

Implementation of Inclusive Education policy in primary schools: opportunities and challenges in Wakkerstroom Circuit, Mpumalanga

by

BONGA ZUNGU

submitted in accordance with the requirements for
the degree of

Master of Education

In the subject

Inclusive Education

at the

University of South Africa

Supervisor: Professor. T E B Assan

October 2014

Student number: 0771-599-4

DECLARATION

I declare that *Implementation of Inclusive Education policy in primary schools: opportunities and challenges in Wakkerstroom Circuit, Mpumalanga* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references in the text. Furthermore, I declare that this research report has not been submitted at any university, college or institution of higher learning for any degree or academic qualification.

SIGNATURE

(Mr)

Date

DEDICATIONS

I dedicate this work to the following individuals for their continuous support, encouragement and love during my studies:

- My wife Ntombimpela
- My parents Jeanette and Enock
- My sister Landiwe
- All friends and colleagues

I convey heartfelt gratitude to these people for their unwavering support during the course of this study and I love them dearly.

ACKNOWLEDGEMENTS

I would like to thank Professor Thomas E. Buabeng Assan, my supervisor, for his guidance, encouragement, support and much appreciated assistance in guiding my work and shaping my character as a student. Furthermore, I would like to thank my colleagues, as well as friends and family who contributed and influenced me in their own respective ways.

ABSTRACT

This research investigated the extent to which the Inclusive Education policy (Education White Paper 6) has been implemented in primary schools in the Wakkerstroom Circuit in Mpumalanga province since its inception in 1997. The investigation took place during the period between March 2013 and July 2014. The people who participated in this study were primary school teachers, including four principals from the sampled primary schools; the representative from the district-based support team, Inclusive Education Department (curriculum implementer); and the circuit manager of the Wakkerstroom Circuit. Data was collected from teachers using a questionnaire, and structured interviews were used to collect data from the district-based support team representative and from the Circuit manager. Data from the questionnaire was analysed statistically, and data from structured interviews was analysed qualitatively. Results showed that the Inclusive Education policy was not implemented in primary schools in the Wakkerstroom Circuit as it was planned by the Department of Education and described in Education White Paper 6. Recommendations included the availability of an implementation guide for primary schools regarding Inclusive Education; involvement of stake holders in the implementation of Inclusive Education (parents and experts in different relevant fields); involvement of primary school teachers in planning the Inclusive Education policy; providing primary schools accommodating learners with special education needs with relevant resources; and training of in-service primary school teachers in Inclusive Education.

CONTENTS

DECLARATION	i
DEDICATIONS	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	v
CONTENTS	vii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF ACRONYMS AND ABBREVIATIONS	xvi
CHAPTER 1 BACKGROUND AND ORIENTATION	1
1.1 Introduction	1
1.2 Background of the study	1
1.3 Eco-systemic perspective of Wakkerstroom Circuit	6
1.4 Statement of the problem	7
1.5 Research questions	8
1.6 Aim of the study	9
1.6.1 Objectives of the study	10
1.7 Significance of the study	10

1.8 Limitations of the study	11
1.9 Delimitation of the study	12
1.10 Validity and reliability of the study	12
1.11 Ethical consideration	13
1.12 Definition of terms	14
1.13 Research design	19
1.14 Conclusion	19
CHAPTER 2 LITERATURE REVIEW	21
2.1 Introduction	21
2.2 Historical and developmental background of the Inclusive Education policy in South Africa	23
2.3 Constitutional principles underlying the Inclusive Education policy	25
2.3.1 South African educational goal	26
2.3.2 Definition of Inclusive Education in the South African context	26
2.3.3 Barriers to teaching and learning in South Africa	27
2.3.4 Government strategic plan for education provision in South Africa	28
2.3.5 The role of primary schools as resource centers	29
2.4 Theories underpinning Inclusive Education	30
2.4.1 Introduction	30

2.4.2 Constructivism	31
2.4.3 Piaget’s theory of learning and constructivism	32
2.4.4 Lev Vygotsky’s theory of learning and constructivism	33
2.4.5 Bruner’s theory of learning and constructivism	34
2.5 Factors that influence effective implementation of the Inclusive Education policy (White Paper 6)	35
2.5.1 Introduction	35
2.5.2 Professional support	35
2.5.3 Resource utilization	36
2.5.4 Human, material and physical support	36
2.5.5 The role of stakeholders	37
2.5.6 Teachers’ attitudes towards inclusion	38
2.6 Principles of mainstreaming	38
2.7 The South African education system and curriculum reform	39
2.8 The Inclusive Education policy	41
2.9 Implementation of the Inclusive Education policy (White Paper 6) in selected provinces of the country (South Africa)	44
2.10 Implementation of Inclusive Education in selected countries of the world	49
2.11 Conclusion	54

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY	57
3.1 Introduction	57
3.2 Research design	57
3.2.1 Introduction	57
3.2.2 The quantitative method	57
3.2.3 Survey and descriptive research	60
3.3 Research methodology	60
3.3.1 Population and sampling	60
3.4 Data collection instruments	63
3.5 Data analysis method	65
3.6 Profile of the four selected primary schools	66
3.7 Operationalization of “inclusion”	66
3.8 Conclusion	67
CHAPTER 4 DATA ANALYSIS AND INTERPRETATION	69
4.1 Introduction	69
4.2 The profile of the Wakkerstroom Circuit primary school teachers who responded to the questionnaire	69
4.2.1 Gender of respondents	70
4.2.2 Age group of respondents	70
4.2.3 Qualification type of respondents	71
4.2.4 Knowledge in Inclusive Education	72

4.2.5 Teaching experience	73
4.2.6 Teaching experience in Inclusive Education	74
4.3 Research analysis and findings	74
4.3.1 What are the levels of understanding of the nature and context regarding implementation of the Inclusive Education policy among primary school teachers in the Wakkerstroom Circuit in Mpumalanga province?	75
4.3.2 What is the nature of support received by primary schools In the Wakkerstroom Circuit in Mpumalanga province regarding implementation of the Inclusive Education policy?	77
4.3.3 What factors promote effective implementation (opportunities) of the Inclusive Education policy in primary schools In the Wakkerstroom Circuit in Mpumalanga province?	79
4.3.4 What factors hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?	81
4.4 Response from the Wakkerstroom Circuit manager	82
4.5 Response from the representative from Inclusive Education department (curriculum implementer) of Gert Sibande Region	83
4.6 Conclusion	84

CHAPTER 5 SUMMARY OF FINDINGS, CONCLUSIONS AND	
RECOMMENDATIONS	86
5.1 Introduction	86
5.2 Summary of findings	86
5.2.1 Research objective 1	86
5.2.2 Research objective 2	88
5.2.3 Research objective 3	92
5.2.4 Research objective 4	94
5.3 Conclusions	95
5.4 Contributions	96
5.5 Recommendations	96
5.6 Suggestions for further study	98
5.7 Anticipated research problems for further study	98
5.8 Concluding remark	99
5.8.1 Gender	99
5.8.2 Age group	100
5.8.3 Qualification type	101
5.8.4 Knowledge in Inclusive Education	102
5.8.5 Teaching experience in Inclusive Education	103
BIBLIOGRAPHY	104
APPENDICES	112

Appendix A: An instrument used by Gert Sibande region of the Mpumalanga Department of Education to monitor the implementation of the Inclusive Education	112
Appendix B: The letter to the Circuit manager of the Wakkerstroom Circuit of the Mpumalanga Department of Education	115
Appendix C: The letter to the school principals of the selected primary schools	117
Appendix D: The consent forms for teachers that responded to the questionnaire	122
Appendix E: Instrument-Questionnaire	137
Appendix F: Instrument-Structured interview questions, Circuit manager	144
Appendix G: Instrument-Structured interview questions, curriculum implementer	145

LIST OF TABLES

Table	Page
3.3.1 Population and Sampling of the four primary schools	61
4.3.1 What are the levels of understanding of the nature and context Regarding implementation of the Inclusive Education policy among primary school teachers in the Wakkerstroom Circuit in the Wakkerstroom Circuit?	75
4.3.2 What is the nature of support received by primary schools in the Wakkerstroom Circuit in Mpumalanga province regarding implementation of the Inclusive Education policy?	77
4.3.3 What factors promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit?	79
4.3.4 What factors hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?	81

LIST OF FIGURES

Figure	Page
4.2.1 Gender	70
4.2.2 Age group	71
4.2.3 Qualification type	72
4.2.4 Knowledge in Inclusive Education	73
4.2.5 Teaching Experience	73
4.2.6 Teaching experience in Inclusive Education	74

LIST OF ACRONYMS AND ABBREVIATIONS

C2005	Curriculum 2005
ECD	Early childhood development
IEPs	Individual education plans
LSEN	Learners with special education needs
NCSNET	National Commission on Special Needs Education and Training
NCESS	National Committee on Education Support Services
OBE	Outcomes-based education
DBST	District-based support team
SBST	School-based support team
SGB	School governing body
SEN	Special education needs
SMT	School management team
ZPD	Zone of proximal development
NGO	Non-governmental organization

CHAPTER 1

BACKGROUND AND ORIENTATION

1.1 Introduction

The Inclusive Education policy affects all those involved in education to some extent and it therefore requires the attention of everybody within the Department of Education. It is critical that those responsible for management in schools and teaching colleges be oriented so that they can fully support the implementation of the Inclusive Education policy at all levels. There is a considerable gulf between the way in which the Inclusive Education policy is implemented in primary schools and the role envisaged by the designers of the Inclusive Education policy, DoE (2010: 3).

According to Farrel (2010:105), the real challenge that primary school teachers in South Africa, specifically those in the Wakkerstroom Circuit, in Mpumalanga province, face is that of translating the Inclusive Education policy into practice so that the quality of education for all learners can be improved. Farrell describes inclusion as involving a student with disability belonging to, and having full membership of a regular classroom in an ordinary school in a local community. According to Farrell, full inclusion implies that all children are educated together in the same mainstream classrooms, following the same curriculum at the same point in time, and experiencing pedagogy essentially the same as other children. This document contains the report on an investigation into the implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province.

1.2 Background of the study

It becomes obvious that even if support is available from district-based support teams (DBSTs) it is often fragmented and uncoordinated, DoE (2005:10). The Department of Education goes on to say that the challenge is to unite support from the district-based support teams into a cohesive practice which works, as different support providers do not often work as a team for common issues.

One example of this fragmentation cited by the DoE (2005:10) is the way human resource development and training is provided at the moment. These training programmes are often not developed in an integrated way so that educators and others, who are targets of these programmes, are overwhelmed and overloaded, by having to attend many workshops. But the main problem is that the training does not provide educators with an understanding of how the different areas of training connect with the core purpose of education, which is teaching and learning.

When paired with the fact that many of the government schools for learners with special education needs (LSEN) are subsidized, Pillay & Di Terlizzi (2009:493) more so than for the mainstream schools, it appears that school fees at mainstream schools may not be sufficient to provide the facilities and resources required for LSEN. It is an advantage to have practitioners on site (such as speech therapists, occupational therapists and psychologists) to meet learners' needs and whose costs form part of the school fee structure. This relieves the pressure on parents who need to transport learners to and from therapy in the afternoons when many parents are at work. Transition is a "temporary boundary crossing" from which learners take their loyalties, cultural and organizational meanings from the existing system to the new system; they are visitors until they can internalize information from the new system, Pillay & Di Terlizzi (2009:493). Pillay and Di Terlizzi further ascertain that these transitions have academic, vocational and social consequences and the educational environment of the school plays a major role in the efficacy of the transition; and learners entering into a less supportive environment, especially in terms of a vertical transition, experience negative self concept, poor socialization skills, stress and anxiety.

Bornman (2014) argues that the current state of education in South Africa, can, in part be attributed to the legacy of the education policies instituted under apartheid. The feature which distinguishes South Africa from other countries in terms of education provisioning, is the extent to which racially entrenched and the institutionalization of discriminatory practices led to extreme disparities in the delivery of education, a reflection of the fragmentation and inequality that characterized society as a whole. During apartheid, Black South Africans received "Bantu Education", which provided limited instruction in mathematics and science and was instituted to direct non-white people into the unskilled workforce. Different ethnic groups were educated in separate facilities, where there were about twice as many learners

per class in black as in white schools. Education for white learners was compulsory, but not so for learners of other ethnicities. Schools were also segregated in terms of disability. Schools for white learners with disabilities were well- funded, whereas support services for learners with disabilities who attended black schools were uncommon.

According to Bornman, following the demise of apartheid, compulsory education was implemented for all South African children and segregated school practice was eliminated. One national Department of Education replaced the former 19 district departments with the goal of promoting educational equality. The new Department of Education attempted to redress some of the educational inequalities between ethnic groups by providing low-income schools with a higher proportion of government subsidy. Moreover, South Africa's new constitution included an explicit section on the rights of people with disabilities. The subsequent Education White paper 6 outlined the government's new policies for a single, undivided education system for all learners, including those with disabilities, in the hopes that Inclusive Education would provide a cornerstone of an integrated and caring society. This White paper was designed to transform the South African educational system by building an integrated system for all learners, that is, "no special and ordinary school"; using a curriculum that is more flexible and suitable to the needs and abilities of learners; developing district-based support teams to provide systemic support for any and all teachers who need it; and strengthening the skills of teachers to cope with more diverse classes. Nevertheless, over a decade after the unveiling of Education White Paper 6, DoE (2001), most learners with disabilities who attend school are still in separate "special" schools for learners with disabilities. There is no consensus about what should and should not be classified as a disability in South Africa. This difference in opinion causes discrepancies in estimates of disability prevalence, despite the fact that the South African government has estimated that about 5% of the population have a disability. According to the World Health Organization (WHO), disability arises from the interaction between an impairment in a person's body function or structure and the society in which that person lives.

According to the DoE (2010:12), the frequent causes of barriers include: disability; language and communication; lack of parental recognition and involvement; socioeconomic factors and attitudes. The Department of Education further states that the most common barriers include

visual loss; hearing loss; speech and language difficulties; intellectual disabilities; physical disabilities; psychological disorders and neurological disorders

The Department of Education, DoE (2015: 35) states that by 2015 there was no teacher trained in “Guidelines for Full Service Schools” and also no teacher was trained in “Guidelines for Special Schools and Schools Resource” in Mpumalanga province.

Hanley-Maxwell, Collet-Klingberg and Albert (2011:78) ascertain that disability labels represent deficits or deviances. As a result, they justify the use of different allocations of resources; services; curricula; and settings. Furthermore, these things are often used to explain why some children are not benefiting from their education. Failure and limitations are attributed to the disability rather than the setting; services; or people who deliver the services. Consequently, labels exert considerable power over those who receive them and communicate the relative social value of the labelled individual.

According to Hanley-Maxwell *et al*, assessment in special education has historically served two primary purposes: (1) establishing eligibility and (2) planning instruction intervention and services based on the needs and assets of individual students. Current best practice and federal legislation (Individual with Disabilities Education Act, IDEA; No Child Left Behind Act, NCLB); also call for the use of assessment data to monitor student and school progress, and to examine student responses to intervention so as to guide continued programme adjustment.

Because of the legacy of apartheid and the unequal distribution of resources, factors that are still perpetuated by the differences between rich and poor in South Africa, many schools lack resources and facilities to support all learners, especially learners with special needs. This hampers the progress of learners, DoE (2010:5).

Two of the objectives of the “Inclusive Education field tests” conducted between 2004 and 2009 by the Department of Education were to establish one full-service school per district and provide these full-service schools not only with the necessary resources to accommodate a diverse range of learning needs, but also to strengthen education support services in order to provide coordinated support to all schools. However; these objectives have not been fully achieved in South Africa. Even sound policies will not ensure the success of Inclusive

Education in schools unless there is proper implementation of the Inclusive Education policy, DoE (2007:4).

Nel (2011:76) argues that teachers' attitudes play a pivotal role in ensuring the success of Inclusive Education because successful inclusion hinges on developing and sustaining positive attitudes, because many teachers in South Africa are ill-prepared to meet the diverse needs of learners, they develop a negative attitude to inclusion. This is exacerbated by the lack of strategies for teacher support. Nel further avers that systematic training and intensive preparation would improve teachers' attitudes to inclusion. Ngcobo and Muthukrishna (2011:358) argue that internationally, the implementation of the Inclusive Education agenda has been fraught with tensions, contradictions and complexities.

According to Ngcobo and Muthukrishna, a key issue surrounding the terminology and discussion of Inclusive Education is that the various competing researchers have drawn attention to the persistence of a normative assumption of the traditional provision of special education that shapes and drives policy implementation.

Ngcobo and Muthukrishna further argue that the need to develop more sustainable and context-appropriate policies and practices in more developed contexts has been raised in South Africa. According to them, studies have drawn attention to the lack of teacher preparedness and support, as well as poor funding of the Inclusive Education initiative and in many countries including South Africa, market-based reforms have turned some schools into competitive terrains in the belief that this would raise educational standards. The result is that schools tend to adopt exclusionary practices in respect of students who are seen as a threat to success.

According to Engelbrecht, Green, Naicker and Engelbrecht (2007:19), Inclusive Education can be defined as a system of education that is responsive to the diverse needs of learners. They further state that, outcomes-based education (OBE) is a useful vehicle for implementing Inclusive Education as it is concerned with establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes.

Training is regarded by Walton (2009:109) as essential for the successful implementation of Inclusive Education, with teachers needing not only knowledge and understanding of barriers

to learning, but also practical training in teaching strategies that facilitate inclusion. South African studies confirm the need for teacher training for Inclusive Education in this country. Walton also mentions the role of the teacher aide, who assists the teacher by working with those learners who are categorized as having special educational needs. According to him, other support systems provided for teachers in inclusive schools are class size reduction and manageable teaching loads. These inclusive practices, according to Walton, represent ways in which inclusive schools organize human resources to ensure that they have the capacity to meet diverse learning needs. In addition to the above; schools have to consider how their buildings and the physical environment could constitute a barrier to access. Inclusive schools would therefore, adapt classrooms and other facilities to allow for access by people who use wheelchairs and other adaptive devices. He further argues that classrooms that accommodate learners with a variety of learning needs and instruction need to be planned to ensure that all learners will benefit. In particular, cooperative learning and teaching that accommodate a variety of learning and cognitive styles are instructional techniques shown to be well suited to inclusive classrooms. Walton also argues that teachers must use teaching strategies that benefit all learners in inclusive classrooms while they also have to acknowledge that certain learners will still need planned and specific interventions to address the barriers to learning that they experience.

The current situation with regard to policy implementation according to the DoE (2010: 13) faces the following challenges amongst others: The wide division between policy formulation and policy implementation; translation of policy into practice; the renunciation of policies with overloaded schedules; lack of proper co-ordination; and service delivery models.

These challenges, as contemplated by the Department of Education hold relevant for this study because this study seeks to investigate challenges that are experienced by primary schools in the Wakkerstroom Circuit regarding implementation of the Inclusive Education policy.

1.3 Eco-systemic perspective of the Wakkerstroom Circuit

Wakkerstroom circuit is a widely sparse Circuit, comprising of ten farm schools and eight village schools with one Circuit manager. The difference between farm schools and village

schools of the Wakkerstroom Circuit is that farm schools are very sparsely arranged and generally poorly resourced than village schools. Village schools lie closer to one another and are usually better resourced than farm schools. Most of the community members of the village and farms are either employed on farms, or they move out of the village or farms to seek employment in big cities and nearby towns. Children of school going age are often left alone to take care of their homes; hence, proper caring for children is compromised in this Circuit. Many of the children rely on scholar transport provided by the government to travel long distances to and from school everyday. Therefore learners usually arrive at school either already tired or with empty stomachs. Absenteeism of learners is a big challenge in this Circuit. Learners in this Circuit are generally poorly motivated for schooling.

Many of the teachers who teach in the Wakkerstroom Circuit travel distances of more than 80km per day to and from school as they live in nearby towns; therefore, they do not have enough time to see their learners after school hours as they use common transport to commute.

The biographical data explains and give clarity about the area in which this research is conducted so that the reader can have a clear picture about the conditions under which subjects are living as this might shed light to reasons of poor implementation of the Inclusive Education policy (White paper 6) in the Wakkerstroom Circuit and add to the relevance of conducting research in this area.

1.4 Statement of the problem

One of the many challenges facing education in post-apartheid South Africa is that of realizing the constitutional values of equality, freedom from discrimination and the right to basic education for all learners, including those who experience barriers to learning. Under apartheid, learners were not only educated separately according to race, but a separate special education system served those learners who had disabilities or impairments. To address this inequality, and bring educational practice in South Africa in line with the international trend of including learners who experience barriers to learning within general or mainstream classes, South Africa has enacted legislation and formulated policy which establishes an Inclusive Education system. Inclusion, according to Walton (2009:105) is broadly understood

as the process by which learners who previously might have been taught in a separate special education system because of the barriers they experienced, would now be taught in regular schools that have taken responsibility for changing and improving provision and support necessary to facilitate access and participation. However, because of South Africa's unique historical, educational and socio-economic context, the expression of inclusion is different from that in other countries and the opportunities and challenges experienced here require local research and response.

This study therefore investigates the Implementation of the Inclusive Education policy, opportunities and challenges locally; that is in the Wakkerstroom Circuit in Mpumalanga province, South Africa.

According to Nel (2011:76), research shows that there is a correlation between the positive attitude of teachers to the mainstreaming of learners with special needs and the support they receive from management and other more technical variables. These variables include having more resources, smaller classes, more time available to design special teaching material, and opportunities for personal development gained from further learning. A number of possibilities might account for the existence of a gap between the Inclusive Education policy and its implementation, for example, poor management of the implementation programme; poor maintenance of the register of learners with learning difficulties; poor liaison with colleagues, parents and external agencies; lack of in-service training for primary school teachers with regard to issues pertaining to Inclusive Education; and poor day-to-day operation of school policy regarding Inclusive Education.

In the light of the above, this study also investigates the kind of support the Wakkerstroom Circuit primary schools receive from the Department of Education (Gert Sibande Region, Inclusive Education department) regarding implementation of the Inclusive Education policy.

1.5 Research questions

This study focuses on addressing the main question: To what extent is Education White Paper 6 implemented and what are the opportunities and challenges primary schools in the Wakkerstroom Circuit in Mpumalanga province experience regarding the implementation of the Inclusive Education policy (Education White Paper 6)?

To determine this, the following sub-questions are addressed:

Sub-questions

What are the levels of understanding of the nature and context regarding implementation of the Inclusive Education policy among primary school teachers in the Wakkerstroom Circuit in Mpumalanga province?

What is the nature of support received by primary schools in the Wakkerstroom Circuit in Mpumalanga province regarding implementation of the Inclusive Education policy?

What factors promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?

What factors hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?

The research question in this research is a “descriptive research question” because it seeks to describe what is going on or what exists in the Wakkerstroom Circuit primary schools regarding implementation of the Inclusive Education policy, that is, “To what extent is Education White Paper 6 implemented and what are opportunities and challenges primary schools in the Wakkerstroom Circuit in Mpumalanga province experience regarding implementation of the Inclusive Education policy (Education White paper 6)?” Here the researcher is simply interested in describing the level at which the Inclusive Education policy is implemented in the Wakkerstroom Circuit.

1.6 Aim of the study

The main aim of the study is to determine the extent to which the Inclusive Education policy (Education White Paper 6) is implemented and the opportunities and challenges primary schools in the Wakkerstroom Circuit in Mpumalanga province experience regarding implementation of the Inclusive Education policy; and the sub-aim is for the researcher’s personal advancement in education. This research will also add to the knowledge base regarding implementation of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit by shedding light to the implementers (teachers) of the Inclusive

Education policy on the extent to which Education White Paper 6 is being implemented in the Wakkerstroom Circuit. The following objectives form the basis of the study:

1.6.1 Objectives of the study

The following objectives form the point of departure to achieve the aim:

1. To explore primary school teachers' levels of understanding of the nature and context of the implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province
2. To investigate the nature of support received by primary schools regarding implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province
3. To establish factors which promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province
4. To explore factors that hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province

1.7 Significance of the study

According to Collins, Onwuegbuzie and Sutton (2006), the significance of the study includes the research mixing rationale and the research mixing purpose.

Research mixing rationale: The rationale for employing both quantitative (questionnaire) and qualitative (structured interviews) methods for collecting data in this research are participant enrichment (that is, the mixing of quantitative and qualitative techniques for the rationale of optimizing the sample by increasing the number of participants) and significance enhancement (that is, mixing quantitative and qualitative techniques in order to maximize the researcher's interpretation of data).

In this study, the researcher felt it important that questionnaire must be used together with structured interviews to collect data from teachers (questionnaire) and from the Department of Inclusive Education of the Department of Education in Mpumalanga province and the Wakkerstroom Circuit Manager (structured interviews).

Research mixing purpose: The purpose for employing both quantitative (questionnaire) and qualitative (structured interviews) methods for collecting data in this study are triangulation (that is, seeking convergence and corroboration of findings from different methods that study the same phenomenon) and complementarity (that is, seeking elaboration, illustration, enhancement, and clarification of the results from one method with the results from the other method).

In this study, results from the questionnaire were enhanced by results from the structured interviews; conclusions were drawn from both data collection methods.

This study is important for the primary schools of the Wakkerstroom Circuit because it hopes to raise the awareness of the primary school teachers of the Wakkerstroom Circuit regarding the levels of implementation of the Inclusive Education policy in this Circuit. School management teams (SMTs) will be aware of the support that is available for their schools as they implement the Inclusive Education policy. The Inclusive Education Department of the Department of Education in Mpumalanga province will be aware of the need for rendering support regarding implementation of the Inclusive Education policy to primary schools of the Wakkerstroom Circuit.

1.8 Limitations of the study

Owing to financial constraints and lack of time, the intended research did not provide all the answers regarding the research topic and the results could not be generalized to all the primary schools of the country since it was limited to the primary schools of the Wakkerstroom Circuit in Mpumalanga province only. An extensive study that would be generalised to all the primary schools would need a longer period of time as well as a reasonable sample size; also a larger budget would be necessary to cover issues like travel costs as well as material needed to conduct the research. However, based on the fitness of purpose, the study results could be generalised to the population involved.

1.9 Delimitation of the study

This research focused only on primary schools in the Wakkerstroom Circuit; that is Daggakraal area, Mabola area, Wakkerstroom area and Driefontein area in Mpumalanga province which comprises of ten farm primary schools and eight village primary schools, that is eiteen primary schools in total. This study took a period of one year four months, from March 2013 to July 2014. Therefore, results from this study cannot be generalized to all primary schools in South Africa.

1.10 Validity and reliability of the study

Validity

The term “validity” means the degree to which scientific explanations of phenomena match reality, McMillan & Schumacher (2012:134). According to Rossouw (2010:123), validity refers to the degree to which the measuring instrument measures what it is supposed to measure.

The main question in this research is: “To what extent is Education White Paper 6 implemented, and what are the opportunities and challenges that primary schools in the Wakkerstroom Circuit in Mpumalanga province experience regarding implementation of the Inclusive Education policy (Education White Paper 6)?” Content validity is ensured in this research by the choice of questions and items that will help to answer the main question, that is, questions that address the extent to which the Inclusive Education policy is being implemented and the opportunities and challenges that primary schools experience regarding implementation of the Inclusive Education policy. Criterion-related validity is ensured in this research by rating questions in a Likert scale that will help to reveal at what level a particular question is taking place, and also by pre-testing the questionnaire.

Reliability

The term “reliability” refers to consistency of measurement or the extent to which the scores are similar over different forms of the same instrument or occasions of data collection, McMillan & Schumacher (2012:130). According to Rossouw (2010:124), reliability of

measuring instrument demonstrates the consistency of the measurement. A measuring instrument is consistent if it produces equivalent results for repeated measurements.

In this study, reliability was ensured by using the same questions that might result in almost the same answers from the same group of respondents; that is, educators in two neighbouring primary schools were given the questionnaire during testing of the instrument and similar questions were given in the final questionnaire when the final data was collected. Instruments were modified where necessary before they were used in the main study.

Validity and reliability were ensured in this study by pre-testing the data collection instruments in two neighbouring primary schools. The instruments were pre-tested in one primary school for one week and in another primary school for another week. The selection of the sample was scientifically done in line with the sampling technique.

1.11 Ethical consideration

Mason (2002:42-43) contends that ethics can be drawn from:

- One's own experiences, values and politics, and those of others involved in the research;
- A particular political position on ethics, for example, feminist ethics, socialist ethics
- One's professional culture, and the norms of acceptability which appear to operate in ones professional setting'
- Codes of ethical practice, which may have been developed by a professional body, or within a professional culture; and
- A legal framework, for example; concerning rights to privacy and information, data protection, and so on.

The definition of "ethical" in the Webster New World Dictionary is "conforming to the standards of conduct of a given profession or group," (Babbie & Mouton 2007:520). Some of the ethical considerations of research mentioned by Babbie and Mouton are:

- **Voluntary participation:** In this research participation was voluntary as participants were asked if they wished to participate in the research;
- **No harm to participants:** Participants in this research were given questionnaires, and the group for interviews were given questions before hand to respond to; respondents were given enough time to finish their responses;
- **Anonymity and confidentiality:** In this study, participants remained anonymous so as to protect their dignity and the information they gave was kept confidential;
- **Deceiving subjects:** The purpose of this research was clearly indicated and nothing was hidden from the participants;
- **Informed consent:** For purposes of this study, consent was documented on the nature of the research. Participants were also informed that they were free to participate or to withdraw from the research; and
- **Honouring commitments:** In this study, reasonable measures were taken to honour all the commitments that had been made with the participants. Participants were also provided with insight into the final draft of the research.

In this study, ethics were ensured by explaining to participants the purpose of this research and they were asked to participate voluntarily and withdraw when ever they want to.

This section dealt with ethical consideration. The next section deals with the definition of terms.

1.12 Definition of terms

Assessment

Assessment refers to the process of identifying, gathering and interpreting information about learners' achievements, as measured against nationally agreed outcomes for a particular phase of learning. All the stakeholders may be involved during assessment of learners' learning problems at different levels. Educators play a central role during assessment because

they are the ones who spend time with the learners at school, Landsburg, Kruger & Nel (2008:5).

Kapp (2006) contends that assessment is synonymous with identification, and owing to their daily association with children and their professional training, teachers are in a good position to notice behaviour and learning problems. The school offers a favourable venue for the systematic observation of children in different situations. By observing children over a broad spectrum and in different situations, teachers can gather data which will enable them to reach a better understanding of the children.

In this study, assessment refers to the process of collecting, recording and usage of information by teachers and other support services in the manner that will benefit learners in order to compensate for their learning difficulties.

Compensatory education

Compensatory education can be defined as the variety of special procedures, programmes and projects for environmentally-impaired children and young people that aim at compensating for the environmental shortcomings that impede and restrict their academic achievement and school progress, Kapp (2006:54).

In this research, compensatory education refers to all the activities and opportunities that the education system provides to learners with learning difficulties in order to compensate for their learning problems.

Full service schools

Full-service schools are schools that are equipped and supported to provide for the full range of learning needs among all learners. Full service schools meet students' mental health and physical health needs while also providing quality out-of-school time programmes, family engagement and support, and connections to other community institutions and agencies, DoE (2001:22).

In this research full service schools are those schools that are equipped and supported to provide for the full range of learning needs among all learners.

Inclusion

Inclusion is about recognizing and respecting the differences among all learners and building on the similarities. In addition, inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning factors, with the emphasis on the development of good teaching strategies that will benefit all learners. Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of support systems available in the classroom. Inclusion is the practice of teaching handicapped children in regular classrooms with non-handicapped children to the fullest extent possible; such children may have orthopaedic, intellectual, emotional or visual difficulties or handicaps associated with hearing or learning, DoE (2001:17).

This work recognizes inclusion as the practice of teaching learners with learning problems together with “normal” children to the fullest extent possible.

Inclusive Education

According to the Department of Education (2007:10), Inclusive Education acknowledges that all children and youth can learn and need support; it enables education structures, systems and learning methodologies to meet the needs of all learners. It acknowledges and respects differences in learners, whether owing to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases. It is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal settings and structures. It involves changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners. It maximizes the participation of all learners in the culture and the curriculum of educational institutions by uncovering and minimizing barriers to learning. In the South African context, the Department of Education is committed to building an Inclusive Education that will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.

In this research, Inclusive Education is the education that acknowledges that all children and youth can learn and need support.

Learning support

The purpose of the remedial specialist is to “rectify” a learner’s deficits or shortcomings or even “failings” and to “accelerate” the learner’s development, so the focus during “therapy” is very much on addressing the specific problems or weaknesses “in” the learner, Landsberg, *et al* (2008:48).

According to Landsberg *et al* (2008:66) whether the school is a special school used as a resource centre, a full-service school or an ordinary school, it should establish a school-based support team (SBST) which is responsible for the provision of learning support together with the teacher(s) involved in a particular learner’s teaching and learning.

In this research, learning support is recognized as the endeavour by the school, learning centre, and or specialists from different fields to support learners in order to compensate for barriers to learning.

Mainstreaming

Mainstreaming is about getting learners to “fit into” a particular kind of system or integrating them into this existing system. Mainstreaming is about giving some learners extra support so that they can “fit in” or be integrated into the “normal” classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes. Mainstreaming and integration focus on changes that need to take place in learners so that they can “fit in”. Here the focus is on the learner. The aim of mainstreaming is to give special education students the opportunity to gain appropriate socialization skills and access to the same education as regular students while still allowing them access to resource rooms and special education rooms, DoE (2001:17).

This research understands mainstreaming as getting learners to “fit into” a particular kind of system or integrating them into the existing system.

Remedial teaching and learning

Remedial teaching and learning can be defined as planning, realizing and working out purposeful didactic procedures that are applied in the ordinary school to help certain pupils overcome their learning difficulties and achievement deficiencies, Kapp (2006: 53).

In this study, remedial teaching and learning is about realizing and working out purposeful teaching strategies that are applied in the ordinary school to help certain pupils overcome their learning difficulties and achievement deficiencies.

School-based support team

A school-based support team is responsible for providing learning support together with the teachers involved in particular learners' teaching and learning. A school-based support team is an "internal" support team within institutions such as early childhood centres, schools, colleges, adult learning centres and higher education institutions. In each institution, this team is ultimately responsible for liaising with the district-based support team and other relevant support providers about identifying and meeting their own institutions' needs. For this reason, school-based support teams should be made up of educators and staff from each individual institution, Landsburg *et al* (2008: 66).

This research understands a school-based support team to be an "internal" support team within teaching institutions which are responsible for liaising with district-based support teams and other relevant support providers about providing and meeting their own organizations' needs.

Special education

Special education according to Kapp (2006:55), can be defined as the education of a specialized nature provided to suit the needs of children with learning disabilities and includes:

The psychological, medical, dental, paramedical and therapeutic treatment of children including the performance of operations on handicapped children; The provision of artificial medical aids and apparatus to handicapped children; The care of handicapped

children in a hospital, hostel or other institution; The provision of transport, escort and such other services as the minister may deem necessary to meet the needs of handicapped children; and The provision of guidance to the parents of handicapped children, including handicapped children who are not yet subject to compulsory school attendance, with a view to the instruction, teaching, training or treatment of such children.

Even though this definition by Kapp relates mostly to the medical model, it still holds for this study because it talks about the kind of support that can be given to learners with learning disabilities, for example, physical disability and psychological disability. In this research, special education is understood to be the education of a specialized nature provided to suit the needs of learners with learning disabilities.

1.13 Research design

The research design that is followed in this study is mainly a quantitative method; questionnaires are used to collect data from the subjects. To ensure that enough and relevant data is collected, a qualitative method is also used in the form of structured interviews to collect data.

1.14 Conclusion

Chapter 1 dealt with “background and orientation” to the study and the following factors were alluded to, that is, background to the study; statement of the problem; aims and objectives of the study; significance of the study; research question and research sub-questions; limitations and delimitations of the study; validity and reliability of the study; ethical consideration; and definition of terms. Chapter 2 provides literature information on the implementation of the Inclusive Education policy as it is implemented in Mpumalanga province and in some of the other provinces in South Africa. It also explores the way selected countries implement their Inclusive Education policies.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on research studies already done in this field and on other literature information on the implementation process of the Inclusive Education policy in South Africa and in selected countries. The chapter looks at Inclusive Education from the viewpoint of various research studies; models for implementation; government policy on implementation of the Inclusive Education policy; as well as the different theoretical perspectives on Inclusive Education. The chapter specifically considers existing literature in order to gain more insight into the research questions. The following aspects are explored:

- The historical and developmental background of education in South Africa;
- The nature and context of Inclusive Education;
- The role-players in Inclusive Education;
- Factors which promote effective implementation (opportunities) of the Inclusive Education policy; and
- The challenges of implementing the Inclusive Education policy.

These aspects are relevant for this study because this study explores primary school teachers' levels of understanding of the nature and context of implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province; It investigates the nature of support received by primary schools regarding implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province; It establishes factors that promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province and it explores factors that hinder the effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province.

According to Wiaxowski (2012:148), Inclusive Education in the Republic of South Africa has been codified and recorded in the form of White Papers. From the legislative point of view, the situation is clear. The reality, however, shows that the implementation of the law is still in its infancy. A series of on-site in-services paired up with the expansion of technological facilities proved to be instrumental in forming a model for the inclusive programme. This article indicates two important points. First it shows how much can be done single-handedly to improve the learning environment of students with visual impairments. Second and more importantly, it emphasizes the need for well-qualified and professionally prepared teachers for the visually impaired. It is clear that mere regulations do not bring about any implementation of necessary reforms. Actions that follow effective and feasible legislature are necessary.

One of the principles of outcomes-based education (OBE), according to Gray (1997: 2) has its root in constructive learning. Constructivism is the view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the classroom to students at their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. Constructivism can be defined by referring to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through re-thinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. A productive, constructivist classroom, then, consists of learner-centred active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent. The teacher's role is to facilitate this process.

Gray (1997) also asserts that learning occurs through an active construction of meaning, rather than by passive participation. He explains that when we, as learners, encounter an experience or a situation that conflicts with our current way of thinking, a state of disequilibrium or imbalance is created. We must then alter our thinking to restore equilibrium or balance. To do this, we make sense of the new information by associating it with what we already know, that is, by attempting to assimilate it into our existing knowledge. When we

are unable to do this, we accommodate the new information to our old way of thinking by restructuring our present knowledge to higher level of thinking. He also proposes that we look at the world through mental constructs or patterns that we create. We develop ways of construing or understanding the world based on our experiences. When we encounter a new experience, we attempt to fit these patterns over the new experience. For example, we know from experience that when we see a red traffic light, we are supposed to stop. The point is that we create our own ways of seeing the world in which we live; the world does not create them for us.

These views are in line with OBE and Inclusive Education in which the learner is expected to be actively involved in his or her learning. He or she constructs knowledge by using mental processes like constructing, deconstructing and reconstructing, while the teacher creates an environment in which the learner can learn by facilitating the learning process.

2.2 Historical and developmental background of the Inclusive Education policy in South Africa

This section aims at shedding light on the historical development of the Inclusive Education policy in South Africa and the need to implement this policy in this country.

The DoE (2001) passed White Paper 6 on Special Needs Education together with Guidelines for the Implementation of the Inclusive Education policy in schools. This paper investigates whether what is proposed by these two documents is really taking place in schools, especially in primary schools in which implementation has already started. It further investigates the opportunities and the challenges primary schools in the Wakkerstroom Circuit in Mpumalanga province are experiencing with regard to implementation of the Inclusive Education policy.

According to the DoE (2001), in October 1996 the Ministry of Education decided to find out how the old Department of Education had looked after the needs of learners experiencing learning difficulties and learners with disabilities. It set up two teams to do this work and made recommendations on how to improve all aspects of what were called “special needs and support services” in education and training in South Africa. These teams were the National Commission on Special Needs in Education and Training (NCSNET), and the National

Committee on Education Support Services (NCESS). These two teams did a great deal of research and presented a draft report to the Minister of Education in November 1997. The final report was published by the Department of Education in February 1998. The report identified the following factors for the Department of Education (2001):

Under the apartheid education system, the education of learners who experienced learning difficulties and suffered from disabilities was placed under the heading of “special education”. These learners were called “learners with special education needs”; Special education and support services were provided mainly for a small number of learners with “special education needs” in “special classes”, in ordinary schools or in “special schools”; Special education and support services were provided on a racial basis, with the best resources and support going to white learners; Most learners with disabilities were either not in special schools, or had never been to a school. A few were in ordinary schools that could not properly meet their needs; In general, the curriculum and education system failed to respond to the many different needs of learners. This caused large numbers of learners to drop out of school or to be “pushed-out” of school, or to fail at school; and While some attention was given to special needs and support in schools, the other levels of education were seriously neglected, for example, early childhood development (ECD).

These factors regarding the development of the Inclusive Education policy in South Africa are relevant for this research because this study explores whether there was indeed a paradigm shift with the introduction of the Inclusive Education policy (White Paper 6) in South Africa, especially in the Wakkerstroom Circuit, from the medical model to Inclusive Education, since its inception in 2007.

To respond to this urgent situation, the DoE (2001) took the reports and recommendations of the National Commission on Special Needs on Education and Training (NCSNET), and the National Committee on Education Support Services (NCESS) seriously and developed a new policy in 2001. The policy was called “Education White Paper 6 on Special Needs Education”: Building an Inclusive Education and Training System. This policy provided guidelines for the new education system to be create in South Africa so that all learners would have equal education opportunities. In this policy, the Department of Education committed itself to promoting education for all and fostering the development of inclusive

and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society.

According to Bouillet (2013:95), it is obvious that Inclusive Education requires a high quality of service, well trained teachers, support personnel and material resources. Moreover, collaborative schools are at the heart of Inclusive Education. Such schools promote cooperative relationships, not only in schools but also between schools and the whole community. The essence of Inclusive Education is a joint vision producing the necessary changes, transformations, improvements and new directions and guidelines as well as the outcomes representing the benefit for all the subjects involved and the entire society as well. It is a process that brings together people, ideas, systems, communications and technologies.

2.3 Constitutional principles underlying the Inclusive Education policy

According to the DoE (2002: 4) the guiding principles of the new education and training system focus on protecting the rights of all people and

- Making sure that all learners are treated fairly;
- Making sure that all learners can participate fully and equally in the education system;
- Making sure that all learners have equal access to a single, Inclusive Education system;
- Making sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools;
- Addressing and correcting inequalities of the past in education;
- Making sure that there is community involvement in changing the education system;
and
- Making sure that education is as affordable as possible for everyone.

These principles hold for this study because this research seeks to reveal whether schools in the Wakkerstroom Circuit provide education to all their learners as is contemplated in the educational policies, especially in Education White Paper 6.

2.3.1 South African educational goal

The goal for the new education and training system according to the DoE (2002:4) is to build an Inclusive Education and training system that provides good quality education for all learners over the next 20 years, noting that 13 years have already passed since the inception of Education White Paper 6. To do this, the Department of Education plans to:

- Strengthen the weaknesses in the education system as it is now;
- Include more of the learners that are not receiving education into the education system, and provide more opportunities for learners to be educated;
- Help teachers and other education support services to meet the needs of all learners; and
- Ensure that all of these changes happen successfully.

By doing this over the next 20 years, the Department of Education will be developing an Inclusive Education and training system that will identify and address barriers to learning, and recognize and accommodate the different learning needs of all learners, DoE (2001). This study noted that 13 years have already passed since White Paper 6 was launched.

This study aims to show whether the plans and goals of the Department of Education for providing quality education and opportunities to all learners have been successful in the Wakkerstroom Circuit in Mpumalanga province.

2.3.2 Definition of Inclusive Education in the South African context

The DoE (2002:5) defines an Inclusive Education and Training system as one that:

Recognizes and respects the differences among all learners, and builds on their similarities; Supports all learners, educators and the system as a whole so that all learning needs can be met. This means developing ways of teaching that help teachers to meet the different learning needs of all learners; Focuses on overcoming and getting rid of the

barriers in the system that prevent learners from succeeding; An Inclusive Education and training is the system that acknowledges that all children and youth can learn and need support; It enables education structures, systems and learning methodologies to meet the needs of all learners; It acknowledges and respects differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases; It is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal settings and structures; It involves changing attitudes, behaviour, teaching methods, curricular and environments to meet the needs of all learners; and It maximizes the participation of all learners in the culture and the curriculum of educational institutions by uncovering and minimizing barriers to learning.

This definition by the Department of Education holds for this study because this research aims to prove whether Inclusive Education is a reality in the Wakkerstroom Circuit in Mpumalanga province.

This section therefore, investigated the nature and characteristics of Inclusive Education in the South African context. The next section discusses barriers to teaching and learning in South Africa.

2.3.3 Barriers to teaching and learning in South Africa

Barriers to learning are all of the factors that interfere with teaching and learning. They can occur at all levels of the system, DoE (2002:5);

They include:

- Specific kinds of physical, intellectual or sensory disabilities that may make learning difficult, especially if the right kind of support is not provided;
- The attitudes and teaching approaches of different educators;
- Parts of the school curriculum that make it difficult for learners to learn;
- The physical, emotional and social conditions affecting learning in schools. These include the quality of buildings and how schools are managed;

- The conditions in the learners' homes: these include relationships in the family, culture, level of wealth or poverty; and
- Community and social conditions that support or hinder teaching and learning processes.

These points about barriers to teaching and learning in South Africa are relevant for this research because the Department of Education generally highlight the challenges regarding implementation of the Inclusive Education policy in South Africa, and this study investigates the opportunities and challenges regarding implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province.

Causes of learning disabilities

According to Heward (2010), in most cases, the causes of a child's learning disability are unknown; he further argues that there are four suspected causal factors of learning disabilities, that is, brain damage, heredity, biochemical imbalance, and environmental causes.

2.3.4 Government strategic plan for education provision in South Africa

To improve the quality of education in South Africa in the next 20 years, noting that 13 years have passed by, the DoE (2006:6) have already begun to:

Change policies and laws for all levels of education; Develop "inclusive schools" and other centres of learning so that all learners, including out-of-school learners, can have equal opportunities to be educated; Strengthen education support services, especially at the district level and in schools; Conduct national information campaigns to help ordinary schools and other centres of learning to understand Inclusive Education; Develop a new curriculum for schools and new way of assessing learners; Develop and improve schools and other centres of learning; Develop new ways to ensure that good quality education is provided in all schools and centres for learning; Train and develop the skills of teachers in both the "ordinary" and the "special" schools; Develop programmes to identify and address learning problems and disabilities early in the foundation phase of schooling;

Address the challenge of HIV/Aids and other infectious diseases; and Find ways to ensure that there is enough money to pay for all of these activities.

These points regarding the government strategic plan for education provision in South Africa are relevant for this research because this study aims to explore whether Inclusive Education is a reality in the Wakkerstroom Circuit which is part of South Africa.

2.3.5 The role of primary schools as resource centers

According to the DoE (2001:22) full-service schools are schools that are equipped and supported to provide for the full range of learning needs among all learners. Full service schools meet students' mental health and physical health needs while also providing quality out-of-school time programmes, family engagement and support, and connections to other community institutions and agencies. Therefore, primary schools as resource centres will be equipped with resources and be supported to provide for the full range of learning needs of all learners. Further, primary schools as resource centres will be accessible to all the neighbouring primary schools which are under-resourced.

The DoE (2005) stated that, schools as resource centres must become solid bases together with the district-based support teams. For full-service and ordinary schools, it further suggested that schools as resource centres must do the following: train staff; collaborate with the district-based support teams; provide specialized professional support in the curriculum, assessment and instruction to designated full- service and neighbourhood schools; provide community based support and provide material and resources.

Liu (2013) suggests that in China, the resource centres for Inclusive Education should:

Develop country level policies on educating learners with disabilities, within the national and provincial education policy framework; Develop procedures and regulations relating to: screening and identifying children with disabilities who will need specialist support in education; Monitor regular schools for the purpose of providing targeted assistance as well as for assessment of progress in inclusion; Coordinate with country government, the Disabled Persons' Federation, hospitals and Civil Affairs Bureaus on the task of finding children with disabilities, collecting and sharing data, and improving referral and

integrated services; Train general teachers and resource teachers in regular schools so they can better support children with disabilities; Develop assistive teaching and learning materials and provide assistive equipment and rehabilitation services for school aged-children with disabilities, either in the centres or through outreach services provide consultancy for parents; and Organise parent training and awareness-raising events.

2.4 Theories underpinning Inclusive Education

2.4.1 Introduction

According to the DoE (2011:4-5), the National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles of social and environmental justice and human rights as defined in the constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the constitution; and

- Credibility, quality and efficiency: providing education that is comparable in quality, breadth and depth to that of other countries.

The National Curriculum Statement grades R-12 aims to produce learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively as individuals and with others as members of a team;
- Organize and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organize and critically evaluate information; communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

These principles by the Department of Education in the National Curriculum Statements relate well with the theory of constructivism.

2.4.2 Constructivism

According to Bowers (2005: 3), constructivism is a branch of learning theory in which it is held that people create or construct meaning through acts of discovery or interpretation.

One of the main tenets of constructivism according to Kafai and Resnick (1996:2) is that, learners actively construct and reconstruct knowledge out of their experiences in the world. It places special emphasis on the knowledge construction that takes place when learners are engaged in building objects. Constructivism argues that learners are most likely to become intellectually engaged when they are working on personally meaningful activities and projects.

Kafai and Resnick (1996) further substantiate that in constructionist learning, forming new relationships with knowledge is as important as forming new representations of knowledge.

Constructivism also emphasizes diversity; it recognizes that learners can make connections with knowledge in many different ways. Constructionist learning environments encourage multiple learning styles and multiple representations of knowledge.

Schunk (2004: 291) argues that constructivist perspectives have important implications for instruction and curriculum design. The most important recommendation is to involve students actively in their learning and to provide experiences that challenge their thinking and force them to rearrange their beliefs. Constructivism also underlies the current emphasis on reflective teaching.

Constructivism as a learning theory is relevant for this study because it is a teaching and learning strategy that underpins OBE and Inclusive Education and is still relevant in the classroom. The essence of the constructivism learning theory is to allow the teaching and learning process to recognize differences in learners' skills and knowledge development. The teacher who has the capacity of applying this theory understands the differences in learners' abilities and provides the necessary learning opportunities for all learners in the classroom. Constructivism is one of the bases for Inclusive Education because it emphasizes the importance of learners during the learning process as the ones who construct meaning as they are learning.

2.4.3 Piaget's theory of learning and constructivism

Sawyer (2006: 38) stated that the idea of constructing one's own knowledge draws heavily on Piaget's theory of knowledge development and his instrumental insight that children understand the world in fundamentally different ways from those in which adults do. He identifies two mechanisms, assimilation and accommodation, that explain how children make sense of the world they interact with and how they integrate these experiences into their understanding. According to Sawyer, constructivism builds on these mechanisms, and focuses on the processes that help learners make connections with what they already know. A key aspect in knowledge construction is appropriation-how learners make knowledge their own and begin to identify with it.

Bell-Greddler (1996: 221) substantiates the view that exposure to rich opportunities for experimentation, without direct teaching, does lead to improvement in the reasoning

strategies adopted by students. Piaget emphasizes the importance of peer interactions. Only through this type of interaction does the student acquire the capability of viewing issues from other perspectives. Furthermore, in exchanges with others; students examine their own thinking, explore other alternatives, and reorganize their views and conclusions.

In his argument, Ackermann (2000:7) concludes that Piaget is a constructivist in the sense that he views children as builders of their own cognitive tools, as well as of their own external realities. For them, knowledge and the world are both constructed and constantly reconstructed through personal experience. Each gains existence and form through the construction of the other. Knowledge is not merely a commodity to be transmitted, encoded, retained, and re-applied, but a personal experience to be constructed. Similarly, the world is not just sitting out there waiting to be uncovered, but gets progressively shaped and transformed through the child's personal experience.

Piaget's theory has implications for this study because it offers an opportunity for the child to receive education in accordance with his or her developmental and environmental conditions that will help low-performing learners to perform better.

2.4.4 Lev Vygotsky's theory of learning and constructivism

Schunk (2004:291) argues that Lev Vygotsky's theory is a constructivist perspective that emphasizes the social environment as a facilitator of development and learning. He contends that humans have the capacity to alter the environment for their own purposes. Vygotsky's theory stresses the interaction of interpersonal, cultural-historical, and individual factors as the key to human development. Interactions with persons in the environment stimulate developmental processes and foster cognitive growth. But interactions are not useful in a traditional sense for providing children with information. Rather children transform their experiences based on their knowledge and characteristics and reorganize their mental structures.

According to Driscoll (2005:253) the Zone of Proximal Development (ZPD) is the concept in which Vygotsky refers to the observation that children, when learning a particular task or body of information, start out by not being able to do the task. Then they can do it with the assistance of an adult or older child mentor, and finally they can do it without assistance. The

ZPD is the stage in which they can do it assisted. Thus a teacher often serves to guide a child or group of children as they encounter different learning challenges.

Assisted learning as pioneered by Lev Vygotsky, still holds relevance for this study. As a teaching and learning strategy, it stresses the importance of the presence of a more able individual during learning. Teachers who understand this theory can use it in the classroom to help them understand the needs of those learners with learning disabilities so as to help the learners achieve their best in the teaching and learning situation. The Social Development theory of Vygotsky has got many implications for teaching and learning techniques and strategies for classroom activities in an inclusive system and this study, because it shows the importance of including low performing learners with more able learners so that the low performing learners can be assisted to perform better in the encouraging environment.

2.4.5 Bruner's theory of learning and constructivism

According to Schunk (2004:299); Brunner, Wood and Ross introduced the term “scaffolding” in education: they presented it as a way for teachers to structure learning environments.

Smith (2002) notices four key themes in the work of Jerome Brunner one being the role of structure in learning and how it can be made central in teaching. In this theme he emphasizes that the teaching approach should be practical and involving to learners. The second theme is the readiness for learning in which he emphasizes that teachers must know when to teach a particular topic according to the readiness of learners following the spiral structure. The third theme is intuitive and analytical thinking. Intuition, according to Smith is the intellectual technique of arriving at plausible but tentative formulations without going through the analytical steps by which such formulations would be found to be valid or invalid conclusions. The fourth theme is motives for learning in which he states that Brunner believes that material for learning must arouse interest for learning.

Learning, according to Schunk (2004) involves classroom practices that recognize the learner's language capacity and prior learning and also provides learners with the opportunity for learning new things. This theory relates to this study because it stresses the importance of translating learning material into a language that is understandable to the learner so as to improve understanding; this involves considering each learner's language abilities.

2.5 Factors that influence effective implementation of the Inclusive Education policy (White Paper 6)

2.5.1 Introduction

According to Pillay and Di Terlizzi (2009: 493), implementation of the Inclusive Education policy is influenced by many factors such as professional support, resource utilization, human resources, material resources and physical resources and other stakeholders, such as the community, parents and the Department of Education.

2.5.2 Professional support

Pillay and Di Terlizzi (2009:493) stated that it is indisputable that South Africa is still growing and developing in the field of Inclusive Education and it appears that while the nation has accepted the ideology of inclusion, the reality is that South Africa, as a developing nation, is not equipped with the resources and facilities required to meet the needs of inclusion

Pillay and Di Terlizzi (2009) further argued that it is still a trend in South Africa to refer learners to more specialized environments in order to meet the learners' best interests in providing learning support, therapeutic interventions and general learner support which cannot be currently provided in a mainstream school environment. When paired with the fact that many of the government schools for learners with special education needs (LSEN) are subsidized (more so than for the mainstream schools), it appears that school fees at mainstream schools may not be sufficient to provide facilities and resources required for LSEN.

They further maintain that having practitioners on site (such as speech therapists, occupational therapists and psychologists) is an advantage in meeting learners' needs as these costs form part of the school fee structure. This relieves the pressure on parents who need to transport learners to and from therapy in the afternoons when many parents are at work. Transition is a "temporary boundary crossing" during which learners take with them their loyalties, cultural and organizational meanings from the existing system to the new system; they are visitors until they can internalise information from the new system. These transitions have academic, vocational and social consequences and the educational environment of the

school plays a major role in the efficacy of the transition. Learners entering into a less supportive environment, especially in terms of a vertical transition, experience negative self concept, poor socialization skills, stress and anxiety.

2.5.3 Resource utilization

According to the DoE (2007:5), important characteristics of Inclusive Education are the effective utilization of existing resources and provision of additional resources. Because of the legacy of apartheid and the unequal distribution of resources, which is still perpetuated by the differences between rich and poor in South Africa, many schools lack resources and facilities to support all learners, especially learners with special needs. This hampers the progress of learners.

The DoE (2007) further stated that two of the objectives of the Inclusive Education Field Tests conducted between 2004 and 2009 were to establish one full-service school per district and to provide these full-service schools with the necessary resources to accommodate a diverse range of learning needs and also to strengthen education support services to provide coordinated support to all schools.

However, Nel (2011:76) argues that these objectives have not been fully achieved in South Africa. Many teachers in South Africa are ill-prepared to meet the diverse needs of learners; hence they develop a negative attitude towards inclusion. This is exacerbated by the lack of strategies for teacher support. Systematic training and intensive preparation according to Nel, would improve teachers' attitudes to inclusion.

2.5.4 Human, material and physical support

According to the DoE (2005:10), it appeared obvious then, that even if support was available from district-based support teams, it was often fragmented and uncoordinated. The challenge was to unite it into a cohesive practice that works. The Department of Education further maintained that different support providers did not often work as a team around common issues. One example of this is the way human resource development and training is provided at the moment. These training programmes are often not developed in an integrated way, so that educators and others who are targets of these programmes, are overwhelmed and overloaded by having to attend many workshops.

But the main problem stated by the Department of Education is that training does not provide educators with an understanding of how different areas of training connect around the core purpose of education, which is teaching and learning.

Walton (2009:109) argues that training is regarded as essential for the successful implementation of inclusion with teachers needing not only knowledge and understanding of barriers to learning, but also practical training in teaching strategies that facilitate inclusion. South African studies confirm the need for teacher training for Inclusive Education in this country.

Walton (2009) also states that other support practices provided for teachers in inclusive schools are class size reduction and manageable teaching loads. These inclusive practices represent ways in which inclusive schools organize human resources to ensure that they have the capacity to meet diverse learning needs. In addition, schools have to consider how their buildings and the physical environment could constitute a barrier to access. Inclusive schools need to adapt classrooms and other facilities to allow for access by people who use wheelchairs and other adaptive devices. He also argues that inclusion means that classrooms will consist of learners with a variety of learning needs and instruction has to be planned to ensure that all learners will benefit. According to Walton, cooperative learning and teaching that accommodate a variety of learning and cognitive styles are instructional techniques shown to be well suited to inclusive classrooms. In addition to using teaching strategies that benefit all learners in inclusive classrooms, teachers need to acknowledge that certain learners will still need planned and specific interventions to address the barriers to learning that they experience.

2.5.5 The role of stakeholders

According to Walton (2009:110), significant attention is paid in international literature to inclusion strategies that ensure individual access and participation in the curriculum. This access is often achieved through making accommodations and adaptations to teaching, learning and assessment. Individualized education programmes (IEPs) can be used which contain a description of a child's educational performance, annual goals and objectives, a statement about which special education or other services a child requires and a description of the instructional and assessment modifications that a child needs. Walton maintains that IEP

is an essential component of inclusion. Walton further asserts that assessment is the significant area in which modifications can be made to minimize the impact of any barriers to learning. Modifications may be made in the way a learner performs a task, such as having the task read to the learner, or allowing an oral response, or, the most frequently used modification, by providing additional time which reduces test anxiety and allows for the efficient use of test strategies.

2.5.6 Teachers' attitudes towards inclusion

Walton (2009:2) states that although there are a number of challenges related to training, capacity building and materials, three main challenges need to be addressed in South Africa. These are:

- Vision - the challenge of vision involves faulty conceptions of Inclusive Education and negative and exclusionary attitudes;
- Capacity - the challenge of capacity involves teachers lacking training in inclusive methodologies, overloading of teachers, low levels of parental involvement and children out of school; and
- Resources - the challenge of resources involves lack of physical resources, shortage of human resources and lack of technical assistive devices and facility resources

Walton holds relevant for this study as he mentions challenges of capacity and resources, which is also going to be investigated in this research in the Wakkerstroom Circuit.

2.6 Principles of mainstreaming

Kapp (2006:7) argues that mainstreaming or integrated education is an educational approach that arose from the principles of *normalization* and *integration*. Mainstream education entails providing for the handicapped child in regular schools through free, appropriate public education with necessary supportive services. The education system should make provision for the protection of the rights of the handicapped child. Handicapped children should receive their education as far as possible together with the non-handicapped, and an individualized teaching programme should be compiled and implemented for every handicapped child. The

parents of handicapped children should take an active role in decision-making concerning the education of their children.

2.7 The South African education system and curriculum reform

Schwartz and Cavener (1994) define outcomes-based education (OBE) as an educational philosophy organized around several basic beliefs and principles. It starts with the belief that all students can learn and succeed. Schools control conditions of success, and the student's success is the responsibility of the teacher. Organized from a student exit outcomes and designed downwards to the subject and unit levels, it focuses instructional strategies on clearly defined learner outcomes getting high standards with high expectations for all students and includes expanded opportunities for enrichment and remediation.

According to the DoE (1997: 4), in 1997 there were 28000 disabled children, who were younger than 18 years and were not in schools or colleges. Race and exclusion were the deciding factors that determined the place of the nations' innocent and vulnerable children. Learners with disabilities experienced great difficulty in gaining access to education: very few special schools existed and they 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 categorization system allowed only those learners with organic, medical disabilities access to support programmes.

The DoE (2012: 4) argues that Lifelong Learning through a National Curriculum Framework document (1996) was the first major curriculum statement of a democratic South Africa. It was informed by principles derived from the White Paper on Education and Training (1995), the South African Qualifications Act (No 58 of 1995) and the National Education Policy Act (No 27 of 1996). In terms of the White Paper, it emphasized the need for major changes in Education and Training in South Africa in order to normalize and transform teaching and learning. It also stressed the need for a shift from the traditional aims-and-objectives approach to OBE. It promoted a vision of:

a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice.

The Department of Education further asserts that the old curriculum consisted of 124 subjects. This number grew to 265 when the division into higher grade and standard grade was introduced. These subjects were too many, too costly to provide, and unmanageable; the old curriculum would be phased out gradually beginning in 2004. In 1997 the Council of Education Ministers (CEM) made the decision to replace the old apartheid curriculum with a new outcomes-based education (OBE) curriculum in the General and Further Education and Training bands. The new curriculum was introduced in the General Education and Training band (GET) in 1998. A new certificate, a Further Education and Training Certificate (FETC), replacing the Senior Certificate would then be awarded for the first time in 2005. Because of this the new curriculum became popularly known as Curriculum 2005(C2005). In response to the concerns raised by members of the public and the experience of the Department of Education, Minister Kader Asmal appointed a committee to review C2005 in February 2000. The review found that:

While there is support for outcomes-based education as for C2005, there are problems with the implementation and structure of the curriculum.

As a result the minister appointed a committee to strengthen and streamline the curriculum. On 20 March 2002, the Cabinet approved the declaration of the product produced by this process, the National Curriculum Statement for Grades R-9(Schools) as policy.

According to the Department of Education, at its special meeting of 12 September 1997, the Heads of Education Departments Committee recommended the Draft Statement of the National Curriculum for Grades R-9 for Ministerial approval. It was referred to and approved by the Council of Education Ministers at its meeting of 29 September 1997 as three separate policy documents for the Foundation Phase; the Intermediate Phase and the Senior Phase.

The DoE (2011: 5) maintained that inclusivity should become a central part of the organization's planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognize and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers; district-based support teams; school-based support staff; parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use

various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Inclusive Teaching and Learning (2010).

The Department of Education to improve implementation, amended the National Curriculum Statement, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guide Lines in Grades R-12.

2.8 The Inclusive Education policy

The DoE (2010:5) states that the Inclusive Education policy in South Africa is contained in White Paper 6. The development of Education White Paper 1 on Special Needs began in 1995 and was strengthened in October 1996 with the appointment of the National Commission on Special Needs Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS). The policy was finally launched in July 2001.

The DoE (2010) further affirms that the policy tries to leave behind the unequal provisions of the past and recognize the vital contribution that people with disabilities are making and must continue to make to the development of our nation. It is a national and system-wide response to challenge special education in the South African education system. It spells out the government's determination to create special needs education as a non-racial and integrated component of the education system.

A full-service/inclusive school

The DoE (2010) states that the introduction of the Inclusive Education policy as published in Education White Paper 6 of 2001 made a commitment to ensure that all children would be welcome in all schools and that they would be supported to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or their race. The concept of a full-service/ inclusive school was introduced to show how ordinary schools could transform themselves into becoming fully inclusive centres of care and support.

Key features of full-service/ inclusive schools

According to the DoE (2010) the key features of full-service/inclusive schools are as follows:

They are schools that welcome all learners and celebrate diversity; they are flagship schools that demonstrate good practice in Inclusive Education; they ensure that the curriculum is accessible to all learners through the way they teach and allow learners to learn; they provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere; they promote teamwork among teachers and between parents and teachers; they have a flourishing relationship with other schools and with all members of the community and send a message of tolerance, respect and acceptance to all; they are advocates for all learners who are at risk of becoming marginalised, including learners with disabilities; chronic illnesses, learning difficulties, and social, emotional and behavioural problems; they take every possible measure to ensure that the school is physically accessible, safe and equipped with the necessary equipment that individual learners might need; and they demonstrate how all children of school-going age can attend their local school and achieve their full potential.

Role of the principal and the school management team

The DoE (2010) affirmed that the principal and members of the school management team play a vital role in the implementation of Inclusive Education:

Members of school management teams take a lead in changing the attitudes of all stakeholders; they establish school-based support teams which coordinate support to all learners in the school by meeting regularly, giving guidance to teachers and tracking support, they encourage active parental participation in the school and learners' education, and they form networks with existing community resources such as school governing bodies (SGBs); care givers; families; disability organizations; health and social services; non-governmental organizations (NGOs) and higher education institutions.

Role of teachers

The DoE (2010) also outlined the role of teachers, parents and the province to include the following:

They work in teams and find solutions through joint problem solving, they apply systems and teaching approaches that meet the needs of all children, they are flexible in how they implement the curriculum, they adapt their classroom methodology to ensure that all children receive attention, they continuously improve their skills to teach in inclusive classrooms, they have high expectations of all their learners and measure them against their peers and they respect disability and human rights.

Role of parents

According to the DoE (2010), parents know their rights and those of their children; parents collaborate with teachers by staying informed and supporting their children with homework; they foster the independence of their children and have high expectations irrespective of their abilities or disabilities; they cannot be expected to pay for a classroom assistant to support their children at school; they are also assisted by a school to approach health services to obtain hearing aids or wheel chairs for their children.

Role of the district

The DoE (2010) further stated that:

The district encourages all schools to become inclusive and rewards excellence in this area, a district-based support team is established and trained to provide support to schools in dealing with challenges of inclusion, the district ensures that all managers and subject advisors work with inclusion officials in the district to manage, train and support schools to become inclusive and monitor learner support.

Role of the province

The DoE (2010) further asserts that:

The province ensures that budgets make provision for Inclusive Education; the province prioritizes strategies which will strengthen support services to all learners in their neighbourhood schools; the province strengthens its special schools to function as resource centres; the province manages admissions so that no learners are unnecessarily referred for placement in special schools; the province ensures that learners transport systems are inclusive; the province ensures that overtime all schools are resourced in order that they become accessible and have the necessary individual devices and equipment to support learners with disabilities.

2.9 Implementation of the Inclusive Education policy (White Paper 6) in selected provinces of the country (South Africa)

This section investigates the scope of the implementation of the Inclusive Education policy in some of the provinces of South Africa.

Mpumalanga province: According to Eloff and Kgwete (2012:351), in Mpumalanga province two Inclusive Education projects are sponsored by non-governmental organizations (NGOs). There are 964 schools in Mpumalanga province, out of 50 of the schools identified by the provincial government as pilot schools for Inclusive Education, currently only three schools are involved in each project. The following themes, with regard to teachers' perspectives on support for Inclusive Education, were identified: lack of skills and competence; large classes; and insufficient resources.

Savolainen, Kokkala and Alasuutari (2000: 108) point out that in Mpumalanga, some classes had more than a hundred learners per educator. Education Support Services personnel were unable to support pilot schools sufficiently as there were not enough personnel and specialists. For instance, in Mpumalanga, two special education needs officials had to service five hundred schools, most of them in remote rural areas. Moreover there was a lack of therapeutic services, for example, there were only two speech therapists in Mpumalanga

province. Transport problems also prevented personnel from visiting the schools regularly. Transport was one of the factors, therefore, that prevented learners from having access to education. Poverty was another serious problem in some areas containing pilot schools. The environment, both in schools and in society, was unfriendly to learners with special needs. Educators were not prepared to cope with learners with special education needs. This caused negative attitudes towards diversity.

Lazarevic and Vukasinovic (2013:71) contend that the cooperation of teachers and parents of students with disabilities implies various complex contextual, cognitive and personal variables and affects the quality and the course of the child's education. Families with children with disabilities are under specific kinds of pressure, and in order to achieve their optimal functioning, it is first necessary to determine the specific characteristics of these family systems and the effect of the child's disability on the functioning of parents and individuals, on the married couple and on the family system. In addition, when it comes to the successful establishment of partner relations between the family and the school, it should be borne in mind that children with disabilities and their parents come to the school with various unpleasant, traumatic experiences of discrimination and stigmatization in society.

Da Costa (2003:71) states that in Mpumalanga province, the most common form of support is informal cooperation among educators. Educators support one another by providing moral support, and also by assisting one another with problems that they encounter in different classes. Educators also exchange learning programmes among themselves in order to assist learners. He further claims that, because all learners are different and learn differently, it is the duty of the educator to make use of different teaching and learning styles to accommodate all learners. Educators believe that there is a range of multiple intelligences among learners and this is a good starting point for the planning of meaningful learning experiences.

According to Da Costa (2003), most schools in Mpumalanga reported that with the possibility of using different learning styles, learners experience success because they are given an opportunity to learn in a way they can manage. They also perform tasks at their own pace and mode. He further states that in a research by the Institute of Education in Mpumalanga province, it was observed that most educators in nearly all pilot schools experienced bad behaviour as a barrier to teaching and learning. A myriad of challenging behaviours can be

avoided by efficient classroom management and good planning: enough interesting learning activities; providing learning materials (pencil and papers) for learners even if they have left theirs at home; and adapting school hours to accommodate climatic conditions. He also argues that some schools have well-functioning teams which help educators and learners with academic problems. The school-based support teams (SBST) together with the educators, discusses the matters and come up with some proposed actions, such as a learning programme suitable for the learners. If there is still no progress, the matter might be referred to Education Support Services (or equivalent), Social Services, Health Department, or other partners if necessary.

The DoE (2005:8) stated that:

The educator models a positive attitude for learners. One of the greatest barriers to inclusion is negative attitudes. Educators can break down these negative attitudes by demonstrating to learners that everyone in the class is included regardless of what they look like or how they behave. When educators have an open, positive attitude, they can be instrumental in modelling inclusion among learners, parents, and other educators.

The DoE (2005) further stated that educators should look for opportunities to develop their own skills and knowledge about teaching learners with differences. By getting involved in training programmes and talking to as many people as possible about inclusion, educators developed their confidence and in turn adopted a positive attitude towards inclusion. Educators could call on other educators in their school, their curriculum implementers, and their Inclusive Education specialist for support. The partnership between the home, the school, and learners with special needs was crucial for successful inclusion. The lack of parental support and the resistance of schools to recognizing parents as learning partners could impact on the learner's performance and confidence in the classroom. School governing bodies and educators should find creative strategies to involve parents in school activities. Furthermore, the school had a responsibility to include parents as learning partners and help them understand how their involvement could support the learners' performance and confidence in the classroom.

The DoE (2010) asserts that successful implementation of Inclusive Education depends on minimizing the impact of mitigating identified factors. The following major challenges often

impacted negatively on Inclusive Education if not appropriately managed: the wide division between policy formulation and policy implementation; translation of policy into practice; renouncing of policies with over-loaded schedules; and lack of proper coordination and service delivery models.

Kwazulu Natal: Ntombela (2009: 117) argues that her discussions during focus group interviews suggest that the professional development of teachers in preparation for the implementation of Education White paper 6 in one district in KwaZulu-Natal was inadequate. According to her, teachers reported that workshops were organized for teachers' development in line with Education White Paper 6, but only one representative was invited to attend the workshop per school in the district. The workshop took only two hours as they started at 12:00 and ended at 14:00, with registration and tea taking up the first half an hour. For the remainder of the time, teachers were taken through the history of special education in South Africa, what Inclusive Education was about: the theoretical framework underpinning inclusive education; the rationale for the change; and some case studies. At the conclusion of the workshop, the attendees claimed they were asked to go back and cascade this newly gained "knowledge" to their schools.

Ntombela further claims that when she collected data from both schools, this cascading of information had already taken place. However, it was clear that the attendees' understanding of Inclusive Education was largely poor as their responses to a questionnaire suggested that there were varying and even incorrect understandings of Inclusive Education among them. Since the questionnaire was completed within a week of the information being cascaded, it clearly showed that the teacher who had attended the workshop had misunderstood what Inclusive Education was and Ntombela assumed that it was as a result of the report given that a limited understanding of Inclusive Education had developed among the other teachers in the school. However, such misunderstanding was to be expected considering that the representative had only a two hour introductory workshop on Inclusive Education. Ntombela further claims that when she asked the representative of the KwaZulu Natal Department of Education the reason for their following what she called "the cascade model", the representative said that it was because only one teacher per school was allowed to attend the workshop. As "Chief Education Specialists", they could do nothing as there were only four of them to service the whole district and they had already indicated many times in their reports

to the Department of Education that they could not reach everybody. They had not been given any alternatives by the KwaZulu Natal Department of Education, therefore they lacked resources as well.

In the research by Maher (2008) on the province of KwaZulu Natal, all participant groups mentioned high levels of ostracism of the disabled, but it was the parents and children who expressed the most fear as a consequence of ostracism. Fear of ridicule and abuse was apparent in the data from the children as well. No accommodations were made for children with learning difficulties

Eastern Cape: According to Geldenhys and Wevers (2013: 6) in their study conducted in the province of the Eastern Cape, children who were negatively influenced by their home environments struggled to meet academic demands and to manage their relationships with others. They also pointed out that physical constraints, such as overcrowded homes, the lack of water, electricity and the finances caused learners to under-perform at school. In the Eastern Cape, many learners came from unsupportive environments. Parents were generally not actively involved in the development of learners that experienced barriers to learning. Many parents seldom provided effective stimulation to their children at home and perceived it as the sole task of the school. Many learners were raised by grandparents, who in most instances were not able to provide the necessary support at home, owing to their low literacy level. The findings of the investigation by Geldenhys and Wevers in the Eastern Cape reveal that mainstream schools are currently not very accommodating and user-friendly micro-systems for learners that experience barriers to learning. The investigation also reveals a lack of structural modification to accommodate the needs of learners with limited mobility. Many of the participating educators perceive their training for Inclusive Education as not suitable; they referred to their training for Inclusive Education as “lacking”. Teachers also express their frustration on the size of the inclusive classes they teach.

This section investigated the implementation of the Inclusive Education policy in selected provinces of South Africa. The next section investigates the implementation of Inclusive Education in selected countries of the world.

2.10 Implementation of Inclusive Education in selected countries of the world

Romania: According to Karner-Hutuleac (2013:87), the Order of the Ministry of Education, Research, Youth and Sport legislation pack of 2011 in Romania (OMECYS) states that the lack of specialized knowledge in the field of special psycho-pedagogy and psycho-pathology makes harder the collaboration between teachers and students with disabilities and even the collaboration between the school staff and the support teacher and school counsellor.

Karner-Hutuleac (2013) further states that the role of these professionals, although promoted, is not known by all the staff and sometimes by parents or tutors, and school practices give him reasons to believe that there it is still a long way to go for Romania to achieve the implementation of the Romanian Inclusive Education policy. Another problem related to the integration of children with special education needs in mainstream schools in Romania, according to Karner-Hutuleac, is the small number of support teachers (these ensure the implementation of Personalised Intervention Projects, the monitoring and assessment of integrated children and pupils' progress) ,and overloading them with job duties.

Karner-Hutuleac also contends that:

Schools for all are still an ideal, a dream towards which it is not only natural but also necessary to open the way and smooth it by our actions...At the end of each step of the road there could be young people and adults (and whole generations) who are more indulgent, socially more involved and more responsible. Each step in this process matters and gets us close to a world that is more open, tolerant, and inclusive. Romanian plan to stop the long and difficult way of achieving an Inclusive Education in the community mentality, to correct the disgraceful dehumanizing image of people with disabilities with the help of a healthy education, based on tolerance, knowledge about certain conditions, with the help of national programmes which will promote mental health in schools, by ensuring a quality education and management, by increasing the number of hired support teachers, by offering continuous professional development to school staff, including the field of mental health; at the level of Ministry of Education by designing coherent and flexible strategies which would really promote the major interest of children and young people.

Malaysia: According to Hoque, Zohora, Islam and Al-Ghefeili (2013:85-86), in Malaysia, the special needs students are categorised into three main disabilities: the hearing impaired, the visually impaired and the learning difficulties students. All these categories are decided by the medical practitioner and then students are placed accordingly. By formally including them in the special needs students' categories, they are eligible to receive all the necessary support and assistance needed, like wheelchairs. When required, schools need to ensure easy access classrooms, for example, having their classes in the lower ground level and also providing ramps for easy access to the school compound. The reason for categorizing is to ensure the due attention based on needs. In Malaysia, all of the students follow the national curriculum and take all the same national examinations. The State Education Department is authorized to open new classes in the integration programme and make sure there are enough skilful teachers to teach in the classes and that suitable resources are available in class, and also the State Education Department has to ensure that residential accommodation as required is available to help students. Parents need to discuss with the State Education Department the finding of the most suitable schools for their children. Enrolment is flexible to allow these special needs children to enter the schools throughout the year without specific fixed dates of registration. Since 2006, the government has introduced monetary incentives for every month for all disabled students regardless of their placement either in the formal education system (special schools and integrated programmes) or in the community centres or any private schools. The period of schooling is two more years than usual for special needs children. The government has also allocated various monetary incentives for the teachers. These special needs students are not required to pay school fees and they are provided with free text books. Special needs students who stay in the hostel or school accommodation do not need to pay food fees. They are also given free accommodation in the special education schools with the residential facilities. Every year, a certain amount, depending on the granted amount of budget given is allocated specifically to provide adequate braille, hearing aids and audio visual software to assist students in their learning. Teachers who teach special education classes receive an allowance.

Bangladesh: In Bangladesh Hoque *et al* (2013) state that special needs learners are categorized into Physical, Visual, Hearing, Speaking and Mental categories. It is unknown how and why they are categorized in this way. Bangladesh has adopted a student-centred approach that is an inclusive approach in the classroom so that teachers can pay attention to

the special needs students. Headmasters, teachers and school committees look into the issue directly. The high increasing trend of enrolment indicates the primary success of the government. This has been possible owing to increasing awareness among all stakeholders. Any work is half done if people are aware of what they are going to do. This is a big achievement of the Bangladesh government since May 2008. Special needs students are not required to pay school fees and they are provided with free text books. The period of schooling and enrolment age is flexible; learners can enrol at any time of the year. There is no monetary incentive for teachers or students in Bangladesh.

According to Malak (2013: 208), the strategy elaborated in the National Education policy (2010) to address better Inclusive Education practices in Bangladesh is to prepare mainstream teachers so that everyone teaching in primary schools can facilitate learner-friendly Inclusive Education environments for students with special needs. Although it is evident that collaboration in teaching plays a significant role in the Bangladesh regular classrooms for addressing Inclusive Education, owing to the shortage of special needs teachers, this strategy has not been considered as an option. Rather it is believed that all the prospective teachers are gaining adequate skills for Inclusive Education and they will be able to disseminate their knowledge and skills to the in-service teachers who have also been providing Inclusive Education. The government of Bangladesh supports pre-service teachers to be the significant ones for the successful implementation of Inclusive Education in the regular primary schools.

Serbia: Rajovic and Jovanovic (2013:81) assert that in Serbia, the law on the fundamentals of the educational system (LoF) was adopted in September 2009 and it is considered to be the beginning of Inclusive Education in this country. The LoF introduces equality and accessibility to education for all and guarantees parents the right to choose the kind of education given to their children regardless of the type or level of support needed. Rajovic and Jovanovic further state that in Serbia, the measures to assist children from vulnerable social groups envisioned by the LoF comprise affirmative action, and the introduction of the services of a personal and a pedagogue assistant, as well as the right to additional educational support at all levels of education provided by a mandatory Individual Education Plan.

Komora, Polakovicova and Macajova (2013) state that successful student inclusion in society requires the student to be accepted by the school, to be successful, to be accepted by others

and to have preferred skills and positive aspects of his/her personality. From the environment, is expected the elimination of the “stickers” (signs) of students, classes, schools and teachers, and the emphasis is on the need to deepen the acceptance by the identity of the students given by their names, interests, and activities, as well as the identity of the teachers expressed by their names and area of expertise. However, there is an importance of constant identification of the current level progressive or any other changes. The mentioned inclusion must start from the bottom of the inclusive stance, what, however, many teachers do not realize. In fact, it presents the way of creating culture, involving hard work at multiple levels (schools, teachers, administrators, counselling, family, etc). Another problem is the lack of preparation and training of teachers, which systematically leads to an exclusion of children from the natural social environment.

Bhutan: The Bhutanese Department of Education, within the Ministry of Health and Education, spells out its vision on education for students with disabilities in the Education Sector Strategy: Realizing vision 2020. Their vision is as follows:

In Bhutan, all children with disabilities and with special needs- including those with physical, mental and other types of impairments- will be able to access and benefit from education. This will include full access to the curriculum, participation in extra-curricula activities and access to cultural, artistic, recreational and leisure activities...Children with disabilities and those with special needs will, to the greatest extent possible, be able to attend a local school where they will receive quality education alongside their non-disabled peers, Schuelka (2013: 148).

Schuelka (2013) further argues that in Bhutan, there are still large gaps between the idealized Inclusive Education policies and material, curricular and personnel capacity to commit them to praxis. Editorials in Bhutan call for the increased capacity of schools to properly educate youth with disabilities.

US: According to the U.S Department of Education (2008: 33) the United States government strongly supports UNESCO’s goal of Inclusive Education and ensuring access to educational opportunities for all learners. According to the U.S. Department of Education, America is making strides in fully implementing the Individuals with Disabilities Education Act thus ensuring quality education for all children with disabilities. At a federal government level,

America funds grant programs and other initiatives to ensure that there are highly qualified teachers in all United States classrooms, including qualified teachers of special education and related services for students with disabilities. Within the Department of Education, the Office of Special Education Programs provides a great deal of resources and technical assistance to schools and teachers regarding implementation of Inclusive Education.

Jamaica: Evering (2007:4) states that in Jamaica, the issue of teacher quality has been the concern of governments past and present and various programmes and initiatives have been put in place to remedy the situation. Since 1998, all teachers in training are required to do a module in special education. This module is meant to sensitize all teachers to various types of exceptionalities and approaches that can be used in working with students with learning problems even before a formal assessment is done. Teachers are also exposed to other special areas of training in an attempt to provide the best responses to the specific needs of the students. The Professional Development Unit of the Ministry of Education in collaboration with schools, professional associations, as well as the Joint Board of Teacher Education has organized professional development training for both in-service and pre-service teachers.

According to Mentz and Barrett (2011: 44), in both Jamaica and South Africa, there have been many challenges for schools regarding implementation of Inclusive Education. Not only is it a paradigm shift that happens in schools and communities, but it is also a shift of mindset for educators. Both countries have, however demonstrated a commitment to Inclusive Education and the equipping of school administrators with the skills to respond effectively to the diverse needs of all learners and promote Inclusive Education in their schools.

Hoskovcova and Krejcova (2013:278) argue that the development of self-efficacy in learners with disabilities is closely connected to the process of socialization and it interacts with it more essentially than other aspects of the arising personality. The learner will gain the conviction of his or her self-efficacy from four main information sources, that is, experience of success when coping with difficulties- is obtained either by imitation of the successful model, by one's own performance, or by lowering the level of sensitiveness to certain stress-situations. Social modelling requires the chance to observe the successful behaviour of persons resembling an observer, or it may have a form of symbolic modelling. Social persuasion in efficacy includes the application of suggestion, encouragement and

interpretation of a situation by another person; instructions on what to do and how to act; and also how to stop self-accusation. Reduction of stress and depression is achieved by handling various signs of one's body, care for one's own physical condition, relaxation and "hardening". Regardless of age and the developmental period the importance of teamwork for educators seems to play an important role in the transition process.

This section, therefore, investigated how different provinces of South Africa and selected countries of the world implement their Inclusive Education policies.

2.11 Conclusion

Chapter 2 provided the literature information on the historical and developmental background of the Inclusive Education policy in South Africa; constitutional principles underlying the Inclusive Education policy; theories underpinning the implementation of Inclusive Education; factors which influence effective implementation of the Inclusive Education policy; principles of mainstreaming; the South African Education system and curriculum reform; the inclusive policy; implementation of the Inclusive Education policy (White Paper 6) in selected provinces of the country (South Africa); and the implementation of Inclusive Education in selected countries of the world. The next chapter will focus on the research design; research methodology; data collection instruments; data analysis method; profile of the four selected primary schools; and operationalization of inclusion.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

McMillan and Schumacher (2012:8) contend that research design describes the procedures on how to conduct research including “when, from whom and under what conditions the data will be obtained”, Mpya (2007:49) argues that research design also indicates how the research is set up, describing the methods to use to collect data and the procedure in general for conducting the study.

According to Rossouw (2010:89), in research design, decisions must be made that include answers to questions like the following: Which method or combination of methods is appropriate? How will the data be arranged and structured? In what way will the data be interpreted? How will the results of the research be presented? and Which style of presentation will be used?

This section therefore focuses on the research design; research methodology; data collection instruments; profile of the four schools and the operationalization of inclusion.

3.2 Research design

3.2.1 Introduction

A mixed method approach was followed in this research. A quantitative method was the dominant research design rather than a qualitative research design.

3.2.2 The quantitative method

As part of a quantitative research, one will be looking at certain characteristics (variables) and endeavouring to show something interesting about how they are distributed within a certain population. The nature of the research will determine the variables in which the researcher is interested. A variable needs to be measured for the purpose of quantitative

analysis. A researcher may collect data concerning many variables, perhaps through a questionnaire, or choose to measure just two or several variables by observation or testing, Hohmann (2006).

Hohman (2006) further argues that, using the data you have collected you can:

Describe variables in terms of distribution: frequency, central tendency and measures and forms of dispersion. Descriptive statistics include averages, frequencies, cumulative distributions, percentages, variance and standard deviations, associations and correlations. Variables can be displayed graphically by tables, bar or pie charts, for instance.

Infer significant generalisable relationships between variables. The tests employed are designed to find out whether or not your data is due to chance or because something interesting is going on.

In adopting survey and descriptive designs, the researcher regarded the quantitative approach as an appropriate research method for data collection, analysis and reporting for this research. In this study, the quantitative method was followed, and some qualitative techniques were also employed because data was collected using a questionnaire as well as structured interviews. Data from the questionnaire was represented in graphs and tables for ease of interpretation, while data from the structured interviews was analysed qualitatively. Last the relationship was drawn between variables to determine how the gender, age and qualifications of the respondents, their knowledge in Inclusive Education and their teaching experience in Inclusive Education affected the way they responded to the questionnaire.

According to Pratt (2006), “triangulation” is strength in research, the most common forms of triangulation that Pratt put forward are:

Of method, the use of several methods to explore an issue increases the chance of depth and accuracy

Of persons, this might involve consulting a range of people, perhaps in different roles and positions about a particular item, bringing more than one view to bear on a situation

Onwuegbuzie and Leech (2006:488) contend that when the quantitative research question is descriptive in nature, the researcher should select from the arsenal of descriptive statistics (i.e. measures of central tendency, measures of variability/dispersion, measures of position/location). For example, a question such as “What is the drop out rate among ninth graders?” would necessitate that a proportion (i.e. measure of central tendency) be computed.

Onwuegbuzie and Leech (2006: 494) further state that when the mixed method research question embeds a quantitative co-relational research question, then the quantitative research design would be descriptive, and the qualitative research design could be one of several types (for instance, case study, ethnography, phenomenology, grounded theory), which would lead to data comparison being the appropriate mixed method data analysis procedure. Further, if the mixed methods research question embeds either a quantitative or qualitative comparative research question, then the quantitative research design would be descriptive, and the appropriate mixed methods data analysis stage would be data comparison. Generally speaking, mixed methods research questions are questions that embed both a quantitative research question and a qualitative research question within the same question. That is, mixed methods research questions combine or mix both quantitative and qualitative research questions. Moreover, a mixed methods research question necessitates that both quantitative data and qualitative data be collected and analysed either concurrently, sequentially, or iteratively before the question is addressed.

In this study, therefore, survey and descriptive research were used because data was collected from a large population of primary school teachers using a questionnaire. Quantitative methods were considered as appropriate for this study because numerical data was collected using a questionnaire.

Structured interviews were also used in this study to collect data from officials from the department of education in the Inclusive Education department (Gert Sibande Region) and from the Circuit manager of the Wakkerstroom Circuit. Structured interviews were used in order to facilitate easy coding and empirical analysis.

This study therefore, followed a quantitative research design which is descriptive and concurrent in nature. Information from the questionnaire and information from the structured interviews were collected Onwuegbuzie & Leech (2006:483).

3.2.3 Survey and descriptive research

Ross (2005:14) states that survey studies require that particular attention be given to the scope of data collection and the design management of data collection procedures, especially sampling, instrumentation, field work, data entry and data preparation. A survey was used in this study because data was collected from a large population of primary school teachers using a questionnaire.

According to the Association for Education; Communication and Technology (2001:2), descriptive research involves gathering data that describes events and then organizes, tabulates, depicts and describes the data collected. It often uses visual aids like graphs and charts to aid the reader in understanding the data distribution. Descriptive statistics help to reduce the data into a manageable form.

Descriptive research was appropriate for this study because it helped in the simplification of data for easy interpretation. Descriptive research was also appropriate for this study because a questionnaire was used as the data collection instrument which appropriately suited the descriptive paradigm.

3.3 Research methodology

According to McMillan and Schumacher (2012:9), research methods (methodology) are the ways one collects and analyses data.

This section, therefore, deals with the population and sampling methods carried out in this study.

3.3.1 Population and sampling

Population

A population according to McMillan & Schumacher (2012:119) is a group of items or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research.

The chosen Circuit, as shown in Table 3.3.1, has 18 primary schools of which 10 are farm schools and 8 village schools. The selected farm schools have 13 teachers that comprise the population while 75 teachers comprise the population of the selected village schools. This study specifically focused on one Circuit that has 18 primary schools. The Wakkerstroom Circuit has one Circuit manager that reports directly to the Regional Office of Gert Sibande Region in the Mpumalanga Education Department. The Inclusive Education Department of the Gert Sibande Region comprises of four officials. School-based support teams (SBSTs) of each of the four selected schools were met and were asked to take part in this research. School management teams (SMTs) of the four selected primary schools were also encouraged to take part in this study.

Table 3.3.1 provides details of the population and sampling of the four primary schools

TABLE 3.3.1: Population and sampling of the four primary schools

<u>LOCATION</u>	<u>POPULATION</u>		<u>SAMPLE</u>	
	<u>FARM</u>	<u>VILLAGE</u>	<u>FARM</u>	<u>VILLAGE</u>
LOCATION OF FARM AND VILLAGE SCHOOLS	<u>A1</u>	<u>B1</u>	<u>A2</u>	<u>B2</u>
POPULATION AND SAMPLE OF PRIMARY SCHOOLS IN WAKKERSTROOM CIRCUIT	10	8	2	2
POPULATION AND SAMPLE OF TEACHERS(including management) FROM THE FOUR SELECTED PRIMARY SCHOOLS	13	75	13	37
DEPARTMENT OF EDUCATION- GERT SIBANDE REGION: INCLUSIVE EDUCATION DEPARTMENT (curriculum implementers)	4		1	

CIRCUIT MANAGER: WAKKERSTROOM CIRCUIT (POPULATION AND SAMPLE)	1	1
--	---	---

Sampling techniques

Rossouw (2010:107) states that the aim of sampling is to select a number of people who have the characteristics in which the researcher is interested. They have to be chosen in such a way that this smaller group of people is representative of the greater group of people from which they were chosen. This means that the answers of the small group of people who are questioned must be seen to correspond with the answers that the greater group of people would have given if all of them were questioned.

Systematic sampling: In systematic sampling, according to McMillan and Schumacher (2006:121) every *n*th element is selected from a list of all items in the population, beginning with a randomly selected item. Rossouw (2010: 111) contends that:

Systematic sampling is used when the cases of the population are ordered or grouped on a list or where they can be found in a limited geographic area. The cases are chosen in an ordered manner by selecting each third or fifth case in the population. It is also necessary to choose the first case in a random manner to initiate the process of selection.

In this study, systematic sampling was followed, village and farm primary schools were arranged separately in alphabetical order. The second school in the lists was randomly selected and every fifth school was systematically selected from the alphabetical lists. The fifth interval was followed in order to minimize the number of schools chosen and to maximize chances for every school to be selected. Teachers from the two selected village schools were listed alphabetically together. The second item in the list was randomly selected and subsequently every second item in the list was systematically selected. The aim of selecting every second element in the list comprised of the population of 75 village primary school teachers was to maximize the number of participants in the research. The researcher chose to use the systematic sampling procedure because this sampling method gave every item an equal chance of being selected. The problem in using this method was that it might exclude items that might provide answers to the research question.

Purposive sampling: Rossouw (2010: 113) states that, in purposive sampling, the sample is selected on the grounds of the existing knowledge of the population. Purposive sampling can be appropriate when the researcher wants to select unique cases which can provide special information. This sampling technique is also used to identify specific cases for deep analysis.

In this study, purposive sampling was used. Owing to the smaller number of farm primary school teachers, all the teachers from the population of 13 farm primary school teachers were selected. Purposive sampling was also used in this research to select a sample of one item from the Department of Education: Inclusive Education Department of the Gert Sibande Region which is comprised of a population of four items, and the Wakkerstroom Circuit manager which is comprised of a population of one item. This was done because of the possibility of the availability of relevant information for this study.

Of the 50 teachers who were given the questionnaire, 44 returned the questionnaire, (response rate of 88 %).

This section dealt with population and sampling; the next section deals with data collection instruments.

3.4 Data collection instruments

Introduction

This section identifies and discusses the data collection instruments used in this study; questionnaires and structured interviews. This section further states how data was represented and analysed. It also provides information on how validity and reliability were ensured in the study.

Questionnaires

According to McMillan and Schumacher (2012:194) questionnaires are suitable for a quantitative research study. A questionnaire was used in this study because data was collected from a large sample. The questionnaire was relatively economical and provided the same questions for all subjects. It also ensured anonymity. McMillan and Schumacher further state that questionnaires use statements or questions.

In all cases in this questionnaire, subjects were responding to something written for specific purposes. The disadvantages of questionnaires according to McMillan and Schumacher are the inability to probe, clarify and score open-ended items; faking and social desirability; the restriction to subjects who can read and write; biased and ambiguous items and set responses.

To overcome these disadvantages the researcher outlined the objective of the questionnaire, pre-tested the questions and clarified any ambiguities before the final questionnaire was administered. This enhanced the validity and reliability of the research.

Appendix B provides details of the questionnaire used in this study.

Structured interviews

According to McMillan and Schumacher (2012), interviews are suitable for qualitative research. In this study, structured interviews were used for the purpose of collecting data from the representative of the Department of Education: Inclusive Education Department and from the Wakkerstroom Circuit manager. McMillan and Schumacher further state that the major step in constructing an interview is the same as preparing a questionnaire: justification, defining objectives, writing questions, deciding general and item format, and pre-testing. The obvious difference is that the interview involves direct interaction between individuals, which has both advantages and disadvantages when compared to a questionnaire. The interview technique is flexible and adaptable.

McMillan and Schumacher further state that an interview can be used regarding many different problems and types of persons, such as those who are illiterate or too young to read and write, and responses can be probed, followed up, clarified, and elaborated to achieve specific accurate responses. Non-verbal and verbal behaviours were noted in face-to-face interviews, and the interviewer had the opportunity to motivate the respondent. The interviews resulted in a much higher response rate than the questionnaires, especially for topics that concerned personal qualities or negative feelings. The primary disadvantages of an interview are its potential for subjectivity and bias, its higher cost and time-consuming nature, and its lack of anonymity. To overcome subjectivity and bias, the researcher was as objective and critical as is possible in the interpretation of results. Time was used economically to avoid wastage.

3.5 Data analysis method

It is stated in “The Leard Statistic guide” that descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way such that, for example, patterns might emerge from the data. Descriptive statistics do not, however, allow us to make conclusions beyond the data we have analyzed or reach conclusions regarding any hypotheses we might have made. They are simply a way to describe our data

(Leard Statistics guide).

It further states that descriptive statistics is very important because if we simply presented our raw data it would be hard to visualize what the data was showing, especially if there was a lot of it. Descriptive statistics therefore enables us to present the data in a more meaningful way, which allows simpler interpretation of the data. When we use descriptive statistics it is useful to summarize our group of data using a combination of tabulated description; that is, tables; graphical description; that is, graphs and charts; and statistical commentary, that is, a discussion of the results.

In this study, descriptive statistics was used as an adopted method of data analysis. Data was presented in tables; comparisons were drawn among the respondents with respect to age, gender, knowledge of Inclusive Education and experience in teaching in Inclusive Education setting on the way teachers responded to questionnaire. Data was also represented in figures constructed to display responses. Analysis was done mainly to respond to the research questions and was summarised to address the objectives of the research. Descriptive statistics was used to analyse the data to reflect the level in which the Inclusive Education policy was being implemented in primary schools in the Wakkerstroom Circuit. Qualitative methods were followed to analyse data from the structured interviews.

The statistical tools that are used in this research are tables and graphs. These statistical tools are relevant for descriptive data analysis. In this research, the data from questionnaire was cross-tabulated for ease of presentation and interpretation. However, the raw data from questionnaire had been processed through the SPSS (Statistical Packaging for Social Science) system, and the SPSS output was input into tables. The data from structured interviews was analysed qualitatively, data from different respondents was compared and evaluated in order to make conclusions.

3.6 Profile of the four selected primary schools

The schools covered by the study are primary schools that are situated in two different geographic areas of the Wakkerstroom Circuit; that is two schools from the village and two from the farm. They all share constraining factors which may vary in degree. The four schools are situated on the outskirts of the Wakkerstroom Circuit which form part of the Gert Sibande Region of the Mpumalanga province. They are all within a 60 kilometre radius and interaction normally occurs in the form of sports and or professional development workshops. All of these schools are attended by black learners. Most of the learners from these schools are from the village and some are from farms previously owned by white farmers. Most of the learners come from lower class income and unemployed sectors. The village schools are situated in a high density rural settlement and the farm schools are situated in a highly sparse rural settlement. These schools are all classified as historically disadvantaged schools by the Gert Sibande Regional Municipality. Infrastructure, resources and finance are scarce in these schools. All these schools, however, are compromised regarding delivery of quality education and the effective implementation of the Inclusive Education policy.

3.7 Operationalization of “inclusion”

As discussed above, inclusion means different things to different people. For this study, it was important to operationalize the concept of “inclusion”. In this regard, including other literature on “inclusion” (e.g. Department of Education 2001; Engelbrecht *et al* 2007; Farrell 2010) helped the researcher to operationalize the concept of “inclusion”. These writers relate “inclusion” to students with special needs. In order to meet pupils’ different backgrounds and abilities, the school for all must be an inclusive community with room for every one.

Pasha (2012: 116) states that the “diversity of backgrounds, interests and abilities must be met with a diversity of challenges ... and respect different views of cultures, faith and values”. He further states that “pupils with special needs must be given the opportunity to play an important part in the social, academic and cultural community”.

3.8 Conclusion

Chapter 3 focused on the research design; research methodology; data collection instruments; data analysis method; the profile of the four selected primary schools; and operationalization of inclusion. Chapter 4 focuses on data analysis and data interpretation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This research was primarily conducted in primary schools in the Wakkerstroom Circuit of Mpumalanga Education Department, Gert Sibande Region. The sample consisted of four primary schools (Table 3.3.1): two village schools and two farm schools. The sample of primary school teachers consisted of 50 teachers (13 teachers from farm schools and 37 from village schools) from the population of 88 primary school teachers (13 teachers from farm schools and 75 from village schools) who were involved in teaching grade 1 up to grade 7; The sample also consisted of one item (the curriculum implementer) from the population of four items (curriculum implementers) from the Inclusive Education Department of Gert Sibande Region, Mpumalanga Education Department. The Circuit manager of the Wakkerstroom Circuit of the Gert Sibande Region also formed part of the sample for this study from the population of one item (Circuit manager). This chapter provides the layout of the research findings as well as the analysis of the findings in accordance with the four research sub-questions and the four objectives of the study. This chapter is divided into four sections. Section 4.1 is the introduction; Section 4.2 deals with the profile of the primary school teachers in the Wakkerstroom Circuit who responded to the questionnaire; Section 4.3 deals with the research analysis and findings; Section 4.4 concludes the chapter. Next is the profile of the primary school teachers in the Wakkerstroom Circuit who responded to the questionnaire.

4.2 The profile of Wakkerstroom Circuit primary school teachers who responded to the questionnaire

The researcher thought it was necessary to allude to the profile of teachers in the Wakkerstroom Circuit who responded to the questionnaire, because they were the people who needed to understand the Inclusive Education policy (White Paper 6) so that they could implement it effectively.

4.2.1 Gender of respondents

Figure 4.2.1 indicates that 68% of the respondents are female and 32% male. This suggests that the majority of primary school teachers in the Wakkerstroom Circuit are female.

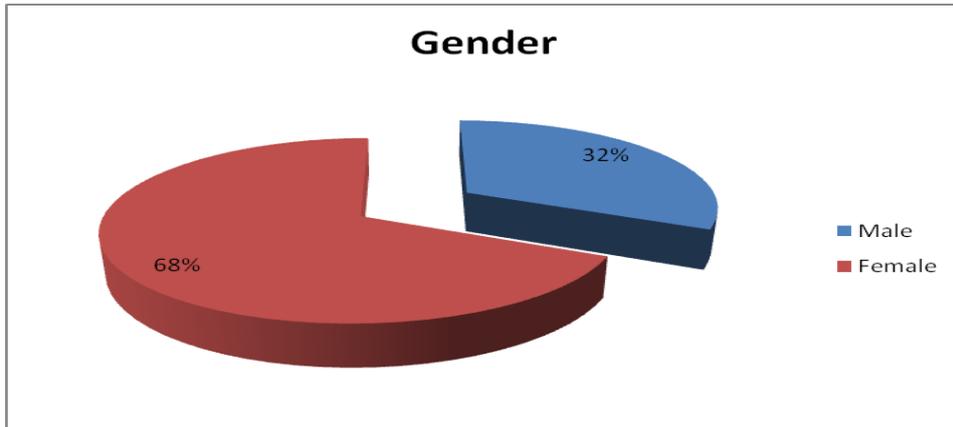


Figure 4.2.1

4.2.2 Age group of respondents

Figure 4.2.2 indicates that 40.9% (11.4%+29.5%) of the respondents are younger than 40 years; this suggests that more than 40% of the teachers in the Wakkerstroom Circuit are young and will probably remain in the profession for a longer time. This suggests that there is still a chance for the Wakkerstroom Circuit to improve in the implementation of the Inclusive Education policy by conducting in-service training that would benefit all teachers of this Circuit, It is noted that while more than 50% of the teachers have reached a mature age (more than 40 years old), the 40% of younger teachers could contribute largely to the success of the implementation of the Inclusive Education policy for some years to come within this Circuit.

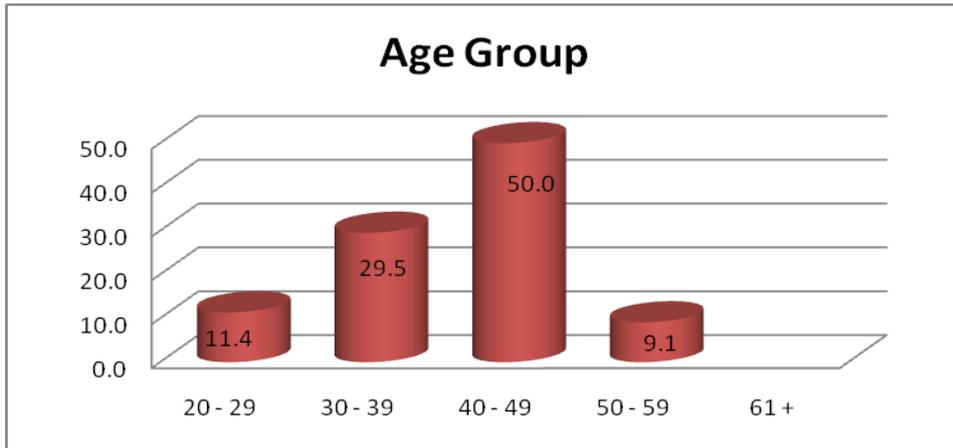


Figure 4.2.2

4.2.3 Qualification type of respondents

Figure 4.2.3 indicates that 47.7% of the respondents attained a diploma in education while 36.4% obtained a junior degree in education and the smallest percentage (15.9%) a senior degree in education. This suggests that there is a higher percentage of educators in the Wakkerstroom Circuit primary schools who are not enthusiastic about improving their qualifications and that the Department of Education needs to put in more effort in order to assist Wakkerstroom Circuit educators to acquire the necessary skills to implement the Inclusive Education policy. It is noted, however, by the researcher that all these teachers are qualified to teach.

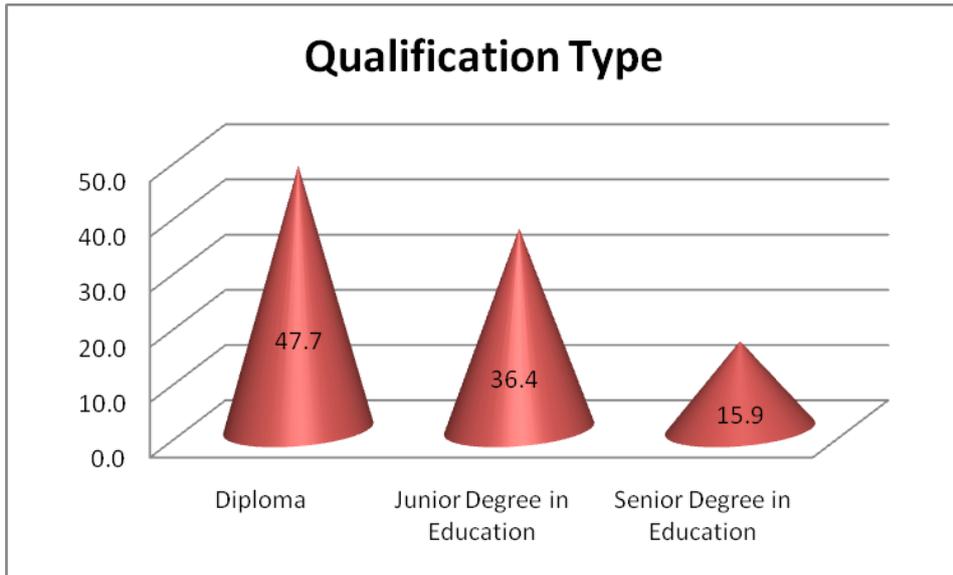


Figure 4.2.3

4.2.4 Knowledge in Inclusive Education

Figure 4.2.4 indicates that 52% of the respondents have adequate knowledge in Inclusive Education and 48% of the respondents have inadequate knowledge of Inclusive Education. This suggests a need for knowledge advancement in the Inclusive Education policy among educators of primary schools in the Wakkerstroom Circuit. Therefore, the Department of Education needs to put more effort into ensuring that Wakkerstroom Circuit primary school educators are developed regarding implementation of the Inclusive Education policy, taking into account that Inclusive Education has been implemented for more than 13 years in South Africa.

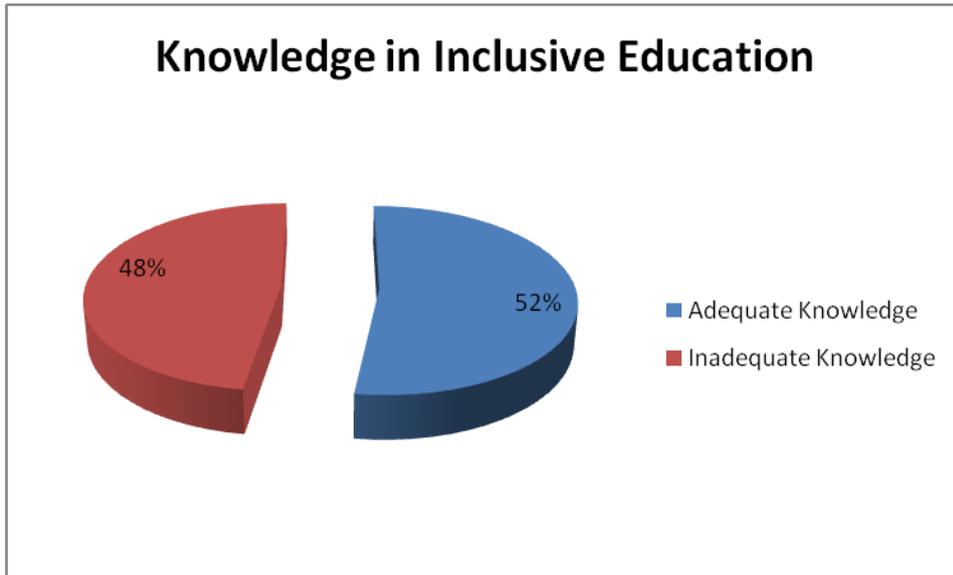


Figure 4.2.4

4.2.5 Teaching experience

Figure 4.2.5 indicates that 54.5% (25.0%+29.5%) of the respondents have teaching experience of 10 years and fewer. This suggests that 54.5% of primary school teachers in the Wakkerstroom Circuit could still be developed regarding implementation of the Inclusive Education policy as they are still young in the field. Generally people who are young in the job are willing to learn new things.

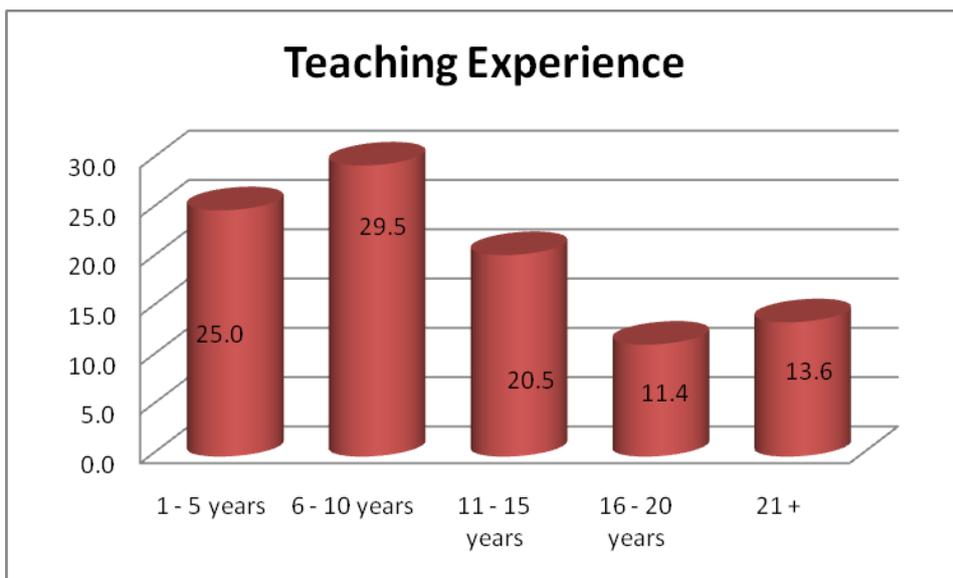


Figure 4.2.5

4.2.6 Teaching experience in Inclusive Education

Figure 4.2.6 indicates that 22% of the respondents have between 11 and 14 years of teaching experience in Inclusive Education; 16% have between 6 and 10 years experience in the Inclusive Education setting and about 62% have taught between 1 and 5 years in the Inclusive Education setting. This suggests that primary school educators in the Wakkerstroom Circuit have inadequate experience in Inclusive Education setting taking into account the fact that Inclusive Education was instituted in South Africa about 13 years ago.

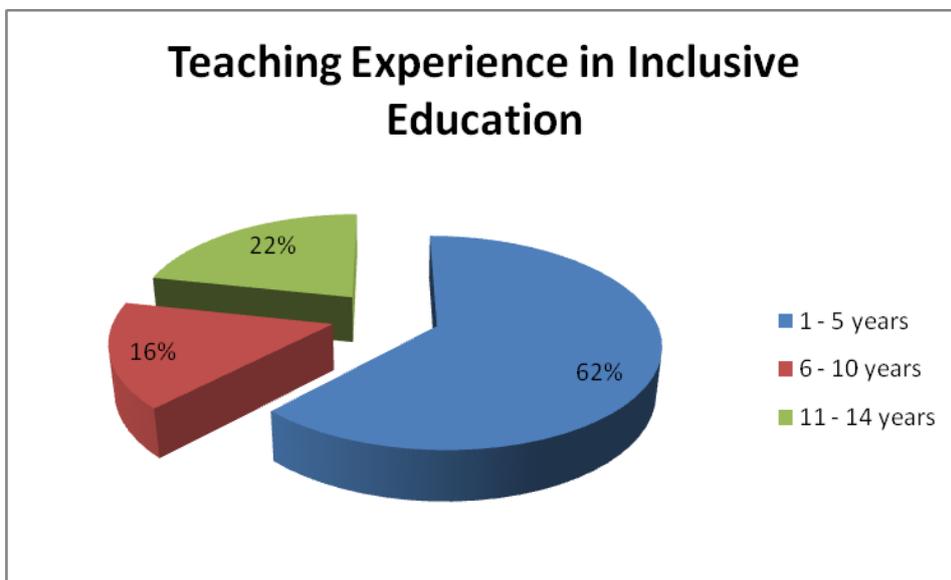


Figure 4.2.6

This section covered issues pertaining to the profile of teachers who responded to the questionnaire; the next section covers the research analysis and findings.

4.3 Research analysis and findings

Introduction

This section presents data obtained from a questionnaire administered to teachers and the data from the structured interview responses administered to the curriculum implementer from the Department of Education, Gert Sibande Region and the Wakkerstroom Circuit manager. The

data from the questionnaire and structured interview questions are presented and analysed in the order of the research questions presented earlier in chapter 1. Table 4.3.1 presents data on the levels of understanding of the nature and context regarding implementation of the Inclusive Education policy among primary school teachers in the Wakkerstroom Circuit in Mpumalanga province. Table 4.3.2 deals with the nature of support received by primary schools in the Wakkerstroom Circuit in Mpumalanga province regarding implementation of the Inclusive Education policy. Table 4.3.3 looks at the factors that promote effective implementation (opportunities) of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province and Table 4.3.4 covers factors that hinder the effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province. Next is the analysis of findings.

Table 4.3.1: What are the levels of understanding of the nature and context regarding implementation of the Inclusive Education policy among primary school teachers in the Wakkerstroom Circuit in Mpumalanga province?

STATEMENTS	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	TOTAL
	1	2	3	4	5	
1. Our school has a policy on Inclusive Education in the curriculum	2(4.5%)	19(43.2%)	10(22.7%)	4(9.1%)	9(20.5%)	44(100)
2. The SMTs at our school monitors and control Inclusive Education	1(2.3%)	19(43.2%)	8(18.2%)	8(18.2%)	8(18.2%)	44(100)
3. Special needs learners are integrated into the mainstream classrooms in our school	13(29.5%)	15(34.1%)	2(4.5%)	11(25.0%)	3(6.8%)	44(100)
4. I make use of peer group support in my instructional activities	3(6.8%)	30(68.2%)	5(11.4%)	6(13.6%)	0(0%)	44(100)

5. Assessment process does not consider special needs learners in our school	6(13.6%)	14(31.8%)	5(11.4%)	15(34.1%)	4(9.1%)	44(100)
6. Instructional activities integrate aspects of Inclusive Education	1(2.3%)	20(45.5%)	15(34.1%)	7(15.9%)	1(2.3%)	44(100)
7. Special needs learners receive professional support at our school	3(6.8%)	11(25.0%)	7(15.9%)	13(29.5%)	10(22.7%)	44(100)
8. Inclusive Education is a need for the South African education system	27(61.4%)	11(25.0%)	3(6.8%)	1(2.3%)	2(4.5%)	44(100)
9. I know and understand the contents of Education White Paper 6	6(13.6%)	18(40.9%)	9(20.5%)	6(13.6%)	5(11.4%)	44(100)

Table 4.3.1 presents responses to questions relating to teachers' levels of understanding of the nature and context regarding implementation of the Inclusive Education policy. The Research sub-question was "What are the levels of understanding of the nature and context regarding implementation of the Inclusive Education policy among primary school teachers in the Wakkerstroom Circuit in Mpumalanga province?" Respondents were requested to respond to nine statements.

Accordingly, 47.7% (4.5% & 43.2%) of the respondents agreed that their schools had a policy on Inclusive Education in their curricula. In addition, 45.5% (2.3% & 43.2%) of the respondents agreed that the SMTs at their schools monitored and controlled Inclusive Education; 63.6% (29.5% & 34.1%) concurred that learners with special needs were integrated in the mainstream classrooms in their schools. Furthermore, 75.0% (6.8% & 68.2%) of the respondents agreed that they made use of peer group support in their instructional activities. Fewer than half 45.4% (13.6% & 31.8%) of the respondents conceded that assessment processes did not consider special needs learners in their schools while 47.8% (2.3% & 45.5%) felt that their instructional activities integrated aspects of Inclusive Education. However, while 52.2% (29.5% & 22.7%) of the respondents felt that their special needs learners did not receive professional support at their schools, 86.4% (61.4% & 25.0%) agreed that Inclusive Education was a need for the South African education system.

Just over half 54.5% (13.6% & 40.9%) of the respondents conceded that they knew about and understood the contents of Education White Paper 6.

Table 4.3.2: What is the nature of support received by primary schools in the Wakkerstroom Circuit in Mpumalanga province regarding implementation of the Inclusive Education policy?

STATEMENTS	STRONG- LY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	TOTAL
	1	2	3	4	5	
10. A school-based support team is in place at our school	9(20.5%)	18(40.9%)	3(6.8%)	11(25.0%)	3(6.8%)	44(100)
11. Our teachers attend meetings on Inclusive Education regularly	2(4.5%)	19(43.2%)	2(4.5%)	11(25.0%)	10(22.7%)	44(100)
12. Our school ensures that adequate resources are available to cater for learners with learning disabilities	1(2.3%)	10(22.7%)	8(18.2%)	18(40.9%)	7(15.9%)	44(100)
13. Our school has a plan to empower teachers on Inclusive Education	4(9.1%)	11(25.0%)	10(22.7%)	13(29.5%)	6(13.6%)	44(100)
14. Our school accesses support from the Department of Education for implementing the Inclusive Education policy	1(2.3%)	19(43.2%)	8(18.2%)	9(20.5%)	7(15.9%)	44(100)
15. Support services are available for teachers who have inclusive classes in our school	0(0%)	16(36.4%)	8(18.2%)	13(29.5%)	7(15.9%)	44(100)

16. Regional-based support team visits our school regularly	3(6.8%)	17(38.6%)	4(9.1%)	12(27.3%)	8(18.2%)	44(100)
---	---------	-----------	---------	-----------	----------	---------

Table 4.3.2 presented responses to questions relating to the nature of support received by primary schools in the Wakkerstroom Circuit regarding implementation of the Inclusive Education policy. The research sub-question was: “What is the nature of support received by primary schools in the Wakkerstroom Circuit in Mpumalanga province regarding implementation of the Inclusive Education policy?” Respondents were requested to respond to seven statements.

Accordingly, 61.4% (20.5% & 40.9%) of the respondents agreed that school-based support teams were in place at their schools while 47.7% (25.0% & 22.7%) admitted that their teachers did not attend meetings on Inclusive Education regularly. In addition, 56.8% (40.9% & 15.9%) disagreed that their schools ensured that adequate resources were available to cater for learners with learning disabilities.

Interestingly, 43.1% (29.5% & 13.6%) of the respondents admitted that their schools did not have plans to empower teachers regarding Inclusive Education while 45.5% (2.3% & 43.2%) agreed that their schools accessed support from the Department of Education for implementing Inclusive Education. With regard to support services, 45.4% (29.5% & 15.9%) of respondents disagreed that support services were available for teachers with inclusive classes while 45.4% (6.8% & 38.6%) agreed that regional-based support teams visited their schools regularly.

Table 4.3.3: What factors promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?

STATEMENTS	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	TOTAL
	1	2	3	4	5	
17. All teachers received appropriate skills training in Inclusive Education	0(0%)	7(15.9%)	6(13.6%)	15(34.1%)	16(36.4%)	44(100)
18. There is a complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education in our school	1(2.3%)	9(20.5%)	8(18.2%)	17(38.6%)	9(20.5%)	44(100)
19. A comprehensive and practical handbook or guide for inclusive learning and teaching activities is available at our school	2(4.5%)	14(31.8%)	7(15.9%)	11(25.0%)	10(22.7%)	44(100)
20. There is adequate and constant monitoring and support for Inclusive Education at our school	2(4.5%)	9(20.5%)	7(15.9%)	19(43.2%)	7(15.9%)	44(100)
21. There is provision and maintenance of relevant resources for Inclusive Education at our school	3(6.8%)	6(13.6%)	7(15.9%)	20(45.5%)	8(18.2%)	44(100)

22. Inclusive Education must involve only teachers and learners	2(4.5%)	5(11.4%)	1(2.3%)	21(47.7%)	15(34.1%)	44(100)
23. Learners with learning disabilities are attended to regularly at our school	1(2.3%)	15(34.1%)	7(15.9%)	16(36.4%)	5(11.4%)	44(100)
24. The SGB is involved in the implementation of the Inclusive Education policy at our school	1(2.3%)	10(22.7%)	7(15.9%)	13(29.5%)	13(29.5%)	44(100)

Table 4.3.3 presented responses to questions relating to factors promoting effective implementation of the Inclusive Education policy. The research sub-question was: “What factors promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?” Respondents were requested to respond to eight statements.

Almost three quarters 70.5% (34.1% & 36.4%) of the respondents disagreed that all teachers received appropriate skills training in Inclusive Education while 59.1% (38.6% & 20.5%) believed that teachers did not have a complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education. Nearly half, 47.7% (25% & 22.7%) of the respondents disagreed about the availability of a comprehensive practical handbook or guide for inclusive learning and teaching activities at their schools. In addition, 59.1% (43.2% & 15.9%) of the respondents disagreed about the availability of the adequate and constant monitoring and support for Inclusive Education in their schools. Moreover, 63.7% (45.5% & 18.2%) of the respondents felt that the provision and maintenance of relevant resources for Inclusive Education were not available while 81.8% (47.7% & 34.1%) of the respondents were strongly convinced that Inclusive Education must not involve only teachers and learners. Furthermore, 47.8% (36.4% & 11.4%) of the respondents believed that learners with learning disabilities were not attended to regularly at their schools, and 59% (29.5% & 25.9%) admitted that SGBs were not involved in the implementation of the Inclusive Education policy at their schools.

Table 4.3.4: What factors hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?

STATEMENTS	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	TOTAL
	1	2	3	4	5	
25. Our teachers are skilled and knowledgeable about teaching in inclusive classes	3(6.8%)	12(27.3%)	4(9.1%)	13(29.5%)	12(27.3%)	44(100)
26. Our teachers have a positive attitude towards Inclusive Education	9(20.5%)	18(40.9%)	6(13.6%)	10(22.7%)	1(2.3%)	44(100)
27. Our teachers hold consultative meetings regularly with parents of learners with learning problems	4(9.1%)	17(38.6%)	3(6.8%)	13(29.5%)	7(15.9%)	44(100)
28. Our school has adequate resources to manage and attend to learners with learning problems	3(6.8%)	11(25.0%)	5(11.4%)	17(38.6%)	8(18.2%)	44(100)

29. Parents have a positive attitude towards Inclusive Education	7(15.9%)	10(22.7%)	13(29.5%)	8(18.2%)	6(13.6%)	44(100)
--	----------	-----------	-----------	----------	----------	---------

Table 4.3.4 presented responses to questions relating to challenges regarding implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province. Research sub-question was: “What factors hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province?” Respondents were requested to respond to five statements.

Slightly more than half of the respondents 56.8% (29.5% & 27.3%) felt that their teachers were not skilled and knowledgeable enough about teaching inclusive classes while 61.4% (20.5% & 40.9%) thought that their teachers had positive attitudes towards Inclusive Education. In addition, 45.4 (29.5% & 15.9%) of the respondents admitted that their teachers did not hold consultative meetings regularly with parents of learners with learning problems and 56.8% (38.6% & 18.2%) felt that their schools did not have adequate resources to manage and attend to learners with learning problems. However, 38.6% (15.9% & 22.7%) of the respondents agreed that parents had positive attitudes towards Inclusive Education.

4.4 Response from the Wakkerstroom Circuit manager

The researcher asked the Circuit manager of the Wakkerstroom Circuit if he knew anything about Education White Paper 6. The Circuit manager responded by saying that he knew that Education White Paper 6 was talking about Inclusive Education.

The researcher asked the Circuit manager the extent to which the Inclusive Education policy is implemented in primary schools in his Circuit. He responded that there is only one primary school that had been selected for piloting this policy (Education White Paper 6) in his Circuit for the year 2014.

When the Circuit manager answered the question “What are the factors that you think can adversely affect implementation of this policy (Education White Paper 6)”? He answered that

he did not know because not all schools in his Circuit had been selected to implement Education White Paper 6.

Therefore, results from Table 4.3.1; Table 4.3.2; Table 4.3.3 and Table 4.3.4 together with results from the interviews with the Wakkerstroom Circuit manager suggest that in the Wakkerstroom Circuit there is no proper implementation of the Inclusive Education policy.

4.5 Response from the representative from the Inclusive Education Department (curriculum implementer) of Gert Sibande Region

The researcher asked one representative from the Gert Sibande Region of the Mpumalanga Department of Education if he knew about the extent to which Education White Paper 6 was implemented in the Wakkerstroom Circuit. He responded that they were not sure as they were understaffed; hence they could not do follow ups with all the schools and it took time for them to complete the cycle as they had to service 18 Circuits and there were only four of them. It could take them years to return to the same school. The curriculum implementer from the Gert Sibande Region mentioned that they relied heavily on the teachers to make their work easier as they had reported the problem of their being understaffed to the Department of Education with no response. He further mentioned that they supplied all the primary schools they are servicing with forms and procedures to follow when implementing the Inclusive Education policy (Appendix A).

In reply to the question “How often do you visit schools to monitor implementation of the Inclusive Education policy in the Wakkerstroom Circuit”? The Departmental representative said that they are circulating schools but it takes them time to finish the circle.

Answering the question “What kind of support is your Department providing to schools”?

The Departmental representative (curriculum implementer) said that they had specialists in different fields that they worked with.

Results from responses to the questionnaire administered to teachers, together with results from the structured interviews administered to the Circuit manager of the Wakkerstroom Circuit and those administered to the curriculum implementer of Inclusive Education as the

representative of the Department of Education, suggested that in the Wakkerstroom Circuit, Inclusive Education is not implemented as it is contemplated in Education White Paper 6.

4.6 Conclusion

Chapter 4 presented empirical data obtained from the questionnaire administered to teachers of primary schools selected to take part in this research from the Wakkerstroom Circuit in Mpumalanga province and data obtained from both structured interviews with the Circuit manager of the Wakkerstroom Circuit and with the representative of the Gert Sibande Region (curriculum implementer) in Mpumalanga province. The data from the questionnaire was cross-tabulated for ease of presentation and interpretation. However, the raw data from the questionnaire was processed through the SPSS (Statistical Packaging for Social Science) system, and the SPSS output was input into tables. The data from the structured interviews was analysed qualitatively.

Chapter 5 discusses findings and concludes with recommendations.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter 5 discusses findings from the study. The discussion is related to the aim and objectives of the study and is based on results obtained from each of the research questions. As a result of the discussions, the researcher reaches conclusions and makes recommendations.

5.2 Summary of findings

Research objective 1

5.2.1 To explore primary school teachers' levels of understanding of the nature and context of the implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province

The majority of the respondents (Table 4.3.1) concurred that special needs learners were integrated into the mainstream classrooms; that they made use of peer group support in instructional activities; that Inclusive Education was a need for the South African education system and that they knew and understood the contents of Education White Paper 6. Fewer than 50% of the respondents agreed that their schools had a policy on Inclusive Education in the curriculum; and the data gave a non-convincing (45.5%) on the SMTs or schools' control of Inclusive Education. The data revealed that teachers believed that professional support was given to learners with special needs.

According to Bouillet (2013:95), it is obvious that Inclusive Education requires a high quality of service, well trained teachers, support personnel and material resources. Moreover, collaborative schools are at the heart of Inclusive Education. Such schools promote cooperative relationships, not only in schools but also between schools and the whole community. The essence of Inclusive Education is a joint vision producing the necessary

changes, transformations, improvements, new directions, guidelines and the outcomes representing the benefit for all the subjects involved and the entire society, as well. It is a process that brings together people, ideas, systems, communications and technologies. According to figure 4.2.4 in the Wakkerstroom Circuit, only 52% of the teachers have adequate knowledge of Inclusive Education and 48% have inadequate knowledge of Inclusive Education. This is confirmed by table 4.2.6 which reveals that 62% of the teachers have fewer than 5 years' teaching experience in the Inclusive Education setting. According to Wiaxowski (2012:148), Inclusive Education in the Republic of South Africa has been codified and written down in the form of White Papers that emphasize the need for well-qualified and professionally prepared teachers of the visually impaired. It is clear, he maintains, that mere regulations do not cause any implementation of necessary reforms. Actions that follow effective and feasible legislature are necessary.

The Department of Education indicated that one of its goals during the next 20 years was to build an Inclusive Education and training system that would provide good quality education for all learners, DoE (2002: 4). It is unlikely that this goal will be achieved in the Wakkerstroom Circuit, Mpumalanga province, as teachers in most of the selected primary schools were still not well versed in the Inclusive Education policy; only 54.5% (Table 4.3.1) of the respondents agreed that they knew about and understood the contents of Education White Paper 6 after 13 years of implementation of Inclusive Education in South Africa. The Department of Education acknowledged that Inclusive Education and training is a system that concedes that all children and youth can learn and need support. In the Wakkerstroom Circuit, Mpumalanga province, this acknowledgement still does not hold water as this study established that 45.4% (Table 4.3.1) of the respondents agreed that assessment processes did not include special needs learners in their Circuit. Furthermore, the study also established that instructional activities did not integrate, as only 47.8% (Table 4.3.1) responded affirmatively to the question relating to integration of aspects of Inclusive Education; and only 52.2% of respondents agreed that special needs learners received professional support at their schools after 13 years of implementation of Inclusive Education in South Africa.

When the Circuit manager was asked the extent to which the Inclusive Education policy was implemented in primary schools his Circuit, he responded that there is only one primary

school that had been selected for piloting this policy (Education White Paper 6) in his Circuit for the year 2014.

When the researcher asked the curriculum implementer from the Gert Sibande Region of the Mpumalanga Department of Education if he knew about the extent to which Education White Paper 6 was implemented in the Wakkerstroom Circuit, he responded that he was not sure as they were understaffed. Hence they could not do follow ups at all the schools in 18 circuits as it took years for them to complete the cycle as there were only four of them, it can even take them years to return to the same school. The curriculum implementer from the Gert Sibande Region mentioned that they relied heavily on the teachers to simplify their work as they had reported their problem of being understaffed to the Department of Education to no effect. He further mentioned that they supplied all the primary schools that they service with forms and procedures to follow when implementing the Inclusive Education policy (Appendix A).

Answering the question “How often do you visit schools to monitor implementation of the Inclusive Education policy in the Wakkerstroom Circuit”? The curriculum implementer mentioned that they visited schools but it was time consuming.

Answering the question “What kind of support is your department providing to schools”? The departmental representative said that they worked with specialists in different fields to assist with the implementation of Inclusive Education that they work with.

These findings are convincing to the researcher that Inclusive Education is not a reality in the Wakkerstroom Circuit. This research reveals that teachers in the Wakkerstroom Circuit are still not well prepared to teach in inclusive classes and to implement the contents of Education White Paper 6.

5.2.2 Research objective 2

To investigate the nature of support received by primary schools regarding implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province.

The majority of the respondents agreed that school-based support teams (SBSTs) were in place at their schools (61.4%) but 47.7% of the respondents said that teachers did not attend meetings on Inclusive Education regularly. More than 50% of the respondents agreed that

their schools did not ensure that adequate resources were available and 43% of the teachers admitted that their schools did not have plans to empower teachers regarding Inclusive Education. Only 45.1% of the respondents agreed that their schools accessed support from the Department of Education. While 45.4% (29.5% & 15.9%) of the respondents felt that support services were not available to teachers with inclusive classes, 45.4% (6.8% & 38.6 %) agreed that regional-based support teams did visit their schools regularly.

These findings confirm the statements from the curriculum implementer that four representatives could not service the vast area effectively regarding implementation of the Inclusive Education policy. Also, the Circuit manager of the Wakkerstroom Circuit indicated that he knew of only one primary school within his Circuit that was selected to implement Inclusive Education. Pillay and Di Terlizzi (2009:493) believe that it is indisputable that South Africa is still growing in the field of Inclusive Education and it appears that while the nation has accepted the ideology of inclusion, the reality is that South Africa, as a developing nation, is not equipped with the resources and facilities required to meet the needs of inclusion. This statement by Pillay and Di Terlizzi was confirmed by the findings of this study in which 47.7% of the respondents stated that their teachers did not attend meetings on Inclusive Education regularly. Also, 56.8% of the respondents believed that resources were not adequate at their schools to cater for learners with learning disabilities. It was further established that 43.1% of respondents believed that their schools had no plans to empower teachers on Inclusive Education, and only 45.5% of the respondents agreed that their schools accessed support from the Department of Education for implementing Inclusive Education in terms of availability of support services such as counsellors, psychologists etc. The role of the district as envisaged by the Department of Education (2010) was to encourage all schools to become inclusive and reward excellence in this area; to train and provide support to schools in dealing with challenges regarding inclusion and to ensure that all managers and service providers worked with inclusion officials in the district to manage, train and support schools to become inclusive and monitor learner support.

This finding was further confirmed by Savolainen, Kokkala and Alasuutari (2002:108) who state that in Mpumalanga province, some classes had more than a hundred learners per educator. Education Support Services personnel were unable to support pilot schools sufficiently as there were not enough personnel and specialists: for instance, in Mpumalanga,

two special education needs officials had to service five hundred schools, most of them in remote rural areas. Moreover there was a lack of therapeutic services; for example, there were only two speech therapists in Mpumalanga province. Transport problems prevented learners from having access to education and also prevented personnel from visiting the schools regularly. Savolainen *et al*, further refer to the serious problem of poverty in some areas containing pilot schools. The environment, both in schools and in society, was unfriendly to learners with special needs. Educators were also often not prepared to cope with learners with special education needs. This caused negative attitudes towards diversity.

Da Costa (2003:57), in a research by the Institute of Education in Mpumalanga province, revealed that most educators tried to form social groups/heterogeneous groups in order to prevent learners from being stigmatized and for learners to learn from one another. In that way, learners were given responsibilities to monitor their peers by means of each being given a chance to role play for example, group leader, time keeper, and scribe. Teachers also assisted one another when there were backlogs in the curriculum. The curriculum was adapted to suit learner needs and to meet the needs of each learner rather than to make learners fit the curriculum. Classroom rules and procedures were set by teachers in such a way that rules were functional and concrete. This helped educators develop and maintain appropriate classroom conduct since the educator was aware of the learners' different behaviours and dealt with them positively. Da Costa further stated that in Mpumalanga province the most common form of support was informal cooperation among educators. Educators supported one another by providing moral support, and also by assisting one another with problems that they encountered in different classes. Educators also exchanged learning programmes among themselves in order to assist learners.

Ntombela (2009: 117-119) discovered, in her discussions during focus group interviews that, the professional development of teachers in preparation for the implementation of Education White Paper 6 in one district in Kwazulu Natal was inadequate. According to her teachers reported that workshops were organized for teacher development in line with Education White Paper 6. However only one representative was invited to attend the workshop per school in the district, the workshop took only two hours as they started at 12:00 and ended at 14:00, with registration and tea taking up the first half an hour. For the remainder of the time, teachers were taken through the history of special education in South Africa, what Inclusive

Education is about, the theoretical framework underpinning Inclusive Education was about; the rationale for the change, and some case studies. At the conclusion of the workshop, the attendees claimed they were asked to go back and cascade this newly gained “knowledge” to their schools.

Ntombela further claimed that when she collected data from both schools, this cascading of information had already taken place. However, it was clear that the attendees’ understanding of Inclusive Education was largely poor as their responses to a questionnaire suggested that there were varying and even incorrect understandings of Inclusive Education among them. Since the questionnaire was completed within a week of the information being cascaded, it clearly showed that the teacher who had attended the workshop had misunderstood what Inclusive Education was and Ntombela assumed that it was as a result of the report given that a limited understanding of Inclusive Education had developed among the other teachers in the school. However, such misunderstanding was to be expected considering that the representative had only a two hour introductory workshop on Inclusive Education. Ntombela further claimed that when she asked the representative of the Department of Education the reason for their following what she called “the cascade model”, the representative of the Department of Education said that it was because only one teacher per school was allowed to attend the workshop. There were also only four “Chief Education Specialists” they had nothing to do as they were only four people to service the whole district and despite many reports to the Department of Education that they could not reach everybody, they had not been given any alternatives by the Department of Education; they lacked resources as well.

The study by Geldenhuys and Wevers (2013: 6) show that parents were generally not actively involved in the development of learners that experienced barriers to learning. Many parents seldom provided effective stimulation for their children at home and perceived it as the sole task of the school. Many learners were raised by grandparents, who in most instances were not able to provide the necessary support at home because of their low literacy levels. The findings of the investigation by Geldenhuys and Wevers in the Eastern Cape revealed that mainstream schools were not very accommodating and lacked user-friendly micro-systems for learners that experienced barriers to learning. The investigation also revealed a lack of structural modification to accommodate the needs of learners with limited mobility. Many of the participating educators perceived their training for Inclusive Education as not suitable;

referring to their training for Inclusive Education as “lacking”. Teachers also expressed their frustration about the size of inclusive classes they taught.

Landsberg, Kruger and Nel (2008:66) argue that the purpose of the remedial specialist is to “rectify” the learner’s deficits or shortcomings or even “failings” and to “accelerate” the learner’s development, so the focus during “therapy” is very much on addressing the specific problems or weaknesses “in” the learner. Whether the school is a special school used as a resource centre, a full-service school or an ordinary school, it should establish a School Based Support Team which is responsible for the provision of learning support together with the teacher(s) involved in a particular learner’s teaching and learning Landsberg et al. (2008:66). According to this study, the Wakkerstroom Circuit in Mpumalanga province, did not have enough professional support as 52.2% (Table 4.3.1) of the selected teachers said that their special needs learners never received any kind of professional support.

To sum up, the majority of respondents believe that school-based support teams are in place at their schools but they concede that their schools do not ensure that adequate resources are available to cater for learners with learning disabilities. Respondents admit that teachers do not attend meetings on Inclusive Education regularly and that support services are not available for teachers with inclusive classes. Therefore, the researcher is convinced by these findings that there is no adequate support offered to primary schools in the Wakkerstroom Circuit regarding implementation of Inclusive Education.

5.2.3 Research objective 3

To establish factors that promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province

About 70.5% of the respondents (Table 4.3.3) stated that teachers of the Wakkerstroom Circuit did not receive appropriate skills training in Inclusive Education while 59.1% believed that teachers did not have a complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education. Moreover, 47.7% maintained that there was not a comprehensive and practical handbook or guide for inclusive learning and teaching activities at their schools, and 59.1% of the respondents asserted that adequate and constant monitoring and support for Inclusive Education was not existing.

According to the results of the study, there were no provisions for and maintenance of relevant resources for Inclusive Education (63.7%) in the Wakkerstroom Circuit. The majority of the respondents (81.8%) thought that Inclusive Education must not involve only teachers and learners. Another factor responsible for promoting ineffective implementation of Inclusive Education policy was that learners with learning disabilities were not attended to regularly at these primary schools. More than half (59%) of the respondents agreed that the school governing bodies should be involved in the implementation of the Inclusive Education policy at their schools.

Training, according to Walton (2009:109) is regarded as essential for the successful implementation of the Inclusive Education policy with teachers needing not only knowledge and understanding of barriers to learning, but also practical training in teaching strategies that facilitate inclusion. South African studies confirm the need for teacher training for Inclusive Education in this country. Walton further states that other support provided for teachers in inclusive schools is class size reduction and manageable teaching loads. These inclusive practices represent ways in which inclusive schools organize human resources to ensure that they have the capacity to meet diverse learning needs. This study established that 48% (Figure 4.2.4) of the selected teachers in the Wakkerstroom Circuit had inadequate knowledge of Inclusive Education. On the other hand, a big percentage of teachers 70.5% (Table 4.3.3) in the selected schools believed that appropriate skills training of teachers would contribute positively to the implementation of the Inclusive Education policy. Kapp (2006:36) states that owing to the teacher's daily association with the child and his or her professional training, the teacher is in a good position to notice behaviour and learning problems. The school offers a favourable venue for the systematic observation of the child in different situations. By observing the child over a broad spectrum and in different situations, the teacher can gather data that will enable him or her to reach a better understanding of the child. In Wakkerstroom Circuit, most teachers were not equipped with skills for assessing learners with learning problems as 70.5% (Table 4.3.3) of the respondents said that primary school teachers in the Wakkerstroom Circuit did not receive skills training on Inclusive Education as the "curriculum implementer team is under-staffed".

In sum, the findings revealed that the following factors were essential for promoting successful implementation of the Inclusive Education policy in the Wakkerstroom Circuit:

appropriate skills training in Inclusive Education; complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education; availability of a comprehensive handbook or guide for inclusive learning and teaching activities in schools; adequate and constant monitoring and support for Inclusive Education; the provision and maintenance of relevant resources for Inclusive Education; and the involvement of all stakeholders, not to be limited only to teachers and learners. Therefore, it is evident to the researcher that the paradigm shift that is desirable for the implementation of the Inclusive Education policy (Education White Paper 6) was not realized in the primary schools in the Wakkerstroom Circuit. Reasons for this include the inappropriate and therefore, ineffective information dissemination strategy used to inform teachers and school communities about the new innovation as well as inadequate professional development of teachers regarding implementation of the Inclusive Education policy.

5.2.4 Research objective 4

To explore factors that hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province

This study established that just over half of the teachers 56.8% (Table 4.3.4) felt that they were not knowledgeable about and skilled enough to teach inclusive classes even though generally both teachers (61.4%) and parents (38.6%) had positive attitudes towards Inclusive Education. About 45.4% of respondents believed that teachers did not hold consultative meetings regularly with parents of learners with learning problems, and 56.8% of the respondents concurred that these primary schools did not have adequate resources regarding implementation of the Inclusive Education policy.

Findings from the respondents confirmed that 45.4% (Table 4.3.4) of teachers at the selected primary schools in the Wakkerstroom Circuit did not hold consultative meetings with parents regarding implementation of the Inclusive Education policy. This was further confirmed by the findings from the respondents where 56.8% of educators agreed that their schools did not ensure that adequate resources were available for learners with learning problems in the Wakkerstroom Circuit. According to the Department of Education (2007:5) important characteristics of Inclusive Education are the effective utilization of existing resources and the provision of additional resources. Because of the legacy of apartheid and the unequal

distribution of resources, which is still perpetuated by the differences between rich and poor in South Africa, many schools lack resources and facilities to support all learners, especially learners with special needs. This hampers the progress of learners. Systematic training and intensive preparation, according to Nel (2011:76) would improve teachers' attitudes to inclusion.

According to Karner-Hutuleac (2013:87), in the Order of the Ministry of Education, Research, Youth and Sport legislation pack of 2011 in Romania (OMECYS), the lack of specialised knowledge in the field of special psycho-pedagogy and psycho-pathology makes harder the collaboration between teachers and students with disabilities and even the collaboration between the school staff and the support teacher and school counsellor.

According to Bouillet (2013:95), it is obvious that Inclusive Education requires a high quality of service, well trained teachers, support personnel and material resources. Moreover, collaborative schools are at the heart of Inclusive Education. Such schools promote cooperative relationships, not only in schools but also between schools and the whole community. The essence of Inclusive Education is a joint vision producing the necessary changes, transformations, improvements and new directions, guidelines as well as the outcomes representing the benefit for all the subjects involved and the entire society as well. It is a process that brings together people, ideas, systems, communications and technologies.

The findings in this section proved to the researcher that the Inclusive Education policy is not a reality in the Wakkerstroom Circuit as teachers are not knowledgeable and skilled to teach in inclusive classes.

5.3 Conclusions

Conclusions of the study are drawn from the analysis of the data that was presented in chapter four. Since the data was collected in order to answer the main research question, it means that the findings are answers to the main research question and the four sub-questions. The respondents' biographical data also contributed in making conclusions.

Findings by this research confirmed that there were still challenges that were experienced by primary schools regarding implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province. These factors include: teachers who are not

properly skilled regarding implementation of the Inclusive Education policy (White Paper 6); non involvement of parents of learners with learning disabilities and inadequate resources for teaching in inclusive classes.

5.4 Contributions

The study investigated the “Implementation of the Inclusive Education policy in primary schools: opportunities and challenges in Wakkerstroom Circuit, Mpumalanga”. A sample of schools were selected which included two primary schools from the farm and two primary schools from the village and included teachers; the Circuit manager of the Wakkerstroom Circuit; and the curriculum implementer, the representative from the Department of Education. A questionnaire and structured interview questions were used for collecting data. Research results indicate that the Inclusive Education policy is not being implemented in primary schools in the Wakkerstroom Circuit in Mpumalanga province as it was planned in Education White Paper 6.

The results obtained in this study could potentially assist in raising awareness of the support received by primary schools regarding the implementation of Inclusive Education as a policy, as well as raising awareness and empowering teachers to improve their own practice as they implement the Inclusive Education policy (White Paper 6). Following are the recommendations based on the results of the study.

5.5 Recommendations

Implementation guide for primary schools regarding Inclusive Education

It is recommended that an implementation guide regarding Inclusive Education be made available to all primary schools in the Wakkerstroom Circuit and it must be monitored by the Department of Education so as to ensure that it is implemented in the planned way. This can be done by employing enough Inclusive Education specialists to enable regular visits to schools in order to facilitate implementation of the Inclusive Education policy.

Involvement of stake holders (parents and experts in different relevant fields) in the implementation of Inclusive Education

All stake holders must be involved in the implementation of the Inclusive Education policy. Some of the stake holders are school governing body members; Inclusive Education specialists from the Department of Education; teachers; social workers; and different specialists from different fields. This can be done by holding consultative meetings with these stakeholders and involving them in educating learners with learning problems relating to their fields of specialization.

Involvement of primary school teachers in planning the Inclusive Education policy

The involvement of teachers in the planning phase at school level through to the implementation phase is essential and needs to be looked at significantly. This can be done by allowing teachers an opportunity to compile programmes on assisting learners with learning problems. The programme must include procedures for identifying learners with learning problems; procedures for assisting learners with learning problems; needed resources such as human resources; and monitoring procedures in order to check whether the programme is followed as planned. The compilation of the programme can be led by a school management team member of the school.

Providing primary schools of learners with special education needs with relevant resources

Schools need to ensure that necessary resources for learners with learning problems are relevant and planning must ensure that only attainable resources are included. Schools must access information from the Department of Education about the availability of specialists in different fields. Lack of resources prevents successful inclusion of students with special education needs in the mainstream classroom.

Training of in-service primary school teachers on Inclusive Education

Teachers must be trained in Inclusive Education in order to prepare them for handling learners with learning disabilities. Teachers need to be skilled and informed about teaching in Inclusive Education settings. This can be done by increasing the number of Inclusive

Education specialists in the Department of Education so that many teachers can be trained in a short space of time. It is argued that modest effects of reform changes in teachers' attitudes towards Inclusive Education can be seen as a result of the top-down approach in the implementation process of the Inclusive Education policy. In order for educational reforms to be effective, curriculum planners must provide opportunities for effective participation of all stake holders in the design, implementation and in monitoring and evaluation of reforms. According to Rajovic and Jovanovic; a participative approach to changes would expose teachers to experiential learning as experience has proven to be the strongest factor in attitude changes...The main reason public school teachers disregard Inclusive Education is the perception that they do not have enough competence to teach special education needs students, Rajovic & Jovanovic (2013: 91-92).

5.6 Suggestion for further study

Further study needs to be undertaken to make comparisons regarding implementation of the Inclusive Education policy between public primary schools and private primary schools in Mpumalanga province, South Africa, and to increase the sample size to cater for as many schools as time and resources may allow.

5.7 Anticipated research problems for further study

A comparative study regarding implementation of the Inclusive Education between private primary schools and public primary schools

Implementation of the Inclusive Education policy in private schools of Mpumalanga province

Support received by Secondary schools regarding implementation of the Inclusive Education policy in Mpumalanga province

5.8 Concluding remark

Drawing the relationship between variables

5.8.1 Gender

Gender		
	X^2(Chi-square)	p-value
Our teachers are skilled and knowledgeable about teaching in inclusive classes	17.879	0.001
Our school have adequate resources to manage and attend to learners with learning problems	9.727	0.045

The data reveals a statistically significant difference in gender responses and questions asked to teachers. The gender of teachers affected the manner in which they responded to the above questions at a significance level of 0.05 or 5%. Research Objective 3 was “To establish factors that promote effective implementation (opportunities) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province”.

This suggests that gender differences affect the way in which primary school teachers in the Wakkerstroom Circuit understand the manner in which Inclusive Education is implemented.

5.8.2 Age group

Age group		
	X²(Chi-square)	p-value
Our school has a plan to empower teachers on Inclusive Education	22.601	0.031
Our school accesses support from the Department of Education for implementing the Inclusive Education policy	21.635	0.042
There is a complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education in our school	22.435	0.033
Our teachers are skilled and knowledgeable about teaching in inclusive classes	27.604	0.006
Our teachers have a positive attitude towards Inclusive Education	21.764	0.040

Data reveals a statistically significant difference in age groupings and the questions asked to teachers. Teacher age groups affected the manner in which each teacher responded to the above questions at a significance level of 0.05 or 5%. Research Objective 4 was: “To explore factors that hinder effective implementation (challenges) of the Inclusive Education policy in primary schools in the Wakkerstroom Circuit in Mpumalanga province”.

This suggests that the age of the respondents might be a challenge with respect to the implementation of the Inclusive Education policy.

5.8.3 Qualification type

Qualification type		
	X^2 (Chi-square)	p-value
I know and understand the contents of Education White Paper 6	16.875	0.031
A regional-based support team visits our school regularly	8.822	0.032
Our teachers have a positive attitude towards Inclusive Education	6.476	0.039
Our teachers hold consultative meetings regularly with parents of learners with learning problems	9.000	0.029
Our school has adequate resources to manage and attend to learners with learning problems	9.571	0.023

Data reveals a statistically significant difference in respondents' qualification types and the questions asked to teachers. The qualification type registered the manner in which each teacher responded to the above question at a significant level of 0.05 or 5%. Research Objective 1 was: "To explore primary school teachers' levels of understanding of the nature and context of the implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province".

This suggests that if the types of qualification respondents have do not include teaching in inclusive settings, this may affect their teaching performance in an Inclusive Education setting.

5.8.4 Knowledge in Inclusive Education

Knowledge in Inclusive Education		
	X²(Chi-square)	p-value
Our school has a policy on Inclusive Education in the curriculum	15.821	0.003
The SMT at our school monitors and controls Inclusive Education	10.694	0.030
I know and understand the contents of Education White Paper 6	14.071	0.007
A comprehensive and practical handbook or guide for inclusive learning and teaching activities is available at our school	10.336	0.035

Data reveals a statistically significant difference in the knowledge of Inclusive Education in a question asked to teachers. Knowledge in Inclusive Education affected the manner in which each teacher responded to the above question at a significance level of 0.05 or 5%. Research Objective 1 was: “To explore primary school teachers’ levels of understanding of the nature and context of the implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province”.

This suggests that knowledge of Inclusive Education contributes to the teacher’s performance in an Inclusive Education setting.

5.8.5 Teaching experience in Inclusive Education

Teaching experience in Inclusive Education		
	X^2(Chi-square)	p-value
Special needs learners receive professional support at our school	19.992	0.010
There is a complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education in our school	17.142	0.029
The SGB is involved in the implementation of the Inclusive Education policy at our school	14.267	0.027

Data reveals a statistically significant difference in teaching experience in Inclusive Education and a question asked to teachers. Teaching experience in Inclusive Education affected the manner in which a teacher responded to the above question at a significance level of 0.05 or 5%. Research Objective 1 was: “To explore primary school teachers’ levels of understanding of the nature and context of the implementation of the Inclusive Education policy in the Wakkerstroom Circuit in Mpumalanga province”.

This suggests that teaching experience in an Inclusive Education setting might affect the performance of a teacher in this setting.

BIBLIOGRAPHY

Ackermann, E. 2000. *Piaget's constructivism, Papert's constructionism: what's the difference*: Available at [www. Learning theories](http://www.learningtheories.com) (Accessed 20 February 2013)

Armstrong, D. & Barton. L. 2000. *Inclusive Education, policy, contexts and comparative perspectives*. London: David Fulton Publishers

Association for educational communication and technology: 2001. Bloomington. Available at [www.association for educational communication and technology](http://www.aect.org). (Accessed 10 January 2012)

Babbie, E. & Mouton, J. 2007. *The Practice of Social Research*. South Africa: Oxford University Press

Badenhorst, D.C.; Calitz, L.P.; Van Schalkwyk, O.J.; Van Wyk, J.G & Kruger, A.G.1996. *School management: The task and role of the teacher*. Pretoria: Kagiso Publishers

Bell-Greddler, M. 1996. *Learning and Instruction: Theory into Practice*. Canada: Macmillan

Berthold, L. 1974. *The visually handicapped child in school*. Great Britain: Constable and Company limited

Bishop, R. 2001. Designing for special education needs in mainstream schools:

in Support for Learning, Vol.16 (2):56-63

Bornman, J. 2014. *The challenges of realizing Inclusive Education in South Africa*: South African Journal of Education vol 34 no 2. Pretoria

Botma, M., Gravette, S., & Swart, E. 2000. The attitudes of primary school teachers towards Inclusive Education. *South African Journal of education*, 20(3):200-204

Bouillet, D. 2013. *Some Aspects of Collaboration in Inclusive Education- Teacher's Experiences*. Journal

Bowers, C. A. 2005. *The false promises of constructivist theories of learning*. New York: Peter Lang Publishing Inc

Burden, A. 1999. Education for all: An approach to accommodate diversity. *Some introductory remarks: Educare*, 28 (1&2):10-24

Clough, P. & Corbett, J. 2000. *Theories of Inclusive Education: a students' guide*. London: Paul Chapman

Collins, K.M.T., Onwuegbuzie, A.J., & Sutton.,I.L. 2006. A model incorporating the rationale and purpose for conducting mixed methods research in special education and beyond, *Learning Disabilities: A Contemporary Journal*, 4, 67-100

Cosford, Q. 1998. *Remedial teaching*. Cape Town: CTP Book Printers

Da Costa, M. 2003. *Opening Schools for all children in South Africa: The experience of Inclusive Education in Mpumalanga and Northern Cape Provinces*. Warwick: University of Warwick

Department of Education, 1996. Assessment policy in general education and training band grades R to Grade 9 and ABET, N0 R1718. *National Education Policy Act, 1996 (Act No 27 of 1996) Government notice no 19640. December 1998. Regulation Gazette, no 6397*.Pretoria: Government Printer

Department of Education, 1997. Revised National Curriculum Statements Grades R-9: Department of Education. Pretoria

Department of Education, 2001. *White Paper 6 on Special Needs Education: Building an Inclusive Education and training system*. Pretoria: Government Printers

Department of Education, 2002. *Implementing Inclusive Education in South Africa: True Stories We Can Learn From*. Best Practices Booklet: National Education

Department of Education, 2005. Conceptual and operational guidelines for the implementation of Inclusive Education: *District Based Support Teams*. Available at www.education.gov.za. (Accessed 30 August 2011)

Department of Education, 2007. *Guidelines to ensure quality education and support in special schools and special school resource centres*: Pretoria: Government Printers

Department of Education, 2010. Available at www.departmentofbasiceducation.gov.za. (Accessed 10 January 2013)

Department of Education, 2010. *Guide Lines for Inclusive Teaching and Learning*: Pretoria.

Department of Education, 2011. *Curriculum and Assessment Policy Statements Grades 7-9*. Department of Education. Pretoria.

(Department of Education, 2015. *Report on the Implementation of Education White Paper 6 on Inclusive Education*)

Driscoll, 2005. *Lev Vygotsky social constructivism*. Available at www.constructivism/LevVygotsky. (Accessed 20 February 2013)

Eloff, I. & Kgwete, L. 2012. *South African teachers' voices on support in Inclusive Education, childhood education*, 83:6, 351- 355. Available at <http://dx.doi.org/10.1080/00094056.2007.10522949>. (Accessed 18 January 2013)

Engelbrecht, P., Green, L. Naicker, S. & Engelbrecht, L. 2007. *Inclusive Education in action in South Africa*. Pretoria: Van Schaik

Evering, S. 2007. *Jamaica Caribbean Symposium on Inclusive Education*. Jamaica: Kingston

Engelbrecht, P. Kriegler, S.M. & Booyesen, M.I. 1996. *Perspectives on learning difficulties. International concerns and South African realities*. Pretoria: van Schaik Publishers

Farrell, M. 2010. *Debating special education*. London: Routledge

Fisher, R. 1995. *Teaching children to think*. Wiltshire: Stanley Thornes Publishers

Frederickson, N. & Cline, T. 2002. *Special education needs, inclusion and diversity*. Virginia: Open University Press

Freeman, R. & Lewis, R. 1998. *Planning and implementing assessment*. London: Kogan Page

- Geldenhys, J.L. & Wevers, N.E.J. 2013. *Ecological aspects influencing the implementation of Inclusive Education in mainstream primary schools in the Eastern Cape, South Africa*. South African Journal of Education Vol. 33(3)
- Gray, A. 1997. *Constructivist teaching and learning*. Saskatchewan: University of Saskatchewan
- Hanley-Maxwell, C. Collet-Klingenberg, L & Albert, G.L. 2011. *Education: Disability key issues and future directions*. California: SAGE Publications
- Heward, W.L. 2010. *Causes of Learning Disabilities*. Pearson: Prentice Hall
- Hohmann, U. 2006 *Quantitative methods in educational research*. Plymouth: University of Plymouth
- Hoskovcova, S. & Krejcova, L. 2013 *Transient Moments in Inclusive Education*
- Hoque, K. A.; Zohora, M.F.; Islam, R.; Al-Ghefeili, A.A. 2013. *Inclusive Education into Mainstream Primary Education: A Comparative Study between Malaysia and Bangladesh: International Journal of Learning and Development*, vol. 3 no 3: Doi
- Hussey, J. & Hussey, R. 1997. *Business research*. London: MacMillan
- Joyce, B. Weil, M. & Showers, B. 1992. *Models of teaching*, 4th edition: Allyn and Bacon
- Kafai, Y. & Resnick, M. 1996. *Constructionism in practice*. New Jersey: Lawrence Erlbaum Associate Publishers
- Karner-Hutuleac, A. 2013. *Inclusion and Education: The New Challenges of the Inclusive Education in Romania*. Journal of Education, vol. XVII
- Kapp, J.A. 2006. *Children with problems: An orthopedagogical perspective*. Pretoria: Van Schaik Publishers
- Komora, J. Polakovicova, R. & Macajova, M. 2013. *Quality of the Requirements on an Educational Process in an intention to Successful Inclusive Education*. Professional Journal on Education. Slovak Republic: Nitra. Vol. 3

Landsburg, E. Kruger, D. & Nel, N. (Eds). 2008. *Addressing barriers to learning: A South African perspective*. Pretoria: Van Schaik

Lazarevic', E & Vukasinnovic', E.K. 2013. The Role and Place of Children with Disabilities in Inclusive Education in Serbia. *International Journal about Parents in Education*, Vol 7 no 2, 71

Lin, A. 1997. *Assessment for equity and inclusion: Embracing all our children*. New York: Routledge

Liu, M. 2013. *Developing resource centres for Inclusive Education in China*: Beijing. Chaoyang District

Maher, M. 2008. *Information and advocacy: Forgotten components in the strategies for achieving Inclusive Education in South Africa*. Pretoria: Unisa

Malak, S. 2013. Inclusive Education Reform in Bangladesh: Pre-Service Teachers' Responses to Include Students with Special Educational Needs in Regular Classrooms. *International Journal of Instruction*. Vol. 6, no1. Bangladesh: University of Dhakar

Mason, J. 2002. *Qualitative researching 2nd Ed*. Great Britain: MPG Books Group

McMillan,J.H. & Schumacher, S. 2012. *Research in education: Evidence based inquiry*. Boston : Pearson

Mentz, K. & Barrett, S. 2011. Leadership and Inclusive Education in South Africa and Jamaica: *A Comparative Analysis*. Vol. 39 No. 1

Montgomery, D. 2005. *Able underachievers*. London and Philadelphia: Whurr Publishers

Mpya, G.N.2007. *Managing Inclusive Education in the classroom with reference to the Nkangala Region in Mpumalanga*. Pretoria: Unisa

Nel, N. 2011. A comparative perspective on teacher attitudes-constructs that impact on Inclusive Education in South Africa and Sweden. *South African Journal of Education*.

Vol. 31. Available at www.education.co.za. (Accessed 20 August 2011)

Ngcobo, J. & Muthukrishna, N. 2011. The geographies of inclusion of students with disabilities in ordinary schools. *South African Journal of Education*, 31:358. Available at www.education.co.za. (Accessed 29 August 2011)

Ntombela, S. 2009. Are We There Yet? Towards the Development of Inclusive Education in one District in Kwazulu Naltal, South Africa. *The International Journal of Learning*. Vol 16. No. 7

Onwuegbuzie, A.J.. & Leech, N.L 2006. *Linking Research Questions to Mixed Methods Data Analysis Procedures*. Nova. edu.

Pasha, S. 2012. Readiness of Urban Primary Schools for Inclusive Education in Pakistan: *Journal of Research and reflections in Education*. Vol. 6 no. 2 p113-128

Penrose, V. Thomas, G. & Greed, C. 2001. Designing inclusive schools: How can children be involved? *In Support for Learning*, 16 (2): 87-91

Peters, S.J. 2004. *Inclusive Education: An EFA strategy for all children*

Pillay, J. & Di Terlizzi M. 2009. A case study of a learner's transition from mainstream schooling to a school for learners with special educational needs (LSEN). Lessons for mainstream education. *South African Journal of Education*, 29: 493-494. Available at www.education.co.za. (Accessed 30 August 2011)

Polloway, E.A. 1989. *Strategies for teaching learners with special needs*, 4th edition. Columbus: Merryll Publishers Company

Pratt, N. 2006. *Qualitative Research*: Plymouth

Rajovic, V. & Jovanovic, O. 2013. *The Barriers to Inclusive Education: Mapping 10 years of Serbian teachers' attitudes towards inclusive education*: University of Belgrade

Reason, R & Boote, R. 1994. *Helping children with reading and spelling*. London: Routledge

Republic of South Africa (RSA). 1996. *Constitution of the Republic of South Africa*. Pretoria: Government Printers

- Ross, K. 2005. *Quantitative research methods in educational planning*. Paris: UNESCO
- Rossouw, D. 2010. *Intellectual Tools: Skills for the human sciences*, 2nd ed. Cape Town: Van Schaik Publishers
- Savolainen, H. Kokkala, H., & Alasuutari, H. (Eds). 2000. Meeting special and diverse educational needs: *Making Inclusive Education a reality*. Finland: Department for International Development Cooperation & Niilo Maki Institute
- Sawyer, R.K. 2006. *The Cambridge handbook of the learning sciences*. New York: Cambridge University Press
- Schuelka, M.J.2013. *Inclusive Education in Bhutan: A Small State with Alternative Priorities*. Thimphu: Royal Thimphu College
- Schunk, D.H. 2004. *Learning theories: An educational perspective*. USA: Pearson Prentice Hall
- Schwartz, G and Cavener, L.N. 1994. *Outcomes Based Education and Curriculum change: Advocacy, Practice and Critique*.
- Smith, M.K. 2002. Jerome, S *Brunner and the process of education: the encyclopedia of informal education*. Available at www.constructivism/Brunner. (Accessed 20 February 2013)
- Steenkamp, E. & Steenkamp, W. 1992. *The intellectually handicapped child: A manual for parents, teachers and related professions*. Durban: Butterworths
- U.S. Department of Education. 2008. *Education and Inclusion in the United States: an Overview*. Jessup: Education Publications Centre
- Van Rooyen, F. & de Beer, H. 2007. *Teaching science in the OBE classroom*. Pietermaritzburg: Interpak Books
- Villa, R.A. & Thousand, J.S. 1995. *Creating an inclusive school: Association for supervision and curriculum development*: Virginia: Open University Press

Wade, M. & Moore, M. 1993. *Experiencing special education: What young people with special educational needs can tell us*. Philadelphia: Open University Press

Walton, E. 2009. The extent and practice of inclusion in independent schools in South Africa. *South African Journal of Education*, 29:109. Available at www.education.co.za (accessed 10 January 2012)

Wiaxowski, J. 2012. *International Journal of Special Education*. Vol. 27:no 2

APPENDICES

Appendix A: An instrument used by Gert Sibande region of the Mpumalanga Department of Education to monitor implementation of inclusive education



education
DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Gert Sibande Regional Office
Private Bag X 9029
ERMELO 2350
2 De Jager Street
ERMELO 2350
Republic of South Africa
Telephone Number: 017 8193303
Fax Number: 017 8195268

Litiko leTemfundvo Umnyango weFundo Departement van Onderwys Umnyango wezemfundo

**SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT OF A LEARNER
EXPERIENCING BARRIERS TO LEARNING AND DEVELOPMENT.**

Name of Learner:..... School:.....
Grade:..... Contact No:.....
Date of Birth:..... Circuit:.....
Age:.....
Date:.....

School Stamp

1. Background information on the learner.
 - 1.1 Information regarding the barriers or concerns (e.g. health, behaviour, scholastic achievement, grades repeated). Attach all relevant documents and evidence (e.g. medical reports, clinic card).
.....
.....
.....
 - 1.2 Family background (parent interview, home circumstances, contact details)
.....
.....
.....
 - 1.3 Information with regard to disability e.g. physical, visual, hearing, illness
.....
.....
.....

2. Information regarding the learner's scholastic achievement, e.g. age of enrolment, grades repeated, performance in different subjects (attach evidence)

3. Intervention by class teacher (attach evidence) and outcomes

SIGNATURES

I, parent/guardian of (learner's name) give consent for referral to, and intervention by the SBST and the DBST.

Signatures: Parent/guardian: Date:
Educator: Date:
Principal: Date:

REFERRAL TO THE SCHOOL BASED SUPPORT TEAM ON:(Date)

1. Reason for referral

.....
.....

2. Intervention by the School Based Support Team

Date	Findings	Recommendations	Responsible Person

School Based Support Team Chairperson:

Signature:

REFERRAL TO THE DISTRICT BASED SUPPORT TEAM ON:.....(Date)

Intervention by the DBST

Findings	Recommendations

Name of Responsible Official:

Date

Signature:.....

Appendix B: Letter to the Circuit Manager of the Wakkerstroom Circuit of the Mpumalanga Department of Education

A LETTER OF PERMISSION

Date: 14 March 2013

TO: The Circuit Manager: Wakkerstroom Circuit, Mpumalanga Education

I am a student at the University of South Africa. At present, I am enrolled for a dissertation of limited scope in the structured Master's degree.

To fulfil the requirements for the degree, I need to become acquainted with various aspects of practical applications of the Inclusive Education policy in primary schools. This means that I have to research certain areas, which will require the cooperation of educators, Curriculum Implementers of Inclusive Education and the Wakkerstroom Circuit Manager, in a specific field of study. I would like to conduct my research at your institutions. I am prepared to share the requirements for my research project with you and, if you would like me to, provide you with feedback on the research I submit for the qualification.

Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the implementation of the Inclusive Education policy in South African schools. You are welcome to contact my supervisor, Prof Thomas E Buabeng Assan at 076 151 4836 if you would like more information about the goals and outcomes of the Master's degree.

Yours faithfully

Name: Bonga Zungu

Unisa Student number: 0771-599-4

Wakkerstroom Circuit Manager



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Wakkerstroom Circuit office
Private Bag X 1003
Wakkerstroom 2480
115van Riebeeck Street
Wakkerstroom 2480
Republic of South Africa
Telephone number: 017 730 0095
Fax number: 017 730 0042
bmofokeng6@gmail.com

Litiko le Temfundvo

Umnqango weFundo

Departement van Onderwys

Umnqango

wezeMfundo

Enquiries: MOFOKENG F.I

Tel: 017 730 0095

**TO : STUDENT RESEARCHER
B. ZUNGU**

**FROM : THE CIRCUIT MANAGER
MR. F.I. MOFOKENG**

DATE : 15 MARCH 2013

SUBJECT : PERMISSION TO CONDUCT AN ACADEMIC RESEARCH PROJECT

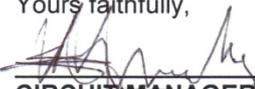
I herewith wish to give you permission to continue with the Academic Research Project, at the Wakkerstroom Circuit, primary schools. It is appreciated that you have taken an initiative for personal development in order to enhance your leadership abilities.

Hoping that the research will add value in your present career and future career prospects. It is also my firm believe that education is a corner stone for development and personal empowerment.

We hope this exercise will in no way disrupt academic delivery. I wish you all the best and success in the research, hoping that whatever findings you get will contribute to our school and the department.

Hope you will find the above to be in good order,

Yours faithfully,


**CIRCUIT MANAGER
MR. F.I. MOFOKENG**

15/03/2013
DATE



Appendix C:

Letter to school principals of selected primary schools

A LETTER OF PERMISSION

Date: 22 May 2013

TO: The principal

I am a student at the University of South Africa. At present, I am enrolled for a dissertation of limited scope in the structured Master's degree.

To fulfil the requirements for the degree, I need to become acquainted with various aspects of practical applications of the Inclusive Education policy in primary schools. This means that I have to research certain areas, which will require the cooperation of educators, Curriculum Implementers of Inclusive Education and the Wakkerstroom Circuit Manager, in a specific field of study. I would like to conduct my research at your institution. I am prepared to share the requirements for my research project with you and, if you would like me to, provide you with feedback on the research I submit for the qualification.

Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the implementation of the Inclusive Education policy in South African schools. You are welcome to contact my supervisor, Prof Thomas E Buabeng Assan at 076 151 4836 if you would like more information about the goals and outcomes of the Master's degree.

Yours faithfully

Name: Bonga Zungu

Unisa Student number: 0771-599-4

PRINCIPAL

Appendix C: Letter to school principals of selected schools

A LETTER OF PERMISSION

Date: 22 May 2013

TO: The principal

I am a student at the University of South Africa. At present, I am enrolled for a dissertation of limited scope in the structured Master's degree.

To fulfil the requirements for the degree, I need to become acquainted with various aspects of practical applications of Inclusive Education policy in primary schools. This means that I have to research certain areas, which will require the cooperation of educators, Curriculum Implementers of Inclusive Education and the Wakkerstroom Circuit Manager, in a specific field of study. I would like to conduct my research at your institution. I am prepared to share the requirements for my research project with you and, if you would like me to, provide you with feedback on the research I submit for the qualification.

Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the implementation of Inclusive Education policy in South African schools. You are welcome to contact my supervisor, Prof Thomas E Buabeng Assan at 076 151 4836 if you would like more information about the goals and outcomes of the Master's degree.

Yours faithfully

Name: Bonga Zungu


PRINCIPAL



Unisa Student number: 0771-599-4

Appendix C: Letter to school principals of selected schools

A LETTER OF PERMISSION

Date: 22 May 2013

TO: The principal

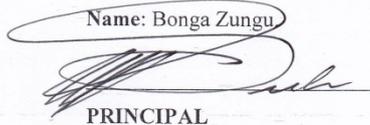
I am a student at the University of South Africa. At present, I am enrolled for a dissertation of limited scope in the structured Master's degree.

To fulfil the requirements for the degree, I need to become acquainted with various aspects of practical applications of Inclusive Education policy in primary schools. This means that I have to research certain areas, which will require the cooperation of educators, Curriculum Implementers of Inclusive Education and the Wakkerstroom Circuit Manager, in a specific field of study. I would like to conduct my research at your institution. I am prepared to share the requirements for my research project with you and, if you would like me to, provide you with feedback on the research I submit for the qualification.

Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the implementation of Inclusive Education policy in South African schools. You are welcome to contact my supervisor, Prof Thomas E Buabeng Assan at 076 151 4836 if you would like more information about the goals and outcomes of the Master's degree.

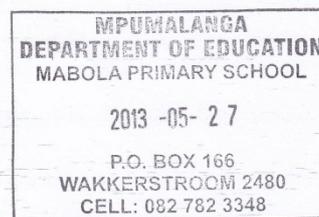
Yours faithfully

Name: Bonga Zungu



PRINCIPAL

Unisa Student number: 0771-599-4



Appendix C: Letter to school principals of selected schools

A LETTER OF PERMISSION

Date: 22 May 2013

TO: The principal

I am a student at the University of South Africa. At present, I am enrolled for a dissertation of limited scope in the structured Master's degree.

To fulfil the requirements for the degree, I need to become acquainted with various aspects of practical applications of Inclusive Education policy in primary schools. This means that I have to research certain areas, which will require the cooperation of educators, Curriculum Implementers of Inclusive Education and the Wakkerstroom Circuit Manager, in a specific field of study. I would like to conduct my research at your institution. I am prepared to share the requirements for my research project with you and, if you would like me to, provide you with feedback on the research I submit for the qualification.

Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the implementation of Inclusive Education policy in South African schools. You are welcome to contact my supervisor, Prof Thomas E Buabeng Assan at 076 151 4836 if you would like more information about the goals and outcomes of the Master's degree.

Yours faithfully

Name: Bonga Zungu

Unisa Student number: 0771-599-4



PRINCIPAL

BETHAMOYA PRIMARY SCHOOL
P.O. Box 18
VLAKPOORT 2491

Date: 24/05/2013

Appendix C:

Letter to school principals of selected schools

A LETTER OF PERMISSION

Date: 22 May 2013

TO: The principal

I am a student at the University of South Africa. At present, I am enrolled for a dissertation of limited scope in the structured Master's degree.

To fulfil the requirements for the degree, I need to become acquainted with various aspects of practical applications of Inclusive Education policy in primary schools. This means that I have to research certain areas, which will require the cooperation of educators, Curriculum Implementers of Inclusive Education and the Wakkerstroom Circuit Manager, in a specific field of study. I would like to conduct my research at your institution. I am prepared to share the requirements for my research project with you and, if you would like me to, provide you with feedback on the research I submit for the qualification.

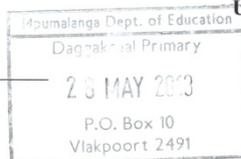
Thank you very much for helping me to reach my goal. It is valuable to me as an educator to be able to take responsibility for my own professional development and to contribute to the development of various aspects of the implementation of Inclusive Education policy in South African schools. You are welcome to contact my supervisor, Prof Thomas E Buabeng Assan at 076 151 4836 if you would like more information about the goals and outcomes of the Master's degree.

Yours faithfully

Name: Bonga Zungu

Unisa Student number: 0771-599-4


PRINCIPAL



Appendix D: Consent forms for teachers who responded to the questionnaire

I _____ agree to take part in the research by Mr Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at _____ in _____
_____ Circuit.

Signature

Date

Appendix D: Consent forms for teachers who responded to the questionnaire

1 Makhale R.C

agree to take part in the research by Mr Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at Wakkerstroom Daggaberg in
Circuit.

[Signature]
Signature

27/05/2013
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I ZUKU G.T.

_____ agree to take part in the research by Mr Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed
WAKKERSTROOM

at

NAGBAKRAAL

Circuit.

in

GT

Signature

27.05.2013

Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I S.C. MAKHANYA

agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed

WAKKERSTROOM

at

DAGGAKRAAL
Circuit.

in

[Signature]
Signature

2013. 05. 25

Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I N.M. DIKABI agree to take part in the research by Mr Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at DAGGAKRAAL in
WAKKERSTROOM Circuit.

N.M. Dikabi
Signature

2013. 05. 24
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I MW DLAMINI

agree to take part in the research by Mr Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at WAKKERSTROOM

DABYAKHAME PRIMARY SCHOOL
Circuit.

in

Mw Dlamini
Signature

2013-05-24
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I T.T. Dlamini agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number
(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at DAVIDKARAL in
WAKKERSTROOM Circuit.

[Signature]
Signature

24 May 2013
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

1 NP THAMBEKWAYO

_____ agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed

at
WAKKERSTROOM

DAGGABRAAL PRIMARY SCHOOL
Circuit.

in

Thambekwayo

Signature

26-05-2013

Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I V. J MABUZA agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number
(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at WAKKERSTROOM DAGSHAKHAW in
Circuit.

[Signature]
Signature

2013. 05. 25
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I J. B. Nkosi agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number
(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at Daggakraal in
Wakkerstroom Circuit.

[Signature]
Signature

2013.05.24
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I NJB DLAMINI agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at DAGGAKAAL PRIMARY SCHOOL in
WAKKERSTROOM Circuit.

NJB Dlamini
Signature

2013 MAY 24
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I SIBEKO LN agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number
(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at WAKKERSTROOM SAGAKRAAK in
Circuit.

[Signature]
Signature

24-25 MAY 2013
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I Masimuka S.T agree to take part in the research by Mf Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number (0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at Wakkerstroom Daggakraal P. School in
Circuit.

[Signature]
Signature

24/05/2013
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I N B NGWENYA agree to take part in the research by Ml Bonga Zungu, an inclusive education Masters student at the University of South Africa with student number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed _____ at DAGGAKRAAL in
WAKKERSTROOM Circuit.

N B Ngwenya
Signature

24 May 2013
Date

Appendix D: Consent forms for teachers who responded to the questionnaire

I JJ NGWENYA

agree to take part in the research by M
Bonga Zungu, an inclusive education Masters student at the University of South Africa with student
number

(0771-599- 4). The title of the research is 'Implementation of Inclusive Education policy in primary
schools : opportunities and challenges in Wakkerstroom Circuit, Mpumalanga'.

Signed
WAKKERSTROOM

at

DAGGARRAAL PRIMARY SCHOOL

Circuit.

in

J. Ngwenya

Signature

24 MAY 2013

Date

Appendix E : Instrument Questionnaire

Questionnaire

Part A

Tick an option that best applies to you. A pen or a pencil may be used

1. GENDER:

Male	
Female	

2. AGE GROUP:

20-29	
30-39	
40-49	
50-60	
61+	

3. QUALIFICATION TYPE:

Diploma in education	
Junior degree in education	
Senior degree in education	
Other (specify)	

4. KNOWLEDGE IN INCLUSIVE EDUCATION:

Adequate knowledge of inclusive education	
Inadequate knowledge of inclusive education	

4.1. TEACHING EXPERIENCE:

1-5 years	
6-10 years	
11-15 years	
16-20 years	
21 +	

4.2. TEACHING EXPERIENCE IN INCLUSIVE EDUCATION:

1-5	
6-10	

11-14	
-------	--

Part B

Please answer the following questions as honestly as possible: Tick the appropriate space that specifies your thoughts. A pen or a pencil may be used.

SECTION A

What are the levels of understanding of the nature and context regarding implementation of Inclusive Education policy among primary school teachers within Wakkerstroom Circuit in Mpumalanga province?

Questions	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Our school has a policy on inclusive education in the curriculum	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
2. The SMT at our school monitors and control inclusive education	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
3. Special needs learners are integrated into the mainstream classrooms in our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
4. I make use of peer group support in my instructional activities	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
5. Assessment process does not consider special needs learners in our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
6. Instructional activities integrate aspects of inclusive education	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
7. Special needs learners receive professional support at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree

8. Inclusive education is a need for the South African education system	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I know and understand the contents of Education White Paper 6	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree

SECTION B

What is the nature of support received by primary schools within Wakkerstroom Circuit in Mpumalanga province regarding implementation of Inclusive Education policy?

Questions	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
10. A school-based support team is in place at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
11. Our teachers attend meetings on inclusive education regularly	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
12. Our school ensures that adequate resources are available to cater for learners with learning disabilities	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
13. Our school has a plan to empower teachers on Inclusive Education	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
14. Our school accesses support from the Department of Education for implementing the Inclusive Education policy	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
15. Support services are available for teachers who have inclusive classes in our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
16. Regional-based support team visits our	Fully	Agree	Uncertain	Disagree	Strongly

school regularly	agree				Disagree
------------------	-------	--	--	--	----------

SECTION C

What factors promote effective implementation (opportunities) of Inclusive Education policy in primary schools within Wakkerstroom Circuit in Mpumalanga province?

Questions	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
17. All teachers received appropriate skills training in inclusive education	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
18. There is a complete understanding of the Inclusive Education policy and curriculum implementation at all levels of primary education at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
19. A comprehensive and practical handbook or guide for inclusive learning and teaching activities is available at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
20. There is adequate and constant monitoring and support for inclusive education at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
21. There is provision and maintenance of relevant resources for inclusive education at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
22. Inclusive education must involve only teachers and learners	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree

23. Learners with learning disabilities are attended to regularly at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
24. The SGB is involved in the implementation of the Inclusive Education policy at our school	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree

SECTION D

What factors hinder effective implementation (challenges) of Inclusive Education policy in primary schools within Wakkerstroom Circuit in Mpumalanga province?

Questions	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
25. Our teachers are skilled and knowledgeable about teaching in inclusive classes	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
26. Our teachers have a positive attitude towards inclusive education	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
27. Our teachers hold consultative meetings regularly with parents of learners with learning problems	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
28. Our school have adequate resources to manage and attend to learners with learning problems	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree
29. Parents have a positive attitude towards inclusive education	Fully agree	Agree	Uncertain	Disagree	Strongly Disagree

Thank you for your time and participation in this research.

Appendix F: Instrument -Structured Interview questions

Circuit Manager

1. Do you know Education White Paper 6?
2. To what extent is Education White Paper 6 implemented in Wakkerstroom Circuit?
3. What are the factors that you think can adversely affect implementation of this policy (Education White Paper 6)?

Appendix G: Instrument- Structured interview questions

Inclusive Education Department representative (Curriculum Implementer)

1. To what extent is Education White Paper 6 implemented within Wakkerstroom Circuit?
2. How often do you visit schools to monitor implementation of Inclusive Education policy within Wakkerstroom Circuit?
3. What kind of support is your department providing to schools?

