

Mainstreaming and Inclusion: Challenges Faced by Swazi Parents of School Children with Special Education Needs in Primary Schools

C. I. O. Okeke^a and G. F. Mazibuko^b

^a*University of Fort Hare, East London Campus, South Africa*

^b*Edulini Mission Primary School, Swaziland*

KEYWORDS Parents. Special Needs. Mainstreaming. Inclusion. Challenges. Swaziland

ABSTRACT This study employed the survey research design to find out the challenges faced by parents of children with special education needs (SENs). Participants comprised 99 parents whose children attended primary schools in Nhlanguano area of Swaziland. Data obtained through the questionnaire and semi-structured interview instruments were analysed using frequencies and percentages. Result showed that parents encountered challenges when assisting in the education of their children with SENs at school. Result also indicated that participants were not adequately prepared for their roles with their children with SENs in mainstream classrooms. Moreover, participants differed in their perceptions on the implementation of inclusive education in Swaziland primary schools. Following these findings, the study concluded that lack of training on their expected roles in educational decisions impacted the home and school experiences of parents who took part in the study. Some recommendations have been suggested by the authors.