MANAGING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS OF THE TSHINANE CIRCUIT IN LIMPOPO PROVINCE

by

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DECLARATION

I, *Azwihangwisi Rose Tshifura*, hereby declare that this dissertation entitled "MANAGING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS OF THE TSHINANE CIRCUIT IN LIMPOPO PROVINCE" is my own unaided original work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Signature   Date

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to all those who, in their own special ways, seek knowledge for understanding, truth and love to uplift mankind from the doldrums of all kinds of selfishness, greed, exploitation, domination and ignorance in order to make the world a peaceful place where all can live in peace and harmony for the sake of present and future generations.

SUMMARY

The implementation of inclusive education is a challenge to most educators. The real challenge lies in the management of inclusive education. The researcher, therefore, adopted a qualitative approach to understand the participants 'understanding of inclusive education and to answer the research questions that sought to explore the phenomenon of inclusive education as presented in chapters one and five. Chapters two and three presented the latest developments, policies and practices related to inclusive education, as well as management of inclusive education.

A sample of five primary school principals and fifteen educators was chosen. Data was collected through in-depth individual semi-structured interviews and focus group interviews. It emerged from the literature study that inclusive education has become a reality in Botswana, Lesotho, Namibia, South Africa and abroad. Most schools in these countries have been changed into full service schools. For example, in South Africa Tshiluvhi primary School became Tshiluvhi Full Service primary School. This shows that the government of South Africa accepts that learners with disabilities are part of the community and, therefore, have a right to receive equal and quality education.

Although inclusive education is a reality in the above-mentioned countries, there are many obstacles that are still to be overcome. For instance, the issue of fiscal constraints, negative attitudes to disability, lack of support services, rigid teaching methods, teacher expertise, teacher training, time management and large class sizes are major impediments to the realisation of effective inclusive education. The same constraints were also raised during the interviews by most of the participants. Most educators and principals complained that management of inclusive education is compromised by lack of resources.

Recommendations based on the findings of this study revolve mainly around the introduction of internal workshops, provision of resources and building enough classrooms to reduce the learner-teacher ratio. It was revealed during the interviews that members of the institutional level support teams and the principals of the selected primary schools were aware of their roles in managing inclusive education. For example, they manage finances to ensure the successful implementation of inclusive education and support and monitor teachers in the implementation of inclusive education.

The study hopes to contribute to the existing body of knowledge and to be useful to teachers and various stakeholders by enabling them to find more constructive ways of building a successful inclusive education system.

Key words

Diverse needs, equal education for all, inclusion, inclusive education, inclusive schools, institutional level support teams, integration, mainstreaming, managing inclusive education, special education needs.

TABLE OF CONTENTS

Page

CHAPTER ONE: ORIENTATION TO THE STUDY

CHAPTER FOUR: RESEARCH METHODOLOGY

CHAPTER FIVE: PRESENTATION AND DISCUSSION OF FINDINGS

CHAPTER SIX: AN OVERVIEW OF THE INVESTIGATION AND RECOMMENDATIONS

LIST OF TABLES

Page

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Inclusive education provision is designed to respond to the needs of learners who experience learning barriers. Croll and Moses (2000:24) identify three groups of learners who experience learning barriers. The first group experiences difficulty in learning. This group includes learners with reading, writing and spelling problems. It is by far the largest of the major groups of learners who experience learning barriers. The second group has emotional and behavioural difficulties. This group is comprised of children who present discipline problems in the classroom since they have challenging behaviour. They develop mental impairment and are regarded as naughty because their classroom behaviour gives teachers headaches. The third group is composed of learners who have health sensory and physical difficulties. This category makes up a substantially smaller proportion of all those with special educational needs.

In the past, special schools were limited to admitting learners according to rigidly applied categories. Learners who experienced learning difficulties because of severe poverty did not qualify for educational support. The categorisation allowed only those learners with organic and medical disabilities access to support programmes (Goldstein, 2006:1).

According to the Department of Education (DoE) (2001:9), the impact of apartheid policy in South Africa was that only 20% of the learners with disabilities were accommodated in separate special schools. Statistics revealed that only 64200 learners with learning barriers or impairments were accommodated in about 380 separate special schools. This indicated that, potentially, 280 000 learners with learning barriers or impairments were uncounted for.

In the early 1990s the appropriateness of having such a separate system was challenged both from human rights perspectives and from the point of view of effectiveness. This led to an increased emphasis in many countries, both the developed and developing countries, on the notion of integration (Ainscow & Farrell, 2002:5). The growing community of those opposed to separate special education reached a critical mass with the adoption of UNESCO's Salamanca Statement and Framework for action on special needs education (UNESCO, 1994:ix). Its guiding principle, based on a social perspective, was the inclusion, as a right, of all children in mainstream schools. Learners with learning barriers, the document maintains, should be educated with their age peers, share educational experiences but at the same time follow individual learning plans with the necessary support available. It was acknowledged that, for this to be possible, education authorities have to redesign policies, schools have to change many of their practices and both have to adopt a different mindset with regard to children perceived to be different (Engelbrecht & Green, 2007:33). This led countries to the notion of inclusive education (cf 2.4).

1.2 BACKGROUND

1.2.1 South Africa's perspective on inclusion

The complex diversified conditions in South Africa's nine provinces pose particular challenges to an inclusive system of education. Differences in terms of fiscal allocation, previously inherited disparate service provision, rural urban disparities and poor infrastructure, present major impediments to a uniform system of inclusive education (Engelbrecht & Green, 2007:3). Based on these discrepancies in the various provinces, an inclusive system could take various forms and be characterised very differently in South Africa.

In some provinces, initial support systems will have to be set up prior to the introduction of inclusive education. Both external and internal support is needed (Blignaut, 2001:4). The teaching and learning support services in many provinces are not established and in those provinces where they exist, officials are not appointed or lack the necessary capacity to offer the

necessary support. Principals are also not supportive of transforming the curriculum radically because they are not fully trained. The principals, educators and learners are at the same level of understanding of inclusive education. All these lead us to realise that it will be difficult to manage inclusive education in primary schools where all role players do not have the same understanding of the concept (cf 2.7).

In addition, large numbers of learners are being mainstreamed by defaults, mainly in sites of learning of the former Department of Education and previous Bantustans (Engelbrecht, Green, Naicker & Engelbrecht, 2004:16). These sites of learning fell under the South African education system which was provided with the least fiscal resources during the apartheid era. Furthermore, the learning sites were not evenly resourced. Most of the materials were only enough for the principal to keep in his/her office. This leads the researcher to doubt the effectiveness of the institutional level support teams (ILSTs) in managing inclusive education in under-resourced classrooms (cf 3.3).

1.2.2 An international perspective on inclusion

Although all societies have historically developed attitudes and responses to learners with learning barriers, the concern began with the emergence of organised and widespread education for such learners over the last two hundred years (Dyson & Forlin, 2007:25). In developed countries, such as the United Kingdom, Scandinavia and the United States of America, the process of industrialisation was accompanied by the rise of mass education systems, frequently having their origins in local and charitable initiatives, but rapidly being taken over and rationalised by the state. These systems had to provide for learners with learning barriers.

In many countries, the same sort of local and charitable initiatives that had promoted regular education had also been responsible for the establishment of a strictly limited range of special education. Over time, the local initiatives were gradually taken over by the state and developed into a more comprehensive system, in much the same way as had happened in respect of regular education in the middle of the twentieth century. Therefore, most industrialised countries had a

separate special education system that provided for many, if not all, learners with learning barriers (Riddell, Tinklin & Wilson, 2005:625) (cf 2.8).

Although the inclusive education movement is an international phenomenon, it has its origins in the relatively rich developed countries that had already applied both extensive and sophisticated regular special education systems (Michailakis & Reich, 2009:25). In the 1960s, for instance, a number of Scandinavian countries shifted the emphasis of their educational provision for learners with learning barriers from separate special schooling to what came to be known as 'integration', that is, placement of such learners in regular schools (Dyson & Forlin, 2007:25).

The emergence of criticism against the way children with learning barriers received education led to the development of two significant changes in the education of learners who experience learning barriers. Firstly, the integration movement of the late 1960s constituted nothing more than a change of label reflecting the international adoption of what seems to be originally American practices. The integration movement marked a further shift of emphasis in all attempts to overcome some of the perceived limitations of integration. Integration is increasingly seen as referring to limited attempts to accommodate and support learners with learning barriers in regular schools which remain essentially unchanged (Ainscow & Farrell, 2002:1).

The second development focuses on the creation of regular schools, which are inherently capable of educating all learners. This may entail some radical restructuring of schools as organisations and the re-evaluation of the nature of the curriculum change in pedagogical and management practices. It is not simply that a wide range of developed countries have begun to adopt the rhetoric of inclusion, but that the creation of inclusive schools has come to seem a promising way forward to countries which have hitherto developed less than comprehensive special education systems (Dyson & Forlin, 2007:26).

1.2.3 Managing inclusive education

In South Africa, the ILSTs are entrusted with the responsibility of playing different roles in managing inclusive education. It is one of the responsibilities of the ILSTs to ensure that inclusive schools cater for the needs of all learners. The ILSTs are expected to select best practices to enable the school to accommodate the diversity of needs which exist in the school. The ILSTs should bring practice as close as possible to the broader national intention of an inclusive system with the aim of giving learners equal and quality education (DoE, 2000:2).

However, the reality is that inclusion is not simply about reconstructing provision for learners with learning barriers, but it is a means of extending educational opportunities to a wide range of marginalised groups who may historically have had little or no access to schooling (Dyson & Forlin, 2007:32). This means that inclusion is used when learners with learning barriers are placed in general education classrooms for a portion of the school day. This poses a problem to the ILSTs which are not trained enough to improvise the resources and support aimed to ensure the success of inclusive education. Teaching and managing inclusive schools generates heated debates countrywide as training is shallow. A study conducted by Croll and Moses (2000: 62) about the views of teachers towards the implementation of inclusive education revealed that the question about inclusion in primary schools was largely a pragmatic one.

Consequently, teaching learners with learning barriers in the ordinary school has become a major concern for educators. It is not surprising that educators might have both negative and positive feelings towards the implementation of inclusive education. Those feelings range from lack of training, fear of job losses and the inability of educators to cope with an increased work load. To some educators, the implementation of inclusive education means the start of enjoyable education (Stofile & Green, 2007:59).

Educators are very conscious of the pressures of class sizes and resources which they are already working under, and stress the problems they have in coping with greater levels of difficulties. Educators are concerned with how they could meet the needs of other children in

the class if they have children with serious special educational needs, especially in the case of learners with emotional and behavioural difficulties who are seen as disrupting the education of other learners in an unacceptable fashion. Educators feel that the instructional demands of meeting the academic and behavioural needs of learners with learning barriers create an added burden that decreases their ability to meet the academic and social needs of the learners. These added demands also increase their frustration and distress which cause them to socially reject learners who experience learning barriers. Some educators feel that they are not provided with adequate instructional, physical and human resources, time and training to implement inclusion programmes successfully (Mokgaphame, 2001:8).

Accordingly, educators express concerns because they feel that they have not had the training to acquire the knowledge and skills to teach and adapt instruction to suit learners with learning barriers. They feel that it might be uncomfortable to deal with some of the medical and physical needs of learners with learning barriers and are unsure about how to handle emergencies that might occur in classrooms. Educators feel that children who are integrated might not be adequately catered for in ordinary schools (Salend, 1998:27).

The ILSTs are entrusted with the responsibility of seeing that the school and classroom environments are conducive to teaching and learning. The ILSTs are not doing enough in screening the learners. Hence, there is concern about creating the best environment for teaching learners who experience learning barriers. Special schools are seen as places with special expertise and special resourcing where these children could have their needs met appropriately. Children with special educational needs who are seen as most likely to be successfully integrated in mainstream schools are those with physical and sensory impairments. Children seen as least likely to be successfully integrated are those with emotional and behavioural difficulties and to a lesser extent, children with serious learning problems (Stofile & Green, 2007:59).

Due to lack of support given to the educators by the ILSTs, some educators feel that performing supportive service roles in the general education classroom might result in learners viewing

them as teaching aides rather than educators. They feel that they are not competent to educate large groups of learners and content areas such as science and social studies. Others view inclusion programmes as providing them with support and relieving some of the stress associated with teaching by allowing educators to share teaching styles and strategies, address discipline problems when they emerge, monitor learners' progress and improve communication with other professionals and parents. They report that the collaborative teaching arrangement makes teaching more enjoyable and stimulating, thus allowing them to experiment with new teaching methodologies and gain new insights about their beliefs and teaching practices (Mokgaphame, 2001:8).

The above concerns slow down the process of inclusion. As a result, dissatisfaction with the progress towards inclusion leads to demands for more radical changes in many countries. One of the concerns of those who adopt this view is the way in which pupils come to be designated as having special needs. This group sees this as a social process that needs to be continually challenged. More specifically, they argue that the continued use of what is sometimes referred to as a 'medical model' of assessment, within which educational difficulties are explained solely in terms of child deficits, prevents progress in the field, not least in that it distracts attention from questions about why schools fail to teach so many children successfully (Ainscow & Farrell, 2002:6).

Such arguments lead to proposals for a reconceptualisation of the special needs task. This suggests that progress would be much more likely when the ILSTs recognise that difficulties experienced by learners come about as a result of the ways in which schools are currently organised and the forms of teaching that are an 'artifact of the traditional curriculum' (Ainscow & Farrell, 2002:6).

It is also the responsibility of the ILSTs to reform schools and improve pedagogy in ways that would lead them to respond positively to learner diversity and see individual differences as opportunities for enriching learning. This kind of approach is probably only possible in contexts

where a respect for individuality and a culture of collaboration that encourages and supports problem solving exist (Ainscow & Farrell, 2002:6).

From the researcher's own experience, it is clear that support was minimal during the phasing in of Curriculum 2005 (C2005). It is even doubtful that the support for educators in the implementation of inclusive education would be adequately rendered. For example, during the implementation of C2005 there were either insufficient or no educators' support programmes in place. This might also affect the phasing in of inclusive education. The problems associated with the educator support programmes were due to the fact that there was a lack of adequate and readily available expertise amongst the regional, district and provincial education officials. In particular, this problem was created by lack of funding and a shortage of personnel to run the effective follow-up support programmes. This affected the implementation and management of C2005 as educators lacked support when they encountered problems in the classrooms. Most of the school management teams were unaware of what they should manage as they had not undergone any training. They simply did not know their roles in the implementation of C2005. It is doubtful whether the mistakes that were done during the phasing in of C2005 would not be repeated in inclusive education countrywide.

The researcher feels that it is important to investigate the role of the ILSTs in managing inclusive education in primary schools in the Tshinane Circuit of the Vhembe District, Limpopo Province.

1.3 PROBLEM STATEMENT

In the White Paper 6 (DoE, 2001: 6), the Ministry of Education expressed its commitment to the provision of educational opportunities for all children irrespective of learning barriers. The researcher is concerned that it is now more than ten years since the then Minister of Education, Minister Kader Asmal, indicated that the vision of an inclusive education and training system can only be developed over a long term period. Since then, learners are still traveling long distances from their villages to the designated special schools. For example, in Venda, learners

travel from their villages to Tshilidzini Special School and some stay in the school premises due to the fact that they are not allowed to register in the mainstream schools because of their disabilities. After completing their educational journey at Tshilidzini Special School, they have to go to Filadelfia to further their education. Children from poor families or low income families are likely to drop out. As a parent, I have noted that children from poor families drop out of learning routes because of distances they have to travel and financial constraints. The researcher's concern is that, while in principle there is a considerable degree of commitment to the policy of inclusion, the practical implications of such a commitment are far less clear.

In the light of the above concern, it is, therefore, important to investigate the role of the ILSTs in managing inclusive education in primary schools in the Tshinane circuit. From the afore-going exposition of the problem, the following research question has been identified:

- How do the ILSTs manage inclusive education in primary schools in the Tshinane Circuit of the Vhembe District, Limpopo Province?

In trying to answer the above question, it will be necessary for the researcher to examine the following subsidiary questions:

- What are the latest developments, practices and policies related to inclusive education in South Africa and abroad?
- How should inclusive education be managed?
- What are the educators' perceptions of the implementation and management of inclusive education in primary schools of the Tshinane Circuit of the Limpopo Province?
- What possible recommendations could be made for the improved implementation of policies in the given circuit?

1.4 AIMS OF THE STUDY

The main aim of this study is to investigate the role of the ILSTs in managing inclusive education in primary schools of the Tshinane Circuit of the Vhembe District, Limpopo Province. The objectives flowing from this aim relate to the following:

9

- To investigate the latest developments, practices and policies related to inclusive education as implemented in South Africa and abroad;.
- To explore the strategies employed by the ILSTs in managing inclusive education;
- To determine the perceptions of educators regarding the implementation and management of inclusive education; and
- To make recommendations based on the literature review and the qualitative enquiry to improve inclusive education practices in the Tshinane circuit of the Vhembe District, Limpopo Province.

1.5 RESEARCH METHODS

This section reports on the methods used to address the aims of this study as specified in section 1.3. The following methods were used to gather sufficient data to answer the postulated research questions: literature review; in-depth individual interviews; and and semi-structured focus group interviews.

1.5.1 Literature review

Qualitative researchers conduct a preliminary review first to propose a study and to conceive the research topic in a way that permits a clear formulation of the problem. Preliminary data is important in forming the foundation upon which all future work must be built (Leedy & Ormrod, 2001:84). For the purpose of this study, background information has been obtained mainly by reviewing literature which is relevant to the topic. Important sources of data were dissertations and theses, journals, and other primary and secondary sources. These sources were consulted to acquire knowledge and information pertaining to the role of institutional level support teams in managing inclusive education. In this study, the literature review provided answers to the first objective of this study as indicated in section 1.3, namely, what the latest developments, practices and policies related to inclusive education in South Africa and abroad are? The literature also provided a conceptual framework on how inclusive education is

managed (cf 3.2). Literature was reviewed to provide a critical synthesis of what has already been written on the topic.

1.5.2 In-depth individual interviews

In-depth individual interviews involve asking open-ended questions, listening to and recording answers, and then following up the answers with additional relevant questions (Bless & Smith, 2000:1). With this kind of interviewing, the questions are not preformulated or themes rigidly identified before the interview takes place. In this study, the researcher limited her own contribution to the main research question as the starting point in order to gain an in-depth understanding of the participants' opinions and experiences on the role of the ILSTs in managing inclusive education. The researcher used an interview schedule and follow-up questions to ensure that all relevant aspects were addressed. This enabled the researcher to find answers to the research objective (1.3), namely, how should inclusive education be managed? The researcher conducted five in-depth individual interviews with five primary school principals, in order to find answers to the question on how the ILSTs manage inclusive education (cf 4.3.1). Hence, this method is important for this research because it ensures that participants reveal their knowledge and experiences on the role of ILSTs in managing inclusive education.

1.5.3 Semi-structured focus group interviews

The semi-structured focus group interview in a qualitative research paradigm aims to find out what other people feel and think about the phenomenon which is being investigated (Rubin & Babbie, 1993:12). Focus group interviewing represents an open purposive conversation where the researcher asks questions on a specific topic and each participant makes comments. The interviewer introduces the topic and then guides the discussion by means of questioning. The researcher records both verbal and non-verbal communication from the participants. This method is best for this research because it enhances data quality, ensures balances of

information given by the participants and an easy assessment of synergy and/or differences between participants.

For the purpose of this study, the researcher administered focus group interviews with the middle managers of the selected primary schools, that is the Heads of Departments (HoDs), in order to find answers related to the educators' perceptions of the implementation and management of inclusive education (cf 1.3). The researcher conducted five focus group interviews and each focus group consisted of four people.

1.6 DEFINITIONS OF KEY CONCEPTS

Definition of key concepts forms the cornerstone of every research. This gives the researcher the opportunity to clarify her conceptual understanding of key terms employed in the study. To this end, the following terms are clarified: inclusion, inclusive school, inclusive education, mainstreaming, locational integration, social integration, functional integration, curriculum, and ILSTs.

1.6.1 Inclusion

Inclusion is a process in which schools, communities, local authorities and governments strive to reduce barriers to the participation and learning for all citizens (Croll & Moses, 2000:59). Shelton and Pollingue (2000:45) also emphasise that inclusion is the placing of learners with learning barriers in an educational environment with learners who do not have learning barriers for a designated period of time during the regular school day. The placement can be of an academic, nonacademic or extracurricular nature.

Inclusion is the usual way of describing the extent to which a learner categorised as having special educational needs (SEN) is truly integrated. Inclusion programmes seek to establish supportive and nurturing communities of learners that are based on meeting the needs of all learners and respecting and learning from each other's individual differences (Dyson & Forlin,

2007:32). Inclusion is an outgrowth of the regular education initiative to be used to describe the philosophy of merging special and general education.

Used in this way, inclusion refers to the extent to which a school or community welcomes learners as full members of the group and values them for the contribution they make. Inclusion reflects a philosophy in which all children regardless of abilities or disabilities are educated within the same environment where each child's individual needs are met. Embedded within this definition is the understanding that children with learning barriers would receive an individually determined appropriate programme with supplementary services and support to meet their unique needs. For the inclusion to be effective, all pupils must actively belong to, be welcomed by and participate in a mainstream school community. Their diversity of interests, abilities and attainment should be welcomed and be seen to enrich the life of the school (Farrel, 2003:24).

According to Ainscow and Farrell (2002:3), inclusion refers to the extent to which a school community welcomes learners as full members of the group and values them for the contribution they make. This implies that for inclusion to be seen to be effective all learners must actively belong and participate in the mainstream school and community activities; that is, they should be fully included. This means that inclusive policies and practices should consider ways in which marginalised groups in society, for example, people from ethnic minorities and those who are socially and economically disadvantaged can participate fully in the educational process within mainstream contexts.

1.6.2 Inclusive school

An inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matters (Croll & Moses, 2000:59). Inclusive schools offer new opportunities to learners who may have experienced previous difficulties (Nid, Rix, Sheehy & Simmons, 2005:60). Issues of social justice, equity and choice are central to the demands for inclusive education. An inclusive school is concerned with the well-being of all learners. This implies that schools should be welcoming institutions. In line with Dyck, Thurston and Dettmer

(2002:40), inclusive schools emphasise learning for all learners, with educators and staff working together to support a learning climate in which all learners can succeed. An important criterion for judging the success of inclusion is that the learners with learning barriers make at least as much progress in the inclusionary setting as they would in an exclusionary setting. All learners must belong to and be welcomed by and participate in the school and the community (Farrell, 2003:24)

1.6.3 Inclusive education

Inclusive education can be defined as a system of education that is responsive to the diverse needs of learners (Engelbrecht et al, 2004:16). In order to make sense of the conceptual definition which refers to a system of education that is inclusive of diverse needs, it is crucial that the conceptual definition be operationalised. The operational definition thus speaks of a single education system and the closure of the dual special ordinary education system. Further, it articulates the needs for support services which ensure a range of options for the provision of education. The support services will include education. As part of a strategic implementation plan of the National Commission on Special Needs in Education and Training (NCSNET)/ National Committee on Education Support Services (NCESS), human resource development should take place to ensure that all personnel are retrained over a ten-year period. All learners should be able to move from one learning phase to another, as well as from one site of learning to another, for example, from the foundation phase (grade 1-3) to the Intermediate Phase (grade 4-6) in the Senior Phase Or General Education and Training Phase (Grades 1-9) (DoE, 2000: 10).

1.6.4 Mainstreaming

Mainstreaming refers to the placement of learners with diverse needs in general education classrooms with appropriate instructional support (Harriett, 2004:137). When they are mainstreamed, they are usually prepared prior to placement into general education and are expected to keep up with general classroom expectations. They have the same or nearly the same curriculum as general education learners and are expected to fit into the general

curriculum and classroom. Within the inclusive programme, the general education teacher is expected to make adaptations to provide a suitable environment for learners with disabilities.

1.6.5 Locational integration

Locational integration refers to the place where pupils with special education needs are placed in special classes (Goldstein, 2006:58). It also refers to units located within a mainstream campus without necessarily being in contact with their mainstream peers.

1.6.6 Social integration

Social integration refers to an interaction of pupils for social activities such as meal times and school visits. However, but for the rest of the time, the categorised pupils are segregated from their mainstream peers (DoE, 2001:6).

1.6.7 Functional integration

Functional integration refers to an interaction of all pupils in their local mainstream school in a regular classroom setting alongside their same-age peers whatever their difficulties or learning needs (Ainscow & Farrell, 2002: 6).

1.6.8 Curriculum

Curriculum consists of intentionally undertaking activities that are planned so that certain objectives are reached and so that learners would come to know certain things and have habits and patterns of emotional response (Goldstein, 2006:58). Defining curriculum within the context of the goals and objectives of education for learners with mild learning barriers is advantageous to the processes of curriculum development in two ways. It legitimises curriculum developers thus making the most of the subjective experiences and observations of teachers, psychologists, rehabilitation workers and other professionals whose careers are linked directly

to the successes and failures of individuals with mild disabilities. The information obtained can be used along with the objective data that supports their observations and experiences as criteria in selecting and organising the concepts, facts, skills and proficiencies that make up the content of instruction.

1.6.9 Institutional level support team (ILST)

The ILST represents the school's management structure which is responsible for the day-to-day running of the school and for putting the school's policies into operation. The ILST is also responsible for working out how the school can best be categorised to bring about the vision of the school community (DoE, 2000:8). In schools with a small staff-learner population, it is composed of the principal, the heads of departments and senior teachers, whereas in schools with a large staff-learner population, the ILST normally consists of the school principal, deputy principal(s) and the heads of department. The ILSTs of the schools that formed the population and sample of this study consisted of the school principals, deputy principals, the senior teachers and the HoDs. The benefit of such a team is that it maximises a leader's potential while minimising his/her weaknesses. It also provides multiple perspectives on how to meet a need or reach a goal, thus devising several alternatives for each situation.

1.7 STRUCTURE OF THE DISSERTATION

The study adhered to the following structure:

Chapter One contains an overview and rationale of the study. This includes an introduction to the study, a reflection on the background to the study, the statement of the problem and aims and objectives of the study. The chapter provides answers to the research aim (cf 1.4), namely, to determine the perceptions of the educators regarding the implementation and management of inclusive education.

Chapter Two deals with the latest developments, practices and policies related to inclusive education in South Africa and abroad. The information gathered will, therefore, serve as an answer to the research aim (cf 1.4), namely, to investigate the latest developments, practices and policies related to inclusive education in South Africa and abroad.

Chapter Three investigates the strategies used to manage inclusive education**.** This chapter partially provides answers to the research aim (cf 1.4), namely, to investigate the strategies used by the institutional level support teams in managing inclusive education.

Chapter Four gives a detailed research design and methodology of the study. This includes data collection and data interpretation procedures. The chapter also provides answers to the research aim (cf 1.4), namely, to investigate the educators' perceptions of the implementation and management of inclusive education in primary schools of the Tshinane Circuit under the Vhembe District in the Limpopo Province. The chapter also offers answers for the research aim (cf 1.4), namely, to investigate the strategies used to manage inclusive education. Actual performances are determined and then evaluated against ideal performances as is evident from the literature review.

Chapter Five presents research findings based on data analysis and interpretation.

Chapter Six gives a summary, conclusions and limitation of the study, as well as recommendations for the improved implementation of inclusive policies in the Tshinane Circuit.

1.8 SUMMARY

In this chapter the researcher presented a framework for the study. The chapter emphasised that inclusive education is designed to respond to the needs of children with learning barriers. These barriers include, amongst others, difficulties with learning, emotional and behavioural difficulties, as well as health, sensory and physical difficulties. During the apartheid era, only 20% of the learners with disabilities were accommodated in special schools and, even then, these schools were far away from learners' villages'.

The democratic government came up with the notion of inclusive education. Even though the democratic government emphasises that learners should be taught in the same classroom, using the same resources, educators have different views. Educators feel that it is difficult to teach learners in the same classroom due to inadequate training. Educators feel that they are not adequately trained. Others felt that the classrooms were overcrowded. Some felt that the schools are not adequately resourced. The resources were not enough to cater for learners with diverse needs. In the next chapter, the researcher reviews the literature on the latest developments, practices and policies in inclusive education in South Africa and abroad.

CHAPTER TWO

DEVELOPMENTS, PRACTICES AND POLICIES RELATED TO INCLUSIVE EDUCATION IN SOUTH AFRICA AND ABROAD

2.1 INTRODUCTION

In Chapter One it was evident that the democratic government had amalgamated nineteen Ministries of Education which had been designed along racial lines to a single Ministry of Education with one curriculum for all South African learners including learners with diverse educational needs. This was done after the government had realised that children are disabled by the society through negative attitudes and prejudices which assume that children with learning, speech, physical, cognitive, sensory or emotional impairments lack skills and abilities which make them unable to participate in inclusive education (Kaliffman, 2005:2). This realisation led to the development of inclusive education which caters for all learners regardless of their disability. It is of utmost importance, therefore, to look at how this inclusive education has been developed in South Africa and abroad.

This chapter seeks to find answers to the research aim (cf 1.4), namely, to investigate the latest developments, practices and policies related to inclusive education as implemented abroad and in South Africa. In order to do that, this chapter focuses on the following issues: educational transformation in South Africa; development of an inclusive philosophy; development of an inclusive policy; strategies of developing an inclusive community-based system of support; inclusive education; learning barriers; inclusive education in other countries; inclusive education in South Africa; and attitudes towards the implementation and practice of the inclusive policy. This will give the researcher a clear understanding of the route which inclusive education took to arrive at its present stage. The next section specifically focuses on educational transformation in South Africa.

2.2 EDUCATIONAL TRANSFORMATION IN SOUTH AFRICA

The pre-1994 education system in South Africa left the provision and support of special education largely influenced by fiscal inequalities in terms of race (Walther-Thomas, Korinek, McLaughlin & Williams, 2000:7). Owing to the pre-1994 education system, special education and education support services in South Africa can be divided into three stages (Mitchell, Katsiyannis & Bradley, 2003:79) as follows: Stage one dealt with special education provision by the church and private organisations, as well as the racist nature of the state. It was marked by lack of provision; stage two focused on the development of standardised tests; and stage three explained the development of the medical model.

Stage three was further divided into four phases as follows: phase one focused on the beginning of instructional apartheid and the provision of disparate services; phase two described the racially segregated education departments and the development of special education services within those departments; phase three gave particular attention to the homelands or Bantustans which were created by the apartheid government to promote and politicise ethnic differences in keeping with the apartheid tradition of divide and rule. Moreover, this stage also acted as a means to keep large numbers of black South Africans away from the cities. Phase four referred to development within the new democratic dispensation in South Africa (Walther-Thomas *et al.,* 2000:7).

The advent of the democratic government in 1994 saw wide-scale transformation taking hold throughout the country. The unification of nineteen education departments into a single Ministry of Education was tantamount to a revolution. The disparities and lack of provision for mainly black South Africans clearly reflected the need to conduct intensive research with a view to providing a service that could benefit all South Africans. It was against this background that the democratic government appointed the National Commission on Special Education Needs and Training, as well as the National Committee on Education Support Services in 1996 to do an intensive research with a view of breaching the gap between black and white educations (Dean, 2005:1).

The 1997 amendment to the Individualism with Disabilities Education Act represents a major advancement in ensuring that each learner with learning barriers receives a high quality and individually designed education (Department of Education (DoE), 2001:24). The amendments build on the original purposes of the law which stipulated that: each learner must be assured of a free appropriate public education, each child's education must be determined on an individualised basis and designed to meet his or her particular needs in the least restrictive environment; and the rights of children and their families must be assured and protected through procedural safeguards (Dyson & Forlin, 2007:30).

A system of support programmes was made available to ensure that schools hire well-qualified teachers so that new knowledge about how best to educate learners with learning barriers could be translated into school programmes and that a broad system of technical assistance could be put in place to help the state and local school districts to implement special education and related services. The intention of government was to ensure that there was sufficient human resource development so that educators could be well-equipped to deal with diversity. Furthermore, through physical and material resources development, schools would be made accessible. District support teams which comprise of curriculum specialists, psychologists, early childhood education specialists and related personnel would also undergo training in the area of inclusive education (DoE, 2001:24).

According to Mitchell *et al* (2003:79), by launching the Education White Paper 6 on Special Education: "Building an Inclusive Education and Training System," in July 2001, the then Minister of Education, Professor Kader Asmal, committed the South African nation to an inclusive education and training system. One of the key aims of the new policy was to address the inequalities of the apartheid past (Dean, 2005:2). New policy documents were developed. These included white papers on education and training, policies on higher education, adult basic education and training, early childhood education, further education and training and inclusive education. The key transformation goals that underpinned the policy development and policy implementation process included: increased access to education; deeper democracy in education

structures and processes; greater equity to redress the numerous inequalities of the past; and improved efficiency within the system (Mitchell *et al.*, 2003:79).

It is evident in South Africa that the period 1994 - 2004 has been extraordinary for those in the new democratic government and civil society in their attempts to implement the above-mentioned goals. The appointment of the National Committee on Special Education Needs and Training, the National Committee on Education Support Services, as well as the launching of the Education White Paper 6 on Special Education, made it easier for those who are responsible for the implementation and management of inclusive education to develop the philosophy of inclusive education (DoE, 2001:24). The development of inclusive philosophy is especially relevant for this study because it leads to the development of the inclusive education policy. The development of an inclusive philosophy will be dealt with in the next section.

2.3 THE DEVELOPMENT OF AN INCLUSIVE PHILOSOPHY

The development of an inclusive philosophy will be discussed under the following sub-headings: the development of an inclusive philosophy in the wider social context; the development of an inclusive philosophy in education; and the development of an inclusive philosophy in schools.

2.3.1 The development of an inclusive philosophy in the wider social context

It is the wider notion of inclusion in society, in contrast to the individual ethics of earlier years, that has shaped the movement towards inclusive education. Since the 1960s a series of socio-economic and cultural transformations have occurred and society has gradually become more open. A corresponding optimistic and positive ideology has swept the political arena. This ideology has also been accompanied by a more critical recognition of the inequalities and discriminatory practices still prevailing in western societies (Dyson & Forlin, 2007:30).

The development of and commitment to the democratic values of liberty, equality and civil rights have proposed a radically inclusive participatory form of social discourse in which all modern and post-modern theoretical perspectives are either accepted or rejected on the basis of their contribution to realising democratic values in society (Engelbrecht, Green, Naicker & Engelbrecht, 2004:7).

2.3.2 The development of an inclusive philosophy in education

Against the background of the wider notion of inclusion in a participatory democracy internationally, a growing understanding of the contextualisation of education, as well as of schools as a reflection of society, has influenced far-reaching educational reforms. This has had a profound effect on special and mainstream education (Engelbrecht *et al.,* 2004: 7).

During the 1960s the idea of normalisation came into effect in western societies. In the 1970s, the traditional segregation of learners with special needs in separate special schools was increasingly challenged. Educators began to question how service could be organised differently to include previously disadvantaged individuals in the mainstream communities (Langone, 1998:3). These actions were also guided by the new approach to learning barriers, one which increasingly focused on abilities rather than disabilities and on social justice and equity rather than isolation and neglect. This was the movement to establish a unitary system of education. An inclusive philosophy has become central to the educational policies of a large number of developed and developing countries and has emerged as an important aspect of international discussions about how best to respond to learners who experience difficulties in schools (Engelbrecht *et al.*, 2004:9).

2.3.3 The development of an inclusive philosophy in schools

Regarding the development of an inclusive philosophy in schools, the Salamanca Statement on principles, policy and practice in Special Needs Education proclaims that regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes,

creating welcoming communities, building an inclusive society, and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (United Nations Educational, Scientific and Cultural Organisation (UNESCO), 1994: ix).

The Salamanca Statement is unequivocal in asserting that inclusion is a right; a right which appears to be universal. It sees the creation of inclusive schools as part of the creation of an inclusive society (Kuyini & Desai, 2005:225). However, much of the debate on the implementation of inclusive education in the school system has focused on the nature of inclusive schools as organisations. The result has been that the discourse based on the notion of an inclusive democracy, which celebrates diversity has been joined by a second discourse. It is the pragmatic discourse that focuses on a critical appraisal of issues of school organisation and classroom practice and particularly the ways in which educators can become more inclusive in their teaching approach (UNESCO, 1994: ix).

As schools become more inclusive, it becomes clear that the change from segregated school settings towards inclusion affects not only certain subsystems in the schools, but also the whole school system in a specific community. In order to accomplish systemic change, a systematic way of addressing both the practical and the personal components of change should be developed. The values, opinions, attitudes and concerns of educators, learners, administrators and parents alike are deeply embedded in the systemic structure of schools in communities, and when dealing with change in a system such as a school, different worldviews should be considered and evaluated (Ainscow, 2002:25).

In order to consider and evaluate worldwide views on inclusive policy, there was need to develop a policy based on inclusive education. The development of an inclusive policy will be dealt with in the next section.

2.4 DEVELOPING AN INCLUSIVE POLICY

The Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) and the Draft Education White Paper on Special Education argue that there is a need to examine the social and political processes that operate within education systems that exclude children (DoE, 2001:24). This approach is particularly irrelevant in countries where inadequate facilities, inadequate educator development, poverty and other social and political factors impact on the learning process. In order to reconstruct special needs education, the focus has to be on the development of the education system so that it can recognise and respond to diversity in the learner population rather than merely focus on supporting individual learners (Engelbrecht & Green, 2006:46). This also requires the countries which were eager to implement inclusive eduction to have detailed policy on inclusive education. The next section will deal with the formulation of an inclusive education policy.

2.4.1 Formulating an inclusive education policy

The National Commission on Education Support Services and the National Committee on Special Needs in Education and Training were appointed in 1996 to meet as one collaborative group in order to investigate the existing situation and recommend policy. This was a first step towards recognising that different sectors needed to work together rather than operate independently of each other. The Commission began by rethinking vocabulary and introduced the term 'barriers to learning' in place of traditional categories of need (DoE, 2001:24).

Stofile and Green (2007:54) reported the following barriers of learning: socioeconomic barriers; discriminatory negative attitudes and stereotyping; inflexible curricula; inappropriate language of teaching and learning; inappropriate communication; inaccessible and unsafe built environment; inappropriate and inadequate provision of support services; lack of enabling and protective legislation and policy; lack of parental recognition and involvement; disability; and lack of human resources development strategies. It should be noted that the Commission

emphasised a wide range of possible barriers to learning, many of which are not intrinsic to the learner. One implication is that the number of learners who could benefit from and deserve to receive education support is much greater than if a narrow definition is adopted.

Furthermore, the Commission expanded the concept of education support to include a much wider range of supportive interventions than traditionally offered by special education teachers and adopted a more integrated approach to provision. Given the lack of resources in the country, a form of service delivery that emphasises collaboration and consultative support for teachers rather than direct support for learners was recommended. Education support was conceptualised as operating at institutional, district and national levels. Hence, Engelbrecht and Green (2006:49) see education support as having a preventative, as well as a curative dimension.

According to the DoE (2001:24), the Commission's recommendation informed the development of the policy on inclusive education articulated in the Education White Paper 6. The Education White Paper 6 outlines the following six strategies or levels of establishing an inclusive education and training system:

- The implementation of a national advocacy and information programme in support of the inclusion model;
- The qualitative improvement of special schools for the learners that they serve and their conversion to resource centres that are integrated into district-based support teams;
- The establishment of district-based support teams to provide coordinated professional support services to special schools, full-service schools and other schools in the district;
- The designation and conversion of approximately 500 mainstream primary schools to full-service schools, beginning with 30 schools in integrated districts;
- The general orientation and introduction of management, governing bodies and professional staff to the inclusive education model and the targeting of early identification of disabilities and intervention in the Foundation Phase; and
- The mobilisation of approximately 280 000 disabled children and youth of compulsory school-going age who are currently outside the school system (DoE, 2001:24).

Policy development in South Africa was a unique process because of the following:

- It attempted to model its own recommendations;
- It was characterised by a participatory, democratic approach that made serious attempts to involve a wide range of stakeholders; and
- It adopted a problem-centred approach that took into account the complex challenges presented by a developing context (Engelbrecht & Green, 2006:49).

The development of the policy on inclusive education led to the development of different strategies on an inclusive community-based system support education. This was done to make inclusive education a reality.

2.5 STRATEGIES OF DEVELOPING AN INCLUSIVE COMMUNITY-BASED SYSTEM OF SUPPORT

The strategies of developing an inclusive community-based system of support are discussed under the following headings: school-based support teams; establishment of district support teams; special schools as resources; school governing body sub-committees on support; twinning or clustering of centres of learning; utilising local community resources, learner-to-learner support; and holistic and integrated services.

2.5.1 School-based support teams

The school-based support teams could be the structure around which support for schools is developed (Cann, 2003:3). A team of educators, parents and learners might be represented on this structure. Its primary functions are to support the learning process by identifying and addressing barriers to learning and participation, as well as accessing support from the community. The support team might be strengthened by the inclusion of expertise from local and district communities.

2.5.2 Establishment of district support teams

The district support teams could comprise support staff from provincial and regional departments of education and from special schools. It could also include therapists, psychologists and school counselors. The aim would be to pool limited available resources, in order to make optimum use of them. According to Engelbrecht and Green (2006:49), some of the roles of district support teams are as follows:

- Developing a holistic, community-based approach to support services;
- Building the capacity of school-based support teams;
- Facilitating the assessment of systems needs and learner needs;
- Initiating school-based educator development programmes to make schools responsive to diversity;
- Playing a consultative role in supporting educators in schools, where necessary;
- Building capacity and awareness of governing bodies around issues of barriers to learning and development; and
- Facilitating the development of competencies within the community itself.

2.5.3 Special schools as resources

Existing special schools could serve as resource centres and be integrated into district support teams so that they could provide specialised professional support in the curriculum, assessment and instruction to neighborhood schools, particularly around disability issues. They could also play a role in preparing children with learning barriers for inclusion into ordinary schools, provide and support early identification and intervention for children with learning barriers, provide home-based support access to resources such as brailing facilities, sign language interpreters and specialised transport and engage in community outreach activities that target disability awareness and advocacy (Harriett, 2004:152).

2.5.4 The School Governing Body (SGB) subcommittee on support

The SGBs could set up a subcommittee that would also serve the role of monitoring and facilitating inclusive education practices at the school. Some of its tasks could include: the facilitation of community involvement; the creation of constructive partnerships in all centres of learning, in order to make the school responsive to learner diversity; and accessing community support (Engelbrecht & Green, 2006:49).

2.5.5 Twinning or clustering of centres of learning

According to Walther-Thomas (2000:82), the twinning or clustering of centres of learning is another possible strategy for building community support. This twinning or clustering would be particularly important in areas where resource inequalities exist, for example rural contexts. The centres could share expertise, materials and human resources, as well as collaborate in the planning of programmes and interventions.

2.5.6 Utilising local community resources

The role of the school-based and district teams is to build partnerships and to identify and access local community resources. This includes local government structures, relevant non-governmental organisations (NGOs) and other community organisations such as disabled people's organisations, parent organisations, support personnel in primary health care and other relevant structures (Dyson & Forlin, 2007:26).

2.5.7 Learner-to-learner support

Approaches to learning that involve the grouping of learners where learners are supporting each other are effective in creating classrooms that encourage the participation and learning of all learners. With such approaches, learners work collaboratively within the classroom and are

encouraged to help each other with their work. Strategies may include group work, peer tutoring, peer-mediated learning and cooperative learning (Langone, 1998:6).

2.5.8 Holistic and integrated services

A community-based approach to support is required as a priority (Langone, 1998:7). It is important to understand that barriers to learning and participation do not fall into neat categories. It is likely that the health and social needs of a learner, rather than his or her academic needs, create the most critical barriers to learning and participation. Therefore, mechanisms for coordinated partnerships and teamwork have to be put in place. This was also supported by Engelbrecht and Green (2006:51) who indicated that the aim is to bring together as many resources, perspectives and types of expertise as possible to support centres of learning and communities in meeting the needs of learners.

In conclusion, school-based support teams need to get full support from the local and district communities, as well as from the 'special schools' which serve as learning resources to the newly developed inclusive schools. The 'special schools' can also help in identifying the learners with learning barriers as they have well-qualified educators in this regard. All these lead to the development of complete inclusive education where all learners have access to common facilities.

2.6 INCLUSIVE EDUCATION

Over the past two decades, the approach to the provision of education for learners with diverse educational needs has been undergoing significant changes. This is also emphasised by Engelbrecht and Green (2007: 2) who state that before the past two decades it was at one time the practice to exclude from formal education anyone perceived to be different. Langone (1998:12) further indicates that those with any obvious disability judged to be incapable of benefiting from such education as existed, were considered to be potentially disturbing and were

consequently excluded. It should be noted that, although the previous point is frequently made in the context of disability, it applies equally to the education of girls.

Subsequently a 'charity discourse' emerged that offered care and certain forms of education independently of that provided by the state. The assumption was that those with learning barriers were inevitably dependent and deserved pity and assistance. Such education as they received relied for its existence on the generosity and goodwill of individuals or charitable groupings (Dyson & Forlin, 2007:26).

According to Cann (2003:2), when governments in developed countries began to take responsibility for the education of children with learning barriers; they took the form of 'special education' which developed as a system parallel to mainstream education. The first half of the twentieth century was the heyday of the so-called 'medical model' which conceptualised those with learning barriers as 'abnormal' and in need of the attention of specialists. Medical, paramedical and special education experts assessed and classified children with learning barriers and created categories that determined the special education opportunities available to them. Children identified as having 'special education needs' were labeled and placed in special settings that excluded them from the mainstream of education and of society, frequently, if not always, in the genuine belief that this was in their best interests (Langone, 1998:2).

Concerns about segregated special education appeared gradually. It was suggested that it might not be in the best interests of those with learning barriers, or even of society as a whole, for them to be separated from the mainstream. Questions arose around the fact that special education tended to be overpopulated by ethnic minorities. It was maintained that the existence of special education with its teams of experts discouraged educators in mainstream education from making any attempt to provide for children who did not immediately respond to their teaching methods. People begun to argue that the resources assigned to special education might be better spent in creating more flexible forms of mainstream education. Segregated special education was condemned as part of an oppressive social system through which people with learning barriers were excluded from participation in society (Ainscow & Farrel, 2002:25).

For a time, 'mainstreaming' or even 'integration' were recommended strategies for addressing this concern. Both involved placing certain learners from special education settings in mainstream classes under certain conditions, but neither assumed that all learners had an unquestioned right to belong in a mainstream school and classroom (Dyson & Forlin, 2007:26).

The growing community of those opposed to separate special education reached a critical mass with the adoption of UNESCO's Salamanca Statement and framework for action on special needs education. Its guiding principle, based on a social perspective, was the inclusion, as a right, of all children in mainstream schools. Learners with learning barriers, the document maintains, should be educated with their age peers, sharing educational experiences, but at the same time following individual learning plans with the necessary support available. It is acknowledged that, for this to be possible, education authorities have to redesign policies, schools have to change many of their practices and both have to adopt a different mindset with regard to children perceived to be different (Mitchell *et al.*, 2003:84).

The disability perspective has been criticised as being too narrow in its understanding of inclusion because it tends to focus only on one form of exclusion. Some groupings may give this impression as they campaign for the rights of those with particular learning barriers. It is important, nevertheless, to retain agenda that refer to genuinely intrinsic and permanent learning barriers such as Down' Syndrome and visual impairment (Goldstein, 2006:2).

The social or social-cultural perspectives on disability have continued the debate in this regard (Engelbrecht & Green, 2007:4). The still-evolving social perspective has been driven and brought into greater prominence in political economic and social spheres by scholars and activists with or without learning barriers. The perspective, as illustrated in the White Paper 6, represents a sharp departure from the medical perspective in that it views learning barriers as a dimension of human difference rather than an individual defect. As the development of inclusion in education took place alongside other historical movements, including an increasing emphasis on human rights, especially the rights of those previously perceived to have been

32

treated unjustly by the former apartheid government. Any education system that claims to respect human rights must inevitably be inclusive in principle (Dyson & Forlin, 2007:26).

Communities must recognise the right to quality education not only of those with learning barriers, but also of the many learners who currently do not benefit in any meaningful way from the education they receive. The implementation of inclusion in society and in educational settings implies not only a different understanding of where and how inclusive education should happen and a much wider conceptualisation of who belongs in the target population, but also a different understanding of the purposes of education and different assumptions about how best to develop communities of caring and responsible citizens. The communities should also know different groups of learners who have learning barriers. This will also help the community to cater for them appropriately. Even though learners are taught in an inclusive setting, it is important for the educators and the management of the school to identify learners who have learning barriers (Williams, 2000:1).

 The next section focuses on learners who have learning barriers.

2.7 LEARNING BARRIERS

A child has a learning barrier if he or she has a learning difficulty which may be a result of a physical or sensory disability, an emotional or behavioural problem or developmental delay (Croll & Moses, 2000:24). Children who have special educational needs are currently described in terms of learning difficulties, emotional and behavioural difficulties, physical disabilities, sensory impairment, and language difficulties or communication impairment. Sometimes children may have learning support needs arising from a combination of these factors (Croll & Moses, 2000:24). Fox (2003:1-2) identifies the following four main categories of learners with special education needs:

- **Communication and interaction:** Most children with Special Education Needs (SEN) have some degree of difficulty in at least one of the areas of speech, language and

communication. These include children with speech and language difficulties, specific learning difficulties (including dyslexia and dyspraxia) and hearing impairments. Children who demonstrate features within the autistic spectrum and those with moderate severe or profound learning difficulties will almost certainly be included in this grouping;

- **Cognition and learning:** Included in this group are children who have moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyspraxia and require specific programmes to aid progress in learning;

- **Behavioural, emotional and social development:** Emotional and behavioural difficulties are a blanket term which includes a very wide range of conditions. Perhaps the only characteristic these share is that the children experiencing them are both troubled and troubling to those who come into contact with them. The emotional difficulties which lead to internalising behaviour are, for example, withdrawal/shyness, depression, extreme anxiety and compulsions to 'acting out behaviour', anti-social behaviour, bullying, defiance and extreme aggression; and

- **Sensory and or physical**: This group encompasses children with a wide range of sensory multisensory and physical difficulties. The range extends from profound and permanent deafness or visual impairment to lesser levels of loss and through a continuum of mobility and coordination difficulties.

In conclusion, various attributes are used to identify learners with learning barriers. Generally, four categories of learners with learning barriers emerge countrywide (Fox, 2003:1-2). This means that the development of inclusive education should serve different categories of learners with learning barriers. After identifying these categories of learners, it is important to know how different countries view inclusive education.

2.8 INCLUSIVE EDUCATION IN OTHER COUNTRIES

This section is based on inclusive education in Botswana, Lesotho, Namibia and other countries outside Africa. Botswana, Lesotho and Namibia formed part of this discussion because they are developing countries and they are the neighbours of South Africa. The countries outside Africa formed part of this discussion because most of them are developed and, in terms of resources, are far ahead of South Africa.

2.8.1 Inclusive Education in Botswana

2.8.1.1 Introduction

One of the priorities of the Botswana government since 1966 has been to increase access to education for its population. Since then the education system has grown far more than the one inherited in 1966. This is due to the commitment given to the development of education by the Botswana government. This commitment which was reinforced by the country's Vision 2016 provides a long term strategy within which education and training play a pivotal role (Miles, 2000:9). Vision 2016 calls for the transformation of Botswana into a nation which is prosperous, productive and innovative, compassionate, just and caring, safe and secure, democratic and accountable, morally upright and tolerant as well as united and proud. In order to make Vision 2016 a success, access to education was opened to all learners of all age groups. The Botswana government has also introduced the Department of Special Support Services responsible for coordinating, monitoring and implementing support programmes relating to guidance and counseling, special education, HIV/AIDS, sports and safety, which include boarding and nursing services. Through this Department, the Ministry aims to provide inclusive education to all children of all ages (Matale, 2000:12).

2.8.1.2 Access to education for all

The government of Botswana has made education accessible to all learners and created opportunities for lifelong learning so that individuals could attain their full potential and

contribute meaningfully to the development of the country. Consequently, significant progress has been made in ensuring that all children have access to and complete basic education. This was evident in the net enrolment rate for children aged 5-12 and 7-11 which stood at 866 and 978 in 2008. Those achievements were attributed to the expansion of primary schools which increased from 770 in 2003 to 790 in 2008 and additional special education units, provision of assessment facilities and special education services, as well as sponsorships for children with special education. The number of trained teachers had also increased from 690 in 2001 to 1587 in 2007 (Republic of Botswana, 2008:17).

2.8.1.3 The Revised National Policy on Education (RNPE) and Vision 2016

For Botswana, the RNPE and Vision 2016 provide a roadmap for the provision of inclusive education because both policies mandated provision of education for all people including children with disabilities. In line with these policy documents, inclusive education refers to the education system that ensures that all key stakeholders in the community, especially teachers, parents, pupils, staff, other Ministries and Departments provide support and conducive learning environments (Republic of Botswana, 2008:18). Accordingly, inclusion is viewed as an important component which should be incorporated in the planning process and children in the neighbourhood attend the same regular school and classroom regardless of their differences in their learning needs as well as their disabilities (Matale, 2000:12).

The RNPE has intensified government efforts to increase access to education for disabled children. The policy also ensures that all citizens including those with special education have equality of education opportunities. The policy also advocates for the social integration of disabled learners in ordinary schools, as well as the community, early identification and intervention to ensure maximum success for rehabilitation, provision of comprehensive assessment, and individual instruction to provide maximum support to children (Croll & Moses, 2000:63).

The RNPE also led to the development of the Early Childhood Care and Education Policy which set out a framework for registration and inspection of all early childhood education facilities. It emphasises the inclusion of all children with special needs into pre-school education, as well as the need for the establishment of pre-primary units, Day Care Centres and Baby Care Units to be run as separate facilities with a clear demarcation between the three services (Republic of Botswana, 2008:18).

The Botswana government has ultimately adopted a comprehensive approach to early childhood education by developing an integrated early childhood care development programme which targets children from diverse backgrounds including children with intellectual disabilities, hearing and visual impairment. The programme ensures a holistic development of children by integrating health, nutrition, water and environment and sanitation as vital empowerment for child education and production (Republic of Botswana, 2008:20).

2.8.1.4 Supporting education for learners with diverse educational needs in Botswana

In Botswana, the support for the education of children with diverse educational needs was based on the following aspects: development of the policy; introducing new teaching strategies; provision of materials; and teacher training.

- **Development of an inclusive policy:** In terms of supporting pupils with diverse educational needs, the first education policy in Botswana was introduced in 1977, but it was not until the second policy on education in 1994, the Revised National Policy on Education, that special education provision received any explicit attention. The drive towards inclusion in Botswana has been couched in the argument and language rooted in Western educational context (Miles, 2000:13). Yet, the study of philosophical principles and practices that have guided educational development in Botswana since the first national policy on education in 1977 could quite as easily be used to justify moves towards a more inclusive model of education. The 1977 policy called for education to be based on the principle of *Kagisano* in which an open impression of social harmony is

37

underpinned by the four pillars of unity, democracy, self-reliance and development. To these four, a fifth was also added, that of *botho. Botho* is broadly speaking an impression of mutual respect based on common humanity no matter what differences there may appear to be (Dart, 2007: 10).

- **Teaching strategies**: Inclusive education in Botswana is perceived as a curriculum that is accessible to all learners irrespective of their ability, sex, race, ethnicity, colour or creed. For inclusive education to be realised, it is imperative that teaching approaches be clearly defined. Effective inclusive education is predicated on the recognition that children differ in terms of emotional, physical and cognitive development. Curricula documents such as the curricula blueprints and syllabuses for the primary school emphasise the use of the child-centred method of teaching. In order to ensure an inclusive curriculum, teachers have been trained to reduce dependence on chalk and talk and increase the range of instructional strategies that they use, for example, peer instruction, cooperative group work and independent self-study, as well as changing the way in which the classroom is organised by increasing access to self study areas such as libraries and promoting more group work independent of the teacher (Croll & Moses, 2000:66).

- **Provision of teaching and learning materials**: The Department of Curriculum Development and Evaluation has also provided materials to schools that have helped children with special needs. The Department has also worked in collaboration with the Central Resource for Special Needs Children. The training materials developments include amongst others:
  - Toilets for toilet training;
  - Balance training apparatus for those with difficulty balancing;
  - Shoe templates practice lacing;
  - Wooden mountain/stair-climbing exercise and training;
  - Different size circles/loops movement; and
  - Sewing pads for sewing (Republic of Botswana, 2008:37).

Schools with visually impaired children are regularly supplied with items such as reading stands/boxes and brail lent boxes which they use for teaching and learning.

- **Teacher preparation:** This is another strategy through which some learners, in particular, those with special needs, are supported to participate fully and meaningfully in the teaching and learning process. This is in line with the RNPE which advocates for training teachers in various disabilities and equipping them with teaching strategies to adequately meet the diverse learning needs of learners including those with special needs through full time and in-service training. To empower schools to reach all learners, there is a structure of senior teachers which assist teachers in addressing the diverse difficulties and needs of learners including those with various forms of disabilities. Trained teachers mobilise their schools further by forming what is referred to as school intervention teams. Through these teams, learners with disabilities are identified, screened and intervention strategies developed according to individual needs. In the year 2000, 342 government schools had intervention teams and the number had increased to 790 in 2008 (Republic of Botswana, 2008:17).

In their quest to establish an inclusive education system, the Botswana government introduced the RNPE and Vision 2016 to encourage all learners to have access to basic quality education in the same classroom regardless of their disabilities. Teaching strategies, as well as teacher training and teaching and learning materials were also aligned to meet the needs of learners with diverse educational needs.

2.8.2 Inclusive education in Lesotho

2.8.2.1 Introduction

In Lesotho, inclusive education is viewed as a system that provides education to all children and welcomes all children including those with disabilities to participate fully in regular schools and

centres of learning. Although the Ministry of Education and Training (MOET) had established a Special Education Unit to implement inclusive education way back in 1989/90 the policy on inclusive education was further improved to add the government's intervention to support attainment of education for all.

MOET, therefore, developed a policy which read, "Ministry will promote inclusion of learners with special education needs into the regular school system at all levels of the education system to enable them to acquire appropriate life skills and education". The Special Education Unit is mandated to implement and support inclusion of learners with special education needs in the mainstream education. According to the Lesotho government, learners with special education needs are divided into four types, namely, learners with physical disabilities, visual impairment, learning impairment and intellectual disabilities. Intellectual disabilities, according to the Lesotho government, encompass the following: mental retardation, learning difficulties, gifted and talented, behaviour disorder, and emotional disorder (Johnstone, 2007:27).

2.8.2.2 Achievement of inclusive education

Lesotho's national push for inclusive education began in 1987. During that year, King Moshoeshoe II's social organisation Hlokomela Bana ('care for children') recommended that the people of Lesotho find a way to educate their less fortunate children and children with learning barriers. Shortly thereafter, the Ministry of Education employed an external consultant who recommended that Lesotho should educate its marginalised learners inclusively. The rationale for this recommendation was the cost-effectiveness of inclusive education and the cultural fit with Lesotho's caretaking traditions. Following these recommendations, Lesotho passed a policy of integrated education for all learners (Ainscow & Farrell, 2002:6).

As a result, the Lesotho Ministry of Education began to address the issue of implementing an all inclusive education policy in the 1990s. The Ministry of Education Special Education Unit chose to focus on primary schools as its main target for training. The Unit had directly trained educators at more than 80 schools.

In order to achieve inclusive education, MOET has embarked on a project of Community Based Rehabilitation (CBR). CBR is a strategy with general community development for the rehabilitation and social inclusion of all people including people with disabilities. It is implemented through the combined efforts of all people, their families, their organisations and the relevant government Ministries such as Health, Education, Social Security and Empowerment. The project has succeeded in promoting inclusive education. Children with multiple and severe disabilities who require extensive additional support may be taught within Special Units depending on the existing level of external support being provided (Johnstone, 2007:27).

2.8.2.3 Supporting education for learners with diverse educational needs in Lesotho

Despite a solid and relatively well-accepted policy, challenges still remain at the national level in the areas of educator training and uneven policy implementation. Over 1000 primary schools teachers have received no training and are probably not implementing an inclusive education policy at all. Furthermore, because of the constraints on time for the Special Education Unit in the 1990s, one lecturer from the Lesotho College of Education travelled abroad to study for a degree in special education. During that time, expatriate lecturers filled positions at the college until the local lecturer returned. The expatriate lecturers came and went and when the lecturer returned, he took a ministerial post not directly related to special education. As a result, there was no qualified local special education lecturer at the Lesotho College of Education for a number of years. Because teacher training in inclusive education has not reached the critical mass. there appears to be a growing resistance to inclusive education (Stofile & Green, 2007:59).

The Ministry has realised that in order to overcome the challenges associated with inclusive education, there is need to support its implementation. The support for inclusive education was in the form of training and changing teaching and learning strategies:

- **Training**: The Special Education Unit has one inspector and four assistant inspectors who are responsible for a specific disability category and six itinerant teachers who are placed at six districts. The Unit trained teachers, education officers and District Resource Teachers on the educability of learners with diverse educational needs. The above group is specifically trained on identification, assessment, referral drawing an individual education plan. MOET through bursaries, provides fees for learners with diverse educational needs who have registered with special schools and mainstream education (Ainscow & Farrell, 2002:6).

- **Teaching style**: For inclusive education to be successful, teachers have to be trained on how to identify learners with diverse educational needs and to assess them. Again, the education sector can adapt the curriculum content to meet the needs of all children rather than expect them to adapt to a rigid curriculum. Schools or centres that register only learners with diverse educational needs and their teachers should serve as resources to regular schools (Maqelepo, 2008:7)

In conclusion, the Lesotho government started a push for inclusive education in 1987. It trained educators from 80 primary schools around the country. The process of implementing inclusive education in Lesotho was plagued with a lot of challenges. For instance, over 1000 primary school teachers received no training and are probably not implementing inclusive education at all. There were also no local special education lecturers at the Lesotho College of education. To address these challenges, the government pledged to support inclusive education through training educators on new teaching and learning strategies in order to meet the needs of all learners. The strategies were learner-centred.

2.8.3 Inclusive education in Namibia

2.8.3.1 Introduction

In Namibia, inclusive education hardly featured on the agendas of meetings and conferences (Zimba, Mowels & Naanda, 2007:43). Society was more concerned with the failures of children

in Grades 10 and 12 without the necessary understanding of the underlying causes of such failures. The concept of inclusive education was not well understood by most Namibians. They did not appreciate that all children could learn in the same educational settings and that the education system had to change, in order to meet the needs of all learners (Zimba *et al.*, 2007:43).

Therefore, for the inclusive education approach to become a reality and for the educational system to become more responsive to the needs of all learners, the Namibian Education and Training Sector Improvement Programme 2005 - 2020 was introduced. This Sector had been introduced to ensure active participation of learners, parents, teachers and communities in the teaching and learning process in order to understand the whole philosophy of inclusion and be prepared to deal with learners in a manner that is in keeping with this philosophy (Naicker, 2007:3).

Furthermore, inclusive education require the teacher to be well trained and able to address the needs of the individual child as opposed to thinking that all children learn at the same pace and in the same manner. It calls for educators to adopt an individualised teaching approach in which each child is expected to progress through the levels of education according to his or her own needs (UNESCO, 1994: ix).

2.8.3.2 The Development of Vision 2030 in Namibia

Namibia has made considerable progress since its independence early in 1990. The progress led to the national development of Vision 2030 in which education and training are expected to play critical roles. The initial challenge for the government was to build a new education system where quality education for all, including learners with diverse educational needs, became the cornerstone (Mutorwa, 2004:20). Following independence, the Ministry of Education undertook a comprehensive education reform process aimed at access, equity, democracy and lifelong learning as principal means of investing in human capital to promote socio-economic development. This would enable the government to respond to the challenges of the 21st century

and the development of a knowledge-based society, thus becoming the driving force of what is contained in the Vision 2030 National Document. Vision 2030 has challenged and put forward an agenda for education that aims to move Namibia from an export industry to a knowledge based economy (Republic of Namibia, 2004:20).

2.8.3.3 Introducing Inclusive Education in Namibia

In 1997, the National Policy on Disability gave all children equal opportunities and equal access to education regardless of impairments. Consequently, in 1999, the Namibians embraced inclusive education when the country's blue print of the constitution was created. The Education Act of 2001 was promulgated in December 2001 and one of its primary objectives was to provide for accessible, equitable and democratic national education services for all including learners with special learning needs. The responsibility was placed on the shoulders of the Ministry of Education to ensure that children and adults were integrated into mainstream education. The National Policy on Disability states that: "*The government shall ensure that children and youth with disabilities have the same right to education as children without disabilities*". The needs of children with disabilities and learning difficulties were met through special classes in mainstream schools or special classes (Mburu, 2007:1).

The reality was that in Namibia, children with severe learning difficulties received education and training in a few special schools. There were still various barriers that exist with regard to the education of children with special needs. Awareness to avoid stereotypes and negative attitudes had to be raised, especially among teachers, peers and communities. The challenge was, therefore, to train teachers and personnel to provide teaching and learning facilities that could cater for the needs of children with special needs in mainstream schools (Mutorwa, 2004:8).

Despite all these challenges, in 2009 the Deputy Minister of Education launched an education project called Edulink as a way of supporting the concept of inclusive education. The minister had ratified and continues to support number of legislations in support of inclusion through

projects such as Education For All (EFA), the Education and Training Sector Improvement Programme, Education Sector Policy on Orphans and Vulnerable Children and a Draft National Policy on Inclusive Education, to show government commitment to inclusive education (Hailer, 2009:12).

The Ministry of Education was guided by the commitment that every child matters and that every child has an enshrined constitutional right to education. The principles of access, equity, equality, democracy and lifelong learning were the pillars of a comprehensive education reform process and underline an inclusive education system. A National Policy on inclusive education had been drafted and the Education Management Information System (EMIS) was revised to include all data on various disabilities in which Namibian sign language had been added as another home language and medium of instruction in the Annual Census Forms. EMIS 2007 had reported the number of learners with specific disabilities receiving education in mainstream schools. Almost 28 000 learners with mild to severe disabilities were recorded. This enabled the Ministry to plan and budget for these learners (Kupolo, 2010:21).

2.8.3.4 Challenges facing the implementation of inclusive education in Namibia

Despite these accomplishments, there are several important challenges which prevent those learners with special needs to achieve their full potential and which contribute to their social exclusion. Access to both special classes and special schools is limited due to the educational needs of a significant number of children with disabilities. Special learning needs were yet to be addressed. This was especially true with girls with special needs.

Access of children with special needs to education lags behind the general increase in enrolment. This was confirmed by the then Namibian Minister of Education, Mutorwa (2004:3) who indicated that the policy is being designed to address the inequalities in the provision of education so that it can benefit people with disabilities equally. The system, however, needs to expand with the construction of facilities and, most importantly, by moving towards full

implementation of inclusive education. The Ministry mentioned the following that needs to be addressed:

- Provision of improved teacher training and classroom support, a realistic learner-teacher ratio, improved classroom technology to support inclusive learning and more accessible physical school environment and the entire reform of the education systems. As a result, there is a dire need to allocate specific and separate funds to all activities linked to realising the concept of inclusive education in order to remove existing barriers; and

- Absence of teachers' pre-service and in-service training on inclusive education is an impediment. Blind and deaf children have barriers with regard to communication and there is thus a need to convert all official communication into Braille. Interpreters for the deaf are scarce, thus there is a great need to train professional interpreters to be used at school and public levels (Hailer, 2009:10).

2.8.3.5 Strategies that were put in place to overcome the challenges

The strategies that were introduced to overcome the problems associated with inclusive education dealt with curriculum development and teacher training.

- **Curriculum development**: The National Institute for Education which is charged with curriculum development appointed an inclusive education officer in an effort to meet the needs of all learners including those with special needs, thus ensuring that curriculum development applies an inclusive approach and that compensatory and learning support materials are being developed for the purpose of assisting teachers in this regard (Mburu, 2007:1).

- **Teacher training:** The Namibia Qualification Authority developed the National Professional Standards for teachers in Namibia. Key competence areas were identified of which one of which was the facilitation of learning. This explicitly underlined

inclusive education practices such as: identifying learners with special needs; adapting and accessing learning resources and activities; and providing advocacy and support for learners with special needs. Teachers are also trained in basic counseling skills to offer psychological support to children with diverse learning needs. The University of Namibia (UNAM) offers education and training programmes that include modules on inclusive education. UNAM has established a Disability Unit to cater for the academic and social needs of students with disabilities. Learners with visual impairment have been included successfully for over 10 years and those learners have gone on to graduate from teacher training colleges in Namibia and Zambia; as well as the UNAM (Kupolo, 2010: 11).

In conclusion, the implementation of inclusive education in Namibia was not free from challenges. For example, children with severe learning difficulties are still taught in a few special schools due to the shortage of trained teachers and clear policies on inclusive education. Despite this shortcoming, the Namibian government introduced Vision 2030 which calls for access to quality education for all regardless of their disabilities.

The three African countries, Botswana, Lesotho and Namibia, have positive views regarding the implementation of inclusive education. They are, however, still struggling to have what would be called complete inclusive education for all. This is attributed to the shortage of qualified personnel, lack of resources, inadequate training of the educators, and an inadequate supply of teaching and learning resources. Therefore, it is important to evaluate the extent to which countries outside Africa are implementing inclusive education in their schools.

2.8.4 Inclusive education in countries outside Africa

The existence of well-established separate provision in special schools and classes creates complex policy dilemmas, leading many countries to have two systems of education, that is, learners taught in mainstream and in special schools. In other words, these countries have

parallel, but separate segregation and integration policies. A rather obvious problem here, of course, is the cost implications of maintaining such parallel arrangements.

In other countries outside Africa, integration/inclusion still largely represents an aspiration for the future. In Germany, for example, while some pilot initiatives based on the idea of integration are underway, learners who are declared eligible for special education must be placed in a separate special school. While in the Netherlands it is reported that almost four percent of all pupils aged 4 - 18 attend full-time special schools, the exact proportion varies with age. More recent national policy developments are attempting to change this emphasis. Similar developments in countries such as Austria, England and New Zealand have led to major discussions of what might be the future roles of special education facilities and support services within a system driven by a greater emphasis on integration (Ainscow & Farrell, 2002:5).

Some countries, for example, Australia, Canada, Denmark, Italy, Norway, Portugal and Spain, have shown considerable progress in implementing the integration principle universally. The local community school is often seen as the normal setting for pupils with learning barriers, although even in these contexts the situation often exhibits variations from place to place (Langone, 1998:2).

Inclusive orientation was a strong feature of the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, agreed upon by representatives of 92 governments and 25 international organisations in June 1994. Moves towards inclusion are also endorsed by the UN Convention on the Rights of the Child. The adoption of the Convention by the UN General Assembly and its subsequent ratification by 187 countries specifically impose a requirement for radical changes to traditional approaches to learning provision made for children with learning barriers. The Convention contains a number of articles - Articles 2 (Non-discrimination), 23 (Access to quality education), 28 and 29 (Disabled children's rights) - that require governments to undertake a systematic analysis of their laws, policies and practices, in order to assess the extent to which they currently comply with the obligations they impose with respect to such children (Ibrahim, 2004:36).

Article 28 of the UN Convention on the Rights of Children asserts the basic right of every child to education and requires that this should be provided on the basis of equality of opportunity. In other words, the Convention rejects discrimination against access to education on the grounds of learning barriers. Furthermore, the continued justification of the types of segregated provision made in many countries needs to be tested against the child's rights because it is emphasised in Articles 28 and 29, together with Articles 2, 3 and 23 that all children have a right to inclusive education, irrespective of disability (UNESCO, 1994: ix).

Other sections of the UN Convention on the Rights of Children reveal interesting contradictions. Article 23, for example, state that 'children should be helped to become as independent as possible and to be able to take a full and active part in everyday life' (UNESCO, 1994: ix). Nowhere does it mention specifically that these pupils should be taught in mainstream educational settings and, indeed it might be argued that the aims of the Article 23 are quite compatible with that notion that pupils with special needs may receive excellent education in special schools.

It can be argued that the key point in Article 23 of the UN Convention is the importance of ensuring that pupils with barriers to learning become as independent as possible so that they can take a full and active part in everyday life when they leave school. Many will argue that high-quality inclusive education is the only way to make this happens. Supporters of special schools and other forms of special provision claim that a concentration of resources and expertise is needed, in order to achieve this aim. In the UK the Centre for Studies on Inclusive Education also took a human rights view of inclusion/ integration (Ainscow & Farrell, 2002:5).

In conclusion, most of the European countries, for example, Germany and Netherland, operate what is refers to as 'double track'. They allowed learners with diverse educational needs to receive equal and excellent education in separate special schools rather than in mainstream schools. They felt that even the United Nations Convention did not specify where the children with diverse educational needs should receive their education. As long as equal and quality

education is accessible by all learners, it means that learners are receiving inclusive education because they received similar education given to other learners of the same age group.

It is important to look at how South Africa progressed with its inclusive policy.

2.9 INCLUSIVE EDUCATION IN SOUTH AFRICA

2.9. 1 Introduction

Following the enactment, in 1989, of the United Nations Conventions on the right of the child all learners, including those with a disability have the right to education on the basis of equal opportunity and development to their fullest potential (UNESCO, 1994:ix). These conventions and awareness programmes have become a stimulus for signatories to develop their own code of ethics and legislation regarding human rights. Inclusive education in South Africa is considered to be much broader because it considers the needs of all learners, particularly those who have to overcome barriers to learning and development. This includes all learners irrespective of race, gender, sex, disability, religion, culture or sexual preference. Inclusion includes learners with physical, sensory, intellectual or multiple impairments.

The majority of South African learners with disabilities have been excluded from the mainstream of society (cf 1.1). This has effectively promoted the idea of persons with disabilities as flawed and helpless individuals. The movement to inclusion became a noticeable area of concern even before the inception of the Government of National Unity in 1994 (Forlin & Engelbrecht, 1998:26).

In 1995, the South African Federal Council of Disability called for the development of a single inclusive education system for South Africa. It argued that learners with special education needs have a right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of all learners. This means accommodating both different styles and rates of learning as well as different language needs in the case of deaf learners where

their first language is sign language and ensuring quality education to all through appropriate curricula, organisational arrangements, technical strategies, resources, use and partnership with their communities (Thomson, 1998:1).

This was also emphasised by the South African Schools Act (Act 108) of 1996 (Republic of South Africa, 1996), which states that where reasonably practicable education for learners with special education needs must be provided at ordinary schools. This would make education accessible and responsive to all learners. Education is considered to be a right and all learners are to be given an opportunity to participate in a common education curriculum. This promotes inclusive education for all learners and advocates for the development of effective programmes to equip educators and support providers with necessary skills and knowledge to enable them to respond to learners' needs. The South African Schools Act recommends that appropriate and effective education in South Africa should be organised in such a way that all learners have access to a single inclusive education system that is responsive to diversity (Thomson, 1998:1).

The focus on the South African Quality Education for All document (DoE, 1997: 5) which was jointly prepared by the National Commission on Special Needs in Education and Training and the National Committee for Education Services was on the development of education to ensure that the system becomes more responsive to the diverse needs of the total population of learners. This culminated to the development of an inclusive ethos in the educational institutions ans communities in order to help learners with diverse educational needs.

2.9.2 Developing an inclusive ethos in educational institutions and communities

One of the primary goals of the Ministry of Education was to build an ethos in educational institutions, provincial, regional, district, Department of Education and in communities that places an emphasis on human rights in education, value diversity and a committed to respond to barriers of learning and participation. The Ministry was committed to launching a national advocacy and information programme in support of the inclusion model. It focused on the roles, responsibilities and rights of all learning institutions, parents and local communities and the

development and monitoring of local programmes. Education for all would involve making schools, education systems, and communities responsive to learners' diversity and increasing the participation of all learners in the education system.

The Department of Education in South Africa planned the designation and conversion of 500 out of 20 000 primary schools into full service in 1998 beginning with the 30 school districts that were part of the national district development programme. The schools were provided with the necessary physical and material resources and the staff and professional development that were essential for accommodating the full range of learning needs. Together with the provincial departments of education, the Ministry closely monitored the success and impact of these schools so as to inform the expansion of the model to other primary schools (Williams, 2000:4).

In terms of paperwork, the situation in South Africa with regard to inclusive education has reached an advanced stage with the completion of policy development by the National Commission on Special Education Needs and Training and the National Committee for Education Support Services at the end of 1997 (DoE, 2001:24). In reality, learners are still struggling to get admission in mainstream education. The schools are still characterised a lack of inclusive resources. Most of the available resources are only for learners without diverse educational needs. Hence, there is a need to develop more inclusive resources to benefit all learners.

2.9.3 The National Commission on Special Needs in Education and Training (NCSNET)
        and the National Committee for Education Support Services (NCESS)

The Ministry of Education appointed the NCSNET and NCESS in 1996 to investigate and make recommendations on all aspects of 'Special needs and support services' in education and training in South Africa (DoE, 2001:24). The commission was not only just appointed but it was also given the terms of reference that will guide the commission till the end. The next section will highlight the commissions'terms of refrence.

2.9.3.1 Terms of reference

According to the government Notice No. 16874, the terms of reference of NCSNET and NCESS were to advise the Minister of Education on the following matters (DoE, 2001:24):

- The immediate and long-term national and provincial needs and strategies for the education of learners with special needs in education;
- The support structures required by the Minister of Education, the provincial Minister of Education, the Department of Education or any other stakeholder's, relevant authority for implementation of the strategies;
- The training of personnel for specialised education and education support services;
- The implications of the policy of mainstreaming for general education and strategies for marketing the policy to communities;
- The organisation, governance and funding of schools providing education for learners with special education needs;
- An implementation plan to effect the above guidelines for the involvement of international agencies and their interaction on provincial and local levels; and
- A project plan and time frame when it is made available.

The above NCSNET and NCESS terms of references gave way to the implementation and practice of the inclusive education policy (Stofile & Green, 2007:22). Many schools in South Africa, for instance, Tshiluvhi Primary School in Thohoyandou, have begun to offer inclusive education as part of those changes. This school also changed its name from Tshiluvhi Primary School to Tshiluvhi Full Service Primary School. This change requires full support from both the government and the communities in order to help learners with diverse educational needs.

2.9.4 Supporting inclusive education in South Africa

The barriers to learning arose from various interlocking parts of the curriculum such as the content of learning programmes, the language and medium of teaching and learning, the

management and organisation of classrooms, learning styles and pace, time frames for completion of curricula, the available materials and equipment and assessment methods and techniques. However, the following were introduced in South Africa, in order to make inclusive education a success: a community-based approach to support the introduction of district based support teams; special schools as resource centres; full service schools; the establishment of ILSTs conversion of special schools into resource centres and their integration into district support teams; pedagogy; and resourcing of inclusive education (DoE, 2006:53).

- **A community-based approach to support an inclusive educational centres:** An important aspect of the emerging national policy is to build support structures within schools and communities rather than to rely totally on the limited number of available professionals or exports in the field. The aim of the approach is to mobilise resources in the community to support the inclusive education initiative (Engelbrecht & Green, 2002:2). Classroom education was the primary resource for achieving the goals of an inclusive education and training system. This means that educators would need to improve their skills and knowledge and develop new ones. Staff development at the school and district level would be critical to putting in place successful integrated educational practices (DoE, 2006:53).

- **Introduction of a district-based support team (DBST):** The DBST would comprise of staff from provincial, regional, head offices and special schools. These teams would provide the full range of education support services such as professional development in curriculum and assessment. The aim would be to pool together limited available resources, in order to make optimum use of them. In addition, the DBST would foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels of the system (Engelbrecht & Green, 2006:49) (cf 2.5.2).

- **Education support personnel within district support services (ESPDSS):** The ESPDSS would be orientated to and trained in their new roles of providing support to all

teachers and other educators. Training would focus on supporting all learners, educators and the system as a whole so that the full range of learning needs could be met. The focus would be on teaching and learning factors and emphasis would be placed on the development of good teaching strategies that would benefit all learners. It would also be on overcoming barriers in the system that prevent it from meeting the full range of learning needs and on the adaptation of support systems available in the classroom (DoE, 2006:57).

- **Special schools as resource centres (SSRC)**: Teaching and learning would still take place at special schools as resource centres, but they would play a new role within an inclusive education and training system. One of the key changes would be their participation on the DBST. The staff and SSRC would begin to acquire new skills that would enhance their expertise on the DBST. The expertise of the staff in the SSRC would be utilised at a district level through the DBST. This would to provide support to learners in multiple sites of learning not only the SSR (Harriet, 2004:152) (cf 2.5.3).

- **Full service schools**: In the White Paper 6, Full Service Schools are defined as schools that would be equipped and supported to provide for the full range of learning needs to all learners. Emphasis would be on the development of flexibility in teaching and learning and the provision of support to learners and educators (DoE, 1996:56).

- **The establishment of ILSTs**: These teams would support the learning and teaching process by identifying and addressing learners, educators and institutional needs. Where possible, these teams would be strengthened by expertise from the local community districts support teams and higher education institutions. The institutional level support team (ILST) is the first source of support and assistance for teachers trying to address barriers to learning. The ILST is involved in coordinating all learners, educators, curriculum and institutional development support in the institution. This includes linking this support team to other school-based management structures and processes or even integrating them so as to facilitate the co-ordination of activities and avoid duplication.

The ILSTs would also be involved in identifying institutional needs and, in particular barriers to learning at learner, educator curriculum and ILSTs could also monitor and evaluate the work of the team within an action reflection framework (Engelbrecht & Green, 2002:2).

The ILST has the following specific roles to play within the admission process (DoE, 2006:54):

- Ensure that new admissions that have been referred to them by the admission committee are fully screened in the spirit of inclusivity;
- Decide on the class where the child will be admitted and outline support measures to be implemented together with the teachers;
- Orientate teachers in meeting these support needs; and
- Inform the District Base Support Team (DBST) of additional support needs in terms of training materials, equipment and other resources.

- **Conversion of special schools into resources and their integration into district support teams:** The main aim is to provide specialised professional support in curriculum needs and assessment to neighbourhood schools. The department planned for an audit of all 378 special schools with a view to improving the quality of their services both to their target population and for their role as specialised support to full service schools and other neighbourhood schools (DoE, 2006:54).

- **Pedagogy**: There should be a shift from prescriptive teaching to interactive teaching, from emphasis on competition towards a balance between competition and cooperation. In the current transitional South African context, the issue of fiscal constraints and large classes appear to be major impediments to the realisation of an inclusive goal. This should not divert attention away from a clear statement of intent together with a time table for implementation and a commitment to divert resources towards the attainment of a goal which, irrespective of all other considerations, must fulfill that aspect of the Bill of Rights of the South African Constitution which emphasises that all learners have

a right to basic education. The priority of an education system should be to address those factors that prevent learners from accessing assessing educational provision (Thomson, 1998:6).

- **Resourcing an inclusive educational centres**: The Ministry of Education in South Africa envisaged that a range of resources would be brought to bear on the implementation. These include human resource, infrastructure, time, financial facilities, equipment and learning support. The following are some of the key principles that create a set of conceptual and operational parameters (Williams 2000:6):

    - Resourcing of an appropriate education for learners who experience severe barriers to learning and or have disabilities is based on educational needs rather than on the category of disabilities or impairment. The resources should be targeted at the support system and programme and not the disability, form, nature and duration of support necessary to ensure access to the curriculum and the optimal progress of learners in the curriculum serves as the central organisers for resourcing; and
    - Resources would be provided to district and institutional level support teams to assist in the education of learners experiencing barriers to learning and participation and not to individual learners defined by the category of disability or impairment.

In conclusion, the movement to inclusive education in South Africa came even before the inception of the Government of National Unity in 1994. It was further emphasised by the South African Federal Council of Disability which called for a single inclusive education system for all learners. Out of 20 000 primary schools, 500 were converted into full service schools. Although inclusion is far better than for other African states, all these schools are still in dire need of resources, in order to benefit all the learners.

2.10 ATTITUDES TOWARDS THE IMPLEMENTATION AND PRACTICE OF INCLUSIVE POLICY

Implementing the inclusive policy is far from easy and evidence of progress is limited in most countries. Moreover, it must not be assumed that there is full acceptance of the inclusive policy. There are, for example, those who argue that small specialist units located in the standard school environment can provide specialist knowledge, equipment and support for which the mainstream classroom and teacher can never provide a full substitute (Stofile & Green, 2007:56).

The emphasis in inclusive education that is evident in many countries challenge special needs practitioners to reconsider their own thinking and practice. This context of uncertainty provides the special education field with new opportunities for continuing its historic purpose of representing the interests of those learners who became marginalised within existing educational arrangements.

Provision for children experiencing difficulties within mainstream schools grew as a result of gradual recognition that some pupils were marginalised within and in some instances, excluded from existing arrangements for providing education. As this provision developed during the latter part of the twentieth century, there was also increased emphasis on notions of integration as special schools' educators explored ways of supporting previously segregated groups to find a place in mainstream schools (Ainscow, 2002:25).

According to Engelbrecht and Green (2006:50), the successful implementation of inclusive education programmes is contingent on several key factors, including positive teacher attitudes towards and adequate teacher knowledge of inclusion. The attitudes of many regular school principals and teachers towards inclusion have, unfortunately, been found often not to be positive. Teachers and principals have demonstrated lack of knowledge about learners with learning barriers and inclusion.

In conclusion, it is evident that inclusive education is not well accepted as many regular school principals and teachers still doubt its effectiveness. Those who do not doubt it are still struggling to implement it in their schools. This can be attributed to the fact that many teachers and principals have spent a lot of time operating in different systems of education, namely, education which caters for children with diverse educational needs and education which caters for learners without diverse educational needs.

To change to one single education system requires a lot of time. Educators should be given time to learn to accept and to deal with learners with diverse educational needs. Negative attitudes can further be attributed to lack of awareness about inclusive education in the community, including teachers and principals, since they do not have knowledge of inclusive education. Negative attitudes can also be attributed to fear because educators feel that it will be difficult to teach learners with diverse educational needs without relevant teaching and learning resources. This is so because of the shortage of qualified personnel who should design materials that should be used in an inclusive classroom. Based on the above discussion, the following should be done: awareness campaigns about the importance of inclusive education should be carried out in the community, enough and relevant resources should be developed to help educators to teach in an inclusive classroom; educators should be trained about teaching in an inclusive classroom, and educators should be given enough time to learn about inclusive education.

2.11 SUMMARY

In South Africa, learners who had serious educational needs used to be registered in designated sites where special education was provided. While clustering learners with learning barriers may have helped the specialists' schedules, it wreaked havoc on learners' social lives because they were segregated and isolated from families, peers and classmates. They were offered limited occasions to learn how to belong because they did not spend time with siblings, peers and others. They spent every weekday with adults and others with disabilities. There is a need to develop a complete inclusive education which will enable learners with diverse needs to attend in the same classroom and use the same resources.

As far as the development of inclusive education is concerned, countries neighbouring South Africa such as Lesotho, Namibia and Botswana are struggling to have a complete inclusive education system. These countries have played a crucial role in introducing inclusive education in schools since the Salamanca Statement issued by the United Nation. Botswana has decided to start with inclusion in the Baby care centre targeting children from diverse backgrounds and learners with diverse educational needs. In Namibia, children with diverse educational needs are offered education in a few special schools. There are still barriers that exist with regard to the education of children with diverse educational needs. Lesotho has embarked on inclusive education since 1987. All these countries, including South Africa, are interested in phasing in inclusive education countrywide but they are challenged by lack of resources, trained educators and large classes. These challenges seem to hinder their progress in terms of having one single education system.

Most countries are still operating on a two way system of education though they regard it as an inclusive system because learners are attending school with their peers. For instance, in South Africa, new schools that cater for learners with diverse educational needs were built after the Salamanca Statement was issued by the United Nations. Examples of such schools in South Africa are Fhulufhelo in Thohoyandou and Grace at Tshilapfene. All this implies that inclusive education is only on paper but practically it does not exist. Not all schools are implementing inclusive education because of inadequate resources that would help educators to teach learners with diverse educational needs.

The next chapter will focus on how inclusive education is managed.

CHAPTER THREE

MANAGEMENT OF INCLUSIVE EDUCATION

3.1 INTRODUCTION

Managing inclusive education is a complex and elusive process because even in stable and well-resourced contexts, the dynamics of change are not fully understood (Thurlow, Bush & Coleman, 2003:101). In the past, general educators often relied on special educators to develop and carry out instruction and manage the behaviour of learners with learning barriers. As learners with diverse needs are educated with their peers, it becomes apparent that educators should change their views because all learners are regardless of their differences likely to receive the same education in integrated settings (Kaff, Zabel & Milhan, 2007:35).

The most basic ingredient required for successful inclusion programmes is the need for general and special educators to work together as equal partners in teams that will solve problems, develop innovative programme options and curriculum and also implement instruction to learners with learning barriers and their peers (Langone, 1998:4).

In this chapter, the strategies employed by ILSTs in managing inclusive education are discussed. In order to do so, the chapter presents the following: the role of curriculum in appropriate inclusive education; the role of ILSTs in managing inclusive education as it oversees the smooth running of the day-to-day teaching and learning process; and the challenges encountered in managing inclusive education.

3.2 THE ROLE OF THE ILSTs IN MANAGING INCLUSIVE EDUCATION

The ILSTs should foresee that inclusive education is successful in their schools (Langone, 1998:5). The role they should play to ensure the success of an inclusive education is discussed below.

3.2.1 Managing the implementation of inclusive curriculum

Inclusive education as stated in the Revised National Curriculum Statement is learner centred and could be located within the framework of learning theory such as constructivism. Constructivism assumes that all knowledge is built up from scratch (Naicker, 2006:2).

Curriculum consists of intentionally undertaken activities that are planned so that certain objectives are reached to enable learners to know certain things and have habits and patterns of emotional response (Goldstein, 2006:39). In other words, curriculum is that which is taught at school. It is an approach that focuses on and connects teaching in a school. It gives meaning to what teachers do and makes teaching predictable. Curriculum is the cornerstone of the teaching-learning process. It consists of knowledge, skills and behaviours that lead to the attainment of the goals of education.

It is the responsibility of the ILSTs to ensure that curriculum caters for the needs of all learners. This calls for a flexible curriculum that should meet the needs of learners with diverse educational needs. A flexible curriculum is important because it allows a flexible inclusive educator to use different methods of teaching that can allow learners with different abilities to be involved (DoE, 2002:137). The ILSTs should also encourage educators to teach at a pace which would advantage both slow learners and learners with high levels of ability.

An inflexible curriculum is detrimental to the learners because sometimes people are trapped in the fallacy about gender where girls and boys are forced to choose certain subjects or type of sports not because they love or excel in them, but because someone believes they will be good for them (Mudau, 2004:55). What is taught through the curriculum may often be inappropriate to the learners' life situation, making learning difficult. This could contribute to a breakdown in learning. All these fallacies cause barriers to learning as learners are obliged to follow educational streams which they are not comfortable with. It is the responsibility of the ILSTs to encourage educators to be flexible when it comes to choosing a subject or learning area. They

should encourage educators to allow learners to do the subjects which they like and excel in (Wade, 2000:92).

According to Loreman, Deppler and Harvey (2005:7), issues surrounding curriculum provision to children with diverse educational needs in inclusive settings are central to successful inclusion. The idea that children with diverse abilities should be provided with individualised programming has been widely accepted as an appropriate tool for educating children with diverse abilities. It is the responsibility of the ILSTs to encourage educators to provide instruction in well-defined learning programmes related to the specific needs of children with diverse abilities, while also ensuring that they are included in the regular programme as much as possible. Under this system, children with diverse abilities may be viewed as being fundamentally different from their peers in how they learn and what they need to know.

The paradigm of modification of the regular curriculum is based on a number of assumptions about children with diverse abilities. These include the assumption that children with diverse learning abilities are able to perform the required assessment tasks and often require more practice and repetition to consolidate learning. Teachers of children with diverse abilities are seen as requiring specialised training and expert assistance to appropriately educate children with barriers to learning. Supporters of individualised education feel that inclusive education could be done through the effective use of individualised educational programmes (Kaff *et al.*, 2007:35).

When teaching learners with diverse abilities, the curriculum can be divided into two broad areas, namely, core curriculum and elaborated curriculum. Core curriculum consists of areas judged to be basic and essential for all learners. It is regarded as basic in that it provides both a foundation on which subsequent learning may be built and also the conceptual and methodological tools to continue their learning. Educators are essential as their intention is to equip learners for satisfying and effective participation in social and cultural life. A vital aspect of the core curriculum is its affinity with democratic ideology. Its assumptions are that

constructive and active participation is the right and responsibility of every person (Walther-Thomas *et al*., 2000:7).

Elaborative curriculum relates to all other aspects of the curriculum that could be considered non-core. The elaborative curriculum is important as it adds richness, depth, scope and variety to the core curriculum. What constitutes elaborative curriculum depends on the views, attitudes and values of everyone involved in the educational process. For some, school learning in subject areas such as fine arts or music could be seen as non-essential and, therefore, these subjects could be classified as part of the elaborative curriculum. For others with strong views on the importance of arts and music in society, learning in these subject areas might be seen as essential and these could be included as part of the core curriculum. Thus, it could be argued that elaborative curriculum varies from educator to educator (Skillbeck, 1996:212).

3.2.2 Supporting learners with physical disabilities

Most understandings of disability relate to individual deficit. Therefore, disability has always been regarded as a barrier to learning. The barriers include:

- Visual barriers;
- Auditory barriers;
- Oral barriers;
- Physical barriers;
- Medical barriers; and
- Psychological barriers (DoE, 2005:12).

It is the responsibility of the ILSTs to ensure that learners who experience barriers to learning as a result of disabilities should be welcomed in ordinary school environments, provided that the necessary support is in place for learners to achieve their full potential (Thurlow & Elliot, 2006:129). The ILSTs should establish the nature and extent of support needed by the learner.

The following are some examples that the ILSTs could modify or change to meet different kinds of support that individual learners may require (DoE, 2005:11):

- Modified access to building, for example, ramps, adapted toilets and a speaker system where applicable;
- Appropriate assistive devices, e.g. braillers, hearing aids, tape recorders, wheelchairs and standing frames; and
- Learner- based and learner paced teaching.

3.2.3 Managing human resources

According to Waltkinson (2003:86), the problem that inclusive teams face is the need for additional classroom personnel because children with diverse educational needs learn at different speeds and in different ways. With this in mind, the ILSTs should encourage teachers to provide useful and enjoyable tasks instead of setting predetermined goals to be met by the end of the term (Foskett & Lumby, 2003:66). It is also important that learners should not be bored. Learners with diverse needs are learners just like all other learners. They may be rich or poor, and they may come from many different ethnic groups (Stakes & Hornby, 2000:100).

Very often, educators may be working with learners who might speak a different language, or learners who might or might not be literate in their first language, who might or might not have been exposed to written language and who might or might not have been in an educational setting before. Teaching inclusive classes requires ongoing evaluation and problem-solving. This requires educators to collaborate to design units of instruction and daily lessons that are suitable for learners with a wide range of interests, and learning styles (Janney & Snell, 2000:50).

It is the responsibility of the ILSTs to ensure that the activity-based lesson is designed to provide instruction or practice within the context of an authentic, hands-on activity. This

approach stands in contrast with lessons that use lectures, worksheets and other more passive instructional formats to teach an isolated skill or concept (Thurlow & Elliot, 2006:6).

According to Walther-Thomas *et al*. (2000:38), appropriate and effective inclusion demands adequate resources. Assigning learners with diverse abilities to general education programmes without adequate support is not inclusion. Rather, this would be considered inappropriate education. Administrators must work closely with teachers and specialists to cultivate inclusive communities. The ILSTs should recognise and appreciate the value of team work, understand the professional development needs of all learners regardless of their differences. The ILSTs should also create a classroom roster that reflects an appropriate balance of learner needs (Early & Coleman, 2005:174).

3.2.4 To promote the philosophy of inclusive teaching and learning

Inclusive teaching and learning requires a curriculum approach which upholds principles on which the philosophies of inclusive education are based. These principles include the rights of all learners and respect for diversity. For example, teaching materials should be inclusive and should not marginalise and discriminate in any way against specific racial groups, castes or other groups. Pedagogy must shift from a deficit model of the marginalised DoE, 2005:xi).

Therefore, it is the responsibility of the ILSTs to ensure that an inclusive language approach which elevates languages other than English in schools adopted. Teachers are crucial in ensuring that of marginalised learners at the classroom level are included. The ILSTs should encourage staff to demonstrate their commitment to a culture of inclusivity by ensuring that all learners feel included in the classroom (DoE, 2005:xi)

It is important to cater for a range of learning styles in the classroom. In order to do this, a variety of alternative materials should be provided to learners. While many schools are striving to improve literacy acquisition in children, the ILSTs should discourage teachers from overemphasising print as some children may learn better from alternatives such as videos,

discussions, modelling or movement. This is true of children who have experienced difficulties with print in the past and whose lack of confidence in this area gets in the way of learning important concepts. It is the responsibility of the ILSTs to ensure that new materials are created to provide alternatives to print. This can be time consuming for educators, but the materials can benefit not only children with diverse abilities, but also those who are highly gifted (Fox, 2003:86).

3.2.5 To promote learners' access to basic education

The apartheid regime used to provide facilities to communities according to colour, race and political status. The marginalised rural areas and some black communities did not all receive adequate learning facilities to access information. As a result, they had little or no knowledge about important learning matter as compared to their white or urban peers. Physically disabled learners, according to DoE (2002:132), experience more problems because some do not have wheelchairs or those who have them, cannot use them as the community centres are not wheelchair friendly. Some health centres are far from the people and some are too expensive to be accessible. It is the responsibility of the ILSTs to encourage educators to welcome all learners from different backgrounds as some were discriminated against because of their family background or because of church affiliations (Janney & Snell, 2000:58).

3.2.6 Promote inclusive teaching and learning

The ILSTs should ensure that learning outcomes are modified to cater for the needs of learners with diverse abilities. The ILSTs should systematically collect and examine data on how the curriculum is being implemented, as well as data on how the school development programme process is functioning and the impact it has on the school (Joyner, Ben-Ave & Comer, 2004:58). When modifying learning outcomes, it should be taken into account that learners with diverse abilities can participate in the same general activity as other learners (George & Hunt, 2003:53). It is possible to teach the same activity to all learners, but the educator should expect a different result from a child with diverse learning abilities.

The most important role of the ILSTs in inclusive education is the selection of a similar but easier task within the same curriculum areas. For example, some children might be expected to write a one-page story reacting to a picture they are shown, while other learners are only expected to write two sentences (Foskett & Lumby, 2003:37).

The ILSTs should create critical dialogue around teaching and learning. They should also monitor progress to identify needed adjustments to the school plan, as well as opportunities to support the plan. The ILSTs should view the selection of tasks from alternative curriculum areas based on individual objectives as a last resort in the inclusive classroom because it essentially means that individuals will be working in isolation. The use of this type of modification to learning outcomes should be primarily reserved for times when all children are working alone or on individual tasks so that the differences between what the diverse learner and the rest of the class are doing is not obvious (Joyner, Ben-Ave & Comer, 2004:18).

3.2.7 Managing the school environment

Most of the South African learning centres are physically not accessible to all because they were not built to accommodate the physically disabled learners. The DoE (2002:140) indicates that there are some learners who use wheelchairs and other mobility devices, which specifically need ramps instead of stairs, meaning that these learners will be unable to access those places without ramps. This is a form of discrimination. An inclusive classroom should guard against these discriminatory factors. It should consider the sizes of desks to be used. There should be enough space to cater for all learners who use crutches or wheelchairs and those who use computers as their learning aids. Some buildings are dilapidated due to lack of funds. The dilapidated may even be a threat to the children's lives.

In managing the school environments, the ILSTs should ensure that corridors are wide enough to allow convenient and safe passage for those in wheelchairs or those accompanied by sighted escorts. Corridors should be as straight as possible and changes of direction should be at right angles. Corridor walls should be unobstructed, uncluttered and any essential fittings should be

recessed. Good quality lighting is very important to ensure safety and provide visual and sensory information. Painted lines 10 cm wide may be drawn on floors to lead pupils to important areas. If external windows are fitted at the end of a corridor, they should be fitted with curtains or blinds to prevent glare and to clearly indicate the end of the corridor (Mednick, 2007:109).

Furthermore, the ILSTs should ensure that the corridor doors are able to swing back, flush to the wall and are capable of being opened easily without applying too much pressure. If the doors are glazed, they must carry some clearly visible identification at a child's eye level. The door frame and door furnishings should be clearly distinct in colours from the surrounding areas. Doors should not be fitted close to steps. Colour contrasts should be used to clearly distinguish the floor from the walls of the corridor. Objects of reference can be placed on doors to give further information. All staff and pupils need to be aware of safety issues and keep doors closed (Donnelly, 2003:110).

Further, it is the responsibility of the ILSTs to ensure that the toilets are adequate and light fittings, floors and other surfaces are designed not to cause glare. Contrasting colour and texture contrasting should be used to clearly identify doors, door furniture, washbasins and taps. The entrance to the toilets should be indicated by a tactile floor surface, and entrance doors which have a clearly contrasting colour. A tactile sign or object of reference on door or on adjacent walls should be provided (DoE, 2000:28).

Furthermore, all children must be able to access a classroom, in order to be involved in learning activities with the rest of the class. Access to the classroom is the most critical prerequisite to learning in an inclusive environment. It is the responsibility of the ILSTs to ensure that children are able to access their classrooms and that any required modification to structures are clearly communicated to the appropriate person in the school. The modification should be viewed as the basic minimum of what is required of a school to meet the needs of its children. When thinking of classroom access, it is important that the ILSTs ensure that there is an installation of ramps in areas where there are stairs (Loreman *et al.*, 2005:175).

Ramps are important for access not only for children on wheelchairs, but also for those using walking frames or those with general mobility difficulties. Narrow doors may need to be widened. Anyone who has spent a day in a wheelchair can attest to the skinned knuckles that result from doorways which are too narrow to go through easily. How doors open and close also needs to be considered. Doors that are easy to open from a sitting position and which will stay open long enough for a child with a mobility difficulty to enter a room may be required. For children with visual impairments, doors should always be left either fully opened or fully closed to ensure that these children do not walk into half-opened doors (Lindberg, Walker-Wied & Beckwith, 2006:62).

Learners with mobility difficulties need to be able to freely move around. The layout should be simple and it should enable learners to be independent and to feel at ease in the room. There should be sufficient space for children to be able to access all areas without moving objects or other pupils. There should be consistent layout of furniture that is predictable and not liable to change without warning. Furniture should not have sharp edges and or be made of materials that would inflict bodily harm if a child stumbled on it. Low-level objects and adjustable tables are advisable. It is the responsibility of the ILSTs to ensure that all doors have closures. This reduces sudden noises of banging doors and ensures that they remain closed. Floors need to be clear and uncluttered in areas where children may be at risk of falling over objects or toys. Floor covering should be firmly fixed to the floor, not have tears or be curling up as this could cause an accident (Mednick, 2007:107).

Thus the bigger the classroom, the better it will be for those children with diverse needs. Modern classrooms are often cluttered with chairs, tables, benches, shelves, bags and other learning materials that can represent significant problems for children with mobility difficulties. Children with visual impairments may also be affected by this. Children with attention related disorders should be seated in areas in which distractions are minimised. For these children, a window seat may not be the best position (Loreman, Deppler & Harvey, 2005:179).

Walls and displays should not have sharp edges or protruding staples. The ILSTs should ensure that trailing wires from electrical appliances are not running across the floors. These should either be avoided or be covered by a non-slip mat. There should be storage areas for mobility equipment. Furthermore, lightning should be uniform; fluorescence is preferable. The lightning providing a minimum light should be housed within diffused and reflective fittings. Light fittings should be of a high frequency nature, in order to be flicker-free. Fluorescent tubes need to be white, with daylight stimulation if possible. Dimmer switches are useful to gain greater control of lighting conditions. Blinds may need to be installed where bright daylight and glare are a problem (Donnelly, 2003:110).

The ILSTs should ensure that walls and doors are appropriately coloured and contrasted. Special teaching areas need to be marked by the use of different colours and flooring. Cupboards, shelves and materials should be clearly labeled in large print or alternatively by using either a colour or shape or tactile codes. Displays should be mounted in a way that enables all children to appreciate them. Print, drawings or tactile code should be at hand level or just above so that they can be easily read with fingers (Mednick, 2007:107).

3.2.8 Monitoring development and supplying teaching and learning materials

Because inclusive education is new to the teachers, it is important for the ILSTs to monitor the development and supply of teaching and learning materials in order to support inclusive education. The ILSTs should make sure that learning materials are easy to understand, interesting and meaningful (Donnelly, 2003:16). The ILSTs should ensure that the materials represent the real experiences of people who have experienced barriers to learning and discrimination because of their different learning styles and needs. In addition, the ILSTs should make sure that the materials provide information about inclusive education and guidelines of how to put inclusive education into practice. Moreover, DoE (2002:22) emphasises that the ILSTs should make sure that the materials:

- Are in line with the inclusive education policy (White Paper 6);

- Are in line with OBE;
- Include a balance of inclusive education theory and practice;
- Relate to the real experiences of teachers, schools and learners with learning difficulties and disabilities, as well as parents, community members and district management and support teams;
- Help to change beliefs about attitudes towards learners who experience learning problems and disabilities;
- Promote practical methods, strategies and approaches to address these factors;
- Identify barriers to teaching and learning in the classroom, school education system and in communities; and
- Are easy to read and understand.

3.2.9 Monitor assessment process

With regard to the assessment of diverse learner performances within the framework of the RNCS, it is necessary to develop dynamic adaptive assessment programmes in line with the principles of outcomes-based and continuous assessment (Naicker, 2006:17). The ILSTs have a responsibility of planning and conducting a comprehensive assessment of learners' strengths and needs in all areas of concern. The process should be governed by specific procedural safeguards to ensure learner and parent rights to an unbiased evaluation and to activate family involvement in decision-making.

The ILSTs comprise of educators, specialists and managers who determine a learner's eligibility and need for special education services according to the criteria for recognised diverse abilities specified in federal and state regulations. The findings of the ILSTs should also provide detailed information to support the development of an appropriate instructional programme for the learners (Walther-Thomas *et al*, 2000: 82).

3.2.10 To offer support services

According to the DoE (2005:22), new definitions of support which are in line with the principle of White Paper 6, should be set out. Support should no longer be focusing on deficits that have been diagnosed in individual learners who are assumed to be in need of remediation through individual attention by specialist staff. Instead support should be defined as all activities which increase the capacity of a school to respond to diversity. It is the duty of the ILSTs to provide support to individual teachers as way to make resources accessible to all learners. Support is also provided, for example, when educators plan lessons which recognise different starting points and learning styles of learners or when staff explore the possibilities of peer tutoring. Individual support will generally aim to increase the inclusiveness of the curriculum. Support should be an integral part of teaching.

Though the major responsibility for the coordination of support may rest with a limited number of people, all staff should be involved in support activities. All officials and educators clearly need to understand that inclusion a central curriculum issue since the curriculum creates the most significant barriers to learning and exclusion for many learners whether they are in special school settings or not. These barriers to learning arise from various interlocking parts of the curriculum such as the content of learning programmes, the language and medium of teaching and learning, the management and organisation of classrooms, learning styles and pace, the time frame for the completion of the curriculum, materials and equipment which must be available and assessment methods and techniques. Support must, therefore, be organised in such a way that this range of barriers is uncovered and addressed.

3.2.11 To raise and manage funds

The ILSTs should recognise the need for additional funds for the purpose of educating children as some of the children experience barriers because of poverty and impairments (Croll & Moses, 2000:101). There seems to be a perception amongst some educators that the extra

funding provided to support children with diverse abilities is inadequate and that an increase in the funding would assist in solving any number of problems they are currently experiencing.

The ILSTs, therefore, should ensure that inclusive schools have the knowledge of how to raise and manage funds. Inclusive schools should have leaders who are able to manage budget so as to ensure that inclusive education programmes receive the necessary budgetary support (Mitchell, Katsiyannis & Bradley, 2003:22).

3.2.12 To determine the language of teaching and communication in school

For most learners, English is not their mother tongue though it is fundamental to learning and development (Kotele, 2000:121). Since English is their second language, they experience linguistic difficulties and somehow feel that they are not competent enough to understand some of their learning materials. Deaf learners experience more problems because their first language is sign language and this causes barriers to learning. There are learners who are unable to speak due to their physical, intellectual or mental disabilities. These learners will need augmentative and alternative communication strategies so that they can be part of the learning process.

Language and communication are, however, barriers which arise from the curriculum itself as it stipulates the medium of teaching and learning to be followed at school. This barrier needs to be addressed by the ILSTs for effective implementation of inclusive education in our country (DoE, 2005:12).

There are three main barriers related to language. Firstly, learners are often forced to communicate and learn in a language which they do not usually use at home and are not competent to learn effectively. Secondly, learners who use South African sign language as a language for teaching and learning did not have access to other the languages. Thirdly, learners experience difficulties with communication. Learners who are unable to speak due to the severity of their disability experience barriers to learning and development. These barriers arise from the general unavailability of augmentative and alternative communication strategies to

enable the learners to engage in the learning process and not find themselves totally excluded from learning and development experiences.

The DoE (2005:12) indicates that all learners are to learn their home language and at least one additional official language, which includes the South African sign language. Braille, as a code, can be used as a medium of teaching and learning. When learners enter a school where the language of learning and teaching is not their home language, the ILSTs should make sure that the teachers of all the learning areas provide support and supplementary learning in the language of learning and teaching until such time that learners are able to learn effectively through the medium of that particular language. It is the responsibility of the ILSTs to ensure that the language of learning and teaching does not become a barrier to learning in such instances.

Ideally, parents should be encouraged to participate in decision-making regarding language. The ILSTs should encourage teachers to give learners extra support in the language which is also the language of learning and teaching. The learner should work towards and be assessed against the assessment standards of the appropriate language level (DoE, 2005:12).

3.2.13 To promote a positive attitude towards learners with learning barriers

Negative and harmful attitudes towards differences in our society remain critical barriers to learning. Discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, religion and ability, manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system. It is the responsibility of the ILSTs to discourage the labelling of learners since it makes it difficult for them to grow beyond the limitation of the label. It is important for teachers to adopt positive attitudes towards learners who experience barriers. Even learners who are regarded as ineducable benefit from appropriate intervention (DoE, 2005:16).

The ILSTs should discourage any form of categorisation of learners since they are often placed in a particular learning environment merely because of the category and not because of the particular learning needs of those individual learners, In many cases, the categorisation was convenient for the system and not in the best interest of the learners (DoE, 2005:16)

It is the duty of the ILSTs not to discriminate against learners who are HIV positive or who have AIDS. A lack of knowledge about the issue has led to negative assumptions associated with the disease. All learners and staff should be treated equally. The ILSTs should encourage teachers to acknowledge and respect difference in learners, whether due to age, gender, ethnicity, language, class, disability, or HIV status. Schools should embark on positive awareness campaigns about differences amongst the learners and the value of celebrating diversity based on South African policies and principles (DoE, 2005:16).

The democratic government brought about changes in the lives of many South Africans. The education social and judicial systems to name a few, had to change their policies and practices to conform to democratic principles. The old system used to discriminate against people according to their race, colour, gender or disability (DoE, 2002:136). In the past, learners used to be labelled as learners with special educational needs. As a result, they were excluded or placed in a particular learning environment not because they belonged there but due to the requirements and standards set by the system of the ruling government. It is, therefore, the duty of the ILSTs to encourage educators to change their negative attitudes towards differences in our society in order to overcome some barriers to learning and to allow the process of inclusion to be successful (DoE, 2002:136).

3.2.14 To be sympathetic about learners

Learner-headed households and poor homes require additional responsibilities from the ILSTs learners. Learners move from nuclear to extended family environment. This is not only a welfarist approach to poverty, but rather a serious concern about the pedagogical implications of poverty. The ILSTs need to encourage teachers to be sympathetic towards learners by creating a

welcoming and supporting environment. At social level, an environment that is comforting should be created. The environment should be one that is listens to the voices of learners and one that is able to detect distress and depression (DoE, 2005: 15).

From the preceding discussion on the role of the ILSTs, it is clear that the phasing in of inclusive education in schools poses a major challenge to the whole school community, especially the ILSTs. The ILSTs have to align current practices and plans to relevant strategies, structures and systems so as to attain the outcomes of the new system of education. In line with its responsibilities, the ILST has the day-to-day responsibility of ensuring the professional and operational management of inclusive schools under the leadership of the principal. However, reality indicates that there are some challenges that are encountered when managing inclusive education. These challenges will be dealt with in the next section.

3.3 CHALLENGES ENCOUNTERED IN MANAGING INCLUSIVE EDUCATION

Literature indicates that there are various ongoing concerns in the implementation of inclusive learning communities. The basic premise of inclusive learning communities is that all learners, irrespective of the challenges individual learners face, belong in schools where the concepts of inclusion, community, collaboration, democracy and diversity are embedded in the school's philosophy and organisational system. Creating and maintaining inclusive learning communities broadens the traditional discussions on inclusive education and propounds the ILSTs' idea that inclusive learning communities are both a process for and an outcome of social justice, equity and democracy within education systems (Engelbrecht & Green, 2007: 6).

Linked to an understanding of inclusion in education and the development of inclusive learning communities, is an understanding of the implications in terms of professional roles. Much of the literature focuses on concerns about changes in the professional responsibilities of mainstream teachers and special education teachers. Rethinking one's professional identity involves threats as well as challenges. The level of support necessary, therefore, should not be underestimated. It is equally important that other helping professionals, administrators, education officials and the

parent community are fully informed about changes in the role the ILSTs and that they should accept their part in a collaborative process (Morrow, 1996:154).

Commitment to a different professional role does not immediately empower educators with the skills needed to carry out the new role successfully. If teachers in mainstream and special education want to implement inclusion within their classrooms, they need to know how far they should consult or instruct and also how to collaborate or operate independently. Classroom teachers have to act as facilitators of a network of support around a particular child, thus preventing the alienation of any member of the team, while at the same time keeping the focus firmly on the child's social and learning needs. They have to be able to relate to parents and facilitate positive relationships between learners and sometimes between parents and children (Stofile & Green, 2007:22).

Academic inclusion may sometimes involve a modified curriculum, but wherever possible it should involve the same curriculum, presented and assessed in different and creative ways. This does not seem to be the general perception as many mainstream educators in different countries are prepared to facilitate social inclusion but are not in favour of academic inclusion. They also resist learning new skills. One reason for the resistance is the perception that all that is required to facilitate academic inclusion is 'good teaching'. In other words, teachers believe that they already possess the necessary skills.

Most traditional teaching methods in mainstream classrooms will not support the success of learners with special needs. Educators tend to consider it inappropriate for all learners to access the same curriculum, or to meet the same standards. They are not open to the demands of creating access and developing novel assessment strategies (Naicker, 2007:22).

Challenges to the various levels of educational provision are discussed next.

3.3.1 Mesolevel challenges

There are two significant challenges to inclusion at school level, namely, lack of available resources in schools, and the implications of external examinations. These challenges are discussed next.

3.3.1.1 Resources

Resources allocation at most inclusive schools are too low tosupport learning and teaching. The education of children with diverse abilities might be impossible in many regions of the world because of a lack of resources needed to meet the individualised needs of such children. The United Nations' Declaration of Human Rights of disabled persons and the World Programme of Action concerning disabled people both called for provisions for persons with diverse abilities, but allowed for indefinite procrastination in implementation because of using language which encouraged nations to take action only if resources were available. For example, in Lesotho, policymakers went ahead with enacting an inclusive policy in the schools despite a shortage of resources because they felt it was in the best interests of the country. Data suggests that inclusive education is still challenged because of the lack of resources available in Lesotho schools (Foskett & Lumby, 2003:145).

3.3.1.2 Implications of external examinations

The presence of external examinations brings complexity in the schools' effort to be inclusive. The public largely support external examinations because they provide a sense of legitimacy to education and can bring about social mobility. In Lesotho, for example, external examinations measure the success of schools. This reveals that one of the most challenging aspects of inclusive education is finding the time to cover the curriculum that will be tested by external examinations. It is impossible to cover all the content for internal and external assessments in schools without taking shortcuts. Although challenges in assessment and curriculum exist,

advocates of inclusive education have never proposed the removal of accountability systems in schools (Johnstone, 2007:33).

3.3.2 Microlevel challenges

The materials and timing issues described above are both school and classroom issues. Individual teachers also face additional challenges. For example, one challenge faced by individual teachers is class size. The pupil to teacher ratio is approximately 1 to 50. There are obvious implications for inclusive education when the ratios are high. A second challenge to inclusion is pedagogy. Approaches to teaching vary greatly from classroom to classroom and this affects the growth of a national inclusive agenda (Jacobs, 1999:120).

Finally, an issue that affects individual educators is the make-up of their classes and the intensity of the educational needs of their students. Learners with more significant diverse abilities require intensive interventions that sole classroom educators struggle to implement. Each of these challenges is a microlevel challenge because of the classroom specific implications (Jacobs, 1999:120).

3.3.2.1 Class size

The number of learners varies from classrooms to classroom. Some classrooms have as few as 30 learners while others as many as 80. The more learners in a classroom, the more challenges arise in terms of inclusive education. Inclusive education approaches become a necessity where class sizes are too large for the educator to reach all learners. Unfortunately, teachers in overcrowded classrooms often become managers of group dynamics rather than purveyors of knowledge. To this end, valuable dimensions related to social and intellectual growth of diverse learners may be lost in environments where educators must maintain control over large numbers of learners (Stofile & Green, 2007:55).

3.3.2.2 Pedagogy

Inclusive education has the potential to revolutionise learning for all learners. Some educators are individualising instruction by using culturally relevant materials to stimulate interest and to maximise learning of particular topics. The endemic pedagogy found in classrooms at the microlevel is a serious challenge to inclusive education efforts. (Zimba, Mowels & Naanda, 2007:44).

3.3.2.3 Severity of disability

A major challenge to inclusive education at the microlevel is the nature and severity of learner disability. Inclusive education is logical and cost-effective for learners with mild to moderate diverse abilities. Most of the approaches that teachers use to reach learners with mild to moderate learning barriers are manageable in mainstream education classrooms and often have positive spill-over effects on other learners.

The education of learners with more profound diverse abilities requires more nuanced and careful consideration. For example, in many classrooms there are learners with significant cognitive diverse abilities. Learners with significant cognitive delays pose a major challenge to inclusion efforts in schools. The learners themselves are often non-disruptive, hard working and interested in keeping up with their peers. Learners with more complex learning barriers require more support (Johnstone, 2007:33).

3.3.2.4 Challenges of implementing an inclusive curriculum

Despite the belief that education benefits most people, societies face many challenges regarding the transformation of education. Transforming education from a system that was characterised by disparities, inequalities and tensions, to an inclusive system that brings equity, as well as quality to the education of all learners, is a daunting challenge. For instance, successfully including learners with special educational needs in regular schools requires many changes

81

because the mere physical presence of learners in the classroom is no guarantee of their involvement in class and school activities. In addition, 'social inclusion' may happen but this is not necessarily academic inclusion. To promote the academic inclusion of learners with special educational needs, the curriculum should be taken into consideration (Foskett & Lumby, 2003:38).

3.3.2.5 Curriculum challenges

The curriculum inherited from previous governments in various African states, such as Namibia, South Africa, Lesotho and Botswana, bore little relevance to the lives and experiences of most people (DoE, 1997:20). Even though good instruction could remedy some of inclusive education's defects, it was unsatisfactory in important respects. The curriculum was prescriptive, decontextualised and emphasised a passive process of learning. Learners were seen as receivers and not creators of knowledge. In Namibia, for example, educational reforms and policies that have been established are aimed at broadcasting and diversifying the scope of education and enabling as many learners as possible to benefit from the system. The Namibian constitution guarantees the right to education for all. No Namibian can legitimately be barred from education because of contextual disadvantages, social problems or learning difficulties (Naicker, 2007:2).

According to Zimba *et al*, (2007:45), the Namibian curriculum has the following hiccups:
- It does not make provision for the children's different levels of ability, development and learning needs;
- It is not designed for learners with diverse needs;
- It does not take into account the different learning speeds of diverse learners; and
- It excludes content that is relevant for some learners with disabilities.

In South Africa, OBE has been implemented as the new curriculum to facilitate the transformation of the education system in general. It is also a useful vehicle for implementing inclusive education. One of the most important features of OBE is that it is concerned with

establishing the conditions and opportunities within the system that would nable and encourage all learners to achieve those essential outcomes.

Foskett and Lumby (2003:38) identify two challenges with regard to outcomes-based education. Firstly, many of the outcomes are not readily measured, particularly those which are implicitly linked to affective or attitudinal aspects of development, or linked to long-term benefits. The desire to measure, though, is strong and leads to the prioritisation of those elements of pupil learning which can be measured.

Secondly, schools and pupils are reflections of socio-economic environments in which they operate. Pupils do not start school with equal skills, knowledge and achievements, nor do they have equal support as they progress through school. Thus measuring outputs alone may provide only a limited picture of the progression of the individual through school. Measures of value-added education may provide a more meaningful picture of the benefit the pupil gains from his or her school experience (Naicker, 2007:2).

According to Stofile and Green (2007: 57), challenges, which include the need for conceptual and practical integration of the inclusive education agenda with National Curriculum Statement (NCS), the need for teacher capacity development generally, the need for role-player capacity development for collaboration, the need to address current teacher morale and attitudes, the need to rethink training and development for inclusion and the current physical and psychosocial environment in many schools, are common.

Furthermore, the DoE assumed that the introduction of Revised National Curriculum Statement (RNCS) and for Grades R- 9 and the NCS for Grades 10-12 would enable teachers to implement inclusive education more effectively (Engelbrecht & Green, 2006:50). While this assumption was, and still is, legitimate, one of the major challenges confronting educators is making the conceptual link between inclusive education and both the Revised National Curriculum Statement and the NCS.

Inclusive education tends to be viewed by teachers as an extra burden. This is partly because of the structure of training workshops, which are still run parallel. The contents of these workshops do not illustrate the link between inclusive education and the new curriculum. This strategy sends a signal to educators that these are two distinct issues. The major challenge is to present educators with a coherent package that clarifies the relationship between the new outcomes-based policy and curriculum and inclusive education (Stofile & Green, 2007: 57).

3.3.2.6 Teacher education challenges

Before independence, teacher education in Namibia and South Africa, for example, was fragmented and uneven. Teachers serving under different administrations did not receive the same training. The various education programmes had different entry requirements, scope, duration, organisation and focus.

After independence in 1990, in Namibia, the education system was unified and a mandate for the training of the country's teachers was given to Colleges of Education and the University of Namibia. The Colleges of Education offer a Basic Education Teacher Diploma, which prepares teachers for grades 1 to 10 learners. A close look at the Diploma syllabi shows that some aspects of special needs education have been integrated into the diploma. There is no specific training on special needs education or on inclusive education offered to early childhood teachers (Zimba *et al*., 2007:43).

The findings from the Education School Survey in South Africa indicate that teachers perform many different roles at school (Langone, 1998:2). These include, amongst others, being counselors, ministers, parents and social workers. The reality is that the majority of teachers in South Africa were never trained for these roles.

Capacity building workshops were run for educators, education officials and other role players in different venues including schools in the districts. These workshops helped them to understand inclusive education. They also helped them to understand what their responsibilities

are in supporting learners and schools to put inclusive education into practice. One weakness, however, was that there was too much new information to cover in the time set aside for the training courses. There was not enough time. It was sometimes difficult to make sure that the teachers understood everything properly (DoE, 2005:17).

In addition, many teachers do not have adequate capacity to address the diverse needs of learners. This is in part the result of the theoretical foundation they received in pre-service training. Teachers in South Africa were trained differently in the past. Most black teachers had no exposure to any of the areas of special education, unless they went to a private institution.

The major challenge is that many South African teachers were exposed, for many years, to the apartheid education system, which was teacher-centred and authoritarian. The teacher-centred approach and exclusionary practices have been in existence for some time and are deeply ingrained. Teachers were not trained for practices within an inclusive education system (Engelbrecht & Green, 2006:50). Many educators feel threatened by the different practices introduced in the curriculum and inclusive education training initiatives. The challenge is to equip teachers with skills and to strengthen their beliefs in themselves as lifelong learners within their profession.

3.3.2.7 Material and financial resource challenges

Signatories to the Salamanca Statement (UNESCO, 1994: ix) and the framework for action on special needs education committed themselves to providing adequate human and financial resources when offering inclusive education services to all their children, including those with diverse abilities. For example, to live up to this commitment, the signatories gave the highest national budgetary allocation to education.

Despite this, the education system in South Africa, for example, is generally faced with a lack of adequately trained teachers and classrooms, as well as inadequate educational facilities. One explanation for this is that most of the budgetary allocation is spent on salaries. A

disproportionately small fraction is spent addressing real educational issues such as providing adequate school infrastructure, teaching and learning materials. This hinders the effective implementation of a coherent basic education programme in the country. For instance, the implementation of an effective inclusive education programme is, among other things, hampered by a severe lack of human and material resources. Both rural and urban schools lack the resources to engage in inclusive education practices but prudently utilise the available resources (Zimba *et al.,* 2007:43).

3.3.2.8 Role player capacity development for collaboration

The skills of collaboration and consultation receive little emphasis in the NCS training. However, but research suggests that developing these skills is an essential aspect of preparation for an inclusive education system. Support challenges at school level include poor strategic planning on the part of the school and the district, resistance to change, unavailability of district personnel and a perceived lack of commitment to a consultative approach, sometimes accompanied by the schools' lack of awareness of resources available in the community. If the ILSTs are to succeed, they need to access support from the district and from the community. If district officials resist change, or are uncertain about their role, or lack the skills to perform it, the system cannot operate.

The gap between conceptualising inclusive education and understanding how to implement it in the day-to-day life of the schools is apparent not only among teachers, but at all levels of the system. This means that schools are unable to receive support from the district personnel (Stofile & Green, 2007:58).

3.3.2.9 Morale and attitudes of teachers

Attitudes towards inclusive education and commitment to education for all constitute a critical challenge in terms of inputs to inclusive education. Some of the conditions reported to have a significant impact on the ability of teachers to deliver effective teaching are class sizes,

workloads, physical layout of classrooms, learning support materials, equipment and administrative duties. This means that if teachers are unable to implement the curriculum effectively, the dream of addressing the needs of all learners will never come true. The low morale expressed by teachers will not disappear unless working conditions are improved and appropriate training is provided (Zimba *et al.*, 2007:43).

3.3.2.10 Physical and psychosocial learning environments

Inclusive education means ensuring that all children have access to good quality education. This implies creating an environment in schools in which all children are able to learn. The development of environments that are conducive to learning is an essential component of the overall efforts by most countries to improve the quality of education and increase access to schools (Stofile & Green, 2007: 52). A large number of schools in South Africa still have overcrowded classrooms and lack physical spaces for learner discussions, equipment to enable learner investigations, and materials to make learning interesting, relevant and challenging. These conditions prevent access to schools, create conditions that are not conducive to learning, and affect the effective implementation of inclusive education (Engelbrecht & Green, 2006:50).

In conclusion, inclusive education is not free from challenges. The challenges are divided into two categories. The first group is at mesolevel, that is lack of resources. This affects the implementation and management of inclusive education because it is impossible to implement and manage inclusive education in the absence of teaching and learning materials.

The second group deals with microlevel challenges. With the second group, one might argue that lack of adequate training for educators contributes to most of these challenges because it is highly impossible to expect an educator who is not fully trained to effectively teach learners. The DoE is also to blame for these challenges. For example, it has failed to provide schools with enough classrooms for inclusive teaching.

3.4 SUMMARY

After the 1994 general election, South Africa found itself at the crossroads of changes that were inevitable due to the political history of the country. One of the major changes that faced South Africa was the adoption of a single national system of education. This also meant changes on how learners with diverse needs should access education. Learners with learning barriers were now given access to education in schools in their own villages where they could learn with their peers.

There are many challenges which face the ILSTs in managing inclusive education. The challenges can be divided into micro and meso levels. Some of the challenges includes, inadequate resources, effects of internal and external examinations, class size, pedagogy, severity of the disabilities, challenges of implementing an inclusive curriculum, curriculum challenges, teacher education challenges, material and financial resource challenges, role player capacity development for collaboration, morale and attitudes of teachers, and the physical and psychosocial learning environments. All these challenges have negative effects on ILSTs in their endevours to manage inclusive education.

For inclusive education to succeed, it is important for the ILSTs to have good management styles. This calls for well-trained ILSTs that will provide good management styles. Well trained ILSTs should have skills to manage the school's finances, the school premises, the human resources, the supply of resources and the admission of learners.

Due to lack of some of these skills, the ILSTs are unable to play their role in managing inclusive education. They do not have relevant managerial training related to inclusive education and yet some of them are faced with the challenge of dealing with learners who have learning barriers for the first time. Some of them have not even attended a workshop about inclusive education. This poses a challenge to the ILST members who are expected to manage an inclusive school. Some face challenges of inadequate proper resources. Some rural schools do not have all the resources needed to ensure the success of inclusive education. In some cases, classrooms are

overcrowded. The teacher-learner ratio is too high. It is, therefore, difficult for the ILSTs to manage an inclusive school in such situations.

The next chapter focuses on the research methodology.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In the previous chapters, a literature study which formed the framework for the research on the role of the ILSTs in managing inclusive education was presented. Chapter Two reviewed literature on the latest developments, practices and policies related to inclusive education in South Africa and abroad (cf 1.4). Chapter Three focused on literature on the role of the ILSTs in managing inclusive education (cf 1.4).

This chapter discusses the methodology of this study. It provides the research design in which the procedure for conducting the study is explained and covers the methodology used to arrive at the research aims, the methods of data presentation and research findings.

4.2 RESEARCH DESIGN AND METHODOLOGY

McMillan and Schumacher (2006:22) define research design as a plan according to which relevant data is to be collected. The researcher may follow either qualitative, quantitative or both designs to gather information. For the purpose of this study, the researcher followed a qualitative research design.

4.2.1 Qualitative Research Design

According to Creswell (1994:154), research design refers to the plan according to which relevant data are collected. This study, on the role of the ILSTs in managing inclusive education in primary schools, lent itself towards a qualitative, exploratory, descriptive and contextual research design.

In addition, a qualitative research design was used for the following reasons: firstly, qualitative research design does not give step-by-step instructions or a fixed recipe to follow. The design is flexible and may change during the research. Even the research problem may change as the research progresses and the researcher gains a better understanding of the phenomenon being investigated (Hoepfl, 1997:3). Thus the researcher used a qualitative design because it allowed her to be flexible during the investigation.

Secondly, the researcher used a qualitative research design because it helped the researcher to gain understanding of the social world through direct personal experiences in real world settings. This means that data was obtained in a natural setting.

In this study, the researcher personally visited the selected participants in their specific schools to collect data. This means that the variables being investigated were studied where they naturally occurred, not in researcher-controlled environments under researcher-controlled conditions as is the case with quantitative study. The researcher interacted with the selected individuals in their school setting.

The qualitative design according to Scram (2003:7), allows researchers find their strengths in the opportunities made possible by being there and getting close to people and circumstances, either through physical proximity and participation over a time or in the social sense of shared experience, empathy and confidentiality. This means that the focus of qualitative research unfolds naturally in that it has no predetermined course established or manipulated by the researcher such as would occur in a laboratory or other controlled settings such as those in quantitative research. Researchers get personally engaged where the action takes place. This is also emphasised by Woods (1999:3), who indicates that qualitative researchers prefer fairly lengthy and deep involvement in the natural setting, in order to understand the complexity of social life in its range and variability.

Furthermore, a number of different approaches exist within the wider framework of qualitative research, but most of these have the same aims, namely, to understand the social reality of

individuals, groups and cultures. This is opposed to a quantitative approach which involves numerous respondents with the aim of explaining or confirming the cause/effect relationships and subsequently generalising the results to the whole population (Leedy & Ormrod, 2001:148). Accordingly, the researcher used qualitative approaches to explore the behaviour, perspections and experiences of the participants regarding the role of ILSTs in managing inclusive education in primary schools.

In addition to the above, involvement in a natural setting also helped the researcher to discover the meanings that participants attached to their behaviours, how they interpreted situations, and what their perspectives were on particular issues (Woods, 1999:3). As situations can influence perspectives, so people can also redefine and construct situations. In this case, the researcher was sensitive in way she used her research methods. This means that the researcher was never influenced by any situation. She focused on the research problem. This was stressed by Scram (2003:9) who indicated that qualitative research is context sensitive or context specific because it proceeds from the assumption that ideas, people and events cannot be fully understood if isolated from the circumstances in which and through which they naturally occur. This stresses the fact that qualitative inquiry, in contrast to qualitative inquiry, preserves natural context.

The researcher was thus interested in separating variables or taking things apart to see how they worked. Rather, the researcher sought to put things in relation to the larger set of circumstances of which they were a part. The researcher was close to groups, looked out at the world through their eyes, empathised with them, appreciated the inconsistencies, ambiguities and contradictions in their behaviour, explored the nature of their interests, and understood their relationships (McMillan & Schumacher, 1997:500).

To immerse herself in a naturally occurring setting, the researcher went with the flow of the changing circumstances. She engaged participants as much as possible in places and under conditions that were comfortable for and familiar to them. White (2002:82) also stresses that qualitative research is concerned with life as it is lived. This means that the researcher sought lived experiences in real situations. She engaged in personal encounters and exchanged thoughts

with the participants. Qualitative methods, therefore, work through the researchers. The researcher talked, listened, looked, read and reflected in greater or lesser degrees of engagement with study participants (McMillan & Schumacher, 1993:405).

In general, the researcher did not disturb the scene nor was she obtrusive in her methods. This meant to ensure that data and analysis closely reflected what was happening. This only provided the researcher with an opportunity to understand the social phenomenon from the participants' perspective as it was opposed to quantitative research which controlled the phenomenon. Understanding was acquired by analysing the many contexts of the participants and by narrating the participants' meaning, which included their feelings, beliefs, ideas, thoughts and actions regarding the management of inclusive education in primary schools.

Thirdly, the qualitative research design is fundamentally interpretive (Schulze, 2002:13). This means that experiences in qualitative research do not speak for themselves nor do features within a research setting directly or spontaneously announce themselves as worthy of the researcher's attention. As a qualitative researcher, the researcher did not view her task simply as a matter of gathering or generating facts about what happened. Rather, the researcher was engaged in an active process of interpretation that involved noting some things as significant, noting but ignoring others as not significant, and missing other potentially significant things altogether.

Fourthly, qualitative research methods are important because they focus on process (Bazeley, 2007:76). For instance, qualitative researchers are interested in finding out how understandings are formed, how meanings are negotiated, how roles are developed, how a curriculum works out, how a policy is formulated and implemented, how a pupil becomes deviant (Woods, 1999:4). This means that social life is ongoing, developing and fluctuating. It never arrives or ends. Some forms of behaviour may be fairly stable, some variable and others emergent. Some forms of interaction proceed in stages or phases. The researcher, therefore, took a long and sustained immersion in the field, in order to cover whole processes and produce a 'thick description' that would encompass this richness.

Fifthly, qualitative research methods are important because they are based on inductive analysis and grounded theory (Khosa, 2002:13). This means that this study will not start with a theory to be tested and proved or disproved. The researcher generated theory from data. The theory was then said to be grounded in the social activity it purports to explain.

Sixthly, qualitative research allows the researcher to use a variety of data collecting instruments, such as interviews and observation and document analysis to improve the trustworthiness of the data (White, 2005:82). In this study, the researcher used in-depth individual interviews and semi-structured focus group interviews to gather information.

Lastly, in qualitative methods, data collection and sampling are emergent as opposed to predetermined (Khosa, 2002:13). This means that as the researcher gains more insight into the phenomenon, he/she might redefine sampling on an on-going basis. Furthermore, data collection continues until the data are saturated. In this study, the researcher continued to collect data until everything had been said. Furthermore, the results were based on the targeted institution. This means that the results were confined to the visited schools in the Tshinane Circuit.

4.2.2 Research Methods

In the following section, the researcher describes the research population, sampling and sample size, data collection, data analysis, together with the trustworthiness of the inquiry.

4.2.2.1 Research population

Melville and Goddard (1996:29) maintain that a population is any group that is the subject of research interest. In deciding on the population for the research, the researcher chose a number of individuals according to predetermined criteria. The individuals were chosen on the basis that their contributions would be valuable to the study. The population of this study consisted of 22

primary school principals and twenty members of the ILSTs from Tshinane Circuit in the Vhembe District.

4.2.2.2 Sampling

Straus and Myburgh (2002:71) define sampling as a strategy used to select the sample of participants from the whole population in order to get information that could be generalized to the larger group. This means that the researcher searches for information-rich key informants for an in-depth study.

For the purpose of this study, purposeful sampling was used to select relevant participants. Purposeful sampling seeks information-rich cases which can be studied in-depth. This means that participants were selected on the basis of purposiveness and convenience. The sampling technique led to the selection of experienced participants who had reliable information about teaching and managing inclusive schools. The researcher was able to learn a great deal about the perceptions of the ILSTs regarding the management of inclusive schools in the Tshinane Circuit.

4.2.2.3 Sample size

A sample refers to a subset of participants drawn from the population to represent the whole population (Hoepfl, 1997:5). This implies that a sample is a number of individuals selected from a population to represent a large group from which it was drawn. For the purpose of this study, five primary school principals and twenty members of the ILSTs - which comprise of senior teachers (from schools that have less than four HoDs) and HoDs (from large schools that have four or more HoDs) - from five primary schools in the Tshinane Circuit formed the core.

4.3 DATA COLLECTION

Qualitative researchers operate under the assumption that reality is not easily divided into discrete, measurable variables. They are often described as being the research instruments

because the bulk of their data collection depends on their personal involvement (interviews, observation) in the setting (White, 2002:82).

Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources. Qualitative researchers sometimes reject the term 'collection of data'. They use, instead, 'generating' data. This term is considered more appropriate in qualitative approaches because researchers do not merely collect and describe data in a natural and detached manner, but are involved in a more creative way (Holloway, 1997:45). For the purpose of data collection, the researcher designed data collection instruments to obtain uniform data which was then compared and summed up and subjected to analysis. The following instruments were used to collect data: in-depth individual interviews and focus group interviews.

4.3.1 In-depth Individual Interviews

In-depth individual interviews sometimes called the 'informal conversation' interview because the that questions are not pre-formulated or themes identified before the interview takes place, but are developed spontaneously in the course of the interaction with the interviewee were used (McMillan & Schumacher, 1997:447). When this approach is used the researcher limits his/her own contribution to an absolute research question, and since no interview schedule is referred to, such an in-depth individual interview may be conducted without a preliminary literature study (Schulze, 2002:61). The advantage of this method is that the interviewer cannot contaminate the interview with any knowledge obtained before the investigation has begun.

For the purposes of this study on the role of the ILSTs in managing inclusive education, however, individual interviews were conducted on the basis of a semi-structured arrangement to ensure that participants reveal their true knowledge and feelings on the management of inclusive education. All interviews were recorded and transcribed.

According to Bless and Smith (2000:1), this method of collecting data is called the 'method of authority', because it regards knowledge producers as authorities due to their ability to transmit the truth or knowledge about what they know or have experienced in their local environment. In this study, the researcher used probing to gain information pertaining to the role of ILSTs in managing inclusive education. The interviewer tactfully steered back the interviewee who deviated from the topic. This enabled the researcher to obtain an insider perspective on the role of ILSTs in managing inclusive education. Five individual interviews were conducted with five principals in the five selected primary schools in the Tshinane Circuit.

The researcher used both a tape recorder and written notes to record the responses. The researcher preferred to use tape recorder because it captured data more faithfully than hurriedly written notes might. Notes, however, served as backup in case the tape got lost.

4.3.2 Focus group interviews

The focus group interview in a qualitative research paradigm aims at finding out what other people feel and think about the phenomenon which is being investigated (Rubin & Babbie, 993:1:2). A focus group interview is an open purposive conversation where the researcher asks questions on a specific topic in which each participant makes comments (McMillan & Schumacher, 1993:157). The interviewer introduced the topic and then guided the discussion by means of questions.

A focus group involves an organised discussion with selected groups of individuals to gain information about their views and experiences of the topic. This type of interview is particularly suitable for obtaining several perspectives about the same topic. According to White (2005: 147), a focus group interview is limited to those situations where the assembled group is small enough to permit a genuine discussion amongst all its members because some people need company to be motivated to talk and some topics are better discussed by a small group of people who know each other.

Smaller groups of between four and six people are preferable for a focus group interview, especially when the participants have a great deal to share about the topic or have had intense or lengthy experiences with the topic under discussion (White, 2005:147). In this study, the researcher conducted five focus group interviews with twenty members of the ILSTs from five different primary schools. Each focus group consisted of four members of the ILST. This was done to get a variety of perspectives and to increase confidence in whatever patterns would emerge. During the discussion, the researcher recorded verbal and non-verbal communication from the participants.

Focus group interview should include not more that 12 questions. Often it only consists of five to six questions (McMillan & Schumacher, 1993:157). In this study, however, the researcher limited the number of questions to only eleven. This enabled her to ask follow-up questions during the discussion. These questions were aimed at finding answers to the second subsidiary question. The question helped the researcher to find answers to the third and fourth subsidiary questions.

It is important that group members introduce themselves and tell the others a little bit about themselves (White, 2005:146). In this study, the researcher started by introducing herself to the group members. The introduction included the welcome, an overview of the topic and the ground rules for the interview. The researcher then asked the group members to introduce themselves, in order to help them to 'break the ice'.

Participants were informed before the interviews, through the informed consent form, about the use of tape recorders. The tape recorder was set up prior to the interview and it was visible to the participants. The researcher encouraged the participants to speak one at a time so as to avoid distortion in the recording. Participants identified themselves each time before they spoke. Participants were informed about the value of the study and about the instruments that were used in this study. During the interview, the researcher attempted to take notes and even to capture exact phrases and statements made by the participants. Field notes were used to analyse data after each session.

4.4 DATA ANALYSIS AND INTERPRETATION

In qualitative data analysis, the researcher aims to gain new understandings of the situations and processes being investigated. Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns (relationships) among the categories (White, 2002:82).

In this study, the researcher reorganised a pile of raw data. Analysis began with the reading of each transcribed interview. The transcribed interviews were carefully re-read and compared with the handwritten responses that were used as backup in case the tapes failed. The main thoughts conveyed in the interviews were highlighted and written down. Similar topics were clustered together in all the interviews. Data were compared to establish themes, trends and patterns.

Emerging themes, patterns and trends were identified and written down. They were then cross-referenced with the research question to ensure that the research did not lose focus. Themes were categorised into topics. Related topics were written in one category. This is called "open coding" (Morgan & Spanish, 1984:253). Open coding was done to attach labels to segments of the text and to determine recurring categories in data themes.

The procedure began with naming and categorising the text through close examination of data. McMillan and Schumacher (1997:500-3) confirm that qualitative data analysis takes the form of a written language. In this study, the report of the results was presented in a descriptive or narrative form supported by direct quotations from the raw data. This means that in this study verbatim accounts on conversations, transcripts and direct quotations were highly valued as data since they indicated the participants' understanding of issues.

4.5 VALIDITY AND RELIABILITY OF THE RESEARCH

According to Hitchcock and Hughes (1995:105), 'validity' in qualitative research refers to the degree to which the explanation of a phenomenon matches the realities of the world. Validity is the extent to which the description of events accurately captures instruments or techniques, data, findings and explanations of what is claimed. Validity pertains to whether the researcher is observing, identifying and measuring what he/she says is being observed, identified and measured.

Qualitative researchers pay attention to the quality of the information that underlies their conclusions of inferences as opposed to quantitative researchers who ensure that data are collected in a valid and reliable manner. In addition, McMillan and Schumacher (1997:404) emphasise that validity and reliability refer to quantitative research. In qualitative research, these two concepts are interpreted as 'trustworthiness and transferability.' 'Trustworthiness' is used to determine the quality of inferences, while transferability is used to determine whether the results of a study can be applicable to another context.

4.5.1 Trustworthiness

Trustworthiness is about convincing the audiences and the self that the findings of an inquiry are worth paying attention to or worth taking account of (Lincoln & Guba, 1985:290). Following Lincoln and Guba (1985:290), the following strategies were proposed to ensure the trustworthiness of the findings and inferences from the qualitative research: credibility, transferability of the findings, and dependability of the findings

4.5.1.1 Credibility

According to Schulze (2002:79), credibility determines that the research was conducted in such a way that the phenomenon was accurately described. It is the most important component in establishing the trustworthiness of the findings and inferences from the qualitative research. The following strategies were used to determine the trustworthiness of this study:

- **Member checks**: To verify the accuracy of the results, member checks were done. The participants were given the results of the study and asked to confirm whether conclusions were accurate or not.

- **Minimise the distance**: In this study, the researcher personally visited the participants to gather information and to minimise the distance between the researcher and the participants. The researcher also allowed the participants to use their own language to air their views.

4.5.1.2 Transferability

Transferability, according to Schulze (2002:79), is used to determine whether the results of a study can be generalised to other contexts. In this study, the researcher was not looking for results that could be generalised, but rather results that could be replicated in different contexts.

4.5.1.3 Dependability

Dependability was used to test the relevance of the data collected and analysed to the actual situation under investigation (McMillan & Schumacher, 1997:404). In this case the findings of this study were tested by comparing them to existing reviewed literature.

4.6 ETHICAL MEASURES

Ethical measures are principles which the researcher should bind himself / herself with (Schulze, 2002:17). In this study, the researcher adhered to the following research ethics:

Firstly, the researcher sought approval to conduct the research before any data was collected (Hughes, 2003:66). In this study, the researcher sought an ethical clearance letter from the

University of South Africa. The researcher also sought permission from the Department of Education in the Limpopo Province before collecting data in the targeted institutions.

Secondly, the participants were given adequate information pertaining to the study before data collection. The researcher gave participants ample information about the aims of the research, the procedures that would be followed, possible advantages and disadvantages for the participants, and how the results would be used. This helped the participants to make informed decisions on whether they wanted to participate in the study or not. No form of deception was used to ensure participation. This means that participation was voluntary and participants were free to withdraw at anytime they wished to.

Thirdly, the identities of the participants were not to be compromised at any time, so as their names were not used in the collection of data. No private or secret information was divulged as the right to confidentiality of the subjects was respected.

Lastly, as a mark of the researcher's gratitude for the subjects' participation in the study, each school was given a copy of the final report. During the dissemination of the research findings, unnecessary detail was not supplied and the principles of confidentiality were not violated.

4.7 LIMITATIONS OF THE STUDY

The interview technique is time consuming. Because of time constraints, only two qualitatively oriented types of data collection instruments were used, that is, semi-structured focus group interviews and in-depth individual interviews. The number of participants were only limited to twenty five. The study was only conducted at Tshinane Circuit in the Vhembe District of the Limpopo Province. It is possible that different findings might have existed at provincial level if the study had been extended to the other districts of Limpopo Province. The results of the study can, therefore, not be generalised to a larger, provincially-based population. Despite this limitation, the researcher hopes that the findings in this study will inform the ILSTs about their role of managing inclusive education.

4.8 SUMMARY

In this chapter, the research design and the rationale for using the qualitative approach was discussed. This was done with reference to data collection, sampling and ethical measures. A purposeful sample of twenty five key informants enabled the researcher to obtain in-depth information on the topic under review. This chapter serves as a link between the literature in chapter one, two and three and the presentation and analysis of the interview data in Chapter Five.

In Chapter Five, the collected data is presented, analysed, interpreted and discussed.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

In Chapter Four the researcher described the research design and methods applied in this study. The purpose of this chapter is to present data collected during individual interviews with five primary school principals and focus group interviews with twenty members of the ILSTs. The chapter presents discussions on the research aims (cf 1.4), namely, to explore the role of the ILSTs in managing inclusive education in primary schools in the Tshinane Circuit in the Vhembe District of the Limpopo Province, to determine the perceptions of educators regarding the implementation and management of inclusive education, and to make recommendations to improve practices of inclusive education. The aims and objectives of this study were covered by the topics on the interview guides which allowed the research participants to discuss what they do to ensure that inclusive education is implemented and managed without hiccups as well as to identify the requirements for the successful implementation of inclusive education.

5.2 METHODOLOGY

Five in-depth individual interviews and five semi-structured focus group interviews were conducted in five selected primary schools in the Tshinane Circuit. The five in-depth individual interviews were conducted with the principals of the five selected primary schools. The aim of these interviews was to establish the overarching responsibilities of the principals in managing inclusive education. Five semi-structured focus group interviews (that is one focus group per school) were conducted with the members of the ILSTs of the five primary schools. The aim of these focus group interviews was to ascertain what the responsibilities of the ILSTs are in ensuring that inclusive education is implemented in primary schools in the Tshinane Circuit. With both kinds of interviews, the researcher focused on distinguishing between realities (that is, what exactly transpires at the specific schools) as opposed to the ideal situation (that is, what

participants said they knew they had to do with regard to the management of inclusive education).

The focus groups were composed of a total of twenty participants, made up of fifteen HoDs and five senior teachers.

5.3 METHODS OF PRESENTATION

In analysing the data, the researcher started by reading the transcripts in their entirety several times, in order to get some sense of the interview as a whole before breaking it up into parts and determining the emerging categories and themes. Similar topics were clustered together, in order to establish themes, trends and patterns. Emerging themes, patterns and trends were identified, written down and cross referenced with the research question to ensure that the investigation stayed on track. Themes were categorised into topics and related topics were also categorised while data materials belonging to each category were grouped together. The presentation was mainly in the form of descriptive data supported by tables.

5.4 RESEARCH FINDINGS

The findings of the study's empirical investigation are organised and discussed under the following main headings:
- Biographical information of the participants;
- Understanding of inclusive education;
- Educators' perception towards the implementation of inclusive education;
- Advantages of inclusive education;
- Management of inclusive education;
- Latest developments, practices and policies related to inclusive education;
- Support given to the educators in the implementation of inclusive education;
- Placement of learners with learning disabilities;
- Support given to the schools in the management of inclusive education; and

- Management challenges encountered in the implementation of inclusive education.

The findings discussed under each main heading are presented in sub-sections that are aligned to the sub-categories that emerged from the interview data.

5.4.1 Biographical information of the participants

The researcher deemed it important to indicate the biographical data of the participants. The information is necessary, in order to understand the background of the participants in relation to their responses. The detailed biographical information of the participants is presented in Table 5.1 and 5.2 respectively.

Table 5.1: Biographical information of the principals

Participants	Age	Gender	Academic qualifications	Profession	Experience years as principal	Experience in years as educator	Management training & Service provider
Principal 1	44	Female	BA Hons.	PTD	5	14	Yes: Univen
Principal 2	39	Male	MA Degree	UED	6	10	Yes: University of Limpopo
Principal 3	54	Female	BA Degree	PTD	17	15	Yes: UNISA
Principal 4	51	Female	BA Hons.	STD	15	12	Yes: UNISA
Principal 4	46	Male	BSc. Degree	HED	6	16	Yes: University of Limpopo

Table 5.1 reveals that all who participated in the study were well-qualified. All principals had degrees. Most of them had senior degrees. Table 5.1 further reveals that four principals had more than five years working experience as principals. They also had attended management courses offered by different universities in South Africa.

Table 5.2: Biographical information of the members of ILSTs

		No. of participants
Age	26-30 years	3
	31-35 years	5
	35-40 years	7
	41 -45 years	2
	46 years and above	3
Gender	Male	08
	Female	12
Academic Qualifications	Bachelor of Arts in Education	4
	Bachelor of Arts	6
	Honours	9
	Masters	1
Working Experience	5-10 years	4
	11-15 years	7
	16-20 years	6
	21 years and above	3

Table 5.2 reveals that the majority of the members of the ILSTs were well-qualified. Their academic qualifications ranged from junior degrees to senior degrees. The table further points out that all participants are well experienced in terms of teaching. Their experience ranges from 5 to 21 years. The researcher can argue that participants have more experience in teaching. Based on their experience, the researcher can claim that participants have the ability to employ different teaching strategies in their classrooms aimed at bringing positive results.

5.4.2 Understanding of inclusive education

An overwhelming majority of the participants agreed that inclusive education is the placing together of all learners, irrespective of their learning barriers, within the same classroom in the same school. The majority also argued that inclusive education involves using common resources. All learners are taught in mainstream classrooms. They are treated equally. One of the members of the ILSTs had the following to say: *"Inclusive education means the inclusion of all learners in mainstream classes. Education becomes non-discriminatory. All learners are offered the same opportunity to learn".* This was also confirmed by one of the principals who had the following to say: "*Inclusive education is the education system in which all kinds of learners are taught together, for example, learners with disabilities and highly gifted learners. Unlike in the past where learners were grouped together based on their learning disabilities, inclusive education calls for the inclusion of all learners irrespective of their learning barriers in the same institution."*

In this regard, participants unanimously agreed that inclusive education represents a dramatic shift from a discriminatory type of education system where learners are grouped according to their learning needs. The comment further illustrates the widely held view that, unlike in the previous system of education which grouped learners according to their learning needs, inclusive education views all learners as equal. Under inclusive education, all learners have the best possible opportunities to learn. The schools have to value all learners irrespective of their diverse needs. Their understanding of inclusive education is in line with the DoE's principle (DoE, 2000:14), which states that '*inclusive education is about acknowledging that all children and youth can learn and that all children and youth need support*'.

5.4.3 Educators' perceptions towards the implementation of inclusive education

With regard to the perception of educators towards the implementation of inclusive education, the majority of the participants had negative views. They felt that it was highly impossible to implement inclusive education in an environment where there was a shortage of resources. One

of the members of the ILSTs had the following to say: *"We feel as if it is impossible to combine learners in the mainstream classes without proper resources like brail. Our classrooms are overcrowded and we do not have enough space to accommodate wheelchairs and to give learners free space to move"*. The comment was also confirmed by one of the principals who said that, *"It is difficult to manage inclusive education without proper resources"*.

Some of the participants cited lack of training as a stumbling block towards the implementation and management of inclusive education. One of the members of the ILSTs was of the opinion that: *"It is difficult to implement and manage inclusive education in an environment which is characterised by untrained educators. Educators are not properly trained in the implementation of inclusive education. Their training is suitable to help certain groups of learners who do not have barriers to learning"*. The comments from the members of the ILSTs reveal that they are willing to implement inclusive education, but due to certain factors such as improper training and a shortage of resources, they felt that it is not possible. This means that if these factors were addressed it would be easier to implement and manage inclusive education in primary schools.

It is evident from the collected data that all participants were fully aware of the things that needed to be done to improve the implementation and management of inclusive education in primary schools.

5.4.4 Advantages of inclusive education

The majority of the participants were fully informed of the advantages of implementing inclusive education. It exposes learners to different learning environments and learners are able to share things. The following comment was made by one of the principals: *"Learners learn how to share as they are coming from different cultural groups. They learn to interact without discrimination. Those who have learning disabilities tend to forget about their physical appearance and concentrate on their education"*. Based on this comment, it is evident that inclusive education helps learners to view themselves as full human beings in an inclusive classroom. Learners also develop or improve their social skills within an inclusive education

environment. Learners with and without learning barriers learn to work with one another in classrooms. This prepares them to work together in the real world. Learners interact more frequently with their peers in inclusive settings than in self-contained settings.

The above comment further reveals that learners commonly develop friendships with children who have learning barriers and those without learning barriers in inclusive settings. Children in inclusive settings have a more durable network of friends than children in segregated settings. This means that the social competence and communication skills of children with diverse abilities are improved in inclusive settings. Learners have greater opportunities for social interaction with non-disabled peers who act as models for children still developing age-appropriate social and communicative competencies. Social acceptance is also enhanced by the nature of their instruction in inclusive classrooms which involve frequent small group work. The principal's comment is in line with Harriett's (2004: 145) findings which indicate that children get to see beyond the disability when working in small groups. They begin to realise that they have much in common with children with diverse educational needs.

This further indicates that children with learning barriers concentrate on their education and they enjoy to learn with their peer This suggests that inclusive education encourages learners with multiple and severe learning barriers to participate in co-operative learning groups in general education classrooms. They improve their basic communication and motor skills as well as their academic skills. Children without learning barriers, however, can also benefit from improved instructional technologies in the classroom. Some children with diverse abilities will require the use of technology such as specialised computer software or hardware to assist them in their work. Children without disabilities can benefit from the presence of these technologies as they can use them.

The participants agreed that children without learning barriers also benefited from inclusive education. One of the HoDs commented as follows: "*Other children benefit from the funds donated to the learners who have learning barriers because they use common resources. If they are using Braille, it means that all learners will be using brail*". This comment suggests that

children in the regular classroom can benefit from increased funds in the regular classroom to enhance the learning of both children with diverse abilities and their peers without disabilities. These funds can be used in a variety of ways to provide additional learning experiences that benefit all children. For example; they can use the funds to hire extra staff members and resources. Children without learning barriers have the opportunity to learn additional skills that can be taught in a meaningful context and they can present an opportunity for growth not often available for children who are educated separately from those with diverse abilities.

5.4.5 Managing inclusive education

From what was gathered from the interviews on the role of the ILSTs in managing inclusive education, the following categories emerged as aspects that should be taken care of:
- Managing school finances to support the implementation of inclusive education;
- Supporting educators; and
- Monitoring educators.

5.4.5.1 Managing school finances to support the implementation of inclusive education

Against the background of policy changes, ILSTs have been entrusted with the responsibility of managing school finances. In fact, some participants pointed out that inclusive education demanded that they become competent bookkeepers and entrepreneurs who are continuously searching for creative ways to gather the necessary finances to ensure that effective teaching and learning takes place. One of the HoDs commented on this issue as follows: *"I record the income and expenditure of the school finances on a continuous basis. I also prepare the report and submit it to the finance committee and then to the principal. I also consider and arrange different fundraising activities, e.g. selling school vegetables and tomatoes grown in the school-yard. The money is needed to support curriculum change implementation"*.

It is clear from the interviews that participants are aware that the added financial responsibility of the ILSTs implies that they not only have to oversee the effective utilisation of school money

to purchase relevant resources, but that they also have to, in the first place, plan creatively to collect the necessary finances. For that reason, all participants referred to the need to draw up a school budget in order to be able to realise effective teaching in all its facets. Participants agreed, however, that the vested responsibility of raising additional funds empowered them to take the initiative for the pursuance of excellence in the provision of the needed resources.

Still on the management of funds, an overwhelming majority of the participants agreed that they had full control of the school finances in order to ensure the proper implementation and management of inclusive education. One of the school principals had this to say: *"I manage all the school finances to ensure that all funds are used effectively. Funds are channeled towards the purchase of relevant resources such as textbooks, sports materials and other necessary things. I also organise fundraising in order to supplement our funds"*. One of the members of the ILSTs also indicated that he recorded all the income and expenditure. He stated that, "*My responsibility is to record all funds acquired and used by our school"*. This shows that, in line with the new policy which requires ILSTs to play a role in recording the school's finances, all the participants are fulfilling their responsibilities. It is evident that funds raised by the schools also play a crucial role in the implementation and management of inclusive education.

5.4.5.2 Support to teachers

The data gathered during the interviews reveals that the ILSTs offered support to the teachers in the implementation of inclusive education. One of the members of the ILSTs stated that, "*We assist the educators in developing their lesson plans and work schedule. As we are not experts in all the fields, we normally encourage other educators to help each other in areas where they encountered a problem"*. Based on the comment, it is evident that principals and members of the ILSTs play crucial roles in the implementation of inclusive education.

It was further revealed that participants offered support to less experienced teachers. One of the principals had this to say: "*We organize school-based workshops to coach and train the less*

experienced teachers in various departments". It is evident that all participants were eager to ensure the smooth implementation and management of inclusive education.

5.4.5.3 Monitoring teachers

The difficulty of implementing inclusive education compelled the ILSTs to monitor the educators all the time. Educators were monitored, in order to see how they taught learners with different learning abilities. This was supported by the following comment from a senior teacher: *"Heads of department have a weekly timetable for visiting classes to monitor the strategies employed by the educators in the implementation of inclusive education. The HoDs (heads of departments) also support them in areas where they encounter problems in the implementation of inclusive education."* This shows that members of the ILSTs visited classrooms, in order to identify areas where support was needed. They were not hunting for any negative things. They were interested in ensuring the smooth implementation of inclusive education.

5.4.6 Latest developments, practices and policies related to inclusive education

From what was gathered from the interviews on the developments, practices and policies related to inclusive education, the following categories emerged: the development of different assessment strategies; and the introduction of inclusive education in all South African schools

5.4.6.1 Development of different assessment strategies

The majority of the participants were fully aware that there were a lot of developments with regard to the implementation of inclusive education in South Africa. The majority of the participants noted the developments in the area in terms of assessment policies. One of the principals said: *"As from 1996, different assessment strategies were introduced to assess all learners. The assessment strategies were not discriminatory in nature. The strategies catered for all learners"*. It is important to point out that different assessment strategies were introduced

to enable all learners, irrespective of their diverse learning needs, to compete with their peers from different countries.

5.4.6.2 Admitting all learners in the same mainstream education

With regard to the development of inclusive education in South Africa, participants in this study unanimously agreed that all learners were included in the mainstream education. Learners were free to attend schools close to their homes, unlike before 1994 when they were forced to leave their homes in search of education. This was confirmed by one of the principals who said that: *"Children are now enjoying the fruits of democracy. They are now given the opportunity to attend whatever school they want to"*. It is evident from the collected data that all participants were fully aware that there were developments in as far as inclusive education was concerned.

5.4.6.3 The introduction of inclusive education in all South African schools

The majority of the participants were fully conversant with the introduction of inclusive schools in South Africa. One of the principals said: "The *Department of Education has introduced inclusive education in various schools in South Africa to encourage learners to be educated with their friends and their peers in the area where they were born. For example, in Thohoyandou, Tshiluvhi Primary School was changed to be Tshiluvhi Full Service Primary School in order to accommodate all learners"*. Thus learners were then given chances to attend schools close to their homes. This is a blessing to the learners who were expected to travel long distances in search of their education.

5.4.7 Placement of learners with learning barriers

Participants indicated that they allowed learners to sit wherever they wanted so as avoid the discriminatory tendencies of the past. There was no restriction as far as sitting arrangements were was concerned. One of the members of the ILSTs indicated that, *"We allow learners to group themselves but we make sure that learners who are shortsighted are occupying the front*

seats". This reveals a breakaway from the previous system of education where learners were admitted according to their learning needs.

5.4.8 Support given to learners in school

What is clear from the interviews is that there was consensus amongst participating members of the ILSTs that they supported their learners in the implementation of inclusive education. Different strategies were employed to support learners in the implementation of inclusive education. Acknowledging the significance of this fact, one principal was of the opinion that: *"Educators encourage learners to involve themselves in different activities in school. They normally appreciate the good work done by all learners irrespective of their learning conditions. We also give learners individual attention where they employ different learning devices depending on the learner's need".* The comment by the principal indicates that educators treat learners equally. The comment further indicates that educators are concerned with the development of learners. They give individual learners' attention to ensure that they develop.

5.4.9 Institutional support received by educators

All the participants agreed that they got support from members of the ILSTs. Support came in different forms. This statement was confirmed by one of the HoDs who said that: *"The ILSTs give us moral support. They encourage us to work hard and emphasise team work and accommodation of all learners irrespective of their needs. They also give us relevant text books. They also purchase standardised desks suitable for learners"*. This shows that the ILSTs are dedicated to ensuring the smooth implementation of inclusive education.

5.4.10 Management challenges encountered in the implementation of inclusive education

In conducting the interviews, the researcher aimed to understand the contextual reality regarding the implementation of inclusive education in the Tshinane Circuit. In other words, the

researcher wanted to know what exactly was taking place within the specific area of study with regard to the implementation of inclusive education. It turned out that 'reality' of managing the implementation of inclusive education correlated with challenges commonly encountered by previously disadvantaged schools. Of the many challenges discussed in the interviews, the following three problems were identified as the major ones in the management of inclusive education in the Tshinane Circuit: shortage of resources; lack of adequate training; and overcrowded classrooms.

5.4.10.1 Shortage of resources

All participants agreed that their schools did not have enough materials. This hindered the proper management of inclusive education in their schools. The shortage of materials ranged from insufficient to totally absent. This was evidenced by the following comment from a school principal: *"The most common problems experienced in managing inclusive education are the shortage of teaching and learning support materials. We do not have enough chairs. Some of the learners are sitting on their bags while others put their books on their laps. We do not have television or electricity in our school. It is difficult for learners to use brail in an environment where there is no electricity"*. All these mean that schools are not ready to implement inclusive education because the resources are not enough.

One can, therefore, conclude that the implementation of inclusive education was rushed. This was also noted by Naicker (2007:22) who indicated that the number of learners included, as well as the severity of their needs must be considered in providing appropriate resources to educators. It is unrealistic to expect learners to learn from TV educational programmes when they do not have TV and electricity at their schools. One cannot expect learners to learn to use brail when the school does not have electricity.

5.4.10.2 Lack of adequate training

An overwhelming majority of the participants in the study agreed that teachers were not trained enough to implement inclusive education. Although teachers were well qualified, they did not

116

have expertise in the field of inclusive education. This was stated by the principal who said that, *"My teachers are well qualified. Some of them have senior degrees ranging from Honours to Masters but they do not have thorough training related to inclusive education. They do not know how to treat learners with learning disabilities. I spend much of my time training them. It is hard to divert teachers from their old ways of doing things."* The comment from the principal emphasises the fact that educators are not well prepared to implement inclusive education.

5.4.10.3 Overcrowded classrooms

All participants agreed that their schools did not have enough classrooms. The majority of the participants agreed that it is difficult to manage the implementation of inclusive education in an overcrowded classroom. In acknowledging this fact, one of the principals said: *"We do not have enough classrooms; so it is difficult to manage the implementation of inclusive education in a classroom where even a wheelchair could not move from one point to another. Even the teacher cannot move. It is difficult for the teacher to monitor all learners"*. This means that the environment within which learners learn is not suitable for inclusive education. The comment further suggests that the general educators' class size is not considered before placing learners with learning barriers in the general education classroom. It would be effective if the general class size were reduced to fewer than 20 learners (Stofile & Green, 2007:55).

Participants revealed that the situation in the selected primary schools in the Tshinane Circuit is that teachers have to handle classes of seventy learners per class on average. To compound the problem of overcrowded classrooms, is the fact that there are often not enough chairs for all the learners. As a result, some of the learners sit on their school bags and others have to sit on the floor. When they have to do some writing, they do so with books placed on their laps. In such circumstances some learners are so uncomfortable that they are unable to concentrate on class activities. For the teacher, the haphazard sitting arrangements make it difficult to move freely amongst the learners and monitor groups properly. One of the principal participants remarked: *"We have just too many learners for too few classrooms and whose fault this is I honestly do not know…"*

5.5 SUMMARY

The study reveals that the ILSTs do not have adequate knowledge of their roles in managing inclusive education. The following are some of the roles of the ILSTs in managing inclusive: managing school premises; managing the budget; managing special education support, managing the classroom environment; modifying learning outcomes; modifying the resource environment; modifying the materials; managing human resources; and managing instruction. However, the interviewed ILSTs restrict their knowledge to only three roles in the implementation of inclusive education, namely; monitoring the educators in the implementation of inclusive education (instruction); supporting educators in the implementation of inclusive education (managing special education support); and managing the school's finances (budget) (cf 5.4.5).

The ILSTs cannot be blamed at all for the partial knowledge of their roles in managing inclusive education. The partial knowledge of the roles of the ILSTs in managing inclusive education is attributed to inadequate training which was also mentioned by the participants as one of their challenges in managing inclusive education (cf 5.4.10.2). This suggests that the Department of Education is not doing enough in training the educators especially the ILSTs. It may also indicate that the people who are in charge of the training do not have enough knowledge. This inadequate knowledge can also be attributed to the time taken to train the ILST members who indicated that they did not receive enough training. If enough time was devoted to the training of the ILSTs members, the results could be different.

Considering the fact that a school's success depends on leadership, there is no assurance that the ILSTs of the selected primary schools in the Tshinane Circuit 'knew' the way that inclusive education should be lead particularly if they are also affected by the absence of adequate resources coupled with overcrowded classrooms. All these factors can negatively contribute in hindering the proper management and the progress of inclusive education.

ın the next Chapter, summary, conclusions, limitation of the study as well as recommendations will b e presented.

CHAPTER SIX

AN OVERVIEW OF THE INVESTIGATION AND RECOMMENDATIONS

6.1 INTRODUCTION

The focus of the previous chapter was on the analysis and interpretation of data collected through interviews with the intention to find answers to the research question posed in Chapter One of this study (cf 1.3), namely, what is the role of the ILSTs in managing inclusive education? The interviews enabled the researcher to gather relevant data to answer the questions posed.

The investigation confirmed that participants had a common understanding of what inclusive education is. For instance, they viewed inclusive education as teaching all learners in the same classroom regardless of their own disabilities. The chapter discussed the different roles played by the ILSTs in managing inclusive education. The chapter detailed the management challenges facing the participants in implementing and managing inclusive education. Factors such as the lack of resources, inadequate training and overcrowded classrooms were identified as major challenges.

This chapter provides the conclusions drawn from the findings of the study in terms of the meanings attached to inclusive education, the role of the ILSTs in managing inclusive education, and the challenges faced by the participants in the implementation of inclusive education. Recommendations of a practical nature to the challenges in the implementation and management of inclusive education are also provided in the chapter.

The main consideration of the research was the role of the ILSTs in managing inclusive education in primary schools in the Tshinane Circuit, Limpopo Province. The researcher was interested in finding out whether the ILSTs were aware of the roles they had to play in managing inclusive education. The ILSTs used their limited knowledge of managing inclusive

education to manage their schools which were supposed to cater for all learners regardless of their disabilities. Since the schools were catering for all learners irrespective of their educational needs, the ILSTs had to adapt their roles and practices to the new system of education. Thus, the main aim of this study was to investigate the role of the ILSTs in managing inclusive education in primary schools.

It was necessary for the researcher to investigate the perceptions of the educators in the implementation of inclusive education. Educators have a negative view of inclusive education due to the fact that schools do not have the necessary resources. Most of the classrooms are overcrowded. This hinders their role in the implementation of inclusive education successfully. Lack of resources, thus make it difficult for ILSTs to manage the implementation of inclusive education. This negatively affects the ILSTs in managing the implementation of inclusive education.

In Chapter Six, a summary of the study and conclusion are drawn. This is followed by recommendations meant to enhance the role of the ILSTs in managing inclusive education. The recommendations are derived from Chapters Two, Three and Five. The limitations of the study are pointed out and suggestions are made for further research.

6.2 GENERAL SUMMARY

The main aim of the study was to investigate the role of the ILSTs in managing inclusive education in primary schools of the Tshinane Circuit (cf 1.4). The objectives were as follows: to investigate the latest developments, practices and policies related to inclusive education as implemented in overseas countries and in South Africa; to investigate possible strategies for managing inclusive education; to determine the perceptions of educators regarding the implementation and management of inclusive education (cf 1.2.3); and to investigate the challenges facing the ILSTs in managing the implementation of inclusive education (cf 1.4).

Chapter Two presented a literature review related to the first objective of this study. The following aspects were covered: education transformation in South Africa (cf 2.2); the development of the inclusive philosophy (cf 2.3); developing an inclusive policy (cf 2.4); strategies of developing an inclusive community-based system of support (cf.2.5); development of inclusive education (cf.2.6); inclusive education in other countries (cf 2.8); inclusive education in South Africa (cf 2.9); and policy implementation (cf 2.10).

A literature review related to the aim and the second objective of this study was presented in Chapter Three. The following aspects were considered: the role of the ILSTs in managing inclusive education (cf 3.2); and the challenges encountered in managing the implementation of inclusive education (cf 3.3).

The views of teachers towards the implementation of inclusive education revealed that the question about inclusion in primary schools was considered largely unrealistic. Teaching learners with learning barriers in the ordinary school has become a major concern of educators (cf 3.3). It is not surprising that educators might have both negative and positive feelings towards the implementation of inclusive education. These feelings are attributed to lack of training; fear of job losses; and the inability of the educators to cope with the increased work load.

To some educators the implementation of inclusive education means the start of an enjoyable education. Educators were concerned with how they could meet the needs of other children in the classroom if they had children with serious special educational needs, especially in the case of learners with emotional and behavioural difficulties who are seen as disrupting the education of other learners in an unacceptable fashion (cf 1.2.3).

The pre- 1994 education system in South Africa had left the provision and support of special education largely influenced by fiscal inequalities in terms of race. Due to the apartheid education system, special education and education support services in South Africa have been divided into various stages (cf 2.2). The unification of nineteen education departments into a

single Ministry of Education was tantamount to a revolution. When launching the Education White Paper 6 on Special Education: Building an Inclusive Education and Training System, in July 2001, the then Minister of Education, Professor Kader Asmal, committed the South African nation to an inclusive education and training system. One of the key aims of the new policy was to address the inequalities of the apartheid past (cf 2.2).

As schools become more inclusive, it becomes clear that the change from the segregated school setting towards inclusion affects not only certain sub-systems in the schools, but also the whole school system in a specific community. The values, opinions, attitudes and concerns of educators, learners; administrators and parents alike are deeply embedded in the systemic structure of schools in communities and when dealing with change in a system such as a school, different worldviews should be considered and evaluated (cf 2.3.3).

In Botswana, one of the priorities of the government since independence has been to increase access to education for the population. In terms of supporting pupils with educational support needs, the first education policy in Botswana was produced in 1977. However, it was not until the second policy on education the Revised National Policy on Education, in 1994 that special education provision received an explicit attention. The drive towards inclusion in Botswana has been couched in language rooted in Western educational contexts (cf 2.8.1).

In Lesotho, the national push for inclusive education began in 1987. During that year, King Moshoeshoe II's social organisation, Hlokomela Bana ('care for people'), recommended that the people of Lesotho find a way to educate their less fortunate children and children with disabilities. Shortly thereafter, the Ministry of Education employed an external consultant who recommended that Lesotho should educate its marginalised learners inclusively. Following these recommendations, Lesotho passed a policy of integrated education for all learners (cf 2.8.2).

In Namibia, inclusive education hardly features on the agendas of meetings and conferences. The concept of inclusive education was not well understood by most Namibians. They did not

appreciate that all children could learn in the same educational settings and that the education system needs to change, in order to meet the needs of all learners. For the inclusive education approach to become a reality and for the educational system to become more responsive to the needs of all learners, the Namibian Education and Training Sector Improvement Programme 2005 - 2020, provides a framework for this to be done. It calls for the active participation of learners, parents, teachers and communities in the teaching and learning process. It calls for educators to adopt an individualised teaching approach in which each child is expected to progress through the levels of education according to his or her own needs (cf 2.8.3).

In western countries, the existence of well-established separate provision in special schools and classes creates complex policy dilemmas, leading many countries to operate what is referred to as 'two track'. In other words, the countries have parallel, but separate segregation and integration policies. Some countries, for example, Australia, Canada, Denmark, Italy, Norway, Portugal and Spain, have shown considerable progress in implementing the integration principle universally. The local community school is often seen as the normal setting for pupils with disabilities, although even in these contexts the situation often exhibits variations from place to place (cf 2.8.4).

The situation in South Africa with regard to inclusive education has reached an advanced stage with the completion of policy development by the National Commission on Special Education Needs and Training and the National Committee for Education Support Services at the end of 1997 (cf 2.8). It is only affected by inadequate training, overcrowded classrooms and inadequate resources.

There are many benefits for inclusion for children with diverse abilities. One of the benefits of inclusion is the increased opportunity in inclusive classrooms for learners to develop or improve social skills. Learners with and without learning barriers learn to work with one another in classrooms. This prepares them to work together in the real world. Learners with learning barriers in inclusive settings interact more frequently with peers without disabilities in inclusive settings than in self-contained settings (cf 2.10.1).

123

The ILSTs have the duty to care while the learners are present. The institutional level support teams need to ensure that the learning environment is healthy. The institutional level support teams should be aware that sometimes children come to school with little ailments and the teams need to deal with these. They should be able to encourage all educators to introduce the classroom management strategies that will cater for all learners. Classroom management is one of the most significant factors in learner achievement. Learners in classes taught by teachers with good classroom management skills show higher achievement of learning goals.

6.3 CONCLUSIONS

This study examined the role of ILSTs in managing inclusive education. A qualitative research design was used to gain information and understanding of this phenomenon. This study explored the different meanings and understandings of inclusive education, management challenges that inclusive education faced, as well as the strategies that were then employed by the ILSTs and the government to ensure the successful implementation of inclusive education.

The findings of the study have been able to answer the research questions posed in Chapter One of the study. The questions were answered through the research findings which confirmed the articulations made by different authors in the literature reviews that were conducted in Chapters Two and Three.

Conclusions were drawn as per research questions of the study. The conclusions are:

6.3.1 Inclusive education

The question that sought to understand the meaning that is attached to inclusive education was answered and the conclusion drawn is that inclusive education is an education system which responds to the diverse needs of learners. Participants in this study understood inclusive

education to mean placing all learners in the same mainstream classes regardless of their disabilities.

6.3.2 Latest developments, practices and policies related to inclusive education

The question that sought to understand the latest developments, practices and policies related to inclusive education was also answered and the researcher concludes, in their quest to develop inclusive education, countries such as Lesotho, Namibia, Botswana and South Africa are badly affected by a shortage of materials and classrooms as well as inadequate educator training as indicated in sections 2.8 and 5.4.10. In overseas countries such as Germany learners who are declared eligible for special education are placed in separate special schools. This means that some of the countries are still operating what is referred to as 'two track'. They have parallel, but separate segregation and integration policies.

6.3.3 Support given to educators by the ILSTs

The question which sought to understand the support given to educators in the implementation of inclusive education was answered and the conclusion drawn from the findings is that the ILSTs are dedicated in their duty to ensure the smooth implementation of inclusive education. To support the educators in the implementation of inclusive education, the ILSTs gave educators relevant textbooks and standardised desks suitable for all learners.

6.3.4 Educators' perceptions towards the implementation and management of inclusive education

Educators have negative attitudes towards the implementation of inclusive education (5.4.3). Their negative attitude is attributed to inadequate resources. They feel that it is highly impossible to implement inclusive education in an environment where there is a shortage of resources. This negative attitude can further be attributed to inadequate training. Teachers were not offered adequate training to implement inclusive education. One cannot expect them to have

been given special training when the educators who were expected to implement National Curriculum Statement were only given two-three days training. In some cases training has been cascaded to other educators by the fellow educators who were also complaining that the training was not adequate. All this can be blamed on to the Department of Education which rushes things before leveling the ground for proper implementation of any curricula changes. For example, the rushing of the phasing in of C2005 in 1998 led to similar challenges such as lack of resources, training, inadequate support from the Districts because the number of people who were expected to support the schools were not even equal to a quarter of the number of circuits per province.

Bearing all this in mind, it is not surprising that the educators who were there when C2005 was phased in, in 1998, have negative attitudes when they think about the hardships encountered in 1998. One cannot blame the educators for having a negative attitude because as the old adage says "once beaten twice shy". It is evident from the collected data that all participants were fully aware of the things that needed to be done to change their views towards the implementation and management of inclusive education in primary schools. It is, therefore, up to the Department of Education to change their views.

6.3.5 The role played by ILSTs in managing inclusive education

The question that sought to understand the role played by the ILSTs in managing inclusive education was answered and the researcher concluded that the teams managed school finances, supported educators, and monitored the educators in the implementation of inclusive education so as to ensure its success (cf 5.4.5). Based on this finding, it shows that a lot needs to be done, in order to improve the management strategies employed by the ILSTs in managing inclusive education because the interviewed ILSTs do not have sufficient knowledge that can help them to manage an inclusive education. For instance, a question has to be asked about how we can expect the ILSTs members to manage inclusive education when they have limited knowledge of their roles in managing inclusive education (cf 5.4.5).

The ILSTs have partial knowledge of their roles in managing inclusive education (cf 5.4.5). The shallow understanding of the knowledge of the roles of the ILSTs is also worsened by a lack of adequate teaching and learning resources and by shortage of classrooms where more than seventy learners are accommodated in a single classroom (5.4.10). We cannot expect the ILSTs to improvise when it comes to resources because they do not even know their roles. How then can a person who does not know his/her role be expected to play a role which he/she is not conversant with to its fullest. All this poses a greatest challenge in the management of inclusive education at Tshinane Circuit. We cannot be confident that all is well with inclusive education at Tshinane Circuit when the ILSTs of the interviewed schools do not have enough knowledge of what they are expected to do by the state (cf 5.4.5).

6.3.6 Placement of learners

With regard to the placement at schools of learners with learning disabilities, the conclusion drawn from this study is that learners are allowed to sit wherever they like. There was no restriction in terms of sitting arrangements in the classrooms (cf 5.4.7).

6.3.7 Support given to learners by educators

Educators gave learners individualised attention. They achieved this by encouraging each learner to be involved in every activity and by employing different learning devices depending on the needs of each learner (cf 5.4.8).

6.3.8 Management challenges encountered by the ILSTs in the implementation of inclusive education

The question that sought the understanding of the challenges facing inclusive education was answered and the conclusion drawn was that the shortage of classes, shortage of resources and inadequate training were major constraints facing inclusive education (5.4.10).

6.4 RECOMMENDATIONS

The following recommendations to address the management challenges encountered by the ILSTs in managing inclusive education were made:

6.4.1 Adequate training

The ILSTS should understand contemporary theories of learning and they should be able to utilise such knowledge. They should play a visionary role in encouraging and managing the school community to use more effective teaching and curricula strategies as well as supporting the educators' efforts to implement inclusive education. This study has revealed that both the ILSTs and the educators need training to ensure that their attitudes and approaches do not prevent learners with diverse educational needs from gaining equal access to the curriculum.

Teachers and the members of ILSTs felt that they had received insufficient guidance regarding what and how to manage inclusive education (cf 1.2.3, 5.4.3, 5.4.10.2). They felt unprepared and unequipped to manage inclusive schools and as a result their lack of training resulted in hopelessness in handling the learners with diverse educational needs. This is a challenge to the ILST members who are expected to manage teachers who have not been trained to implement and manage inclusive classrooms. The ILST members do not really know what is taking place because of lack of training. It becomes difficult for such teams to manage the institution which requires highly trained personnel who can guide the process to its fullest potential.

Based on the above findings, the researcher recommends that the Department of Education should organise in-service training for the ILSTs and educators to ensure that best practices of inclusive education are realised. The training should be done, where possible, in the school because at-job-training seems to be more effective as most of the challenges will be dealt with as they occur.

The study further reveals that the ILSTs restrict their role in the management of inclusive education to monitoring educators in the implementation of inclusive education and supporting educators in the implementation of inclusive education as well as managing school's finances (cf 5.4.5). The partial understanding of the roles of the ILSTs in managing inclusive education is attributed to the inadequate training which was also indicated by the participants as one of their major challenges in managing inclusive education (cf 5.4.10.2). This suggests that participants do not exercise their role fully because their understanding of inclusive education is also limited. This study, therefore, recommends intensive training of the ILSTs on their roles in the implementation of inclusive education.

6.4.2 Support from the district level

The study revealed that educators are supported by their HoDs in the implementation of inclusive education. There was lack of support from the district level. This is attributed to the fact that the teaching and learning support services in many provinces seem not to have been fully established. In those provinces where they exist, officials are not appointed or lacked the necessary capacity to offer the necessary support in terms of inclusive education. They are not sure whether what they have to offer will be a solution or not. In some cases, the officials are overpowered by the number of schools which they are supposed to support. This created problems amongst the ILSTs which are supposed to provide school-based guidance in the implementation of inclusive education (cf 5.4.9).

Based on this finding, the researcher recommends that the Department of Education should hire enough officials and, where possible, former special school educators should be encouraged to train other educators.

6.4.3 School-based workshops

Individual schools should have school-based workshops where members will exchange their knowledge and understanding of inclusive education. This will give them time to understand

what is expected of them and time to reflect on it. This would help them share their success stories concerning the reform initiatives consequently to maintain the standard expected of them by the Department.

This recommendation is informed by the fact that some educators are not adequately trained and that they struggle severely in facilitating teaching and learning in inclusive classrooms (cf 5.4.10.2). This compels the ILSTs to linger around the classrooms instead of doing some managerial duties such as managing the school environment, and managing the educators' class attendances.

6.4.4 Benchmarking against best practices

There is need for schools to benchmark their practices against established best practices. For example, schools within the same circuit should establish a forum in which school administrators and their staff could collectively share their challenges and come up with possible solutions to the challenges facing the implementation and management of inclusive education. This recommendation is based on the finding that schools have different challenges regarding the implementation and management of inclusive education (cf 5.4.10).

Furthermore, the Department of Education should provide educators and school administrators with workshops on a regular basis so that individual schools do not operate in isolation but should come together to discuss and share best practices with regard to the system of inclusive education.

6.4.5 Building enough classrooms

A shortage of classrooms is one of the managerial challenges that hinder the full implementation of inclusive education. In the initiation and implementation of any curricula changes, all preparations, including classrooms, should be taken into considerations in bringing about change in attitudes and practices.

Teachers also need well-organised classes with a small number of learners to teach. In terms of the implementation of inclusive education it is evident that teachers and the ILSTs were not given enough time to plan. The process seems to have been rushed by the issuing of the Salamanca Statement. This is evidenced by the fact that most of the schools at Tshinane Circuit and in other Circuits accommodate more than seventy learners on average in a single classroom (cf 5.4.10.3). One cannot expect a teacher to manage a class of more than seventy learners. Teachers fail to give each learner an individual attention.

Based on the above findings, the study recommends that the DoE and the schools should raise funds that will be channeled towards building more classrooms. The building of more classrooms could reduce the teacher-learner ratio to about 1:20 and help teachers deal with individual learners.

6.4.6 Lack of resources

The ILSTs felt that their schools lacked curriculum materials because what they had could not help them meet the standards expected of learners in an inclusive school (cf 3.3.1.1, 5.4.10.1). ILSTs, thus, have a challenge of improvising with the few resources they have. The study recommends that the DoE should provide schools with necessary and relevant resources.

6.5 LIMITATIONS OF THE STUDY

The main aim of the study was to investigate the role of the ILSTs in managing inclusive education in primary schools. The main limitations of the study are as follows:

- The fact that the researcher is a full-time principal denied her the opportunity to use different research instruments that would have required her to be in the field for the whole day. The researcher is aware that spending the whole day and using different instruments in the field would have produced additional data. Due to time constraints,

only two qualitatively oriented types of data collection instruments were used, that is. Semi-structured focus group interviews and in-depth individual interviews;

- Due to financial constraints, the study was restricted to five primary schools in the Tshinane Circuit. Had more schools been involved in the study, different findings might have emerged in the same circuit. The study was designed to be exploratory and descriptive in nature. As a result, no attempt was made to generalise or quantify the findings; and

- The study was only conducted at Tshinane Circuit in the Vhembe district of the Limpopo Province. It is possible that different findings might have existed at provincial level if the study had been extended to other districts of the Limpopo Province. The results of the study can, therefore, not be generalised to a larger, provincially-based population.

Although the research has the above limitations, data collected from this study identified important areas that can contribute to a better understanding of the role of ILSTs in managing inclusive education.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Managing inclusive education is a major challenge for selected and researched ILSTs. This study has opened the avenues for further investigation:

- The study revealed that ILSTs are of the view that they are not adequately trained to manage the newly introduced inclusive education as it is a new concept to them. This has a negative impact on the management of their schools which are now inclusive. This study recommends that future studies should investigate strategies that could improve the quality of training of the ILSTs in managing inclusive education.

- Parents and community involvement in the education of children is beneficial. The closer the parent is to the education of the child, the greater the child's development and educational achievement. Parents are the primary care-givers, they are considered a central resource in the education system. However, the study has revealed that parents are not fully involved in inclusive education. This becomes a burden to the ILSTs which are supposed to share some information with parents regarding the management of inclusive education. This study, in particular, recommends that future studies should investigate strategies that can be used to popularise inclusive education amongst parents.

- The study revealed that support from the district is inadequate because of the shortage of support teams. Support teams do not have enough time to service the schools and to monitor the implementation of inclusive education. This makes it difficult for the ILSTs to manage inclusive education. The study calls for an inquiry into the impact of the support given to the ILSTs in managing inclusive education. This will benefit the ILSTs and the schools because some of the challenges are unique and, as such the ILST members will be able to address those where they are taking place.

- The study revealed that most countries do not have full inclusive education. Only a few learners are admitted to local schools, whereas the majority are still attending special schools. This makes it difficult for the ILSTs which are supposed to manage two categories of learners in the absence of relevant teaching and learning resources. Nevertheless, this study calls for an investigation into the readiness of the Department of Education in implementing full inclusive education. Furthermore, the study calls for an inquiry into the use of mainstream classrooms to accommodate all learners impacts on the learners' future and present relationships.

- The study revealed that schools do not have necessary and relevant resources. Because of that, the management of inclusive education is hampered by lack of resources. This

study, therefore, calls for an enquiry into the supply of teaching and learning materials in inclusive schools as schools do not have enough teaching and learning materials.

6.7 SUMMARY

The study examined the role of ILSTs in managing inclusive education. A qualitative research design was used to gain information and understanding of this phenomenon. The researcher adopted a qualitative approach to understand the participants' understanding of inclusive education and to answer the research questions. The researcher presented the latest developments, policies and practices related to inclusive education and the management of inclusive education in Chapters Two and Three respectively as a way of providing answers to the objectives of the study (cf 1.3).

A sample involving five primary school principals and twenty ILST members was conducted. Data was collected through in-depth individual interviews and semi-structured interviews. It emerged during data collection that inclusive education had become a reality in Botswana, Lesotho, Namibia, South Africa and abroad. Most schools in these countries have changed into full service schools. For example, in South Africa Tshiluvhi Primary School changed its name to become Tshiluvhi Full Service Primary School. This shows that the government of South Africa accepts that learners with disabilities are part of the community hence they have the right to receive equal and quality education.

Although inclusive education is a reality in the above-mentioned countries, there are many obstacles that are still to be overcome. For instance, the issue of fiscal constraints, negative attitudes to disability, lack of support services, rigid teaching methods, lack of teacher training and large class size appeared to be major impediments to the realisation of effective inclusive education. Most of the participants, for instance, complained that the management of inclusive education was compromised due to lack of resources. Recommendations based on the findings of this study revolve mainly around the introduction of internal workshops, provision of resources and building enough classrooms to reduce learner-teacher ratio.

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APPENDICES

APPENDIX A: IN- INDIVIDUAL INTERVIEWS: PRINCIPALS

1. How do the institutional support teams manage inclusive education in primary schools?
2. What are the latest developments, practices and policies related to inclusive education in South Africa?
3. How do you support educators in the implementation of inclusive education?
4. How do you place learners with learning disabilities in your schools?
5. What are the benefits of inclusive education?
6. Mention other structures that support your school in the implementation of inclusive education. Specify the type of support.
7. What are the challenges encountered in the implementation of inclusive education?
8. What possible recommendations could be made for the improved implementation of policies in the Tshinane circuit?

APPENDIX B: SEMI-STRUCTURED FOCUS GROUP INTERVIEWS FOR HODs

1. What is your understanding of inclusive education?

2. What are educators' perceptions of the implementation and management of inclusive education in primary schools in the Tshinane circuit?

3. What are the latest developments, practices and policies related to inclusive education in South Africa?

4. How do you place learners with learning disabilities in your classrooms?

5. How do you manage inclusive classrooms?

6. How should inclusive education be managed?

7. How do you support learners with learning disabilities in your classrooms?

8. What support are you receiving from the institutional support teams in the implementation of inclusive education?

9. What are the advantages of inclusive education?

10. What challenges do you encounter in the implementation of inclusive education?

11. What possible recommendations could be made for the improved implementation of policies in the Tshinane circuit?

APPENDIX A: SEMI STRUCTURED INDIVIDUAL INTERVIEWS: Principals

1. How do the institutional support teams manage inclusive education in primary schools?

- institutional support teams ~~re~~ emphasizes the implementation of inclusive education.

2. What are the latest developments, practices and policies related to inclusive education?

- all learners have rights to education
- educators are needed to develop and assess inclusive education without proper training.

3. How do you support educators in the implementation of inclusive education?

- give them support of accommodating all learners and treat them as equals

4. How do you place learners with learning disabilities in your schools?

- according to their barriers to give them a suitable support.

5. What are the benefits of inclusive education? - learners are all treated as normal human beings
- they get support they need individually

6. Mention other structures that are supporting your school in the implementation of inclusive education. Specify the type of support.

None only department

7. What are the challenges encountered in the implementation of inclusive education?

- lack of inservice training to educators
- poor conditions of schools

8. What possible recommendations could be made for the improved implementation of policies in the Tshinane Circuit?

- every school should have an expert in inclusive education
- all schools are suppose to implement inclusive education
- school are to be full furnished eg: braille writers, hearing a
- other supporting structures are needed
- funding sources are required

APPENDIX B: SEMI-STRUCTURED FOCUS GROUP INTERVIEWS: Educators

1. What is your understanding with regard to inclusive education?

mainstreaming is the educational equivalent of the normalisation principle which suggests that learners with disabilities have a right to life experiences in society.

2. What are educators' perceptions of the implementation and management of inclusive education in primary schools of the Tshinane circuit?

- they think is difficult because of lack of training towards the inclusion of learners.
- do not know how to manage it as they lack material resources.

3. What are the latest developments, practices and policies related to inclusive education in South Africa?

- inclusive assessment should begin with what the teacher already knows about learners.
- outcomes-based education gives an opportunity for linking into inclusive assessment.

4. How do you place learners with learning disabilities in your classroom? .

social grouping

5. How do you manage inclusive classroom?

- create teaching corners like maths corner, reading corner etc. - group them according to learning barriers

6. How should inclusive education be managed?

- assessing abilities of learners
- group them according to learning disability & ability

7. How do you support learners with learning disabilities in your classroom?

- by using different types of support devices according to learning disabilities.

8. What support are you receiving from the institutional support teams in the implementation of inclusive education?

- policy books
- standardised desks suitable for learners.
- written books

9. What are the advantages of inlusive education?
- help learners according to their needs.

10. What are the challenges encountered in the implementation of inclusive education?

lack of funding because inclusive education needs different devices according to their needs.

11. What possible recommendation could be made for the improved implementation of policies in the Tshinane Circuit?

- Budget and financial implication must suit inclusive classroom.
- training of staff to handle inclusive learners
- material resources must be sufficient.
- regular monitoring by the curriculum advisors
- promote interaction between society and school
- workshops for school managers

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P.O. Box 4504
Thohoyandou
0950
26 March 2010

District Senior Manager
Vhembe District
Private Bag x 2250
Sibasa
0970

APPLICATION FOR CONDUCTING RESEARCH: VHEMBE DISTRICT PRIMARY SCHOLS.

I hereby apply for permission to conduct research in five targeted primary schools in Vhembe District.

I am currently studying for Master of Education in Educational: Management in the University of South Africa and the topic of my Thesis is: **Managing Inclusive Education in Primary Schools of the Tshinane Circuit in Limpopo.** A case Study of Primary Schools in Vhembe District.

Your co-operation in this regard would be highly appreciated.

Research

Tshifura A.R.

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LIMPOPO
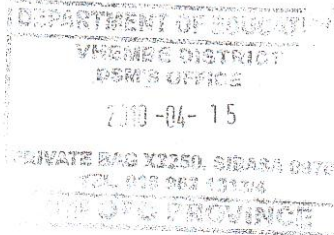## PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Ref: 14/7/R
Enq: M. S. Matibe
Contact: 0822008117

DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

Mrs. A. R. Tshifura
P.O. Box 4504
Thohoyandou
0950

REQUEST TO CONDUCT RESAERCH: VHEMBE DISTRICT PRIMARY SCHOOLS.

1. The above matter bears reference.
2. Your request for permission to conduct research on "Managing inclusive Education in Primary Schools of the Limpopo Province: A case study of Primary Schools in Vhembe District" within the district has been granted.
3. The granting of permission is subject to ensuring that your visits will not disrupt normal teaching and learning activities in the schools.
4. Kindly inform the Primary Schools prior to your visits in the schools.

5. Wishing you the best in your intellectual pursuit.

....
DISTRICT SENIOR MANAGER

15/04/2010
....
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

The heartland of southern Africa - development is about people!