

**THE MANAGEMENT OF INCLUSIVE
EDUCATION IN THE FOUR
SELECTED JUNIOR PRIMARY SCHOOLS IN
THE EMPANGENI
DISTRICT, KWAZULU-NATAL.**

by

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Submitted in fulfillment of the requirements for the
degree of Master of Technology: Education in the School
of Education at the Durban University of Technology

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Date submitted: August 2013

DECLARATION

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I declare that **THE MANAGEMENT OF INCLUSIVE EDUCATION IN THE FOUR SELECTED JUNIOR PRIMARY SCHOOLS IN THE EMPANGENI DISTRICT, KWAZULU-NATAL** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Ms H. M. Majola

Date

DEDICATION

This work is dedicated to all learners who are experiencing barriers to learning and development, their parents/ care givers and teachers who offer support to them.

ACKNOWLEDGEMENTS

This study would not have been possible without the enormous support provided by my supervisor, Professor P.D. Siyakwazi from Durban University of Technology. Her patience and guidance when I was going through life challenging times gave me strength to go on. I humbly thank God for her.

One special thank you, to my Lord and Saviour, Jesus Christ, who gave me hope in the midst of challenges.

Another special thank you to the following people for their support in different ways:

- My mother, Mrs Florence Bizani Majola and my aunt, Ms Mavis Ngubo for prayers and financial support,
- Ms Phindile Mayaba,
- Dr S.E. Chonco and
- Ms S.L. Haynes

ABSTRACT

This study investigated the management of inclusive education in the four selected junior primary schools in the Empangeni District, KwaZulu-Natal.

Despite the fact that the White Paper 6 on Special Needs Education and Training: Building Inclusive Education and Training System was released in 2001, aiming at providing quality education for all learners, the implementation and management of inclusive education in schools still remain a challenge. This research, therefore, investigated possible challenges and suggested solutions that could be used for the effective implementation and management of inclusive education in schools.

This study was conducted to answer the following questions:

- i. What are the challenges at school level that delay the implementation of inclusive education?
- ii. What skills do teachers and principals have or acquired in order to identify and support learners who experience barriers to learning and development?
- iii. What are the teachers' perceptions regarding the inclusion of learners who experience barriers to learning and development?
- iv. Does our education system provide teachers with relevant training to meet the challenges that come with inclusive education?

An ethnographic research was conducted in four junior primary schools at the Empangeni District, KwaZulu- Natal to find out what happens in their school setting. Fifteen foundation phase teachers from four junior primary schools, four principals and six final year university student teachers participated in the study. The findings of data collected from teachers, principals and student teachers regarding their views on inclusion of learners who experience barriers to learning were used to make recommendations.

The findings from the study revealed the need for schools to effectively implement the White Paper 6 on Special Needs Education and Training: Building Inclusive Education and Training System (2001). Inclusion of learners who experience barriers to learning and development is an international initiative, which aims to provide

quality education for all learners. The success of inclusion is based on the adoption and implementation of the international, national and provincial inclusive education policies, declarations and guidelines.

In this study, it became evident that there is a shortage of teachers who have specialization in Special Education: Barriers to Learning. In- service teacher training and special education element should be included in all courses of initial teacher training.

Ongoing professional development of teachers on inclusive education issues is also crucial. Teachers need to be provided with necessary skills to identify developmental delays and barriers to learning early. This study highlighted the importance of the establishment of the functional support structures, Institutional Level Support Team and District Based Support Team so that inclusive education is effectively managed in the education system. Provision of skills that will assist teachers to provide relevant support to learners who experience barriers to learning, lies on the existence of the support structures.

The findings also revealed that schools or any other stakeholder cannot address barriers to learning in isolation. Linkages with Tertiary Institutions, Department of Health, Department of Social Development, Non-Governmental Organizations, parents/ caregivers and teacher unions need to be prioritized, in order to ensure that diverse needs of learners are met and barriers to learning and development are addressed.

The positive response from the National Department of Education to the international initiatives for promoting single inclusive education system that is responsive to the diverse needs of all learners, resulted to the release of the White Paper 6 on Special Needs Education and Training: Building Inclusive Education and Training System in 2001. The need to close the gap between theory outlined in all the policies and guidelines that promote inclusive education and practice becomes evident in this study.

The management of inclusive education in schools, therefore requires the School Management Team to facilitate, amongst other things, human resource development and establishment of the Institutional Level Support Team.

LIST OF ACRONYMS

- ACE = Advanced Certificate in Education
- JPTD = Junior Primary Teachers' Diploma
- ABET = Adult Based Education and Training
- ECD = Early Childhood Development
- BA = Bachelor of Arts
- B ED = Bachelor of Education
- FDE = Further Education and Training
- SPTD = Senior Primary Teachers' Diploma (M + 3)
- PTD = Primary Teachers' Diploma (M + 3)
- PTC = Primary Teachers' Certificate (M +2)
- HONS = Honours degree
- M +2 = Matric plus two years tertiary training
- M + 3 = Matric plus three years tertiary training
- M + 4 = Matric plus four years tertiary training
- M +5 = Matric plus five years tertiary training
- M +6 = Matric plus six years tertiary training
- ILST = Institution Level Support Team
- DBST = District Based Support Team

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CHAPTER 1: STATEMENT OF THE PROBLEM AND OVERVIEW OF THE RESEARCH

8. Introduction

This study investigated the management of inclusive education in the four selected junior primary schools in the Empangeni District, KwaZulu Natal.

South African Schools' Act no. 84 of 1996, maintains that:

Proper education is ... necessary to advance the democratic transformation of society and to combat racism, sexism and other forms of unfair discrimination

(Potgieter, Visser, van der Bank, Mothata, and Squelch 1997:7)

The Constitution of South Africa, Act no. 108 of 1996 sites out important values that should be taken into account in the manner that schools operate. The values are human dignity, the achievement of equality and advancement of human rights and freedom. Inclusive education, (as detailed in the Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System 2001), which is the final White Paper that has been released as was followed by the Draft Conceptual and Operational Guidelines for the Implementation of Inclusive Education [Second Draft] in October 2002, aims at achieving the quality of all learners and combating those unfair discriminations based on physical, mental and intellectual differences that have resulted in separate schools.

Inclusive Education, at present, is causing confusion, frustration and fear because it is an unknown concept. Fears and doubts are raised by the question of what curriculum

should be offered in an inclusive environment, the availability of resources and support to teachers, learners and schools and the teacher/ pupil ratio in an inclusive class so that the teachers can assist all learners. The availability of funds to meet educational and learners' needs as well as the empowerment of teachers also raises fears. The fact that inclusive education has been subjected to 20 years (2001- 2021) causes people to lose hope and raises many questions and doubts about its success. The researcher is involved in the implementation of inclusive education in the KwaZulu- Natal Department of Education and is well aware of the problems involved in managing inclusion in schools (Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System 2001: 42.)

This study initially investigated the situation before inclusive education was introduced in the year 2001 and how support was offered to learners who experience barriers to learning. Before 2001, separate systems of education existed, that is, special and ordinary education systems (Engelbrecht, Green, Naicker, Engelbrecht and van Schaik 1999:19).

9. Analysis of the concept “Inclusive Education”

Several writers provide definitions of inclusive education. For example, Engelbrecht et al. (1999: 19) define inclusive education as a system of education that is responsive to the diverse needs of learners. This means that inclusive education intends to acknowledge learners who are most vulnerable to barriers to learning and have suffered exclusion in an education system. Such learners were also labeled as “learners with special needs” because of the barriers they experienced. Coutinho and Repp, (1998: 69) state that inclusion refers to children with disabilities going to the same school as their brothers, sisters and other children in a neighbourhood school

and receiving their education full-time in a general education class with support necessary for success in a classroom.

The above definitions of inclusive education clearly indicate that all learners/ children, including those with disabilities are a valued part of the school community and contribute unique talents and perspectives to the school. They need to be given equal opportunities to access quality education and be provided with the level of support that is relevant to their needs (Continho and Repp, 1998:281).

Literature studied has revealed that inclusive education promotes appreciation of and makes accommodation for diversity. It is also an interactive kind of education where stakeholders support networking in the form of support teams in order to solve problems, exchange ideas and experiences to assist teachers and learners to address and minimize barriers to learning.

Writers such as Bradley, King- Sears and Tessier- Switlick. (1997) and Coutinho and Repp, (1998) point out that there are distinctions between mainstreaming and inclusion. These distinctions are that in mainstreaming, a learner might receive instruction in a separate classroom but participate in some specific activities in a general education classroom. However, inclusion places learners in a general education classroom where they are all actively involved and where differences are celebrated (Bradley et al. 1997: 32). These authors point out that no one is turned away from the inclusive school because of a disability. Inclusive education, therefore, proves to be the kind of education that accommodates and supports all the learners in schools regardless of their age, gender, ethnicity, language, H.I.V. / AIDS status or any other barriers they may experience in access to education. This type of education provides equal opportunity and active participation for all learners, including those

who have had little or no access to schooling. Separate schooling or removal of a learner from an inclusive environment or school is only done when a learner's ability is so severe that education in a normal class, even if supplementary aids and services are used, cannot be satisfactorily achieved (Countinho and Repp, 1999:10-11)

Finally, the KwaZulu-Natal Department of Education has adopted the National Department of Education's definition of inclusive education as recorded in the Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001:6) that is:

- *Acknowledging that all children and youth can learn and that all they need is support;*
- *Enabling education structures, systems and learning methodologies to meet the needs of all learners;*
- *Acknowledging and respecting differences in learners;*
- *About maximizing the participation of all learners in the culture and curricula of educational institutions and uncovering and minimizing barriers to learning.*

10. **Motivation for and purpose of the study**

Before 2001, limited separate schooling existed in South Africa for learners with disabilities. "Special schools" were so few in number that in KwaZulu-Natal, the Empangeni District had only three of these schools to accommodate learners with special educational needs selected from 649 schools. Therefore, most needy children were deprived of the necessary attention they deserved because of the scarcity of

special schools. The problem was exacerbated by the fact that special schools were so expensive and this also rendered them inaccessible to the poor and rural and African children.

The researcher has been a teacher for eleven years and as a member of the Empangeni District, Special Education component, is currently involved in the implementation of inclusive education in the KwaZulu-Natal Department of Education. She is aware of the problems facing learners with special needs in a general classroom. She intended to compile a study, to apprise teachers, parents and learners about the importance of an inclusive education as a means to eliminate a situation where children with special educational needs from disadvantaged communities suffered neglect.

This study also investigated problems faced by teachers, who lack proper training to deal with the new education system, inclusive education. The researcher, herself, faced this situation at the beginning of her teaching career and so is aware of the importance of special educational needs training and the difficulties involved in dealing with learners who experience barriers to learning.

The researcher finally intended to make recommendations for the establishment of an effective and efficient system of inclusive education in KwaZulu-Natal and the best way in which this may be managed.

11. Background to the study

Engelbrecht et al (1999:13-14) quote Fuicher (1989) who maintains that the field of special education was built upon medical, charity and rights discourse. Medical discourse advocated the exclusion of physically disabled students from mainstream schools. This meant that disabled persons were excluded from mainstream social,

economic and political life. Medical discourse concluded that learners with disabilities should be placed in separate schools because there were no remedies for their conditions. This implied that physically challenged learners were unfit and inadequate human beings.

Charity discourse was also used to label learners with special educational needs. This perception viewed learners who experienced barriers to learning as eternally dependent upon the non-disabled persons and indicated that disabled learners required only pity and help.

The National Department of Education responded to an appeal by the World Conference on Special Needs Education (1990) in Thailand. In 1995 the South African Federal Council on Disability (SAFCD) called for a single inclusive education system that is responsive to the diverse needs of all learners.

SAFCD maintained that learners with special educational needs have the right to access equal and quality education (Engelbreght et al. 1999:13-14). According to the Education White Paper 6 on Special Education: Building Inclusive Education and Training System (2001:12) in response to this call by SAFDC, the Ministry of Education appointed a National Commission on Special Education and Support Services in 1996 to investigate all aspects of special needs education and support services in South Africa. The two bodies submitted a joint report to the National Minister of Education, which detailed the need for an integrated system of education.

12. Research problem

The implementation and management of inclusive education in schools still remain a challenge. This research, therefore, investigated possible challenges and suggested solutions that could be used for the effective implementation and management of inclusive education in schools.

13. Research questions

Specific research questions were set up to guide the study. These questions emanated from the above- stated research problem. They were answered as the research unfolded, more especially in the findings and recommendations of the study (Punch, 2005:23). The study was, therefore, conducted to answer the following questions:

- i. What are the challenges at school level that delay the implementation of inclusive education?
- ii. What skills do teachers and principals have or acquired in order to identify and support learners who experience barriers to learning and development?
- iii. What are the teachers' perceptions regarding the inclusion of learners who experience barriers to learning and development?
- iv. Does our education system provide teachers with relevant training to meet the challenges that come with inclusive education?

14. Method of investigation

Qualitative methodology was used in this study. In using a qualitative methodology, a researcher collects data by interacting with selected persons in their settings and by obtaining relevant documents (McMillan and Schumacher, 1993:336-7). Most qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. In this study, relevant documents were gathered and interpreted. Principals, teachers and university students' actions, thoughts and perceptions towards inclusive education were investigated through observations and informal interviews. The researcher also used information from her

own experience in special education within the KwaZulu-Natal Department of Education. Relevant literature was studied and interpreted.

6. Scope of the study

This study will focus on the concept “inclusion” and its implementation and management in the four selected junior primary schools in the Empangeni District. These schools are representative of other schools in the four circuits and should give a clear picture of how inclusion is managed and implemented in the Empangeni District. This study examines the current situation and how inclusive education is managed and also compares inclusive education in South Africa with other countries, which successfully practice inclusive education. Subjects of this research include teachers, principals and final year university students from a school of education.

7. Outline of the study

Chapter one dealt with the analysis of the concept inclusive education and how it differs from mainstreaming. The background of the study, the method used for the investigation and the researcher’s motivation and purpose were outlined. Chapter two reviewed the literature on inclusive education and investigated children with special educational needs. Chapter three explained the research design and methodology that was used to collect data from the selected participants. Chapter four is made up of the presentation, analysis and the interpretation of the data collected by the researcher in her experiential study. Chapter five comprises of the conclusion and recommendations based on the data collected and its interpretation.

8. Chapter summary

This Chapter introduced the central topic of this research study that is the management of inclusive education in the four selected junior primary schools in the Empangeni District, KwaZulu-Natal. The researcher explained the purpose of her study, her motivation and indicated the methodology to be used in this research. Chapter two reviews the literature relevant to this study.

CHAPTER 2: LITERATURE REVIEW

1. Introduction

Literature pertaining to Inclusive Education is reviewed in this chapter. Selected literature, particularly relevant to this research, was consulted and analyzed in order to explore issues such as local and foreign Inclusive Education systems and their objectives and benefits. Problems facing teachers who lack proper training to teach learners with special educational needs was also be investigated.

2. A need to change from a specialized education model to an Inclusive

Education model

Clough and Corbett (2000:3) point out that in London, in 1978 a commission headed by Warnock reported in its findings that:

“It is wrong ... to identify children by means of their ‘handicap’ and then to send them to schools organized to deal with just such ‘categories’ (2000:3)

The report indicated that instead of referring children, who experience some intrinsic and extrinsic barriers to learning in special schools, barriers should be identified and necessary support provided, so that barriers could be minimized or overcome.

Inclusive Education is also aimed at providing basic education for the wide range of marginalized group. According to the White Paper 6 on Special Education: Building Inclusive Education and Training Systems (2001:9), Inclusive Education seeks to eliminate the remains of the ravages of the apartheid education system where segregation of learners based on race was extended to include segregation based on disability.

Hay and Beyer (2000:1) pointed out in their presentation, that Inclusive Education movement has become internationalized in the sense that developed and underdeveloped countries have adopted the rhetoric, though the movement towards inclusion may be attributed to different reasons. One reason is that South Africa disentangled itself from the isolation of the apartheid era, and thus had to align itself with international trends. Some international statements, declarations and documents compel everyone, including South Africa, to align their practices with inclusive model in education. Among others, the three popular ones are as follows:

- I. At the World Conference on Special Needs Education in Salamanca, Spain in 1990, 92 countries, and 25 international organizations endorsed the Salamanca Statement, reaffirming their commitment to Education for All, and recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system (Salamanca Statement, 1994:7).
- II. At the World Conference on Education for All: Meeting Basic Learning Needs which was held in Jomtein, in Thailand, in 1990, a declaration on Education for All and Framework for Action to meet the basic learning needs was adopted. This declaration aimed at improving basic education services and eliminate adult literacy (World Declaration on Education for All, 1990: 3).
- III. The World Education Forum was also held in 2000, in Dakar, Senegal. This forum adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitment. This framework was informed by the six regional conferences in 1999 to 2000. The Sub-Saharan conference

IV. was in South Africa, in Johannesburg on 6-10 December 1999. The participants of the World Education Forum reaffirmed the vision of the World Declaration on Education for All (Dakar Framework for Action, Education for All: Meeting our Collective Commitment 2000:4-8).

Besides being compliant with an international trend, several sections in the South African constitution provide protections that apply to children with disabilities and therefore compel its communities to exercise inclusion as opposed to discriminatory practices. Focus should be on abilities and social justice rather than disabilities, isolation and neglect. Anderson (2001:1) states that the right of every child is guaranteed in the Constitution as well as the Laws of South Africa. It is against the law for a school to refuse to admit a child on the basis of the child's disability (any form of discrimination is forbidden).

Recommendations made by the National Commission on Special Needs Education and Training and National Committee on Education Support Services, also compelled South Africa to change its practices, (in the education system) (Education White Paper 6 in Special Needs Education, Building Inclusive Education and Training system, 2001: 5). One of their recommendations is, that the education and training system, should promote education for all and foster the development of inclusive and supportive centres of learning, that would enable all learners to participate actively in the education process, so that they could develop, and extend their potential and participate as equal members of society, (Education White Paper 6 in Special Needs Education, Building Inclusive Education and Training system, 2001: 5).

Inclusive Education in South Africa seems to be the only option to maximize participation for all learners as enshrined in the current South African legislation. It also commits the South African government to address diversity in the learner population, regardless of any difficulties or differences they may have. Provision of continuum of support within a democratic South Africa is also acknowledged in Inclusive Education (Engelbrecht et al, 2006:1).

The South African constitution (Act 108 of 1996: 7, Chapter 2, section 9) states that direct or indirect unfair discrimination is prohibited. The South African constitution is founded on the principles of a democratic state and common citizenship as well as on the values of human dignity, equality and advancement of human rights. This demands a shift from the traditional child-deficit (medical model), which is based on exclusion, to an inclusive model.

The above deliberations show clearly how South Africa strives to include learners who experience barriers to learning, so that they become part of the society in which they live. Inclusive Education, therefore, becomes the tool to correct the imbalances of the past that were practiced by the apartheid system. It is important to note that specialized education in South Africa was provided for a white minority group of learners only. Special schools and specialists support were only organized for these learners. Rural and disadvantaged learners were excluded from this kind of support. Even today, specialized support in South Africa favours advantaged learners, in districts where white communities were historically based. The implementation of Inclusive Education in KwaZulu-Natal (2005:24-26) gives a clear distribution of special schools to the KwaZulu-Natal Department of Education districts. Umlazi

district in Durban has twenty such special schools. Empangeni district has five special schools and only two schools have therapists. Obonjeni district in north Coast has only one special school (recently established), with no therapists. Empangeni and Obonjeni districts are the most previously and currently disadvantaged areas in KwaZulu-Natal, because they do not have enough special schools to cater for learners who experience barriers to learning. Out of five special schools in Empangeni district, only two are well established and have therapists. The other two schools, which are in a deep-rural area, were recently registered by the KwaZulu-Natal Department of Education and they are not fully functional.

Inclusive Education is obviously the best option for most learners to access their right to education, because it acknowledges that all learners and youth can learn if relevant support is offered. The levels of support required by learners will be discussed later in this chapter.

3. Advantages of Inclusive Education

3.1 Normalizing abnormalities

Inclusive Education is influenced by the concept of normalization (*not meaning that learners who experience barriers to learning are abnormal*), which originated in Scandinavia as quoted in Jenkinson, (1997: 11- 12) and Ysseldyke, and Algozzine (1995:12). According to the authors, a person is considered normal in society or in school as long as he or she behaves like the majority or behaves in ways that parents, teachers, or principals think of as normal.

Although perceptions of normality and abnormality change over time and from culture to culture, segregation is viewed as non-normative. One of the Inclusive Education advantages is that it transfers learners from segregated and non-normative settings to normative community settings. In education, Inclusive Education is a tool to normalization. It protects the rights of learners who experience barriers to learning and people with disabilities to express their individuality.

Inclusive Education can therefore, be considered as the ultimate educational outcome of the principle of normalization, because it includes every learner in the rights and benefits of citizenship and representation of the minority group of learners (Jenkinson, 1997: 14).

Learners' differences in the inclusive model are respected and accommodated. They are regarded as normal.

3.2 Curriculum adaptation

Inclusive Education is also the advancement of the development of curriculum adaptation processes and correction of the mistakes of the past, where learners who experienced barriers to learning, were expected to adapt to the school and environment. Curriculum Adaptation Guidelines of the Revised National Curriculum Statement (2005: 6) states:

Inclusive Education is a move from the categorization of learners according to disability, (medical model) to assessing the needs and levels of support required by individual learners and facilitating their maximum participation in the education system as a whole. Learner's pace in skill acquisition and development is taken into consideration.

In so doing, Inclusive Education therefore, promotes National Curriculum Statement's social goals, which include social justice, healthy environment, human rights and inclusivity.

3.3 Changing attitudes

For Inclusive Education to be a success, it is important that all stake-holders change their attitude towards learners who experience barriers to learning. Negative attitude is the first barrier towards the implementation of Inclusive Education and its success.

Inclusive Education strives towards changing attitudes of teachers, learners and communities towards barriers to learning, whether intrinsic or extrinsic (Jenkinson, 1997:141). It increases participation of all in society and enjoyment of the same privileges, benefits and opportunities by all members of society.

Landberg, Kruger, and Nell (2004:21) state that the inclusion of all learners becomes an issue related to everybody's beliefs, values and attitudes about diversity, change, collaboration and learning. It is, however, important to note that it is not effective to wait for peoples' attitudes to change before Inclusive Education is implemented. Landsberg et al (2004: 21) also put forward the view that teachers' attitudes change towards disability when they begin working with learners with disabilities on a daily basis.

It is evident from the above deliberations that traditional attitudes to barriers to learning may lead to exclusion of some learners from their local schools. It should be

noted that Inclusive Education is therefore, a process of challenging, and breaking down, attitudinal barriers, and promoting a positive attitude towards learners who experience barriers to learning.

3.4 Cost effective

Inclusive Education model is cost effective. It is cost effective in a sense that placing a learner in a special school is more expensive than including a learner in a local ordinary school, however, in the South African context, the initial stage of implementing inclusive education might require additional specialized resources, the need for human resource development and human resource provision, improvement of infrastructure, curriculum adaptation and provision of transport to some learners who need it. In the initial stage, additional budget is likely to be required. Ysseldyke, et al 1995:67 are also of the opinion that startup costs, such as increased professional development, increased use of paraprofessionals, and capital modifications can put demands on district special education and operational budgets. The expenses might drop at a later stage where the concept of inclusion is fully adopted in all the schools and when learners are able to attend schools that are closer to their homes.

Education White Paper 6 in Special Needs Education, Building Inclusive Education and Training system, (2001:13) tabulates national data from Education Management Information Systems (EMIS). This data shows the number of special schools in each province in South Africa, learner enrolment and individual learner expenditure across all provinces. The data reveals that individual learner expenditure per annum ranges from R11 049 to R22 627, depending on which province the learner is in. This is the amount of money that the South African government is paying for each learner who is in the special school. The integrated school would cost like a normal mainstream

school, given the fact that the level of support required by learners in mild to moderate.

In an Inclusive Education system, learners who experience barriers to learning will not be placed in special schools only. Placement in special schools will no longer be the first option for learners who experience barriers to learning. Some learners will be in ordinary schools and full-service schools. According to Education White Paper 6 in Special Needs Education: Building Inclusive Education and Training system (2001:15), learners who require low-intensive support will receive this in ordinary schools and those requiring moderate support will receive this in full-service schools.

From the above discussion, one can deduce that some learners who experience intrinsic barriers to learning (for example, some physical barriers), would be placed in ordinary schools, depending on the level of support those learners will require. This will save a lot of money that is spent in special schools.

3.5 Maximal participation

Voltz (2000:1) maintains that Inclusive Education maximizes the participation of students with disabilities in general education classes. This participation goes beyond the physical placement of learners with disabilities, but an environment that promotes a sense of belonging and acceptance of all learners is created. Inclusive Education can also be viewed as a positive response to individual differences.

Although there is a move towards Inclusive Education in South Africa, current strategies have been excluding learners who experience barriers to learning. Most of

them have been excluded from meaningful participation in the economic, social and political life. These learners become passive adults who operate outside social and cultural life in general (Booth, 2003:4).

It should be noted that exclusion that has been taking place in the society is a result of what has been happening in schools. The dual system of education (mainstream and special education) resulted in one group being inactive. Inclusive Education, under the umbrella of democracy, aims to correct the imbalances of the past, by allowing learners who experience barriers to be integrated in mainstream schools and to participate fully in their learning and in the society.

Inclusive Education, calls for the estimated 280 000 out of school children and youth with disabilities, who are at home, to access education in schools closer to their homes (Education White Paper 6 in Special Needs Education, Building Inclusive Education and Training system, 2001:16). It also strives towards promoting human rights and social justice in line with the South African constitution. Most of all, it promotes participation, social integration and equal access to a single, inclusive education system (The implementation of Inclusive education in KwaZulu-Natal, 2005:5). The researcher believes that maximal participation requires one to take into consideration flexibility of the National Curriculum Statement and accommodates diverse needs of all learners. Jenkinson (2004:141) mentions that inclusive schooling is child-centred. National Curriculum Statement is also learner-centred. It accommodates diverse needs of all learners. Teacher's Guide for the development of Learning Programme (2003:120) spells out that a teacher must plan his or her lesson plan in a way that will

accommodate all learners in class. A teacher must always have a clear sense of the different learning styles of learners.

Maximizing participation of all learners in the curriculum will encourage their positive participation in the society.

3.6 Asset- based approach

One can say that Inclusive Education is an asset-based approach, because it focuses on the identification, acknowledgement, utilization and further development of the strengths and assets existing in the learner's situation. The focus is on assessment for learning support. This is done through utilization of available extrinsic resources in the individual's life world, and addressing any need as it develops (Landberg, 2004:51).

3.7 Levels of support

Inclusive Education focuses on levels of support required by the individual learner than focusing on disabilities. According to Landsberg (2004:48), the concept of learning support is the potential of learners to grow at their own pace, towards their maximum level of independence in their learning, using strategies and practicing learning styles of choice.

This is very much in line with the current curriculum because Outcomes Based Education is learner- paced. Support in the inclusive environment does not focus on deficits but it ranges from low to very high levels of support. Education White Paper 6 in Special Needs Education: Building Inclusive Education and Training system, (2001:15) advocates:

that learners who require low- intensive support will receive this in ordinary schools and those requiring moderate support will receive this in full-service schools. Learners who require high- intensive educational support will continue to receive such support in special schools.

With levels of support, there are support structures starting from the institutional level to the National Department of Education level. These structures are as follows:

3. 7. 1 Institutional Level Support Team, also known as Institutional Based Support Team and previously known as Teacher Support Team is involved in the identification of learners, who experience barriers to learning and in supporting parents/ caregivers and educators in the process of the provision of support.

3. 7. 2 District Based Support Team is made up of Head office, District officials and other relevant stakeholders. This team provides support to the Institutional Level Support Team in meeting institutional needs, which relate to barriers to learning.

3. 7. 3 Provincial Co-ordinating Committee on Inclusive Education and National Co-ordinating Committee on Inclusive Education offer support to the Institutional Level Support Team and District Based Support Team through relevant structures. These two structures are also involved in the implementation of Inclusive Education in the Provincial level and National level. They disseminate information and policies from National Department of Education.

4. Disadvantages of Inclusive Education

4.1 Quality of education

Jenkinson (1997:162) puts forward the view that students with disabilities, especially those with intellectual disabilities, have been perceived as incapable of benefitting from the standard academic curriculum that is offered to the majority of students. This implies that some learners who experience barriers to learning will experience difficulties in achieving required learning outcomes. Placing learners who require moderate to very high levels of support could be seen as disadvantaging those who do not require additional support and those who require low level of support. Time allocated to teaching and learning would not be enough to give each learner necessary individual attention.

4.2 Stigma

There is no evidence that inclusion of learners who experience barriers to learning will in itself remove stigma attached to disability (Jenkinson, 1997:14). This study addressed the stigma issues in detail.

4.3 Inadequate support and resources

Learners are being pressured into inclusive classrooms without adequate resources, and teachers. This has an increasing pressure on both groups. With the increasing number of learners, who experience various barriers to learning in the ordinary schools, there are also increasing concerns about the kind of support that will be offered to schools, so that they can successfully manage classrooms.

5. Chapter summary

In this chapter the researcher reviewed literature on some of the advantages, disadvantages, challenges and benefits that affect South Africa and other countries that have introduced Inclusive Education in their systems of education. Chapter three will show some educators' concerns about inclusion of learners who experience barriers to learning in the four selected schools in the Empangeni district.

CHAPTER 3: RESEARCH METHOD, METHODOLOGY AND DESIGN

1. Introduction

In any research study, a research method, methodology and design is of utmost importance. It is where the researcher explains how subjects, instruments and procedures used in the study were selected (Bell, 1999:45). In this chapter, the researcher clarified which research method was used and why. Data collection technique and phases were also discussed. Reliability and validity issues of this study were addressed.

2. Qualitative research and its designs

The researcher has selected qualitative research method to obtain evidence to answer a research question. Qualitative research and its designs differ from quantitative research in a sense that the data collected consists of words in the form of verbal descriptions rather than numbers (McMillan and Schumacher, 1993:37). Qualitative research was chosen in this study because some disciplines including social and education are usually based on qualitative research (Leedy and Ormrod, 2001:147).

Among other qualitative research designs, the researcher has selected the ethnographic design. This design relies on observation, interviewing and document analysis, or a combination of these, to provide an in- depth understanding of what is studied (McMillan and Schumacher, 1993:37). The main aim in following qualitative inquiry is to gain an understanding of how Inclusive Education is managed in the selected primary schools by interacting with foundation phase educators and principals in their settings.

Ethnographic research is sometimes referred to as ‘ethnography field research’ because it is conducted in a natural setting or field (Ary, 2006:30). In short ethnographic research provides the information that will assist the researcher to be able to understand and describe the participants’ culture, behaviour and their way of life from their point of view. This information is accessed by the researcher through interacting with participants in their natural setting.

Punch (2009:124) defines the elements of word ethnography as “ethno” means people while “graphy” refers to describing something. The primary aim of selecting ethnographic research is to collect data of what happens in the school settings, and how teachers and student teachers view inclusion of learners who experience barriers to learning in their own settings.

6. Data collection technique

In this study, the researcher followed five phases of data collection. These phases are as follows:

3.1 Phase 1: Planning

McMillan and Schumacher (1993:383) mention that in phase one, a researcher locates and gains permission to use the site, a network of persons, or an archive of documents. In this study, the researcher requested permission to conduct a research in the four selected primary schools in the Empangeni district, KwaZulu-Natal Department of Education. This request was done formally in writing and directed to the District director who manages all schools in the Empangeni district. The District director granted permission in writing. Copies of these letters form part of the appendixes (appendixes A and B).

3.2 Phase 2: Beginning data collection

The researcher telephoned the principals of the four schools to arrange appointments with them. The researcher visited the schools thereafter and during these visits, the purpose of the study was discussed with the principals. Permission to conduct a study in schools was formally requested from the principals in writing. Leedy and Ormrod (2001:151) contend that the researcher must often go through a gatekeeper, a person who can provide a smooth entrance into the site. All the principals of the four selected primary schools gave the researcher permission to conduct a study.

The key informants (foundation phase educators) were identified with the principal. Rapport and trust was established and the researcher thereafter gave all informants, including the principal, written consent to sign, for voluntary participation. This allowed participants to decide whether they agree to participate or not. The rights and dignity of the participants was guaranteed. Confidentiality of information given by participants, their names and names of their schools was also guaranteed (Flick, 2006:49).

The researcher also established rapport and relations with the local university, by visiting the senior lecturer who is responsible for special education. Permission to interview final year students was formally requested and obtained. The purpose of using final year students as participants was to establish their understanding of Inclusive Education and Education White Paper 6: Building an Inclusive Education and Training System policy.

Ethical issues were explained to participants and informed written consents were obtained from them. The researcher also explained the purpose of the research. Participants' consent to participate was free of any coercion (Callaham and Hobbs 1998:3). All participants indicated their understanding of the consent by signing and they were all competent to give consent. Participants were assured that their names will remain anonymous throughout the study and that the information obtained will never be made available to anyone who is not directly involved in the study (Trochim 2006:2).

Although this research involves human beings as subjects/ participants, their safety was not compromised. This study does not put any participant's life at risk; instead it aims to maximize benefits for the society, more especially learners who experience barriers to learning (Callaham and Hobbs 1998:2).

3.2.1 Sampling

In any study, a sample consists of individuals selected from a larger group of persons called population (McMillan and Schumacher 1993: 159). In this study, foundation phase teachers, their principals were selected because in the foundation phase it is where most barriers to learning are identified. The informants or sample that was selected is rich in relevant information about inclusion and barriers to learning. The four selected schools, educators and university students were drawn from larger group or population. This is called probability sampling. The method of selecting schools and students used by the researcher were a simple random sampling. This method of

sampling was used because it is unbiased; everybody in the population had an equal chance of being selected (McMillan and Schumacher 1993:160).

3.3 Phase 3: Basic data collection

Throughout the fieldwork, the researcher was an observer, interviewer and listener (Leedy and Ormrod, 2001:151). Observation included taking cognizance of verbal and non- verbal behaviour while answering questions. The researcher used three sets of questions to interview the key informants in their settings. One set was formulated for the principals, the second set was for the educators and the third set was for the university students. The informants were interviewed individually and the researcher wrote the responses down. Probing questions were asked to elicit further information. Observed behaviour was noted down and tentative data analysis began in the researcher's mind while collecting data.

3.4 Phase 4: Closing data collection

The last interview was conducted in this phase and the researcher left the field thereafter. The last group to be interviewed was the university students.

7. Reliability and validity of the study

Bell (1999:103) points out that whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid. In this study, the researcher ensured that validity and reliability are priority. The researcher ensured that instruments used are reliable in such a way that they show consistency in results even if they are administered in different occasions. Test-retest

reliability was used to measure the reliability and consistency of the test (Tuckman 1972:180).

Test-retest reliability simply means getting the same scores or results on tests administered on two different occasions and time. In this study the same instrument was given twice to the same group of people. The researcher waited one month so that the subjects don't remember how they responded on first administration. Responses provided by participants on the first administration are similar to the responses provided on the second administration.

Questions used were always administered in a constant fashion, from one participant to the next. This was done to enhance reliability (Leedy and Ormrod 2001:108). It should be noted that the same set of instruments were used on different occasions. The time spent with all participants was the same.

On both occasions, after conducting an interview with each participant, the researcher asked each participant to review data obtained from him or her and modify any misrepresentation that might have occurred in the interview process. This was done to reduce threats of reliability.

It is imperative in any study to ensure that the instrument used measures what it was intended to measure and it must match the realities of the world. Bell (1999:104) puts forward the view that validity tells us whether an item measures or describes what it is supposed to measure. This study is therefore based on the real situations happening in the four selected schools.

Choosing test-retest reliability did not only ensure reliability of the study but also assisted the researcher to be able to make valid interpretation of the instrument's scores. Data collected from the first administration of the test was verified on the second administration. Ary, Jacobs, Razavieh, and Sorensen 2006:225 state that recent views of validity do not focus on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.

8. Chapter summary

It is important to highlight that the phases of data collection that have been mentioned in this chapter took place in all five fields (i.e. in the four selected primary schools and at the local university). This chapter provided information regarding the selection of relevant informants and using qualitative research method. Ethnography as a type of design that was selected to collect data was briefly defined. The researcher also highlighted the process and procedure used to administer a set of questions that were designed for all the informants or samples. Chapter four will be focusing on data analysis and interpretation, which will give a clear understanding of how Inclusive Education is managed in these schools that are a sample of a big group of schools in the Empangeni district.

CHAPTER 4: PRESENTATION AND ANALYSIS OF THE RESEARCH FINDINGS

1. Introduction

Heinings, (2004:102) defines data analysis as a process of converting raw data to final patterns of meaning.

This chapter covers an approach used to analyse, interpret and record data collected from four selected primary schools teachers and principals as well as final year, university students. Two schools of the four primary schools that were selected are 100% dominated by white teachers and multi racial learners. One school is dominated by Indian teachers and multi racial learner population. The last two schools are 100% dominated by African teachers and African learners.

The analyst/ researcher used qualitative content analysis to analyze data collected through questions. The transcripts of all interviews conducted were read in a series, according to similar or related questions in order to get a global overview of informants' responses (Heinings, 2004:102). The analysis of data and writing the interpretation down were done simultaneously. After the analysis was done, the writing was also at its final stage.

In the previous chapter, the researcher mentioned that the names of schools, teachers, principals and students remained anonymous throughout the study and that the information obtained will never be made available to anyone who is not directly involved in the study. Tables 1 and 2 below show the summary of the biographical data of teachers and principals interviewed. Tables 3-12 are the interpretations of the biographical data tabulated in tables 1 and 2. Each column from tables 1 and 2 is

interpreted into the frequency tables 3-12. Below each frequency table are further discussions of what each table interprets.

2. TABLE 1: BIOGRAPHICAL DATA OF TEACHERS INTERVIEWED

TEACHER	RANK	TEACHING EXPERIENCE	TEACHING EXPERIENCE IN THE CURRENT GRADE	QUALIFICATIONS	GRADE TAUGHT	NUMBER OF LEARNERS IN	GENDER	RACE	AGE - age grouping: 1= 18- 35 2= 36- 45 3= 46- 55 4= 56- 65
1	PL 2	19 yrs	2 yrs	M+4	R	27	F	W	2
2	PL 1	19 yrs	10 yrs	M+4	1	18	F	W	3
3	PL 1	13 yrs	6 yrs	M+4	2	26	F	W	2
4	PL 2	25 yrs	19 yrs	M+4	3	23	F	W	3
5	PL 1	14 yrs	14 yrs	M+3 (ECD diploma)	R	36	F	I	2
6	PL 1	11 yrs	5 yrs	M+4	1	38	F	I	1
7	PL 1	14 yrs	12 yrs	M+2	2	38	F	I	2
8	PL 3	14 yrs	3 yrs	M+6	3	39	F	B	2
9	PL 1	15 yrs	3 yrs	Grade 12	1	38	F	B	2
10	PL 1	10 yrs	5 yrs	M+3 (JPTD)	2	49	F	B	2
11	PL 2	17 yrs	10 yrs	M+5	3	33	F	B	2
12	PL 1	6 yrs	6 yrs	Grade 12	R	41	F	B	1
13	PL 2	18 yrs	12 yrs	JPTD, ABET, BA	1	36	F	B	2
14	PL 1	28 yrs	2 yrs	SPTD, FDE, ABET, BA	2	45	F	B	3
15	PL 1	13 yrs	7 yrs	PTD, BA, B ED, ABET, ACE -(Inclusive Education: Learning Difficulties)	3	30	F	B	2

From the above table, it is evident that 14 teachers out of 15, who were interviewed have many years of experience. 47 percent of them do not have much experience in

the current grades that they are teaching. Only 13, 3 percent have the years of teaching experience which is equal to the total number of years in the grade they are currently teaching. 20 percent either have half of the total number of their teaching experience or their teaching experience is a little bit lower than half of their teaching experience. Another 20 percent have a reasonable experience in the grade they are currently teaching. Only one teacher has a qualification in Special Education. Some educators are highly qualified but, their qualifications are not relevant to Inclusive Education (e. g. ABET).

3. TABLE 2: BIOGRAPHICAL DATA OF PRINCIPALS INTERVIEWED

TEACHER	RANK	TEACHING EXPERIENCE	TEACHING EXPERIENCE IN THE CURRENT GRADE	QUALIFICATIONS	GRADE TAUGHT	NUMBER OF LEARNERS IN CLASS	GENDER	RACE	AGE- age grouping: 1= 18- 35 2= 36- 45 3= 46- 55 4= 56- 65
1	PL 4	15	15	HONS	6 & 7	120 (2 classes)	M	W	2
2	PL 4	25	Not teaching	M+ 2 DIPLOMA IN SPECIAL EDUCATION	N. A.	N.A.	M	I	2
3	PL 4	28	5	PTD	5	55	M	B	3
4	PL 4	22	17	PTC,BA, B ED	4	149 (4 classes)	F	B	2

The principals' table clearly shows that they also have many years of teaching experience but, lack relevant Inclusive Education qualification. Only one principal has a diploma in Special Education.

4. TABLE 3: NUMBER OF SCHOOLS WHO PARTICIPATED

Schools	Number of teachers who participated	Percent
Valid School A	4	26.7
School B	4	26.7
School C	3	20.0
School D	4	26.7
Total	15	100.0

The above table shows that participants were selected from four schools. School C does not have grade R that is attached to the school. Schools A, B and D start from grade R. It can be noted that barriers to learning are not identified as early as in grade R. In school C as compared to schools A, B and D. Kapp, (1989:36) points out that the earlier the child with problems is identified, the greater the possibility of finding a solution to his problem.

It is crucial that learners who experience barriers to learning are exposed to early childhood intervention programmes or early childhood programmes (nursery and pre school) so that developmental vulnerability and deficits that exist in their lives be minimized or overcome early (Kirk, 1997: 92).

It can therefore be concluded, that school C does not have a transitional programme between nursery school and grade 1 that is attached to the school, where learners are developed to get ready to enter grade 1.

5. TABLE 4: POST LEVEL (RANK) OF TEACHERS WHO PARTICIPATED

		Frequency	Percent
Valid	PL 1	10	66.7
	PL 2	4	26.7
	PL 3	1	6.7
	Total	15	100.0

From the above table it is clear that out of 15 teachers, 10 teachers are post level 1, 4 are post level 2 or heads of departments in the phase (i. e. grade R to grade 3). One teacher is the deputy principal (post level 3).

All the schools that participated have the Heads of Department in the foundation phase. The Head of Department in the school is the member of the School Management Team (SMT) and therefore expected to take a leading role in managing diversity in the school (du Preez 2003:115). The Head of Department is also expected to take a lead in the improvement of the teaching techniques of his/ her department or phase.

The KwaZulu-Natal Strategy to Implement Inclusive Education White Paper 6, (2009:11) states that the Head of Department in Special Schools, Full-Service Schools and Mainstream Schools is the chairperson of the three portfolio committees of the Institutional Based Support Team (ILST). The primary function of this team is to put in place a properly co-ordinated learner and educator support service that will support the learning and teaching process by identifying and addressing learner, educator and institutional needs.

This implies that teachers from all the schools that participated in the study are in a better position to be provided with guidance on:

- the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field,
- learning programmes, lesson plans , work schedule and remedial work by the Heads of Department (Employment of Educators’ Act 76 of 1998: C- 66).

6. TABLE 5: TEACHING EXPERIENCE OF TEACHERS WHO PARTICIPATED

		Frequency	Percent
Valid	10 yrs	1	6.7
	11 yrs	1	6.7
	13 yrs	2	13.3
	14 yrs	3	20.0
	15 yrs	1	6.7
	17 yrs	1	6.7
	18 yrs	1	6.7
	19 yrs	2	13.3
	25 yrs	1	6.7
	28 yrs	1	6.7
	6 yrs	1	6.7
	Total	15	100.0

Teaching experience of most teachers who were interviewed ranges from 10 to 28 years. Only one teacher has only six years of experience. This could imply that these teachers have an understanding of the curriculum and have already acquired various teaching techniques to accommodate learners’ learning styles and their classroom management skills have improved over the years.

Teaching experience of all participants may suggest that they are all supposed to have acquired general competencies that are necessary if inclusion is to be effective, which are:

- Knowledge of curriculum;
- Teaching basic skills, which are reading, writing, spelling, speaking and arithmetic in the primary school;
- Proficiency in the application of class management techniques;
- Professional consultation with other professionals outside the school;
- Working with parents on issues of barriers to learning that learners experience in class (teacher- parent- student relationship);
- Facilitation of positive student- student relationships to make sure that learners who experience barriers to learning are received and treated with respect;
- Understanding characteristics of educationally exceptional children or gifted children;
- Knowledge of how to collect useful type of data for diagnosis and referral for additional support and what referral sources are available in the school and community;
- Ability to assess learners' individual needs and design instruction to meet those needs and
- Adherence to moral and ethical codes of professional conduct as well as state legislature, policies and procedures. (Stephens, 1988:275-279).

Although some of the above mentioned competencies of a teacher may be seen to be more suitable for experienced rather than beginner educators, the National Education Policy Act 27 of 1996: A48- A49 lists seven roles of the teacher that are appropriate for an initial teaching qualification. The seven roles serve as description of what it

means to be a competent teacher, because they are central feature of all initial teacher qualification in South Africa. The following points summarize what is emphasized in the seven roles, which are in line with the ten above mentioned teacher competencies:

- Sensitivity to the diverse needs of learners, including those with barriers to learning;
- Selection, sequencing and pacing the learning in a manner that is sensitive to the different needs of the subject/learning area and learners and
- Effectively managing learning in the classroom. (National Education Policy Act 27 of 1996: A48- A49)

7. TABLE 6: TEACHING EXPERIENCE IN CURRENT GRADE

	Frequency	Percent
Valid 10 yrs	2	13.3
12 yrs	2	13.3
14 yrs	1	6.7
19 yrs	1	6.7
2 yrs	2	13.3
3 yrs	2	13.3
5 yrs	2	13.3
6 yrs	2	13.3
7 yrs	1	6.7
Total	15	100.0

It raises concerns that some teachers have taught for many years but, do not have satisfactory experience to teach in the foundation phase, like teacher number 1 in table 1 has 19 years teaching experience but, has taught grade R for only two years.

Although these foundation phase teachers have good experience in the teaching profession, their experience in the grade they are currently teaching is less than the number of the total years of teaching experience, except two teachers. Some of them might not have enough teaching experience in the current grade, for example, teacher

number 14 in table 1 has 28 years teaching experience but, only has two years of experience in teaching grade 2. Teachers number 8 and 9 also have 3 years only in the grades they are currently teaching.

Teachers gave the following reasons for their inexperience in the grade they are currently teaching:

- Teachers in certain schools rotate classes, each year they move with their classes within the phase, which compromises their skill and experience. This means that a teacher can have six years of experience in a phase, but only have two years of experience in each grade. This happens in grades 1 to 3. Table 1 shows that teachers who teach grade R have good experience in the grade they are teaching because they are not affected by rotation.
- Another reason put forward by teachers is that, when the learner enrolment of the school drops, some teachers are declared in excess, and they are transferred to other schools that have more learners. When a teacher is the last in the school, he or she will always be at risk of changing schools because the last in the school is the first one to be declared excess when the enrolment drops.
- Some teachers left their posts because they prefer to teach in urban areas. They therefore, leave rural schools and apply for posts in urban areas.
- The last reason that was put forward by teachers was the fact that some of them get promotional posts in new schools.

These teachers might have acquired good understanding of curriculum and implementation of various teaching methods and techniques, but they might lack experience in implementing the same in the grade they are currently teaching.

8. TABLE 7: QUALIFICATIONS

	Frequency	Percent
Valid Grade 12	2	13.3
JPTD, ABET, BA	1	6.7
M+2	1	6.7
M+3 (JPTD)	1	6.7
M+4	5	33.3
M+4 (ECD diploma)	1	6.7
M+5	1	6.7
M+6	1	6.7
PTD, BA, B ED, ABET, ACE-Inclusive Education: Learning Difficulties	1	6.7
SPTD, FDE, ABET, BA	1	6.7
Total	15	100.0

Stakes and Hornby (1997: 12) state that teachers need to be knowledgeable about teaching children with special education needs. The frequency table shows that only one teacher has specialized in Special Education: Learning Difficulties.

Although most participants lack relevant qualifications in Special education, the National Education Policy Act 27 of 1996: A48 puts forward that the teacher should be a scholar, researcher and lifelong learner. This implies that teachers should strive towards achieving on going personal, academic, occupational and professional growth by pursuing reflective study and research in their learning area or phase.

9. TABLE 8: NUMBER OF LEARNERS IN CLASS

		Frequency	Percent
Valid	18	1	6.7
	23	1	6.7
	26	1	6.7
	27	1	6.7
	30	1	6.7
	33	1	6.7
	35	1	6.7
	36	2	13.3
	38	1	6.7
	39	1	6.7
	40	1	6.7
	41	1	6.7
	45	1	6.7
	49	1	6.7
Total		15	100.0

From grade R to grade 9, the maximum class size is 35. This means that the teacher: pupil ratio in the Department of Education in South Africa is 1: 35 in grade R to 9, in a normal class. The highest ideal maximum class is set at 40 (Employment of Educators Act 76 of 1998: C- 54). The weighting of learners in a normal class differs from the weighting of learners who require additional support or learners who experience barriers to learning and learners with disabilities. According to the Policy Framework for Education for Learners with Special Education Needs (2001:40), learners who have special educational needs are weighted as follows:

- Mild Mentally Handicapped.....2.0
- Specific Learning Disabilities.....3.0
- Severely Mentally Handicapped.....3.0
- Epileptic.....3.0
- Cerebral Palsied4.0
- Physically Disabled4.0
- Severe Behavioural Problems5.0

- Hard of Hearing.....5.0
- Partially Sighted5.0
- Blind5.0
- Deaf5.0
- Autistic6.0

The above frequency table shows that only three teachers have the class size that is above the maximum class size, which is 40. The implication therefore, is that most teachers have a manageable number of learners in a normal class situation unless there are learners who experience barriers that are mentioned above.

10 TABLE 9: GENDER

	Frequency	Percent
Valid female	15	100.0

All foundation phase teachers interviewed were females. This is an advantage to young children, because young children, are usually attached to female teachers, because they show most positive personality characteristics of a teacher such as friendliness, sympathy, tolerance, interest in young kids, cheerfulness, sensitivity and helpfulness, which determines the positive climate in the classroom (Kruger and van Schalkwyk, 1993:88).

11. TABLE 10: RACE

		Frequency	Percent
Valid	Asiatic	3	20.0
	Black	8	53.3
	White	4	26.7
	Total	15	100.0

The frequency table above shows that there are 53% Black teachers who were interviewed, 20% White and 26, 7% Asiatic. Kruger and van Schalkwyk (1997: 153) state that teachers working in multicultural situations have to become effective cross-cultural communicators. Teachers in a multicultural class are in the best position to learn to recognize various learning styles of learners. Learners also learn second language quicker, because second language becomes their Language of Learning and Teaching (LOLT).

As much as it benefits some learners to learn English as home language, some learners decide to spend time sitting in silence because they are afraid to be judge by their classmates for not being fluent and confident in communicating in English. Those who learn English as first additional language, also struggle sometimes to communicate in second language. The level of understanding varies widely and requires a teacher who has skills in multi-level teaching. This also calls for teachers to create a non-threatening learning environment, so that language and racial differences do not become the main barrier to access curriculum (Ohata, 2005:15).

12. TABLE 11: AGE GROUPING

		Frequency	Percent
Valid	18-25 yrs	2	13.3
	36-45 yrs	10	66.7
	46-55 yrs	3	20.0
	Total	15	100.0

This table shows that 10 teachers that were interviewed are between ages 36 to 45 years of age, which is why most of them have long teaching experience. These teachers are expected to have acquired general competencies and mastered the roles of the teacher that are both mentioned in table 5, on page 7.

13. PRESENTATION OF FINDINGS:

During the interviews, ten questions were posed to the teachers. In 13.1 to 13.10, an analysis of the teachers' answers is provided.

13.1 Question 1: How many learners do you have in your class?

In school A, the number of learners ranges from 18 to 27. In school B the number ranges from 36 to 39, school C ranges from 33 to 49 and school D ranges from 30 to 45. This shows that school C and D have high pupil- teacher ratio than schools A and B. Some teachers highlighted the fact that pupil-teacher ratio becomes another barrier that prevents them to provide necessary support to learners who experience barriers to learning. The implication of having the highest ideal maximum class, which is set at 40 or above, and also include learners who experience barriers to learning is that relevant support to learners could be compromised (Employment of Educators' Act 76 of 1998: C-54).

13.2 Question 2: How many learners experience barriers to learning?

Schools that have high numbers of learners also have high numbers of learners who experience barriers to learning. School A has 18 learners who experience barriers to learning and school B has 20 as compared to school C which has 26, excluding grade R and 37 in school D.

13.3 Question 3: What are the common barriers that your learners experience?

Respondents mentioned the following intrinsic and extrinsic barriers to learning that are common in their schools:

INTRINSIC BARRIERS	EXTRINSIC BARRIERS
<ul style="list-style-type: none">• Attention Deficit and Hyperactivity Disorder and Attention Deficit Disorder (ADHD and ADD)• Speech problems• Emotional problems• Dyslexia	<ul style="list-style-type: none">• Language (additional language problems)• Social- economic problems (orphans, poverty)• Sexual and physical abuse• Curriculum (reading, writing, numeracy)

13.4 Question 4: How do you identify barriers to learning that your learners experience?

Eight out of fifteen respondents mentioned that they identify barriers to learning through continuous assessment. Two respondents put forward that they identify barriers to learning through observation and interviews with learners. One respondent highlighted that she refers learners to specialists.

13.5 Question 5: What programmes do you have to support learners who experience barriers to learning?

Only one school highlighted the fact that they have an Institutional Level Support Team (ILST) in place, learners who experience barriers to learning are referred to this support structure. According to White Paper 6 on Special Education: Building

Inclusive Education and Training Systems (2001:48), the primary function of the Institutional Level Support Team is to put in place properly co-ordinated learner and educator support services, that will support learning and teaching process by identifying and addressing learner, educator and institutional needs.

It seems as if the other three schools do not have an Institutional Level Support Team in place, they therefore mentioned different strategies that they have in place to assist learners who experience barriers to learning. Six respondents mentioned that they offer remedial classes. Three respondents highlighted that they offer extra classes for learners. Other three respondents mentioned that they refer learners to specialists like private educational psychologists and therapists.

In this question, it was noticed that respondents from the same school provide different responses, which could mean that strategies that are in place in their schools are not utilized by all teachers. There is no uniformity in offering support to learners who experience barriers to learning.

13.6 Question 6: Do you need to implement Inclusive Education in your school?

Why?

All the respondents in school A feel that they do not need to implement Inclusive Education in their school. The following reasons why Inclusive Education should not be implemented were put forward by respondents in school A:

- i. Learners who experience barriers to learning require special attention, it will be unfair to other learners to wait for them and time allocation for subjects/ learning programmes will be unbalanced;

- ii. Teachers are not equipped or trained to deal with learners who experience barriers to learning;
- iii. Teachers have heavy workloads, Inclusive Education will add more stress;
- iv. The school must get a remedial teacher and a special class like it was many years ago.

Most respondents from other schools felt that Inclusive Education should be implemented.

13.7 Question 7: When do you think is the right time to refer learners to professionals outside the school?

All respondents in school A felt that a learner must be referred as soon as possible. In school B, two respondents are of the same opinion as the respondents from school A, whereas one respondent from the same school felt that one needs to refer a learner when one has tried everything to assist without the learner showing any progress.

From the responses put forward by the teachers, one can summarize the responses by mentioning that a total of five respondents felt that the teacher must exhaust all the avenues before referring a learner to outside professionals, whereas six respondents felt that a learner must be referred as soon as possible.

13.8 Question 8: Do you have any kind of training or courses (remedial, special education or psychology) that you have done that has equipped you to deal with learners who experience barriers to learning?

The responses obtained from teachers and their biographical data makes it clear that most respondents do not have any formal training or recognized qualification in the

field of remedial, special education or psychology. This could be an indication that most of the teachers who were interviewed do not have relevant skills to support learners who experience barriers to learning.

13.9 Question 9: Do you know that there are bursaries that the Department of Education can offer in as far as Inclusive Education is concerned?

One out of fifteen respondents is aware of the bursary and has benefitted from it to study Inclusive Education. Eight respondents were not aware of such opportunity.

13.10 Question 10: What support does the Department of Education offer you in as far as Inclusive Education is concerned?

School A respondents indicated that they never received any support from the Department of Education whereas in school B, three respondents out of four highlighted that there are workshops that have been conducted and sometimes Department of Education officials visit their school to support them. They also mentioned that response to serious case is very slow since the officials also have too many cases to attend to.

Other respondents from other schools mentioned that they have received training on barriers to learning, which is not enough to empower them. Some workshops were for selected teachers. This could be the reason why respondents from one school give contradicting responses on this question.

14. Eleven questions were posed to principals of four schools and they are analyzed in 14.1 to 14.11.

14.1 Question 1: How many learners do you have in your school?

School A has 419 learners, school B has 720, school C has 368 and school D has 847 learners.

14.2 Question 2: How many learners experience barriers to learning?

Two principals from school C and D were not sure of the number of learners who experience barriers to learning. School A has 68 out of 419, school B has 50 out of 720.

14.3 Question 3: What are the common barriers that learners experience?

Principals mentioned the following barriers and briefly explained what they mean in their school context:

- i. Reading problems- there are learners who struggle to read and never read for enjoyment, instead they avoid reading whenever they can. This prevents them from doing well at school. Some learners experience difficulty in reading because the Language of Learning and Teaching (LOLT) is not their mother tongue, but they are expected to read it fluently and master it because at school it is taught as a home language;
- ii. Learning difficulties- which manifests itself through inability or limited ability to read, write, spell, master basic mathematical skills;
- iii. ADHD and concentration problems- where a learner shows a persistent pattern of inattention in the classroom, often loses exercise books and pens, gives answers before question is completed and can hardly remain seated when expected to do so;

- iv. Numeracy- some learners who have problems with mathematical skills such as mastering number concept, memory, sequencing, comprehension and language (e.g. add, take away, divide etc.);
- v. Sensory barriers- hearing and visual impairment that are not diagnosed by medical practitioners;
- vi. Behavioural problems (e. g bully, aggressiveness and hostile towards other learners), which is the inability to maintain good interpersonal relationships with peers; and
- vii. Forgetfulness- which limits the learner to store learnt information and be able to retrieve it when required.

14.4 Question 4: What are you doing to address these barriers in your school?

School A mentioned that in their school, they hold meetings where they discuss learners' problems and assist one another and give advice. School B responded by highlighting that they address language and reading problems that are common in their school by encouraging their learners to use the library and read on their own. They also encourage learners to use English since it is the language of teaching and learning at the school.

School C put forward that they are planning to start a remedial class soon. In the mean time they come together and discuss learners' problems and come up with support strategies. School D is the only school that has an Institutional Level Support Team in place. This team keeps records of learners who experience barriers to learning, offer support and monitor learners' progress. This school also mentioned that they also have grade support meetings for teachers where they support one another.

14.5 Question 5: Since Inclusive Education was introduced in 2001, how do you see your school making an impact on this issue?

The principal from school A mentioned that it is difficult to make an impact when teachers do not have relevant qualifications and specialization. School B highlighted that through remedial education, they offer at school and workshops that are often conducted for educators on Inclusive Education; they make an impact on their learners. School C mentioned the fact that teachers need more training and skills so that they can deal with learners who experience barriers to learning. It can be deduced that school B is not making any impact in as far as Inclusive Education is concerned.

School D mentioned that they have an Institutional Level Support Team in place at the school and it is making an impact in supporting learners who experience barriers to learning. When they have exhausted all the avenues within the school, they refer some learners to outside professionals.

14.6 Question 6: What qualifications/ training do your teachers have to deal with Inclusive Education? Have they any training? In what form?

It emerged from the principals' responses that only one school (school D) has a teacher who has specialized in Inclusive Education. Some teachers have gained training through a remedial outreach programme that was offered by the local remedial school for local ordinary schools. Other three schools mentioned that there is nobody who has Inclusive Education specialization but, they have had some training in Inclusive Education.

14.7 Question 7: Do you want to have specialist trained teachers?

Only one school (school B) said they do not need any specialist in their school but, other schools felt that they need teachers who have specialized in Special Education.

14.8 Question 8: What are you doing in providing skills to other teachers in Inclusive Education?

Schools B and D put forward that they have information sharing sessions in their schools. Teachers who attended workshops come back to school and empower others. Responses from the other two school principals revealed that there is nothing that the schools do to provide skills to teachers on Inclusive Education.

14.9 Question 9: Do you get support from the Department of Education/ What kind of support?

All schools mentioned that they receive support from the Department of Education but, two schools felt that the support that they receive is not enough.

14.10 Question 10: Have you made use of this support?

All principals agreed that they use information and support that is offered to them by the Department of Education.

14.11 Question 11: What is the Department of Education (District or Provincial) doing about providing resources to the schools?

Two schools (school A and D) only mentioned handouts, notes and documents that they receive from meetings and workshops. School C indicated that there are no

resources to their schools. School B's positive response was that the Department of Education must see to it that all necessary needs are met.

One may deduce from the responses provided by principals on this question that there is unequal provision of resources to schools.

15. Five questions were posed to six final year University student teachers. In 15.1 to 15.5 an analysis of their answers is provided.

15.1 Question 1: What is your understanding of Inclusive Education?

Student teachers defined Inclusive Education as:

- i. An education system that accommodates all learners, regardless of their differences;
- ii. It is based on equity and strives to address past imbalances and provide quality education for all learners regardless of their disabilities;
- iii. The inclusion of learners in the same learning environment and providing support to learners who experience barriers to learning;
- iv. Recognition and respecting the differences among all learners and coming up with strategies that will benefit all learners;
- v. The education system which promotes that all learners can learn when learning methods meet their needs and
- vi. The shift from segregation to provision of an education for all in a supportive setting.

15.2 Do you clearly understand the contents of the Education White Paper 6 on Special Needs Education: Building Inclusive Education and Training System that was published in 2001?

All students responded by saying that they fully understand the contents of the white paper 6, from their responses one can deduce that they have a positive attitude towards inclusive education.

15.3 Question 3: In your training, have you ever been exposed to the current information on the implementation of Inclusive Education in KwaZulu-Natal?

Student teachers made it clear in their responses that they had been exposed to the current information on the implementation of inclusive education in KwaZulu-Natal.

15.4 Question 4: One of the issues to be considered when developing learning programmes, work schedule and lesson plans is “Inclusivity and barriers to learning”. Are you confident enough to face the challenges of “Inclusivity” in schools?

All student teachers said they are confident enough to face inclusive education challenges in schools. Three of them further mentioned that the support structures and other stakeholders will assist them to face the challenges.

15.5 Question 5: Are you well equipped to ensure that through the curriculum (National Curriculum Statement), barriers to learning are addressed and minimized?

All student teachers agreed that they will be able to meet or address learners’ needs through the curriculum. One student further mentioned that the curriculum is flexible

to address learners' needs. The White paper 6 on Special Needs Education and Training: Building Inclusive Education and Training System (2001:19) highlights the fact that one of the most significant barriers to learning for learners in special and ordinary schools is curriculum.

The positive responses from the student teachers regarding addressing and minimizing barriers that learners experience through the curriculum, suggest that their teaching will be flexible enough to accommodate different learning needs and styles.

16. Findings (teachers and principals)

In the light of the interviews conducted with teachers and principals and the biographical data of teachers and principals, the following findings were identified:

16.1 Foundation phase teachers and principals from the four selected primary schools are inadequately and inappropriately trained to deal with learners who experience barriers to learning. They lack relevant skills to identify barriers to learning early and offer relevant support to such learners.

Diagnostic teaching, which begins with an initial diagnosis to identify acquisition of and deficit in specific skills, skills applications and synthesis of skills helps to identify learners' needs for differentiated instruction (Choate, 1993: 39). Teachers lack the skill to diagnose possible barriers to learning early.

16.2 There are no support structures (Institutional Level Support Teams) in most schools, only one school (school D) mentioned that the Institutional Level Support Teams (ILST) is in place in their school.

16.3 There is also insufficient support to schools from the Department of Education officials.

The effectiveness of inclusive education as a programme to accommodate learners who experience barriers to learning, the availability of administrative support, the adequacy of support service and training that teachers receive are some factors that affect teachers' attitudes towards inclusive education (Spencer 2001:30).

16.4 Language or medium of instruction is one of the aspects of curriculum from which barriers to learning arise.

Orlich, Harder, Callaham, Trevisan and Brown (2007: 45) point out that language is a vehicle for most learning and communication in a classroom. Language remains a barrier to learning in most learners because some of them have not experienced language- enriching opportunities in a second language (Choate, 1993: 58).

16.5 Common barriers to learning mentioned by teachers and principals include:

16.5.1 **Systemic barriers**- e.g. curriculum issues, inadequate support for schools from education, inappropriately trained teachers;

16.5.2 **Societal barriers**- poverty, orphaned learners, abuse;

16.5.3 **Pedagogical barriers**- language of learning and teaching;

16.5.4 **Intrinsic barriers**- dyslexia, Attention Deficit Disorder, Attention Deficit and Hyperactive Disorder (Establishing Schools as Centres of Learning Care and Support: A Strategy to Implement Education White Paper 6, 2009:4).

16.6 Some teachers still have negative attitudes towards learners who experience barriers to learning.

17. Findings (student teachers)

All student teachers who were interviewed have an understanding of Inclusive Education and they are all confident enough to face the challenges of Inclusive Education in schools.

Teachers are key role players in determining the quality of implementation of any education policy, which include the policies for inclusion (Hay, Smit and Paulsen 2001: 214). The student teachers' positive responses raise hopes that in the near future they will be contributing positively to the implementation of the Education White paper 6 on Special Needs Education and Training: Building Inclusive Education and Training System (2001).

18. Chapter summary

Chapter 4 provided findings of the research and analysis of data gathered from the responses of teachers, principals and final year student teachers from the local university. Data was analyzed using frequency tables.

Recommendations of the research results based on the outcomes of the interviews are made in the next chapter.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

1. Introduction

This study covered issues relating to Inclusive Education in the selected ordinary schools. The ultimate aim was to contribute towards raising challenges faced by educators who lack proper training to deal with the new inclusive education system and to make recommendations for the establishment of an effective and efficient system of Inclusive Education in KwaZulu- Natal and the best way in which this may be managed.

Chapter One provided an analysis of the concept “Inclusive Education” and the background of the study. This chapter highlighted the purpose of the study and also gave research methodology, scope and outline of the study. Chapter Two focused on literature reviewed in order to explore local and foreign Inclusive Education systems. Advantages, disadvantages and benefits of Inclusive Education were also outlined. In Chapter Three, this research project concentrated on research method, methodology and design. It explained stages that were followed to collect data. It also explained how subjects, instruments and procedures used in the study were selected. In Chapter Four data collected through the empirical study was analyzed and presented.

Chapter 5 is the concluding chapter of this study and it presented conclusions and recommendations emanated from the entire study. The research results have generated some recommendations that are based on the outcomes of the interviews of participants on research.

2. Recommendations

The research results and findings have generated the following important recommendations:

2.1 Teacher training on Inclusive Education and barriers to learning in order to cater for the needs of learners who experience barriers to learning and development:

Chapter 4 revealed that one out of fifteen teachers that were interviewed has specialized in Special Education. Earlier textbooks for teachers in initial training, do not mention the term “Special Education” (Wolfendale, 1987:101). Teachers were trained to teach ordinary classes, therefore there is a need to develop them professionally in the field of inclusive education, to ensure that they have the capacity to meet diverse learning needs.

Teacher training could be in the form of in- service training and initial teacher training at the University, where the effects of common intrinsic and extrinsic barriers to learning and other factors which influence development are dealt with. The Warnock Report, (1978:380) highlights the fact that a special education element should be included in all courses of initial teacher training, including those leading to a Postgraduate Certificate in Education.

Special Needs is listed as one of the scarce and critical skills in the Education, Training and Development Practices- Sector Education and Training Authority (ETDP- SETA) Scarce and Critical skills Guide 2011:27. It is, therefore, recommended that Higher Education Institutions in collaboration with the KwaZulu-

Natal Department of Education fast track the possibility of accredited certificate courses for in-service training of teachers. In- service and pre- service training of teachers in Special Education should not lead to believing that only specialists can help learners who experience barriers to learning. The pedagogical skills that teachers receive from the Higher Education Institutions is not irrelevant but, continuous professional development is required to equip teachers to identify possible barriers to learning and development and differentiate their teaching to suite the needs of all learners and their learning styles.

The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011:9) has further categorized identified development opportunities in the short and medium term (2011/ 2012 to 2015/ 2016). One of the categories, is training of Special Needs teachers. It is therefore imperative that the KwaZulu-Natal Department of Education respond to the identified training needs of teachers within the set period of time. Training is essential in the implementation of inclusion.

2.2 Linkages between the Department of Education and Tertiary Institutions.

The shortage of teachers who have specialization in Special Education:Barriers to Learning compels the KwaZulu-Natal Department of Education to form or strengthen linkages with Higher Education Institutions more especially those that train teachers.

The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011:15) states that foundation phase teacher production has been identified as an area of needing urgent intervention. This calls

for the KwaZulu- Natal Department of Education and local Tertiary Institutions to revisit the teacher training strategies, and agree on a strategy that will address the shortage of foundation phase teachers and Special Needs teachers in particular.

Initial teacher training and in-service training for teachers working with children with special education needs and introduction of a compulsory module on special needs education need collaboration between the KwaZulu-Natal Department of Education and Tertiary Institutions (Stakes, 1997:10).

Wherever possible, students should have the opportunity in their initial teacher training to take an option that will enable them to pursue their interest in children with special education needs in more depth. Currently University students only specialize in Special Education and in different barriers to learning in their post graduate degrees (Warnock report, 1978:338).

The Department of Education and the Tertiary Institutions should ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools, (Salamanca Statement and framework for Action on Special Needs Education,1994:11).

2.3 Strengthening intersectoral collaboration with relevant stakeholders.

Adequate provision for learners who experience barriers to learning and development requires contributions from various departments, (the Department of Education, Department of Health and the Department of Social Development). It also requires

contributions from Non-Governmental Organizations, parents and social partners and teacher unions. The Report of the (National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS), 1997:130), proposed that as a matter of priority, the national and the provincial departments of education seek clarity about the issues or programmes that require cooperative governance with other departments, and pursue clarity about responsibilities and accountability for each of these including clarity about who should be the lead department for each of these areas. This should be done in order to ensure that diverse needs and barriers to learning and development are addressed.

2.4 Teachers need to be adequately equipped to identify barriers to learning and development early and provide relevant intervention strategies to learners.

The National Strategy on Screening, Identification, Assessment and Support (School pack (2008: 93) highlights the fact that the Early Childhood Development (ECD) practitioner, who is the first person who could identify developmental delays or health needs in a child, is well positioned to ensure that information is recorded and follow up action planned. A determined effort should therefore be made to ensure that learners are identified as early as grade R so that the level and extent of additional support needed is established and implemented.

In order to ascertain that barriers to learning are identified early, teachers need to have knowledge and skills regarding various forms of extrinsic and intrinsic barriers to learning and development. The National Strategy on Screening, Identification, Assessment and Support (SIAS strategy) should be the tool to be used to assist

teachers, to identify barriers to learning and development early and establish support package to address these barriers, (The National Strategy on Screening, Identification, Assessment and Support (school pack) 2008:9).

2.5 Bursaries for teachers in Inclusive Education.

A range of advanced short courses and qualifications specifically directed to the teaching methods and techniques, appropriate to children, who experience barriers to learning should be funded by the KwaZulu-Natal Department of Education. The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011:9) confirms that 3 000 underperforming secondary schools and their feeder primary schools will be identified and their teachers together with the curriculum advisors in the districts, in which they are located, targeted for immediate short-courses or part qualification interventions.

2.6 Recruitment strategy and retainment of specialists (therapists, psychologists, nurses etc) in schools, Department of Education district offices and head office.

As a matter of urgency high priority should be given to the recruitment and employment of specialists (therapists, psychologists and nurses), in respect of the identified need in district offices where there is no specialists. Specialist support personnel seem to have a vital role to play in the inclusive practice of schools. Multi-disciplinary teams at schools have to be encouraged so that they share their expertise in the pursuit of common educational goals (Walton, 2009:1).

An approved strategy on recruitment and retainment of specialists should be developed and where recruitment is impossible, specialists' services should be on

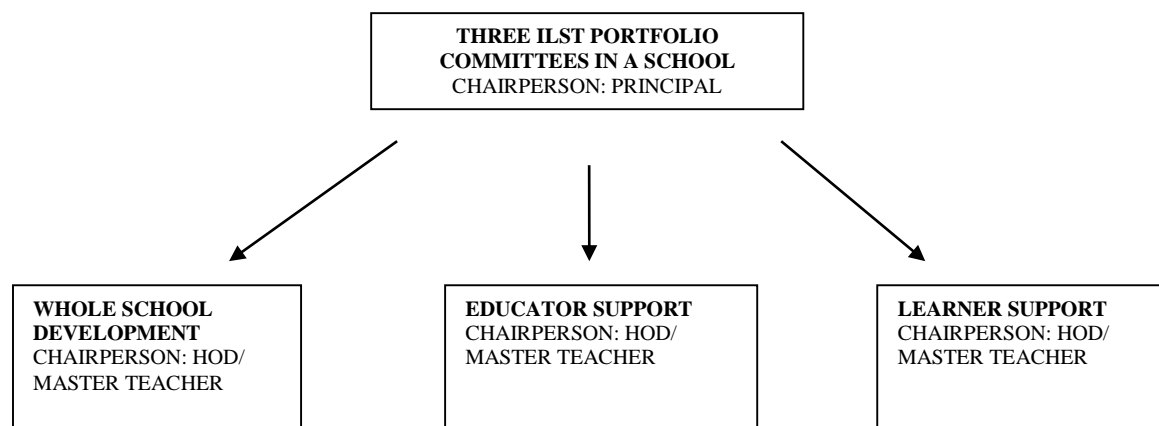
consultancy basis for learners to access educational, medical and therapeutic services. Sourcing of such specialists must form part of the strategy.

2.7 Teacher and learner support by the KwaZulu-Natal Department of Education.

The establishment of the support structure at school level to provide specialized professional support to a school should be prioritized by the KwaZulu-Natal Department of Education in collaboration with the schools.

The Institutional Level Support Team (ILST) should be established in all schools to focus on identification, assessment and support of areas needing development and support within the school. Members of the School Management Team should take a leading role in Institutional Level Support Team (ILST), which aims to address barriers to learning and development at a school level.

This support structure can be explained through a simplified diagram as follows:



Learners, teachers and the whole school have to access low level of support provisioning through the Institutional Level Support Team (ILST) in the ordinary or mainstream school. This is why this kind of structured support needs to be resuscitated in

other schools and established in some schools as a matter of urgency (Establishing Schools as Inclusive Centres of Learning, Care and Support, 2009:11).

2.8 Linkages between ordinary/ mainstream schools and special schools.

Cooperation and collaboration should not only be interdepartmental as mentioned in 5.2.3 above, but schools also need to support one another by sharing expertise in special education issues and support to learners who experience barriers to learning (Wolfendale, 1987:61).

Findings of this study show that teachers and principals from the four selected schools lack relevant skills to identify barriers to learning early and offer relevant support to learners who experience barriers to learning. The White Paper 6 on Special Education: Building Inclusive Education and Training Systems (2001:21) clearly specifies that the new roles of special schools will include providing particular expertise and support, especially professional support in curriculum, assessment and instruction as part of the district support team to neighbouring schools, especially full service schools.

2.9 Weighting of learners who experience barriers to learning and development in mainstream schools.

It was mentioned in chapter 4, table 8 that the teacher: pupil ratio in the Department of Education in South Africa is 1:35 in grade 1 to 9, in a normal class. This study reveals the need to reconsider the weighting of learners in some ordinary schools that accommodate learners who experience barriers to learning. Learners who have special educational needs should be weighted more than other learners so that support that is

offered can be successfully implemented and managed. Some intrinsic barriers to learning such as Attention Deficit and Hyperactivity Disorder and Attention Deficit Disorder, Speech problems and dyslexia are Specific Learning Disabilities that need to be weighted more than normal weighting of 1:35.

3. Conclusion

Prinsloo (2001:1) states that during the last two decades, international policy development has turned the focus on providing quality education for all learners within the mainstream of education, and therefore removing the stigma and stereotyping of learners with barriers to learning. To successfully manage Inclusive Education in schools and in the classrooms, managers, teachers and all stakeholders need to adopt and implement international, national and provincial policies, declarations and guidelines that contribute to a shift from medical model to social model of support provision for learners who experience barriers to learning and development. These are some of the documents:

- i. The UNESCO Salamanca Statement and Framework for Action on Special Needs Education (1994), adopted by the World Conference on Special Needs Education: Access and quality. The delegates of the conference who represented 92 government and 25 international organizations reaffirmed their commitment to “Education for All”, proclaiming that every child has a fundamental right to education.
- ii. The South African Constitution (Act 108 of 1996), in chapter 2, section 9- sub section 3 concurs with the Salamanca statement when it discourages unfair discrimination against anyone on the grounds of race, gender, sex, pregnancy,

- iii. marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.
- iv. The World Declaration for Education for All (1990), adopted by the World Conference in Jomtien, Thailand. Education for All have proved useful guides for governments, international organizations and educators carry out policies and strategies to improve basic education services.
- v. The Dakar Framework for Action (2000), which was informed by the inputs from the six regional conferences in 1999 to 2000. The Sub- Sahara region conference which was held in Johannesburg provided it's extensive evaluation of the education undertaken in the region, based on the vision of the World Declaration on Education for All which was adopted ten years earlier in Jomtien, Thailand.
- vi. Inclusive model has been legalized by the acceptance of White Paper 6, building an inclusive education and training system, in 2001.

South African draft policies to put White Paper 6 into practice are:

- i. A Draft Conceptual and Operational Guidelines for the Implementation of Inclusive Education was produced (DoE, 2002);
- ii. Summary Outline of the Draft National Strategy For Screening, Identification, Assessment And Support (2004);
- iii. District-Based Support Teams (2005); Conceptual and Operational Guidelines for the Implementation of Inclusive Education: Special Schools as Resource Centres (2005) and
- iv. Conceptual and Operational Guidelines for the Implementation of Inclusive Education: Full Service Schools (2005).

- v. KwaZulu- Natal Department of Education. 2009. Establishing Schools as inclusive Centres of Learning Care and Support: A strategy to implement White Paper 6.

The focal point of White Paper 6 as well as the follow-up draft policies is based on the notion that all educators will have the knowledge and skills to identify and support learners experiencing barriers to learning in any educational context. This is where the problem arises. Currently most South African teachers are not trained to handle the challenges that inclusive education lays on their front doors.

Based on the results of this study, it is obvious that most respondents acknowledged that inclusive education and training cannot be avoided but that most of them are not trained to deal with the challenges it brings. It is therefore, quite evident that further investigation and a full study is needed to change the training of all students in education to ascertain that all future teachers are fully equipped to deal with learners experiencing barriers to learning and development appropriately.

Barriers can be located within the learner, within the centre of learning (which is the school), within the education system and within the broader social, economic and political context. These barriers manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners 'drop out' of the system. Identifying the barriers early is important, because the sooner they are recognized the sooner the intervention can begin.

Teachers and management of schools should acknowledge that:

- Every child has unique characteristics, interests, abilities and learning needs,

- Educational programmes and teaching strategies implemented in the school should take into account the wide diversity of these characteristics and needs,
- Learners who experience barriers to learning must have access to regular or mainstream schools, which should accommodate them a pedagogy that is capable of meeting their needs,
- Investing in early identification and intervention strategies will always benefit learners who experience barriers to learning.

In conclusion, all stakeholders in education should always ensure that quality education to all through appropriate curricula, organizational arrangements, teaching strategies are priority. The fundamental principle of the inclusive school, is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Learners have different learning styles and multiple intelligences, and need different styles of teaching and learning in the classroom, no matter what barrier they experience in learning and development.

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APPENDIX A

P. O Box 2907
Pietermaritzburg
3200
28 April 2004

The District Director
Department of Education
Private Bag x20104
Empangeni
3380

Dear Madam

REQUEST TO CONDUCT A RESEARCH INTERVIEW IN FOUR JUNIOR PRIMARY SCHOOLS.

I am conducting a research on the management of inclusive education for the purpose of a Master's dissertation. I therefore, request permission to interview principals and educators concerning management of inclusive education.

This research will help the Department of Education, Special Education sub-component of Psychological, Guidance and Special Education component in particular; to discover its strengths and weaknesses in as far as advocacy of inclusive education is concerned. This study is also a contribution towards understanding the needs of schools in the Empangeni District and level of support that the junior primary schools (foundation phase) need, to be able to manage inclusive education.

I have a set of structured interview questions that will take about twenty to thirty minutes of the time of each interviewee.

I would appreciate your assistance and support.

I thank you in advance for your cooperation in this matter.

Yours faithfully

H.M. Majola

APPENDIX B

Mrs HM Majola
P. O. Box 2907
PIETERMARITZBURG
2300

Dear Mrs Majola

RE: APPLICATION TO CONDUCT RESEARCH- MASTERS DEGREE

Your letter dated 28 April 2004 refers.

I have pleasure in informing you that your application to conduct research among four schools in the Empangeni district has been approved.

All the best with your research.

MRS GMP SIDAKI
DISTRICT DIRECTOR

APPENDIX C

P. O Box 2907

Pietermaritzburg

3200

10 November 2006

Dear principal/ teacher/ student teacher

PERMISSION TO CONDUCT A RESEARCH PROJECT

As a Master's student in Education Management, I am currently busy with a research project on the management of inclusive education in primary schools.

The decision to include learners who experience barriers to learning has come as a priority since the publication of Education White Paper 6 on Special Needs Education: Building Inclusive Education and Training System in 2001. The focal point in this process is the person who is primarily responsible for the day- to- day implementation on inclusive education, namely, the teacher and principal.

I am planning to obtain the necessary information for this research through interviews. This will only take 15 minutes of your time.

Please note that your identity, all identifying information of the school/ tertiary institution as well as your responses will be kept strictly confidential and will remain anonymous.

Thank you for your co-operation.

Happy M. Majola

APPENDIX D

INTERVIEW QUESTIONS FOR PRINCIPALS

1. How many learners do you have in your class?
2. How many learners experience barriers to learning?
3. What are common barriers to learning that your learners experience?
4. What are you doing to address these barriers in your school?
5. Since inclusive education was introduced in 2001, how do you see your school making an impact on the issue?
6. What qualifications/ specialization do your teachers have to deal with inclusive education? Have they had any training? In what form?
7. Do you want to have specialist trained teachers?
8. What are you doing in providing skills to other teachers on inclusive education?
9. Do you get support from the Department of Education? What kind of support?
10. Have you made use of this support?
11. What is the Department of Education (District or Province) doing about providing resources to the schools?

APPENDIX E

INTERVIEW QUESTIONS FOR TEACHERS

1. How many learners do you have in your class?
2. How many learners experience barriers to learning?
3. What are the common barriers that your learners experience?
4. How do you identify barriers to learning that your learners experience?
5. What programmes do you have to assist learners who experience barriers to learning?
6. Do you need to implement inclusive education in our schools? Why?
7. When do you think is the right time to refer learners to professionals outside the school?
8. Do you have any kind of training or courses (remedial, special education or psychology) that you have done that has equipped you to deal with learners who experience barriers to learning?
9. Do you know that there are bursaries that the Department of Education offers to educators for professional development?
10. What support does the Department of Education offer you in as far as inclusive education is concerned?

APPENDIX F

INTERVIEW QUESTIONS FOR STUDENT TEACHERS

1. What is your understanding of inclusive education?
2. Do you clearly understand the contents of the Education White Paper 6 on Special Needs Education: Building Inclusive Education and Training System that was published in 2001?
3. In your training, have you ever been exposed to the current information on the implementation of inclusive education in KwaZulu-Natal?
4. One of the issues to be considered when developing learning programmes, work schedule and lesson plans is “Inclusivity and barriers to learning’. Are you confident enough to face the challenges of “Inclusivity” in schools?
5. Are you well equipped to ensure that through the curriculum (National Curriculum Statement), barriers to learning are addressed and minimized?