

A Conversation about Inclusive Education: Revelations from Namibian Primary School Teachers

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Abstract : Inclusive education stems from a philosophy and vision, which argues that all children should learn together at school. It is not only about treating all pupils in the same way. It is also about allowing all children to attend school without any restrictions. Ten primary school teachers in a circuit in Namibia volunteered to participate in face-to-face interviews about inclusive education. The teachers responded to three questions about their (i) understanding of inclusive education; (ii) whether inclusive education was implemented in primary schools; and (iii) whether they were able to work with learners with special needs. Findings indicated that teachers understood what inclusive education entailed; felt that inclusive education was not implemented in their primary schools, and they were unable to work with learners with special needs in their classrooms. Further, the teachers identified training and resources as important components of inclusive education. It is recommended that education authorities should perhaps verify the findings reported here as well as ensure that the concerns raised by the teachers are addressed.

Keywords : classrooms and schools, inclusive education, resources, training

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