

**IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE
UMGUNGUNDLOVU DISTRICT OF EDUCATION IN
KWAZULU-NATAL**

by

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2011

DECLARATION

Student Number: 0803-590-3

I declare that this dissertation is a product of my original work, hence sources used have been indicated as such in the text. It has not previously been submitted to any university for a degree or any study.

Sifiso Emmanuel Mbelu

DEDICATION

This work is dedicated to my late father Siphon Lawrence Mbelu and my dear mother Nomzume Lucretia Mbelu. I am who I am today because of your unconditional love, good advice and strong personalities.

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ABSTRACT

The study identifies the challenges in the implementation of Inclusive Education in the Umgungundlovu District of Education and establishes the possible solutions. The basis for this investigation is the Education White Paper 6, Special Needs Education: *Building an Inclusive Education and Training System* (Department of Education, 2001).

The study was conducted in the Umgungundlovu District of Education in the area of Pietermaritzburg. A qualitative research method was used. Data collection strategies that were used are structured interviews, observation and a questionnaire.

The study reveals the following challenges that hamper the implementation; Negative attitudes of some educators and parents towards inclusion, lack of Skills Development Programmes for educators, minimal involvement of parents as well as lack of infrastructural development. These challenges could be dealt with by appointing a Manager within the District to ensure that advocacy on Inclusive Education, training of educators and infrastructural improvement in all schools are done.

Key Terms:

Inclusive Education; Full-service schools; Learning barriers; Underachievers; Cooperative learning; Learning support network; Error analysis; Education for all; Remediation; Special schools.

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CHAPTER 1

INTRODUCING THE STUDY

1.1 BACKGROUND TO THE STUDY

In July 2001 the Ministry of education launched the education White paper 6, *Special Needs Education: Building an Inclusive Education and Training System* (Department of education, 2001). This policy framework outlines the Ministry's commitment to the provision of educational opportunities to all, including learners with barriers to learning.

The main focus of this study was the implementation of Inclusive Education policy in the Umgungundlovu District of Education in KwaZulu-Natal. The broad research problem of the study concerns the challenges being experienced in the implementation of Inclusive Education policy as well as the successes of the implementation so far.

Articles in *The Witness* (15 June 2009) and *Echo* (28 August 2009) point to the challenges faced by the Umgungundlovu District of Education in the implementation process. *The Witness* (15 June 2009) reported that one of the two primary schools that has been chosen to become a full-service school has never been supplied with adequate learner support material to enable the educators to teach learners with learning barriers and that the educators in the school are not skilled or trained enough to be able to cope with the needs of some of the learners with learning barriers. *The Echo* (28 August 2009) reported that the neighbouring special schools are unable to give required support to this "full-service" school citing budgetary constraints as the main reason claiming that they don't receive any financial support from the Department of Education (Provincial or National) and that they depend on donations from Non-Governmental Organizations and parents, meaning that they can not fulfill their role of being resource centres as they are supposed to be (Department of education 2005). Such experiences have been the motivation for this study.

Issues such as these raised by the media have motivated the researcher to uncover what some of the underlying challenges and successes are. Difficulties experienced in the implementation of the inclusive education policy may be due to the prevailing socio-economic conditions whereby previously disadvantaged schools and communities are still unable to provide quality education for all as well as the severity of the backlogs inherited from the apartheid system. This study examines the importance of acknowledging implementation challenges, for example the importance of capacitating educators in the policy implementation. The lack of financial capacity facing Umgungundlovu District of Education and some schools within this district forces schools to implement the policy only as much as they can. This can lead to implementation failure.

The Inclusive Education policy is a typical example of a policy that seems to be good on paper but it is difficult to implement. The aim of this study is to determine why this is so. Although this study will focus primarily on challenges that the Umgungundlovu District of Education faces, the study will also look at the successes achieved in spite of the challenges.

1.2 THE SCOPE OF THE STUDY

The study began by examining the literature on policy, policy implementation and state capacity by consulting sources such as Lipsky (1980) who examines public service workers. These workers interact directly with the public, for example educators, and thereby influence how policy is implemented. Lipsky (1980) refers to these service workers as street-level bureaucrats. Other authors such as Parsons (1995) and Pressman and Wildausky (1983) and their arguments on policy implementation was be examined.

The Inclusive Education policy is not an alienated policy document but is derived from various legislative sources and government legislation. It is therefore crucial to establish

the policy framework for education in South Africa as a whole. This was determined by analyzing key education policies such as: *The South African Schools Act (84 Of 1996)* and *the Constitution of The Republic of South Africa Act (108 of 1996)*. Once the education policy framework was established and the inclusive education policy was described the study then pursued empirical research by presenting a case study.

1.3 LITERATURE REVIEW

This section dealt with the following three main points:

- Rationale behind inclusive education
- Requirements for successful implementation of inclusive education
- The need for the continual existence of special schools

The researcher found very little published information on the problems encountered in the implementation of Inclusive Education. However by conducting this study, the researcher intends to discover the main problems encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education in Kwazulu-Natal.

1.3.1 Rationale for Inclusive Education

Public schooling must serve equitably the educational needs of all children by helping them achieve a level of academic, social, and vocational competence commensurate with their potential. (Kauffman & Hallahan 1995: 171). Public schools have to address the full range of learners' educational needs, from those of the most talented to those of learners with multiple barriers e.g. an epileptic learner from a poor socio-economic background who attends a school where his/her first additional language is the language of learning and teaching (LoLT)

Learners of different abilities must have open to them the full range of options for instructional grouping and environments for delivery of educational services. No single

curriculum, instructional approach, grouping plan, or learning environment is appropriate for all students (Kauffman & Hallahan 1995: 176-177)

Educators in main-stream schools need to practice different principles of teaching such as the principle of totality, whereby a learner is taught as a whole, taking into consideration his/her potential, life experiences, capabilities as well as background. The principle of individualization must also be practiced by educators whereby each learner's unique needs and individual abilities are taken into account when teaching and learning is in progress.

Alternative strategies and instructions needed by learners with varying capabilities will not be ensured without explicit, permanent structures that include them (learners) in a comprehensive system of public education (Thomas & Feiler 1988: 117)

The Department of Education's White Paper 6 Special Needs Education, Building an Inclusive Education and Training (2001:29) talks of integrated professional support service at district level. These support services include permanent structures such as the District-Based Support Team (which comprises district officials e.g. education specialists responsible for Special Needs Education) and the School-Based Support Team (which comprises a member of the school management team, the guidance / class educator and any community member(s) whose skills and knowledge would be necessary). The main function of a District-Based Support Team is to give support and guidance to the School-Based Support Team by providing resources, training and development. The School-Based Support Team's main function is to identify, assess, support and (or) refer learners with education barriers to the District-Based Support Teams or to the nearby Resource Centre (formerly known as special school)

1.3.2 Requirements for successful implementation of Inclusive Education:

Educators who teach learners with barriers to learning require specialized training. The basic professional training i.e. the entry level, must prepare the educator to respond to a wide range of learners' needs. (Thomas & Feiler 1988: 122). All educators must be

prepared to accommodate diversity among learners and to recognize the need of some learners for alternative instruction. Collaborative teaching is essential if effective teaching of learners with diversified needs is to be successful in mainstream schools. (Draft Guidelines for Inclusive Learning Programmes, 2005:8)

Educators need to be trained to work with each other, as well as with other professionals such as occupational therapist, physiotherapist, social workers, other specialists and parents for the benefit of the learners with barriers to learning in main-stream schools (Draft Guidelines for Inclusive Learning Programmes, 2005:10). It is therefore important not to neglect collaborative teaching because that could limit the effectiveness of teaching and learning in the classroom.

An enabling environment must be established i.e. schools have to be revamped and whole school environment be made ready for the provision of quality education for all learners (Conceptual and Operational Guidelines for Full-service schools, 2005:10). Full-service schools should address and remove various barriers that hamper learning; these include negative attitudes to, and stereotyping of learners with barriers to learning, non-involvement of caregivers, inappropriate language or communication, inaccessible or unsafe environment or lack of leadership in the school (Conceptual and operational guidelines for full-service schools, 2005:11)

1.3.3 The need for continual existence of special schools:

The conceptual framework that informs Special Schools as Resource Centres makes reference to three critical changes in thinking and practice. These critical changes are shifts from medical model to an inclusive education model. From categorization to support and the role of a special schools as resource centres (Conceptual and Operational Guidelines for Special Schools as Resource Centres 2005: 11)

The medical model is a model of diagnosis and treatment. It is highly focused on pathology, sickness and dealing with the specific pathology in a centered way (Landsberg, Kruger & Nel 2006: 5). Such a medical model is fine in its place, if one

thinks about the role of a medical doctor which is to find out “what is wrong” with people and to “fix them up”. However, it is less helpful when one is working in the social sciences where the location of barriers is frequently not only within the person but can also be situated in the community (Kennedy & Tipps 1994: 118) and could therefore, also be school situated..

When applying the medical model in the field of education, learners with any type of difference are singled out and the origin of the difference is looked for within the learner. This implies that a thorough assessment of the learners’ strengths and weaknesses needs to be conducted, and a diagnosis made for placement in a special school and inevitably, categorization and labeling of these learners (Perry & Conroy 1994: 108)

In the segregated education system labels such as learning disabled, attention deficit emotional disorders and dyslexic are easily attached to learners and they are often separated and treated differently. Teacher training qualifications were also divided between those who served the needs of ‘ordinary’ learners in general classes and those which focused on providing trainees with ‘special’ skills to teach in specialized settings (Rosner 1993:126)

Although Inclusive Education reflects the medical model as a single explanation, it is however deeply ingrained into the thinking of generations of teachers, parents, professionals and legislators and is not going to change rapidly, even though it is argued that it is discriminatory and limiting. However, medical information cannot be ignored completely and is still necessary as the current conceptualization of a person’s functioning and disability is conceived of as a dynamic interaction between biological, individual and social perspective (Landsbery, Kruger & Nel 2006:6)

The *White Paper 6(2001:21)* explains that the future role of Special Schools as Resource Centres is critical in the transformation of inclusive education. It also indicates that these schools will be upgraded through staff training and be able to respond to the needs of the nearby mainstream school. Ultimately, all the special schools (resource centres) will

collaborate with the district support teams to provide support to mainstream schools (Conceptual and Operational Guidelines for Special Schools as Resource Centres, 2005:11)

Two trademarks of effective inclusive programmes are how existing resources are used in new ways and how additional resources are increased. Resources are not only those existing within the school itself but also include those in the community. Mainstream schools can also draw on neighboring schools and special schools (Corbett 2001: 95)

1.4 RESEARCH QUESTION

The research study intended to establish whether there were problems encountered in the implementation of Inclusive Education policy in the Umgungundlovu District of Education in KwaZulu-Natal. The sub-questions were:

- (a) What were the problems encountered by the two Service schools involved in Inclusive Education?
- (b) What factors compounded the implementation of Inclusive Education policy in the Umgungundlovu District of Education?
- (c) How can problems encountered be eliminated or be addressed?

The researcher investigated the state of readiness and stakeholders involved in the two primary schools that have been chosen to be full-service schools in the district in terms of their infrastructural and educator preparedness for the implementation of inclusive education.

1.5 AIM AND OBJECTIVES OF THE RESEARCH

1.5.1 The aim of this research is to investigate the problems that are encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education and also to establish the possible solutions to the problem.

1.5.2 The objectives of the study are to:

- Determine the extent of the problems that are encountered in the implementation of inclusive education in Umgungundlovu.
- Establish the factors that contribute to the problems
- Determine ways in which the problems can be overcome.

1.6 SIGNIFICANCE OF THE STUDY

In his first state of The Nation address in June 2009, the president of the Republic South Africa, the honorable Jacob Zuma, emphasized the importance of educating all the children of school-going age, particularly the drop outs and those who previously had no access to quality education due to various factors such as the deliberate marginalization of certain cultural groups by the apartheid regime, socio-economics status of their parents and other causes. A speech like this would not have come at a better time than currently, where exclusion of a number of children from mainstream schooling continues unabatedly. This research, though on a small scale, will help uncover the problems that are encountered in the implementation of Inclusive Education. Once these problems have been investigated the concerned authorities could study the recommendations made in this research study and possibly act on them.

Inclusive Education requires the changing of the culture and organization of the school (whole-school development) and demands that principals, educators and parents possess knowledge and skills in educational change and school reform (Landsberg, Kruger & Nel 2006: 18). The investigation of the state of readiness of the two schools that were chosen in the Umgungundlovu district to be the first Full-service schools will therefore reveal whether the leadership, educators and parents have these required skills and knowledge to practice Inclusive Education.

The researcher has found little published data on the problems encountered in the implementation inclusive education throughout South Africa, an investigation on this topic therefore will contribute positively to the already existing information.

1.7 RESEARCH METHODOLOGY

The case study will be guided by qualitative research. Qualitative research is research conducted in the natural setting of social actors. The primary aim is to understand actions that are context specific rather than aiming to generalise the results to the theoretical population (Babbie & Mouton, 2001: 270)

In terms of the qualitative approach, the focus is placed more on collecting specific cases that provide insight into a particular research topic, than on ensuring representativity of the sample (Neuman, 2003: 211). In other words the aim of the qualitative research is to increase range of specific information that is context specific (Babbie & Mouton, 2001: 277). The type of sampling that will be used in this study is purposive sampling. This sampling technique allows for the judgment of the researcher to determine the makeup of the sample.

Primary data will be collected from the two primary schools that have been selected to conduct the pilot project on the implementation of Inclusive Education, one special school within Umgungundlovu District of Education and lastly from the district office.

The South African Schools Act (84 Of 1996) stipulates that schools must be managed by school governing bodies. Each school governing body is comprised of parents of learners, non-teaching staff members, educators, learners (in secondary schools) and the principal. Hence the principals of each of the three schools will be interviewed. To gain insight into the Umgungundlovu District of Education's view on the implementation of inclusive education policy, the district manager will be interviewed.

The respondents will be given a letter of consent, which outlines the purposes of the study and objective of the interview. The purpose of conducting a qualitative is to gain on in-depth understanding of the research topic (Babbie & Mouton, 2004). The use of open-ended question interviews is one method of gaining such information. In such interviews,

there are no fixed questions. The interviewer instead has a general plan of enquiry (Babbie & Mouton, 2004). This topic may be viewed as a sensitive one as those who are being interviewed may be hesitant to raise complaints. However this will be circumvented by stressing to the respondents that their participation and opinions are confidential, particularly the two primary schools. The schools will be referred to as: school A and school B. The respondents' responses will then be differentiated, for example, as the principal of school B.

The data gained from interviews will be transcribed and analysed. The content of the transcribed interviews will be analysed by looking for references made to:

- Understanding of the Inclusive Education policy,
- Existing implementation strategies,
- Difficulties experienced in implementation ,
- Coping mechanisms adopted, and
- Recommendations made.

1.8 CLARIFICATION OF TERMS

Dropout: A learner who leaves school before reaching a level of education that he or she is intellectually capable of reaching.

Disadvantaged learner: a learner who lags behind in his or her education as a result of social, economic or political circumstances.

Full-service school: A school that is equipped (with required personnel and material) and supported by the Department of Education to provide for the full range of learning needs among all learners.

Inclusion: It is about recognizing and respecting the differences between all learners and building on the similarities. It focuses on overcoming barriers in the education system that prevent it from meeting the full range of learning needs.

Resource centres : Special schools that have assumed new roles of providing particular expertise and support, especially professional support in curriculum, assessment and instruction to neighbourhood schools especially full-service schools.

Special schools: Schools that have specialized skills among their staff and have developed learning materials to specifically assist learners with specific learning barriers.

1.9 LIMITATIONS TO THE STUDY

- It is a small-scale research on a wide topic. The research study will be done on only one district of education out of the four Districts of Education in the province which also have to implement Inclusive Education – There might be a lack of generalizable findings.
- Getting enough time for interviews with educators might be a problem since they have to squeeze the interview in between their teaching periods.
- The level of literacy of the parents who will be asked to answer the questionnaire will determine whether they can or cannot answer the questions (illiterate parents will not be able to answer the questions by themselves).

1.10 OUTLINE OF THE STUDY

Chapter 1: This chapter provides an Introduction and Background to the Study.

Chapter 2: Gives a theoretical framework which informs the rest of the study.

Chapter 3: Research Design and Methodology.

Chapter 4: Deals with Data Analysis and Discussion of Findings, and lastly

Chapter 5: Conclusion and Recommendations.

CHAPTER 2

INTERNATIONAL AND NATIONAL POLICIES REGARDING INCLUSIVE EDUCATION

2.1. INTRODUCTION

Policy refers to any prescribed plan or course of action. Policy is differentiated from public policy, as public policy is a plan or course of action as a result of government decision-making (Howlett & Ramesh, 1995:4). The public policy process consists of a number of interrelated components. This chapter seeks to identify these components in order to provide a theoretical framework to analyse Inclusive Education Policy. Since this study focuses on the implementation of Inclusive Education in the Umgungundlovu District of Education in KwaZulu Natal, emphasis will be placed on policy implementation.

There is no one universally accepted definition of public policy. Various public policy authors have formulated definitions that embrace different aspects of public policy (De Conning, 2004:11). Easton (in De Conning, 2004:11) defines public policy as: ... *the authoritative allocation through political process, of values to groups or individuals in the society*, and

Jenkins (in Howlets & Ramesh, 1995:4), on the other hand defines public policy as:

...a set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals, and the means of achieving them within a specified situation where those decisions should, in principle, be within the power of those actors to achieve.

Both the above definitions point to the fact that public policy is not just any prescribe plan or course of action but rather a deliberate, well-thought decision by government. Government capacity is an important consideration in the decisions that are made. Jenkins (in Howlett & Ramesh, 1995:5) acknowledges that limited resources and limited

capacity can limit the scope and nature of policy options available. The goal-oriented nature of public policy is also evident in this definition. For the purposes of this research, policy will be used synonymously with public policy as most of the authors quoted, do not make this distinction.

2.2. UNDERSTANDING INTERNATIONAL AND NATIONAL POLICY REGARDING INCLUSIVE EDUCATION

The analysis of public policy involves examining the process of public policy contextually. Factors such as the policy regime are also examined. Other factors that should be examined include:

- The content of public policies,
- Environmental impacts on policy content,
- Organisational influences on policy and
- The impact of policies on the public (De Conning 2004:13).

Dunn (in De Conning, 2004:12) states that numerous methods can be used to analyse public policy. A popular method of analyzing public policy is to break the policy process up into various stages. The sequence of stages is referred to as the policy cycle. Howlett & Ramesh (1995:10) argue that the policy cycle is not accurate as it oversimplifies the policy process by isolating each stage and then re-assembling the process. However, breaking the policy down can facilitate the understanding of public policy, which allows for the examination of all the actors (both individuals and institutions in the public policy process).

Colebatch (2002:50) identifies six stages in the policy process. These are:

- Identifying the policy problem,
- Agenda setting,
- Identifying alternative solutions to the problem,
- Choosing the most feasible alternative

- Implementing that alternative and
- Evaluating the impact of the policy.

Colebatch (2002) also typifies the stages as a policy cycle. It is however important to note that this is a limited strategy for analysis as it assumes that policy takes place in this particular order without identifying what drives the process from one stage to the next. This analytical model is however useful in identifying the different processes that are involved in the policy process. Figure 2.1. illustrates the policy cycle:

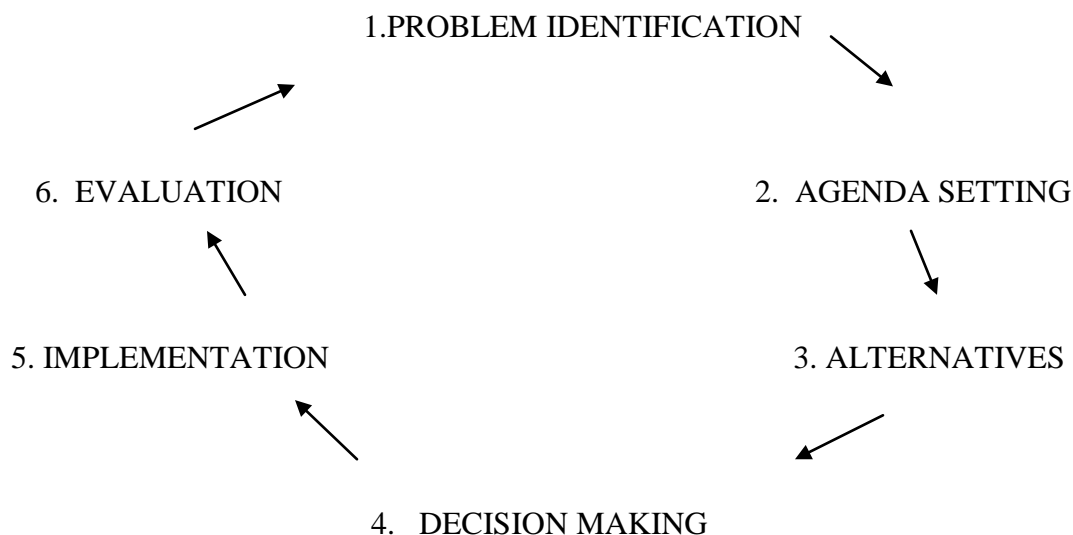


FIGURE 2.1. : **The policy cycle** **Adapted from: Colebatch(2002:50)**

The policy cycle begins with **problem identification**. Problems can be identified through routine monitoring activities such as censuses and research processes. Through such Activities researchers can pick up changes in expected trends. These changes are referred to as indicators (Kingdom, 1995:91). For example, an exponential rise in school dropouts could signal a social problem. Problems can also be identified when a crisis or a salient event occurs (Kingdom, 1995:95). Service delivery protests, power outages, escalating rate of teenage pregnancy could lead to the identification of social or political problems. Problems may arise when existing policies no longer solve the social problems that they

were intended to. The problem of learner dropout for example could be a result learners who are frustrated by inability of the present education system to cater for their learning needs in most mainstream schools hence the need for the implementation of inclusive education.

Once the policy problem has been identified, a process of **agenda setting** occurs. The process of planning action that is directed at, prioritizing a certain problem in order to mobilize the authorities to take action is called agenda setting (Meyer & Cloete, 2004:98). When a policy problem is on the agenda of the relevant authorities e.g. when relevant authorities are aware of the problem of high dropout rate, then alternative solutions to the problem will be formulated. These alternatives are then assessed, which initiates the decision-making process. The alternative that would yield the best possible results is the one that would be implemented. (Parsons, 1995:245).

The focus of this study is to examine the implementation of inclusive education policy in the Umgungundlovu District of Education in KwaZulu Natal. This study will therefore focus on the last two stages of policy-making process, namely, **policy implementation and policy evaluation**.

2.3. POLICY IMPLEMENTATION IN GENERAL AND INCLUSIVE EDUCATION POLICY IN PARTICULAR

Implementation can be viewed as policy in action. In other words, implementation is the manner in which policy is carried out. It can be conceptualized as the study of change and how it occurs (Parsons, 1995:462). Implementation refers to all actions (or conscious lack of action) by individuals or groups that are directed at achieving the policy objectives (Parsons, 1995:462). Policy implementation refers to the achievement of predicted outcomes (Pressman & Wildarsky, 1973:15). They argue that these outcomes are achieved by building links in causal chain that will lead to the desired outcome. At each link in the chain, the policy implementer needs to ascertain who the stakeholders are and

how long it will take these stakeholders to act. Faulty implementation occurs when the objectives between each causal link are not met, this could be because of:

- The lack of funds to carry out tasks,
- The lack of political will,
- The lack of capacity to carry out policy aspirations,
- An inappropriate policy and
- The causal chain being too long which leads to unpredictability in implementation (Pressman & Wildausky, 1973:143).

Methods of implementation are often viewed in the following ways. The first is the top down view. In this approach, implementation is seen as a process of goal setting and directing of actions towards achieving those goals (Parsons, 1995:464). Goals are set by those who are in authority (at the top) at the top of an organization. Their instructions go down a chain of command and are carried out by relevant subordinates. However for this to succeed, five conditions must be met (Parsons, 1995: 465). Namely, (a) a highly structured organization with a well defined chain of command is needed, (b) The organization must have a stable pattern of practice. (c) The members of the organization must carry out orders and instructions, (d) There must be no room for interpretations between links in the chain of command, (e) Time should not be a factor to delay the implementation process. These conditions however call for obedience or authority and perfect compliance, which is not easily achieved (Hood, cited in persons, 1995: 465).

Forward mapping is a method of planning the implementation process that is associated with top-down policy-making. It is described as the approach that initially comes to mind when dealing with policy implementation (Elmore. 1979: 602). The forward mapping process involves the formulation of specific steps in order to achieve a policy goal (like links on a chain). The success of the process can be measured by comparing the actual outcome with the initial desired outcome (Elmore, 1979:603). In this process the emphasis is put on the specific within each step or chain link. In other words for each

step, the policy implementer must determine precisely what must be done and by whom in order to reach the desired outcome.

The bottom-up perspective is a reaction to the top-down view policy implementation. The bottom-up perspective focuses on the implementation activities of the public servants, for an example educators. It is also about planning implementation through the process of backward mapping. Backward mapping start with an account of a specific behavior that needs to be changed through policy. Once the behavior has been described, a desired goal (outcome) can be set (Elmore, 1979: 604). Contrary to forward mapping, policy-making is not guided by a statement of intent made by policy makers, but is an understanding of the gap between desired practice and the actual practice and the policy aims to close this gap (Dyer,1999:48). Once the objective is established, the mapping process works backwards. At each level, two factors must be ascertained. Namely, what the ability of the organization is to carry out the behavior needed by the policy and, what resources are needed by the organization to carry out these actions (Elmore,1979: 604).

The success of a specific policy is conditional. This is because success is “predicted on an estimate of the limited ability of actors at one level of implementation process to influence the behavior of actors of other levels” (Elmore,1979: 604). This also includes the capability of the public sector to influence behavior on the private sector (Elmore, 1979: 604). The advantage of backward mapping is that by focusing on the lowest levels of organization, less centralised approaches that may be overlooked, are discovered (Weimer and Vining, 2004: 280)

2.4. POLICY EVALUATION

Various types of evaluation are available to the stakeholders depending on the purpose of the evaluation. These are:

- Formative evaluation, which occurs in the early stages of a policy or programme to provide information that will contribute to improving the policy or programme (Worthen, Sendres and Fitzburg 1997:14).
- Summative evaluation, which is conducted to judge the worth which is measured against predetermined goals or criteria (Worthen et al. , 1997:14).
- Process evaluation is conducted during the life of policy or programme to improve procedures (Weiss, 1998:5).
- Outcome evaluation occurs after the programme is completed or the policy has been implemented. This type of evaluation seeks to determine the impact of the programme or policy and judge whether targets have been met (Weiss, 1998:5) and
- Mid-term evaluation is used to detect any problems associated with implementation so that they can be corrected (Weiss, 1998:5).

Weiss (1998:4) defines the evaluation policy as “the systematic assessment of operation and / or outcomes of a programme or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvements of the programme or policy.” The systematic component of this definition refers to the use of rigorous social scientific research methods to conduct policy evaluations. This research can be qualitative or quantitative and must conform to accepted social scientific research norms (Weiss, 1998:5). A research that combines qualitative and quantitative approaches must also conform to accepted social and scientific research norms.

The second element of this definition argues that the main objective of policy evaluation is to understand the procedures that are on-going (Weiss, 1998:5). The evaluation takes place while the programme is being implemented and is therefore process oriented. This form of evaluation is aimed at improving an on-going process. Another focus point of the evaluation process can be on the outcome of the policy or programme. This type of evaluation occurs after the completion of the programme and examines its effects (Weiss,

1998:5). Such evaluation aims at to examine whether the policy has met its intended goals.

The fourth element of evaluation deals with the comparison of the results of the evaluation to some standards. The outcome of policy evaluations can be varied. It could signal the successful conclusion of a public policy and it could also lead to the policy being modified thereby initiating the policy cycle once again. The policy could be terminated if it is considered to have failed and is irresolvable (Weiss, 1998:5).

The last element of evaluation concerns the purpose for which it is done. There are three common purposes of evaluation (Worthen, et al 1997:9), and these are to judge the worth of a policy, to aid the decision-making process as well to provide a political function. The purpose of evaluation may differ according to factors such as the power, priorities and interests of the stakeholders.

2.5. STREET-LEVEL BUREAUCRATS (POLICY IMPLEMENTERS)

Those who support the backward mapping perspective argue that policy analysis should focus on the public servants who carry out policy rather than on those who formulate it (Lipsky, 1998:13). This view sees policy implementation as occurring and being altered or adopted at the levels of subordinates, that is at school level where educators operates in case of the Department of Education. Parsons (1995:469) argues that public servants are those that interact directly with the public and thereby influence how policy is implemented. Lipsky (1980:14) refers to those public servants (policy implementers) as street-level bureaucrats.

Street-level bureaucrats include educators, nurses and police officers. Street-level bureaucrats are firstly characterised by their direct interaction with citizens or public. The second characteristic of street-level bureaucrats is that they have discretionary power, which means that they can control the type, amount and quality of benefits and endorsements to clients (Lipsky, 1980:13). An example of this discretionary power is an

educator who chooses what to teach and how to teach it. This however does not mean that street-level bureaucrats are not constrained by rules and regulations.

The third characteristic of street-level bureaucrats is that they operate with some levels of autonomy, which means that they can withhold their cooperation within the organization if there is conflict between the interests of the organization and the street-level bureaucrat (Lipsky, 1980:16-17). Example of this would be an educator who is instructed to teach learners who are underachievers on weekends but refuses to do so because of her/his other commitments during that time.

These characteristics of street-level bureaucrats influence the delivery and scope of public services. Street-level bureaucrats are thus seen agents for implementation (Parson, 1995:469). They act as intermediaries between the government and the public. Parson (1995) and Lipsky (1980) both argue that public servants or street-level bureaucrats impact greatly on how policy is implemented and can influence or manipulate the way in which policy is implemented, even leading to its failure.

These characteristics of street-level bureaucrats can be used fruitfully by educators if they could be well-trained and equipped with skills that are needed to identify, teach and support learners with learning barriers in their schools. Teaching in an inclusive environment requires educators with a positive attitude and strong belief that every learner in their class is educable and can achieve certain goals in life through proper guidance and support.

Lipsky (1980:29) argues that the working conditions and environment of street-level bureaucrats is often characterised by:

- Inadequate resources to perform tasks,
- Demand for service always increase to meet supply,
- Ambiguous goals and
- Immeasurable goals

Street-level bureaucrats often work in an environment of scarce resources. Resources such as time, money, staff and expertise are often insufficient to comply with policy mandates. In such an environment” street-level bureaucrats have huge loads of work and are often unable to meet all their responsibilities (Lipsky, 1980:29).

The second feature of the working environment of street-level bureaucrats is that there is always an increase in the demand for service, which exceeds the supply of service. For example a school that performs well in matric results this year is likely to have more learners wanting to enroll in that school the following year thereby giving educators increased workload and responsibility.

Another element of street-level bureaucrats’ work environment is that organizational goals are often ambiguous and conflict with each other. Here there is a conflict between the street-level bureaucrats concern for the welfare of individual client and the social role of the organization (Lipsky, 1980:40). Mainstream schools at the moment are results-driven institutions with the main focus and emphasis on passing an examination at the end of each year. Educators in these schools therefore find it very difficult to fulfill this function of a school simultaneously with attending to a learner with learning barriers who requires extra time and effort from this educator, in order to achieve one outcome which may not necessarily be to pass the exam at the end of the year. Inclusive education will surely focus on individuals achieving specific outcomes rather than focusing on the end of the year-results and this would enable the educators to work with learners with barriers to learning at their own pace and be able to give necessary support needed by these learners.

Fourthly, the real life experiences of implementation by street-level bureaucrats often differ from the formal policy of those in authority (Lipsky, 1980:36). In the same way policy goals in policy documents are seen as idealized which makes these goals difficult to attain. Goals must be modified into concrete objectives so that they are easier to reach. This section clearly shows the importance of educators in the implementation of Inclusive Education. They are an immense resource that needs to be carefully taken care of by the

Department of education. Educators' attitudes towards learners with learning barriers need to be changed for better. They need to be trained and re-skilled in order to be able to meet the demands negative factors that may hamper the good work of educators should be removed from the education system.

2.5.1. Coping Mechanisms.

In order for the street-level bureaucrats to be able to deliver public services under the unfavourable environment they work in, they develop what Lipsky (1980) terms coping mechanisms. These coping mechanisms are responses that enable street-level bureaucrats to deliver the required public service. Three broad coping mechanisms can be employed. Firstly, they limit the demand for the service and maximize how the resources are used. Secondly, the conceptualization of their jobs is modified in order to utilize available resources to achieve the objectives that have been set out. Thirdly, the conceptualization of the client is modified (Lipsky, 1980:33). They use their discretion power when deciding on which coping mechanism to use. Understanding these coping mechanisms contributes to understand the manner in which policies are implemented and the outcomes of policies. Lipsky (1980) discusses a number of techniques that are employed by street-level bureaucrats in their attempt to implement policy. These techniques are:

- Limiting access and demand,
- Controlling clients and the work situation,
- Modification of the conceptualization of work and
- Modification of the conceptualization of the client

2.5.1.1. Limiting access and demand.

Services can be rationed by limiting the demand for services and limiting the access that the public has to those services. This can be done by:

- Assigning costs to services
- Delivering services unequally. Lipsky (1980:87) states that there is no theoretical limit to the demand for public services. As such, public service organizations ration these by determining the level or proportion of services. This is done by

acquiring more public goods or by varying the allocation of a predetermined amount of public goods. Street-level bureaucrats dissuade people from demanding the public service by assigning costs to the service (Lipsky, 1980:88). Monetary costs can be assigned to the public service. These costs can be direct. For example charging a school fee for a learner to be admitted at a school.

The time it takes to receive a particular service can also limit demand for service, people are sometimes forced to queue for long periods or in the case of school admission, placed in a waiting list. Some clients may opt to seek services elsewhere. Time delays serve as a means of maximizing the utilization of available resources (Lipsky, 1980:90).

Restricting access to information to certain clients is another indirect cost. Some clients have access to information that allows them manoeuvre through the system faster and better than others could. Sometimes information is accessible but is difficult to understand. It may be too technical or perceived as a complicated procedure, which may deter clients from requesting that service. In addition, withholding information about the availability of a service also limit the demand for that service (Lipsky, 1980:91).

Psychological costs can be imposed indirectly on people, which could deter them from seeking the service. These costs include embarrassment, humiliation and degradation of the client (Lipsky, 1980:93). For example, epileptic learners may avoid going to school if they are ridiculed by other learners because of the sickness.

Services can also be rationed by allocating them differently to different classes of people. This is referred to by Lipsky (1980:105), as inequality in service allocation. Services are differentiated because the public expects the street-level bureaucrat to respond in a flexible manner to different situations. The street-level bureaucrat is also required to differentiate between clients. The fact is that not all citizens are eligible to all services equally. Street-level bureaucrats often develop routines such as “creaming” (Lipsky, 1980:107). This process occurs when bureaucrats choose those clients who would most benefit from the service. Another routine prefers some clients to others. This is known as

“worker bias.” Here the preference is based on some characteristics of the client such as race, gender or religion.

In the few special schools that are there in the country there is still some evidence of unequal distribution of resources allocated to different race groups. Special schools in predominantly black areas are still under-resourced compared to their white counterparts. Black learners with learning barriers are still denied access to most special schools through charging of exorbitant funds that most black people cannot afford. Language is still used as a prohibiting factor in some situation and that constitute exclusion of deserving learners.

2.5.1.2. Controlling clients and work situation.

According to Lipsky (1980,117), another coping mechanism employed by street-level bureaucrats is to control clients and work situation. Here, street-level bureaucrats obtain their clients cooperation with client processing procedures. These procedures however conform to street-level bureaucrat’s conceptualization of the policy. Husbanding resources is one method of controlling the work situation.

Husbanding resources refers to a strategy whereby street-level bureaucrats conserve the resources at their disposal (Lipsky. 1980:125). The aim of conserving resources is to build a contingency resource fund that allows the organization to respond to future situations where there is an increased need for those resources. Screening is one method of husbanding resources; this is the use of receptionists or receiving services, over the telephone or via e-mail. This saves the bureaucrat’s time (Lipsky, 1980:128).

Rubberstamping is another method of controlling street-level bureaucrat’s work situation by conserving resources. Here, the street-level bureaucrat adopts the options of others as his or her own. Street-level bureaucrats are often compelled to assume to opinions of others due to time and information constraints (Lipsky, 1980:129). Street-level bureaucrats adopt the information from professionals who are assumed to have legitimate

insights (Lipsky, 1980:131). For example, educators will look at a child's report and adopt the judgments of the previous educator.

Using referrals is also used to conserve resources referring a client from one organization to another is usually done when a client has a need that can only be met by that particular organization. For example a learner with severe multiple learning barriers could be referred by educator (in a mainstream school) to a special school. This is a means of easing the street-level bureaucrat's workload and at the same time it helps the client (learner) to receive the specialized treatment that he/she needs.

2.5.1.3 Modification of conceptualization of work.

The use of discretion allows the street-level bureaucrat to develop a personal conceptualization of the goals and purposes of their organization, street-level bureaucrats are thereby able to deal with the ambiguity and contradictions in their jobs. This coping mechanism enables street-level bureaucrats to cope with work limitations and gain professional satisfaction (Lipsky, 1980:143).

Street-level bureaucrats are often faced with ideal policy objects that they can not meet. This results in tension and stress, as the street-level bureaucrat is unable to gain work satisfaction by meeting policy objectives. It can lead to absenteeism. Staying away from work often allows street-level bureaucrats to psychologically distance themselves from their work, and it can result in the denial of any personal responsibility (Lipsky, 1980:145). Another method of easing the psychological stress that the street-level bureaucrats experience is by the developing personal goals. These goals emphasise what the street-level bureaucrats are able to achieve as opposed to what the policy objectives are (Lipsky, 1980:145).

The type and level of authority that street-level bureaucrats have determines the way in which they cope with stress of their jobs. The scope of authority can be limited to release the street-level bureaucrat from responsibility. Discretion allows a street-level bureaucrat to make decisions based on personal judgement. Withdrawing discretionary power from

street-level bureaucrats will in turn limit responsibility for the outcome of certain cases (Lipsky, 1980: 149). The use of discretion by educators in a learning situation could however disadvantage a learner with a specific learning barrier if the educator decides to ignore the needs of that particular learner. An educator could take such a decision for various reasons, namely; attitude problem, lack of knowledge and skill, time factor or any other reason which may ultimately jeopardise the learner's chances of receiving quality education. It is therefore important to put in place control measures to ensure that educators do not abuse this power of discretion at their disposal.

2.5.1.4 Modification of conceptualisation of clients.

Psychologically differentiating between clients is a coping mechanism used by street-level bureaucrats to deal with their working environments. This coping mechanism is more complex than just showing a preference for some clients over others. According to Lipsky (1980:151) modifying the conceptualization of clients allows street-level bureaucrats to perform their duties in a flexible and responsible manner. The rationale of differentiating between clients is to serve some clients to the best of the street-level bureaucrat's ability when it is impossible to serve all the clients in that manner (Lipsky, 1980:151).

This coping mechanism is used when street-level bureaucrats are unable to provide the service equitably. This strategy also enables the street-level bureaucrats to cope with a rising demand for services psychologically, the street-level bureaucrat, is personally justifying the manner in which the job is performed (Lipsky, 1980: 152). These coping mechanisms are directly linked to the coping mechanisms used to limit access and demand for services such as creaming and worker bias. However, here the coping mechanism is of psychological importance whereas coping mechanisms used to limit access and demand for services deal with scarcity of resources.

2.6 TARGET PARTICIPATION

Target refers to the individual or groups of beneficiaries that the policy or programme is aimed at. The criteria for choosing these targets include: social class, demographic attributes or problems experienced. Targets can also be geographical areas or political area (Rossi & Freeman, 1989: 190).

Evaluating a policy implementation entails determining whether the programme is reaching its intended target. This is determined by assessing the coverage and bias in target participation. Coverage refers to the degree to which the actual participation reached the levels specified in the policy or programme. Bias occurs when certain subgroups within the target population are covered more thoroughly than others. This arise from the fact that subject are more likely to participate than others. Programme co-ordinaters may be more inclined to choose subjects that are likely to succeed. Such bias can skew the results of monitoring (Rossi & Freeman, 1989:190).

In the White Paper 6 it is stated that the Department of Education is targeting 280000 disabled children and youth outside of schooling system. Within mainstream schooling, approximately 500 out of 20000 primary schools will be designated and converted to full-service schools, beginning with 30 school districts that are part of national District Development Programme. Initially one primary school in a selection of 30 school districts will be selected for conversion to a full-service school.

2.7 GOVERNMENT CAPACITY IMPLEMENT INCLUSION EDUCATION

When examining issues of policy implementation, it is important to examine the policy capacity of government. In broad terms, capacity refers to the ability of government to fulfil its obligations (Grindle, 1997). Many governments are faced with the problem of “too much state” and “too little state”, simultaneously (Grindle, 1997:3). “Too little state” refers to the inability of states to formulate and implement appropriate policy. Such states fail to even perform routine administrative functions. “Too much state”

refers to state-led development initiatives that are centrally controlled. Public participation is non-existent. This has led to authoritarian states that are fraught with corruption (Grindle, 1997:3). Grindle (1997:4) argues that there is a need for governments to be efficient, effective and responsive. This includes responding to the needs of the citizens by formulating effective policies and implementing those policies efficiently.

The South African government does have capacity to implement inclusive education policy through national and provincial departments of education. However just like many other policies in this country, the problem of implementation is critical. The Department of Education receives a biggest slice of budget from the National Treasury each year, some of which could be used for inclusive education. There is however a question of lack of political will and incompetency on the part of political heads responsible for education as well as those authorities employed by various provincial departments of education. There seems to be a lack of decisive and efficient leadership in various district of education to spearhead the implementation of inclusive education. The government needs to revise its policy of cadre deployment and concentrate on hiring people for the evidence of their capabilities, experience and competency in the education sector. Academics who have been involved in special education over the years should not be overlooked, their inputs could help to solve problem of implementation of inclusive education.

2.8 CONCLUSION

This chapter discussed some key issues on policy implementation and it also identifies factors that influence the outcome of policy decisions. These factors include

- The length of the causal chain of implementation,
- Delivery system and
- Government capacity to formulate and implement effective public policy.

This chapter also highlighted the significance of street-level bureaucrats and the impact that they can have on the way the policy is implemented. The discussion now turns to the Inclusive Education policy and how it has been implemented. The theoretical concepts discussed in this chapter will form the basis of the analysis of the implementation of the Inclusive Education in the Umgungundlovu District of Education in KwaZulu-Natal.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This Chapter outlines and explains the research design and methodology adopted in this research study as well as the reasons why such design and methods were adopted for this study. Section 3.2 describes the research setting in which this study was conducted. Section 3.3 covers the general methodological approach and tools that were used to collect data in this, study and Section 3.4 provides more specific information around the collection of data – collection instruments. Sampling is discussed in Section 3.5 and Section 3.6 and 3.7 deal with validity and reliability respectively. Finally ethical issues and data analysis are discussed in 3.8 and 3.9 respectively.

3.2 RESEARCH SETTING

This study was conducted in the Umgungundlovu District of Education in the area of Pietermaritzburg. Umgungundlovu District of Education is one of the four Districts that fall under Pietermaritzburg Service Centre. This District of Education comprises all schools in and around the city of Pietermaritzburg. Most of the schools under Umgungundlovu District are rural and mainstream schools. There are very few special schools in this District and most of them are located close to the city of Pietermaritzburg. There are no inclusive schools or full-service centres yet.

Two primary schools have been identified in this district to conduct a pilot project which will determine the success of the conversion of primary schools into full-service centres (inclusive schools). These schools are located south of the Pietermaritzburg city in the Vulindlela South Ward. This research will be extended to those two primary schools to provide answers to the question of challenges in the implementation of Inclusive Education in Umgungundlovu District of Education. Umgungundlovu District of

Education has a special section called the Service Delivery Support Section (S.D.S.S) which is tasked with the duty of giving support to learners with learning barriers, also known as learners with special education needs in all the schools within the district. The head of this section will also be interviewed to provide answers related to the challenges that face the senior managers within the District Office regarding the implementation of Inclusive Education. The SDSS has its own personnel who are required to visit schools to monitor and support learners as well as educators in the mainstream schools that need specialized learning assistance because of their special educational needs.

There is a District Support Team (DST) whose task is to continuously liaise with the School Based Support Teams (SBST's) of all the schools in the district in order to identify, support or refer learners with learning barriers to the special schools within the district, if there is a need to do so. It is also the duty of the DST to develop and capacitate educators in the mainstream schools so that they can cope better with the challenges of teaching learners with learning impairments.

3.3. RESEARCH DESIGN AND METHODOLOGY

This study aims to establish the challenges that the implementers of Inclusive Education in Umgungundlovu District of Education are faced with, as well as the extent to which the implementation has been a success so far. The researcher does not approach the study with preconceived ideas of expected outcomes, but is instead aiming to discover the nature of the challenges or problems encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education. The research design therefore reflects a naturalistic and interpretive focus in its approach to the research questions, data collection procedures and later, the analysis of data. The link between qualitative research and a naturalistic research site is highlighted in the following quote from (Denzin and Lincoln, 1994:2)

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative

researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them.

This study has the district of education itself (a site where implementation of Inclusive Education occurs) as the natural context in which the investigation is rooted. Thus the underpinnings of the research design in this study may be located in the “naturalistic paradigm” (Durrheim, 1999:42). This approach attempts to explain the reasons and meanings that lie behind the social action of the people living in the area where the research is taking place. Naturalistic inquiry is a “non-manipulative, unobtrusive and non-controlling form of qualitative research that is open to whatever information emerges in the research setting” (Durrheim, 1999:48). Since this study seeks to explain how the implementation of Inclusive Education is taking place, what the implementers do (their social action) in the process of the implementation of Inclusive Education is key to the success or failure of the implementation process, therefore the naturalistic enquiry has been used to explain exactly what the implementers are doing and how they do it. Two integrative aspects of the study’s research design, namely, the case study research and evaluative methodology, are discussed below as they are the main research techniques used in this study.

3.3.1. Case Study

Case studies are intensive investigations of individuals, organizations, communities and or social policies (Lindegger, 1999). Case studies are usually descriptive in nature and provide rich information about individuals or particular situations. As such, case studies are frequently a form of naturalistic inquiry whereby researcher bases his/her observations within the naturally occurring research setting (Cohen, Manion and Morrison, 2000). Case studies may be a step to action. Their insights may be directly interpreted and put to such use as staff or individuals development, institutional development, formative evaluation and educational policy making (Cohen and Manion, 1989). Stake (1983) argues that case studies contribute both theoretically and pragmatically in educational research. I fully concur with Robert Stake especially with his assertion that case studies contribute pragmatically because of the fact that conducting

a case study is a practical action which takes place in a natural setting; the findings thereof can be easily applied to a similar setting at another time in another place.

The research aim and objectives of this study include finding ways in which the problems that are encountered in the implementation of Inclusive Education can be overcome. Some problems that are encountered by other countries in Europe and Canada were discussed in the Review of Literature (Chapter 2.2) these will also provide a theoretical framework to understand the data generated in this study. It would therefore be interesting to see if the Umgungundlovu District of Education faces similar problems or some of them. That will be revealed later on in Chapter 4 of this study.

3.3.2. Evaluation Methodology.

Evaluation methodology tracks the efficacy of social programmes in human and social terms (Polter, 1999). The kinds of programmes most commonly evaluated are those aimed at educational or social development. One purpose of evaluation research is to analyze the ways in which those involved in social programmes go about their work, the issues they deal with and the manner in which they confront these issues (Polter, 1999). The goal of programme evaluation is more practical than theoretical; it attempts to answer specific practical questions about social programmes and their development. These questions focus on programme implementation and outcomes, as well as quality of service provided. The practical nature of evaluation is captured by Cohen et al, who define evaluation as the provision of information about specified issues upon which judgments are based and from which decisions for actions are taken. This study therefore seeks to evaluate Inclusive Education in terms of how well it is implemented in the Umgungundlovu District of Education. The findings thereof could form the basis on which decisions and actions could be taken to enhance the implementation of Inclusive Education.

Evaluation method could be divided into two types, namely; formative evaluation and summative evaluation. Formative evaluation focuses on the process or programme of implementation, in order to inform decisions on the implementation process. The

evaluator also attempts to identify aspects of the programme that are working well, aspects of the programme which are problematic and aspects of the programme that require improvement (Palton, 1995). Summative evaluation on the other hand, is more concerned with determining whether the outcomes, effects or impact of the programme are being achieved through the use of observation or measurement. Formative evaluation is more appropriate for this research study since, the researcher attempts to identify aspects of the implementation process that are working well in the Umgungundlovu District of Education as well as those aspects of the implementation of Inclusive Education that are problematic so that the implementers may find out if their implementation strategy needs to be modified or improved. The present study also draws from the summative evaluation because once the research study has been completed it will be possible to determine whether the implementation process went well according to the requirements in the White Paper 6 (Palton, 1995).

In summary of this section, the research aim and objectives of the present study are concerned with challenges that are encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education as well as the possible solutions to those challenges. The use of interviews, questionnaires and participant observation as data collection tools are means through which the research aim and objectives may be achieved.

3.4. DATA COLLECTION INSTRUMENTS AND PROCEDURES

What follows below is an analytical description of the research tools, devised and used in this study, as well as the rationale for using these particular research methods.

3.4.1. Semi-structured interviews

According to Robson (1996:229) the “rich and highly illuminating information” produced by qualitative research can be obtained through interviewing research participants in order to assess their beliefs, attitudes, values and knowledge surrounding the research topic. Interviews range from the formal interview, based on mostly closed questions, to

informal interview where the interviewer raises key issues in a conversational style (Robson, 1996: 230). A common middle ground between these two approaches is the semi-structured interview because, semi structured questions are phrased to allow unique responses from each interviewee (Macmillan and Schumacher, 2001:40), and this is precisely what I want from all the participants, unique responses that are informed by their individual experiences of how Inclusive Education is implemented in their areas of work. Semi structured interview has therefore been used by this study because its usage could fulfill the objectives of the study which were mentioned in chapter 1, by allowing unique responses from the participants.

According to Kvale (1996), qualitative research interview lacks objectivity, due partly to the human interaction inherent in the interview situation. However, within a naturalistic paradigm, the presence of a subjective researcher is integral to the procedure of data collection. In learning about the overall progress that has been made in the implementation of Inclusive Education in the Umgungundlovu District of Education in this study, it was felt that a semi-structured interview with the District Manager would allow the greatest scope and depth of investigation to find out about the readiness of the district as a whole to implement Inclusive Education.

Semi-structured interviews were conducted separately with the school principals of the two schools that are involved in the Pilot Project of the implementation of Inclusive Education in the Umgungundlovu District of Education. These interviews involved gaining insight into the state of readiness as well as progress that has been made in the two schools in as far as implementation is concerned. The researcher also used the participant observation method whilst in the premises of these schools to collect more data with regards to the infrastructural development, sanitation and the general atmosphere prevailing in these two schools to establish whether it was conducive to the effective implementation of Inclusive Education.

3.4.2. Questionnaire

A questionnaire was developed to assess' knowledge and perceptions of educators in the two schools .The questionnaire is the most widely used technique for obtaining information from the subjects because it is relatively economical, has the same questions for all subjects and can ensure anonymity (Mcmillan and Schumacher, 2001:257)There are however certain disadvantages to the use of a questionnaire as a means of data collection and it is important to acknowledge these:

- Social desirability: Rundell (1995), discusses the tendency for respondents to disclose only that which is thought to be desired by the researcher. Educators in the two primary schools involved in the pilot project might be tempted to over-report so that they might appear to be well-prepared and ready to implement Inclusive Education. I would have to emphasize the importance of honesty when answering questions as that could help to identify areas that need attention and improvement in the implementation of Inclusive Education.
- Self-report issues: Bailey (1982, 111-112) lists some of the reasons why a respondent might give erroneous information or fail to answer questions. Many of these involve issues around reporting about one's own behaviour which may be seen as an invasion of privacy or an indication of a personal deficit of some kind. In order to counteract these issues sensitive questions have been excluded, it was also emphasized that there are no right or wrong answers, and that respondents were not to identify themselves on the questionnaire.
- While many questionnaires seek factual information, others are concerned with determining opinions, attitudes and interests of the participants [Education Facilitators (PTY) LTD, 1997]

The questionnaires that were used in this study seek to determine factual information as well as opinions, attitudes and interests of the participants. The successful implementation of Inclusive Education largely depends on the positive attitudes of the

implementers, and that is why their opinions, interests and attitudes are vital for this study.

3.4.3. Participant observation

Participant observation is a combination of particular data collection strategies, namely: field observation, interviewing and artifact collection (Mcmillan and Schumacher, 2001: 437). Field observation is the researcher's technique of directly observing and recording without interaction, that is, without directly taking part in the activity that the participants are engaged in, be it teaching, learning or playing. . In this study, however the researcher employs what Mcmillan and Schumacher (2001:437), call Intensive Observing and Listening, in which the researcher obtains people's perceptions of events and processes expressed in their actions as feelings, thoughts and beliefs. In this research it means that the researcher will listen to the participants when they talk to each other and record that which is relevant to this study. The researcher will also look for non-verbal clues such as facial expressions, gestures, tone of voice, body movements and other social interactions that may give him a clue of how the implementation of Inclusive Education is progressing in the two primary schools that are participating in this study. Participants will however be made aware that they are being observed for the purpose of this study. This will be done for the sake of ethical consideration.

3.5. SAMPLING

Sampling is a study of the relationship existing between a population and samples drawn from it. This suggests that effective sampling is one way of ensuring data quality (Bless and Achola, 1996: 92).

Purposive sampling is used in qualitative inquiry as means of seeking out participants with particular characteristics, according to the needs of the developing analysis and emerging theory (Bless and Achola, 2004). This study used purposive sampling to select two primary schools which are involved in piloting the implementation of Inclusive Education and one special school in Umgungundlovu District of Education. Primary

school A has a total number of 11 educators and primary school B has 15 educators whilst the special school has 23 educators. All educators in these three schools participated in the study, which means that total number 49 usable educators' questionnaires were collected and utilized in this study. The power and logic of purposeful sampling is that a few cases studied in depth yield many insights about the topic (Macmillan and Schumacher, 2001: 401). It is done to increase the utility of data obtained from small samples. It is for the above reasons that purposeful sampling has been chosen for this study, a small sample has been selected because they are knowledgeable and informative about Inclusive Education that is taking place in their schools. The usage of appropriate data collection tools to collect data, such as semi-structured interviews and questionnaires will ensure depth of data generated.

3.6. VALIDITY

According to Mcmillan and Schumacher (2001), validity refers to the degree to which the explanations of phenomena match the realities of the world. Participant observation and in-depth interviews for instance, are conducted in natural settings to reflect the reality of life experience more accurately than do contrived or laboratory settings (Macmillan and Schumacher, 2001: 408). Natural settings such as the participating schools were used as places in which this study was conducted, and to further enhance the validity, a combination of more than one data collection strategies was used, namely; participant observation ,questionnaires as well as semi-structured interviews. This is what Macmillan and Schumacher (2001) call “multimethod strategy.” According to Creswell (1994), recording precise, almost literal, and detailed descriptions of people and situations (low-inference descriptors), also enhances validity. This has also been used in this study (by using a tape recorder to record the interviews with the participating principals) to enhance validity.

The technique or the method that is used to collect data has got to be valid, meaning that it must measure accurately what it is supposed to measure(Education Facilitators(PTY) LTD,1997).It is for this reason that validity in this study had to be enhanced through

multimethod strategy of data collection and other ways that are mentioned in the paragraph above.

3.7. RELIABILITY

According to Merriam (1998: 206) reliability is the extent to which the findings can be replicated, but notes however that this does not apply to qualitative research. In her explanation of what constitute reliability in qualitative research, she refers to the terms consistency and dependability, as coined by Guba and Lincoln (1989: 243). Merriam (1998: 206) contends that in the case of qualitative studies, reliability refers to the dependability of results, or whether the results are consistent with the data collected. When a valid measuring instrument is applied to different groups under different sets of circumstances leads to the same results, it would mean that the particular instrument is reliable (Education Facilitators (PTY) LTD, 1997).

I tried to ensure that the inferences drawn from this study were consistent with the data collected by progressively building a clear and unambiguous trail of audit from the data collected to the conclusions I drew. This was achieved by keeping the original interviews transcripts and tape records to regularly check and refer to its content.

3.8. ETHICAL CONSIDERATIONS

Research designs should always reflect careful attention to the issues embodied in research projects. The purpose of ethical research planning is to protect the welfare and the rights of research participants (Kimmel, 1996). Qualitative researchers need to be sensitive to ethical principles because of their topic, face-to-face interactive data collection, an emergent design and reciprocity with participants. Ethical guidelines include informed consent, deception, confidentiality, anonymity, harm, privacy and others (McMillan and Schumacher, 2001: 420).

I negotiated consent with all the participants, that is, the district manager, the principals of two primary school and their educators as well as the educators of the special school and its principal although he was not involved in this study (only the educators participated) to voluntarily participate in this study and observe how they taught in the classrooms with learners who have learning barriers. (See APPENDIX B)

I explained to all the participants that confidentiality was going to be observed. No participants' names were going to be used or written in the questionnaire for the sake of anonymity, letters of alphabets and numbers would be used instead. The names of the schools involved would be withheld to protect participants' identities. Before I commenced with interviews I ensured that the purpose of the study was well-understood by the participants and they were made to feel at ease before and during all the sessions.

Lastly, I asked for their permission to use a tape recorder during interviews and teaching observations. A tape recorder is useful because it allows the researcher to concentrate on listening and prompting rather than trying to capture detailed data through taking notes (Cohen and Mannion, 1989). I promised the participants that they could have access to the findings of this study and that they could contact me if they had problems concerning this study. It was also made clear to the participants that should they decide not to continue with the research, they were free to do so.

3.9. DATA ANALYSIS AND INTERPRETATION

Data analysis is the process of systematically searching and arranging the data collected in ones study (Bogdan and Biklen, 1992). In this study, the data consists of interview transcripts, questionnaires and observation recordings.

The coding analysis schedule developed by Terre Blanche and Kelly (1999) was used in this study and is described below. The reason for choosing this strategy is that it allows for the categories and patterns emerging from data to be decided in advance, and facilitates the interpretation of smaller units since the analysis begins with the researcher

reading all of the data to gain the sense of the whole (Bogdan and Biklen, 1992). This process involves firstly familiarizing oneself with the text in order to start making links. The researcher is constantly asking questions about the data. This usually involves immersing oneself in the data, which may include questionnaire responses, recorded observation and written transcripts of interviews, as in the case of this study.

Inducing themes and coding are the next steps which Terre Blanche and Kelly (1999) suggest. Coding is the process in which the researcher attributes labels to certain sections of the text. (Robinson. 1996). Thematizing involves discovering the organizing principles that naturally underlie the material (Terre Blanche and Kelly, 1999). This is the opposite of a top-down approach where one makes use of pre-determined categories to analyse the text. Finally the analysis leads to the interpretation of the findings, this is a written account of the phenomenon under study, and in this case the implementation of Inclusive Education in the Umgungundlovu District of Education, which frequently uses thematic categories from the qualitative analysis as sub-headings.

In this study, theory emerged from the data and was not imposed on it. Figure 3.1. Depicts how theory may be developed through such inductive data analysis models:

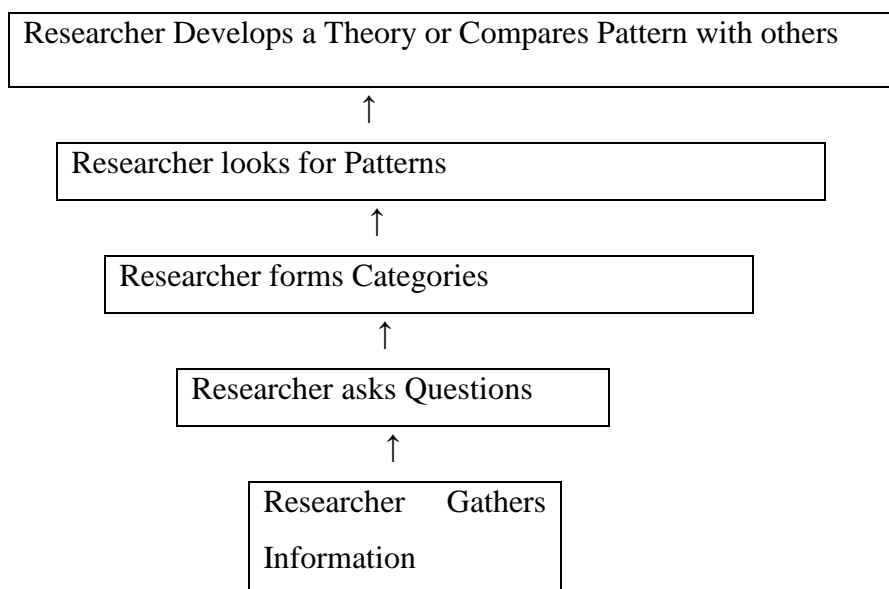


Figure 3.1. The Inductive Mode of Research in a Qualitative study (from Creswell, 1994:96).

The qualitative research is known for its vast amount of gathered information. This is because qualitative analysis demands more explicitly reliable, formulated and valid methods of interpreting data (Strauss, 1987:24). According to Strauss(1987:27-33), there are three types of data coding, which could enable a researcher to be proficient at doing qualitative analysis. These three types of coding are; open coding, axial coding and selective coding. Since this study is a qualitative one and has vast amount of information that was gathered through participant observation, semi-structured interviews and questionnaires, I have therefore decided to code my data according to the three coding types that are mentioned above.

3.9.1 Open coding

According to Strauss (1987:28), open coding is the initial stage where the researcher scrutinizes the field notes, interview transcripts or any other documents very closely and assigns codes for themes. In this study, I began by reading, the interview transcripts with an aim of formulating categories that fit the data that I had collected. This was followed by reading the observation notes and lastly the questionnaire responses. In identifying the themes I was guided by my research question and the theoretical framework.

3.9.2 Axial coding

This is the second stage in which I revisited the themes that I had identified during the first stage. This was done in order to discover if there are some themes that I intertwined so that I could separate them. Indeed there were some intertwined themes and I separated them.

3.9.3 Selective coding

Selective coding refers to coding systematically and concertedly for each core categories (Strauss, 1987:33). The data that I have collected have been categorized according to the following themes:

- Attitudes of Educators towards inclusive Education
- Awareness of educators about Inclusive Education
- Development of educators in order to cope with Inclusive Education
- Infrastructural development in schools
- Threats and Opportunities in the implementation process of Inclusive Education

3.10 CONCLUSION

This research took place in two different schools, mainstream primary schools that are in the process of being converted into full- service schools. The main focus of this chapter has been data collection, mainly, the tools that were used as well as the methodology that was chosen to collect data.

Since the successful implementation of Inclusive Education requires the thorough preparation of the schools involved in terms of their personnel, infrastructure and resources, I deliberately observed the above requirements during my visits to these schools, especially the infrastructural and resource development which could be easily observed in and around the classrooms. The level of educator preparedness could only be judged through lesson observation and educator's answers to the questionnaires that they were given to answer.

The findings of this research will be presented and discussed in detail in the next chapter, which is chapter 4, and that will include the discrepancies between the special school and the two primary schools.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter provides an account of the findings of the data collected in this study (in chapter 3). Chapter 4 is divided into section A and section B. Section A is rote presentation of findings of the data that has been collected during the study and section B is the discussion of the findings. The findings that will be presented in this chapter aim at establishing whether the research question and sub-questions of this research that were outlined in Chapter 1.3 are fulfilled. The theoretical framework of this research that is discussed in chapter 2, which reveals how Inclusive Education is implemented internationally in countries such as Canada, Australia and UK, just to mention a few, forms the basis on which the results of this study will be analyzed.

4.2 SECTION A: PRESENTATION OF THE FINDINGS. THE FINDINGS ARE PRESENTED AS FOLLOWS:

4.2.1 Interview with Umgungundlovu District of Education Manager.

Two sets of questions were asked which the District Manager of Umgungundlovu District of Education had to respond to. The first five questions concerned the Manager's experience and awareness regarding the policies of Inclusive Education (4.2.1.1) and the second set of ten questions were about the readiness of the Umgungundlovu District of Education to implement Inclusive Education policies (4.2.1.2).

The interview was conducted with the District Manager in the Umgungundlovu District of Education office. The District manager has only been in this post for two years and has not been exposed to the implementation of any new education policy before as a Manager in this position, however the District Manager was involved in the

implementation of Outcome Based-Education in another District of Education before being transferred to Umgungundlovu.

4.2.1.1 Experience and awareness questions and District Manager responses.

How long have you been in this post?

Response: *“I have been in this post for two years.”*

Have you ever been exposed to the implementation of a new policy as a District Manager of Education?

Response: *“No I have never been exposed the implementation of a new policy as a District Manager in this District. Inclusive Education is the first one; however I was involved in the implementation of OBE in my previous post.”*

Are you aware of any country in the world where the implementation of Inclusive Education has been a success?

Response: *“None I can think of.”*

What is your understanding of the policy of Inclusive Education?

Response: *“It is a policy whereby every learner is given an equal opportunity to learn regardless of their disabilities or background.”*

Do you think the implementation of Inclusive Education will be a success in this District?

Response: *“Of course the implementation will be a success because of recent changes that have taken place in South Africa since 2004.”*

4.2.1.2 Questions and responses about readiness of the Umgungundlovu District of Education to implement Inclusive Education.

Are all the schools in this District ready to implement Inclusive Education?

Response: *“Only the two primary schools that are in the experimental project are ready, other schools are far behind in terms of readiness.”*

Have all educators been trained to implement Inclusive Education?

Response: *“Only educators of the two schools that are involved in the experimental project have been trained.”*

Are there skills developmental programmes put in place by the District to help educators in implementation of Inclusive Education? If not, why is it so?

Response: *“There are no specific programmes for Inclusive Education but educators do attend curriculum workshops now and then. The District is still in consultation with the Province about Inclusive Education programmes.”*

Have District-Based Support Teams been established to help schools with implementation with implementation of Inclusive Education?

Response: *“I have no idea, the head of the Schools Development and Support Services is more qualified to answer such a specific question I can only give answers to general questions.”*

Is there any special school that has been converted to a resource centre to help mainstream schools with inclusion in this District?

Response: *“No conversion has been done yet, although mainstream schools do consult with special schools if they need help. It is a matter between two concerned schools.”*

How involved are the parents in the implementation process of Inclusive Education in this District?

Response: *“Parents are not the same, they respond differently to our call for their involvement in their kids’ education some do not care whilst others show great sense of responsibility. I must add that I am happy with the general positive response of parents though.”*

What would you say are the main challenges facing the implementation of *Inclusive Education* in this District?

Response: *“Educators in mainstream schools are not trained to teach learners with learning barriers; attitudes of communities outside the school as well as attitudes of many educators have not changed, many still believe that learners with learning barriers belong to special schools; there is a shortage of teaching and learning resources to help learners with learning barriers in most schools within the district; there are very few special schools to help the mainstream schools and the few special schools are located near and around the city of Pietermaritzburg whereas the majority of mainstream schools that need help in as far as resources are concerned, are found in the rural areas of Pietermaritzburg; the district office needs to have more education specialists in order to deal with the large number of schools in their district but the duty of advertising posts and employing new education specialists’ rests with the provincial education department, not the districts, and there is no well-established, co-working relationship amongst the government’s various departments.”*

How do you see the future of Inclusive Education in this District?

Response: *“The fact that I am aware of the challenges that face the implementation process means that those challenges will be ironed out soon with the help of the Provincial Department of Education, for example, the task of the employment of education specialists rests with the provincial education department not the District of Education which makes it difficult for this District to have a required number of education specialists even if the need for them is there.”*

4.2.2 Findings of the interview with the two principals.

The principals of the two schools that are participating in the pilot study were interviewed separately using the same set of questions. Their direct words will be written in inverted commas and they will be referred to as Principal X and Principal Y for the sake of anonymity.

The interview questions were divided into five groups, each group with its own theme.

The five themes were:

- Attitude
- Awareness about Inclusive Education
- Personnel development
- Infrastructural development and
- Threats and opportunities.

4.2.2.1 Group A: Attitude Questions and Responses;

Do you think Inclusive Education is a good policy? Give a reason for your answer.

Responses:

Principal X responded, *“Inclusive Education policy is a good policy because it aims to give each and every learner a fair opportunity to learn together with other learners.”*

Principal Y responded, *“Inclusive Education policy is a good policy because it will put an end to the discrimination of the disabled learners by the education system, educators and fellow learners.”*

Can this policy be implemented successfully in your school? If not, why?

Responses:

Principal X responded, *“Yes the policy can be implemented well provided the school and its staff are supported well in terms of provision of resources and training of staff.”*

Principal Y responded, *“The success of the implementation depends on the willingness of the educators to accept change and the ability of the Department of Education to upgrade schools and develop staff by new refresher courses.”*

Would you like to see this policy implemented in all schools in this District? Support your response?

Responses:

Principal X responded, *“I would like to see the implementation of the policy of Inclusive Education extended to other schools since I believe there are many learners who would benefit in other schools as well.”*

Principal Y responded, *“I would like the policy to be implemented in other schools as well, because it will help those schools to develop in terms of infrastructure and impaired learners would benefit from such a move.”*

4.2.2.2 Group B: Awareness Questions and Responses

How did you find out that your school was chosen to participate in the pilot project on Inclusive Education?

Responses:

Principal X responded, *“I was phoned by the Vulindlela Circuit Office Manager, and later I received a letter from the Umgungundlovu District Office informing me about my school’s selection.”*

Principal Y responded, *“I was phoned by the District Office and later received a confirmation letter from the same District Office of Education.”*

What was your understanding of Inclusive Education before your school participated in the pilot project?

Responses:

Principal X responded, *“I think Inclusive Education is the same as Special Needs Education.”*

Principal Y responded, *“Inclusive Education is an attempt to fit learners with learning difficulties into the mainstream schools.”*

What is your understanding of Inclusive Education now?

Responses:

Principal X responded, *“I think Inclusive Education is the type of education that does not discriminate learners in any way, be it racially, sexually, ability, disability or background, all learners are given a fair chance in Inclusive Education.”*

Principal Y responded, *“Inclusive Education is education for all learners in the same school, given equal opportunities to perform at their different levels and pace while being fully supported by their educators and specialists if there is a need.”*

Do you have the White Paper 6 document on Inclusive Education at your school?

Responses:

Principal X responded, *“Yes I have the White Paper 6 document in my school.”*

Principal Y responded, *“Yes I have got it.”*

4.2.2.3 Group C: Personnel Development Questions and Responses;

Have you ever been trained to manage an inclusive school?

Responses:

Principal X responded, *“I have never been trained to manage an inclusive school.”*

Principal Y responded, *“I have never been trained to manage an inclusive school, only the educators have been attending some short workshops.”*

Do you have professional development programs to assist educators in order for them to be able to implement inclusive education in this school?

Responses:

Principal X responded, *“We do not have any specific programs for inclusive education purposes but we get support from the Umgungundlovu District Offices if we request for it.”*

Principal Y responded, *“We do have development sessions for educators but they are not specifically aimed at assisting educators with inclusive classes, they cover different aspects of teaching in general.”*

Does this school have budget set aside to cater for staff development for inclusive education purpose?

Responses:

Principal X responded, *“No we don’t have budget for that.”*

Principal Y responded, *“We don’t have that kind of budget.”*

4.2.2.4 Group D: Infrastructural Development Questions and Responses;

Do you have a problem of overcrowding in this school?

Responses:

Principal X responded, *“No our class sizes are not big.”*

Principal Y responded, *“Yes we have a problem of overcrowding and it makes teaching very difficult especially if educators have to practice the principles of individualization and differentiation in their classes.”*

Is the lay-out of buildings user-friendly for disabled learners?

Responses:

Principal X responded, *“No they are not.”*

Principal Y responded, *“It is not because classrooms were built for normal learners.”*

Does this school have sanitation and electricity?

Responses:

Both principals responded with a *“Yes”* to the above question.

Is water available in the school premises at all times?

Responses:

Principal X responded, *“Water is not a problem in this school.”*

Principal Y responded, *“There are times when we have to rely on trucks from the District Municipality to supply us with water and sometimes these trucks do not come as expected and learners have to bring their own drinking water in small bottles to school.”*

4.2.2.5 Group E: Threats and Opportunities Questions and Responses;

What do you regard as main threats to the successful implementation of Inclusive Education?

Responses:

Principal X responded, *“Lack of proper training given to the SMT and educators, lack of required resources, poor infrastructural development and little co-operation from the parents.”*

Principal Y responded, *“Inadequate support from the SGB, lack of parental support, untrained educators, overcrowding, inadequate support from the District Office and lack of support from the special schools.”*

The following factors were given as opportunities by both the principals, *“Positive attitude of the educators about Inclusive Education, close proximity of learners to the school, efficient public transport system and the availability of the District Office personnel and health workers if they are needed.”*

4.2.3 Responses of educators to the questionnaire.

A total of twenty six (26) educators responded. The number in brackets represents a total number of respondents who gave that particular answer.

Do you have learners with learning barriers in your class?

Responses:

Twenty six (26) educators responded *“Yes”* to the above question.

List the kinds of learning impairments that you have to deal with in your class

Responses:

“Epilepsy.” (2), *“Cerebral palsy.”* (1), *“Deformed limbs.”* (1), *“Memory deficit.”* (4), *“Visual perception.”* (3), *“Auditory perception.”* (2), *“Language (expressive).”* (4), *“Language (receptive).”* (3), *“Abstract thought.”* (4), *“Impulsive.”* (1), *“Passive.”*(1).

How do you deal with learners with learning barriers in your class?

Responses:

“I treat them the same as other learners in the class.” (4), *“I give them individual attention and extra learning time.”* (4), *“I refer to the SBST.”* (8), *“I involve their parents as well as the SBST.”* (4), *“I do not know what to do with them.”* (6)

What kind of support do you have from the SMT with regards to teaching learners with learning impairments?

Responses:

“No support.” (3), *“Moral support.”*(13), *“Provision of resources.”* (5), *“Developmental workshops.”* (5).

What kind of support do you have from the SGB?

Responses:

“No support.” (12), *“Moral support.”* (6), *“Not sure.”* (2), *“I do not see them at school.”* (6).

What kind of support do you get from parents?

Responses:

“No support.” (8), *“They only come to school when they have been requested to come.”* (10), *“They show interest by helping learners with their homework.”* (4), *“They attend parents’ meetings.”*(4).

What kind of support do you get from nearby special schools?

Responses:

“There is no special school in this area; all special schools are in town, some 30 km away.” (7), “We do not get any support from special schools.”(15), “They accommodate some of the learners that we refer to them.” (4).

Do you think teaching all learners inclusively in one class is a good idea?

Responses:

“Yes.” (8), “No.” (10), “Not sure.” (8).

What is the good (positive) thing about teaching learners inclusively in one class?

Responses:

“Discrimination is eliminated and discouraged.” (4), “Encourages unity and care.” (4), “There is no good thing about it.” (10), “Inculcates the sense of belonging and acceptance of all learners.”(4), “Not sure.” (4).

What are bad (negative) things about teaching all learners inclusively in one class?

Responses:

“Normal learners tend to ridicule the ones with learning disabilities.” (4), “Normal learners do not like to work with the ones with learning disabilities in groups.” (6), “It makes the educator’s job more difficult.” (10), “Disabled learners do not get the kind of special attention and individual care that they deserve.” (8), “Learners with learning disabilities may feel inferior and withdrawn.” (5), “There is nothing bad about it.” (5).

What are your teaching qualifications?

Responses:

“Three-year Diploma in Primary Education.” (8), “Three-year Diploma in Primary Education plus a Certificate in Education Management.” (8), “Four-year Education Degree.”(5), “Three-year Degree plus a certificate in Special Needs Education.” (5).

What do you think of the old system whereby learners with disabilities were referred to special schools instead of keeping and teaching them in the mainstream schools?

Responses:

“It was good.” (7), “It was not good.” (9), “I am not sure.” (4), “It was good but had its own disadvantages.” (6).

How do you liaise with the nearby special school to discuss learners with special needs and their cases?

Responses:

“We do not discuss with them.” (18), “Through our SMT.” (4), “Through our SBST.” (4).

See comments above

Do you have a School-Based-Support Team in this school?

Responses:

“Yes.” (26).

Do you belong to your school’s SBST?

Responses:

“Yes.” (7), “No.” (19).

What kind of support do you get from your SBST?

Responses:

“Moral support.” (13), “*They deal with difficult cases.*” (8), “*They refer some learners to special schools.*” (5).

How often do you hold meetings with your SBST concerning learners’ learning problems?

Responses:

“*Once a quarter,*” (10), “*Only if there is an urgent need to meet.*” (6), “*Once a month.*” (10).

What kinds of resources are available in your school to help you teach effectively in you inclusive class?

Responses:

“*Just normal learning aids that you would find in any mainstream class such as books, charts and chalk.*” (7), “*Overhead projector.*” (5), “*Radio.*” (7), “*Television and DVD set.*” (7).

List other teaching resources that are not available but you feel there is a need to have them in your school?

Responses:

“*Library,*” (11). “*Laboratory,*” (15). “*Computer Laboratory,*” (26). “*Magnifying glasses*” (6).

Which employees from other governmental departments do you work closely with in order to help learners with learning disabilities in this school?

Responses:

“*Social workers.*” (26), “*Nurses.*” (26), “*Medical practitioners.*” (20), “*Speech therapists.*” (5), “*Physio-therapists.*” (2).

What problems do you encounter on daily basis that could hinder the successful implementation of Inclusive Education in this school?

Responses:

“Poor infrastructure.” (15), *“Lack of parental support.”* (15), *“Little support from the SMT.”* (15), *“Lack of support from the SGB.”* (20), *“Negative attitudes of some educators towards inclusive education (12).”*, *“Shortage of relevant teaching skills on the side of us educators.”* (20), *“Inadequate support from the Circuit and District Offices of Education, “Overcrowding.”* (15).

4.3 SECTION B: DISCUSSION OF THE FINDINGS.

4.3.1 Discussion of the findings of the interview with the Umgungundlovu District Manager.

According to the District Manager the implementation of Inclusive Education has begun and is in progress although she does not know when it began since she is new in her position (only two years at the helm). When the District Manager was asked to respond to the question of when the implementation of Inclusive Education started and how much progress has been made, the answer was, “I am not sure when it started and how much progress it has made. (See 4.2.1.2) This means that the District Manager is not fully or directly involved in the implementation process. I find this a little disturbing since the District Manager is a director who is supposed to lead (direct), organize, monitor and evaluate the implementation process of Inclusive Education, so that if there are some hiccups there would be a quick intervention to pave the way forward. Responding to the question of whether the District Based Support Team has been established, the District Manager’s response was, “I have got no idea, but the head of Special Needs Education section is more qualified to answer such a specific question, I can only give answers to general questions.”(See 4.2.1.2). Again this shows a certain degree of detachment from the whole process on the side of the District Manager which can delay the process or even hamper it.

With regards to the conversion of special schools to support centers, the District Manager said. “No special school has been converted as yet, but mainstream schools that need some help are free to approach special schools.”(See 4.2.1.2). This means that special schools may still be functioning in isolation not performing the task of supporting the mainstream schools in terms of resources, personnel and expertise. Responding to the question of whether there is a working relationship between special schools and the nearby mainstream schools, the District Manager said, “There are no formal links between special schools and mainstream schools in this District, but mainstream schools that need help can approach any special school as I said earlier on.”(See 4.2.1.2). This scenario simply means that mainstream schools that can not hook up with any special school because of communication problems or distance challenges do not get help from special schools even if they may need it.

Although the District Manager acknowledges the fact that educators need to be properly trained in preparation for Inclusive Education, when responding to the question of whether there are educator development programs, the answer was, “There are no educator skills development programs that have been put in place to train educators specifically for Inclusive Education.” This means that educators have to rely on other sources for training, such as distance learning, workshops organized by educator unions or the provincial education department. NB. See educators’ responses to the questionnaire regarding the training of educators (4.2.3 above).

The District Manager sounds very positive about the future of Inclusive Education in the Umgungundlovu District of Education, and says, “The fact that I am aware of the challenges that face the implementation process means that those challenges will be ironed out soon with the help of the Provincial Department of education, for example, the task of the employment of education specialists rests with the provincial education department not the District of Education which makes it difficult for this District to have a required number of education specialists even if the need for them is there.”(See 4.2.1.2).

4.3.2 Discussion of the findings of the interview with two principals

Both Principal X and Principal Y seemed confident and positive about the implementation of Inclusive Education in their schools. Responding to the question of whether they would like the implementation of Inclusive Education to be extended to other schools, Principal X said, “I would like to see the implementation of this policy extended to other schools since I believe there are many learners who would benefit in other schools as well.” Principal Y’s response to the same question was, “I would like this policy to be implemented in other schools as well, because it will help those schools to develop in terms of infrastructure and also impaired learners would benefit from such a move.” (See 4.2.2.1.) Judging from these responses, one can deduce that these two principals’ attitudes Inclusive Education are positive, which gives hope that they are prepared for the change in the education policies and would do everything in their power to see to it that Inclusive Education is successfully implemented in their respective schools.

Both principal X and principal Y are fully aware of what Inclusive Education is all about (See 4.2.2.2). It is education for all learners, no discrimination of any sort against any learner and giving equal opportunity to all learners to succeed. The area that still needs attention though is educator skills development. Both Principal X and Principal Y acknowledge the fact that not enough is done with regards to the training of educators and this is not their responsibility alone but also for the District and Provincial Department of Education. This is supported by the statements that were made by both Principal X and Principal Y when responding to the question of whether it is possible to implement Inclusive Education in their schools. Principal X responded, “Yes this policy can be implemented successfully provided the school and its staff are supported well in terms of provision of resources and training of staff.” Principal Y responded to the same question by saying, “The success of the implementation depends on the willingness of the educators to accept change, and the ability of the Department of Education to upgrade schools and develop staff by new refresher courses.” (See 4.2.2.1).

The infrastructural development is poor in their schools but there are promises from the District of Education that this will be improved in the near future. For now it is still difficult for learners with specific severe disabilities to access education in these schools. A learner on a wheelchair for instance would need some help from other people to move around because of the non-availability of proper drive-ways suitable for wheelchairs. More than half (15) of the educators who answered the questionnaire listed, “Poor infrastructural development” as one of the factors that can hamper the successful implementation of Inclusive Education in their schools.(See 4.2.3)

Both Principal X and Principal Y lamented the lack of co-operation from the learners’ parents. Responding to the question of the kind of support that the educators get from learners’ parents, eight (8) out of twenty six (26) answered, “No support.” and fifteen (15) out of twenty six (26) said, “Parents only come to school when they have been requested to do so.”(See 4.2.3). It seems as if there are parents who use schools as ‘dumping grounds’ where they can just dump their disabled children and hope that the educators alone will take care of their education. This practice seriously hampers the education development of a child and further disturbs the implementation of Inclusive Education in the school as a whole. Learners with little or no parental care manifest other social problems such as truancy, absenteeism, aggression and sometimes attention-deficit.

4.3.3. Findings of the questionnaire for educators

The findings of the questionnaire (Appendix F)show that every educator has a learner with learning difficulties that needs his/her (educator’s) attention in a class. The findings also reveal that many educators (See 4.2.3) do not know how to deal with learners with learning barriers in their classrooms; they would rather refer these learners to the SBST. Eight (8) out of twenty six (26) said, “I refer them to the SBST.” This is a concern to me since educators are the ones who deal with learners on day to day basis and they need to be able to offer quality education, support and love to the learners with learning difficulties at all times.

Another revelation from the questionnaire is the fact that many educators either get little support or no support at all from their SMT's with regards to Inclusive Education in their classrooms. I think this is mainly due to the fact that SMT's themselves are not well trained in Inclusive Education. Responding to the question of the kind of support that the educators get from the SMT, thirteen (13) out of twenty six (26) said, "Moral support.", and three said, "No support." SGB's also do not offer support to the educators. This may be a result of the general lack of participation or involvement by parents in their children's education as it was cited by the District Manager, saying, and "I am not happy with the participation of parents in general in their children's school activities." Commenting about parent's participation in their children's school work, ten (10) out of twenty six educators said, "Parents only visit schools per request not out of their own will and interest. SGB members are also parents, therefore one would expect that if parents do not show interest in their children' school activities, SGB members would do the same. The role of parents is defined in the White Paper 6, "Caregivers and families are responsible for their children attending school regularly, carrying out their home assignments and other tasks. They should provide their children with necessary equipment to school, and if they can not do this, contact the school management to negotiate alternative ways of contributing."(Department of Education, 2005).

Educators from two schools that participated in the pilot study stressed the point that special schools offer very little or no help at all to them when fifteen (15) of them responded, "We do not get any support from the special schools." There are no special schools nearby, there are few which are far away in the city which makes it difficult for the mainstream schools to liaise with on regular basis. "Sometimes the special schools can not even accommodate the learners that we refer to them." said one educator who is a member of the SBST in one of the participating schools whom I talked to while I was at the school.

Another astonishing discovery that came out of the responses is that the attitude of most educators towards Inclusive Education is negative. When they were asked if they think Inclusive Education was a good idea, ten (10) out of 26 educators said 'no', and eight (8)

said, “Not sure.” This should be a worrying factor to all those who want to see the implementation process successful, if educators, who are the implementers show signs of reluctance and despair then the dream of a successful Inclusive Education implementation could remain just that, ‘a dream’. Lipsky (1980) sees policy implementation occurring and being altered or adopted at the levels of subordinates, and that would be at school level where educators operate. Parsons (1995:469) argues that public servants are the ones who interact directly with the public and thereby influence how policy is implemented. The above views of Parson (1995) and Lipsky (1980) stress the pivotal role that is played by educators in policy implementation, and this further emphasizes the need to inculcate positive attitudes in them about Inclusive Education.

Fifteen(15) educators from the twenty six (26) who answered the questionnaire believe that learners with learning disabilities need special attention, special care and special knowledge and skills from their educators and these, can not be found in normal mainstream schools where overcrowding and lack of proper teaching skills of the educators are rife. Twenty (20) educators listed, “Lack of proper teaching skills.”, and fifteen (15) named “Overcrowding.” as obstacles to the implementation of Inclusive Education. Twenty one (21) out of twenty six (26) educators do not have a relevant professional qualification to teach learners with learning impairments.

The findings of the questionnaire reveal that sixteen (16) of them have a general Primary Education Diploma or a Diploma in Education Management. Five (5) have a qualification in special needs education. This coupled with the fact that Umgungundlovu District of Education does not have specific training programs for educators to cope with Inclusive Education, could prove to be very detrimental and hamperous to the process of the implementation of Inclusive Education in the Umgungundlovu District of Education. It is spelled out in the White Paper 6 that all educators will need new skills in curriculum differentiation, curriculum assessment, collaborative teaching and learning, collaborative planning and sharing, and also that training does always have to happen in formal workshops, but everyday teaching can also be used for training purposes to share ideas and support one another (Department of Education, 2005). Staff training should focus on

overcoming barriers to learning and development. For an example, curriculum training should be directly linked with addressing diversity in the learner population. (Corbett, (1999).

All twenty six (26) educators that participated in this study named “Computer laboratory” as one of the main requirements to facilitate the implementation of Inclusive Education whilst ordinary scientific laboratories and libraries are also an important necessity in every school for Inclusive Education to be a success. I also concur with the above suggestions by the educators since computers would enable individual learners to learn at their own pace with their previous lessons’ records and work well stored and ready to be retrieved at anytime should there be a need to do so. Computers would also assist the educators to work with a larger group, at the same time transmitting accurate instructions and information to each one of them through the computer although special support would have to be given to those learners with disabled limbs, hands or fingers .The usage of computers in Inclusive Education is common in other African countries such as Swaziland and Eritrea. The Inclusive Education policy of Eritrea for instance highlights that twenty (20) computer laboratories will be established by 2012 (The Teacher, 2010). The Computer Education Trust in Mbabane (Swaziland) is a Non-Governmental Organization that is responsible for the establishment of computer laboratories in rural areas of Swaziland. (The Teacher, 2010).An organization called, Sightsavers has opened a Special Education computer laboratory in Kingston, Jamaica in their attempt to expand Inclusive Education services in rural Jamaica. (Department of Education, 2010).The above examples indicates that the usage of computers in Inclusive Education would be a move towards the right direction by the Umgungundlovu District of Education since it has proven to be a successful trend in other countries as well.

4.4. CONCLUSION.

The findings of this study have been presented and discussed in this section. The findings provide direct answers to research questions. The aim of this study, as outlined in Chapter 1 (1.3.1), is to investigate the problems that are encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education, and also to establish the possible solutions to the problems. These problems have therefore been presented through the answers that were given by the District Director, Principal X and Principal Y, as well as the twenty six (26) educators who participated in this study. The purpose in this section is to present the findings, not to interpret. However, there has been some interpretation to give meaning to the findings. For an example when all (twenty six) educators indicated “computer laboratories”, as one of the main required resources for the successful implementation of Inclusive Education(See 4.2.3), there was a need to explain the importance of computers in Inclusive Education by consulting literature on this matter. A full interpretation of the findings and conclusion will be given in the next section.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The research conducted through this study was aimed at investigating the problems that are encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education. A qualitative method of study was used as indicated in Chapter 3 (See Section 3.3 also supported by Emerson (1983) as noted that qualitative methods allow the researcher to stay close to empirical world. They are designed to ensure a close fit between the data and what people actually say and do. By observing people in their everyday lives, listening to them talk about what is on their minds, and looking at the documents they produce, the qualitative researcher obtains first-hand knowledge of social life unfiltered through concepts, operational definitions and rating scales.

The data collection strategies that were used are structural interviews, questionnaires as well as participant observation. The above data collection strategies allowed me to interact with participants in a natural and unobtrusive manner (Emerson, 1983). The study attempted to answer the following sub questions:

- What is the state of readiness of the educators to implement Inclusive Education in the two primary schools that participated in this study?
- What are the key factors that contributed to the existing problems encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education?
- Do the nearby special schools play their role as resource centres?

Chapter 4 provides an analysis and discussion of the research findings in the light of the theoretical framework and literature review as presented in chapter 2. Once the results have been analyzed and described, De Vos (2002) suggests that it is useful to briefly

summarise the main findings in so far as they relate to the theory. In support, Punch (2003) agrees that the researcher can refer back to themes identified during the course of the study, hence this chapter is in the position to refer back to the main themes identified in chapter 4 (See section)

In analysing data that is presented in chapter 4, I used the responses of the interviewees, that is, the District Manager, Principal X and Principal Y as well as the responses given by educators through the questionnaire . These responses are given themes which were selected because of the frequency of their emergence in the data. I then assigned responses to each theme to establish how significant each theme is in the implementation of Inclusive Education judging by the nature of responses under that particular theme.

5.2. PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN UMGUNGUNDLOVU DISTRICT

According to the District Manager (See Section 4.2.1) the implementation of Inclusive Education at the Umgungundlovu District has begun although it is hampered by the following problems:

- Inadequate parental involvement in the education of their children
- Failure to identify learners with special learning difficulties at an early age.
- Educators in the mainstream schools have not been trained to teach learners with learning impairments.
- Negative attitudes of communities and some educators towards children with disabilities.
- Shortage of teaching and learning resources in mainstream schools.
- There are very few special schools available to act as resource centers.
- Shortage of education specialists to help educators in the schools where there are learners with learning impairments. Possible solutions to these challenges are discussed in this Chapter(See 5.6)

5.3. THE STATE OF READINESS OF EDUCATORS TO IMPLEMENT INCLUSIVE EDUCATION IN THE UMGUNGUNDLOVU DISTRICT OF EDUCATION.

According to Lipsy (1980), policy implementation occurs and is adopted at the levels of subordinates (see sections 1.1). Parson (1995) argues that public servants are the ones who interact directly with the public and thereby influence how policy is implemented (see section 4.3.3). The above views of Lipsy (1980) and Parsons (1995) emphasize the role of educators in the implementation of Inclusive Education. Educators who teach learners with barriers to learning require specialized training. The basic professional training i.e. the entry level, must prepare the educator to respond to a wide range of learners' needs (Thomas & Feiler 1988). The Department of Education (2005), says that educators need to be trained to work with other professionals such as occupational therapists, physiotherapists, social workers, other specialists and parents for the benefit of learners with barriers to learning in mainstream schools. It is on the basis of the above acknowledged literature study that I investigated the state of readiness of the Umgungundlovu District of Education educators to implement Inclusive Education.

The study reveals that most educators are not ready for the implementation on Inclusive Education in Umgungundlovu District of Education, bearing in mind though that a very small sample of participants was used in this research, which suggests that there is a need for further research study on this topic. Section 4.2.3 reveals that most educators are not adequately trained for Inclusive Education; they receive very little help from the SMTs, SGBs and parents. The attitude of most educators towards Inclusive Education is negative; they believe that Inclusive Education is not a good idea. They think that learners with learning barriers could be taught better in special schools than in inclusive schools (See Section 4.3.3).

5.4. KEY FACTORS THAT CONTRIBUTED TO THE PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE UMGUNGUNDLOVU DISTRICT OF EDUCATION

According to the District Manager the unit which is called Schools Development Services Section (SDSS), formerly known as Psychological and Guidance Services (PGSES) is directly responsible for the Implementation of Inclusive Education in schools within the Umgungundlovu District of Education. This unit, however, according to the District Manager does not have enough education specialists to service all the, w schools efficiently within the District. The District Manager also laments the fact that the District does not have authority to advertise posts for employment of new personnel because that is a function of the Provincial Department of Education which the District Manager has no control over. (See sections 4.3.1 of this study). Another contributing factor to the problems encountered in the implementation of Inclusive Education in the Umgungundlovu District is the fact that there are no specific programs that have been designed to develop the capacities of the School Governing Bodies, School Management Teams, District-Based Support Teams as well as educators in the mainstream schools to be able to implement Inclusive Education effectively. (See Sections 4.3.1, and 4.3.2 in this study)

An enabling environment must be established in order for Inclusive Education to be successful, this means that schools have to be revamped and the whole school environment to be made ready for the provision of quality education for all learners (Department of Education 2005). The proceeding statement emphasizes the importance of well developed infrastructure in the schools. At present the infrastructure development in schools that participated in this study is poor (See Section 4.3.2 in this study)

5.5. THE ROLE OF THE NEARBY SPECIAL SCHOOLS

The conceptual framework that informs special schools as Resource Centres makes reference to three critical changes in thinking and practice. These include shifts from the

medical model to an Inclusive Education model (See Section 2.1), from categorization to support, and the role of a Special School as a Resource Centre. The last shift includes a focus on high-intensity support as well as performing an important role regarding curriculum implementation, learning support material development and assessment (Department of Education, 2005). Education White Paper 6 explains that the Special Schools as Resource Centres will collaborate with District Support Teams to provide support to full-service and ordinary schools (Department of Education, 2005).

Special schools in the Umgungundlovu District of Education offer very little or no help at all to the full-service schools since they are few and far away in the city of Pietermaritzburg, whereas the full-service schools are located in rural areas (See Section 4.3.3). The failure of special schools to fulfill their role as Resource Centers hamper the implementation of Inclusive Education in this District, and is a matter that needs to be addressed sooner than later by the education authorities.

5.6. RECOMMENDATIONS

The challenges in the implementation of Inclusive Education in the Umgungundlovu District of Education that emerged during this study could be dealt with in the manner that is described from 5.6.1 to 5.6.4 below.

5.6.1. Problems encountered in the implementation of Inclusive Education in Umgungundlovu District

The District Manager named seven critical factors as main problems in the Implementation of Inclusive Education in the District. (See Section 5.2) The first four are a result of inadequate or poor communication between the District Office and the schools regarding the implementation of Inclusive Education. This needs to be improved through capacitating the District Based-Support Teams and increasing the number of education specialists so that they would cope with the demand of their service in the schools within the District (See Section 4.2.1.2).. The District Council of School Governing Bodies must be brought on board so that the parent component of the education structure is not left

behind. More Special Schools (Resource Centres) have to be established in rural areas of the Umgungundlovu District of Education in order to give support to full-service and ordinary schools.

5.6.2. The state of readiness of educators to implement Inclusive Education

The District Office has to put in place clear educator skills development plan that would address the problem of skills shortage on the part of educators who are already serving in the mainstream schools. Short in-service training courses must be offered to all educators. At least one module on Inclusive Education must be included in all future education studies that are undertaken by prospective educators in different tertiary institutions. Training to alter attitudes must be linked with other processes including training to deal practically with learners who experience barriers to learning.

5.6.3. Shortage of education specialists to assist full-service and mainstream schools

In order to address this challenge, the Provincial Department of Education must delegate authority to advertise vacant posts to the Districts. Each District has varying needs with regards to the personnel challenges therefore it would be quite appropriate that the Districts are allowed to advertise and hire personnel if and when they see the need to do so.

5.6.4. The role of the nearby special schools

It would be advisable to have an education manager in the District to manage District-Based Teams, full service schools as well as Special Schools as Resource Centers as that would enable that particular manager to fast track the implementation process of Inclusive Education. There would also be a need to involve principals and school governing bodies of mainstream schools and special schools to ensure that clear arrangements are made and clear procedures are put in place to regulate the collaboration and exchanges of staff between mainstream, full-service and special (resource) schools (Department of Education, 2005). Each mainstream school should be attached to a particular special (resource) school.

5.6.5. Summary

This research study was done on a small scale, that is, on one District of Education out of four Districts of Education in the Province of KwaZulu-Natal (See Section 3.2). It therefore can not be used as a measure to determine the progress that has been made in the implementation of Inclusive Education in the whole Province of KwaZulu-Natal. (See Section 1.4). However this study helped to uncover some of the challenges that are encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education thereby fulfilling the aim and objectives thereof as outlined in Sections 1.3.1 and 1.3.2.A

There are however limitations to this study as described in Chapter 1 (see Section 1.9). In order to address these limitations, only the educators were asked to answer the questionnaire after realizing from the informal talks with some parents that most of them were illiterate and could not understand or answer the questionnaire accurately. The educators were asked to answer the questionnaire during their spare time so that normal teaching and learning would not be disturbed and this gave them enough time to answer the questionnaire accurately. The interview with the District Manager gave a wider general picture on how the implementation of Inclusive Education is progressing in the whole of Umgungundlovu District of Education. Further research on this topic has got to be done in the whole Province of KwaZulu Natal since there are four Districts of Education, Umgungundlovu District of Education is just one of them.

5.7 CONCLUSION

The study has achieved its aim which is to identify the problems that are encountered in the implementation of Inclusive Education in the Umgungundlovu District of Education and also to establish possible solutions to the problems.

These problems are listed in Section 5.2, and the key factors that contributed to these problems are discussed in Section 5.4, solutions and recommendations are discussed in Section 5.6.

The importance of this study is that it gives a vivid picture of how the implementation process of Inclusive Education is progressing, the problems that are encountered, as well as what needs to be done to speed up the process. This study forms the basis for future research since it is based only on a small scale (region). Studies on the similar topic in future will have to investigate the implementation of Inclusive Education in the whole Province of KwaZulu Natal in order to accommodate the other three District of Education that are excluded by this study.

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APPENDIX A

The District Manager
Umgungundlovu District
Pietermaritzburg
3201

REFERENCE: Request to interview the District Manager

I am a student at the University of South Africa. In partial fulfillment of the requirements for a Masters of Education (Inclusive Education), I have to do a research on the implementation of Inclusive Education at the Umgungundlovu District of Education. I would like to ask for permission to have an interview with you on this matter. I would appreciate it if you can accommodate me in March 2010 at a time that is suitable to you.

Thank you
Yours sincerely

S.E. MBELU

Date

APPENDIX B

REQUEST TO INTERVIEW THE PRINCIPAL AND EDUCATORS

THE PRINCIPAL

(Name and Address of the school)

Dear Sir/Madam

REFERENCE: REQUEST TO INTERVIEW THE PRINCIPAL AND EDUCATORS.

I am a student at the University of South Africa. In partial fulfillment of the requirements of a Masters of Education(Inclusive Education), I have to do a research on the implementation of Inclusive Education in the Umgungundlovu District of Education. Would like to ask for permission to have an interview with you and your educators. I would like you to accommodate me in May 2010.

Thank you

Yours sincerely

S.E. MBELU

Date

APPENDIX C

CONSENT FORM

To participants: Please print and sign your name in space provided before you participate in this study.

I _____ voluntarily give my consent to participate in this study. I have been informed about, and feel that I understand the basic nature of the study. I therefore give my written consent to be interviewed by S.E Mbelu on the following conditions:

That my identity will not be revealed

That I may withdraw from the study anytime without having to furnish reasons for such withdrawal

That the interview may be recorded on tape and

That I will have access to the transcripts of the interview.

Signature of Participant

Date

APPENDIX D

FOCUS GROUP INTERVIEW SCHEDULE FOR DISCRICT MANAGER

SECTION A

The following questions were asked in order to determine the experience, and background of awareness of the manager with regards to the Inclusive Education Policy.

1. How long have you been the manager of this District?
2. Have you been exposed to the implementation of any new education policy as a manager of this District? If yes, which policy? And how successful was the implementation?
3. What is your understanding of the Inclusive Education Policy?
4. Are you aware of any country in the world where the Inclusive policy has been successfully implemented?
5. Do you think the policy of inclusion can be successfully implemented in South African Schools? Support your response.
6. . What do you consider as the main requirements for the successful implementation of Inclusive Education at a school level?

SECTION B

Section B questions are aimed at establishing the state of readiness of the Umgungundlovu District Office to implement Inclusive Education.

1. Has the implementation of Inclusive Education begun in this District? If yes, when? If no, why not?
2. Has the DBST been established? If yes, who are the team members? If no, why?
3. How many special schools have been converted into support centres to support mainstream schools?
4. How many primary schools have been converted into full-service schools?

5. How is this district involved in the training of the mainstream educators and support staff in order to successfully implement Inclusive Education?
6. The inclusion model requires full participants of various stakeholders including the parents. What is the role of this District in ensuring that parents understand and support the idea of inclusion in their schools?
7. What kind of infra-structural development is taking place at the mainstream schools in preparation for inclusion?
8. Are the present office-based personnel adequately trained and enough (in numbers) to deal with the implementation of Inclusive Education? If no, what is the District office doing to improve the quantity and quality of the personnel?
9. Do you get any support from the Provincial Education Department with regards to the implementation of Inclusive Education? If yes, what kind of support is it?
10. What have been the most common challenges the District has had to deal with since the implementation started, if any?

APPENDIX E

INTERVIEWS WITH THE PRINCIPALS OF THE SCHOOLS INVOLVED IN THE PILOT PROJECT

NB The two principals were interviewed separately in their schools using the same tool. The aim was to establish the capacity and their schools' preparedness to successfully implement Inclusive Education.

SECTION A: - THEME -ATTITUDE

1. Do you think Inclusive Education Policy is a good policy? Give reasons for your answer.
2. Can this policy be implemented successfully in your schools? If not why?
3. Would you like to see this policy implemented in all schools in this District? Support your response.

SECTION B: THEME - AWARENESS ABOUT INCLUSIVE EDUCATION

1. How did you find out that your school was chosen to participate in the Pilot Project on Inclusive Education?
2. What was your understanding of Inclusive Education before your school participated in the project?
3. What is your understanding of Inclusive Education now?
4. Do you have the White Paper 6 document on Inclusive Education at your school?

SECTION C: THEME - PERSONNEL DEVELOPMENT

1. Have you ever been trained to manage an inclusive school?
2. Do you have professional development programmes to assist educators in order for them to be able to implement inclusive education in this school?
3. Does this school have budget set aside to cater for staff (professional & support) development for Inclusive purposes?

SECTION D: THEME - INFRASTRUCTURAL DEVELOPMENT

1. Does this school have a problem of overcrowding? If yes, how does it affect inclusion?
2. Is the lay-out of buildings user-friendly for learners with disabilities e.g. learners on wheelchair?
3. Does the school have sanitation facilities? Is there electricity in the school?
4. Is water available in the school at all times?

SECTION E: THEME -THREATS and OPPORTUNITIES

1. What do you regard as main threats to the successful implementation of inclusive education in this school?
2. What do you regard as main opportunities in successfully implementing inclusive education in schools?

APPENDIX F

QUESTIONNAIRE FOR EDUCATORS OF THE TWO PRIMARY SCHOOLS INVOLVED IN THE PILOT-PROJECT.

Write your answers in the space provided for each question.

1. Do you have learners with learning barriers in your class?

2. List the kinds of learning impairments that you have to deal with in your class

3. How do you deal with learners with learning barriers in your class?

4. What kind of support do you have from the School Management Team (SMT) with regards to teaching learners with learning impairments?

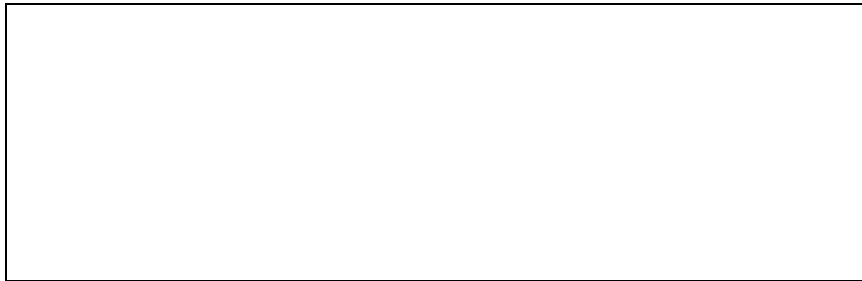
5. What kind of support do you get from the SGB?

6. What kind support do you get from parents?

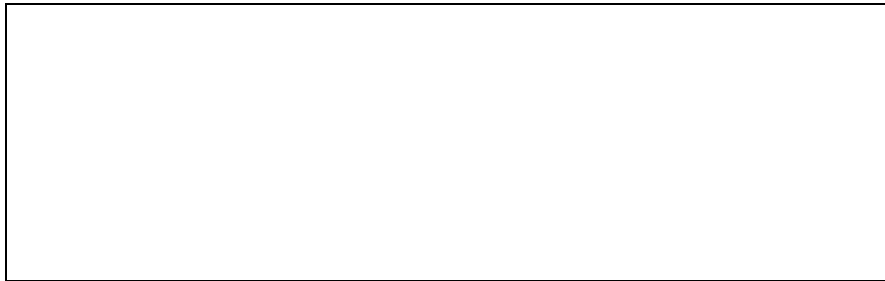
7. What kind of support do you have from the nearby special school?



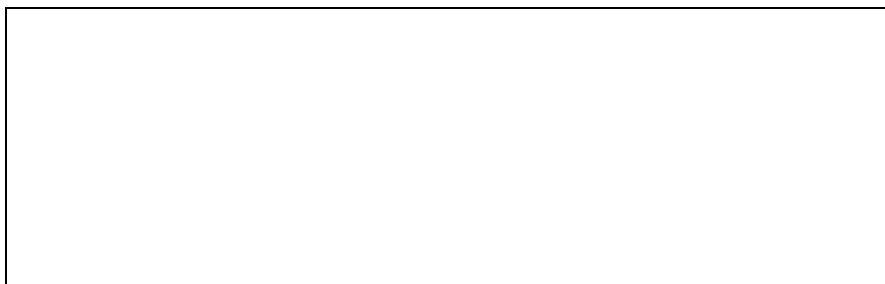
8. Do you think teaching all learners inclusively in one class is a good idea?



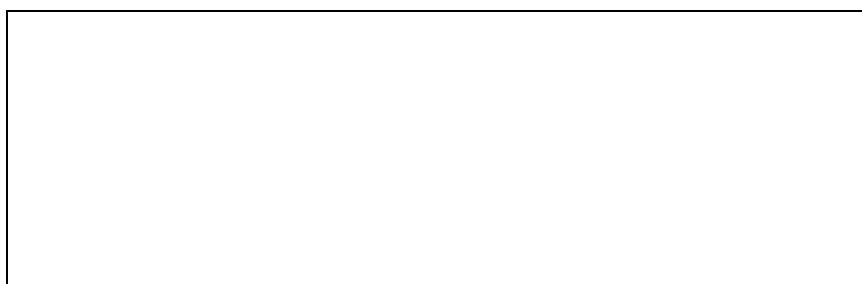
9. What is the good (positive) thing about teaching learners inclusively in one class?



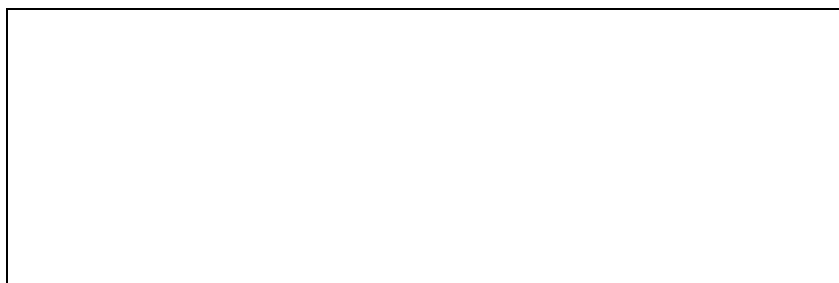
10. What are bad things (negatives) about teaching all learners inclusively in one class?



11. What are your teaching qualifications? (Include short-time courses and workshops)



12. What do you think of the old system whereby learners with disabilities were referred to special schools instead of keeping and teaching them in the mainstream schools?



13. How do you liaise with the nearby special school to discuss special needs learners' cases?



14. Do you have a School-Based-Support-Team (SBST) in this school?

15. Do you belong to your school's SBST?

16. What kind of support do you get from the SBST?

17. How often do you hold a meeting concerning learners' learning problems with the school's SBST?

18. What kinds of resources are available in your school to help you teach effectively in your inclusive classes?

19. List other teaching resources that are not available but you feel there is a need to have them in your school?

20. Which employees from other Departments do you work closely with in order to help learners with learning impairments in this school?



21. What problems do you encounter on daily basis that could hinder the successful implementation of Inclusive Education in this school?

