

CHAPTER 26

SPECIAL NEEDS EDUCATION IN ESWATINI: CHALLENGES AND PROSPECTS

Caiphus A. F. Mamba M.Sc
Vincent Chidindu Asogwa Ph.D
Alfred F Tsikati M.Sc

*Department of Agricultural Education and Extension,
University of Eswatini, Eswatini*

Introduction

Special Needs Education (SNE) has been described by many scholars over the years. It suffices to view the phenomenon as a contemporary means to address an unacceptable scenario where persons with special needs (PSNs) are marginalized, especially in terms of access to education. Exploring the statistics relating to low literacy of these people as outlined by UNESCO (2009), Terfa (2011) concluded that the marginalization of the PWD was unacceptable and stood as a major barrier to the attainment of Education for All goals. It was for such reasons that the Salamanca Statement of 1994 outlined the principles, policy and practices in Special Needs Education and asserts that Education for All could not be achieved without including all types of learners in one learning environment (Terfa, 2011). As such, countries all over the world were expected to put the Salamanca Statement into action and ensure that the PSN had access to all forms of education. SNE provides a proper vehicle to drive its success. Early respondents to the Statement came through the establishment of the European Agency for Development in Special Needs Education (EADSNE), in 1996, which has a remit to improve the quality of special needs provision across Europe by encouraging cross-country collaboration and knowledge exchange (Sheila, 2012).

By definition, a child is commonly recognized as having special educational needs (SEN) if he or she is not able to benefit from the school education made generally available for children of the same age without additional support or adaptations in the content of studies (OECD, 2012). Conditions and physical disabilities that include autism, visual impairments, specific and intellectual disabilities, fall within the scope of special needs are well articulated by Julka et al. (2014). The phenomenon of special needs, as observed globally, also presents itself in multiple folds in Eswatini. Children and older persons who require special education are present in many families, presenting with different levels of physical and mental disabilities and abilities. Such disabilities and abilities put the families with these children and persons in a precarious position where they need to explore ways to help them achieve their dreams and aspirations.



A lot of times, education has proven to be the key for any one, irrespective of their disability or abilities, to achieve their dreams and aspirations. For this reason, Special Needs Education (SNE) has almost always come in handy for children and persons living with different forms of disabilities and abilities. The availability of schools and institutions that deal with enhancing and availing opportunities for education to people living with disabilities in a country increases the chances that they will lead a normal educational or scholarly life.

Defining the concept of SNE, the Ministry of Education (Government of the Kingdom of Eswatini, 2018), states that children, young people and adults are said to be having special education needs if they need services which are over and above what is generally provided as standard in the education system. The need for services arises due to a range of factors transformed into special needs (Ogden, 2014). These include physical, mental, sensory, neurological and developmental impairments, psychosocial issues, and differences in intellectual ability, life experiences or socio-economic deprivation.

In the revised educational policy (Ministry of Education and Training, 2018), the guiding principles respond to SNE in three main formats. On the first count, they take into consideration that every Swazi citizen has the right to education and training appropriate to their age and needs, including the provision of free and compulsory basic education. On the second count, they state that every Swazi citizen has equal rights, opportunities and responsibilities and shall be protected from all forms of stigma and discrimination, including those based on faith, culture, gender, disability, orphan-hood, economic vulnerability or HIV status. On the third count, the principles state that no Swazi citizen shall be excluded from age-appropriate formal and non-formal quality education and training because of its cost. With such principles in place, the education sector policy directly caters for SNE.

Therefore, the Kingdom of Eswatini being fully aware of the current trend of SNE has, perceived it indigenously to accommodate its peculiarities. Although it has made tremendous effort to achieve the stated objectives of SNE, there are still certain constraints that beg for sustainable solutions. Hence, the remaining part of this chapter, discusses the importance of SNE, objectives of SNE, and justification of SNE in Eswatini. The Eswatini achievement in SNE, the challenges and possible prospects of SNE in Eswatini were as well handled.

Importance of Special Education in Eswatini

In many countries, SNE is key to unlocking the potential harboured by children and people with different forms and severity of disabilities and abilities, especially learning disabilities and abilities, as well as training teachers about issues surrounding SNE. In a study by Odongo and Davidson (2016) in Kenya, issues surrounding the SNE emerged as one of the common areas of concern by general education teachers (GEN-ED) and special education teachers (SPED) (Odongo & Davidson, 2016). Malawi has also been hard at work, putting in place policies to



establish SNE as described in a study by Itimu and Kopetz (2008). In their study, the authors conclude by highlighting the importance of continued government legislation in support of the SNE programmes to provide effective services to special populations of children nationwide (Itimu&Kopetz, 2008).

Eswatini has also highlighted the need to establish SNE programmes parallel with Special Educational Needs (SEN) which has been classically defined by such academic entities as Cambridge Assessment International Education (UCLES, 2017). In strengthening the need for an educated and balanced society, in its enactment, the Constitution of the Kingdom of Eswatini affirmed the establishments of schools by religious entities and societies (Government of the Kingdom of Eswatini, 2005). This affirmed the establishment of such Special Educational Needs schools such as St. Joseph Primary and high schools and Ekululameni Rehabilitation Centre in the outskirts of Manzini and the School for the Deaf in the outskirts of Siteki. These schools are establishments by religious societies to improve the lives of persons and children living with different forms of disabilities and abilities yet needing quality education and integration to mainstream work environments.

The constitution continues to protect children and minors from any form of labour which could constitute a threat to their health, education, or proper development in favour of educational endeavours. It also gives the right to Free and Compulsory Basic (Primary) Education in public schools. With such promulgations, the constitution inadvertently gives children and persons needing SNE unlimited access to quality and equitable education wherever they may find themselves within the borders of the country, irrespective of their social and economic status.

The National Policy Statement on Education (Ministry of Education and Training, 1999) had earlier highlighted the need for Special Education associated with the needs of children with disabilities and abilities. The policy statement documented the need to design and offer educational programmes to children with special needs such as physical disabilities, visual and auditory impairment, mental disabilities, social and behavioural problems as well as gifted children. While the Special Education Policy Statement (Ministry of Education and Training, 1999) elaborated guidelines for setting up Special Education programmes that provided a variety of settings, including the regular classroom. The inclusion of intellectually gifted learners in the policy statement was a great area of SNE in Eswatini as other countries had to deal with these children separately. For example, Ochieng (2011) quotes Lagatt (2010) as stating that the national special needs education policy does not consider the intellectually gifted as learners with special needs. A direct result of such a scenario was that the Kenya Institute of Special Education (KISE), and other teacher training institutions emphasize the training of teachers for learners with disabilities but not learners with high abilities (Ochieng, 2011).



Objectives of Special Education in Eswatini

When one examines closely The National Policy Statement on Education (Ministry of Education and Training, 1999) and the Special Education Policy Statement (Ministry of Education and Training, 1999), a few objectives of the establishment of SNE by the Eswatini Government stands out. These objectives can be summarized as follows: 1 – to unlock the potential harboured by children and people with different forms and severity of disabilities and abilities; 2 – to improve the lives of persons and children living with different forms of disabilities and abilities, yet needing quality education and integration to mainstream work environments; 3 – to offer to children and persons needing SNE unlimited access to quality and equitable education wherever they may find themselves within the borders of the country, irrespective of their social and economic status; 4 – to design and offer educational programmes to children with special needs; and 5 – to deal with children diagnosed with significantly high abilities within the precincts of the mainstream schools of Eswatini without having to ascribe them special institutions

Justification of SNE in Eswatini

The implementation of SNE must begin with a holistic comprehension of the special educational needs required by the recipients. The manual on Policies, Procedures and Guidelines (British Columbia Ministry of Education, 2016) states that students having special educational needs are those with characteristics which make it necessary to provide them with resources different from those which are needed by most students (British Columbia Ministry of Education, 2016). To this end, the National Policy Statement on Education (Eswatini Ministry of Education and Training, 1999) highlights the need to facilitate access to education for all learners with disabilities by improving the infrastructure to make it user-friendly from basic through tertiary level. In many public primary, secondary and tertiary institutions, the improvement of infrastructure has been done to cater for physically disabled persons. This is in the form of ramps to replace stairways and walkways that enabled wheelchair users to navigate the surroundings easily; a form of “*reasonable accommodation*”, as outlined by UNICEF (2017) (UNICEF, 2017).

In the quest to ensuring accessibility to an appropriate education programme for children with different forms of disabilities and abilities, the Ministry of Education and Training issued a Special Education Policy Statement (Ministry of Education and Training, 1999). In this policy statement, the Ministry of Education and Training details the guidelines and procedure to be followed by principals in collaboration with parents on agreement to place a child in one of the schools running a special education programme. The schools running such programmes includes Ekwetsembeni School for The Mentally Handicapped, Siteki School for the Deaf, and St. Joseph School for the Blind. The guidelines and procedure stipulate that such agreements must be in writing and copied to the Ministry of Education through the office of the Coordinator, Special Education Services.



The guidelines and procedure further states that a special education programme should be based on an individualized programme plan. Also, it should be based on and modified by the results of continuous assessment and evaluation and should provide for instruction appropriate to the student's individual learning level. Another important guideline and procedure alert the head teachers and parents that students with special education needs may require constant changes to the regular curriculum, staffing, instruction and evaluation strategies, materials and resources, and facilities or equipment (Ministry of Education and Training, 1999)

Although certain schools had already been offering special education in normal settings, the Special Education Policy Statement (Ministry of Education and Training, 1999) highlighted the need for the development of specialized curriculum for students with special needs. For example, the policy statement stated that for students with severe handicapping conditions, a focus on appropriate skill development is essential. It continues to state that other curricula will need to be adapted to address the special needs of the student, and that for students identified as gifted and talented, every opportunity should be found to provide an enriching and stimulating curricular focus.

In a bid to ensure that the teachers in schools where students with SNE are prevalent, the Special Education Policy Statement (Ministry of Education and Training, 1999) provided a proper guide on their development. The policy statement highlights the need for professional staff development which should be planned for and catered for at the commencement of the school year. The head teacher at schools with students requiring SNE needs to work closely with the teacher in developing, encouraging, and monitoring the continuous improvement process (Ministry of Education and Training, 1999).

The Deputy Prime Minister's office, in its National Disability Plan of Action (2015), also gave a strong input on the training of educators in Special Education. It highlighted the need to develop and facilitate capacity building programmes for educators, including pre-service and in-service courses in special education and training in sign language and Braille, and in the use of technology as a communications tool. These interventions would ensure that the staff tasked with running the Special Education programme in public schools are kept abreast with new methodologies and technologies to assist learners with all forms of disabilities, especially those requiring SNE.

Eswatini Achievement in the SNE

The Government of the Kingdom of Eswatini has long had some expectations to be fulfilled in running Special Education programmes that will respond to the requirements of SNE. The Special Education Policy Statement (Ministry of Education and Training, 1999) states succinctly that to address the needs of a special education programme, it is necessary to establish a frame of reference with accepted expectations and measurable outcome indicators. In line



with such expectations, different bodies were put in place through the Special Education Policy Statement (Ministry of Education and Training, 1999) that includes Special Education Panel, The Special Education Advisory Committee, Ministry of Education Official, School Authorities, Parents, and other Education Stakeholders, to discuss the Special Education Indicators. These indicators were to be placed as weigh points to monitor delivery and performance of Special Education programmes in line with SNE in the country.

The Government of the Kingdom of Eswatini is cognizant of the need to support SNE in the country. Table 1 shows that SNE was catered for in the recurrent education spending of the years under review by The World Bank (2017), that is, from 2018 to 2021 education budgets. However, for the years under review, there was no significant improvement of the budget funding towards the SNE.

Table 1
Trend in public recurrent education spending by education level

	Public recurrent education spending (current E, million)		
	2018/2019	2019/2020	2020/2021
Preprimary	3	3	3
Primary	1,446	1,562	1,501
Junior secondary	800	855	793
Senior secondary	396	424	415
Tertiary education	714	757	818
Public formal TVET	48	52	50
AELL	13	13	13
Special needs education	15	16	15
Teacher education	55	63	59
Cross-sectoral administration	223	212	203
Total	3,713	3,958	3,870
	Public recurrent education spending (% of total)		
	2018/2019	2019/2020	2020/2021
Preprimary	0.1%	0.1%	0.1 %
Primary	39%	39%	39 %
Junior secondary	22%	22%	20 %
Senior secondary	11%	11%	11 %
Tertiary education	19%	19%	21 %
Public formal TVET	1.3%	1.3%	1.3 %
AELL	0.4%	0.3%	0.3 %
Special needs education	0.4%	0.4%	0.4 %
Teacher education	1%	2%	2 %
Cross-sectoral administration	6%	5%	5 %
Total	100%	100%	100 %

Source: Budget books, WFP, AEC for school feeding and OVC education grant splits.



Note: 1) Included scholarships and OVC education grants. 2) All data were for approved budgets. 2) Cross-sectoral spending included administration, management, teacher training, curriculum development and career guidance.

The efforts by the Government Of Eswatini to make quality and equitable education accessible to all learners, irrespective of their requirement for SNE, is highlighted in the Swaziland National Curriculum Framework for General Education by the National Curriculum Centre (2018). According to the framework, the curriculum in the mainstream schools should be flexible and more responsive to the needs of all learners requiring SNE in Eswatini's (formally Swaziland's) special and mainstream schools and resource centres. In the process, this framework ensures that appropriate and relevant education accessibility expands and is provided to all learners (National Curriculum Centre, 2018).

In Eswatini, there are four schools which were established with the sole purpose of offering Special Needs Education to children and persons with varying forms of disabilities. These schools are strategically located in the four administrative regions of the country. They include St. Joseph's primary and secondary schools at Ngculwini (Manzini region); Ekwetsembeni primary school in Mbabane (Hhohho region); School for the Deaf in Siteki (Lubombo region); and Qinisweni primary school in Nhlangano (Shiselweni region). However, the Government of Eswatini, just like in other countries, is addressing the challenge of Special Education within normal schools rather than creating dedicated facilities to resolve such problems (Ministry of Education and Training, 1999).

As such, the schools initially designed for Special Educational Needs have evolved to be inclusive of the mainstream education, although the specific needs of the disabled children are still addressed in these schools. Such schools as Qinisweni primary, St. Joseph's primary and high schools have become inclusive of the mainstream education system. Ekwetsembeni primary school in Mbabane (Hhohho region) has remained strictly for rehabilitation of children with acute learning challenges. In some of the established schools for the disabled, there have been developed centres with special programmes for vocational training for the disabled persons. The Ekululameni (Mzimpofu) vocational centre at Ngculwini (Manzini region) and the Vocational and Training institution in Nhlangano (Shiselweni region) has long been established to train students and young adults with SNE requirements, although the institutions are still open to all students irrespective of this status.

All tertiary institutions in Eswatini are inclusive of SNE, and welcome all high school students' graduates, and all young and old persons for mature age entry levels without necessarily segregating them according to their SNE requirements. This is in line with the established education policies and frameworks; to avail quality and equitable education to everyone.



Challenges Faced by SNE In Eswatini

In order to address issues surrounding SNE, it is important to first put in place structures and programmes to identify learners with special needs. Drabble (2013), states clearly that adequate support begins with the correct identification of the needs required by these learners, which may in turn lead to a diagnosis (Drabble, 2013). The biggest challenge faced by Eswatini, just like other African countries, is the fact that a systematized early identification of children with special education needs does not exist (UNESCO, 2022). In Tanzania, for example, research by Mapunda, Omollo and Bali (2017) found that there was little involvement of parents on issues relating to assessment for identification and intervention for their pre-primary children with special needs education. In Eswatini, class teachers, especially at primary school level, are normally tasked with the complex task of identifying the students who may need Special Education, and in extension SNE. To ease the burden placed on the teachers' shoulders, the Ministry of Health, in collaboration with the school Health programme in the Ministry of Education, are often expected to conduct early identification, ideally before enrolment to formal school (UNESCO, 2022).

Some of these challenges emanate from ignorance of glaring needs to address the youth challenges faced by disabled persons, including children with gifted abilities. In its definition of Education for Sustainable Development, the National Youth Operation Plan 2022-2025 (2022), there is no reference for children and persons living with disabilities and high abilities. However, the policy document highlights the challenge of the availability of schools to cater for the population with non-visible disabilities, i.e., learning disability (Ministry of Sports, Culture and Youth Affairs, 2022). For the most part, it would be persons and children with physical (observable) disabilities who may receive some attention and assistance. According to the policy document, it is a challenge to cater for children and persons with learning disabilities from the government's side.

One of the greatest challenges to SNE requirements is the late identification of children and persons with disabilities and high abilities. The National Policy Statement on Education (Ministry of Education and Training, 1999) states that such identification happens during late childhood for the disabled individuals. This compounds the problem of supply of SNE in public schools, as more children come into government schools with different disabilities and high abilities late. The policy document also notes a challenge concerning children described as gifted or very bright who also need attention and assistance. The paper is on challenges of SEN yet it has this scanty information.

On contacting some of the schools that run the SNE programmes in Eswatini, it transpired that government assistance came in, but with slight challenges. Whereas the Government of Eswatini sends to these schools' materials to be used for educational purposes for disabled children and persons, it is normally materials in line with mainstream education. Teachers and administrators in these schools work hard to adapt the materials to the specific



requirements and needs of the students who need SNE. Availability of resources is another issue. The government assistance may not meet all the requirements and the schools have to turn to donors. This creates a huge challenge when donors are not available to assist.

The observation by one school (Ekwetsembeni) of children with severe challenges, such as Autistic children, has made the school to prioritize their students' needs and shun away from revolutionizing the school to be an inclusive one. This gives them a better chance to concentrate on rehabilitating these children to be ready for high school and to integrate easier to new environments.

Prospects for SNE in Eswatini

The National Youth Policy Operation 2022-2025 (Ministry of Sports, Culture and Youth Affairs, 2022) highlights several Strategic Focus points, including promotion of diversification of education options and non-formal education. As these strategic focus points are operationalized, the idea is to include all sections of marginalized young people, including those with SNE requirements. To integrate children and persons with all forms of disabilities and abilities, the national youth programmes should also consider and expand policies to cater for children and persons with SNE requirements.

The Ministry of Education and Training supports the integration and inclusion of children with special learning needs in the Education System (Ministry of Education and Training, 1999). Also, through the National Policy Statement on Education (Ministry of Education and Training, 1999), the Ministry of Education and training is committed to making available special facilities for gifted children in public learning institutions. The Deputy Prime Minister's office issued a National Disability Plan of Action (2015) in which a few highlights on Special Education can be noted. It suggested the introduction of a new competency-based curricula and reviewed teaching methods and assessment procedures at primary and secondary level to ensure they are flexible, inclusive and relevant to all learners with special education needs.

The area of inclusivity in SNE has been bolstered in Eswatini from the construction of four inclusive secondary schools and opened, one in each of the four administrative regions of the country (UNESCO, 2021). The Japanese government was instrumental in assisting with funds to construct the schools designed to cater for all the needs of students with varying disabilities; a well inclusive SNE environment. It is worth noting that in these schools, class sizes are limited to a design maximum of 35 students per class. This ensures that teachers are fully aware of the needs of individual students and have enough time to respond appropriately to such needs as the class population is low.

This recent establishment of the schools in the four administrative regions of the country followed yet another milestone in Special Education Needs. It follows the introduction of Special Needs and Inclusive Education in three teacher training colleges in the country; these being Ngwane, Nazarene and William



Pitcher Teachers College (UNESCO, 2022). The UNESCO (2022) report also states that the Special Educational Needs Unit has developed an in-service training programme for primary school teachers, with a plan to have it accredited by one of the local tertiary institutions. This will further anchor the SNE as required by some children, especially in public schools of the country.

While the country currently does not have schools for the intellectually gifted, there could be a need for higher education (tertiary) to train teachers to deal appropriately with such cases as they form part of SNE. Scholars have concluded that there is a need for concerted effort to reorganize the school curriculum, environment, and educational policies to explicitly provide for the special needs of the gifted (Ochieng, 2011; NCSE, 2014).

As the children and persons with the varying forms of disabilities grow up, there comes a time when they will need to go to high school or even tertiary institutions for skills development. In Eswatini, although one school concentrates on children with varying degrees of learning challenges, most such schools are increasingly becoming inclusive of SNE. The establishment of vocational centres in some of the schools that were designed to cater for such children and persons has given them a chance to develop themselves in life-skills as they integrate into mainstream society. Centres such as Ekululameni in Mnzini and the Vocational Centre in Nhlanguano offer the children such skills required to establish themselves in the formal and artisanal workplace, regardless of their disabilities.

Conclusion

Eswatini has come a long way in improving the lives of people living with different forms and degrees of disabilities and abilities through provision of Special Needs Education programmes. Almost all the special schools, located in the four regions of the country, were specifically designed for such special educational needs. However, some of these schools have evolved to be inclusive, with some newly built high schools in each region for the same purpose. One such school, though, has retained its initial objective – that of helping only children with special educational needs. The evolution of the SNE schools have made it a lot easier to draft the children requiring SNE into the mainstream education system. This has ensured that the limited government help reaches a wider educational scope in terms of SNE requirements by different children and persons living with learning disabilities and abilities.

It is imperative that children and persons who require SNE in Eswatini schools do not feel “special” and different from the rest of his or her peers. As such, the introduction of inclusive education in many of the country’s colleges and universities has made it even easier for the training of teachers and other personnel to be available for the delivery of SNE even in the mainstream education system. With limited resources, the schools involved in SNE ensure that the children and persons requiring SNE are integrated more easily into high school and tertiary institutions as well as the work environment.



Suggestions

1. The government of Eswatini should consider improving and intensifying the assistance it gives to schools running the SNE programmes.
2. The government of Eswatini, through the Ministry of Education and Training, needs to expand the SNE programmes to more schools. In this way, children and persons who require SNE yet live in remote areas should also be able to benefit from the mainstream education wherever they are in the country.
3. In collaboration with international education partners, the government of Eswatini should consider establishing schools for the gifted children. This would give a chance for children with notably high mental abilities and fast educational development a chance to attain their educational goals without being slowed down in the mainstream classes.
4. The government of Eswatini, through the Ministry of Education and Training, should consider fast-tracking the accreditation of the In-service Training Programme for primary school teachers on SNE by the University of Eswatini as developed by the Special Educational Needs Unit. Such programmes should be expanded to high school teachers as well. This will increase the number of teachers capable of handling SNE cases and improve its delivery at all levels of education.

References

- British Columbia Ministry of Education. (2016). *SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines*. British Columbia Ministry of Education. Victoria: BC Ministry of Education.
- Deputy Prime Minister's Office. (2015). *Swaziland National Disability Plan of Action (NDPA) 2015-2020*. Mbabane: Government of the Kingdom of Swaziland.
- Drabble, S. (2013). *Support for Children with Special Educational Needs (SEN)*. European Union. Santa Monica, CA: RAND. www.rand.org
- Government of the Kingdom of Swaziland (2005). *The Constitution of the Kingdom of Swaziland Act 2005*. Swaziland. www.gov.sz
- Itimu, A. N., &Kopetz, P. B. (2008). Malawi's special needs education (SNE): perspectives and comparisons of practice and progress. *Journal of Research in Special Educational Needs*, 8(3), 153-160. doi:10.1111/j.1471-3802.2008.00113.x
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M., Anupriya, & Salim, & D. (2014). *Including Children With Special Needs: Primary Stage*. New Delhi: National Council of Educational Research and Training. doi:978-93-5007-284-4
- Mapunda, P. H., Omollo, A. D., & Bali, T. A. (2017). Challenges in identifying and serving students with special needs in Dodoma, Tanzania. *International Journal of Child Care and Education Policy*, 11(10). doi:10.1186/s40723-017-0036-8



-
- Ministry of Sports, Culture and Youth Affairs. (2022). *National Youth Policy Operational Plan 2022-2025*. Kingdom of Eswatini. Mbabane: United Nations Population Fund - Eswatini. www.go.sz
- Ministry of Education and Training. (1999). *National Policy Statement on Education*. Government of the Kingdom of Eswatini, Mbabane. www.gov.sz
- Ministry of Education and Training. (1999). *Special Education Policy Statement*. Mbabane: Government of Swaziland. www.gov.sz
- Ministry of Education and Training. (2018). *National Education and Training Sector Policy*. The Government of the Kingdom of Eswatini. www.gov.sz
- National Curriculum Centre. (2018). *Swaziland National Curriculum Framework for General Education*. National Curriculum Centre (NCC). Manzini: Ministry of Education and Training. doi:978-0-7978-0484-5
- NCSE. (2014). *Children with Special Educational Needs: Information Booklet for Parents*. County Meath: National Council of Special Education. www.ncse.ie
- Ochieng, O. S. (2011). THE PLIGHT OF THE KENYAN ABLE SCHOOL MISFIT. *Educating Every Learner, Every Day: A Global Responsibility* (pp. 99-102). Windhoek: The Journal of the International Association of Special Education. doi:978-0-615-47548-6
- Odongo, G., & Davidson, & R. (2016). Examining the attitudes and concerns of the Kenyan teachers toward the inclusion of children with disabilities in the general education classroom: A Mixed Methods Study. *INTERNATIONAL JOURNAL OF SPECIAL EDUCATION*, 31(2).
- OECD. (2012, May 14). Special Educational Needs (SEN). Social Policy Division - Directorate of Employment, Labour and Social Affairs. www.oecd.org/els/social/family/database/CWBM
- Ogden, T. (2014). SPECIAL NEEDS EDUCATION IN NORWAY - THE PAST, PRESENT, AND FUTURE OF THE FIELD. In *Advances in Learning and Behavioral Disabilities* (pp. 213 - 238). doi:10.1108/S0735-004X20140000027012
- Sheila, R. (2012). *EDUCATION AND DISABILITY/SPECIAL NEEDS: policies and practices in education, training and employment for students with disabilities and special educational needs in the EU*. European Union, NESSE. European Commission. doi:978-92-79-23112-4
- Terfa, A. A. (2011). ACHIEVING THE EDUCATION FOR ALL GOALS: THE PLACE OF SPECIAL NEEDS EDUCATION. *Educating Every Learner, Every Day: A Global Responsibility* (pp. 41-44). Windhoek: The Journal of the International Association of Special Education. doi:978-0-615-47548-6
- The World Bank. (2017). *Eswatini Education Sector Analysis*. Washington DC: World Bank Group. Retrieved from www.worldbank.org
- UCLES. (2017). *Special Education Needs. Cambridge Assessment International Education*.
- UNESCO. (2021, December 02). *In Eswatini: inclusive education turns a page*. International Institute for Educational Planning. Dakar: UNESCO. www.iiep.unesco.org
-



UNESCO. (2022). *Global Education Monitoring Report: Eswatini Inclusion*. UNESCO.
UNICEF. (2017). INCLUSIVE EDUCATION. *Including children with disabilities in
quality learning: what needs to be done*.