PEDAGOGICAL RELEVANCY OF INCLUSIVE EDUCATION IN THE FOUNDATION PHASE OF EDUCATION

BY

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DEDICATION

I dedicate this dissertation to my late father, Piet Mothabela Ngako who died on the verge of my completion of study, my late sister Caroline Matlhodi Ngako and my mother Catherine Ngako.

DECLARATION

I declare that : "Pedagogical relevancy of inclusive education in foundation phase of education" is my own work. I also declare that this dissertation was not previously submitted by me for a degree at another university.

THE SUMMARY

Title: Pedagogical relevancy of inclusive education in foundation phase of education

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This study looked into pedagogical relevancy of inclusive education in foundation phase of education. Prevailing tendencies regarding inclusive education like, attitudes towards disability, curriculum which does not meet the diverse needs of learners, learning through the second language, inadequate and fragmented funding, lack of parental recognition and involvement, impaired learners, and ill equipped pre and in-service training are highlighted in order to be addressed when implementing inclusive education.

The history of learners with special needs in South Africa is traced from early years till the democratic era. The paradigm shift in inclusive education is traced from special education, remedial education, normalization, intergration, permissive environment, mainstreaming, whole school approach until to inclusive education. Exponents of inclusive education like John Locke, Michael del Epee, Itard Jean-Marc-Gaspard, Louise Braille and Mandela Nelson are highlighted and their contribution toward inclusive education is discussed.

There are principles underpinning inclusive education like diversity, multiculturalism, social justice, tolerance, equality, collaboration, empathy, patience, unity and respect. For inclusive education to be successful implementers must apply the above principles. The history of inclusive education in first world countries like Europe and United States of America is also studied in order to copy what is happening in advanced model countries. The advantages of inclusive education like avoidance of dual spending, educational values, and socialization gains are the rationale for inclusive education.

Eighteen participants were interviewed about the relevancy of inclusive education. Most of the hypotheses were accepted which shows that inclusive education is relevant in the foundation phase of education.

The significance of the results would be of assistance to Co-ordinators, circuit managers, Principals, Head of Department, Teachers and members of SGB in implementing inclusive education.

There was also a group interview of learners from special and ordinary school. This study reveals that in special schools need to be included in mainstream while learners who are not in special school are not yet ready to learn together with disabled learners. What is important is to educate members of the community about inclusive education through different media like advocacy, radio and television.

TABLE OF CONTENTS

CHAPTER 1: PEDAGOGIC RELEVANCY OF INCLUSIVE EDUCATION IN FOUNDATION PHASE OF EDUCATION

1.1 THE STATEMENT OF THE PROBLEM

The purpose of this study is mainly to find out whether or not inclusive education is pedagogically appropriate to address the diverse educational needs found in the Foundation Phase of education where the majority of the learners are young and thus need to be pedagogically assisted to develop accountably.

1.2 ORIENTATION BACKGROUND

In the opinion of Van Zyl (1999:4) "Inclusive education refers to the learning environment that promotes the full personal, academic and professional development of all learners irrespective of, race, class, gender, disability, religion, culture, sexual preference, learning style and language". Although this is welcomed and laudable one remains skeptical and doubtful because in real life this seems unachievable and also unconvincing as the possibility is always there that education can discriminate on the basis of race, class, gender or something else. For inclusive education to achieve the desired results, it must guard vigilantly against any form of discrimination and attitudes, behaviors, curricular and methods which do not address the needs of all the learners. According to Williams (2000:2) "inclusive education maximizes the participation of all learners in the culture and the curriculum of education institutions, uncovering and minimizing barriers to learning". The message contained herein is that, although inclusive education has good intentions in theory, these might turn out differently in practice since human beings are not infallible.

It is a known fact that some education settings in South Africa promote segregation, which may have negative effect on the learners. Unlike inclusive education, which has

been described as "the practice of including everyone in mainstream schools and classrooms where all learner needs are met" (Stainback & Stainback 1997:3). In a similar vein, Lloyd (2001:23) says that inclusion "is about commitment to changing schools so that everyone feels included".

Every country comprises of a society with different needs, and there is therefore a need to meet these diverse needs. Where exclusive education is applied diverse needs are met. Inclusive education addresses diversity thereby ensuring that the educational needs of all learners are catered for. Where there are segregated school settings learners do not experience the situation as it is, since they are denied the opportunity to mix with learners of their racial groups.

Inclusive education is also seem as quality education, as Arcaro (1995:47) mentions that "a quality education is an inclusive education". He further argues that "the greater our diversity, the more powerful our ability to create new visions". In this study, the researcher wishes to find out if inclusive education can address Learners with Special Education Needs (LSEN) who are currently enrolled in primary schools but for various reasons do not progress adequately, or whether primary schools are willing to enroll these learners or whether the education needs of learners with severe physical, mental, or multiple impairments are met.

1.3 PREVAILING TENDENCIES REGARDING INCLUSIVE EDUCATION

Usually where inclusive education is applied the following factors prevail and the researcher will therefore discusses each one of them separately hereunder.

1.3.1 Attitudes towards disability

Quality (1997: 28) mentions that "negative attitude towards disability are rife among both parents and educators". Negative attitudes such as labelling of learners. When negative labels like dropouts, repeaters, or slow learners are attached to learners, "the most serious consequence of such labeling results when it is linked to placement or

13

exclusion" (Quality,1997:15). Negative attitudes towards disability "has grown out of earlier policies of segregation which have caused a stigma to be attached to disabled people, resulting in non acceptance of these people in "normal" environments" (Bothma, 1997:24). In most school settings educators are guilty of responding negatively to the inclusion in their classes of children with any form of disability. The problem is that most educators lack adequate training to deal with disabled learners. Generally, disabled learners are despised and underrated in the classroom and this really causes a concern.

1.3.2   Curriculum

In most instances the curriculum does not meet the diverse needs of learners and as a result, needs of learners with disabilities are not met. In the same vein, Quality (1997:16) confirms that "one way in which learners are prevented from accessing the curriculum is through the inadequate provision of materials or equipment they may need for learning to take place". Sands, Kozleski & French (2000:316) state that "there are times when the curriculum must be individualized to allow for one or more learners to experience success or to have their learning or social needs met." Similarly, Stainback & Stainback (1997:255) say, "the curriculum itself must address the many ways in which learners differs." To ensure that inclusive education is applied, South Africa has adopted Curriculum 2005, because in a democracy everyone has to be treated equally and afforded equal opportunity.

1.3.3   Language and medium of instruction

Another factor which promotes exclusion is language as there are times when "language and communication causes learning breakdown, this can leads to exclusion."

(Consultative paper No1 1999:23). Deaf and dumb learners are the most vulnerable as the majority of educators lack skills to with them. This means that there is a need for educators to be trained in multilingualism so that they can have respect for all languages used in the country. Presently in many South African schools teaching and learning take place through the media of a second language, and this also causes a problem, which encourages exclusion. The circular dated 17 February 2001 from Chief Education

Specialist of Education of Learners with Special Needs (ELSEN) reveals the prevalence of exclusion based on language in these words: "the most serious complaint that my office received was where parents were informed that the language of instruction at the school is Afrikaans". This really shows that parents are concerned about which are used as excuses to exclude some learners.

1.3.4   Funding

Inadequate and fragmented funding can also lead to exclusion. Quality (1997:13) reports that, "people with disabilities are often those most easily excluded from the education system and from the labor market and are therefore the most poverty stricken in any population". White Paper 6 (2001:36) reports that " individual learner costs of provision by province vary widely from R11, 000 a year in Gauteng to R23, 000 in the Free State and R28, 000 in the Western Cape". The paper further elaborates that, "these discrepancies are due largely to the racial organisation of special schools, with schools for Whites most highly resourced". At present funding for learners with special needs in Temba district is limited to three special schools only. The question is don't we have learners with special needs in mainstream schools who need funding?

1.3.5   Parental involvement

Lack of parental recognition and involvement can lead to exclusion. Parents are not only primary care givers to their children but they are also important stakeholders in the education system. As such, they have the "right to be meaningfully involved in decision making on behalf of their youngsters" (Stainback & Stainback, 1997:337). When parents are not given this recognition or where their participation is not acknowledged and encouraged, exclusion is likely to take place.

1.3.6   Impairments

Particular impairments may render the learner unable to participate in learning. Impairments such as severe intellectual disabilities or multiple disabilities may exclude the learner from the education system if not handled with utmost care. This also applies

in respect of learners experiencing learning problems. In most cases disability problems are not adequately addressed, and this leads to learning difficulties and exclusion.

1.3.7   Pre-and in-service training of educators

For inclusive education to take place, there is a need for human resources. As research conducted by National Commission for Special Needs Education and Training (NCSNET) and National Commission for Education Support Services (NCESS) reveals that the capacity for existing pre - and in - service teacher is lacking therefore diversity cannot by accommodated in schools.

Quality (1997:35) further argues that "South Africa lags far behind in teacher education programmes insofar as raising awareness and responding to a diversity of learner needs in ordinary classrooms." Therefore, if the education system is dedicated towards promoting effective learning for all learners' the teacher, education programme has to be revised. The question is, is inclusive education the relevant tool to address the problem of negative attitudes, towards differences, an inflexible curriculum, inappropriate communication, inappropriate and inadequate support services, inadequate policies and legislation's, the non- involvement and non- recognition of parents or not?

1.4   PROBLEM FORMULATION

The research problems are as follows: -

> How pedagogically relevant is inclusive education in the Foundation Phase?

> How can inclusive education be adapted to suit learners in the Foundation Phase?

> How can inclusive education be improved to remain pedagogically relevant in the Foundation Phase?

> How can inclusive education be promoted in the Foundation Phase so that learners with diverse learning needs may attend the same school together but

grouped according to their needs in separate classes or even taught by different educators?

1.5   FORMULATION OF THE HYPOTHESES

Since the inclusive education has been adapted for learners with diverse needs, it is pedagogically relevant for implementation in the foundation phase

> ➢ Inclusive education is good at promoting and also challenging the abilities of all learners in a class.

> ➢ Inclusive education is designed to pedagogically address some of the diverse needs of learners regardless of their varied shortcomings.

> ➢ All educators should be trained to teach all learners and not specific ones.

> ➢ Inclusive education can be challenged.

1.6   METHODOLOGY

Several research methods used to show the need and importance of inclusive education in the Foundation Phase. In this research the qualitative approach was adopted.

1.6.1   Qualitative approach

"A qualitative approach uses narrative descriptions of persons, events, and relationships" (Royce1991:211). Where qualitative approach is applied the results are rich as they are in the form of narrative descriptions and explanations. Validity and objectivity of qualitative research are based on triangulation, trustworthiness, dependability and conformity. Clarke & Ritchie (2001:275) state that, "by combining methods in the same study, the observers can partially overcome the deficiencies that flow from one investigator or method". For a qualitative research to be trustworthy it must be transferable and credible. In this research credibility was achieved by asking

17

different questions and using different instruments like a tape recorder and also taking notes when interviewing the respondents.

The following methods were used in these research:-

1.6.2 Phenomenological method

Kvale,(1999:53) states that "phenomenology is the study of the structure, and the variations of structure of the consciousness to which anything, event, or person appears. With this method the researcher considers examined the respondents' past experience, that is, things that they have been taught and have learnt. Through phenomenology reality is fully exposed and thus the respondent's consciousness was exposed where he had to comment about material objects, ideas and wishes. The respondent had to also tell how he or she perceived, and thought about inclusive education. The phenomenologist expands experiences of the phenomenon by dealing with the presuppositions from the mind. This eliminates prejudice and as such reality is fully exposed.

1.6.3 The questionnaire method

"Questioning is a prompting process used to elicit and probe responses from subjects and informants" (Charles, 1995: 106). The tool used in questioning is a questionnaire. The data are collected by means of written questions for survey. It is "mostly used to gather information or to obtain a sampling of opinion" (World Book, 1996:1709). Through a questionnaire you can "obtain information quickly and it is relatively cheaper" (Bell, 2000: 11). There are two types of questions; the closed and the open questions. A closed question asks the respondents to select their answers from two or more choices while open questions ask them to give their own opinions in their own words. In this research open questions were used. "The greatest advantage of an open - ended question is the freedom the respondent has in answering " (Mark, 1996: 265).

1.6.4   The interview method

An interview is "the process which involves a one-to-one exchange of words that permits the interviewer to pose questions and when necessarily probe or otherwise follow up to obtain clearer responses in greater depth" (Charles, 1995:106). In this research an interview was used for the purpose of obtaining information as to whether inclusive education is appropriate to address diverse needs of learners encountered in the Foundation Phase. In this study the basic individual and the group focus interviews were conducted. In a focus group interview the researcher chose ten respondents and arranges them to sit in a circle. The advantage of a focus group is "the opportunity to observe a large amount of interaction on a topic " (Clarke & Ritchie; 2001: 292). Ten participants were chosen so that the focus group does not fall flat if some members choose to remain silent. One of the criteria which was used to choose special school participants was choosing learners who could express themselves through speaking as some of the learners have communication barriers.

1.6.5   Analytical method

Modise (2002:8) states that, "analytical method is used to analyse literature data from newspapers, journals, theses and dissertations". The researcher systematically examined current literature that is related to the topic through the analytical method. In reality this method was used extensively in the analysis of relevant literature in the entire study.

1.6.6   Description method

The word description means "giving details on events and arranging them so that the reader get a clear picture" (World Book Dictionary, 1996:565). "The descriptive method involves collecting data in order to test hypotheses or questions about the current status of the phenomenon under investigation" (Modise, 2002:9). In this research there are hypotheses were tested and to test those hypotheses questions were posed to the participants. Participants interacted with the researcher on one to one basic during interviews where respondents were given opportunities to describe phenomena.

1.6.7 Recording method

" The method of recording interviews for documentation and later analysis include tape recording, note taking, and remembering" (Royce1999:160). In these study a tape recorder was mainly used. The advantage of using a tape recorder is that words and their tone, pauses, are recorded and the researcher the opportunity to replay has the cassette at a later stage.

1.6.8 Autobiography

Autobiography is a personal document confirming the authors life story. In this study there are comprehensive autobiographies of each of the participants that cover their names, qualifications, and experience in the teaching field.

1.7 THE AIM OF THE STUDY

The following are the aims of the study:

> To investigate the pedagogical relevance of inclusive education in the Foundation Phase where learners of diverse learning needs attend the same school together.

> The long-term goal of study this is to make a contribution towards the promotion of the which makes provision for inclusive education learners of diverse needs to learn together.

1.8 DELIMITATION OF THE STUDY

The study was conducted in the Temba District. Presently the researcher is an inclusive education advisor in the District. She is direct in contact with educators in the Foundation Phase as she conducts workshops for them on inclusive education. The researcher has access to schools and is familiar with the educators. Conducting this research is also part of the researcher's responsibility as an official in the District. The number of schools is also manageable.

1.8.1 Sampling

"The notion behind sampling theory is that a small number of units can tell you something about the total population " (Royce; 1995: 150). The quality of the sample in this study does not necessarily depend so much on the number of the participants but upon the degree to which an informant faithfully represents a certain cultural experiences. In this study the sample consisted of the following:

One official who is the District Co-ordinator of inclusive education was interviewed. There are six circuits in the Temba District. From this six circuits the following were interviewed: 2 circuit managers, three principals, three heads of department, three educators, three members of school governing bodies, and three parents, and a group interview in respect was also conducted of ten learners from ordinary and special schools. For each circuit to be represented, interviewees were drawn proportionally from all the six circuits.

1.9   DEFINITION OF CONCEPTS

The topic is "the pedagogic relevancy of inclusive education in Foundation Phase of education". The researcher wanted to find out if inclusive education is pedagogically relevant in the foundation phase.

1.9.1   Pedagogy

Pedagogy means "the science and art of teaching" (World Book 1996:241). Education is a practical matter, and pedagogic is the study of this practice. Pedagogy is concerned with the purpose of education. It is also concerned with the learner, that is, with the question, who is this learner? Pedagogy is also concerned with how a learner is educated or should be educated. Changes and development of education is also a concern of pedagogy. Therefore the researcher needed to look into these four disciplines.

1.9.2   Relevancy

Relevancy is synonymous with applicability or appropriateness (World Book 1996:241). The researcher wanted to find out if inclusive education is relevant in addressing the diverse needs of learners.

1.9.3   Inclusive education

In this study inclusive education is a system that is responsive to diverse needs of learners. This is not only concerned with disabled learners, the concern stretches to learners who have no access to education. The researcher is concerned with learners who are discriminated on the basis of on sex, colour, race and disability.

1.9.4   Foundation phase

The National Education Policy (Dept of Education 1996:60) explains that "Foundation Phase (Grade R –3)" is a primary phase programme. This study has focused on learners from Grade 1-3 and those in special schools.

1.10   ANNOUNCEMENT OF THE PROGRAMME

> ➤ Chapter 1 deals with the plan of the research as captured.

> ➤ Chapter 2 deals with the review of literature.

> ➤ Chapter 3 discusses research method used and applied.

> ➤ Chapter 4 covers analysis and interpretation of data.

> ➤ Chapter 5 includes summary, recommendations and conclusion.

CHAPTER 2: THE RATIONALE FOR INCLUSIVE EDUCATION

2.1 INTRODUCTION

In the opinion of Burden (1995:44) " the term inclusive education nowadays seems to be on the lips of many people in all walks of life." The question is no longer whether inclusion should be a practice but how best an inclusive model can be implemented. The philosophy is built on the belief that all people are equal and should be respected and valued irrespective of their differences. Inclusive education was developed in reaction to those approaches that were discriminating disadvantaged groups, by deliberately misusing research findings, and intelligence tests which are biased against certain recial groups or gender, or by applying other discrimination practices in order to keep some groupings marginalised. " (Burden 1995:45). This study is meant to contribute positively towards the development of inclusive education specifically at the Foundation Phase level, but generally at all levels of the education system.

2.1.1 The role of inclusive education

The White paper No 6 (2001:16), summarizes the role of inclusive education as follows:

> ➤ It acknowledges that all children and youth can learn and to learn effectively they need support.

> ➤ It accepts and respects the fact that all learners are different in someway and have different learning needs that should be valued equally.

> ➤ Enables education structures, systems and learning methodologies to meet the needs of all learners.

> ➤ Acknowledges and respects differences in learners irrespective of their ages, gender, ethnicity, language, class, disability or HIV status

➤ Is broader than formal schooling, and it acknowledges that learning also occurs in the home and the community, and within formal and informal situations.

➤ To meet the needs of all learners, it requires changes in attitudes, behavior, teaching methodologies, curricula and the environment.

➤ Maximizes the participation of learners in the culture and the curricular of educational institutions.

➤ Uncovers and minimizes barriers of learning.

➤ Empower learners by developing their individual strengths and enabling them to participate critically in the process of learning.

2.2 THE WAY IN WHICH INCLUSIVE EDUCATION CAN ADDRESS BARRIERS TO LEARNING

Barriers to learning are multiple and they will vary from one learner to another, school to school and from one country to another. In this section barriers to learning will be identified and intervention strategies to decrease, remove or prevent them so that learners can actualize their full potentials will be discussed. Reference will be made to the role of inclusive education in addressing each barrier to learning.

2.2.1 Dual system of education

The primary aim of inclusive education is to abolish the continuum of services (Jenkinson1997:39). The existence of separate education is that ordinary school educators send learners who experience academic barriers to special school rather than attempting to modify their curriculum. Inclusive education recommends that services should be available to all learners irrespective of their barriers to learning. The aim of inclusive education is to provide all learners with a single education system, and appropriate educational programmes that are geared to their capabilities, abilities and strengths. Inclusive education is not only concerned with placement but also with a "school reform that is about fitting schools to pupils" (Hegarty1991: 90). A single system

of education recognizes the expertise of special school educators therefore, in the process they will be integrated into the regular education system. "All children have the right to attend their neighborhoods school and participate in class activities together with their chronological age peers" (Jenkinson1997:40). Separate education emphasizes isolating learners who experience barriers to learning.

Inclusive education emphasizes that learners must learn what they can, rather than the acquisition of specific skills. A single education system encourages regular class teachers to take responsibility for all learners. "Learners in special schools typically stay in school system for 15-18 years and the majority fail to master life skills or appropriate behaviour and remain socially isolated throughout the school years" (Villa et al, 1992:25). Learners from a segregated setting may be unable to apply the skills they have acquired in real life situation. It is rare that learners from segregated setting find jobs; only a few of them enter directly into protected workshops as they cannot work independently. Learning does take place in special school but they learn and imitate inappropriate behavior of their peers. They do not have the opportunity to interact with learners who can act as appropriate role model. "The disadvantage of special schools is that learners do not reach their full potential and fail to live in the regular world" (Jacobsen et al.: 1999:28"). Special schools do not give the non-disabled learners the opportunity to interact with learners whose learning is handicapped on way or the other. Lipsky& Gartner (1989:17) condemn special school because according to them separation reduces the likelihood for learners to return to the mainstream education.

South Africans had a dual system of education previously. "The area of special needs was doubly fragmented on the one hand by legislation and policy, which enforced separation along racial lines and on the other by a separation between ordinary learners in the mainstream and learners who experienced barriers to learning" (Quality, 1998:22). "The separated system of education, which presently exists (special and ordinary) needs to be integrated to provide one system which is able to recognize and respect the diverse needs of learner population" (Quality 1998:55). A system based on segregation of learners is hereby challenged, and a new paradigm of a single education system is recommended.

2.2.2 Time keeping and curriculum coverage

In curriculum coverage educators make "sure that the contents for each curriculum segment is covered or presented to each class within the calendar defined constraints of the system" (Spady1998:33). Educators are compelled to cover a specific content within a specific time regardless of whether learners understand or not. Once a learner fails to learn successfully he or she is declared a poor learner. This superficial coverage leads to superficial learning

Inclusive education addresses this problem by applying the principle of learner-centreed approach. In the foundation phase there can be a learner with a poor vision and take therefore more time to complete his or her task. Inclusive education specifies that all learners "who experience visual or hearing barriers should be given additional time of up to a maximum allocation of 30 minutes per hour when needed" (Implementation of inclusive education, 2002:156). It is important that each learner be allowed sufficient time provided and assistance to achieve his or her objectives. Inclusive education recommends the shifting away from covering a specific content to achieving of outcomes. Learners who stutter "should be encouraged to talk and given their minds" (Blenk & Fine, 1995:123). Since "inclusive education is of the opinion that all learners perform successfully, but not at the same pace" (Engelbreght 1999:21), times should be set aside for paying attention to learners individual differences.

2.2.3 Learning style and instruction

There are times when educators use talk and chalk method, which is not effective. Since the concentration span of the foundation phase learners is very low. Inclusive education recommends different methods of teaching. "It is important to identify and match learners learning styles, strengths, especially perceptual and global analytic abilities" (Wood 1992:308). Educators should be encouraged to "vary their strategies to accommodate the diverse needs of learners and adapt the programmes to accommodate the learners needs and learning style" (Implementation of inclusive education, 2002:174). " The importance of having a variety of methods is that a teacher

26

may change her teaching style to reach each child in the room, and develop the child's knowledge and understanding to the maximum " (Callahan & Clark, 1994:55).

In the opinion of Aefsky (1995:61) "all children have learning strengths and weaknesses", as a result teachers have to apply different types of teaching strategies and methods in order to top on learners' strengths. In the foundation phase learners use their five senses while learning, and therefore educators must give them the opportunity to "observe, compare, investigate and experiment by using their senses" (Van der Merve 1990:82). "Co-operative learning can be used as a method of bringing learners of various achievement and intellectual levels together in a positive way. At the same time allowing each learner to work at his or her individual level and pace" (Garden et al, 1989: 24). Co-operative learning encourages learners to coordinate their skills to achieve a common goal. When comparing individualistic competition learning and cooperating learning, it was found that a higher achievement and a better retention of the material are achieved by using co-operative learning.

The nature of the learning process, which includes reviewing, summarizing and questioning each other, that takes place during co-operative learning enhances retention of the content. Learners also learn best when they learn from their peers unlike learning from an educator. "Involvement with peers in learning groups may be sufficiently enjoyable and reinforcing". (Garden1989:376). Co-operative learning helps disabled and non-disabled learners to interact and learn from each other. It also "enhances interpersonal relationship amongst learners"(Graden, (1989:376). This author further reveals that co-operative learning "has resulted in altruistic attitudes towards peers, increasing good behaviour amongst classmates, and increased feeling of being liked and supported by peers".

Another method used in inclusive classroom is peer tutoring. Peer tutoring is when learners learn from one another and subsequently assess one another. "Learners learn best while they are corrected by their peers as they are able to receive academics help without having to confront an authority "figure" and learn more social behaviours through modeling and receiving encouragement and support from each other" (Garden 1989:380). Going on trips has proved to be effective way of providing foundation phase

27

learners with the opportunity to discover with the opportunity and learn about the world around them. Through field trips learners "actively learn by observing and doing, exploring and communicating among themselves" (Van der Merve 1990:118). "Field trips provide learners with real experience in the community outside the classroom"

2.2.4   Learning support materials

Learning support materials are important and crucial in the foundation phase hence "curriculum 2005 encourages the use of learning support materials" (Implementation of inclusive education 2002:175). Learning materials need to be accessible to all learners and accommodate learners who experience barriers to learning. Inclusive education recommends that "learning-related equipment, such as Braille machine, state, stylus, audiotape, etc should be available to facilitate learning"(Implementation of Inclusive Education 2002:178)

2.2.5   Language and communication

There is a direct relationship between a learner's performance and the language of instruction"(Implementation of Inclusive Education, 2002:176). Teaching and learning for the majority of learners takes place through a language. "This leads to linguistic difficulties which contribute to learning breakdown" (Quality 1998:17). Inclusive education recognizes that sign language is the first language of the deaf. The degree of deafness should not determine whether they should be, excluded or not. Seller & Palmer, (1992:1) report that, "deaf children are usually separated from their peers". According to Wright & Kerner (1998:67) "one of the main benefits for learners who experience barriers to learning who are integrated into mainstream schools, specifically those with speech and language problems is that the other pupils provide linguistic and normal social behaviour models to them". Learners who do not experience language barriers must also communicate with deaf learners using sign language. Inclusive approach will force learners who do not experience communication barrier to know sign language in order to communicate with them, therefore, all learners will benefit in inclusive settings as it encourages all learners to learn sign language.

2.2.6 Assessment of learners

Moime (2001:1) also highlights that "more learners fail the first grades of school than any other grades". "Mpumalanga Province estimated that 18,2 % of the learners enrolled in their schools repeated grades 1-3 **(Quality1998:)**. Some learners have poor memory and their spear of retention is therefore shorter than that of an average child. Jenkison 1997:142) says that, "when children follow a set programme that is not related to their individual needs and capabilities will experience failure". There seems to be some advantage in retaining some of these children for one year, "but the author has observed instances where this children have been retained for two years in the primary grades, and in some instances as many as three times" (Fairchild, 1997,33). Inclusive education recommends that learners should be graded according to their rate of progress and growth; it recommends progression. "Progression means moving from one level to the next in the school context without being compared with other learners"(Moime, 2001:52). Progression is based on accumulation of appropriate combinations of credits. The learner's progress should be measured against achievement of outcomes.

2.2.7 Learning environment

"In many contexts the vast majority of learning centres are physically inaccessible to a large number of learners, educators and communities"(Implementation of Inclusive Education, 2001:140). Blenk & Fine (1995:94) state that currently traditional classrooms are characterized by rows of desk and a large number of learners per class, and since their size is small they leave little room for a wheelchair learner. Inclusive education recommends that learning centres should be set up around the perimeter of the classroom so that there can be a large open space for children to move around from freely. It is also recommended that all door entrances should be wide enough to accommodate wheelchair learners. "The learning environment should be able to accommodate the diverse needs of the learning population and enable them to move around the environment freely and unhindered" (Quality1998:71). Entrances must be fitted with ramps and support railings to accommodate wheelchair learners.

2.2.8 Teacher's pupil ratio

Overcrowding in the classroom is one of the barriers to effective teaching and learning. It is difficult to facilitate child directed activities in a large class. Planning activities for too many children in a class, and individualizing such activities according to each child's needs become almost impossible. A manageable number of learners in a classroom is a precondition for quality education. To overcome this barrier " the teacher-pupil ratio needs to be adequately provisioned" (Implementation of Inclusive Education 2002:177). Inclusive education recommends that, "educator-learner ratio should be lowered in the reception and foundation years to allow flexibility in responding to diversities in the classroom and enable the educators to develop strategies and mechanisms in overcoming barriers to learning and development" (Quality 1998:119).

2.2.9 Acquisition of literacy

Literacy involves the concurrent and interrelated development of oral language, reading and writing. In the foundation phase learners have to acquire the basics of literacy that include reading and writing. "Traditionally reading has been considered as the ability to recognize, decode and comprehend the written word "(Downing 2002:94). This definition is exclusive as not all learners can read written text. Some can not read because of disability. Reading of words can be replaced by picture reading as it is more important than the comprehension of written word. Reading can include recognizing and comprehending the meaning of, pictures or part of the object. Foundation phase learners enjoy reading pictures before reading words. When word reading is coupled with picture reading all learners benefit; "in fact those who can read the printed word also obtain considerable information and enjoyment by simultaneously experiencing other visual as well as tactile information "(Downing 2002:96).

Books that are suitable for the foundation phase learners have many pictures. By looking at pictures children can see what the story is about. Learners can be encouraged to cut out pictures from magazines and paste them. Most foundation phase learners struggle with word reading. "Teaching with pictures is an excellent way to help poor readers or non-readers" in foundation phase" (Wood, 992:13).

Writing is a developmental process and there is a likelihood for mistakes to be made at all the stages of the process. Hence Viljoen & Petra (2002:75) say that, "Grade 1 learners should not be expected to write perfectly. "Poor motor control often leads to untidy presentation which is unattractive to the reader and personally unsatisfactory to the children also " (Stake and Hornby 1996:70). Learners who are somehow handicapped struggle to acquire writing skill. Some foundation phase learners experience handwriting problems which require intervention on the part of educators. There are learners whose handwriting is poor not because of lack of effort "but rather because of an intrinsic neurological manifestation or physical disability which results in handwriting / presentation skills significantly below the candidate's other scholastic and cognitive skills" (National policy, 2001;16). In this case the educator should not be overly strict when assessing the learners handwriting presentation. There should be evidence of medical opinion and a history of appropriate specialised educational assistance where possible to prove that the learner's handwriting cannot improve because of disability. Learners who experience such a learning difficulty can be tested orally.

2.3   IMPAIRMENTS

There is no way that impairments can be rectified, what could be done is to adapt teaching techniques and learning support material to the needs of the physically, visually and hearing impaired learners. To be impaired does not mean that learners should be excluded from inclusive settings.

2.3.1   Hearing impaired learners

Conductive and sensorineural problems are two types of hearing loss. "Many children in the foundation phase suffer from these problems which are often accompanied by poor speech, limited vocabulary, poor comprehension of spoken language and difficulties in discriminating and sequencing sounds as well as problems in listening (Hornby and Stakes, 1988:11). "Educational placement should be according to the needs of each hearing impaired child" (Seller and Palmer, 1992:122). The authors further argue that education and communication are interdependent and therefore deaf children need to

communicate .It is important that part of the curriculum should incorporate teaching basic signs to everyone in the classroom (Downing 2002:62). Lip reading is vital for these learners. It is also important that the level of noise be reduced by carpeting floors or using acoustic-enhancing ceiling tiles or wall panels.

Sign language is presently the first language of learners who cannot speak and hear. Presently, sign language is vital in inclusive education in the sense that there should no longer be school for the deaf only. According to the White Paper No 6 (2001:28) the staff of special schools should be converted into district support teams, or be deployed to join the existing district supporteams. Educators who know sign language will form district support teams, which will empower educators in ordinary schools so that they could be able to respond to the needs of the deaf and dumb learners who will be in ordinary schools.

2.3.2   *Physically impaired learners*

Physically impaired learners are learners who experience barriers in learning due to physical disabilities. "More common physical difficulties include asthma, cerebral palsy, cystic fibrosis, diabetes, epilepsy, muscular dystrophy and hydrocephalus. Historically learners with major physical disabilities and medical problems were not generally catered for in ordinary schools" (Hornby and Stakes, 1996:17). Presently these children should be educated together with their peers in ordinary schools and it is essential that class teachers are successfully prepared to meet their needs" (Hornby and Stake, 1996 : 16).

When working with asthmatic learners educators must see to it that they should not take part in heavily physical education activities and games. These learners should be engaged in light exercises. In the case of the attack educators must "call for a doctor if the attack lasts longer than fifteen minutes after the medication, if the shortness of breath continues and if they are turning blue or the pulse rate exceeds 120 per minutes" (Hornby and stakes,1996:17). Learners with brittle bone disease will need aids for mobility and writing and therefore they will need extra time for completion of their task even when they write examinations. Learners with cerebral palsy can have stiffy and

jerky movements and difficulty with balance and co-ordination. Others will need the use of a wheelchair and some may have problems with speech. The provision of lifts will be important for learners who use wheelchairs. Diabetic learners eat often and when organizing school trips educators must ensure that there are opportunities for eating stops.

2.3.3 Visually Impaired Learner

A visually impaired learner may display the following signs:

"Clumsiness, poor hand eye co-ordination, holding the head in an unusual way, frowning, complaining of headache or dizziness, poorly formed hardwiring, becoming more tired and needing breaks "(Hornby and Stakes,1996:14). White paper No 6 of inclusive education recommends the inclusion of these learners in regular schools with educators giving support and assistance. Vision is used by all children as a major learning tool and learners with poor vision will not be able to see all the details that children with good sight are able to. Reading can be a problem to learners with poor vision, that is why "sometimes it is necessary to increase the size of the print in a book"(Horny and Stakes,1996:14). When time allows should be taped so that learners with visual problems can listen to those lessons at a later stage. Even learners who do not experience vision barriers can benefit from taped lessons.

Blind learners cannot read either pictures or words and Braille is recommended for them. "Blind learners can also read by touching, various textures, and an array of interesting objects to add to their visual understanding of the written word" (Downing 2002:96). Their senses of smelling and listening should be stimulated. All methods used in teaching the blind will benefit all other learners especially in the foundation phase, as it is important that learners at that stage be encouraged to use all their senses.

2.4   THEORISTS THAT PROMOTE INCLUSIVE EDUCATION

"A theory is an explanation based on observation and reasoning, especially one that has been tested or confirmed as a general principle explaining a large number of related facts" (World Book Dictionary 1996:999). In this study a theory will be used as a guiding tool towards the implementation of inclusive education. Two humanistic theories of Gardener and Maslow will be discussed as humanistic theories emphasize individuals as full functioning human beings. "Humanistic theory recognizes uniqueness, freedom of choice, and the right of the individual to set and be accountable for his values" (Perko &Kreigh 1992:70) . The two theories will be discussed and their implications in the classroom settings will be related to inclusive education.

2.4.1   *The theory of Maslow. (1908-1970)*

According to Boere (1998:1) Abraham Maslow was born on April 1, 1908 in Brooklyn, New York. He obtained a BA degree in 1930, MA in 1931,and Ph.D. in 1934, all in psychology, and all from the University of Wisconsin. A year after his final graduation he returned to New York to work with E. L Thorndike at Columbia, where he became interested in research on human sexuality.

Maslow served as chairperson of the Psychology Department at Brandeis for 10 years ranging from 1951, where he met Kurt Goldstein who introduced him to the idea of self-actualization and began his own theoretical work. It was also here where he began his crusade for a humanistic psychology which ultimately became much more important to him than his own theory. One of the many interesting things which Maslow noticed while he was working with monkeys in his early career, was that some needs take precedence over others. For example, if you are hungry and thirst you will tend to try to take care of the thirsty first. After all you can do without food for days, but you can only do without water for a couple of days. If you are very thirsty, and someone a choke you, you attend to the most urgent need first?

Maslow "advanced a theory referred to as a hierarchy of needs" (Mwamwenda,1994:265), "According to Maslow's hierarchy of needs, individuals and

families work towards satisfying their most pressing needs before they move to the next highest need "(Van Zyl 1989:7). He presented the human needs in a hierarchical order beginning with the more basic needs, which should be satisfied before to the next higher needs could be satisfied.

Maslow adopted this idea and compiled his own famous hierarchy of needs. He identified five categories of needs which he arranged in a hierarchical order: The categorical are: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the needs to actualise the self, in that order.

Physiological needs

These are the most basic needs like food, clothing, housing and fresh air. Learners cannot survive without these needs.

Safety needs

The safety needs are the needs to avoid or escape danger and the need to be secure and protected. When the physiological needs are largely taken care of, this second layer of needs come into play. You will become increasingly feel the need to safe circumstances, stability and protection.

Belonging and love

When physiological and safety needs are, by and large, taken care of a third layer starts to show up. This is a social need, which is found within families, also experienced as a need for friendship, membership and association. Learners need to exchange ideas, information and gifts. In our day-to-day life, we exhibit these needs in our desire to be part of a community.

Self-esteem

Self-esteem is the need to assure oneself of one's worth as an individual. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, and dominance. The higher form involves the need for self-respect, including such feeling as confidence, competence, achievement, mastery, independence, and freedom.

The negative version of this need is to have low self-esteem and inferior complex.

Maslow also talks about deficits needs, or D-needs. If you don't have enough of something, that is, a deficit, you feel the need, but if you get all you need, you feel nothing at all! As the old saying goes, "you don't miss the water till the well runs dry!"
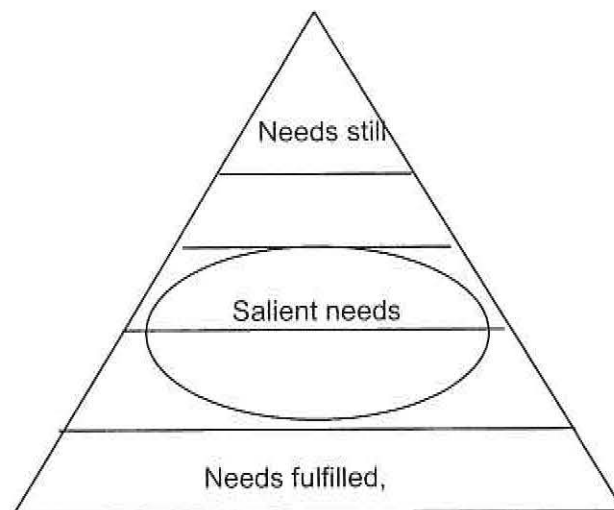
At this level homeostasis takes place. Homeostasis is the principle according to which ones furnace thermostat operates; when it gets too cold it switches the heat on; when it gets hot it switches the heat off. In the same way, ones body, develops a craving for what it lacks and when that is satisfied it develops another need. These needs are related to human being's desire to be recognized and acknowledged.

Self actualization

Through self-actualization individuals need to fulfill their potential to the full. The need for self-actualization implies that "every person has abilities that warrant specifics in the development within themselves" (Villa:1992:32). Maslow calls it growth motivation (in contrast to deficit motivation), being needs (or B-needs, in contrast to D-needs), and self-actualization. These are the needs that do not involve balance or homeostasis. Once engaged, they continue to be felt. In fact they are likely to become stronger as we "feed" them. They involve the continuous desire to fulfill potentials, to "be all that you can be." The needs are about feeling the desire to utilize ones capabilities.

Another way in which Maslow explains what he calls what self- actualization is identifying what he calls special, driving needs (B-needs) of the self-actualisers. People need the following in their lives in order to be happy.

> ➢ Truth, rather than dishonesty.

> ➢ Goodness, rather than evil.

37

- Beauty, not ugliness.

- Unity, wholeness, and transcendence of opposites, not arbitrariness or forced

- Choices.

- Aliveness, not deadness or mechanisation of life.

- Uniqueness, not bland uniformity.

- Perfection and necessity, not sloppiness, inconsistency, or accident.

- Completion, rather than incompleteness.

- Justice and order, not injustice and lawlessness.

- Simplicity, not unnecessary complexities.

- Richness, not environmental impoverishment.

- Effortlessness, not strain.

- Playfulness, not grim, humourless, drudgery.

- Self-sufficiency, not dependency.

- Meaningfulness, rather than senselessness.

When a self-actualiser does not get these needs fulfilled, he or she responds with metapathologies – a list of problems as long as the list of metaneeds! When the needs are not met, the self-actualiser develops depression, despair, disgust, alienation, and a degree of cynicism.

2.4.2 The implication of Maslow's theory to inclusive education

Physiological needs

Learners cannot learn while they are hungry. Hunger is caused by poverty. "The most obvious results of poverty, often caused by unemployment and other economic inequalities is the inability of families to meet basic needs such as nutrition and shelter" (Quality 1998:13). When learners are undernourished they will lack concentration and will not engage effectively in the learning process. To ensure that learners are not hungry at school primary school nutrition programmes should be introduced at schools and needy learners should get meals during breaks. To meet the basic needs of shelter "all education departments must have sufficient centres of learning as well as adequate buildings and classrooms for learners" (Quality: 1998:71). Inclusive education recommends that the physiological needs of learners should be satisfied for effective learning to take place.

Safety needs

Learners cannot learn in a threatening environment. Inclusive education recommends that every school must provide a safe learning environment for learners and a safe workplace for its staff "(Quality 1998:73).

Love and belongings

Provision of segregated special classrooms and programmes compels learners to lose the right to belong. Learners must not yearn to be placed in inclusive settings as belonging is an essential human need and a basic human right.

Once learners are denied their right to belong their capacity to acquire the skills that will enable them to belong. Learners must be given the right to associate with other is stilted, . They must be welcomed into the neighbourhood schools. Learners need to be socially connected and accepted unconditionally. Educators need to be welcoming and sympathetic to all learners. "The sense of belonging is promoted by the general

39

supportiveness of the school and classroom atmosphere "(Villa, 1992:45). Inclusive education encourages love and tree association as against segregation.

Esteem needs

Learners need to be treated with human dignity and this will help them to develop positive self-concepts. To boost the learner's self-esteem tasks assigned to them and should match their abilities. Learners who experience barriers to learning should be given individual assistance. Inclusive education supports recognition of individual differences and individual needs.

Self-actualization

The role of the school is to enable learners to develop their full potential. "There is basic human need to be competent"(Villa, 1992:44). Inclusive classrooms provide opportunities for learners to feel competent both academically and socially.

2.4.3   Multiple intelligence theory. Howard Gardner (1943 -)

Gardner was born in 1943 in Scraton. "I am trained as a developmental psychologist and later as a neuropsychologists" (Gardner, 2000:2). According to Larsen (2001: 1-3) Howard Gardner is a Professor in Cognition and Education at the Harvard Graduate school of education. He also holds positions of Adjunct Professor of Psychology at Harvard University, Adjunct Professor of Neurology at the Boston University School of Medicine, and Chairperson of Steering Committee of Harvard Project Zero. Gardner has written a book based on his observations of multiple intelligences, and it has become be a seminal book in the educational community. The book was published in 1983 and its title is Frames of Mind. The Theory of Multiple Intelligences, which Gardner propagates has become a catalyst, as well as the framework, for many current educational strategies that are proving successful in enhancing learner success. Gardner has identified the following relatively autonomous intellectual capacities which individuals employ in problem-solving:

➢ Linguistic abilities

- Musical abilities

- Logical-mathematical abilities

- Spatial, bodily-kinesthetic abilities

- Interpersonal, and

- Interpersonal intelligences, and

- Naturalistic adeptness

Gardner says that "although they are not necessarily dependent on each other, these intelligences seldom operate in isolation. Every normal individual possesses varying degrees of each of these intelligences, but the ways in which intelligences combine and blend are as varied as the faces and the personalities of individuals." (Gardner, 2001:1)

2.4.4   Multiple intelligence and inclusive education

According to Downing (2002:31) the theory of multiple intelligence supports that intelligence is not a single construct that can be quantified as an isolated unit of measure. Gardner's theory supports inclusive education as Downing (2002:30) mentions "you cannot measure intelligence by removing a person from his environment to test performance on isolated task that have no relevance to every day life". According to multiple intelligence theory a learner's strength should be developed and the focus should not be on deficit areas. The theory is so vital to the field of inclusive education.

Lipsky & Gartner (1989:131) argues that multiple intelligence "challenges the current definition of "learning disabled" as one based on impairments etiology in combination with the concept of a unitary intelligence". The moment one talks about a child who is disabled, one focuses on that child's disabilities and learning problems even of the expense of his or her strengths. In contrast multiple intelligence theory is against concentrating on the weaknesses of learners; furthermore, according to this theory a learner can neither questions whether the strength and weaknesses can be seen as have strengths or weaknesses. The theory focuses on the area where the child is

41

functioning. Proponents of Multiple intelligence emphasize that educators should develop the gift and strengths of every child. Educators should focus on abilities and ways to compensate for limitations. They should highlight the unique gifts and talents that all learners possess and allow individuals to learn together. Learners who experience severe barriers to learning need educators who can recognize their strengths in different areas and use this to enhance their learning.

Multiple intelligence theory is against focusing on linguistic and logical skills only, and proposes that "assessment emphasis needs to be spread across the many domains of knowledge so that children are no longer evaluated strictly on the basis of standards that are culturally biased and reflect a narrow view of schooling" (Lipsky & Gartner, 1989:134). The theory acknowledges the impossibility of universal education and that individuals do not necessarily master subject matter in the same way. The theory further advocates that it is not only learners who experience barriers to learning who require special forms of instructions because "each of us has idiosyncratic learning styles and strengths and can benefit from instructional approaches that speak to our particular configuration of intellectual skills and interests" (Lipsky & Gartner, 1989:134). The most important message teachers should learn from Gardener's work is that learners are complex , multifaceted individuals who need to be treated with sensitivity and taught through a variety of teaching methods. Therefore it no longer make sense for everyone to learn the same materials in the same way.

Multiple intelligence theory is vital to the field of inclusive education as it encourages educators to move away from a deficit-oriented, remediation model sales delivery to a learner- centreed, resources oriented compensatory model of teaching. The theory are encourage learners to develop their strengths and interests.

To develop these different aspects of intelligence educators should:

> "Create multidimensional classroom where learners succeed in different

ways.

> Provide learning tasks that tap different dimensions of learning

➢ Encourage learners to express themselves in different modalities, and

➢ Allow learners options in demonstrating what they have mastered a concepts or skills" (Jacobsen et ac 1999 : 249).

According to Teele (1997:1) "there are distinct characteristics in each of the intelligences that should affect teaching methodologies and assessment measures". Linguistics learners have highly developed auditory skills, enjoy reading, writing, like to play word games and have a good memory for names, dates and places. They possess well developed vocabularies and use language fluently and are often able to spell words accurately. Debate should be provided for these learners. The logical mathematical learners like to explore patterns and enjoy doing activities in sequential order. They like mathematics, experimenting to test things they do not understand and enjoy opportunities to problem solve. They also reason logically and clearly.

Spatial learners only enjoy art activities, reading maps, charts and diagrams and studying images and pictures. They respond positively to movies, slides, pictures and other visual media. As they are able to visualize clear images when thinking about things jigsaw puzzles should be provided for these learners. Music learners are sensitive to the sounds in their environment, enjoy music and prefer listening to music when studying or reading. Let these learners be given the opportunity to sing. Bodily-kinesthetic learners process knowledge through bodily sensations and use their body in differentiated and skilled ways. For body kinesthetic learners educators must provide manipulative action-packed stories, role playing, simulations and hand on experiences.

Interpersonal learners prefer their own inner world, like to be alone and know their strengths, weaknesses and inner feelings. They have a deep of sense self-confidence, independence and a strong will-power, and motivate themselves to do well on independent study projects. They often respond with strong opinions when controversial topics are being discussed. Interpersonal learners enjoy being around people and learn best by relating and participating in co-operative learning groups. They express empathy with the feelings of others and enjoy participating in group activities. Naturalistic learners like analyzing patterns in nature. Field trips and excursions are appropriate for

naturalistic learners. Teele (1997:1) talks about a multiple intelligence school which is a place "for all learners to succeed as the unique gifts, talents and abilities of all learners and educators are encouraged and supported"

2. 5 OUTCOMES-BASED EDUCATION AND INCLUSIVE EDUCATION

The idea of outcomes-based education and curriculum 2005 "was developed in the pre-1994 policy period, as part of a policy proposal drawing heavily on international experience" (Christie, 1999:166). The author is convinced that Outcomes-Based Education is an important step away from content- laden, often ideologically distorted, examination-orientated apartheid curricular .One of its arms is to create a learning environment that reflects and promotes diversity. Curriculum 2005 promotes the following principles: -

All individual learners must be allowed to learn to their full potential. This means that teachers must strive to support each and every learner to realize his or her full potential on the one hand, and on the other, the learner should and at using his or her potential maximally.

Success breeds further success. In outcomes based education the saying "Nothing succeed like success" is a guiding principle. Every success which a learner experiences builds his or her self-esteem and the motivation and willingness to strive for further success. This does not mean that all learners will achieve the same outcomes- rather it means that all learners should be granted opportunities to reach their full potential.

The learning environment includes conditions under which learners can succeed. Teachers are charged with the responsibility of creating learning environments, which are inviting, challenging and motivating. The classroom atmosphere should be positive, thereby promoting a culture of learning. It must be characterised by an emphasis on active learning.

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A number of core practices built in Curriculum 2005 have the potential to facilitate the accommodation of diversity and the overcoming of barriers to learning and development. From this principle it can be asserted that Curriculum 2005 is in line with inclusive education.

2.6   THE ADVANTAGES OF INCLUSIVE EDUCATION

Stainback and Stainback (1997:3) clearly state that "the benefit of inclusive arrangements are multiple for everyone involved in schools-learners, educators and society as a whole".

2.6.1   Ethical consideration

Equality and individual rights are ethical consideration justifying removing learners from segregated settings. This is supported by Farrel (2001:7) when he mentions that "human rights perspective has probably been the most influential in moving things forward". What is important is to provide support for neighborhood schools to welcome all learners. If some learners are barried from attending their neighborhood school it is a clear indication that basic rights of children are not protected. When learners attend school within their neighborhood irrespective whether they are disabled or not, educators become responsible for all learners residing in their community.

2.6.2   Legal issues

There are also legal issues surrounding inclusive education. The move to inclusive education is rooted in the "separate is not equal" clause which is viewed as civil rights issue. Despite differences, we all have equal rights" (Stainback & Stainback, 1996:8). Inclusive education strengthens the law, which requires that support to learners with special needs should be there. Inclusive education deals with the value of equity because "it is discriminatory that some learners must earn the right to be in an inclusive settings" (Stainback &Stainback, 1990:7)

45

2.6.3 Educational values

There are educational values embedded in inclusive education. Learners with moderate and severe disabilities can achieve more in general settings. This is supported by Stainback & Stainback (1996:12) when he says "the more time learners with disabilities spend in inclusive settings, the better they do educationally, socially and occupationally". It is a fact that the world of school is designed to prepare learners for the world of work. Graduates of self-contained programmes are employed less and often have lower self-esteem than those who receive their education in the mainstream. Learners who are placed in heterogeneous groups show better improvement than learners grouped according to their ability levels. Inclusive education reflects cultural norms and values of the society, therefore it is more suited to prepare all learners for their adult life on the society. Segregated setting leads to segregated employment opportunities which is practically not applecable.

2.6.4 Socialization gains

When learners attend school together their social development is facilitated because where learners mix freely, optimal socialisation takes place. According to Farrel (2001:7) it is argued that "pupils benefit socially, and academically from being placed in a mainstream school and that their peer group develops a better understanding of disability". Learners who experience barriers to learning should be provided with opportunities for self-actualization to take place in various social settings. They must be encouraged to participate in programmes that facilitate the acquisition of social skills that will enhance their functioning in general environment. Inclusive education helps in promote effective communication, friendship development, team work and mutual assistance. Learners should be provided the opportunity to develop the understanding of, respect for, sensitivity to, and comfort with individual differences and similarities. Inclusive education offers a learner who experience barriers to learning access to a range of learning opportunities and social models. Where social development is promoted and facilitated, socially deprived environments created by segregation and the stigma attached to segregated learners, are either eliminated or minimized.

46

The belief that having learners with special needs in the same classrooms will have a detrimental effect on other learners is not true, as some learners will have the opportunity to develop tolerance and appreciation of human differences instead. Inclusion fosters understanding and respect for individual differences among all members of the class. As various approaches of teaching will be used in inclusive settings, all learners will benefit from these various approaches. Inclusive education helps learners to communicate, develop friendship, work together and assist one another. When learners work together there is a caring atmosphere in the classroom and learners are "encouraged to fulfill their potential and participate optimally" (Sidogi, 2001:72). It also encourages learners, educators and parents to work together.

2.6.5 Cost effectiveness

Segregated special education is inevitably costly because learners who attend special schools are few. Teachers in special schools are highly trained and there are specific specialized teaching materials and equipment. Special schools as small as they are need maintenance of building, administrative support and managers. Separate administration means dual in unnecessary duplication of resources which is not the case in respect of inclusive education. Hence Booth & Ainscow (1998: 97) say that investment in expensive segregated facilities always provides a pressure to use that provision and as a result causes duplication of services.

In most cases learners who experience barriers to learning are transported to special schools as they cannot attend neighborhood schools and this causes unnecessary expense when "some suburban and urban districts reported savings in transportation costs, particularly when learners attend in their home school and walk to school or ride regular buses" (McLaughlin et al 1994:12. Engelbreght (1999:34) explains that; "inclusive education overcomes this problem by instead of maintaining or establishing costly separated institution, a wide range of learners can be educated in the same school, sharing resources distributing the overhead cost amongst a large population". Graden et al (1989:9) is also of the opinion that "time and money spent on determining

47

who is special and who is not could be better used to provide services to all who need it regardless of any presumed learning barrier'

2.6.6 Benefits to teachers

Inclusive education allows educators to assess learners' performance effectively as it is " based on performances rather than individually administered tests" (Sidogi 2001:74). A continuous in-service of educators is important in inclusive education, as educators in the system will have the opportunity of getting trained. As inclusive education stipulates that all learners must learn together including those who experience barriers to learning therefore educators are forced to sharpen their skills in dealing with different types of learners. Therefore "teachers have the opportunity to develop their professional skills in an atmosphere of collegiate collaboration and peer support (Stainback and Stainback,1997:7). Inclusive education encourages teamwork. Collaboration allows educators to consult with each other and provide psychological support. When educators consult with one another they have the opportunity to empower each other professionally. Inclusive education helps educators to be aware of developments in education and therefore they are able to anticipate changes, and take part in shaping daily school life. Educators are kept informed of changes occurring in their fields, and this gives them the opportunity to ensure that they participate in decision making .It also allows educators to be flexible, 'in terms of teaching styles as they have to provide for a diversity of teaching styles" (Sidigo, 2001: 73).

2.6.7 Benefits to learners

Effective teaching takes place where there is support and inclusive education recommends the learning environment that is barrier free and. An inflexible curriculum leads to failure and failure leads to high drop-out rate. Inclusive education provides the learner with a flexible curriculum, which suits the diverse needs of learners which will help them to actualize their potential optimally. "This flexible curriculum with its holistic development and inclusive environment helps learners to share ideas amongst themselves." (Sidigo 2001:74). As the system concentrates on the strengths of learners, learners have faith in their abilities and feel better about who they are. Learners can also

develop a positive attitude towards themselves and others. An inclusive education discourages competitions amongst learners since competition make them become less critical and defensive in whatever they do. Motivation of learning is increased. As learners work together, co-operative learning and sharing of ideas takes place. All learners feel a sense of belonging which is developed by exchange of ideas.

Inclusive settings help learners to "understand, respect, be sensitive to, and grow comfortable with individual differences and similarities among their peers" (Stainback &Stainback, 1990:5). Learners who do not experience barriers to learning also benefit from inclusive education since they are afforded opportunities to interact with those who experience barriers to learning. Celebration of diversity takes place. Learners also learn how to assist peers and receive assistance from each other. In the process of matual assistance learners learn to empathize and sympathize with one another. Learners have the opportunity of developing tolerance and patience. "Friendship is developed and all learners feel loved, save and cared for" (Sidigo, 2001:77").. The opportunity of using "interpersonal skills such as listening, negotiating and sharing is created" (Stainback & Stainback, 1992:5)

2.7   PARADIGM SHIFT IN INCLUSIVE EDUCATION

"The word paradigm comes from the Greek *paradeigma*, which means to represent something or offer it as a model" (Jordan & Jordan, 1992:13). It is influenced by, and in turn influences the spirit of the time in which it arose. The more people conduct research the more knowledge increases and this creates a new way of thinking. In this study it is important to trace how inclusive education developed so that we do not repeat the mistakes of the past.

2.7.1   Special education

"Special education is an instruction designed to help both the disabled and gifted children to use their full learning ability" (World Book, 1996: 06). In the past many policy developers thought the best way to deal with learners with special needs was to educate them in separate schools. Special schools were essential as it addressed the problem of

49

learners who were hidden and could not receive education at all because public schools did not admit learners with special education needs. At the turn of the twentieth century, the eugenic movement helped to entrench the dehumanization of persons with disabilities. Between 1900 there were public perception that learners with special needs had criminal tendency. The perception added to the willingness of the public to allow segregation and encourage expansion of special classes in public schools.

Tracking by academic ability was used to relegate poor and disadvantaged children to lower non-academic streams. This tracking mostly affected children from lower socio-economic group. According to Chaves quoted by Stainback & Stainback ,1997:20) "special classes developed not for humanitarian reason but because such children were unwanted in regular classrooms". Educators did not know how to teach and handle learners with special needs and that gave birth to curriculum for learners with special needs. For educators to teach in special schools they had to have e training relevant for teaching disabled learners. Therefore, special education schools developed as a result of the practical interventions of certain persons in the education of learners with disabilities" (Du Toit,1997:20). As special classes increased in number, special education developed on parallel lines and gave birth to independent special schools. Clark et al. (1997:4) argue that "there was a sense of stability created by the system as pupils and parents knew broadly what is expected of schools educators who had a degree of confidence about the aim and purpose, of the educational diet that they offered, administrators were responsible for an essentially self regulating system... as pupil could be considered to have educational right ... the right to an appropriate form of education. Clark et al (1997: 4-5) further argue that "there was a disadvantage to this stability as the system discriminated accurately between academic and non-academic pupils".

"It also became evident that for every child placed in special education ... the system made it very extremely difficult for pupils to move out of special education once place there, regardless of the progress, and that many children had learning difficulties which might respond to short term intervention than to permanent segregation" (Clark et al. 1997:6) "The first training opportunity for teachers of special classes was offered in 1905

at the New Jersey Training school" (Smith,1998:18). Irrespective of segregation system which a special school adopted, its existence played a positive role in the education of learners with special needs. Educators of special schools are skilled in how to deal with learners with special needs. White Paper No 6, (2001:21) states that "special schools educators will provide particular support and expertise especially professional support in curriculum, assessment and instruction as part of the district support team to neighborhood schools". DS bulletin (1996:iv) resorts that "many of the years special schools became centres of expertise and specialization". It further reports that special schools did contribute in demonstrating to authorities, to communities, and to parents the potential and possibilities of educating learners with special needs. Clark et al. (1997:6) who states that "the aim and method of special schools are needed for the many backward children who remain in ordinary schools also stresses this. In other words it is also important to utilize the methods used in special schools in the schools practicing inclusive education.

2.7.2 Remedial education

World Book Dictionary (1996:1767) defines remedial education as the intention "to improve related study habits and skills". Sometimes if a learner cannot read at the level of his or her age, then the learner may be referred to a remedial class. To remedy is to correct. Remedial education is essential because learners differ and do not progress at the same pace. Remedial classes help learners to cope with their work, hence Clark et al. (1997:107) state that the "best way of dealing with specific reading difficulties is through appropriate remedial education". Remedial education strives for the promotion of inclusive education in the sense that every educator is empowered to deal with learners with special needs. Remedial education is a part-time, relatively short term and limited to specific objectives such as remedying failures or difficulty in learning certain subjects" (Clark et al. 1997:6).

Unlike special education, remedial education is teaching which is additional to schooling rather than the alternative placement. Remedial education solves learning problems

through limited intervention where the curriculum remained unchanged. It offers learners more individualised and intensive education than was possible in ordinary clai

World Book Dictionary (1996:1418) defines "normalisation as the act or process of making normal". This concept was suggested in 1959 by Bank-Mikkelson of Denmark and after having been coined by Bengt Nirjie of Sweden who encouraged the United States to incorporate in-service training to people with disabilities. The assumption was that what happened in the mainstream schooling was normal and therefore unproblematic (Armstrong & Armstrong 2000:21). It includes aspects like normal environment, normal daily routine, normal education practice, and normal exposure to the society. Smith (1998:20) says that "normalisation means making available to all persons with disabilities patterns of life and conditions of everyday living which are as close as possible to or indeed the same as the regular circumstances and ways of life of society".

Normalisation is essential in the sense that the credo provides guidelines for the treatment of disabled people as well as concrete suggestion for action" (Winzer 1993:381). Normalization addresses the problem of placing children in special schools, as well as in centres where they are seldom allowed to go home, as a result, find very little opportunity to interact with other children in the society. The emphasis is upon enabling the individual to fit in the society through the process of assimilation and accommodation. Cough (1998:84) states that "it failed to address the question and challenge of continuance of segregated special schools". Normalisation promotes inclusive education in the sense that it is for the idea of learners learning together. This is supported by Winzer (1993: 381) who says "normalisation promoted a powerful surge in the educational system as through this policy special classes were abandoned and were replaced by regular class programmes supported by special education services".

2.7.4 Integration

According to Stainback & Stainback (1997:62) "integration is the process of making a whole, or bringing together all children and having all children learn all that they are capable of being". World book Dictionary (1996:1096) defines integration as "the

inclusion of people of all races on an equal basis in neighbourhood schools..." World Book International (1996: 293) defines segregation as "the relationship between the groups". Integration was necessary because when a learner experiences a learning problem arrangement could be made for him or her to receive special assistance during specific times. Learners were not separated permanently, they are only separated for short time. Integration promoted inclusive education as learners who experience learning problems were given the opportunity to learn from others.

2.7.5 Permissive environment

Vaughn & Bos (1996:5) define permissive environment as "appropriate educational settings in which learners are placed". Authors like Fried & Bursuck (1999:10) calls this Least Restrictive Environment. Permissive can be created in self-contained classrooms and in resource rooms. Permissive environment is essential because it promotes effective learning.

It is compatible with Individualised Education Programme (IEP) which is one of the principles of inclusive education. Individualised Education Programme takes into account the uniqueness of each learner. Friend & Bursuck (1999:11) say that IEP include a statement of the learner's current level of functioning, a set of objectives for achieving the outcomes, an individual who is going to provide the intervention, the programme's time frame, the name of the place when the programme will be provided, and how progress will be determined. Choate (1993:13) states that "LRI assist inclusive education in the sense that it has been a major force behind the increase in learners with disabilities served in general education classrooms".

2.7.6 Mainstreaming

In the opinion of Choate (1993:2) "mainstreaming is the inclusion of learners with special needs in the general education process". It is a commitment to provide the same programme to both learners with special needs ant those without. Ideally learners should be placed in the Least Restrictive (Permissive) Environment in which their unique needs can be met. Mainstreaming movement was influenced by Regular Education

Initiative (REI). The REI calls for integrating regular and special education into a unified system. Choate (1993: 13-14) further argues that "proponents of Regular Education Initiatives claim that learners, teachers, administrators, and parents will benefit from the merging of special and regular education wherein more learners will participate in the mainstream education". The advocates of mainstreaming further assert that mainstreaming will minimise the stigma of labels, and increase the opportunity for acting out desired social and school survival behaviours. Through mainstreaming learners will learn in situations that are more representative of the real world. Educators who argue that they should be made ready to educate heterogeneous and diverse groups challenge mainstreaming. It is true, educators in the mainstream need to be trained to teach a heterogeneous group. This gave birth to the idea of the whole school development.

2.7.7   Whole school approach

According to Clark et al. (1997:8) "whole school approach is a strategy where the diversity of the pupil population is seen as the starting point for planning rather than an afterthought". Descent in Clark et al. (1997:8) says that it is "an approach which sought to develop means of educating children with special needs alongside their peers in mainstream classrooms and through the mainstream curriculum". This means that the standard and the scope of the curriculum of the ordinary school should be transformed to meet the needs of learners who are usually catered for in special schools.

There are children who need adaptive education with special provision in terms of accommodation, equipment and staff. The school should not refer these learners to special schools, but cater for them. Such learners require special help to realise their potential. The needs of this learners can be met through withdrawal from the class for special work. Furthermore, learners of average ability who have specific learning problem associated with language, writing, and spelling or numeracy also require remedial lessons. To meet the diverse needs of these learners the school must respond by providing education for all learners irrespective of differences in their abilities and interests.

2.7.8 Inclusive education

As far as Wade (1999:7) is concerned, inclusive education is based on a philosophy that promotes inclusion of "all learners, despite differences in language, culture, ethnicity, economic status, gender, and ability in the regular classroom in their neighbourhood schools". In its pure form "it is a warm and embracing attitudes which accepts and accommodates the others unconditionally" (Bothma, 1997:21). It calls for the merger of the regular and special education. It is not just concerned with placement, but it is a continuum of educational services. To avoid dumping of learners into ordinary schools, Mittler (2000:11) says that its goal is to create an environment where all pupils can enjoy access and success. Therefore it also involves changing the culture and organisation of the school to ensure access and participation for all pupils.

Inclusive education accepts children as they are and change the curriculum and the pedagogy to suit the learner. Hence Mittler (2000:11) further argues that "is a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils". To educators it means the end to labelling and segregated education classes. "The success of inclusion depends to a great extent on the availability of the support that is offered in the mainstream school" (Farrel 2001:8). It implies attending the normal school with ordinary learners instead of attending special school, Mittler (2000:11) argues that "this does not necessarily mean that the neighbourhood school, may not necessarily be the most accessible". Inclusive education cannot be considered in isolation as it is "the process of increasing participation of learners and reducing their exclusion from the curricular" Booth (1999:78). Ainscow (1999:218) says that is concerned with overcoming barriers to participation.

2.8 PRINCIPLES THAT ARE PROMOTED BY INCLUSIVE EDUCATION

2.8.1 The principle of diversity

The Concise Dictionary defines diversity as "a state of being different or varied". Inclusive education recognizes these differences and recommends that the curriculum

should respond to a range of learner differences and the way in which they differ. Stainback & Stainback (1997 52) argue that "if we want society to be a place where an increasingly diverse group of people get along with each other, where all people are valued as contributors to the common good, the school must reflect those values by providing environments in which teaching practices, and curricular reflect and model those values".

Children differ along many dimensions, which includes racial, cultural, gender, religious, and ability differences, to mention a few. The broader goal of the principle of diversity is to help learners to develop a positive attitude towards these differences. The principle of diversity is closely related to the principle of differentiation. Mittler (2000:118) defines differentiation as a process whereby educators attempt to meet learners' needs through the curriculum by selecting appropriate teaching methods to match an individual child's learning strategies, within a group situation. He further argues that the "principle seeks to provide opportunities for all learners to participate and make progress in the curriculum by building on past achievement, presenting challenges for further achievement and providing opportunities for success". The principle ensures that all learners succeed even if they do not progress at the same pace. The principle of diversity is in line with the principle of individualization. "It is based on the idea that every learner must be helped to develop according to his own ability" (Duminy, 1991:93). This is further elaborated by Mittler (2000:101) when he mentions that "when planning educators should set high expectations and provide opportunities for all learners to achieve including boys and girls with special education needs, pupils with disabilities, pupils from all social and cultural background, pupils of different ethnic groups... and those from diverse linguistic backgrounds". The gifted and the talented are also included.

Therefore to attempt to reach each learner is a heterogeneous group educators must first create an effective learning environment. It is important to secure the motivation and concentration of these learners of different abilities and interests. As learners are diverse, assessment should also be diverse. For example the National policy (2001:7) clearly state that "learners whose scholastic progress is significantly disadvantaged due

to eye conditions as ordinary print will be problematic even with the help of spectacles or contact lenses, the following methods will be recommended. Enlarged text, Braille, Tape-aid and Dictaphone".

2.8.2   *The principle of multiculturalism*

Inclusive education and "multicultural education are educational reform movement, and a progress whose major goal is to change the structure of educational institution so that males and female learners, exceptional learners who are members of diverse racial, ethnic and cultural groups will have an equal chance to achieve academically in school" (Vaughn et al. 1997:280-81). Hessari & Hill in Dekker & Lemmer (1993:35) define multicultural education as an "education which enables children to develop the ability to recognize inequality, injustice, racism, stereotyping, prejudice, and bias and which equips them with the skill and knowledge to help them challenge and combat this manifestation". South Africa has a multicultural society and as a multicultural society it has a broad range of diversity as expressed by, for example linguistic, religious, class and gender which are relevant to the process of education. Therefore education for a multicultural society should be seen as providing learners with means of understanding all the elements in a society in which they are growing up.

Multiculturalism as a principle is a thread running through the curriculum, not the subject to be taught. Banks in Vaugh et al. (1997:281) suggest that "multicultural education have four dimensions". The first dimension is content integration. "Content integration focuses on using examples and content from a variety of cultures and groups to illustrate concepts, principles, generalizations, and theories. An educator can teach learners about traditional dress, and celebrations in many different cultures". The second dimension is knowledge construction. Knowledge construction is about how biases influence the ways that knowledge is constructed. The third dimension is equity pedagogy where educators are expected to attend to different teaching and learning styles. Equity pedagogy addresses the problem of individual difference and diversity.

The last dimension is empowering the school culture. This promotes gender, racial and social class equity. This can be achieved by allowing learners to learn from each other

and share information about their heritage, birthplace, family, traditional foods and hobbies. Through multicultural approach learners accept and tolerate each other. The goal of multicultural education is rooted in wider social concern. "Equal educational opportunity is a cornerstone of multicultural education as the primary goal of multicultural education is the creation of equal education opportunities" (Dekker & Lemmer, 1993:41). It is a vehicle for the examination and delivery of educational equity. It promotes inclusive education and therefore it addresses inequalities and discrimination based on race, and language. It is committed to an education, which is free from discrimination and prejudice. Dekker & Lemmer (1993:41) further argue that "the basis of multicultural education is that no child may be denied access to education because of race, or culture- all children should be afforded an equal chance to achieve in school". Multicultural education helps individuals to understand and appreciate their own and other cultures. It aims to reduce the discrimination which members of cultural groups experience in schools. It also aims to empower pupils by providing relevant attitudes, skills and knowledge that will prepare them for meaningful participation in a culturally diverse environment. For multicultural education to be effective, educational content and practice should reflect and respect the child's unique background. Bacchaus in Dekker & Lemmer (1993:41) mentions that "every society needs its members to have a minimum care of shared values in order to function in a shared society". If people live together without common elements ethnic polarity can result. Multicultural education aims to impart common and diverse values. Proponents of Multicultural education advocate that learners should attend school together irrespective of cultural differences. Multicultural education brings learners of different cultures together and promotes unity.

2.8.3   *The principle of social justice*

The Oxford Encyclopedic English Dictionary (1991:714) defines justice as " the exercise of authority in the maintenance of right and fairness". It does away with cheating, favouritism and nepotism when it comes to sharing, competing, distributing and handling issues. Social justice "implies that services and opportunities should be at a dispersal to all and reserved to a few irrespective of gender, race, and class" (DS Bulletin, 1996:vi)

Hutton (1994:72) categorises social justice into "egalitarian and libertarianism". Egalitarian theory of justice goods are distributed equally to citizens, which means that distribution of goods is only just and fair if no citizen controls more of those goods than any other. But one should take into account that differential distribution of resources would be necessary because of individual differences between citizens. Libertarian justice sees to it that the state intervenes to prevent violation rights and to rectify past injustice. " The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs" (Adams et al. 1997:1). They further argue that it must see to it that all members of society are safe and secure.

"Classroom safety is tied to respect and expressions of emotion, especially emotions perceived as negative such as fear, discomfort, threat, pain, anxiety, hostility and anger" (Adams et al. 1997:37). Teacher Development (2001:37) clearly states that "when the safety of educators and learners cannot be guaranteed learners may be prevented from participating in effective teaching". Some learners use wheelchairs, and other learners should not spoil them by pushing them to wherever they like or teasing them.

Some learners use walking sticks. Care should be taken that their shortcomings are treated with respect. The principle of Justice demands that we treat learners equally irrespective of individual differences. This means that it is just to allow learners to attend schools of their choice irrespective of their differences. This is the goal of inclusive education.

2.8.4   The principle of tolerance

Inclusive settings promote tolerance as I come in, every individual is at liberty to pursue his or her conception of what is good, but it is also important to respect the rights of others. An analogy can be that of smoking. One has the right to smoke but this should not be at the expense of others, as nonsmokers should be protected.

Distribution of educational resources should not favour other learners at the expense of others in terms of disabilities. One should accept and tolerate that the deaf and hard of hearing learners will need sign language interpreters, video recording or typewriters so

59

that they are not excluded from the education system. In some cases we have epileptic learners; a tolerant educator must know how to handle and what to do when a learner is experiencing seizures. Other learners should also be taught how to tolerate epileptic learners, as they can experience attacks while playing. As learners differ in the way they grasp the learning content, this principle allows at learners to be accommodated and work at their own individual pace. This is also in line with Outcomes Based Education (OBE) which recommends child-centred and learner-paced approach.

2.8.5   Principle of equality

"Equality is a situation in which everyone has the same rights and advantages" (Word Power Dictionary, 1996:339). In this study we are going to look into equality of opportunity, participation, outcomes and condition. The principle of equality promotes equal respect for persons. Inclusive settings fosters "genuine consultation with everyone irrespective of diversity and appropriate representation on bodies responsible for policy –making and planning education" (Armstrong et al. 2000:13).

"Liberal and social justice requires equality of opportunity of access to education" (Hutton 1994:400). One can only assume that there is an equality of opportunity when learning area does not exclude anyone from participation irrespective of gender, class or race. A monocultural school can exclude other learners from participation. In this case the exclusion is subtle and indirect. School fees are also exclusive, since not every parent can afford paying there fees. Hence Hutton (1994:401) further argues that "family poverty, may effectively reduce opportunities to participate". One needs to distinguish between presence and participation. To be present only cannot be seen as participation since "participation is possible only if learners are able to make use of educational resources" (Hutton 1994:401). A typical example is a school, which can admit epileptic learners without resting rooms. Equality of opportunity addresses the question of being on par with counterparts.

Equality of outcomes addresses the " degree of success the learners experience in the course of their participation", in the education system (Armstrong et al 1999:4). It also

addresses a fair chance of equal education in a single, integrated system of education so that the learner is not marginalised and disadvantaged through assessment.

2.8.6   The principle of collaboration

Vaughn et al. (1997:101) define collaboration as "a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal". The process is interactive and enables people with diverse expertise to generate creative solutions. The major aim of collaboration is to enable disadvantaged learners to achieve effective learning. For inclusion to be successful educators must share responsibility with various persons like parents, speech therapists, occupational therapists, these individuals should be willing to share responsibility, trust and respect each other and to work collaboratively" (Du Toit, 1997:8). There should be good communication and support between educators, non-governmental organizations and other professionals.

Collaboration should be congruent; therefore any assistance provided should form part of the integrated whole. Different role players should work together towards a common goal. Inclusive education promotes collaboration as Quality (1997:93) clearly states that "an intersectoral approach maintain a holistic approach, to service delivery ... help in cross- fertilization of ideas and experiences... and commit each department to play its role". I believe with this cross-fertilisation of ideas learners will receive help, they deserve.

2.8.7   The principle of empathy

The term "empathy is derived from the Greek word empatheia as a process of joining in the feelings of others" (Cournoyer, 1999:8). "It is the capacity to comprehend another's experiences without actually having encountered the same or similar conditions within the context of your own life" (Perko & Kreigh 1992:233). Inclusive education helps learners and educators to understand and appreciate the thoughts, feelings, and experiences of others who are different from them. Empathy helps educators to put themselves in the shoes of these learners with special needs. For instance if as a

61

manager of a school you refuse to admit a wheelchair learner how would you feel if it were your child or yourself. Empathy is one of the principles promoted by Inclusive Education since learners and educators are expected to put themselves in the shoes of the unfortunate learner and try to help him or her. This is in line with OBE, which recommends that learners should work as a team and help each other. There is also a belief that children learn better and faster from their peers. When learners are accepted and accommodated their self-esteem is boosted.

2.8.8 The principle of patience

"According to the bible, patience is a form of perseverance or forbearance that allows us to respond to frustrating circumstances with grace and self-control" (Touchpoint 1996:268). A good educator is calm and he or she can "contribute much to preventing a crisis situation in class from getting completely out of hand" (Duminy, 1990:71). Some learners are aggressive and therefore educators must be careful of uncontrolled argument with learners. Moodiness, unpredictable show of temper, hurtful insults and threats which cannot be carried out, only succeed in making pupils even more rebellious and defiant. An educator should avoid bad habits like shouting. Dealing with learners with special needs demands infinite patience and calm.

Pedagogically learners differ and sometimes they can annoy you as an educator. Duminy further advises educators to be patient, polite and civilized, not to shout at learners, and to keep them at a distance in order to ensure mutual respect. The behaviour of learners differs but this does not mean as an educator you have a valid reason to be impatient with them. Inclusive settings encourage enduring diversity without complaints. As a result of intellectual differences, some learners grasp concepts quickly and others slowly. Inclusive education recommends that we should allow each learner to progress at his or her own pace. Some learners are highly gifted and inclusive education recommends acceleration for them. The principle of patience is in line with curriculum 2005, which recommends flexible time which allows learners to work at their own pace. Patience accommodates "different learning styles and rates of learning"

62

(Malcolm 2000:45), this accommodates all learners. To accommodate only one learning style, will exclude other learners with different learning styles.

2.8.9   The principle of unity

Inclusive settings promote "unity, harmony, integrity and solidarity" (English Synonyms, 1990:660). Unity is created by a sense of common purpose and competent leadership" Touch Point 1996:1287). Where there is no unity there is separation and inclusive settings are against separation. In terms of pedagogy the purpose is to educate all children together at a common place. Unity includes diversity. Touchpoint (1996:1286) clearly states that "through unity great diversity becomes dynamic unity"

Usually learners in the classroom differ respect in of abilities, culture, gender, and disabilities. Although we are different we need to unite, and not to discriminate each other on the basis of these differences. Concerning the principle of unity inclusive education is in line with the word of God. We are different because there are different roles that we must play. Different learners should learn together in order to play different roles. The importance of unity is illustrated in 1 Corinthians 12:14-20 according to Touchpoint (1996:1004). "Yes the body has many different parts, not just one part. If the foot says 'I am not a part of the body because I am not a hand' that does not make it less a part of the body".

From this text it is realized that people on earth are different and there is no way that one can feel more important than the other and like the organs of the body we need to be in harmony, understand and tolerate another. Touchpoint (1996:1004) further argues that "those parts of the body that seem to be weaker are indispensable". But God has combined the members of the body and he has given greater honour to the parts that lacked it, showed that there should be no division in the body, but that its parts should have equal concern for each other". If one part suffers, all other parts suffer with it; if one part is honoured, every part rejoices with it. Pedagogically, no learner is less important than the other, therefore no one deserves to be isolated in a separate school. In fact learners need each other to complement one another. According to God, separation is a sin and unity symbolizes strength and is one of the principles of Christianity.

2.8.10　The principle of respect

Inclusive settings and "respect involves the demonstration of nonconditional positive regard" (Cournoyer, 1999:8) . Respect includes care, consideration or regard. Each and every individual regardless of race, disability or class has a human dignity which entitles him or her to be treated with respect. Although children should show respect to those who are older, respect is reciprocal, it is not a one way process, in the same way elderly people (educators) should respect the young ones (learners). "Respect encourages psychological growth and a stronger more positive self-image" (Du Toit, 1999:16). Children evaluate themselves the very same way they think others evaluate them. An approving glance can send a child's self-confidence soaring and create a more positive self-concept. Expressing lack of respect for learners will impact negatively on their self-confidence, they will develop a more negative self-concept as a result, and their developed personalities will be shattered. Maslow quoted by Du Toit (1997:16) clearly states that " every man who is kind, helpful, decent, psychologically democratic, affectionate and warm, is a psychotherapeutic force even though a small one".

2.9   INCLUSIVE EDUCATION IN OTHER COUNTRIES

2.9.1　Introduction

It is important to study the system of inclusive education in Europe as it provides the most developmental assistance to South Africa (South African Yearbook, 1999:191). The book further states that Europe "offer considerable potential in a variety of spheres of activity ranging from political co-operation to trade, transfer of technology, and joint research in scientific venture". Inclusive education was introduced in Europe as a result of the efforts of parent group and professional groups, combined with the work of lawyers (Guqushe,1999: 15). Inclusive education "was given impetus by two conferences set up under the auspices of the United Nation at Jomtien and Salamanca" (Booth and Ainscow 1998:3). There is also the International Journal of Inclusive Education which was established in 1997 "which encourages inclusive education"

(Booth and Ainscow, 1998:3). It is important to look at inclusive education in Scotland and New Zealand as well.

2.9.2　Scotland

According to Allan in Booth (1998:51) "the policy for education had an important impact upon Special Education Needs (SEN) provision. The policy has been towards the inclusion of as many learners as possible in mainstream schools". Nevertheless, according to Allan, Brown and Riddel in Booth (1998:50-51) "special schools continue to have an important place in SEN provision". This means that there is an increased placements in mainstream (ordinary) schools, whilst special schools are still maintained. Learners were accomodated in ordinary schools by opening units. A unit is a classroom which is attached to an ordinary school which accommodates learners with special needs. Practically learners with special needs are moved from special schools to units Booth (1998:51) reports that " the pace of this has been very slow".

"As far as parental involvement is concerned the parents have the right to select a school of their choice" (Booth, 1998:51). As there was provision of education for learners with special education needs in special schools and in units in ordinary schools, inclusion slowed down as parents did have two options. To distribute resources "learners with special needs are recorded in a record of needs and resources distributed among them according to their needs" (Booth, 1998:51). In line with admission policy, learners were transferred to units provided parents gave their concern, but those learners whose social skills were not sufficiently developed were left in special schools. The support in terms of systems all learners who attended the special unit have a record of needs. The record of needs implies "formal assessment, monitoring of progress, and additional resources which included staffing or equipment" (Booth, 1998:52). When in the units, learners are supported by a unit educator, therapists and non-teaching staff.

The curriculum for the units "is aimed at equipping learners with life skills such as independent travel, personal hygiene, and social education" (Booth,1998:56). Placement in the units was not permanent depending on the progress made by the learner. In some cases there was total inclusion where learners were mixed "depending on the extent of

disability" (Booth,1998:56). From this statement it is realised that inclusion is not static, but a continuos process, "Subject to change as learners were not included and excluded once and for all, but moved in and out of mainstream in response of learner's needs" (Booth,1998:62).

2.9.3 New Zealand

In New Zealand the right to inclusion in an ordinary schools was "promoted by disability and advocacy groups which calls for an end to the dual special regular system of education" (Booth and Ainscow, 1998:69). In July 1995 the Minister of education introduced new special education policy which brought to and end discrimination on the basis of disability. The policy ruled that "schools must accept and value all learners" (Booth and Ainscow, 1998:70). New Zealand like Scotland started with the introduction of units. As times went on the units and special schools were disbanded. The report by Ballard and MacDonald (in Booth and Ainscow 1998:74) reveals that "it was a painful experience to close down the units as there was no good programmes to support the children in mainstream".

The rationale of doing away with units and special schools was "because they felt that you cannot wait ten years to make the huge philosophical changes that is necessary to set up everything is needed" (Booth and Ainscow 1998:74). New Zealand felt that it is important to develop new ways of working and solve resource problems by introducing the process of mainstreaming. In terms of curriculum access it was important that learners with special needs be exposed to mainstream curriculum "as these learners need involvement with peers for long term support"(Booth and Ainscow,1998:76)). Educators who teach at inclusive schools describe the situation as challenging and sometimes as fun. They are also very cautious of labeling. Numbers of learners in a class are manageable they are ranging from 28 to 32. Most educators preferred inclusion but they were supposed to recommends inclusion only if the child "became a danger to themselves and others" (Booth and Ainscow,!998:77). For inclusion to be effective educators relied on teamwork. To achieve team work "there is collaboration amongst physiotherapists, occupational therapists, and advisors of different disabilities.

2.10 CONCLUSION

The important element of inclusive education is that schools have to take diversity of all learners into account. One should take into consideration that inclusion is not "primarily about the location of learners assigned to a special education category"(Booth and Ainscow 1998:2). Therefore, this does not mean that quality education depends on placement of learners with special need only. What is important is that solutions must focus on prevention, cure, or steps to make these learners fit into unreconstructed educational normality" (Booth and Ainscow, 1998:2). Another factor which is important is to see these learners getting quality education.

Crocket. (1999:1) reminds us that there are researchers who are against inclusive education. Irrespective of whether some researchers are for or against inclusive education "children who are excluded should not have to wait for more discussion or research to determine their fate" (Ballard, 1999:2). Inclusion is a value to be followed not an experiment to be tested. Ballard (1992:2) further argues that we must proceed from research and discussion, and then apply the principle of justice. Research result are subject to change and they also depend on where, when, who and to whom was the research conducted as teaching is not a fixed enterprise but a complex process I

CHAPTER THREE: IMPLEMENTATION OF RESEARCH DESIGN

3.1 INTRODUCTION

This chapter is about the implementation of the research design. It focuses on ascertaining how pedagogical relevant is inclusive education. To do this the study views of educators, circuit managers and parents concerning inclusive education were gathered. The responses of the selected persons have been recorded hereunder in order to be analysed interpreted, and appropriate findings made in Chapter Four.

3.2 RESPONDENTS DISTINGUISHED ACCORDING TO THEIR CONSTITUENCIES

3.2.1 District Co-Ordinator Of Inclusive Education, Life Skills And Hiv/Aids In The Auxiliary Services.

According to World Book (1996:613) a district is a "part of a larger area", and to coordinate is "to put in proper relation". According to Employment of Educators Act 76 of 1998 (1998:15) the co-ordinator is an office-based educator who holds the rank of Deputy Chief Education Specialist. He or she holds post-level 4. For a person to occupy this position he or she must be in possession of a Relative Education Qualification Value (REQV) 14. In inclusive education the Co-ordinator coordinates the following programmes: - inclusive education, HIV/AIDS and ABET.

Mr. Mothudi is the only co-ordinator

Mr. M.S.Mothudi is a coordinator of inclusive education in Temba District. He has 17 years experience in inclusive education, which was previously called psychological services. He was once a provincial co-ordinator responsible for remedial education and psychological services in the former Bophuthatswana government. He holds a Bachelor of Arts degree from Unisa and a Bachelor of Education Honours degree in Remedial Education from WITS University. The researcher had no doubt that his contribution to the study would be of importance.

3.2.2 Circuit Managers

According to World Book Dictionary (1996: 372) a circuit "is a part". In this study a circuit is a part of a district. To manage is "to be in charge" (World Book Dictionary 1996:1283). In education a circuit manager manages some of the schools within a district. According to Employment of Educators Act 76 (1998: 15) she or he is an office-based educator holding a rank of Deputy Chief Education Specialist which is post level 4. The expected REQV is 14. His or her major responsibility is "to support and cooperate with principals, staff and SGB in whole school development" (Employment of Educators Act 76, 1998:17). There were only two circuit managers selected as indicated in chapter 1, because these two are specifically assigned inclusive education in the Temba District.

First respondent

Mr. M. Xaba is a circuit manager in Majaneng Circuit. Mr. Xaba is responsible for the management of the circuit. In his circuit there is only one special school for the severely intellectually disabled and a school with remedial units. He has obtained a Junior Secondary Teacher's Course from Hebron College, Bachelor of Arts from Unisa and Human Resource Certificate from Unisa. He has been a circuit manager for four years.

The researcher believed that his involvement would be of vital importance as he is partly implementing the policy of inclusion in the circuit.

Second respondent

Mr. O. Machiu is a circuit manager in Makapanstad West Circuit. He has eleven years of experience as a circuit manager. In his circuit there are two schools, which have already adopted inclusive education. He has the following qualifications: - Bachelor of Arts degree from Vista University, Honours degree of the University of Pretoria and Master of Arts in African Languages from Vista University. Presently he is about to complete a Doctorate in African Languages with Vista. In his studies Mr. Machiu did research and therefore the researcher believed that his involvement was vital.

3.2.3   Principals (Site Managers)

A site manager "is an educator in a public school who can be on post level 1, 2, 3 or 4 depending on the number of learners in a school" (Employment of Educators Act 76, 1998:16). She or he ensures that the education of learners is provided in a proper undeffective manner and in accordance with approved policies. These are the principals of the only three schools that are at present implementing inclusive education.

First respondent

Mr. M. Mosweu is a principal of Ramaifala Primary School in Makapanstad West Circuit. He has been an educator for 25 years, 11 years thereof as a principal. He holds Primary Teachers Certificate from Moretele College and Leadership for effective school certificate from WITS. His contribution was important as there is a private special school next to his school.

Second respondent

Mrs. M. J. Mampuru is a principal of Moemise Primary School in Rekopantswe Circuit. She holds a Higher Education Diploma from Vista. The researcher believed that her involvement in the study would be of use.

Third respondent

Mr. N. Meso is a principal of Tladistad Primary School in Makapanstad Central Circuit. He has Secondary Education Diploma, Bachelor of Arts degree, and Further Education Diploma in Management from Vista. His contribution to this study was an eye opener to the researcher.

3.2.4   Head of Department (HOD)

An HOD "is an educator in a public school who is on post level 2. For him or her to be appointed at this post she must have REQV 13". (Employment of Educators Act 76, 1998: 12). The Act further stipulates that the aim of the job is "to engage in class teaching, be responsible for the effective functioning of the department and to organize

relevant related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learner is promoted in a proper manner". These are the HOD's at the three schools that are presently implementing inclusive education.

First Respondent

Mrs. M. Moeng is acting an HOD for foundation phase in Nyakale Primary School, Makapanstad North Circuit. She has twenty-nine years of teaching experience in the foundation phase. She did Primary Teacher's Diploma at in Mamogalakwe Chwene College. She has a child with speech problem, and therefore her involvement in this study was crucial.

Second respondent

Mrs. M. Molefe is an HOD for foundation Phase in Tlhagele Primary School in Rekopantswe Circuit. She has the following qualifications: - Primary Teachers Diploma from Moretele College and Further Diploma in Guidance and Counseling from RAU. She has eight years teaching experience. Her contribution will be of vital importance since there is a Remedial Unit, which she is managing in her school.

Third Respondent

Mr. S. Sethusa is an HOD of Nyorwe Primary School in Makapanstad West Circuit. He has fourteen years teaching experience and holds a Diploma in Education from Moretele College and a Bachelor of Arts degree from UNISA. The researcher has no doubt that his contribution to the study would be of importance.

3.2.5   Teacher (educator)

According to Employment of Educators Act 76 (1998:14) a teacher is an educator in a public school who is on post-level 1". The aim of the job is "to engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organize extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner" (Education Employment Act 76, 1998:14). These are the teachers of schools where inclusive education is being implemented.

First Respondent

Miss M. Tladi is a Grade 2 educator at Boitemogelo Primary School. She has the following qualifications: - Primary Teachers Diploma from Moretele College and Higher Education Diploma from UNISA. She is responsible for implementing inclusive education in her school. She attended a ten days workshop on inclusive education and therefore her contribution would be of vital importance.

Second Respondent

Mrs. M. Matloa is a Grade 2 educator at Tlhaloganyo Primary School in Rekopantwe circuit. She has the following qualifications: -Primary Teachers Diploma from Moretele College and Bachelor of Technology degree from the University of Pretoria. Her contribution will be of vital importance as she is implementing inclusive education in her school.

Third Respondent

Mrs. J. Motau is a Grade 1 educator at Mmakuba Primary School in Makapanstad Central Circuit. She has eight years teaching experience and holds a Primary Education Diploma from Moretele College. She is studying towards a Further Diploma in inclusive education and therefore the researcher had no doubt that her contribution would be fruitful.

3.2.6 *School Governing Body*

According to World Book Dictionary (1996:921) to govern is "to rule, control, manage". A "school means a public school or an independent school which enrolls learners in one or more grades from R to Grade 12" (South African School Act 84, 1996:5). This study is limited for learners and educators from Grade 1 to Grade 3 and special school. Members of a School Governing Body include parents of learners of the school and educators at the school. The core duty of a School Governing Body is "to maintain and improve the school's property" (South African School Act 84, 1996:5). These are

members of School Governing Bodies which are at present implementing inclusive education .

First Respondent

Mrs. P.Tsiane is a member of the S.G.B. at Dikeledi Makapan Primary school. She is an educator at the same school. She holds a Primary Teachers certificate from Moretele College. There is a special school in the same village and therefore her involvement would be of vital importance to the researcher.

Second Respondent

Mrs. V. Moloto is a member of the S.G.B. at Mokgobola Primary School in Makapanstad North Circuit. Her contribution would be of importance as she is not in the teaching profession but attends the S.G.B. meetings at her school.

Third Respondent

Mrs. Ramela is a member of the S.G.B. at Ramashite Primary School in Makapanstad West Circuit. The researcher had no doubt that her contribution would be helpful.

3.2.7 Parents

According to South African School Act 84 (1996:4) a "parent means the parent or guardian of a learner, the person legally entitled to custody of a learner". These are ordinary parents but have great interest in the education of their children.

First respondent

Mrs. W. Nailana is a parent of a Grade three learner in Ramashite Primary School in Makapanstad West Circuit. Her child is a learner with special needs (Down syndrome). As a parent, the researcher hopes that her contribution would help greatly in this area of study.

Second Respondent

Mr. J. Mokwatlo is a parent of a Grade 2 learner at Swarisanang Primary School in Makapanstad North Circuit. He is a tutor of ABET and holds Secondary Teachers Diploma from Mokopane College. As a parent and an educator in ABET section his contribution would contribute a lot.

Third Respondent

Miss J. Duba is a parent of Grade 2 learner at Lefofa Primary School in Majaneng Circuit. She is also an educator and an additional member of the SGB at Fatlhogang Primary School in Golaganang Circuit. She also attended a ten day workshop on inclusive education. The role she plays in education convinced the researcher that surely she would contribute fairly to the study.

3.2.8 Group interview of the Selected Learners

According to South African School Act 84 (1996:4) a learner means "any person receiving education or obliged to receive education". Group interview of one learner from the following schools was conducted: Lefofa, Busy Bee, Selang and Itireleng primary schools. There was also a second group interview of ten learners from Phelang special school.

3.3 CONSTRUCTION OF QUESTIONS TO BE DIRECTED TO THE CO-ORDINATOR, CIRCUIT MANAGERS, PRINCIPALS, HODS, EDUCATORS, SGBS, PARENTS AND LEARNERS

Questions 1 to 6 were directed to the Principals, HODs, Educators, S.G.B. members District Co-ordinator, Circuit Managers and parents. Question 7 was directed to the Circuit Managers and the District co-ordinator only. The questionnaire directed to learners differs from the rest.

3.3.1 Questions directed to the District Co-ordinator, Circuit Managers, Principals, HODs educators, S.G.B members and Parents were:

1) Do you know the meaning of inclusive education?

2) Does inclusive education have any advantage for learners?

3) Does inclusive education have any disadvantage for learners?

4) Is there a role which special school plays in inclusive education in the District of Temba?

5) Should special schools be included in the system of ordinary schools?

6) Is it necessary that all foundation phase educators be trained in how to teach learners with special needs?

7) How can members of the community help to improve the acceptance of inclusive education?

3.3.2 Questions directed to ordinary school learners

➢ Between an ordinary school and a special school which one do you like the most?

➢ Do you think that you can attend the same school with learners with special needs?

3.3.3 Questions directed to special school learners

➢ Between an ordinary school and a special school which one do you like the most?

➢ Which barriers of learning do you experience in your school?

3.4 RESPONSES OF THE RESPONDENTS ACCORDING TO HOW THEY WERE PRESENTED

The researcher presented the responses of the respondents as they were and the tape recorder was used during the interview to record the questions and the responses. The

advantage of using a tape recorder is that one can rewind the message at any time. Through a tape recorder it is also possible to record the message verbatim. Through the interview the researcher applied the phenomenological method. This gave the researcher the opportunity of probing by ordering her questions from simple to complex, concrete to abstract level where clarifications were needed.

3.4.1 The responses of the District Co-Ordinator

The District Co-ordinator 's response to the first question

His answer was in the positive. He said: "Yes, I am quite aware of the concept of inclusive education. It means educating learners who experience learning problems with learners who do not experience learning problems".

The District Co-ordinator 's response to the second question

The District Co-Ordinator answered by saying that the advantages of inclusive education is that learners with special needs develop their self-esteem and it also expedite the process of socialization. This is supported by British Journal (2001:7) which states that "pupils benefit socially from been placed in a mainstream school". He further argues that learners start to realize that they are accepted and are like any other individuals.

The District Co-ordinator 's response to the third question

According to Mr. Mothudi inclusive education no disadvantages has but what is challenging is that all educators should be trained in how to teach learners with special needs. He is supported by the Salamanca Statement (1994:28) which states that " the major challenge lies in providing in-service training to all teachers, taking into account the varied and often difficult conditions under which they serve."

The District Co-ordinator 's response to the fourth question

The District Co-ordinator answered by saying that special schools play a role in inclusive education as it provides education to learners who were never catered for before. He further argued that previously these learners never attended any school as they were not enrolled in mainstream education. This is supported by DS Bulletin (1996:IV) which states that "special schools did contribute in demonstrating to authorities, to communities and to the parents the potential and possibilities of children and adults with disabilities so that more could be done".

The District Co-ordinator 's response to the fifth question

Mr. Mothudi said that: "we can only include special schools in ordinary school after having relevant human and physical resources which can cater for the needs of special learners". The Salamanca Statement (1994:41) also states that " the distribution of resources to schools should take realistic account of the differences in expenditure required to provide appropriate education for all children, bearing in mind their needs and circumstances".

The District Co-ordinator 's response to the sixth question

The District Co-ordinator answered by saying: "all educators in foundation phase should be trained on how to teach learners with special needs". The reason he gave was that if all educators are well trained they would be able to handle learners and meet their needs. DS Bulletin (1996:iii) states that "special needs education requires well trained and experienced teachers".

The District Co-ordinator 's response to the seventh question

According to Mr. Mothudi members of the community must give this learners the necessary support they deserve and educators must adopt a positive attitudes towards learners with special needs. DS Bulletin (1996:iii) warns us that "no matter how clear our vision of what we want to achieve and how schools and services should develop,

progress depends on the attitudes, knowledge, skills and understanding of all those who are in day to day contact with children with disabilities".

3.4.2   Responses of the Circuit Managers

Their responses to the first question

The first Circuit Manager, Mr. Xaba answered that he knows the meaning of inclusive education and explained that: "in the past you had the traditional way, where learners in special schools were excluded from the so-called normal schools". So what it means is that the majority of them were aware of the exclusion that took place. He further explained that inclusive education addresses the problem of exclusion, which takes place because of separate provision of services for learners.

The second Circuit Manager Mr. Machiu answered positively: "I am quite aware of this inclusive education where the less gifted child are brought together under one roof with the ordinary child". He further argued that: "a number of schools in the circuit have adopted the system and they are doing fairly well".

Their responses to the second question

Mr. Xaba gave two advantages of inclusive education. Firstly, according to him as special schools need erection of buildings this leads to unnecessary spending. Besides the existing building is underutilized. Lipsky & Gartner (1996:771) mention that: "what is clear, however is the special education as currently organized and conducted, it is an expensive enterprise. Therefore most children with special education needs can be successfully and less expensively accommodated in integrated settings than in fully segregated settings".

Secondly the Circuit Manager said: " These learners who are at special schools sometimes they feel secluded but once you take them into the mainstream some of them start to realize that there are no differences between them and others so it comes out as an advantage to them. They also have the opportunity to interact with educators in what we call 'normal schools' in inverted commas if we are to say normal schools".

While according to the second Circuit Manager the advantages of inclusive education are that when the less gifted child or the child needing special attention is brought under one roof with the ordinary child, the child does not feel neglected or isolated. He further argued that the child feels that he is part and parcel of the school concerned and therefore this child in most cases compete fairly well with the child we regard as normal. Lipsky & Gartner (1996:785) report that: " special needs learners educated in regular classes do better academically and socially than comparable learners in non inclusive settings".

Their responses to the third question

The Circuit Manager answered: "You see, disadvantages do not exist except the fact that before you could actually talk about inclusive education you need to prepare the ground for that. In the first place you need to have educators that are well trained". Clearing House (1997:328) advises us that "all teachers who will be involved in inclusion must have adequate preparation and administrators must be committed". In short the Circuit Manager means: "if educators are not well-trained then they would not be able to handle learners that come from special schools and in such a case it present itself as a disadvantage.

In the second point Mr. Xaba said: "I don't see it as a disadvantage but as something that would distabilize the arrangement at school where other people would have misconception about the learners that come from special schools. Some of the parents would actually comment that now their children are mixing with those that are 'subnormal' in inverted commas". He further argues that " But in essence I see more of the advantages than the disadvantages". According to Teaching (1996:25) the positive effects of inclusion are well worth the frustrations that may occur along the way.

The second circuit manager said "up to this point in time I cannot say of any disadvantage of inclusive education". He further remarked that "On the contrary I see only the advantage of bringing these schools together, that is, the normal and the school for learners with special needs together"

Their responses to the fourth question

The Circuit Manager answered that a special school plays a role in education as it accommodates learners who were never catered for in ordinary schools. Therefore special schools have role to play in inclusive education.

Mr. O.Machiu answered that special schools have a role to play in education unlike in the past the child who needed special care was not given any form of education. In fact in the home situation this child was always hidden. He argued that special schools did play a role of inclusion because with the introduction of special education and special schools this child can be innovatively harnessed in he economy of the country.

Their responses to the fifth question

The Circuit Manager answered that he does not want to suggest doing away with special schools when there is not alternative. He argued that: "We can do away with special schools if only something can be done about the very same learner. We can do away with special schools if there is a replacement. If we do away with special schools but do not see to it that the needs of these learners who are placed in special schools not cared for then it means these learners will find themselves in a worse situation. But once we have an alternative programme for these learners then we can do away with special schools".

The second Circuit Manager remarked that irrespective of the role the special schools played in the past he felt that we should go a step further and say it is time to do away with special schools and bring them under one roof with the ordinary school so that together they provide one integrated education.

Their responses to the sixth question

The Circuit Manager alluded to the fact that all educators in the foundation phase be trained in how to teach learners with special needs. He further corrected himself that: " I should not have said only in the foundation phase as learners with special needs are not only in the foundation phase but also in all the phases in education including tertiary

phases. The reason he gave was that: "If some conditions are not corrected the primary school level and are also not corrected at the middle school level they will flow into high school and if they are not corrected there they will flow into tertiary institutions. I am just simply saying that while it is important that foundation phase educators be trained in specialized education, feel it should not be confined to them only". The Salamanca Statement (1994: 40) recommends that " training programme should be provided to all primary and secondary school teachers alike".

According to the second Circuit Manager it is absolutely necessary that all educators in the foundation phase be trained in how to teach learners with special needs just as much as they need training in the education of the child who has special needs because he or she is gifted. He said: "That is the reason I emphasize that these schools should be brought under one umbrella".

Their responses to the seventh question

In the opinion of the Circuit Manager Mr. Xaba members of the community need to understand that learners with special needs are also part of the community. He argues that: "They deserve the same kind of love we gave to other learners. I just want to say to the community, we must embrace them, we must include and accept them". The advice the Circuit Manager gives is that the more learners with special needs get accepted the more they have their self-esteem boosted. The Salamanca Statement (1994:40) states that "policy makers should promote positive attitudes among children, among teachers and among the public at large towards those with special needs".

Mr. O. Machiu said that educators should gear themselves up to include these children with special needs in the ordinary classes and do their best so that they can handle these children in as much as they are in a position to handle the normal child. He advises members of the community not to keep these children at home but to send them to learning institutions so that they can acquire skills, which can be beneficial to them in their lives.

He further said that when these children are integrated with all other children under one roof, they will learn to adjust and not remain in the background of the family situation. According to the Circuit Manager we should also not keep learners with special needs away or hide them whenever visitors do visit us in our different homes. The advantage he gives is that when these learners get exposure they will gain self-esteem and self pride and as a result they will be confident members of the community. According to Down syndrome (1999:5) "inclusive education gives LSEN the opportunity to interact with their peers from whom they can learn new social and real life skills that will equip them to live in the community".

3.5.3   Responses of Managers of Schools (Principal)

Their responses to the first question

The first principal Mrs. M.J. Mampuru answered positively that she underst inclusive education as a system which calls for integration of learners with special needs with ordinary learners.

The second principal, Mr. N. Meso answered that it was for the first time that he heard of inclusive education.

(The concept was explained to the respondent.). After the explanation the principal indicated that he understood the meaning of inclusive education.

The third principal Mr. M. Mosweu answered positively that: "inclusive education is an education that embraces both the community and the school". Inclusion International (1997:2) states that one of the principles of inclusive education is "more shared community responsibility for the provision of primary education".

Their responses to the second question

According to Mrs. M.J.Mampuru the advantages of inclusive education are that learners with special needs become part of the mainstream and they are also easily accepted despite their disabilities. She further argued that the process saves money duplication of physical and human resources is avoided. "Members of the community can economize

by providing one programme for all children rather than separate programme" Down syndrome (1999:5).

The second principal answered positively by saying that "through inclusive education learners with special needs socialize with ordinary learners and there is no more isolation". Inclusive education helps learners to "become worthy and valued members of the society and thus affording them the opportunity to be treated as such, to be heard and not to be spoken for by other, to be part of real life conversation" (Burden 1996:28).

The third principal answers that the advantage of inclusive education is that: "the community communicates with the school and know one another better for the benefit of the child". "Mobilizing and monitoring mechanisms composed of local civil administration, educational, health and development authorities, community leaders and voluntary organization should be established in geographical areas small enough to ensure meaningful participation "(Salamanca Statement, 1994:39).

Their responses to the third question

The first principal answered that as the system calls for the integration of all learners one should bear in mind that some learners grasp slowly and they can delay the progress of those who grasp faster. She further argues that sometimes learners with special needs become sensitive and others can stigmatize them.

The second principal Mr. N. Meso answered that when learners with special needs mix together with ordinary ones, others will ridicule them. He further argued that: "not all educators know how to teach disabled learners".

The third principal Mr. M. Mosweu answered: "To me the disadvantage is that some people might just want to take over responsibility from the special institutions even though they are not qualified".

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The third principal Mr. M. Mosweu answered: "To me the disadvantage is that some people might just want to take over responsibility from the special institutions even though they are not qualified".

Their responses to the fourth question

The first principal answered positively that "special schools play a very important role in education, as it is a learning institution, which caters for learners who were never catered for in the mainstream education.

According to the second principal Mr. N Meso "special schools play a role in education as it caters for learners who are not cared for in ordinary schools". He further argued that; "before the erection of special schools these learners were not attending school at all".

According to the third principal, " special schools play a role in education as it caters for learners who might not be catered for in ordinary schools".

Their responses to the fifth question

The first principal answered; "we should not do away with special schools". The reason she gave was that learners with special educational needs are not going to perform well, as other learners will ridicule them".

The second principal answered; "doing away with special schools and accommodating learners from special schools in the mainstream education depends on the availability of human and physical resources". This means; " we can proceed with inclusion after we have trained educators".

The third principal answered that; "we must never do away with special education". Contrary to the first statement he mentioned that; "we must include learners which special needs in ordinary schools for other children to be alert, and to be aware that they are people and there is no other person created by God who should be referred to as a cripple. All people must know that they have been created by God".

Their responses to the sixth question

According to the first principal all educators in the foundation phase should be trained in how to teach learners with special needs. The reason she gave is that they are the ones

who are able to identify learners with special education needs in the classroom and it is again important to have skills to do what is exactly required after identifying those learners with special needs.

The second principal answered: "It is necessary because if they are trained they will be in a position to identify these learners". He further argued that even if they can be trained educators still need to collaborate with other Departments. "Parallel and complementary legislative measures should be adopted in the fields of health, social welfare, vocational training and employment in order to support and give full effect to educational legislation" (Salamanca Statement 1994:17). In the same vein Kopano Project (1999:5) said that "apart from teachers, the effective utilization of other community resources such as parents, social workers, psychologists, therapists, etc in this team approach will determine the ultimate success or failure of a school based special needs support team".

The third principal answered positively. "All educators in the foundation phase must be trained in special education, as most of them are females who might give birth or might have a relative who can fall under LSEN".

3.4.4   RESPONSES OF HEAD OF DEPARTMENT (HOD)

Their responses to the first question

The HOD, Mrs. M. Moeng, answered by saying that "I am aware of the meaning of inclusive education as a system where every learner work at his or her own speed and it is a learner-centred approach. Inclusion International (1997:2) explains it as "the development of a more child-centreed concept of primary education". That is why Ferguson (1995:287) advises the implementers of inclusive education to move away from teaching approaches that emphasize the teacher as a disseminator of a content which learners must absorb and towards approaches that emphasize the role of the learner in developing creating knowledge, competence, and the ability to pursue further learning.

85

The HOD, Mrs. M. Molefe answered positively by stating that; she understands the meaning of the concept of inclusive education which promotes integration of learners with special needs with other learners. According to Mills et al. (1998:79) "the practice of inclusion is educating children with and without disabilities together".

According to Mr. S. Sethusa "inclusive education deals with holistic development of learners. He further argues that it deals with a variety of aspects that will help and advance the educational sphere. Inclusion international (1997:2) says that inclusive education calls for "commitment to a developmental, intersectional and holistic approach to the education and care of primary school children".

Their responses to the second question

According to Mrs. M. Moeng the advantages of inclusive education is that "every learner is able to work on his own and at his own speed". The Teacher (2001:14-15) says that one of the links between inclusive education and Outcomes-Based Education is that learners are "allowed to work at their own pace, taking into account any special needs they may have".

According to the HOD Mrs. M. Molefe, "the advantages of inclusive education are that learners are now able to mix together irrespective of their differences". "Learners with disabilities were likely to engage in positive social interactions with peers as were learners who did not have disabilities" (Lipsky & Gartner, 1996:785).

The third HOD, Mr. Sethus, argued that; "as inclusive education develops the learner holistically, it helps to broaden the horizon of learners".

Their responses to the third question

The HOD Mrs. Moeng, remarked; "The disadvantage of inclusive education is that those learners that are weak are not able to keep up with the pace of others, they stay behind at all times".

The HOD, Mrs. Molefe said "most educators are not yet trained". She further argued that learners differs in disabilities and therefore it is not easy to teach learners with diverse needs.

Mr. Sethusa answered; " inclusive education may be time-consuming because an educator may be faced with a lot of work. It can also be disturbing and confusing. The focus of learning might be lost in due course". Lovette (1994:41) warns us that "public schools educators are confused, frustrated and often lack the knowledge, direction and resources to comply with new directives and mandate for serving learners with disabilities". According to Kopano (1999:7) one of the excuses raised by opponents of inclusive education is that "if we accept your child at this school, then we will be flooded with disabled children and we will not be able to cope because there will be many different needs in one classroom"

Their responses to the fourth question

Mrs. M. Moeng answered; "Special schools play a great role in education because I am having a child who is at Nuwewinter Special School. The child started at the beginning of this year. She was unable to speak but when she comes home she is able to say mamma and she is able to imitate sisters and brother's names". She is strongly against doing away with special schools.

Mrs. Molefe said that special schools play a role in inclusive education as it caters for learners that are not catered in ordinary schools.

According to Mr. S Sethusa special schools do play a role in inclusive education as learners with special needs were excluded from ordinary schools and special schools catered for them.

Their responses to the fifth question

Mrs. M. Moeng answered by stating that; "some of the educators who are trained in inclusive education may be included in ordinary school in order to help educators like

myself to be patient towards slow learners". Her experience is that such learners sometimes take two to three something missing just learning a single word.

Mrs. Molefe answered that " we should not do away with special schools as some parents who are not having disabled learners are working and special schools with boarding facilities cater for this learners. She argue, that is where they get proper care unlike at home.

According to the HOD, Mr. Sethusa, "not all learners can be accommodated in the mainstream, depending on the severity of the disability". He further argued that this will depend whether they are highly gifted learners or disadvantaged learners. With his own experience "gifted learners might help learners that are slow and highly disadvantaged learners might be a drawback and waste time in teaching. Irrespective of the cons of inclusive education the HOD remarked that "through inclusion normalization and assistance takes place".

Their responses to the sixth question

She answered positively; "It is necessary because all educators in ordinary primary schools are not aware of or even able to teach these children". She further said that; "if educators can get the training they will be able to handle them, take care of them and have patience with them". This is supported by Salamanca Statement (1994:28) that "the major challenge lies in providing in-service training to all".

Mrs. Molefe answered; "It is not necessary that all educators in the foundation phase be trained in how to teach learners with special needs". Her argument is based on the reason that if only one educator is trained teamwork can be started and educators can help each other. Engelbreght et al. (1996:16) is also for this idea, they say, "general teachers with extra expertise, acquired through recognized in-service training, could form a core support team at school and render support to both teachers and parents". In the same vein Administrator (1994: 11) also states that "special education teachers can co-teach and consult with other teachers and the goal is to shift that responsibility to the regular teacher"

The HOD, Mr. Sethusa, answered positively by saying that; "all foundation phase educators should be trained in how to teach learners with special needs as they deal with a number of issues. He further argue that they are faced with learners from different background with different needs. So educators who are trained as special educators will be able to recognize and realize the needs of learners and help them".

3.4.5 THE RESPONSES OF THE EDUCATORS

Their responses to the first question

The teacher answered in the positive that is aware of the meaning of inclusive education as she had already attended a ten days workshop the previous year about inclusive education.

Mrs. M. Matloa was aware of the meaning of inclusive education as she attended a two week course about learners with special needs.

According to Mrs. Motau inclusive education is an education process by which all learners, including LSEN, are educated together with sufficient support in ordinary schools. "Children with special education needs should receive whatever extra support they may require to ensure their effective education" (Salamanca Statement, 1994:12).

Their responses to the second question

According to Miss M. Tladi; "the advantage of inclusive education is that learners who are weak or those who need special attention can work with those who can cope with the work". She further argued." They are also able to work in a team because of Outcomes-Based Education".

The second teacher said; "the advantage of inclusive education is that disabled learners feel free when they are mixed with other learners".

The third teacher, Mrs. Motau answered; "there is no more discriminatory education". Inclusive education was developed in reaction to those approaches that are believed to be discriminatory towards people who were classified as being "not normal". The teacher

further argued "again all children should learn together wherever possible regardless of any difficulties they may have". "The fundamental principle of the inclusive school is that all children should learn together wherever possible regardless of any difficulties or differences they may have" (Salamanca Statement, 1994:11). According to the teacher, "learners are able to do activities together like sports, cultural and recreational activities".

Their response to the third question

According to the Miss M. Tladi "those learners with special needs need more time since most of the time they lack behind. There is a likelihood that teachers can ignore them and concentrate on those that can cope".

According to Mrs. M Matloa "the disadvantage is that they delay progress in classrooms". She further argued; "special learner's progress is slow and they need a special attention which is impossible because of high teacher-pupil ratio".

Mrs. Motau said, "in her opinion inclusive education has no disadvantages of".

Their response to the fourth question

According to Miss M. Tladi special schools play a role in inclusive education as it equip learners with survival skills.

Mrs. M Matloa answered, "special schools play a big role in education because pupils cannot just stay at home". She further argued; "before the introduction of special schools disabled never received any formal education and therefore special schools is an answer to them".

Mrs. J. Motau answered by pointing out that; "special schools play a role in inclusive education for those few learners with special needs which cannot be met in ordinary schools".

Their response to the fifth question

Miss Tladi argued; "we should not do away with special schools because there are still learners with extreme special needs who should be in special schools". She further argued; "however, some can be included". According to Kopano (1999:5) "there are small minority of learners who have to attend special schools, because of high level of support and assistance required by them".

According to Mrs. M Matloa "we must not do away with special schools. This is where learners with special needs receive their formal education". She further argued; "not all learners can attend ordinary schools as a result of the severity of their disability". Pape & Karmos (1994:103) also report that; "others believe that some aspects of segregated education should still be available for children with more severe exceptionalities"

Mrs. J Motau said; "we couldn't do away with special schools as not all learners can be accommodated in ordinary schools as a result of their disability".

Their response to the sixth question

According to Miss Tladi "it is necessary that all educators in the foundation phase be trained in how to teach learners with special needs". She further argues; "if only one educator attends the workshop some educators will rely and pile everything on her. So if they are all well trained they will be able to help learners in their own classrooms". Engelbreght et al. (1996:36) argues that; "all teachers need a thorough grounding in multicultural and mainstreamed education to enable them to provide quality services for children with a great variety of linguistic backgrounds, interests, cultural expectations, mother tongue and ability to learn".

The educator said "it is very necessary for all educators to be trained because if one educator is trained she will not be able to help all learners with problems in the school". She further argued that training should not only be in the foundation phase, but in all the phases, including tertiary phase as these learners are not only in foundation phase. "Teacher education is one of the central pillars of the national human resources development strategy" (Engelbreght, 996:15).

According to Mrs. Motau "all educators in foundation phase should be trained in how to teach learners with special needs and the focus should be on identification, prevention and intervention strategies and acquisition of necessary knowledge and skills in teaching LSEN".

3.4.6   Responses of members of S.G.B

Their response to the first question

The first SGB member, Mrs. Tsiane, answered; "I don't know the meaning of inclusive education". (The concept was explained to the respondent.).

The second SGB member, Mrs. V Moloto, answered; "I have heard about the meaning of inclusive education from educators of Mokgobola Primary School at SGB meetings".

The third member of the SGB, Mrs. Ramela, answered; "I understand inclusive education to be OBE".

Their response to the second question

According to Mrs. L. Tsiane, "the advantage of inclusive education is that it accommodates all types of teaching methods and learners are taught how to help themselves". Lipsky & Gartner (1996: 781) confirm that; "classrooms practices that have been reported as supporting inclusive education include co-operative learning, activity based learning, mastery learning, use of instructional technology, multilevel instruction, peer support and tutoring programmes". Therefore, "inclusion does not however leave the child dumped in the classroom without any extra help hoping that he will "pick up normality" (Burden,1996:25).

According to the second SGB member, "the advantages of inclusive education are that learners with special needs will have the opportunity of attending and mixing with ordinary learners". She further argued; "learners will become used to each other".

According to the third member of the SGB, through inclusive education learners are able to learn from one another and understand one another better. "Groups allow individuals

to reach beyond themselves, to be part of something that none of them would have attained on their own and to discover ways of thinking with others to mutual benefit" (Burden 1996:26).

Their response to the third question

The first SGB member answered; "The disadvantage of inclusive education is that most learners with special needs are slow learners and they will delay the progress in the classrooms".

The second member of the SGB answered; "There are no disadvantages of inclusive education".

Mrs. Ramela answered; "The disadvantage of inclusive education is that it is not easy to control a mixed ability class".

Their response to the fourth question

Mrs. L. Tsiane answered; "Special schools play a role in inclusive education as learners with special needs were not accepted in ordinary schools".

According to Mrs. V. Moloto, "special schools are essential". She further argued; "at places where there are special schools learners do attend school unlike at places where there are no special schools. In short it means special schools are places where LSEN receive their education".

According to the third member of the SGB; "special schools are really essential as they cater for learners who are not catered for in ordinary schools".

Their responses to the fifth question

According to the first SGB member "we should not do away with special schools as there are learners who are extremely disabled who cannot be accommodated in ordinary schools".

The second SGB member answered; "we may integrate special schools with ordinary schools as disabled learners are just like any other learners".

According to Mrs. Ramela "we should never do away with special schools and integrate them in to ordinary schools, we should rather change the curriculum that is offered there and include knitting and sewing, that means hand work". She further argued; "I have seen special schools, which concentrate on production of useful articles, been helpful for the disabled". Salamanca Statement, (1994:17) clarifies that; "curricula should be adapted to children's needs, not vice-versa. Schools should therefore provide curriculum opportunities to suit children with different abilities and interests". Engelbreght et al. (1996:36) are also for the idea that "education has to relate to the every day life experiences and environment of pupils and learners, and produce greater self-support and economic stability".

Their response to the sixth question

The first SGB member answered; "Not all educators should be trained in specialized education, but only those educators who are teaching learners with special needs".

According to the second member of the SGB, "foundation phase educators need to be trained in how to teach learners with special needs so that they can have patience with them".

According to the third member of the SGB "if the government finds it necessary that

educators in the foundation phase be trained, then they can be trained".

3.4.7   Responses from parents

Their response to the first question

Mrs. Nailana answered; "Yes, I know about inclusive education as I have heard over the radio that disabled should mix with non-disabled learners so that they can see themselves as human beings". Engelbreght et al. (1996:7) confirm that; "this practice of educating children who have disabilities together with their non-disabled peers means

creating learning communities that appreciate and respond to the diverse needs of its members".

The second parent, Mr. J Mokwatlo answered; "I am not aware of inclusive education". (The concept was explained to the respondent).

The parent, Mrs. J Duba responded positively; "I am aware of the meaning of inclusive education, which calls for integration of all learners, irrespective of disabilities".

Their responses to the second question

Mrs. Nailana said, "children of the ordinary school where my child attends play well and like my child irrespective of been an LSEN". Therefore, in her opinion there are advantages of inclusive education.

According to Mr. J. Mokwatlo, "the advantage of inclusive education is that learners are able to socialize with one another". He further argue that; "inclusive education addresses discrimination".

Miss J. Duba said, "the advantage of inclusive education is that educators will be able to identify learners who experience learning problem". She further argued; "it is important that LSEN be integrated in ordinary schools, as there are socialization gains".

Their responses to the third question

The first parent responded; "There are no disadvantages of inclusive education".

The second parent answered; "The disadvantage of inclusive education is that learners can humiliate each other". He further argued; "It can also be very burdensome for educators because of the teacher-pupil ratio". Bruneau-Balderrama (1997:328) also remarked that; "other general education teachers expressed concern over the adequacy of their own preparation, class size, workload, grading policy and ability to give equal attention to all learners".

According to the third parent "there are no disadvantages of inclusive education".

Their response to the fourth question

According to Mrs. Nailana, "special schools are not useful". She said that she knows the one in Moretele village where some parents used to force her to take her child there. With her own experience children who attend there gain nothing. She further explained that educators never accompany children home even though they travel long distances to that school. In respect of her child the special school was a disadvantage because of the distance that her child had to travel. She reported that she realizes that it is best that her child attends an ordinary school where she does not have to cross any busy road. Her argument is based on the fact that in an ordinary school the educators know her child and therefore they would take care of her.

According to the second parent special schools play a role in education as it equip LSEN with survival skills.

The third parent answered that special schools play a role in inclusive education because as learners attend these schools they no longer rely on their parents.

Their responses to the fifth question

According to Mrs. Nailana in respect of her child, she can do without a special school.

The second parent said, "We should not do away with special schools as not all learners can be accommodated in ordinary schools depending on the severity of the disability".

The third parent said that there are learners who are so severe that they cannot be accommodated in ordinary schools. She further argues that we can only include learners with special needs in ordinary schools if educators are well trained.

Their responses to the sixth question

"Training educators about learners with special needs will depend on their willingness to work with learners with special needs", remarked the first parent.

According to the second parent it is important that all foundation phase educators be trained in how to teach learners with special needs, as they will be able to implement intervention strategies at an early developmental stage of the learner. The rationale for early intervention is that "prevention or early treatment of developmental problems in young children may reduce more serious, burdensome problems for society to cope with later, including their accompanying costs" (Engelbreght et al. 1996:56).

According to Miss J. Duba it is important that all foundation phase educators be trained in special education because if only one educator is trained he cannot handle all learners who experience problems in a school. "Every teacher must receive training in basic special education" (Engelbreght et al. 1996:36).

3.4.8 Responses of learners from ordinary schools

Their responses to the first question

Learners answered that they were aware of the existence of special schools and that they are places where physically disabled and dumb learners attend.

Their responses to the second question

Learners answered that they cannot attend school with LSEN. Learners said that if these physically disabled and the dumb learners can be included in their schools they can leave the school because they do not speak like them and they use sticks to walk. They further argue that they will always feel pity for them.

3.4.9 Responses of the learners from special schools

Their responses to the first question

Learners said that they prefer to attend ordinary schools as learners from ordinary schools undermine them.

Their response to the second question

Learners answered: "Learners from ordinary schools laugh at us and call us "starter packs". They further said that learners from ordinary schools say that they are "not connected" meaning that they are mad. Some say that their school is a pre-school. One learner remarked that at home some of their parents even stop their children from playing with them as they say they are not normal. Another learner remarked that they do not want to attend special schools because they never pass or promoted to a higher standard.

3.5   CONCLUSION

The responses of all the participants were positive and helped a great deal in arriving at suggestions that are balanced and sound for a way forward.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND RESEARCH FINDINGS

4.1   INTRODUCTION

This chapter deals with data analysis and interpretation with the sole aim of establishing the facts and their true meaning. In other words, the findings that are discussed below emanate from the research study and as such are not coming from somewhere else, or are imposed.

4.2   DATA ANALYSIS AND INTERPRETATION

4.2.1   The first question

When analysing data from the respondents to the first question the study discovered that; the respondent displayed divergent views on this question. For example, three of the eighteen respondents said that 'it was for the first time that they hear the concept inclusive education'. Again fifteen out of eighteen respondents said that; 'they are familiar with the concept; and some explained they have heard about the concept and its meaning. On the other hand, respondents indicated that they are familiar with the concept inclusive education as they have attended workshops and also heard a lot about through the radio and at parents meetings. Some said that they are familiar with the concept as a number of schools is implementing it.

Finally, some respondents gave the meaning of inclusive education as 'a learner centred approach'. While others describe 'it as a system where learners with special needs learn together with learners who do not experience learning problems. Again, others referred to 'it as an Outcomes-Based Education. Others on the other hand, termed 'it an education for all as learners are given sufficient support without exclusion'. Finally, some

described 'it as education that challenges the traditional way of teaching as it brings the gifted and the less gifted together under one roof through the process of integration of learners with special needs with ordinary learners. It is an education that embraces both the community and the school.

4.2.2   The second question

All the eighteen respondents were able to gave a few advantages of inclusive education. The following advantages were given by the group: it promote teamwork, it makes the disabled feel that other learners accept them, it guards against discrimination, it gives both the disabled and the non-disabled the opportunity to interact with each other. Finally some of the respondents said that 'with inclusive education duplication of services is avoided since it would no longer be necessary to building of separate special schools'. Again, it helps in the identification, referral and placement of learners at early stages, as it improves communication between the school and the parents.

4.2.3   Findings from the third question

The study discovered that the respondents displayed divergent view-points on this question, for example, six respondents, namely, two circuit managers, two parents, one member of SGB and the Co-ordinator felt that inclusive education has no disadvantages. On the other hand, twelve respondents felt that; there are disadvantage of inclusive education' and gave the following as their reasons. It is time consuming, learners with special needs delay the progress in class; most educators are not trained in inclusive education and therefore they cannot handle learners with special needs; learners with special needs would be stigmatised; gifted learners will be bored, and it could lead to confusion in the classroom.

4.2.4   Findings from the fourth question

The study has revealed that special schools play a major role in education. All eighteen respondents felt that special schools play a major role in education because they provided learning institutions where learners with special needs are able to develop their skills and knowledge'.

4.2.5 Findings from the fifth question

The study discovered that; the respondents displayed divergent view-points on this question. Eight respondents felt that 'special schools should not be alone away with since there are learners still who cannot be accommodated in ordinary schools because of the severity of their learning problems'.

Again, the remaining eight respondents felt that we should do away with special schools and include these learners in ordinary schools; They based their views on the following reasons: we are all made by God and we are equal before Him; that some special schools are fruitless and learners do not grasp anything at all; learners with special needs in ordinary schools give educators the opportunity to be patient.

4.2.6 Findings from the sixth question

The study discovered that; the respondents displayed divergent views on the question. Fourteen respondents out of eighteen support the idea that; 'all educators in the foundation phase be trained in inclusive education. Four respondents said it was not necessary to train; 'all educators in ELSEN. They gave their reasons as follows: 'If only one educator is trained she or he can cascade the information to the rest; only those who are interested in learners with special needs should be trained; and that If the government finds it necessary to train educators they should be trained.

4.2.7 Findings from the seventh question

The study has discovered that the three respondents displayed positive attitudes towards inclusive education; and it further discovered that we need to give these learners with special needs love and embrace them, because the more we love these learners the more they develop their self-esteem.

Learners with special needs should be handled like any other ordinary learners; and that members of the community should not keep children who experience learning problems at home, they should bring them to learning institutions.

4.2.8   Findings from the learners response

Learners label each other and do not accept each other.

Learners in special schools feel pity for themselves because of the label attached to them

4.3   THE RESEARCH FINDINGS IN RELATION TO THE HYPOTHESES

4.3.1   Hypothesis 1: Inclusive education is pedagogically relevant in the Foundation Phase, because it is aimed at serving learners with diverse needs

This hypothesis is accepted as all the eighteen respondents mentioned the advantages of inclusive education, which means that inclusive education can address some of the problems in the foundation phase.

4.3.2   Hypothesis 2: Inclusive education is good at promoting and also challenging the abilities of all learners in a class

This hypothesis is accepted since respondents clearly stated that inclusive education is learner-cantred and learner-paced.

4.3.3   Hypothesis 3: Inclusive education is designed to pedagogically address some of the diverse needs of learners regardless of their varied shortcomings

The hypothesis is accepted as it is mentioned that inclusive education is Outcomes Based Education. The hypothesis is also challenged as respondents clearly stated that it is important to have enough resources while implementing inclusive education.

4.3.4 Hypothesis 4: All educators should be trained to teach all learners and not specific ones

The hypothesis is accepted as respondents clearly stated that all educators in foundation phase be trained in how to teach learners with special needs. Mentioning that not only foundation phases educators but educators in intermediate, senior and tertiary institutions should also get training also challenges the hypothesis.

4.3.5 Hypothesis 5: Inclusive education can be challenged

This hypothesis is accepted as not all the respondents support inclusive education, some respondents clearly stated that we should not do away with special schools and that inclusive education can be time-consuming and can cause confusion in the classroom. Like any other transition period in education, some respondent showed resistant to inclusive education by mentioning the disadvantages of it.

4.4 Unintended results

The study further discovered that learners with special needs also discriminate and also label each other. The study also revealed that some learners with special needs are aware that they are being excluded from ordinary schools. Furthermore, the study found that if learning problems are not corrected in foundation phase they are likely to be carried over to both senior phase and the tertiary level of the education system.

CHAPTER 5

THE DISCUSSION OF THE RESEARCH FINDINGS IN RELATION TO THEIR HYPOTHESES

5.1   INTRODUCTION

This study was prompted by the policy of inclusive education, which the government is currently attempting to implement. It is clear that inclusive education holds the hope of many learners who would otherwise have no school to attend in South Africa. It was therefore important to evaluate the feelings and thinking of educationists and the members of the community about inclusive education. From their opinions, ideas and thoughts it was hoped a better strategy of implementing inclusive education might emerge. What is important is that a start has been made, and this study wishes to make a constructive and positive contribution towards the growth and development of inclusive education through its findings.

5.2   RECOMMENDATIONS, SUGGESTIONS AND PROPOSALS

The following recommendations, suggestions and proposals are meant to improve inclusive education generally, but in particular, in the foundation phase.

From the responses the study discovered that the respondents were not all aware that there was such a thing called 'inclusive education'. Some members stated clearly that; it was for the first time that they heard of the concept 'inclusive education'. This means that; members of the community should still be exposed to the concept if it is to gain both acceptance and influence.

5.2.1   Recommendations regarding hypothesis 1

It is therefore, proposed that workshops, symposia, conferences, and talk-shows by experts in inclusive education be organized where the information about the importance

of inclusive education can be disseminated. "Mass media can play a powerful role in promoting positive attitudes toward the integration of disabled persons in society, overcoming prejudice, and misinformation" (Salamanca Statement 1994:40).

Furthermore, it is recommended that; inclusive education be introduced in the Temba District because the study shows that the majority of the responded accepts it. It is also recommended that; members of the community should be educated about learners with special needs so that they can change their negative attitudes towards disabilities, as attitudes are not inborn but learnt.

Recommendations regarding hypothesis II

It was clear from the findings of the study that; the respondents supported that inclusive education should be implemented in Temba District as they clearly stated that they wanted it in all their schools. This was also discovered by Stainback and Stainback (1996:10) in their studies on inclusive education "If we want to nurture equality of all people in our society, segregation in schools cannot be justified". It is thus recommended that inclusive education be introduced in the Temba District, but with the proviso that; before learners with special needs are included in ordinary schools other learners be taught to accept them.

Recommendations regarding hypothesis III

Although all the respondents gave the advantages of inclusive education, most schools based educators gave the disadvantages of inclusive education. The disadvantages given might be used to refuse to implement inclusive education. To those who fear that LSEN would be stigmatised if they were included the advice is that "stigmatising of mildly handicapped students would in a large part be eliminated by educating them entirely within the regular class" (Scruggs & Mastropiere 1996:67).

To others who fear that other children will laugh and humiliate the disabled ones; it is advised that "if children are taught the right way to behave by teachers and if they are involved in helping the child and working with him/her, then this will not be such a big problem" (Down Syndrome, 1999:8-9).

Recommendations regarding hypothesis IV

As most of the respondents mentioned the importance of special schools it is suggested that they be improved and be turned into resource centres.

Recommendations regarding hypothesis V

It is recommended that before special schools can be abolished there should be an alternative and accountable way of accommodating learners with special needs in ordinary schools where they can receive their education.

5.3   SUGGESTIONS, PROPOSALS AND RECOMMENDATIONS FOR FURTHER RESEARCH

There should be a further research into:

➢ Labelling and discrimination amongst learners with special needs towards each.

➢ Whether learners attending at special schools are aware of their exclusion.

➢ The Pedagogical relevancy: of inclusive education in High School and also at Tertiary level.

5.4   CONCLUSION

From this research "the question is no longer whether inclusion should be a practice, but how to best implement an inclusion model" (Bruneau-balderrama 1997:328). For inclusive education to take place let all stakeholders play their major role. However, what is to be borne in mind is that and their are persons who are implementers of policies, whose successes or failures depend on their level of training amongst other requirements. Hence Booth & Ainscow (1998:7) point out that, "The problem of achieving inclusion is not policy, it is not resources, it is teachers who will not teach our children".

Although the White Paper No 6 on education has planned for the full implementation of inclusive education within 20 years from 2002, this period can be shortened. To this end, Booth & Ainscow (1998:74) say that; "you can't wait ten years to make the huge philosophical change that is necessary to set up everything that is needed. Instead you develop new ways of working and solve resource problems by experiencing the process of inclusion". . Therefore if South Africans are prepared to practice fairness and justice the right time is now for introducing inclusive education. We can't wait twenty years to be fair.

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