource centre, the entire Special School served as a point of reference to the other provincial

schools because Special School teachers had a deeper understanding and experience of working with the LVIs and other learners with impairments.

This was an effort on the part of the inclusive high schools that advanced the education of the LVIs towards allowing them to reach their full potential, but it was different to the resource centres that Eswatini had. Study findings revealed that the resource centres in the Kingdom were single buildings within the inclusive high schools that primarily assisted the LVIs in teaching Braille, translation, orientation and mobility, assessments, resource centre machinery, transcription, and Braille gadgets.

This implied that Eswatini Resource centres had a different approach from that of neighbouring South Africa and further confirmed that no other neighbouring schools needed the help of the resource centre in Eswatini because only three schools admitted the LVIs countrywide. Keeping the three inclusive high schools as sole custodians of the resource centres and admitting the LVIs implied that the other schools were not geared for receiving these learners in the near future. This is a significant barrier to the LVIs and IE.

One learner participant with low vision applauded the school for providing her with expensive resources, such as the A3 papers used for considerable print duplication and printing. She further appreciated the Eswatini Government's provision of costly materials for the resource centre, Braille and transcribing machinery and the supply of a Government bus for a school excursion they had in the past year. The researcher contends that the discrepancies in the findings resulted from different kinds of impairments and the lack of comprehension of how inclusive high schools should ideally be for LVIs. The researcher affirms that insufficient educational resources hinder IE success in all inclusive high schools.

The sub-theme, Understanding IE, had an aim of soliciting if all participants comprehended IE as the education that incorporated all learners into one classroom regardless of their race, disability, and religion was one significant finding in this study, as the researcher believed that the inception of IE in any institution was founded on understanding IE. Responding to the question that demanded participants to relay their comprehension of IE, it was established that teachers, principals and LVIs in inclusive high schools in Eswatini understood that IE meant the education of all students in one school and classrooms, thus ensuring equal chances and opportunities to learn

for all. This aligns with UNESCO's definition of IE, which cites IE as an activity that expands the education system and recognises the rights of education for every learner to ascertain that all learners equally matter (UNESCO, 2017).

The CRC (UN, 1989, art. 23) upholds the entitlement for all children to learn in schools nearer their homes. This sub-theme on parental involvement includes the right to have a relationship with and be raised by their parents. The LVIs in the inclusive high school resided in the hostels and did not stay with their parents. For some, being absent from their homes did not remove the right to be raised and have relationships with their parents, but for some LVIs, it did. The study findings revealed that some parents were in constant touch with their children. They only saw their children over the school holidays when schools were closed. The teachers in the boarding schools became parents-in-waiting for the learners, and the distance between the LVIs and their homes did not eliminate the parents' duties to their children. This was one reason that led (Munje and Mncube, 2018) to affirm that inadequate parental involvement bred poor learning outcomes in rural areas in South Africa.

The findings of this research unearthed that having the LVIs as full-time residents of the boarding hostel did not imply that the parents should terminate their parental responsibilities. They should continue being parents to their children, but some parents saw this as an opportunity to stop parenting them. Requirement 4 of the equitability minimum standard of the SAVE Framework addressed the freedom to involve parents and caregivers in decisions that touched on LVIs (Tessema, 2012). Parental involvement was necessary; all parents were obligated to parent and have relationships with their children. Study findings revealed that some parents religiously attended to their children's basic needs and checked their academic progress. Yet, some never set foot in the school and had no relationship with their children.

This is a sub-theme that responds to Accommodation and Support. The Government of the Kingdom of Eswatini (2018; par. 1.2.3) advocates for an IE that welcomes diverse learners into the schools regardless of their disabilities. The lowest possible standard of the equitability element of the SAVE Framework advocates for creating inclusive high schools that embrace the inclusive culture, ethos and organisation and respect the learners' differences. Study findings revealed that inclusive high schools embraced tolerance, understanding of the other, friendships, and religious

tolerance. These findings implied that the LVIs were included and accommodated in inclusive high schools, thus giving equal chances and opportunities to all learners. This was in line with the Universal Declaration on Human Rights, which advocated for a holistic education and promoted understanding, religious freedom, tolerance and friendships among all nationals (UN, 2007). Tolerance, friendships, belonging, parental involvement, awareness and advocacy inculcated a sense of accommodating and supporting the LVIs (Willings, 2020).

Collaborative teaching involves team teaching by the teachers of the LVIs. When asked how the teachers helped them understand aspects that are harder to adapt, participants revealed that they sometimes worked as a team as some often failed to interpret some parts of the curriculum. They asked their colleagues to step in, immensely benefitting the LVIs. The resource centre teachers also assisted their colleagues on curriculum issues. In their study, (Onu et al., 2020) reported that collaborative instruction should be adopted to improve learners' outcomes and heighten their interests. Teamwork within the teaching staff positively impacts the teaching and learning of the LVIs and accommodates and supports them. These are inclusionary strategies that assist the LVIs.

The LVIs needed assistance from families, parents, siblings, friends, colleagues, health practitioners, and other stakeholders to progress and cope with challenges. With adequate support, accommodation, religion, and acceptance, the LVIs quickly healed and coped with challenges, as affirmed by (Tshuma, Ntombela, and Mabvurira, 2021). This could be an advantage to IE as it could promote the inclusion of LVIs.

The Government of the Kingdom of Eswatini (2018; par. 1.2.3) advocates for an IE that welcomes diverse learners into the schools regardless of their disabilities. The lowest possible standard of the equitability element of the SAVE Framework advocates for creating inclusive high schools that embrace the inclusive culture, ethos and organisation and respect the learners' differences. Study findings revealed that inclusive high schools embraced tolerance, understanding of the other, friendships, and religious tolerance. These findings implied that the LVIs were included and accommodated in inclusive high schools, thus giving equal chances and opportunities to all learners. This was in line with the Universal Declaration on Human Rights, which advocated for a holistic education and promoted understanding, religious freedom, tolerance and friendships among all nationals (UN, 2007). Tolerance, friendships, belonging, parental involvement,

awareness and advocacy inculcated a sense of accommodating and supporting the LVIs (Willings, 2020).

The Government of the Kingdom of Eswatini (2018; par. 1.2.3) advocates for assessments catering to individual learners' unique needs. During evaluations, LVIs were awarded an extra-time allowance of 25% for learners with low vision, while blind learners were granted up to 100% extra time (Examinations Council of Eswatini (ECESWA), 2018). The application for the additional time demanded a communique from certified medical practitioners who made recommendations to the examination body. Requirement 1 of the suitability lowest possible standard of the SAVE Framework advocated for adapting the institution instead of the child, and requirement 5 spoke to the individualisation of the curriculum for the LVIs. These accommodations and support are strategies that ascertain a smooth inclusion of the LVIs.

Adherence to the lowest possible standard of suitability demands that all assessments should embrace the learners' unique abilities (Tessema, 2012:210). It is possible to accommodate diversity if the assessments permit the supply of resources such as Braille papers for those with VI. The study findings revealed that the LVIs were given their assessments through their laptops and Braille notes touch in soft copies. Other study findings concurred with this study (The Government of the Kingdom of Eswatini, 2018, par. 1.2.3).

They revealed that the LVIs were assessed at a venue that was different from that of other learners to avoid disruptions for the LVIs during assessments because the other learners finished before the LVIs, thus assessing them at one venue would disrupt the LVIs. Another LVI declared that he received his assessments in the form of an audio recording, where the assessments were recorded. He then answered by typing his responses on the Braille Note touch and finally printed them out as hard copies. These inclusionary dynamics embraced the LVIs' unique needs, afforded them their entitlement to education and propelled them on a journey to reaching their optimum level.

The Constitution of Eswatini guarantees Eswatini citizen's dignity and promotes the Kingdom towards an inclusive society that advocates for people with impairments (Swaziland Government, 2005). The least possible standard of suitability of the SAVE Framework illuminates local and cultural sensitivity to learners with impairments in inclusive high schools (Tessema, 2012). Study

findings relayed the efforts of the inclusive high schools in capacitating others with disability and how they could accommodate and support them. The schools further set down rules meant to protect the LVIs in the inclusive high school. This capacitation resulted in learners without disabilities and with disabilities striving to help and support each other in diverse aspects of their school living. This was support and accommodation that included the LVIs and ascertained equal access to the LVIs' unique needs.

6.2.2 Theme 2: Exclusionary practices that impede on the success of Inclusive Education

Theme number 2 responded to Research Objective 2: *Explore the exclusionary experiences Learners with Visual Impairments face in inclusive high schools in Eswatini*. It's main focus were the exclusionary practices and barriers to the education of the LVIs. These behaviours, attitudes, and obstacles affect IE's overall success.

The sub-themes under this theme included: *School safety; Travel distance; Parental involvement; Curriculum; Teacher-training; Unmodified environment and infrastructure; Teaching and learning resources; Funding; Social behaviour; A need for advocacy and awareness; and Class size*.

Study findings disclosed that the participants understood the words barriers to learning. This was a positive sign as it implied that they could spot anything deemed exclusionary to learning and thus would know how best to evade it.

The theme, Exclusionary practices that impede on the success of Inclusive Education revealed study findings that declared the LVIs as learners who enjoyed singing as part of their extra-curricular activities. Contrary to the findings above, it also emerged that some LVIs have been confined to singing as a sport for too long, and some are now not keen on it. The teachers have developed new sports for them but are insufficient for the LVIs. There is a need for tailor-made sporting disciplines that would suit the unique needs of the LVIs in inclusive high schools, as cited (Schaefer, 2019).

Giving the learners work that would not make them meet similar expectations with the other learners is contradictory to adaptation, as discussed by (Chauke, 2017), who purports that curriculum adaptation helps learners learn similar materials and allows them to meet

similar outcomes. Study findings revealed that teachers sometimes failed to adapt the curriculum for the LVIs and ended up looking for other questions with comparable grades to replace the ones they could not adapt.

Findings also declared that the LVIs had previously met some eliminated questions in final external examinations and failed to attempt them. This was an exclusionary practice to the education for the LVIs, infringing on their rights to education and impeding their possibility of reaching their full potential. The suitability lowest possible standard of the SAVE Framework advocates for methods of assessment that embrace learners' diversity in inclusive high schools and availability of an individualised curriculum (Tessema, 2012). The adapted curriculum should always lead to the same learning outcomes; if not, it becomes a learning barrier.

The research outcomes revealed that the education the LVIs access is not high quality. The Government of the Kingdom of Eswatini (2018) interpreted IE in the Kingdom as one that attended to the growth of quality IE and showcased adequate quality and access. The SAVE Framework (Tessema, 2012:210) advocated adherence to the least possible availability standard by providing adequate inclusive high schools of satisfactory quality near the LVIs' homes.

The realisation that the education that the LVI access is not free is a significant exclusionary practices barrier to IE. Governments globally have the duty of ensuring that the right to free education for the LVIs is resuscitated and reinstated (AU, 1999, art. 13; 2018, art. 16). Eswatini endorsed the CRC (UN, 1989) and it was ratified in 1995, insinuating that Eswatini is compelled to assist the LVIs to be self-sustaining by granting them quality and free education across all levels. Governments globally are burdened to positively inspect and plan funding for learners with impairments within their communities (UN, 1989, art.23).

CRC (UN, 1989, art. 23) advocated for learners to learn neighbouring schools. Children's fundamental Human Rights incorporate the right to be raised and to have a relationship with their parents. This affected some LVIs as some resided in the school and only visited their homesteads when schools closed owing to the travel distance. They missed out on being parented and did not

have relationships with their parents because of their home's proximity to the school. This affected their normal growth and sometimes alienated them from their communities, families and parents.

This sub-theme responded to the travel distance from the LVIs home to their inclusive high schools. Study findings illuminated the effect of the lack of visits home, and some LVIs rarely received visits from their parents and families because of the travelling distance. This was contrary to the International Convention on the Rights of Persons with Disabilities (United Nations, 2006), which conveyed the liability of member states in granting access to quality, free and IE to learners within their communities. It further advocated for just accommodation to ensure IE and allow the LVIs to receive support to ascertain efficient teaching and learning. All this lacked and dampened the IE of the LVIs in Eswatini.

Parental involvement is a sub-theme that responded to the need for LVIs' parents to be involved in their holistic growth. The time that LVIs spent at home was far less than the time they spent in the boarding schools. Due to their absence, family values, community cultures, and parental teachings were often not imparted to these learners. This, therefore, implied that the future of the Swati LVIs was affected because these learners lacked their cultural heritage, traditions, values and teachings that they should pass down to future generations.

Study findings unearthed that parents of LVIs were not granted a choice to make educational decisions for their learners. All inclusive high schools had one kind of education route for the LVIs. All learners were automatically prescribed this route in Eswatini inclusive high schools, which is contrary to Section 26 of the UDHR (UN, 2007), which illuminated the responsibility for parents of LVIs to choose the type of education they desired for their children. Tesemma (2012:210) propagated the parents' or caregivers' freedom of involvement and choice under the lowest possible standards of Equitability of the SAVE Framework. The absence of educational decisions by the parents of the LVIs implied that the LVIs were awarded a single educational route. It further affected the level of parental commitment, involvement and participation.

Parents should ideally have good relations with their children daily. Good relations forge a child-parent relationship with love and care for the other. Study findings revealed that the relationship between some LVIs and their parents was not healthy. One participant, a LVI, clearly stated that

his parents never visited him at school and did not support him. Parents, both within and out of reach, still have a responsibility to parent and build relations with their children. Study findings revealed that this excluded some LVIs and could delay them in reaching their full potential. It could also deny them a chance to be raised and have a relationship with their parents, which is a significant barrier to IE.

A study in South Africa (Munje and Mncube, 2018) cites a lack of parental involvement as the source of poor learning outcomes in disadvantaged communities. (Munje and Mncube, 2018) Parental participation in learners' success concerns learners who do not reside with their parents. The guardians often cannot support and follow up on their children's school work. Study findings for the LVI' in the inclusive high schools showed that the learners stayed in boarding facilities away from their parents. Some parents provided basic amenities for their children and visited them often, while others did not help or visit them at school.

This is contrary to the lowest possible standard of Equitability of the SAVE Framework (Tessema, 2012) that advocates for parents' and caregivers' freedom of involvement and choice in the lives of the LVIs. Children's Basic Human Rights include the privilege to have a relationship with their parents and be raised well. The researcher believes this is a repercussion for parents of LVIs who are not trained in the parenting responsibility that awaits them for their children, as asserted by a study on Eswatini (Mazibuko, 2011). These LVIs are excluded from reaching their full potential and receiving equal rights and opportunities as regular learners.

A study (Mazibuko, 2011) purports that Eswatini fails to prepare and capacitate parents of LVIs, and there is currently no legislation that involves the parents and the learners (Government of the Kingdom of Eswatini, 2011). Parents of LVIs need preparation and capacitation on their children's education, what awaits them and how best to make decisions for their children (Mazibuko, 2011).

Article 26 of the UDHR (UN, 2007) highlights the parents' option of choosing the education they want for their children. This ultimately influences parental involvement as the parents recognise their role in making significant decisions in the school (Aweke, 2016). Study findings revealed that parents in the Kingdom cannot select the LVIs type of education pathway. This tends to distance the parents from being a part of their children's schooling lives and from making

educational decisions on behalf of the LVIs. This contradicts recommendations Article 26 of the UDHR (UN, 2007) and does not offer support and accommodation for the LVIs.

Parents of LVIs were not allowed to choose the educational route that they would appreciate for their children because Eswatini currently had one educational route for the LVIs. Section 26 of the UDHR (UN, 2007) highlights parents' choice in the selection of educational routes they want for their children. (Tessema, 2012) advocated for parental involvement on issues that touched on the LVIs in the least possible standard of equitability. The absence of parental involvement in making educational choices for the LVIs implied that they lacked support and sufficient accommodation from these key stakeholders.

Acceptance, supportive friends and family ties are essential for the support of the LVIs (Mabalot, 2019). The support that they receive allows them to accept their fate and progress through life effortlessly. Study findings revealed that some parents still have not accepted the fate of VIs in their children. One learner participant declared that she became adventitiously visually impaired, and her mother still cries when she sees her.

This weighs down heavily upon the learner and delays her healing from the ordeal because she should ideally receive support from her mother. Another learner participant also highlighted the mean behaviour of learners towards her. In one instance, she was placed in a group discussion with them, and they were unhappy to have her as a group member. This barrier to IE denies the LVIs their right to an IE. The school is also responsible for capacitating the learners about how best they can support and accept the LVIs.

The curriculum is the cornerstone of the education of the LVIs. This is the reason the researcher coined this sub-theme 'Curriculum' because it is the centre hold of the teaching and learning process. Curriculum adaptation meant accommodating and supporting the LVIs to validate and empower them to fit into inclusive high schools. Findings revealed that the teachers were not trained in curriculum adaptation and often failed to adapt some parts of the curriculum. This meant the LVIs were not supported and accommodated in inclusive high schools. Previous research on curriculum adaptation (Shey, 2017) cited that it is apparent that teachers lacked training on

curriculum adaptation, and some parts of the syllabus were not adapted to fit the unique needs of the LVIs.

This was despite the realisation that the LVIs were left out of some aspects of the curriculum and were sometimes given different questions, which excluded them from the entire curriculum and other support services (Tesemma, 2012:210). Findings from this study revealed that teachers earnestly attempted to adapt the LVIs curriculum and assessments yet lacked training and guidance. This implied that the teachers tried adapting the curriculum but could sometimes fail to adjust the curriculum and assessments for the LVIs because of the inflexibility of the curriculum and lack of teacher-training.

The teachers' lack professional training in curriculum adaptation, as some curricula must be modified to suit the unique needs of LVIs (Shey, 2017). Findings revealed that teachers were not capacitated on curriculum adaptation and also unearthed that some teachers tried to adapt the curriculum and assessments for the LVIs from their perspectives, even though they were not trained. They ultimately assisted the LVIs in some segments of the syllabus. Findings revealed that teachers used numerous methods to help the LVIs understand the curriculum and assessments. The learner participants also relayed their appreciation for the teachers' efforts. Even though they tried adapting the curriculum, they failed to adapt some segments because of the absence of training. This implied that the LVIs could not completely access the curriculum.

These findings corresponded with those by (Adewumi et al., 2017), who realised that some teachers could not adapt the curriculum due to overcrowded classrooms and a lack of teacher-training. The findings suggested that the LVIs were often excluded from lessons because the curriculum was not adapted for them and the teachers were not adequately trained. This is a significant exclusionary practice to IE, withholds the LVIs' right to education, and prevents them from reaching their full potential. These findings align with previous research that accentuated the LVIs' plight of being excluded in inclusive high schools (Maseko, 2021).

The suitability element of the SAVE Framework highlighted the need for using appropriate language and discourse when teaching learners living with impairment (Tessema, 2012). Teaching Braille and O & M to the LVIs accommodated and supported them in the inclusive high schools.

The research findings unearthed that the majority of LVIs teachers in inclusive high schools disagreed with Braille reading and writing. This implied that the learners could never get immediate feedback for their written work and had to go through the Braille transcription process before knowing how they fared. The teachers could not give feedback to the LVIs in writing, which meant they could not have corrections for their work on time because the majority was not trained on Braille reading and writing. This negatively impacted the LVIs entitlement to IE and delayed their receiving the learning outcomes.

The research findings showed that most LVIs in the inclusive high schools were not taught Orientation & Mobility (O & M) as part of the curriculum. O & M familiarises the LVIs with the environment and teaches them to exercise precautions to avoid injuries (Tshuma et al., 2021). The absence of O&M lessons placed the LVIs in great peril. This implied that the LVIs were not accommodated and lacked support from the inclusive high school. It also eliminated the opportunity of capacitating and empowering the LVIs as training on O & M would teach them for the inclusive high school and other future environments. This meant the LVIs did not gain confidence in their daily environment and would struggle to adjust to a new one; hence, this exclusionary practice impeded the LVIs' past, present and future success in the inclusive high school. The teachers were not trained on teaching O & M.

Teacher-training institutions must include a curriculum for extra-curricular activities so that the student-teachers can be trained on how best to develop sporting disciplines for the LVIs. The NCC is responsible for curriculum adaptation and should target areas like extra-curricular activities. It should also serve as a model for schools to use sports to accommodate the learners' unique needs (The Government of the Kingdom of Eswatini, 2018). This would eliminate the exclusionary practices to IE. Inclusive high schools are responsible for developing new sports that would interest the LVIs.

Studies on Eswatini by (Maseko, 2021; Zwane, 2016) recommended teacher-training for teachers in inclusive high schools and further recognised the shortage of trained teachers in inclusive high schools in the Kingdom. These studies highlighted the need for adequate teacher-training as a fundamental need for successful IE. The findings further indicated that the teachers faced

numerous challenges within the classrooms as they had learners with multiple disabilities and had to prepare adapted individual Educational Plans for these learners.

Most of these teachers were not trained in IE and battled to meet the expectations of inclusive high schools. This study's findings were in line with a recommendation that illuminated that trained teachers in Braille reading and writing are a prerequisite for teaching the LVIs in an inclusive class (Tesemma, 2012:210) and must also be prepared and capable of teaching the LVIs for a successful IE process. Collected data illuminated the need for effective curriculum adaptation based on teacher-training and preparation, size of class, training on IE and Braille reading and writing for the teachers, and availability of funding and resources. Teaching and learning resources assist the teacher and learner to reach successful learning outcomes. Maseko (2021) illuminated the challenges of inadequately trained teachers, lack of teaching and learning materials, inappropriate infrastructure, and an inflexible curriculum that hindered successful IE. Study findings recognised the lack of training in the reading and writing of Braille, learning and understanding the gadgets used by the LVIs as exclusionary practice to a successful IE. The lack of those above propelled the LVIs to be discriminated against within the inclusive high school. The teaching profession includes formal training and validates set standards and criteria that help reach set learning outcomes (Havighurst, 2023). Successful teaching of the LVIs demands competent teachers with knowledge and skills of specific quality to achieve the desired outcomes.

Inadequate teacher-training is one barrier that affects the success of IE (Mpu et al., 2021). Inclusive high schools should ideally train teachers in Special Educational Needs, IE, Braille reading and writing, O & M, daily living skills, adaptation, et cetera, to accommodate the LVIs in their classes. The study findings declared that most teachers in inclusive high schools could not handle inclusive classes, Special Educational Needs learners, and Braille reading and writing. The absence of training for these professionals derailed the education procedure and often frustrated the teachers. The Accommodation and Support of the LVIs would be impossible without adequate teacher-training.

The sub-theme, Unmodified environment and infrastructure is a barrier to a successful inclusion. Universal Design for Learning (UDL) advocates for individual support in including learners with impairments. It is rooted in creating an inclusive high school environment that minimises barriers

and promotes positive outcomes for all learners (Universal Design for Learning, 2022). The lowest possible standard of suitability of the SAVE Framework promotes the idea of universally designed of spaces and settings in inclusive high schools (Tessema, 2012). The Universal Design of infrastructure allows all stakeholders in a school to conveniently access the institution regardless of their disability or age (Woodward, 2017).

A universally designed school grants access to all users who need support, hence the need for widely built school infrastructure. A universally designed school implies that the institution complies with the minimum suitability standard (Tesemma, 2012:210). The findings of this study were contrary to the statement above, as all three participating principals declared that their schools were not universally designed.

One participating principal stated that the school grounds are not intended to have the LVIs in mind as they are not level and store rainwater during the rainy season. The LVIs are often compelled to rely on other learners for movements as some classes lack ramps, steep walkways, and toilets far from the school. The absence of disability toilets was another challenge that was cited. Having to ask for assistance to move around the school is unfair, discriminates against the LVIs, and makes them dependent and not accommodated. It excludes them from the inclusive high school and affects all other stakeholders who access it.

All learners in a school must be able to acquire all areas of the school without any difficulty. Learners must all enjoy equal access in the school for equitability to prevail. Study findings revealed that the LVIs could not access the school garden because of the rocky terrain. The LVIs could not access the Agriculture Department because of its proximity and terrain. This absence of access to some departments implied that they were excluded from learning and partaking in some subjects, which is an exclusionary practice to IE. The garden is part of the curriculum and is examinable under Agriculture, and all other learners get scores for the subject. The LVIs could not learn Agriculture and are thus discriminated against and excluded.

In school C, some areas cannot be accessed by all the impaired. There is a lack of adherence to requirement 1 of the equitability element of the SAVE Framework, which responds to ascertaining non-discrimination and equality of access for the LVIs, as the LVIs are stigmatised and eliminated

from attending the Agriculture lessons. This implies that all impaired and ailing stakeholders cannot access all parts of the school. This is not fair as it breeds stigma and discrimination against Persons with Impairments.

The MoET and the NCC in Eswatini is responsible for ensuring that the curriculum is aligned with the unique needs of the LVIs (The Government of the Kingdom of Eswatini, 2018). This summatively equates to an Individualised Educational Plan (IEP), which strives to allow all learners to learn at their own pace and to reach all learning outcomes while improving the quality of education. The lowest possible standard of suitability was purported for the individualised curriculum and other support measures that could accommodate learners with impairments (Tesemma, 2012).

The study disclosed that all the inclusive high schools did not have the IEP for the LVIs in the inclusive high schools. This was contrary to the recommendations of the Education Sector Policy that implied that the LVIs and all learners in the inclusive high schools under study all learnt at one pace in the absence of the IEP (The Government of the Kingdom of Eswatini, 2018). This was an exclusionary practice to IE and failed to accommodate and support the LVIs towards reaching their full potential.

Funding, as a sub-theme, responds into all budget issues in the inclusive high schools. Eswatini Government mandates rational, quality, and just IE for learners at the primary and high school levels in Eswatini. However, the findings of this study revealed a significant exclusionary practices to IE and the financial burden on LVIs in inclusive high schools. These learners are required to pay school fees and often hefty hostel fees. When they fail to pay, they are sometimes suspended from school until the fees are settled. The responsibility for funding inclusive high schools lies with the Government and parents, who are expected to share the financial burden equally to ensure smooth teaching and learning. However, the absence of adequate funding from both partners is a setback for IE.

Ascertaining conformity to the least possible standard of availability of the SAVE Framework demands sufficient funds for effective inclusion (Tesemma, 2012:210). Study findings highlighted the lack of funding for IE, which spiralled into an exclusionary practice to IE. The Government of Eswatini pays E1950-00 and E2500-00 for Orphaned and Vulnerable Children, including the LVIs,

for each academic year. This is not sufficient for the year, and parents of these learners have to top-up school fees. There is no other funding that is solely meant for LVIs that parallels the obligation purported by (The Government of the Kingdom of Eswatini, 2018, par. 1.2.3), which reveals that the Government is accountable for the execution of IE and the assurance that the inclusive high schools are ready to receive the LVIs.

The MoET guarantees a fair IE in Eswatini (Kingdom of Eswatini, MoET 2019:2). Yet, the results revealed that there is often a delay in the payment of the OVC grant to the schools, which affects the smooth running of these institutions. Their parents solely pay for other LVIs not covered by the OVC grant. Parental involvement regarding school fees was also an issue, as some parents failed to pay school fees on time, which affected the inclusive high schools' regular progress. This is an exclusionary dynamic that impacts the LVIs in inclusive high schools.

Article 26 of the UDHR (UN, 2007) advocates for the entitlement to free education at kindergarten and primary school levels and further propels all children to compulsory elementary education. The availability of free education advocated for funding IE in the Kingdom and providing learning devices and infrastructure to ascertain the accommodation of learners with impairments (Tesemma, 2012:210). Study findings revealed that all three principal participants unanimously agreed that the LVIs all accessed basic elementary education, but this elementary education that these LVIs accessed was not free.

Requirement 2 of the availability element of the SAVE Framework responded to the allotment of sufficient public funds for adequate IE (Tesemma, 2012). Accessing IE at the elementary and high school level by the LVIs that is not free impinges on the right to free and basic education and hinders a successful IE in the Kingdom. This was not in line with the entitlement of the LVIs' fundamental right to an IE that sought to advance equal opportunities for the LVIs in the schools and further failed to adhere to the minimum availability standard of the SAVE Framework.

In Eswatini, elementary education is available for the LVIs but is not free. Primary school education is free, as cited in the study findings, but secondary and high school education is not free for the LVIs. This, therefore, is contrary to the obligation purported by the CRPD (United Nations, 2006) and UDHR (United Nations, 2007), as IE for the LVIs is guaranteed only with

payment of school fees for elementary, secondary and high school. This thwarted the LVIs' entitlement to a free IE and hindered them from reaching their full potential.

Probed about the continuous access to education for the LVIs, participants explained that access relied on paying hostel fees. Continuous access was guaranteed if the LVIs' parents or guardians paid these fees. If not, then their access to education was terminated. This, therefore, implied that the inclusive high schools did not adhere to the LVIs' right to free education and did not guarantee continuous education. The International Convention on the Rights of Persons with Disabilities (United Nations, 2006) validated its stance on the availability of constant accommodation for the LVIs to be assured of IE. The LVIs in Eswatini were granted access to the inclusive high schools, but this accommodation was free. Failure to pay accommodation implied that an LVIs' education was abruptly suspended; thus, continuous access to learning was not guaranteed.

The availability standard of the SAVE Framework illuminated the responsibility of governments to fund the education of all learners (Tesemma, 2012:210). The lack of free IE for the LVIs is a significant exclusionary practices in Eswatini. Study findings revealed that the learners in the Kingdom had no free education, and the parents or guardians were responsible for paying school fees for their children to access education. The orphaned and vulnerable LVIs also had to top-up their school fees because the Government's OVC grant was not sufficient for their school fees. This is a significant challenge to the IE of the LVIs.

When probed about the guarantee of continuous access to education, findings indicated that constant access to the inclusive high school for the LVIs relied on the availability of the hostel accommodation. It also relied mainly on the parents' payment of hostel fees because the absence of payments implied suspension of the LVIs from hostels. The absence of inclusive high schools catering to the LVIs' needs near their communities was a significant exclusionary practice to their education. Complying with the lowest possible standards of availability of the SAVE Framework demanded the availability of good quality inclusive high schools close to the homes of the LVIs, (Tesemma, 2012:210).

Teaching and learning resources is another sub-theme that responds to exclusionary practices in the inclusive high schools. Another study on Eswatini by (Okong, Ngao, Rop and Nyongesa,

2015:133) cited a resource centre as pivotal for an inclusive high school because it accommodated learners irrespective of their impairments according to the principles of IE (Okong, Ngao, Rop & Nyongesa, 2015:133). The presence of resource centres in schools could support teachers to understand the education of LVIs (Tesemma, 2012:210). Findings indicated that the resource centres in the inclusive high schools in Eswatini were not well-equipped and lacked trained professionals. These findings were testimony that the education experiences of the LVIs in an inclusive high school with a resource centre that is not well-equipped hindered effective IE and further excluded the LVIs from reaching their full potential.

MoET in Eswatini commissioned the CBC that sought to embrace learners with impairments by introducing topics like daily living skills, Orientation and Mobility, and Braille (The Government of the Kingdom of Eswatini, 2018). A study by (Parween et al., 2021) illuminated the need for functional or compensatory academic skills like Braille, tactile materials, large print and optical devices in inclusive high schools. This further illuminated the need for Braille and orientation and mobility (O & M), a basic necessity for LVIs that allowed them to read, write and independently move.

Sadly, the study findings clearly described the education available in the schools as not being of good quality. They illuminated the shortage of teachers in the school, lack of resources and teaching materials, high hostel fees and services as some of the factors that lead to lack of quality education as significant exclusionary practices to IE that declined the LVIs their right to an IE. (Hadebe, 2023) Their study described IE as a fundamental shift in education that guaranteed that all students could be admitted into quality schools despite their unique abilities. The absence of quality IE derailed all efforts of stakeholders and weighed down the right to an IE for the LVIs.

A study on Eswatini by (Maseko, 2021) illuminates the lack of teaching, learning and assistive devices for LVIs in inclusive high schools. (Maseko, 2021) further recommends that inclusive high schools be equipped with assistive devices because they help LVIs. This affects the education process as challenges riddle teachers. Complying with the availability and accessibility elements of the SAVE Framework demands that the LVIs be awarded free or reasonable assistive devices (Tesemma, 2012:210). Study findings revealed that the Braille Note touch and other gadgets may not be helpful as these gadgets were not designed with the LVIs in mind.

The lack of resources implied that the LVIs lacked support and accommodation and were excluded from the inclusive classroom. Study findings further highlighted the lack of professionals for Braille transcription, using assistive technologies, Braille reading, writing on these gadgets. The lack of assistive devices implied that the LVIs were not supported and accommodated to perform to their plateau. Findings also revealed the introduction of ramps and rails as assistive devices that helped learners with impairments in a bid to accommodate and support them.

Schools globally are affected by ill-behaviour, not sparing inclusive high schools. The sub-theme, social behaviour, responds to all issues of learners unacceptable behaviour, regardless of the cause. Inclusive high schools are responsible for effectively allowing teachers to practice positive discipline for the learners (Shongwe, 2021). Schools are responsible for guiding the teachers in disciplining the learners. Lack of this guidance by the schools leads to the teachers not adjusting disciplinary majors to suit the lowest possible standards of suitability of the SAVE Framework (Shongwe, 2021). Study findings revealed a high rate of indiscipline amongst the learners in inclusive high schools, which ultimately demands a clearly defined disciplinary major by the school, as this is a significant exclusionary practice to teaching and learning.

There were also cases of bullying on the LVIs, and this was another setback for IE. The school has a right to discipline and remove learners who impinge on the school rules and freedoms of others and ultimately engage in acts that could make the school a safe environment (Dwyer, 2022). An LVI who misconducts themselves and realises that the ill-discipline is not a result of the impairment is susceptible to a disciplinary hearing on the condition that they continue receiving the FPE. Disciplinary action or removal is inappropriate when misconduct stems from impairment. Nonetheless, in instances where the learner's dangerous behaviour emanates from their disability, expulsion is inappropriate. Instead, mitigations have to be set up because if they are suspended or expelled, that would be a barrier to IE (Dwyer, 2022).

The Convention on the Rights of the Child (UN, 1989) upholds the child's fundamental Human Rights. It has four core anchors that incorporate the right to respect, the advancement of a child's views, the right to life, and non-discrimination. A participant LVI with low vision in this study's findings revealed that the other learners often laughed at her when she tried reading a textbook

because she would bring it closer to her eyes. The other learners would say she was kissing the book, yet they knew of her impairment.

This did not sit well with her; she felt discriminated against and not respected for being different. Inclusive high schools are responsible for orienting all the learners about their differences within the schools and how each could support the other. Requirement 11 of the equitability element of the SAVE Framework contends that adequate care must be adopted when disciplining learners in inclusive high schools (Tessema, 2012). The learners who mock, stigmatise, discriminate against the LVIs and make them feel bad should clearly understand that making another learner feel uncomfortable because of their disability is not advisable and would be succeeded by proportionate disciplinary measures on the perpetrator.

The sub-theme, Class size, is an important element in the education of the LVIs in inclusive high schools. EDSEC Policy (2018), Section 5.2, provides a student-educator proportion of 40:1 to schools in the Kingdom but is silent about this ratio for inclusive high schools. Class size refers to the number of students in each classroom. In inclusive classes, the class size should be minimal to permit the teacher to attend to all the learners' exclusive educational needs (Ludago, 2020). Class size is a significant exclusionary practice to IE (Maseko, 2021).

Study findings revealed that the class size for some classes in the inclusive high school is over the stipulated 40 learners. This affects inclusive high school-teachers, mainly because most are not trained in IE; thus, the large classes aggravate their circumstances and derail them from awarding the learners individual attention and accessing those with impairments. The EDSEC Policy is also quiet on the number of different disabilities per class, thus causing more confusion in inclusive high schools. Large class sizes are a barrier to IE (Maseko, 2021).

The School Guide Regulations and Procedures (Ministry of Education, 1982) cites the following teaching workload for principals and deputy principals in Eswatini. The policy is based on teachers' workloads, which causes further confusion in inclusive high schools. Study findings disclosed that the teachers in the inclusive high schools have a heavy workload, yet they have no basis for argument since no policy addresses the issue of their workload. This issue ultimately rests with the head of the centre, who allocates the teachers' workload. This is another exclusionary practice

affecting teachers' performances and making attending to the LVIs' unique needs harder. Ideally, a policy on teachers' workloads should be enacted to guide their profession, and this should be informed by research and practice. The following is the teaching workload for heads of schools and their deputies in Eswatini (Ministry of Education, 1982).

Table 6. 1: Teaching workload for principals

Learner enrolment	Number of teaching periods per week	
	Secondary	Primary
Up to 99	14	14
100 – 199	12	12
200 – 299	10	12
300 – 399	8	10
400 and above	6	8

Source: School guide regulations and procedures.

Table 6. 2: Teaching workload for Deputy Principals

Learners enrolment	Number of teaching periods per week
Up to 99	22
100 – 199	20
200 – 299	18
300 – 399	16
400 and above	14

Source: School guide regulations and procedures.

6.2.3 Theme 3: Using Accommodation and Support to navigate exclusionary practices for Learners with Visual Impairments in inclusive high schools.

Theme 3 responded to Research Question 3: *Examine how Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini.* These were basically accommodative and supportive practices that assisted in navigating exclusionary practices in the inclusive high schools.

This theme has the following sub-themes: *Policies and legislation; Assessments; Resource centres; Resources and assistive devices; Advocacy and awareness; and Belonging.*

Accommodation and support is crucial for the education of LVIs. Curriculum adaptation is a skill that needs to be nurtured and needs capacitation for efficiency. Findings disclosed that teachers in Eswatini inclusive high schools were not capacitated on curriculum adaptation. Yet, some had devised personal strategies that accommodated the LVIs into the class towards a better learning experience. This was an effort to accommodate the LVIs into IE. Study findings further revealed a need for adequate professional training on adaptation because not all teachers could improvise and adapt the LVIs towards a holistic learning experience. They often could not accommodate all elements of the curriculum.

It emerged that supporting and accommodating the LVIs made them confident and able to accept their disability. One learner participant relayed that his previous school discriminated against him, and the other learners felt that he was cursed because of his impairment. Since coming to the new inclusive high school, he has improved his general outlook due to the support and accommodation he received.

Studies unveiled that there was a need for the parents of the LVIs offer support and assistance to their children with assignments and studies. Helping the LVIs demanded the parents' capacitation on Braille. When schools closed, the LVIs often went home with assignments but might not get assistance from their parents because of the Braille language exclusionary practice. Training the parents on Braille reading and writing could capacitate them on how best they could position themselves in their children's lives. Findings relayed challenges with assignments that parents could not authenticate because of the Braille hurdle.

The LVIs took their assessments separately from the others, and the learners with blindness were granted 100% extra time during assessments. Those with low vision were given 25% extra time (Examinations Council of Eswatini (ECOS), 2018). If assessments were to be taken in one venue for all learners, the other would finish before the LVIs. This would disrupt the LVIs, hence the decision to give them assessments separately. The extra evaluation time is applied to all written work within the inclusive high school. Assessments for the LVIs must recognise their diverse

needs (Tesemma, 2012:210). Applications for the extra time were made by the head of the centre, who had to present medical certificates from certified medical practitioners who made recommendations after diagnosing the LVIs and stating their type of disability (ECOS, 2018). This was an effort to support and accommodate the LVIs.

The Government of the Kingdom of Eswatini (2018) propagated for assessments of the LVIs that are accommodative for them as evident in the study findings above where the learners received extra-time allowance during assessment, assessments for learners with low-vision is in large print, have Braille assessments, write assessments separately from the others and came in soft copies into the Braille Note touch and laptops. This clearly showed the suitability and support of these inclusive high schools' assessments for the LVIs.

Further accommodation included developing separate timetables for the LVIs across all summative assessments. The assessment duration for the LVIs took longer; thus, the urge to begin their assessments on an earlier date than the other learners was a reasonable accommodation. On days when the teachers failed to Braille their work, findings revealed that they had trained the LVIs to take assessments in audio forms or orally. This allowed the LVIs to move out of their comfort zone, thus attending to new challenges that had the potential to be helpful in future. The teacher devised new ways of stretching the LVIs to fresh lengths but ensured they still had support.

Adverse to these sentiments, study findings also unearthed that not all LVIs have friendships and good family relations. Some battle not having friends, having friends that are sometimes mean to them because they are visually impaired, not having a sense of belonging and a lack of family support and visitations. Ideally, the LVIs should be supported and accommodated to allow them to realise their entitlement to education and reach their optimal level. All this affects their regular progress and hinders inclusion.

The sub-theme on policies and legislation on IE is a key figure that contributed to a successful IE. Previous research by (The Government of the Kingdom of Eswatini, 2018) purported that early identification and assessments of the LVIs were essential. This called for a needs assessment of the LVIs at the beginning of each year to align with the teaching and learning process and the available exclusionary practice s, resources, and assistive devices. The lack of instruments and clear policy guidelines that would be used for early identification and assessment in inclusive high

schools emerged. The needs assessment could inform inclusive high schools on how to best prepare for the LVIs, thus offering support and accommodation to navigate their inclusion journey.

The equitability minimum standard of the SAVE Framework was a requirement that spoke to governments globally to guarantee that they adjust their political commitment to take positive actions and ascertain redress of IE dynamics where necessary (Tessema, 2012). The Government is responsible for executing the availability of IE and enacting legislation and a national policy that should directly respond to all issues that touch on IE. Governments' political willingness to successfully attend IE is revealed in inadequate budgeting (Arduin, 2015). Eswatini pledged her commitment to IE for EmaSwati by illuminating standards that schools and teachers should adhere to (Kingdom of Eswatini, MoET 2019).

The Salamanca Statement and Framework is a basic International framework on IE and advocates for a rights-based idea to education (UNESCO, 2006). This framework motivated governments worldwide to embrace the principles of IE and effect legislation and policies that would ensure that adequate budgets for IE are set aside to ensure that all learners with SEN receive inclusion regardless of their impairments (UNESCO, 2006). Eswatini needs policies and legislation that respond to assessments, adaptation, teacher-training, funding, parental involvement, the curriculum, IEP, Universal Design of infrastructure, needs assessments, Accommodation and Support, school uniform, extra-curricular activities, et cetera. The absence of these policies derails all positive IE efforts. There is a need for a national policy that will attend to all IE issues in Eswatini.

Resources and devices support the inclusion of the LVI as a sub-theme that illuminates the need for resources for LVIs. An IEP assisted learners with impairments to be awarded specialised and individual assistance. Negash (2017) purported that effective IE depends on training, knowledge and skills that guide the implementation. IEP allows all learners to learn at their own pace to attain all learning outcomes eventually. Findings relayed that all three participant schools affirmed that they did not use an IEP in their teaching. They lamented the lack of training, which led to difficulty in implementing the programme. A significant lack of support and accommodation for the LVIs and IE implied that the inclusive class moved at one pace.

Competency-Based Curriculum (CBC) aimed to introduce Braille, daily living skills and orientation and mobility in the Eswatini curriculum (Swaziland, MoET, 2018, par. 2.1.3). Orientation and mobility allowed the LVIs to move around the inclusive high school and beyond independently. It teaches the LVIs to exercise precaution, thus avoiding accidents (Tshuma et al., 2021). Findings revealed that some of the LVIs were taught orientation and mobility in schools, which accommodated and supported the LVIs beyond the inclusive high school. Other LVIs were not taught O & M, implying that they could fail to move independently in the school and beyond because of a lack of this accommodation.

Advocacy and awareness infuse a sense of support, accommodation and good relations (Willings, 2020). The sub-theme on advocacy and awareness is necessary for a fruitful IE. Advocacy involves a display of support for something that one has faith in. It aims to influence an idea or to bring up change. Advocacy can bring forth rules that influence decision-making and keep everyone in check. Findings relayed the effort by the school to create a supportive and accommodative environment that would promote and embrace the rights of the LVIs. It was revealed that teachers sometimes gave extra lessons to the LVIs to support them and made rules that all learners had to adhere to. Advocacy and awareness in inclusive high schools have led to motivation and a positive outlook. The awareness and advocacy positively impacted the LVIs. Some of the learner participants were motivated and realised that they, too, could make a mark in the community because of the support and advocacy that they received.

The ECC comprises leisure and recreation skills, which are sporting activities that the LVIs could engage in with their peers during sports periods and leisure time (Parween et al., 2021). Study findings communicated the excitement of the LVIs in engaging in sports and were excited that one LVIs led the school choir. One learner participant expressed excitement at the new games the sports department designed for the LVIs. Most of the interviewed participants were in the school choir, and they highlighted that the LVIs are generally known to have good voices. Including the LVIs in sports and creating more sporting disciplines they could play encouraged them to try new disciplines and motivated them to tap into new territory. Schaefer (2019) in their study indicated the need for teacher-training on extra-curricular activities as pivotal because including them would affirm the support and accommodation and grant the LVIs equal access within the inclusive high schools.

Ferlazzo (2021) further contended that evaluative praise aimed to develop a LVIs' critical-thinking. It allowed the LVIs to comprehend the factors that accommodated their learning experience. Praising LVIs allows them to concentrate on positive learning and achieving more, and it also encouraged the entire class. The teacher's role was to ascertain that the class was aware of the praised behaviour so they could quest to achieve the same behaviour (Ferlazzo, 2021).

The availability minimum standard of the SAVE Framework advocated for including teachers with impairments in the teaching staff because they served as mentors for the learners in inclusive high schools. They gave hope and acted as role models to the learners with impairments (Tesemma, 2012; John, 2014). The findings of this study relayed the presence of a few teachers with impairments in the inclusive high schools. This showed that minimal learners had passed the inclusive high schools and later trained as teachers, thus reviving the need for transitional pathways to ascertain that the LVIs moved through the school and may be admitted into tertiary institutions. It could be the identical learners that came back as teachers and served as role models to the learners. Findings showed that the LVIs were motivated by their teachers with impairments; thus, the need for more teachers who would relate as support and accommodation for the LVIs was magnified. One participant was thrilled about his teacher role model and felt that he, too, could be anything he would love to be.

The sub-theme on belonging discusses how feelings of belonging positively impacts on the LVIs. A study by Mabalot (2019) cited acceptance, support, and close family and friend ties as pivotal for the LVIs. The support that the LVIs received from families and friends made them easily accept their disability. The UDHR (UN, 2007) purports for holistic education that promotes tolerance, understanding, religious acceptance, racial groups and friendships among all nationals. Study findings concurred with the above research as mutual friendships, parental and sibling visitations, and support breed good peer relations, family relations, and a sense of belonging in the LVIs.

Feelings of belonging are brought by being happy and feeling comfortable with a particular group of individuals. LVIs, too, needs belonging and acceptance. The support they get from friends, families, teachers, learners, and the school inculcates love and a good spirit and ultimately helps them cope with their impairments. Accommodating, advocating and supporting the LVIs infused love and a sense of belonging to them (Willings, 2020). Findings from this study revealed that the

LVIIs that received monthly visitations from their families felt a greater sense of belonging and positive self-esteem. Yet, the one who had no visitation had low self-esteem and sounded depressed.

The visits supported the LVIIs and made them realise that they, too, belong. Ferlazzo (2021), in their study, developed strategies that teachers could use to integrate critical-thinking into the classrooms. LVIIs needed to strive for positive self-esteem, and teachers could sensitise the learners to maintain a positive outlook. Self-esteem is how people regard themselves and believe they should ideally be. The ideal self is essential to the LVIIs because it often makes them strive to work towards becoming them. All stakeholders interacting with the LVIIs are responsible for positively influencing their well-being.

6.2.4 Theme 4: Complying and fulfilling the minimum standards of the SAVE Framework for Learners with Visual Impairments is pivotal.

Theme 4 responded to Research Objective 4: *Explore how selected inclusive high schools conform to the minimum standards for fulfilling the right to IE for Learners with Visual Impairments as proposed by the SAVE Framework in Eswatini.* The SAVE Framework contains lowest possible elements for recognising the learners' entitlement to education for learners with impairments. The name SAVE is an acronym emerges from the first letters of the core standards: suitability, availability and equitability (Tesemma, 2012:209). It seeks to attain the right to IE for LVIIs. The suitability lowest possible standard of the SAVE Framework aims to comply with the suitability of the LVIIs in Eswatini (Tesemma, 2012:210). Findings for the compliance of the suitability element of this study will discuss the curriculum, assessment, infrastructure, discipline practices and Universal Design of infrastructure.

The suitability element of the SAVE Framework demands a similar curriculum for LVIIs and those without VIs (UN, 2009, art. 2.2.2). This is contrary to the study findings that indicated that the teachers in the inclusive high schools sometimes failed to adapt the curriculum for the LVIIs. The main drivers are the inflexibility of the curriculum, lack of teacher-training in Braille reading and writing, and lack of teacher-training in modifying the curriculum. Findings also highlighted that the differences in the materials used for drawing for the LVIIs within the school and during external

examinations also caused the differences in the curriculum. This was because the materials used within the schools and during external examinations were not similar; thus, this failed to grant the LVIs their right to IE and to allow them to reach their full potential.

The Education Sector Policy (2018) advances IE, which involves developing a quality education that adheres to equity and access for all. This contradicts the study findings, as the education available to the LVIs in inclusive high schools does not adhere to quality, equality, or access for all. Study findings revealed that the IE accessed by the LVIs in inclusive high schools is not quality education owing to class size, curriculum adaptation, teacher-training, resources, funding, etc. Findings further revealed there was no equality in the inclusive high schools. The LVIs could not access some areas within the school and could not do Agriculture because of their impairments.

The LVIs in Eswatini inclusive high schools are forced to relocate from their homesteads to the only three inclusive boarding schools that cater for them. They are forced to stay away from their families and communities in quest for an IE. Some factors that surfaced from the research findings included shortage of teachers, shortage of resources, insufficient funding, attitudes, lack of IE knowledge, and high hostel fees. This implied that these inclusive high schools did not embrace the minimum suitability standard.

The CRC (UN, 1989) upholds the rights of all students, which encompasses the right to social and cultural life, an opportunity to survive and develop, and protection from exploitation, abuse and harmful influences. Research discoveries revealed that inclusive high schools validated children's fundamental Human Rights, including the right to family participation, social life, protection from exploitation and abuse and a chance to survive and develop.

On the contrary, it emerged that the LVIs relocated to inclusive high schools and was thus discriminated against. Their right to be fully parented and for the parents to choose the kind of education they want for their children is eliminated as the only schools that could admit the LVIs are the three inclusive high schools. The CRC (UN, 1989) declares the LVIs' entitlement to be raised and have a relationship with their parents, which is affected by the movement of the LVIs in Eswatini to distant boarding schools. This implied that the inclusive high schools do not comply with the SAVE Framework in their regard.

The lowest possible standard of availability of the SAVE Framework is required to provide quality, adequate, inclusive high schools in the neighbourhood for the LVIs. Eswatini has three inclusive high schools that admit the LVIs, which is a great challenge. This implies that the country does not conform to the availability element of the SAVE Framework. The travel distance from the learners' homes to the inclusive high schools makes commuting impossible, thus the need for residing in the hostels. Study findings revealed that the LVIs were eager to stay with their families, and some were unhappy in the hostels. They felt discriminated against and were hopeful that the Government would change their situation soon by including more schools that could admit them. Therefore, inclusive high schools fail to adhere to the SAVE Framework.

The lowest possible standard of availability of the SAVE Framework demands that governments globally fund all learners' education in schools (Tesemma, 2012). The Government must fund the implementation of IE to ascertain that all schools are suitable for the LVIs to attend. The MoET pledges its obligation to establish an equitable and IE (Kingdom of Eswatini, MoET 2019:2). Study findings also illuminated challenges with insufficient and delayed payments from the Government OVC grant.

The parents of the OVCs are compelled to top-up school fees for their children, and most fail to do so. The lack of adequate school fees from the Government and parents of the LVIs renders the inclusive high school to run with minimal and insufficient funds. This is a barrier to learning and IE. The schools lack educational materials, and the smooth progress of the school is obstructed. IE cannot be successfully attained if the inclusive high schools are not adequately funded, which means that the inclusive high schools did not adhere to the availability standard.

Adherence to the lowest possible standard of availability of the SAVE Framework relies on providing free or reasonable assistive devices for the LVIs (Tesemma, 2012:210). Providing these assistive devices ensures equality for the education of the LVIs. This research discovered that the LVIs have canes as assistive devices, are freely given Braille Note touch, laptops and are taught Braille for reading and writing. Some of the schools have rails and ramps for easy movement of the LVIs.

Learners with low vision are given large-print A3 papers for assessments as support. All the above is adherence to the SAVE Framework. This is not uniform for all the schools, as findings reflect that the LVIs struggles in some inclusive high schools because of steep surfaces and a lack of rails and ramps. The schools also lack disability toilets; thus, the LVIs have to adapt to using the standard toilets. The LVIs also lack access to some departments within the school because of the challenges above. These hurdles infringe on the lowest possible standards of the availability of the SAVE Framework.

Study findings revealed that the schools have a gadgets policy that guards the usage of the gadgets that the LVIs use within the schools. The gadgets are the property of the inclusive high schools and are to be used within the schools. The hostels and homes are cited as out-of-school boundaries; hence, the LVIs are not allowed to take them to the hostels or their homes for fear of damage that could happen to them. The research unveiled that the LVIs are affected by this clause in the policy as they are often given homework and have to study. The absence of their gadgets affects their progress and ultimately acts as a barrier to their learning. Therefore, This gadget policy impedes the minimal standard of equitability for the LVIs in the inclusive high school and implies that they are not adequately accommodated.

Requirement 9 of the equitability element of the SAVE Framework highlights the need for respect for difference amongst the LVIs. This requirement is necessitated by the need to embrace the differences and uniqueness of all LVIs, which could lead to the acceptance of all. Study findings revealed that some learner participants felt discriminated against and stigmatised by other learners because they were mocked as a result of their disability.

The learner participants reported instances of bullying and being mocked by other learners. One learner with low vision would try to read a book and draw it closer to her eyes. She would be told she was kissing the book, which did not sit well with her. She felt discriminated against because of her disability. Another LVI participant revealed that during one group assignment, they were told that some group members were not keen on having her among the group because she was blind, and this deeply hurt her. There is a need for the schools to capacitate all stakeholders on how to treat LVIs. This, therefore, implied that the inclusive high schools failed to comply with requirement 9 of the equitability lowest possible standard of the SAVE Framework.

Teacher-training is necessary to ascertain adequate teaching and the realisation of quality education made accessible to all learners (Maseko, 2021). Teachers of the LVIs must be qualified teachers and capacitated in IE and Braille reading and writing to allow the learners to reach their full potential. Trained teachers are pivotal in pedagogy practice and Braille to enable them to teach learners with impairments in inclusive settings (Tesemma, 2012:210).

Study findings reflect that most teachers in inclusive high schools are not trained in IE and Braille. Some of the teachers are not trained, which is a significant barrier to IE and the education of the LVIs. It affects their progress and delays them from attaining the learning outcomes on time. It also affects the teachers as they must handle inclusive classes with learners with multiple disabilities. The lack of knowledge on Braille reading and writing delays feedback for the LVIs as they have to wait for the transcribing process from the resource centre as articulated by (Maseko, 2021). This implies a lack of adherence to the inclusive high school on the SAVE Framework.

The UNCRPD (United Nations, 2006) illuminates the need for adequate Accommodation and Support to aid the education of Persons with Impairments. The Government is also responsible for capacitating learners in peer support and mentoring, which could cushion the learners with impairments in inclusive high schools. Study findings exposed the need for capacitating stakeholders to support learners with impairments because the LVIs declared that they did not receive adequate support. This implies that inclusive high schools do not adhere to the SAVE Framework.

To alleviate the fate of the LVI, a firm support system must be established that includes the school, teachers, other learners, family, and the entire community (Tshuma et al., 2022). The success of LVIs in an inclusive high school relies on them being in an environment that offers them support and propels them to reach their full potential (Ralejoe, 2021). All stakeholders have to come together to support the LVIs. These stakeholders are responsible for accepting the LVIs' impairments, which sets a trend for the LVIs to accept their fate personally.

Findings revealed that the LVIs have support from the Government, friends, families, the school, and teachers who help them daily. Other study findings showed a lack of support from friends, classmates, families and parents of the LVIs. The classmates are sometimes mean and insensitive to the LVIs, while the parents fail to support and have a good relationship with the LVIs. Findings

further relayed that they are sometimes stigmatised because of their impairments. One learner participant revealed that her parent has failed to accept their fate of living with visual impairment. Again, this is the failure of IE in Eswatini to adhere to the SAVE Framework.

Requirement 1 and 5 of the suitability lowest possible standard of the SAVE Framework advocates for adapting the current status of education instead of the child and an individual educational plan for LVIs to uphold their right to education. Requirement 8 is concerned about proper academic assessments of the LVIs. Study findings revealed that assessments for learners are in the form of formative and summative assessments, and learner participants stated that they have additional time for their assessments and take them separately from others; assessments come in soft copies and are placed into their Braille gadgets and laptops. This is embracing the suitability minimum standard and allowing the LVIs to reach its full potential.

Previous research relays that global behavioural challenges are rising in inclusive classrooms, affecting teaching and learning (Patnaik et al., 2022). The suitability element requires disciplining the LVIs and ascertaining that the teacher exercises care and attention because the disability is often a result of their misbehaviour (Tesemma, 2012:210). Therefore, teachers are not allowed to punish the LVIs for misbehaviour resulting from their disability.

The findings of this study declared that there are issues of LVIs misbehaviour in inclusive high schools, and the teachers use positive discipline and send criminal cases to the police services department. Positive discipline on the LVIs is a positive step towards adherence to the suitability least possible standard of the SAVE Framework. Behavioural challenges from the learners sometimes affect the LVIs, as findings revealed that one learner with low vision was mocked and laughed at by her class because whenever she read her book, she was mocked by other learners. This did not sit well with the LVIs, and she felt discriminated against; thus, the suitability lowest possible standard of the SAVE Framework was not embraced.

The Government of the Kingdom of Eswatini (2018) in Section 3.2.1 purports that pre-identification of students with impairments is pivotal so that early interventions can be implemented. It demands the proper recognition of learners with impairments early in the year. The condition stipulates that modifying and adapting the education system is possible if the

barriers that the LVIs involvement are known (see Section 2.3.1). Study findings revealed that a needs assessment must be executed on the LVIs before the gadgets are purchased to ascertain what kind of gadgets are necessary for them.

Study findings emerged that the needs assessment that has to be carried out at the beginning of each year was not carried out in the inclusive high schools when these could help ascertain how best the schools could position themselves on the academic paths of the LVIs. The needs assessment should be for the inclusive high school stakeholders so that the school's choices are informed by research and knowledge. The researcher noted that the needs assessment was done at entry level only to the LVIs, thus denying a chance to understand them as they progress within the different levels that they progress through, implying the inclusive high schools did not adhere to the suitability element of the SAVE Framework in this regard.

This research also revealed that the participants knew and understood IE. This was a major milestone for inclusion, as knowing what IE is had a positive bearing on the suitability of inclusive high schools and the inclusion of the LVIs. Knowing and understanding what IE is the first step towards adhering to the suitability element and embracing IE guidelines. The availability element of the SAVE Framework propagates for teachers with impairments to be part of the teaching staff in inclusive high schools.

Requirement 8 of the availability element request the supply of teachers with disabilities as role model for the LVIs in inclusive high schools. These teachers act as role models and give hope to the learners with disabilities (Tesemma, 2012; John, 2014). Study findings reflect that the inclusive high schools in Eswatini do have teachers living with disabilities and particularly with VIs. Findings relayed that the LVIs were motivated by their teachers with VI and they were inspired to emulate them. They give direction and hope for the future to the LVIs. Eswatini inclusive high schools complied with this availability requirement thus propelling the LVIs towards reaching their full potential.

A previous study by the (UNICEF office in Montenegro, 2019:7) advocated for the transformation of special schools into resource centres because the teaching and non-staff in these schools have vast knowledge in working with learners with special needs, and they can help in the transitioning of mainstream into inclusive high schools.

This is contrary to Eswatini's scenario because the resource centres are within the inclusive high schools and are specifically for the LVIs. They cater for all activities that pertain to the LVIs and offer necessary assistance where needed. Assessments, printing transcription, and Braille gadgets are all housed in the resource centre. This, therefore, implied that Eswatini has to convert her resource centre into the fully-fledged resource centres that nearby South Africa and other countries have so as to offer support to other schools that are not used to having learners with disabilities. Currently, Eswatini IE does not comply with the SAVE Framework on this regard.

South Africa converted the special schools into resource centres so that they could avail specialised support to the neighbouring schools. (White Paper 6). The special schools' staff was said to have skills and knowledge of learners with impairments and had developed resources for supporting the LVIs. Some schools had Braille as a taught subject thus the Special School's staff could offer support to the districts (White Paper 6). Study findings also articulated the issue of insufficient equipment and lack of trained teachers for the resource centres. The kinds of resource centres that Eswatini has is different from other countries. Eswatini inclusive high schools fail to conform to the suitability element of the SAVE Framework.

The lowest possible standard of Equitability of the SAVE Framework is involved with fairness, equal opportunities and non-discrimination of the students irrespective of the impairments (Tesemma, 201). Article 26 of the UDHR propagates the entitlement to free basic and elementary education that is compulsory for all people living with disabilities (United Nations, 1948). Study findings revealed that the LVIs do have access to compulsory elementary education in inclusive primary schools.

Standards for IE (Eswatini 2019:) reveals that IE is concerned about decreasing learning barriers that come in the form of behaviours and attitudes. The attitudes have a bearing on the overall success of IE. Findings revealed that peers and teachers had positive attitudes towards the LVIs within the inclusive high schools and that there was still work to be done in the general society regarding the acceptance of persons with disabilities. There is a need to embrace them as normal people, which could, in turn, propagate the adherence to the lowest possible standard of Equitability of the SAVE Framework.

The class size in an inclusive high school must be minimal to guarantee that the teacher can attend to all learners' unique educational needs (Ludago, 2020). Maseko (2021) in her study revealed that large class sizes are major challenges to IE. Eswatini Education Sector Policy (2018) recommended a teacher-learner proportion of 1:40 in schools but is mum on the teacher-learner proportion in inclusive high schools. It is also silent on the number of learners with impairments nor the kinds of impairments in an inclusive class.

Requirement 1 of the equitability element requested assurance on equal access, results and non-discrimination. The large class size did not award equality of access to the LVIs, summatively suggesting that inclusive high schools failed to adhere with requirement 1 of the equitability minimum standard. Findings of the study revealed that the inclusive classrooms had large class sizes which were a barrier to IE. The larger the class, the more the chances of the class size being a barrier to the LVIs. This insinuated that Eswatini failed to comply with the SAVE Framework on this regard.

6.3 CHAPTER SUMMARY

Chapter 6 is the discussion of findings of the stud. The next chapter, Chapter 7, gives recommendations, conclusion and the summary of the study. Chapter 7 also presents the proposed BRIDGE Model for best IE practices for the LVIs in inclusive high schools.

CHAPTER 7

RECOMMENDATIONS, CONCLUSION AND SUMMARY

7.1 INTRODUCTION

This research aims to examine the exclusionary and inclusionary experiences that the LVIs faced in inclusive high schools to assess how effectively inclusive high schools in Eswatini met the SAVE Framework's minimum standards for ensuring the LVIs' rights to IE and to advance a model intended to address and implement best IE practices. The researcher linked the aim in the milieu to the proposed model for best IE practices for LVIs in inclusive high schools. The previous chapter discussed the study's findings. Chapter 7 presents the proposed BRIDGE Model for improving the inclusion requirements of LVIs, Limitations of the study, overcoming limitations, delimitations of the study, contributions of the study, recommendations, recommendations for further study, and summary of the study.

7.2: THE PROPOSED BRIDGE MODEL FOR IMPROVING THE INCLUSION REQUIREMENTS OF LEARNERS WITH VISUAL IMPAIRMENTS

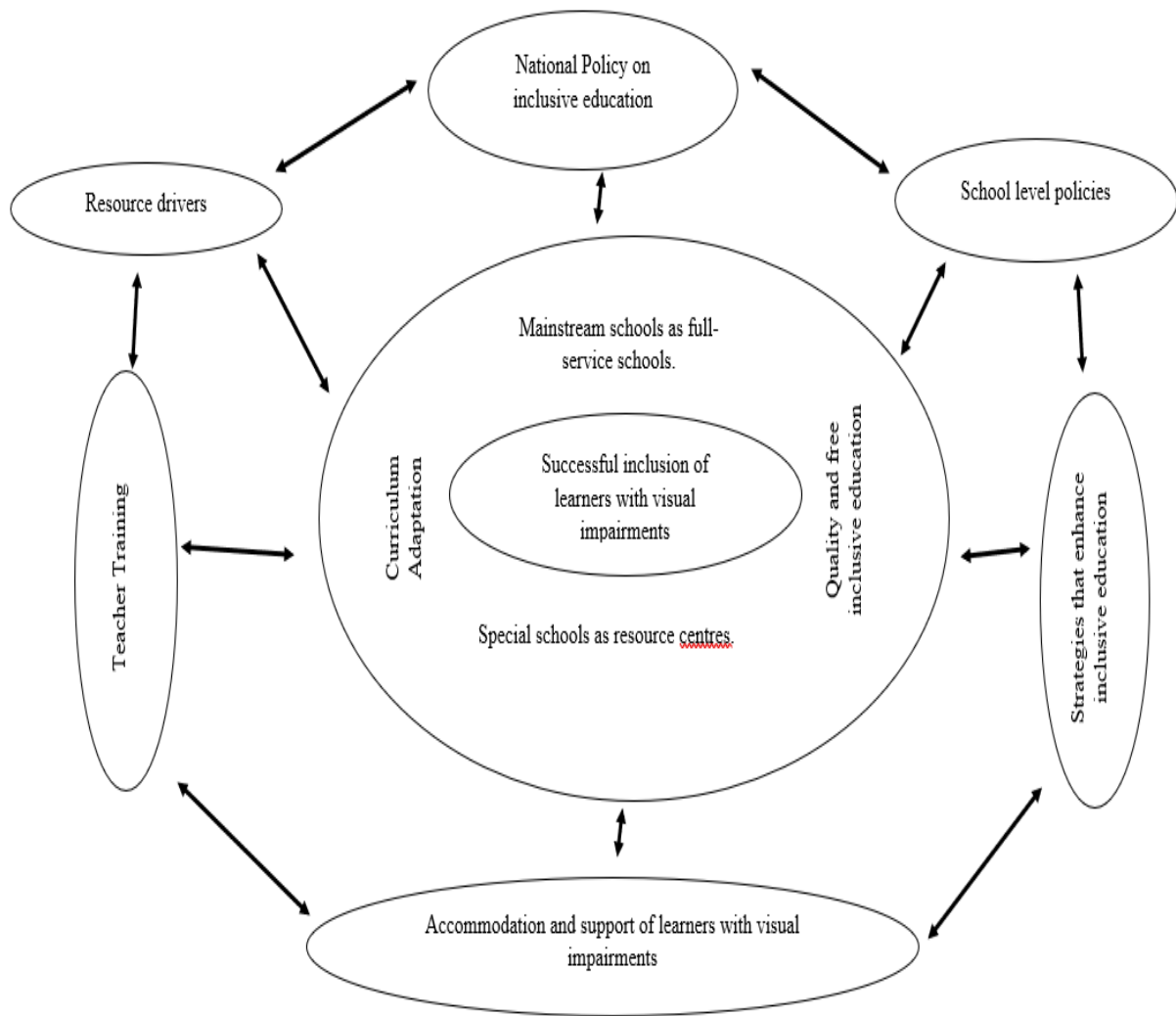


Figure 7. 1: The proposed BRIDGE Model for improving the inclusion requirements of Learners with Visual Impairments

Source: The researcher

The current researcher, (Maseko, 2025) proposed a model that sought to promote the adoption of the study recommendations that were presented above. The name of this model is ‘the BRIDGE Model’. The name ‘BRIDGE’ is an acronym that represents the initial letters of the core elements of Building a Resilient, Inclusive, Diverse, and Growing Education (BRIDGE). This model is holistic as it touches policies at school and national level, resource drivers, teacher-training, Accommodation and Support, and strategies for an equitable IE. The name ‘BRIDGE’ is metaphorical as the Model ‘BRIDGES’ gaps between mainstream and special schools and drives them towards IE. It aimed to reflect the suggestions tabled by the research participants, the

research's reviewed literature and the theoretical framework that undergirded this research. This research aimed to examine the exclusionary and inclusionary experiences that the LVIs face in inclusive high schools; to assess how effectively inclusive high schools in Eswatini meet the SAVE Framework's minimum standards for ensuring the LVIs' rights to IE; and to advance a model intended to address and implement best IE practices that the researcher believed were ideal for Eswatini's circumstances.

The BRIDGE Model was grounded on the SAVE Framework and sought to improve and implement the inclusionary and exclusionary dynamics of LVIs in inclusive high schools regarding how interconnected and interchanged with the others and that none is segregated. Isolating possible solutions could not lead to a comprehensive, IE process. Numerous influences hindered the success of IE and all these elements needed to be addressed to ascertain that we confidently add all LVIs in inclusive high schools. The following components of the BRIDGE Model are discussed below: National policy on IE, resource drivers, school-level policies, teacher-training, strategies that enhance IE, and Accommodation and Support of LVIs. At the centre of the model lies the successful inclusion of the LVIs who is entitled to the right to IE and where they can reach their full potential.

Component 1: Developing a national policy on Inclusive Education for learners with impairments.

The researcher recognised a need to develop a national policy on IE for learners with impairments and the amendment of the Constitution of Eswatini and other IE and MoET policies to align with this national policy. This realisation was also propelled by study findings and recommendations that spoke to the need for national policies on IE that would address all IE challenges and ascertain an understanding across all stakeholders on issues that include the inclusion of the LVIs.

The Salamanca Statement and Framework is a fundamental International framework on IE founded on the rights-based ideology of education that encouraged and pioneered governments globally to adopt IE principles and enact national policies on IE. It further advocated for governments globally to set aside budgets that aimed to promote IE to ascertain the inclusion of all learners despite their dissimilarity. This recommendation by UNESCO was pivotal for the Kingdom of Eswatini; thus, the need for enacting a national policy came as the first major

component that the researcher tabled. This national policy should, at its inception, be aligned with tried and tested monitoring and evaluation tools that would ensure a periodical assessment to gauge its efficiency. After the assessment, the national policy should be modified and upgraded to align with the assessment's recommendations.

The need for enacting policies demand periodic evaluation to guarantee a successful IE. Eswatini put in place a few policies and legislation that seek to encourage living positively and successfully within the inclusive high schools, but these policies lack proper assessment and monitoring instruments to gauge the success of the policies. The National Policy could address the following IE areas:

- This national policy on IE could embrace the learners' rights to a quality IE nearer their homes as related by (Opoku et al., 2021). Eswatini saw an increase in IE policies, yet the country is far from complying with IE practices. The policies aimed to embrace the IE dynamics, ascertain the right to a quality IE and ensure that all LVIs reached their full potential. The country lacked monitoring of the enacted policies; hence, the history of exclusion is still rife. The National Policy could look at the following areas of IE:
- Teacher-training on IE, Special Educational Needs, Braille reading and writing and curriculum adaptation.
- Compulsory, free and quality education.
- Teacher-training on IE and Braille.
- Converting resource centres to Full-Service centres.
- Converting the current inclusive high schools that admit LVIs into resource centres.
- Minimising the class size and teacher's workload in an inclusive high schools.
- Number of allowed learners with impairments in an individual classroom.
- Disciplining practices for the LVIs and other learners with impairments.
- Accommodation and support of the LVIs in inclusive high schools.

The researcher advocated for a national policy for LVIs that responded to the right to education and equity that is in line with one's unique needs. This national policy should be undergirded by International legislation, policies and disability statements but also relate to the current local policies, legislature, communities and institutions in Eswatini

Component 2: Development of school policies on IE of Learners with Visual Impairments

The development of a school procedure and policy for LVIs was pivotal but had to begin with a needs assessment to determine the institution's LVIs, the kind of needs they had and how best the school and all its stakeholders could position themselves to accommodate and support the LVIs while propelling them to reach their optimal level of probable performance.

School procedures and policies develop presuppositions and ensure that the learners get a good education and are protected. Schools should ideally have rules, expectations, and guidelines that guide the daily running of the school. The school policy could include the following policies: attendance policy, parental visitation policy, dress code policy, cell phones and electronic device policy, discipline policy, and dismissal procedures.

A school policy could also help protect the LVIs from bullying, mocking, and discrimination by the other learners in inclusive high schools, as earlier reported by the presence of the aforementioned in the study findings. There is a need to revive the comprehensive IE policies and legislation, assessments, evaluation, monitoring, the curriculum, adaptation, Accommodation and Support, funding, and stakeholders' relations that all advanced the LVIs towards their right to education and reaching their optimum levels.

Other policies that should be in line with this national policy included the Constitution of the Kingdom of Swaziland (Swaziland, 2005), Education Sector Policy (2018), Standards for IE (Kingdom of Eswatini, 2019), NDPA (DPMO, 2015), Persons with Disabilities Act (The King and Parliament of Eswatini, 2018), Standards for IE (Kingdom of Eswatini, 2019), and the NDP (Swaziland 2013b, par 1.2; 2015, par. 4).

These policies should adhere to best practices that are enshrined in the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 2006), the UNCRPD (United Nations, 2006), The UDHR (United Nations, 1948), CRC (United Nations, 1989), the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (United Nations, 1993a), and the United Nations Sustainable Development Goal Number 4 on IE, (United Nations, 2018).

Component 3: Accommodation and support

The LVIs were included amongst the disadvantaged population based on their inability to benefit and engage holistically in an educational setting. Requirements for Accommodation and Support of the LVIs responded to the requirements of access to the orientation and mobility, assessments, IEP, assistive and learning devices, parental involvement, advocacy, sports, friendships, tolerance, and sense of belonging. There is a need to effectively accommodate LVIs in inclusive high schools effectively and the schools should guarantee that their unique needs, trained teachers and resources are available.

South Africa initiated a response to Education White Paper 6 on Special Needs Education which saw the transformation of mainstream schools into full-service schools (inclusive high schools) since 2001. This was a major step towards embracing IE in South Africa. This sought to accommodate and support the LVIs towards receiving their entitlement to IE and reaching their optimal outcomes.

Component 4: Teacher-training

Qualified teachers in inclusive high schools need to have training on IE, Special Educational Needs, orientation and mobility, adaptation and Braille reading and writing to effectively impart the LVIs. Teacher-training institutions could include these aforementioned studies in their curriculum, and for teachers who are in-service, the provision of consistent in-service training must be availed.

Teacher-training encompasses different impairments so as to accommodate different unique needs. Teachers' in-service training could be beneficial to teachers who lack training on IE. The appreciation of the good intentions of Ubuntu, social justice and IE encouraged a comprehensive collaboration across all levels for Persons with Impairments. Teacher-training should ideally include adaptations, LVIs and learners with impairments, curriculum and adaptation, extra-curricular activities, educational resources, praise and encouragement and the school as a learning environment.

Component 5: Resource Drivers

The schools have to ensure the provision of adapted assessments and adequate resources for all learners with SEN and the inclusive high schools should be responsible for provision of educational materials for all LVIs. This study made a recommendation for the provision of educational materials that are relevant to the unique needs of the LVIs by the Government.

These resources should first be made available to the LVIs and their teachers and further afforded a chance to orient them on how best these gadgets could help them. The absence of these resources implies an unsuccessful IE experience for the LVIs. A recommendation could be assurance of their availability and responsibility for their optimal use.

Component 6: Strategies that enhance the inclusion of Learners with Visual Impairments in inclusive high schools

Numerous approaches can be utilised to enhance the education of LVIs in inclusive high schools. These could incorporate advocacy, raising awareness and sensitising the general public, parents, the community, the school, teachers and other learners through community engagements, newspapers, posters, talk shows, columns, and online newsletters to emphasise that all children are equal regardless of their impairments. They could be capacitated on how best they could position themselves to accommodate and support the LVIs.

Church leaders, teachers, nurses, community headsmen and chiefs should be encouraged to join the awareness campaigns because they are mandated to guide the community. The union of all the aforementioned stakeholders and the community could usher in a new ideology that could enhance the inclusion of LVIs in inclusive high schools and beyond. This could be the beginning of a new era that illuminates hope for the future of the LVIs.

7.3 THE LIMITATIONS OF THE STUDY

This research used the qualitative method of gathering data to explore LVIs' exclusionary and inclusionary lived experiences in inclusive high schools in Eswatini. This section declared the limitations of this study that could include that both quantitative and mixed methods approaches could be used to validate the study findings, develop comprehensive data and enrich perceptions. Other study findings might have emerged with the use of these research approaches.

The data were collected from three inclusive high schools that admitted the LVIs in Eswatini; these were the only three schools available in the Kingdom. A substantial study limitation was the small sample size of this study. Fifteen (15) LVIs, three (3) principals of inclusive high schools, three (3) teachers of the LVIs and an inclusive class were purposively selected from three (3) inclusive high schools that admitted the LVIs in Eswatini. The LVIs were the key participants that experienced the phenomenon and the teachers and principals played a third-party role. This sample did not represent the entire LVIs population, teachers of LVIs, principals of inclusive high schools and inclusive classrooms with LVIs in Eswatini. The other stakeholders were not allowed to participate and might have new ideas, insights and knowledge on the study. The Regional Education Office, the inspectorate, the learners, senior inspectors, parents of LVIs, school committees, and the community could all have contributed to the study.

Another limitation was the limited literature and studies on Eswatini IE and LVIs. The researcher realised that there was minimal research on the experiences of the LVIs in Eswatini-inclusive high schools. Time constraints also limited the researcher because she had a full-time job and wrote this challenging thesis simultaneously.

The researcher also had financial challenges from data collection stage as she could not access the participants during set appointments. This meant that the researcher had to plan successive trips to these participants at later dates. This was a limitation.

The researcher is an advocate of IE and has previously recognised the challenges faced by the LVIs in Eswatini. To minimise potential bias, they assured participants of confidentiality, employed open-ended instruments, triangulated data and kept a thesis journal throughout the study. This made the researcher to be cautious of their own values and assumptions throughout the research. The researcher used bracketing to prevent bias and predisposition, and ensured that their views and ideas were recognised and removed.

7.4 OVERCOMING THE LIMITATIONS

Overcoming time management implies that the researcher clearly designs a timetable and adheres to it. She had to balance her work and study while ensuring that adequate time was pivotal for the study to be completed on time. The researcher failed to find the participants on one planned data

collection exercise and had to reschedule for another day. Data was collected on separate days, and she made pre-planned meetings with the participants.

7.5 DELIMITATIONS OF THE STUDY

In this research, the researcher only focused on three selected inclusive high schools and the research was restricted to qualitative methods of collecting data and this was a delimitation.

The current study investigated LVIs' inclusionary and exclusionary experiences in inclusive high schools in Eswatini. One school from the Manzini region, one from Hhohho, and another from Shiselweni were selected because they were inclusive high schools that admit LVIs and because of their convenient geographic location. The target population were LVIs in inclusive high schools who are either congenitally or adventitiously blind and they could fall into any of the following categories of VI; blindness, low vision, colour-blind or myopic learners.

7.6 CONTRIBUTIONS OF THE STUDY

Regardless of the above limitations and the notion that there are other studies on IE in the Kingdom of Eswatini, this research was possibly the first study on the exclusionary and inclusionary lived experiences of LVIs in inclusive high schools in the Kingdom. The researcher searched for similar studies from the Kingdom that addressed the inclusionary and exclusionary experiences of LVIs in inclusive high schools in Eswatini but was unsuccessful. The insights from this study may establish and intensify relations between different stakeholders in the MoET comprising of the Director of Education, Regional Education Office (REO), Senior Inspectors, Senior Government officials, Regional Inspectors, National Curriculum Centre, teachers, Heads of departments and the entire community.

This study could raise awareness of barriers LVIs face, thus indirectly aiding them in a successful IE process. The proposed model, BRIDGE Model, for improving and implementing the inclusionary and exclusionary dynamics of LVIs in inclusive high schools might help advance future plans for implementing their successful inclusion in inclusive high schools and serve as guidelines for crafting policies.

7.7 RECOMMENDATIONS

This Section reviewed the recommendations that were at par with the research findings for future research. The research findings and literature review revealed strategies that the researcher could use to amplify the inclusionary and exclusionary lived experiences of LVIs in Eswatini inclusive high schools. The researcher recommended the following:

- There is a need for teacher-training in the areas of IE, Special Educational Needs, adaptation, Orientation and Mobility, Individual Education Plan (IEP), curriculum adaptation, curriculum modification, the use of assistive devices and Braille reading and writing. This is one major challenge that derails the effort towards an IE. There has to be pre-service training in these fields for teachers who are in tertiary training institutions and in-service for teachers who are already in the field of work.
- There is an urgent need to increase the number of schools that admit the LVIs in the Kingdom. There are currently three inclusive high schools that admit the LVIs and this is a barrier to IE. The learners are forced to relocate to distant inclusive boarding schools because of their impairments and often miss out on being raised and having a full-time relationship with their parents.
- A compulsory free and quality IE for the LVIs and all other learners with impairments in inclusive high schools.
- The inclusive high schools should strive to support and accommodate the LVIs within the inclusive high schools and beyond. The Accommodation and Support assure the LVIs that they individually matter and build up their confidence, thus allowing them to reach their utmost potential.
- The country needs a national policy document that would embrace the principles of IE and ascertain that there is an adequate budget in place for a successful IE process in all schools as recommended by the Salamanca Statement and Framework (UNESCO, 2006). The national policy should respond to the following crucial areas: conversion of inclusive high schools into resource centres to serve as a point of reference; free and quality IE for all LVIs; Accommodation and Support of LVIs and other learners; class size; teachers' workload; teachers living with impairments; UDL; and assessments. The National policy could also attend to IE issues relating to the following; curriculum design and implementation; parental involvement; Universal Design of Infrastructure; funding; IEP;

extra-curricular activities; advocacy and awareness; electronic device policy; cell phone policy; uniform policy; transition plan; attendance policy which would help ensure an effective IE.

- The inclusive high schools should have school level IE policies that aligns with the National Policy to attend to school level circumstances.
- Once policies that respond to all the necessary areas have been enacted, they should come with measuring and evaluating tools that would assess the compliance of IE and their efficiency. The evaluation should be periodical to allow constant monitoring.

7.8 RECOMMENDATIONS FOR FURTHER STUDY

This study focused on the three inclusive high schools that admitted the LVIs in Eswatini. It was recommended that further research on the need for more inclusive high schools that admitted LVIs be carried out, and another study on the LVIs in inclusive high schools be carried out to ascertain whether the findings can be trusted and generalised. Comparative studies that include LVIs in inclusive high schools in the (Southern African Development Community) SADC region and Africa could be carried out to ascertain differences and similarities between these regions and to further benchmark and recognise what was happening in the other areas globally. A mixed-method and quantitative research study could be pivotal in exposing the exclusionary and inclusionary lived experiences of the LVIs in inclusive high schools.

7.9 SUMMARY OF THE STUDY

Studies confirmed that IE has been widely researched at the International level, but there was a shortage of local studies on IE in Eswatini.

Chapter 1 relayed the introduction and background, rationale, problem statement, aim and objectives, literature review, outline of theoretical framework, research methods, research design, significance of this study, limitations and delimitations and definition of main concepts. This research relayed the subsequent main research question and sub-research questions:

What inclusionary and exclusionary experiences are faced by the LVIs in inclusive high schools?

The research sought to address these sub-research questions:

1. What are the inclusionary dynamics in the schooling lives of Learners with Visual Impairments in inclusive high schools in Eswatini?
2. Do learners face exclusionary experiences with visual impairments in inclusive high schools in Eswatini?
3. In what ways do Learners with Visual Impairments navigate the exclusionary dynamics in the selected inclusive high schools in Eswatini?
4. How do selected inclusive high schools comply with the minimum standards for fulfilling the right to IE of Learners with Visual Impairments as proposed by the SAVE Framework in the Kingdom of Eswatini?

Chapter 2 was the theoretical framework that undergirded the study. A theoretical framework is a well-developed concept that aspires to describe certain world subjects. It emerges after reproduced examination and monitoring of facts, globally accepted presuppositions, and policies. This study used the SAVE Framework as a theoretical framework, and it aimed to sensitise stakeholders about these minimum standards, thus fulfilling the LVIs' rights to IE and propelling them towards compliance.

The SAVE Framework included the minimum standards for realising the students with disabilities' entitlement to IE. The name 'SAVE' emanated from the first syllables of the core standards, namely Suitability, Availability and Equitability, that Tesemma called elements. The framework addressed the core reasons for embarking on this study, and it intended to assess how the three selected inclusive high schools conformed to the SAVE framework's minimum suitability, availability, and equitableness.

Suitability minimum standards that were attended encompassed infrastructure, language, assessment, discipline practice and curriculum. Minimum standards for availability included teachers with disabilities, resource centres, assistive devices, funding, teacher-training, teaching methods, and quality and quantity of schools. The equitability minimum standards encompassed fairness, equal access and non-discrimination, listening to the learners' voices, political commitment, and parents' freedom of involvement and choice.

Chapter 3 was the review of related literature that evaluated literature pertinent to comprehend other research works. It also evaluated other inclusive high schools and observed the lowest possible standards of the SAVE Framework, which is a set of guidelines and standards designed to ascertain equal access to education for LVIs. This chapter also sought to understand how different countries locally, regionally and internationally adhered to IE policies, legislation and the SAVE Framework to propel them towards a successful realisation of the right to IE of LVIs.

The chapter looked at the following topics: barriers that hinder the inclusive high schools from complying with the minimum standards of the SAVE Framework for the realisation of LVIs' rights to an IE; challenges affecting the inclusive high schools in Eswatini, including resources, inadequate training, and societal attitudes towards disability; the status, practices and history of IE. It also included IE for LVIs, barriers that hinder the inclusion of the LVIs, competencies that teachers must possess to mediate learning to LVIs, teaching LVIs in an inclusive setting, and conceptualisation of LVIs.

Chapter 4 was about the research methodology chapter, which mainly focused on the research methodology and research design that was engaged. It began with the discourse of the paradigm and a holistic interpretation of the axiological, epistemological, and ontological assumptions which postulated this research. The study design used a qualitative approach involving in-depth interviews with open-ended questions, interviews, focus-group discussions, and observations. A review of related literature on the interpretivist theory and suitable methods relevant to the study succeeded. The examining the study sample, sample techniques, population, settings, and participants ensued. Another investigation on data collection techniques and tools was followed by ethical considerations that informed the study. Chapter 4 also gave an outline of the qualitative data analysis process and methods used in ATLAS.ti 24.

Chapter 5 reveals all the results. Data analysis emerged with four themes that were simultaneously displayed with the results.

Chapter 6 discusses the findings of the study.

Chapter 7 summarises the study, reveals the proposed BRIDGE Model for improving the inclusion requirements of children with disabilities, discusses limitations and delimitations of the study, and offers recommendations.

7.10 FINAL COMMENTS

This research comprehended the current status regarding exclusionary and inclusionary lived experiences of the LVIs in inclusive high schools in Eswatini by enquiring about the experiences of LVIs and observing the inclusive classroom as it naturally unfolded.

The teachers of the LVIs, the principals of the inclusive high schools, and the LVIs all expressed their ideas on the IE of the LVIs in the inclusive high schools. They expressed themselves about their ideal IE schools, ideal IE practices, successful IE, and barriers that they daily face in the inclusive high schools. The lack of teacher-training on IE, SEN, IE, curriculum adaptation, Braille translation, reading and writing, IEP, UDL, policies, parental involvement, funding, and assistive devices were critical factors that contributed to unsuccessful IE in inclusive high schools. Despite the illuminated barriers in the study, probable solutions were recommended to inculcate, advance and ignite a positive change in the implementation of IE for LVIs in inclusive high schools.

This study explored the LVIs' inclusionary and exclusionary lived experiences in inclusive high schools. It adopted the qualitative method and employed the interpretivist paradigm. The data collection methods included in-depth interviews with open-ended questions, focus-group discussions, interviews and an observation. Study participants included three teachers of LVIs in three inclusive high schools, three principals of three inclusive high schools, 15 LVIs and an inclusive class with three LVIs schools that was observed. Study findings made worthy contributions to the theory and knowledge of IE.

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APPENDIX A: ETHICS CLEARANCE LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/11/08

Ref: **2023/11/08/43427030/39/AM**

Dear Ms NT Maseko

Name: Ms NT Maseko

Student No.: 43427030

Decision: Ethics Approval from
2023/11/08 to 2028/11/08

Researcher(s): Name: Ms NT Maseko
E-mail address: 43427030@mylife.unisa.ac.za
Telephone: (+268) 7912 3010

Supervisor(s): Name: Prof M.O Maguvhe
E-mail address: maguvmo@unisa.ac.za
Telephone: +27 12 481 2768

Title of research:

Inclusionary and exclusionary experiences of learners with visual impairments: A narrative study of three inclusive schools in the Kingdom of Eswatini.

Qualification: PhD Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2023/11/08 to 2028/11/08.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2023/11/08 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



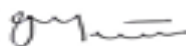
University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0008 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2028/11/08**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2023/11/08/43427030/39/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
EXECUTIVE DEAN
qakisme@unisa.ac.za



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APPENDIX B: Request for permission letter to the Director of Education

P O Box 281
Siteki
Eswatini
23rd October 2023

The Director of Education
MoET
P. O. Box 39
Mbabane
Eswatini

Dear Sir

Request for permission to conduct a study in three inclusive high schools in Manzini, Hhohho and Shiselweni regions.

Requesting for approval to conduct research at St Joseph's, Qinisweni and Mbasheni High School in the Manzini, Shiselweni and Hhohho regions respectively.

Title of the research is: Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

I, Nomsa Treasure Maseko, am doing a research for a PhD Degree under the supervision of Professor Mbulaheni O. Maguvhe, in the Department of Inclusive Education at the University of South Africa. I was funded by UNISA DSF Postgraduate Bursary for research allowance, data collection and other academic expenses for this PhD. This is an invitation to you to participate in this study entitled Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

This research aims to examine how selected inclusive high schools in Eswatini adhere with the least possible standards of Suitability, Availability and Equitability which is the SAVE

Framework. This school was chosen because it is an inclusive high school that has Learners with Visual Impairments that this research regards as being the core of the study.

The research will include data collection using focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, interviews for Principals of Inclusive high schools and a non-participatory class observation for an inclusive class. It anticipates to assist teachers in inclusive high schools so that they could comprehend and have insights on the challenges that Learners with Visual Impairments may understand their plight more and head teachers may be more equipped for the challenges that they face.

Potential risks are that there could be discomfort to participants during data collection. The researcher will ensure that the guidance and counselling department is on call to attend to any participants who could need counselling. There will be no compensation or any inducements for participating in this study.

Response processes will entail a group discussions for the three inclusive high schools that will be organised by the researcher after the study has been completed and hard copies of the dissertation will be provided to each of the participating schools in the event they would need any information on it.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Nomsa Treasure Maseko', with a stylized, cursive script.

NOMSA TREASURE MASEKO
RESEARCHER

APPENDIX C: Permission from the Ministry of Education and Training to conduct research

The Government of the Kingdom of Eswatini



Ministry of Education & Training

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

P. O. Box 39
Mbabane, ESWATINI

03 June. 2024

Attention:
Head Teacher:

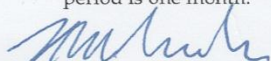
St Joseph's High School, Qinisweni High School and Mbasheni High School

THROUGH
Hhohho, Manzini and Shisweni Regional Educational Officers

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF SOUTH AFRICA (UNISA NOMSA TREASURE MASEKO.

1. The Ministry of Education and Training has received a request from Ms. Nomsa Treasure Maseko, a student at the University of South Africa (UNISA) that in order for her to fulfill her academic requirements at the College she has to collect data (conduct research) and her study or research topic is: "INCLUSIONARY AND EXCLUSIONARY EXPERIENCES OF LEARNERS WITH VISUAL IMPAIRMENTS: A NARRATIVE STUDY OF THREE INCLUSIVE SCHOOLS IN THE KINGDOM OF ESWATINI." The study will entail the collection of data using focus-group discussions, open-ended questionnaires and face-to-face interviews and observation from learners with visual impairments, teachers of learners with visual impairments and head teachers of high schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms Maseko begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
2. The Ministry of Education and Training requests your office to assist Ms Maseko by allowing her to use the above mentioned schools as her research site. Data collection period is one month.


CHARLES HLATSHWAKO
FOR: PRINCIPAL SECRETARY

Cc: Regional Education Officer -Hhohho, Manzini and Shiselweni
Chief Inspector - Secondary
Head Teachers of the above mentioned schools



APPENDIX D: Request for authorisation to conduct a research in the school.

P O Box 281
Siteki
Eswatini
23 October 2023

The Principal
..... High School
P. O. Box
.....
Eswatini

Dear Sir/Madam

REQUESTING PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

Title of this research is: Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

I, Nomsa Treasure Maseko, am doing a PhD in Education Degree and my supervisor is Professor Mbulaheni O. Maguvhe of the Department of Inclusive Education at the University of South Africa. I was awarded funding by the UNISA DSF Postgraduate Bursary for research allowance, data collection and other academic expenses for this PhD. This is an invitation to you to participate in this study entitled Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

This research aims to examine how selected inclusive high schools in Eswatini adhere with the least possible standards of Suitability, Availability and Equitability which is the SAVE Framework. This school was chosen because it is an inclusive high school that caters for Learners with Visual Impairments that this research regards as being the core of the study.

The research will include data collection using focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, interviews for Principals of Inclusive high schools and a non-participatory class observation for an inclusive class. It anticipates to assist teachers in inclusive high schools so that they could comprehend and have insights on the challenges that Learners with Visual Impairments may understand their plight more and head teachers may be more equipped for the challenges that they face.

Potential risks are that there could be discomfort to participants during data collection and the researcher will ensure that the guidance and counselling department is on call to attend to any participants who could need counselling. There will be no compensation or any inducements for participating in this study.

Response processes will entail a group discussions for the three inclusive high schools that will be organised by the researcher after the study has been completed and hard copies of the dissertation will be provided to each of the participating schools in the event they would need any information on it.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Nomsa Treasure Maseko', with a stylized, cursive script.

NOMSA TREASURE MASEKO
RESEARCHER

APPENDIX E: Requesting Head Teacher's participation.

P O Box 281
Siteki
Eswatini
23 October 2023

The Principal
.....High School
P. O. Box
.....
Eswatini

Dear Sir/Madam

REQUESTING PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

The title of the research is: Inclusionary and Exclusionary Experiences of Learners with Visual Impairments: A Narrative Study of Three Inclusive high schools in the Kingdom of Eswatini.

I, Nomsa Treasure Maseko, am doing a PhD in Education Degree and my supervisor is Professor Mbulaheni O. Maguvhe of the Department of Inclusive Education at the University of South Africa. I was awarded funding by the UNISA DSF Postgraduate Bursary for research allowance, data collection and other academic expenses for this PhD. This is an invitation to you to participate in this study entitled Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

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This research includes data collection using focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, interviews for Principals of Inclusive high schools and a non-participatory class observation for an inclusive class.

It anticipates to assist teachers in inclusive high schools so that they could comprehend and have insights on the challenges that Learners with Visual Impairments may understand their plight more and head teachers may be more equipped for the challenges that they face.

Potential risks are that there could be discomfort to participants during data collection and the researcher will ensure that the guidance and counselling department is on call to attend to any participants who could need counselling.

There will be no compensation or any inducements for participating in this study.

Response processes will entail a group discussions for the three inclusive high schools that will be organised by the researcher after the study has been completed and hard copies of the dissertation will be provided to each of the participating schools in the event they would need any information on it.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Nomsa Maseko', with a stylized flourish at the end.

NOMSA TREASURE MASEKO
RESEARCHER

APPENDIX F: Participation information sheet

Date: 23rd October 2023

TITLE: Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

DEAR PROSPECTIVE PARTICIPANT

My name is Nomsa Treasure Maseko and I am studying towards a PhD in Education Degree and my supervisor is Professor Mbulaheni O. Maguvhe, of the Department of Inclusive Education at the University of South Africa. I was funded by the UNISA DSF Postgraduate Bursary for research allowance, data collection and other academic expenses for this PhD. This is an invitation to you to participate in this study entitled Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.

WHAT IS THE PURPOSE OF THE STUDY?

This study is anticipated to gather data that could reflect and illuminate the inclusionary and exclusionary experiences of Learners with Visual Impairments with an aim of stimulating critical-thinking by analysing evidence and arguments from other studies in-turn propelling all stakeholders to a unified, equitable and efficient Inclusive Education system for the Learners with Visual Impairments.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because your school has been selected because it has Learners with Visual Impairments, teachers who teach Learners with Visual Impairments and is an inclusive high school which this study regards as being information-rich.

Your contact details were received from your Principal. The study will use five Learners with Visual Impairments, one teacher of Learners with Visual Impairments and the head of the centre.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

This study will entail the collection of data using focus-group discussions for LVIs, in-depth interviews with open-ended questions for teachers of LVIs, interviews for Principals of Inclusive high schools and a non-participatory class observation for an inclusive class.

The expected time to complete the in-depth interviews will be approximately forty minutes, interviews will take thirty minutes, focus-group discussions will take a maximum of forty-five minutes and a class observation will take forty-five minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Your participation in this research is voluntarily and you are not obliged to participate. Should you decide to participate, this information sheet will be given to you to safeguard and you will be requested to consent by signing (parents, teachers and head teachers / assent (learners) form. You have the right to withdraw your participation without stating reasons and at any time.

WHAT ARE THE PROBABLE PROFITS OF PARTICIPATING IN THIS RESEARCH?

The findings of this research are expected to benefit the disability practice, research areas, the law, policy makers and frontline workers in the discipline of disability to consciously implement policies and laws in Eswatini and of other states with alike socio-economic context. Learners with Visual Impairments, teachers, their parents and families would ultimately benefit from this study as a result of the improved policies, practices and laws.

ARE THERE ANY UNDESIRABLE REPERCUSSIONS FOR PARTICIPATING IN THE STUDY?

Potential risks and consequences of partaking in this research includes discomfort and harm to participants during data collection and the researcher will ensure that the guidance and counselling department is on call to attend to any participants who could need counselling.

WILL MY IDENTITY AND THE DATA THAT I RELAY TO THE RESEARCHER BE SAFEGUARDED?

You are entitled to ascertaining that your name will not be recorded anywhere and that no other person, save for the researcher and her identified research team, may know of your participation in the study.

All information provided will be confidentially handled and your name will not appear in transcribed interviews nor will be disclosed in any way during focus-groups, interviews, or observations. The researcher guarantees that soft copies of the gathered data will be stored by the researcher on Cloud storage with a password and multi-factor authentication to safeguard data from unauthorised access, for future research or academic purposes. Future stored data will be subjected to further Research Ethics Reviews and approvals if necessary. Hard copies of stored data will be destroyed through shredding and/or electronic copies will be permanently removed from the hard drive of the computer through the use of relevant software programmes.

Your name will not be written anywhere and no one will be able to recognise and link your response to you in this research. Your responses will be coded and you will remain anonymous. The records of the collected data will be available for use only by the researcher.

Other publications like research reports conference papers, and journals could anonymously use the collected data from this research but the participants cannot be identified in such reports, save for focus-group discussions.

A focus-group discussion is a group discussion that explores a particular issue. The researcher will ascertain that all participants will not be associated with the data shared during focus-group discussions, but the researcher cannot assure that the other group participants will ascertain confidentiality on the shared data. The researcher shall, however, encourage the participants to treat all the information with outmost confidentiality. Please refrain from declaring personal and sensitive information during the group discussion.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Soft copies of the gathered data will be stored by the researcher on Cloud storage with a password and multi-factor authentication to safeguard data from unauthorised access, for future research or academic purposes. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies of stored data will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

The participants will not incur any costs during data collection and there is no payment or reward offered, financial or otherwise that the participants will receive.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you are interested on the final research findings, please contact Nomsa Treasure Maseko on (+268) 7612 3010 or e-mail 43427030@mylife.unisa.ac.za or nomsachunku@gmail.com. If you need additional information or would like to contact the researcher on any part of this research, please contact Nomsa Treasure Maseko on (+268) 7912 3010. If you have concerns on the way this study was executed, you can contact Professor Mbulaheni Maguvhe on +27 82 668 1717 or e-mail him on maguvmo@unisa.ac.za

LEARNERS ASSENT LETTER (Return slip)

I, _____ (participant's name), guarantee that the researcher has asked my consent in the study and that they have explained to me the potential benefits, procedures, nature and projected challenges of participating.

I have read (or got an explanation) and comprehend the research as clarified in the information sheet.

I was granted adequate openings to question and I am ready to partake in the research.

I comprehend that participating in this study is volunteering and that I can terminate my participation at any instance without penalty.

I know that study findings will be transformed into a research report, journal publications and/or conference proceedings, but my participation will remain confidential except otherwise stated.

I approve my participation to the focus-group discussion recording.

I have appended my signature on the informed consent agreement.

Participants name & surname: (please print) _____

Participant's signature : _____ Date: _____

Researcher's name & surname (please print): _____

Researcher's signature: _____ Date: _____

We appreciate you reading this information sheet and for partaking in the research.

Thank you.

A handwritten signature in black ink, appearing to read 'Nomsa Treasure Maseko'. The signature is stylized with a large initial 'N' and a long horizontal stroke at the end.

Nomsa Treasure Maseko

APPENDIX G: LEARNERS CONSENT FROM PARENTS

Dear Parent

Your child _____ is requested to participate in a study entitled “Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.”

I am doing the study as a PhD research candidate at the University of South Africa. The aim of this research is to reflect and show the experiences of Learners with Visual Impairments in a bid to improve policies, practices and the teaching and learning of Learners with Visual Impairments in Eswatini I am requesting your approval to include your child in the research because they are considered as information-rich because they are the main aspect that is discussed in this research. I anticipate to have four (4) other children partaking in this research from this school.

If you approve this participation, I will ask him/her to participate in a group discussion at their school in a focal-group discussion with the four other Learners with Visual Impairments. The researcher will lead the discussion and they will voluntarily make contributions. This focus-group discussion will take a maximum of forty-five minutes to complete and will be done out of an arranged time that will not disturb normal teaching time. The researcher will also have an observation where they will observe the classroom of Learners with Visual Impairments in an inclusive high school and will not disturb the class.

All data that is collected during this research and can linked to your child will be safeguarded and can only be revealed with your permission. His/her answers will not be connected to the name of the school or his/her name in verbal and written reports based on this research. A report of this nature can only be used for the purpose of this study.

Potential risks on the Learners with Visual Impairments could be discomfort or harm during the group discussions. The researcher will ensure that the guidance and counselling departments are available at all times during the data collection phase. There is no payment of any form to you or your child for partaking in the research; nevertheless, probable educational benefits include presenting barriers encountered by the LVIs with an aim of alerting the Government and in-turn alleviate those challenges.



Participation in the research is voluntary. The child may decide to decline their participation or to terminate at any time. Terminating their participation cannot disturb him / her in anyhow. Similarly, you can consent to your child's participation now and reverse your decision later without any penalty.

This research will be executed during extra-curricular activity period with the class-teacher and schools' prior arrangement and approval.

You will be asked for consent to grant your child permission to partake in this research and your child must also agree to participate. If you both accept the request for your child to participate in the study, you will sign a consent form and your child will append their signature in the assent form. If the child is personally unwilling to partake in the research, they will be excluded with no consequences. The collected data from the research and your child's contribution to the research will be safely protected on Cloud storage under a Password that is only known to the researcher after the research. These records will be deleted after five years.

There will be no compensation for the participants of this study. Further questions on this study can be forwarded to me or my research supervisor, Professor Mbulaheni Maguvhe, Department of Inclusive Education, College of Education, University of South Africa. The researcher's contact number is (+268) 7612 3010 and my e-mail is 43427030@mylife.unisa.ac.za or nomsachunku@gmail.com. My supervisor's e-mail is maguvmo@unisa.ac.za. Permission to execute this study has been approved by Ministry of Education and Training, the Head teacher and the Ethics Committee of the College of Education, UNISA.

You have to decide about allowing your child permission to partake in the research. Appending your signature specifies that you have read and understood the above information and have made a decision to grant their participation in the research. You may choose to safeguard this letter.

Child's name: _____

Parent / guardian's name (print)

Parent / guardian's signature:

Date:

Researcher's name (print)

Researcher's signature

Date:

APPENDIX H: Letter requesting assent from learners in a secondary school to participate in a research.

Title of your research: **Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini.**

Dear _____

Date _____

This is a study on Learners with Visual Impairments as a PhD candidate at the College of Education in the University of South Africa. Your head teacher permitted me execute this research in this school. May I invite you to be a participate in this research. The reason for doing this study is to find ways that your teachers, head teachers, parents, and Government can use to improve the life and general welfare of the Learners with Visual Impairments. This might assist you and other LVIs in other schools.

This letter to you aims to give an explanation of what is expected form you. If there are words that you cannot understand in this letter, please feel free to ask me or another adult. There could be some phrases that you may not understand, feel free to ask for assistance from any adult to explain them.

You can opt to take this letter to your parents or guardians to discuss its contents and seek for advice before you finally decide if you want to participate in this research. My invitation to you is to request your involvement in a focus-group discussion of five Learners with Visual Impairments from your school. Answering the focus-group discussion will take a maximum of forty-five minutes.

The researcher will write a research report but your name will not appear in this report and people will not know who you are. Participating in this research is voluntary and you have an option of not participating if you do not want to. Upon deciding to participate in this study, you can decide to stop participating at any time without penalty. You may decide not to respond to any questions and this will be within your rights. Upon finishing my research, I will come back to your school

to give a brief conversation about the findings of the research. I shall give you an invitation so that you can listen to this talk.

This research will benefit the inclusive high schools as it will highlight the challenges faced by Learners with Visual Impairments in a bid to sensitise the Government and in-turn alleviate those challenges. Potential risks on this study may only be discomfort during the group discussions on the Learners with Visual Impairments. You will not be reimbursed or receive any incentives for your participation in the research.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at (+268) 7612 3010 / 7912 3010. Please do not append your signature until you are clear of what is expected from you.

Researcher's name: Nomsa Treasure Maseko Phone number: (+268) 7612 3010 / 7912 3010

Please make sure that you ask all your questions and get answers before you sign the written assent form.

WRITTEN ASSENT

I have read the letter that asks for my participation in the research in my school. I understand the study information and I know what is expected from me. I would like to participate in this research.

Learner's name (print): Learner's signature: Date:

(The witness must be over 18 years old and present when signed.)

Witness's name (print) Witness's signature Date:

Parent / guardian's name (print) Parent / guardian's signature: Date:

Researcher's name (print) Researcher's signature: Date:

APPENDIX I: Requesting consent letter from teachers.

Title of interview: IN-DEPTH INTERVIEW WITH OPEN-ENDED QUESTIONS FOR TEACHERS OF LEARNERS WITH VISUAL

Dear respondent

This interview contributes to my Doctoral study named: Inclusionary and exclusionary experiences of Learners with Visual Impairments: A narrative study of three inclusive high schools in the Kingdom of Eswatini for a Doctoral Degree in Inclusive Education degree at the UNISA. You have been purposively chosen and may I invite you to participate in this interview.

This study aims examine how selected inclusive high schools in Eswatini adhere to the least possible standards of Suitability, Availability and Equitability which is the SAVE Framework. It strives to fulfil the entitlement to Inclusion of students with visual impairments. Research findings could benefit Learners with Visual Impairments by highlighting the challenges they face in a bid to sensitise the Government and in-turn alleviate those challenges. There is no compensation or incentives for your partaking in the study.

Kindly respond to this interview, that comprises of two parts as truthfully as possible and relating to your experiences and views. Potential risks to the teachers associated with the answering of this interview that could cause harm or discomfort will be mitigated by ensuring that the guidance and counselling department is on call to attend to any participants who could need counselling. The interview will take approximately forty minutes.

It is not necessary to specify your institution or name thus you will be guaranteed of your anonymity; nonetheless, your occupation, gender, age et cetera may lead to a holistic analysis. All gathered data will be utilised for this study purpose only and will be confidentially safeguarded. Participating in the in-depth interview is voluntary and you can withdraw from participating, omit some questions without any consequences at any stage. Once the study has been completed, an electronic copy of the research findings will be available upon demand.



Approval to commence this research was approved by the Ministry of Education in Eswatini and the Ethics Committee of the College of Education, UNISA. For any research-related enquiries, please direct them to me or my supervisor. My contact details are: (+268) 7612 3010 e-mail: 43427030@mylife.unisa.ac.za or nomsachunku@gmail.com and my supervisor can be reached at +27 82 668 1717, Department of Inclusive Education, College of Education, UNISA, e-mail: maguvmo@unisa.ac.za.

By responding to this interview, you infer that you have accept your participation in this study.

APPENDIX J: Focus-group assent and confidentiality agreementt

I _____ permit assent that data I will discuss throughout the focus-group can be utilised by Nomsa Treasure Maseko for her study. I am conscious that the focus-group discussions will be electronically recorded and permit assent for these recordings, on condition that my confidentiality is safeguarded. I promise not to reveal any information from the group discussion to a third person outside the group, so as to safeguard confidentiality.

Participant's name (Please print): _____

Participant signature: _____

Researcher's name: (Please print): _____

Researcher's signature: _____

Date: _____

APPENDIX K: IN-DEPTH INTERVIEWS WITH OPEN-ENDED QUESTIONS FOR TEACHERS
GENERAL INFORMATION

Mark in the box (X) for the relevant gender

MALE	
FEMALE	

Mark in the box (X) for the relevant age bracket

20-30 years	
31-40 years	
41-50 years	
51-60 years	

SECTION A - QUESTIONS

1.What do you understand by the words barriers to Inclusive Education?

2.Do you give any form of introductory session to the Learners with Visual Impairments to familiarise them with the physical environment and infrastructure in the school as part of orientation and mobility?

3.What educational constraints do teachers encounter in schools? Please elaborate.

4.What barriers do the Learners with Visual Impairments face in their day-to-day lives within the school? Please elaborate.

5.According to your understanding, do you believe that barriers in inclusive high schools negatively affect the success of Inclusive Education? Please elaborate.

6.What should be done to reduce the challenges that the Learners with Visual Impairments face?

7.Are you trained to teach at high school and in an inclusive high school? Please explain.

8.How many learners are in your classroom, and what disabilities do they have?

9.Is the class size adequate for an inclusive class? Explain briefly.



10. Can you successfully attend to all the learners in your class, especially the Learners with Visual Impairments?
11. Does the infrastructure (toilets, laboratories, classrooms, gardens, assembly square, gardens) allow all learners, teachers, and parents to access all buildings?
12. Can the teachers adapt the syllabus to adhere to the unique needs of the Learners with Visual Impairments? Explain briefly.
13. Can you read and write Braille? How many other fellow teachers can read and write Braille in the school?
14. Which assistive technologies and learning devices are available for Learners with Visual Impairments?

SECTION B: QUESTIONS

1. Which language of communication is mainly used by the teachers and Learners with Visual Impairments in and around the school? Are the Learners with Visual Impairments comfortable with this language?
2. Is the assessment of the Learners with Visual Impairments different from that of other learners in the school? If various, explain further,
3. Is there a well-equipped resource centre in your school? How does this resource centre operate, and how does it benefit the Learners with Visual Impairments?
4. How many teachers in the school are disabled? How many teachers have visual impairments?
5. Are the parents and caregivers involved in their children's growing up? Explain how.
6. Would you say the Government and the school administration should listen to the voices of the school's Learners with Visual Impairments? Explain.
7. How do the Administration and the teachers discipline wayward learners in the school? Is it effective?

THANK YOU FOR YOUR TIME AND PATIENCE

APPENDIX L: OBSERVATION SCHEDULE

FACTOR RATING: 1 - Strongly disagree, 2 – Disagree, 3 – Medium, 4 – Agree, 5 – Strongly agree

NB: TICK THE MOST APPROPRIATE.

TEACHER	FACTORS				
	1	2	3	4	5
1. Is the sitting position of Learners with Visual Impairments within Is the class comfortable and accessible?					
2. Lesson introduced and linked with the previous lesson.					
3. Clarity of the voice.					
4. Voice projection.					
5. Teaching methods used – appropriate for Learners with Visual Impairments.					
6. Praise/ encouragement / Use of learners' ideas/ Comments.					
7. Appropriateness of pace with the audience.					
8. Curriculum adaptation for Learners with Visual Impairments.					
9. Use and efficiency of learning and assistive devices.					
10. Class size appropriate for an inclusive class.					
11. Availability and usefulness of teaching assistants.					
12. Availability and usefulness of the resource centre.					
13. Accessibility to all school buildings by the Learners with Visual Impairments.					
14. The lesson is summarised and linked to other lessons.					



APPENDIX M: FOCUS-GROUP INTERVIEW GUIDE FOR LEARNERS WITH VISUAL IMPAIRMENTS

- What is your understanding of Inclusive Education?
- How many learners are in your class?
- Where do you sit in the class?
- Can you hear the teacher from where you sit?
- How does the teacher adapt the curriculum to suit your needs?
- Are the teachers fluent in Braille reading and writing?
- How is your assessment different from that of other learners?
- Can all the Learners with Visual Impairments access all buildings in the school?
- What are the attitudes of the other learners and teachers in the school?
- Do you have friends in the class or school?
- How is the support from teachers, parents, other learners and the Government for the Learners with Visual Impairments?
- What are the advantages of learning in an inclusive high school?
- What are the disadvantages of learning in an inclusive high school?
- How are the Learners with Visual Impairments accommodated in the school?
- What motivates you to continue learning despite your visual impairment?
- How would you describe your experiences as a learner with visual impairments in an inclusive high school?
- Would you recommend an inclusive high school to another learner with visual impairments?
- What challenges are the inclusive high school, the teachers, and parents facing in their quest to accommodate the Learners with Visual Impairments?
- What advice and suggestions can you give to enhance the inclusion of LVIs in an inclusive high school?

APPENDIX N: INTERVIEWS WITH GUIDE FOR HEAD TEACHERS

- What is your understanding of Inclusive Education and Learners with Visual Impairments?
- How do you perceive the learning of Learners with Visual Impairments in your school?
- Are the teachers trained in teacher education and teaching in inclusive high schools?
- Have you been trained in special educational needs or Inclusive Education?
- Does the school have a resource centre, and who is responsible for billing and transcribing?
- Does the school adhere to the Universal Design of infrastructure?
- Does the Government allocate funding for this school? If so, is it sufficient?
- Are the Learners with Visual Impairments allowed to access inclusive, free and quality-inclusive high school education within their communities?
- Do the Learners with Visual Impairments have fair accommodation to guarantee continuous access to inclusive high schools to ascertain effective and efficient teaching and learning?
- Do the schools offer individualised education plans (IEP) to maximise educational progress that aligns with inclusion goals (United Nations International Convention on the Rights of Persons with Disabilities 2006, Article 24)?
- Do the teachers and Learners with Visual Impairments learn and understand Braille, and are they taught mentoring skills, peer support, mobility skills and orientation and mobility?
- Do Learners with Visual Impairments access compulsory elementary education that aligns with The Universal Declaration of Human Rights (2017)?
- Does the school promote tolerance, understanding, friendships and religious tolerance for all learners?
- Does the school and Government allow the parents and guardians of the Learners with Visual Impairments to choose the kind of education they desire for their children?
- Does the school uphold the children's basic Human Rights to cultural and social life, protection from harmful influences, abuse and exploitation, full family participation, and an opportunity to develop and survive?
- How can Inclusive Education for Learners with Visual Impairments be improved in Eswatini?



APPENDIX O: CONFIRMATION OF REGISTRATION

2020

A I R M A I L
MASEKO N T MISS
P O BOX 281
SITEKI
L300
SWAZILAND

STUDENT NUMBER : 43427030

ENQUIRIES TEL : 0800 001 870

eMAIL : mandd@unisa.ac.za

2025-04-08

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (EDUCATION) (90019)

					PROVISIONAL EXAMINATION	
CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM. DATE	CENTRE (PLACE)
----	-----	-----				
Study units registered without formal exams:						
@ TFP1E01		PhD - Education (Inclusive Education)	**	E		
TFP1E01		PhD - Education (Inclusive Education)	**	E		
@ Exam transferred from previous academic year						

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information. Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification. Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 22425.00

Payable on or before:

Immediately: 7400.00	2025/03/31: 0.00	2025/05/15: 7512.00	2025/08/15: 7513.00
	2025/11/15: 0.00	2026/03/15: 0.00	

Yours faithfully,

Prof MM Sepota
Acting Registrar

1031 0 00 0



APPENDIX P: LANGUAGE EDITING CERTIFICATE

23 March 2025

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the PhD Thesis entitled:

INCLUSIONARY AND EXCLUSIONARY LIVED EXPERIENCES OF LEARNERS WITH VISUAL IMPAIRMENTS: A NARRATIVE STUDY OF INCLUSIVE HIGH SCHOOLS IN ESWATINI

by

NOMSA TREASURE MASEKO

Student Number: 43427030

My involvement was limited to professional language editing: contextual spelling, grammar, punctuation, unclear antecedents, wordiness, vocabulary enhancement, sentence structure and style, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and the table of contents. I did not do structural rewriting of the content. Kindly note that the manuscript was formatted as per the agreement with the client.

No responsibility is taken for any possible occurrences of plagiarism that may not have been obvious to the Editor. The client is responsible for ensuring all sources are listed in the reference list. The editor is not accountable for any changes made to this manuscript by the client or any other party after my edit.

The client remains responsible for the quality and accuracy of the final submission.

Sincerely,



Prof Thulani Zengerle (BA, B.Ed., PGDE, M.Ed., D.Ed. Basic and Advanced Editing Skills)



Thulani Zengele
Associate Member
Membership number: ZEN002
Membership year: March 2023 to February 2024
084 602 8634
info@zenedit.co.za

www.editors.org.za