

How to Overcome Challenges for Meaningful Implementation of Inclusive Education in Lesotho

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KEYWORDS Lesotho Schools. Inclusive Education. Teachers. Challenges. Learning Impairments. Intervention Strategies

ABSTRACT This study explores the extent to which inclusive education is appropriately and adequately implemented in Lesotho schools. The study, which was conducted among 256 randomly selected teachers in the two districts of Lesotho, namely Lithabaneng and St. Bernadette, reveals a depressing picture. A semi-structured questionnaire with multiple Likert rating scales was used to collect data from the respondents. Teachers still find it difficult to deal with learners with various learning disabilities, while schools' lack of suitable infrastructure compounds the problem for teachers. The findings show that 63 percent of the teachers bemoan a lack of proper training in order to deal with these learners with disabilities; no support material; and no sympathy from parents and authorities. This situation does not only impact negatively on the morale of these teachers, but also defeats the intentions of ensuring that inclusive education is executed in a manner consistent with government policies.