THE IMPACT OF INCLUSIVE EDUCATION IN SPECIAL AND DEVELOPED/MAINSTREAM SCHOOLS AS PERCEIVED BY PARENTS, EDUCATORS AND LEARNERS IN SOWETO SCHOOLS

by

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BA (VISTA) B.Ed (VISTA)

Submitted to the Faculty of Education in partial fulfilment of the requirements for the degree MAGISTER EDUCATIONIS IN EDUCATIONAL MANAGEMENT at VISTA UNIVERSITY

SUPERVISOR: PROF. J.R. DEBEILA
CO-SUPERVISOR: DR B.V. NDUNA

JOHANNESBURG OCTOBER 2003
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The writer would like to express her debt and sincere thanks to many people who have helped her directly and indirectly, but surely in many ways to complete this study. In particular her gratitude goes to the following:

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Her late grandparents who gave her light throughout her childhood.
Her mother Bafedile Mafiri for her support since birth.
Her aunt who encouraged her to study further.
Her husband who always typed this work for her.
Her twin sister who would relieve her by taking her children while she was studying.
Her children who understood when she was not with them most of the time.
Her younger sister who always designs her an outfit whenever she graduates.

Many blessings to Mrs Dikeledi Margaret Mhlongo who typed the dissertation.
DECLARATION

I M.O. Mabuya declare that:

THE IMPACT OF INCLUSIVE EDUCATION IN SPECIAL AND DEVELOPED/MAINSTREAM SCHOOLS AS PERCEIVED BY PARENTS, EDUCATORS AND LEARNERS IN SOWETO SCHOOLS

is my work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university.

M.O. Mabuya
SYNOPSIS

THE IMPACT OF INCLUSIVE EDUCATION IN SPECIAL AND DEVELOPED/MAINSTREAM SCHOOLS AS PERCEIVED BY PARENTS, EDUCATORS AND LEARNERS IN SOWETO SCHOOLS

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According to the investigations conducted by the National Commission of Special Needs Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) in South
African schools, the findings were that:

- Firstly, only the minority group benefited in both physical and human resources. The specialised education and support were predominantly provided on racial basis for whites only.
- Secondly, the government can no more fund these schools.
- Thirdly, learners with disability want to be out of the cocoon.

The purpose of this research was to find out how people in the education system, namely parents, educators and learners in "special" and "mainstream/developed" schools in Soweto perceive inclusion.

Since is qualitative research, the researcher interviewed, observed and recorded educators (heads, deputies or HODs) and 4 parents from three different types of special schools, namely Sizwile School for deaf and dumb children, Adelaide Tambo School for the physically disabled and Philip Khushlik School for Cerebral Palsied children. She then interviewed 2 learners, one from J.C. Merkin School for quadriplegic learners and one from Dominican Convent High School.

The findings of this research effort suggest that disabled learners do not want to be kept in bedrooms because they feel isolated, excluded and discriminated against. They need to be part of the community. They need a step ahead, a brighter future so that they can plough back something into the community.
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>ABET</td>
<td>Adult Basic Education and Training</td>
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<tr>
<td>CP</td>
<td>Cerebral palsied</td>
</tr>
<tr>
<td>CSIE</td>
<td>Centre for Studies on Inclusive Education</td>
</tr>
<tr>
<td>DES</td>
<td>Development of Educational and Science</td>
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<tr>
<td>DICAG</td>
<td>Disabled Children Action Group</td>
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<tr>
<td>DSE</td>
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<td>ECE</td>
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<td>GET</td>
<td>General Education and Training</td>
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<td>HIV</td>
<td>Human Immune-deficiency Virus</td>
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<td>IDEA</td>
<td>Individual Disability Education Act</td>
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<tr>
<td>INDS</td>
<td>Integrated National Disability Strategy</td>
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<td>LD</td>
<td>Learning disability</td>
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<td>LSEN</td>
<td>Learners with Specific Education Needs</td>
</tr>
<tr>
<td>MEC</td>
<td>Member of the Executive Council</td>
</tr>
<tr>
<td>MR</td>
<td>Mental retardation</td>
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<tr>
<td>NCESS</td>
<td>National Committee on Educational Support Services</td>
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<td>NCSNET</td>
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<td>NDS</td>
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<tr>
<td>OBE</td>
<td>Outcomes-Based Education</td>
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<td>PS</td>
<td>Physically disabled</td>
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<tr>
<td>REM</td>
<td>Remedial</td>
</tr>
<tr>
<td>RNCS</td>
<td>Revised National Curriculum Statement</td>
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<tr>
<td>SE</td>
<td>Special education</td>
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<td>SEN</td>
<td>Special Educational Need</td>
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SMT  School Management Team
TAT  Teacher Assistant Team
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CHAPTER 1

GENERAL ORIENTATION, STATEMENT OF THE PROBLEM AND AIMS OF THE RESEARCH

1.1 INTRODUCTION

The education system has changed from the old type - teacher centeredness that is, chalk-and-talk teaching, to the new that is, learner-centred teaching since the new government took over. The examples thereof are multicultural education and the Outcomes-based Education. The newly introduced Outcomes-based education is accompanied by inclusion.

The word inclusion has diverse meanings. Anyone can define it the way it suits him or her. The Constitution of the Republic of South Africa, 1996, Section 1(a) defines inclusion as "Human dignity, the achievement of human rights and Freedom". On the other hand the Consultative Paper No.1 on special education: Building an Inclusive Education and Training System, first steps, define inclusive education as the participation of people with a disability in all daily activities at school, at work, at home and in our community.

The word inclusion is used interchangeably with the word mainstreaming. Mainstreaming refers to the participation of students with disabilities in general education classrooms to the extent it is appropriate to meet their needs. According to Sharon Vaughn et
al. (1997:32) inclusion refers to a situation in which students with disabilities are educated with their non-disabled peers, with special education support and services being provided when necessary.

Engelbrecht et al. (1999:6) defines inclusive education as "a shared value which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and diverse citizens in an inclusive changing and diverse society". Others like Idol (1997:384-394) defines inclusion as "when a student with special learning needs and/or behaviour is educated full-time in general education programme". Roach (1995:295-299) defines inclusion as the serving of students with a full range of abilities and disabilities in the general education classroom with suitable in-class support.

Since the word inclusion has diverse meanings, it received considerable attention especially in South Africa lately. The question is "what form will it take"? Naicker (1996:32) has reported that in a 1995 UNESCO survey in the area of special education needs, 56 countries were surveyed and each revealed a different kind of inclusive education model of support.

Naicker (1999:9) defines inclusive education in the South African context with regard to the recommendations of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) as a
system of education that is responsive to diverse needs of learners.

In her own view, the researcher defines inclusive education as something that will bring equality to learners and their parents in totality:

(i) Socially: The learners who experience a learning barrier will feel accepted when placed with developed learners. Their parents too will feel accepted and not isolated.

(ii) Spiritually: Learners with disabilities will learn to accept themselves the way they are and see that they are in fact unique.

(iii) Emotionally: The learners with disabilities will not feel ashamed of themselves while their parents, (since they attend workshops), will learn to accept their children's behaviour.

(iv) Scholastically, some will excel in class because they shall have been given the chance to prove themselves.

The researcher disagrees with the long-term process which says that by the year 2020 inclusive education shall have been implemented. The researcher would recommend that the government implement inclusive education as soon as it can, train educators and restructure schools. The remaining question to be answered is which model(s) of inclusion is suitable in South African context?

The learners with disabilities too, are ready and excited and have no fear. They say that they can challenge the developed learners
in sports, dance, swimming, music competitions and why should a barrier exist when it comes to a classroom situation? They truly believe in themselves.

1.2 BACKGROUND AND STATEMENT OF THE PROBLEM

In the media, namely television's "Diepkloof Dudes", newspapers and radio, there has been a lot of controversy regarding inclusive education. The media emphasised a need to reform school curriculum in such a way that all learners irrespective of their personal circumstances, will enjoy the same kind of education. Forlin (1996:20) also elaborates on this statement by stating that inclusive education implies a need to reconsider and reform the school curriculum in order to cater for all children, rather than the previous emphasis which focussed on the need for the children to fit into regular classes.

It is through socialization with a diversity of peers in the mainstream setting that children learn, find meaning and purpose to life, and gain a greater understanding of the subject areas covered in (the) class (Stainback and Stainback, 1996:205).

All learners with disabilities, for example, cerebral palsied, visually impaired, physically disabled, hearing loss, minimal brain dysfunction, should be mainstreamed. This statement is supported by Stainback and Stainback (1994:6) who say that moving towards inclusive education has several advantages over continuing with
traditional approaches that attempt to help students with disabilities or disadvantages "fit into the mainstream".

Furthermore, proponents of inclusion feel that all students with disabilities should receive educational services in their neighbourhood schools in the general or regular education classroom, with the same age peers (Katsiyonnis, 1996:82). In line with this, the South African Bill of Rights states that everyone has a "right to be treated equally" and that "every learner has a right to Basic Education and Access to Educational Institutions (Gauteng Department of Education and Vista University, 2000:17).

Learners with disabilities continue to fail in mainstream schools. They are likely to develop emotional and behavioural problems, resulting in depression and low self-esteem (Huntington and Bender, 1993:16). The schools turn to be ghettos, learners feel discriminated against, isolated, devaluated and feel like second class citizens (Farrel, 2000:4). The Centre for Studies on Inclusive Education (CSIE) advocates this view forcibly in their Integration Charter:

"We see the ending of segregation in education as a human rights issue which belongs within equal opportunities policies. Segregation in education because of disability or learning difficulty is a contravention of human rights as is segregation because of race and gender. The difference is that while sexism and racism are widely recognised as discrimination, discrimination on the grounds of disability or learning difficulty is not".
In South Africa the New Constitution Act No.108 of 1996, emphasizes respect for the rights of all with particular emphasis on the recognition of diversity. According to Engelbrecht et al. (1999:viii) this implies an inclusion approach to education in the sense that all learners are entitled to appropriate education.

The issue of inclusion has now developed an impact even after schooling. Successful adults with learning disability have indicated that one or more significant people have supported their adjustment during school, post secondary training and young adult life. They even provided them with jobs.

Recently published literature in the area of special education show increased recommendations for inclusive educational programmes, in an attempt to improve the quality of learning opportunities for both normally achieving students and students with disabilities.

Study after study over the past three decades has indicated that some 6% to 10% of children and youths have emotional or behavioural problems that seriously impede their development and require treatment.

In line with current international trends, South African education system is now moving away from special education towards a policy of inclusion (Engelbrecht et al., 1999:viii). This is reflected in National Education policy of development since 1994 and is strongly supported by parent bodies, the disability desk of the office of
the Deputy State President's movement. Further, the reports of the 1997 National Commission of Special Needs Education and Training and the National Committee on Educational Support Services to the Minister of Education were informed by, amongst others, the following principle "Equal access to single, inclusive education". Thus, all learners in South Africa should be educated within the framework of the regular education system. The centres of learning should impede the inclusion of learners regardless of their physical, intellectual, social, educational and linguistic differences.

From the Education White Paper 6 (2001:9), the impact of this policy was that only 20% of learners with disabilities were accommodated in special schools. The World Health Organisation has calculated that between 2.2% and 2.6% of learners in any school system could be identified as disabled or impaired. The White Paper 6 indicates that the percentage to the South African schools population would project an upper limit of about 400 000 disabled, or impaired learners. Current statistics show that about 64 200 learners with disabilities are accommodated in about 380 special schools. This indicates that potentially, 280 000 learners with disabilities or impairment are unaccounted for. This is a challenge for all educationists and parents alike.

Morris (2000:81-82) indicates that there is a growing amount of research on inclusive education and this is also supported by O'Shea & O'Shea (1998:40-48); Vaughn et al. (1996:598-608); Stussman
who clearly demonstrate that a pure inclusive model, when implemented correctly does work. Wills (1996) points out that inclusive education not only benefits the Learners with Special Education Needs (LSEN), but everyone. Some of the benefits to a number of stakeholders are listed below.

- Benefits of the child being included:
  - The child's overall skills are more apt to fully develop. Thus, typical classrooms are rich in incidental learning opportunities that cannot be found anywhere else; no matter how "special". This is because the child is exposed to a rich array of models.
  - There are more opportunities in a typical classroom to learn and practice age appropriate skills. Reasons that support the above view are:
    > because what is expected of all children at this age happens here all the time and therefore children with impairments have more opportunities to view and copy these skills;
    > because the teachers and others are likely to hold typical expectancies for anyone who they encounter in a typical classroom. The child with impairment is also more likely to be expected to act "typically" and
    > because concentration campuses and classes are often not grouped by age; nor are the children in the congregations presently have age appropriate skills.
Typical classrooms may be the only ongoing access that children with impairment have for the peer models they need for making appropriate imitations.

Benefits to the family:

- The inclusion of the parents, child, brother or sister (sibling), reduces their motivation to be ashamed, to deny the person's existence or their relationship to the person (Wills, 1996). Wills also points out the unfortunate history of having hidden children with impairment from our community. Inclusive education therefore can break down this claim of shame. According to White Paper 6 (2001:4) place of these children is not one of isolation in dark backrooms and sheds. It is with peers, in schools, on the playgrounds, in the streets, and in places of worship, where they can become part of the local community and cultural life.

- There is a good chance that family will develop contacts with families of their child's typical peers rather than mostly other parents who have children with impairments. The parents' school-based relationships are therefore not so focussed on impairment, their common suffering or struggle but on common school interests.

- Brothers and sisters are more likely to be supported and feel supportive rather than shunned or ashamed
particularly if teachers and other adults interpret these situations positively.

- **Benefits to non-impaired children:**
  - With proper modelling, interpretations and support, inclusion of fragile children will allow their non-impaired peers and even some of the adults around them to have empathy with them.
  
  - The child with impairment is a life-model for non-impaired children on how one copes and adapts to hardship at some stage in our lives (for example in our old age).

- **Benefit to society:**
  - There is better chance that the child with an impairment will later contribute to society.

  - Like a ripple in the pond, it will broaden children’s tolerance of difference.

In addition, the following are some of the benefits of inclusive education:

- **More realistic settings**
  Students must learn to live and survive in the real world, which include learning to accept peers with differences.
• **Improved self-esteem**
  Teachers in inclusive classrooms have indicated that students with special needs pay more attention to school work and that their physical appearance have improved. Attendance at school and participation in classroom and co-curricular activities have also improved. Students in inclusive schools have begun to believe in themselves to achieve.

### 1.3 RATIONALE OF THE STUDY

The rationale of inclusion hinges on developing more positive and tolerant values in the next generation of children about people with disability (Wills, 1996:38). According to Naicker (1996:32), South Africa is undergoing radical transformation in most spheres of life. The restructuring of Special Needs Education has been taken seriously by the government, which started by the appointment of a NCSNET and the NCESS in October 1996.

In addition, Williams (2000:1) has presented the following assumptions:
• that the constitution of South African society should be organised on the principle of inclusion and not segregation and that all institutions of society should logically also be organised on the basis of inclusion.
that an inclusive education and training system flows naturally from the South African Constitution.

that various White Papers, legislation, policies and regulations signal an unambiguous inclusive commitment to, inclusive society and an inclusive system of education.

However, Walter-Thomas (1996:225-264) reported that various support models are designed to make classrooms more inclusive and a more appropriate learning environment for students with disabilities and others who are at risk for school failure. Snyder et al. (2001:198-207) wrote that although inclusive education has been implemented in public schools in the USA, there are no agreed upon definitions or models of inclusion. The history of South Africa is such that apartheid education promoted race, class, gender and ethnic divisions and has emphasized separateness, rather than common citizenship and nationhood. The fiscal allocation in terms of race, where "white" education enjoyed more funding, resulted in wide-scale disparities with regard to all aspects of education. The central findings to support this statement are from White Paper 6 (2001:5).

• specialised education and support have predominantly been provided for a small percentage of learners with disabilities.
• specialised education support were provided on a racial basis, with the best human, physical and material resources reserved for whites.
most learners with disability have either taken outside of the system or been mainstreamed by default.

the curriculum and education system as a whole have generally failed to respond to the diverse needs of the learner population, resulting in a massive number of drop-outs, push-outs and failures.

There is a need to investigate the perception of other people, the SMT, parents and learners, their vicars*, feelings and input as far as inclusion is concerned. The question still remains "What form will it take?" This a notion worthy research into South African inclusive schools.

In general the questions to be answered in this study are:

- Is inclusive education going to work?
- Are inclusive schools ready for it?
- Are educators in developed/mainstream schools emotionally ready for it?
- Are learners in "developed/mainstream" schools going to accept such learners?
- How do parents of disabled/impaired learners feel?
- How do learners who are disabled/impaired feel?
1.4 HYPOTHESIS

There is a relationship between perceptions of educators, parents and learners in special and developed/mainstream schools on inclusive education.

1.5 PURPOSE OF STUDY

- To see to it that the government implement inclusive education;
- that the government give support and make follow-ups to the resource centres they have identified;
- to develop learners, parents and parents of mainstream children emotionally so that they are ready to accept such learners;
- to motivate learners with an impairment socially, emotionally, religiously and make them feel that they "belong";
- to see to it that there is one education for all learners;
- to fund all schools equally;
- to bring necessary physical and human resources to the school;
- to determine the nature and scope of the concept inclusive education and

(i) to determine the perception of parents, educators and learners in different South African schools both special and developed/mainstream schools, regarding the effects of inclusive education.
1.6 RESEARCH METHODOLOGY AND PROCEDURE

1.6.1 Research design
The research was done from a qualitative perspective. The selected sites were Philip Kushlick School for the Cerebral Palsied, Sizwile School for the deaf and dumb and J.C. Merkin School for the physically disabled. For the researcher to engage in an intensive study, selected sites will give her a better understanding of a problem under investigation. This view is supported by Schumacher and McMillan (1993:37) who argue that the selection of a site gives a clear picture and understanding of the topic under inquiry.

1.6.2 Qualitative research
Qualitative research is naturalistic in the sense that it is non-manipulative and turns to study the school situation and objects in their natural environment. Thus it enables the researcher to interview the School Management Team, parents and learners; and to record, assess, describe and interpret the setting. Thus, the researcher's role is seen as an active learner who tells the story from the participant's point of view rather than from an expert's point of view. It combines social actions, beliefs, thoughts and perceptions. The qualitative research approach will be followed where the researcher is an important instrument of data collection. According to Rossman and Rallis (1998) the qualitative research method uses an observation and interview as the data gathering method.
Qualitative researchers attempt to make sense of or interpret phenomena in terms of meaning the respondents bring to them. It generally examines people's words and actions in narrative or descriptive ways more closely representing the situations as experienced by the participants (Cresswell, 1998).

Maykutt and Morehouse (1995) and McMillan and Schumacher (1994), remark that qualitative research generally examines people's words in narration, descriptive ways more closely representing the situation as experienced by participants. In this study the researcher's attempt is to understand social phenomena of inclusion from the participants' point of view.

In view of the above information the researcher argues that qualitative research is suitable for this kind of study because:

- It produces findings not arrived at by statistical procedures or other means of qualitative analysis.
- It presents people, social actions, beliefs, thoughts and perceptions in a narrative form.
- It refers to research about person's lives and organisational functioning.

Since this study will deal with revealing the selected sample's perceptions on the effects of inclusive education in a selected category of schools, it is most suitable for this study because it selected few schools that are relevant and are practising inclusive
education. The samples are also specialised, thus, they were able to respond to questions asked with ease.

1.7 SAMPLING

Schumacher and McMillan (1993:413) suggested that if one wants an authentic research report one has to focus on purposeful sampling as this reduces any likelihood of invalidity. In this study the researcher will approach educators, parents and learners of both developed/normal and special schools. The sample will consist of eight SMT members, four parents and two learners. This is done to establish their views regarding the impact of inclusive education in special and developed/mainstream schools.

The researcher went to Sizwile the school for the deaf and dumb, interviewed the SMT. They were given questionnaires to respond to rather than doing verbal interviews. The researcher then interviewed a parent from the abovementioned school, who is the chairperson of the governing body. The researcher enjoyed the interview because the chairperson knew the situation and could explain it well.

The next interview was done at J.C. Merkin, the school for the physically disabled learners where the researcher also interviewed the subjects randomly. The respondents were frank in their response. A learner who was quadriplegic was also interviewed. She was very frightened at the beginning because she said she had
never been interviewed before. This was a verbal interview which went well too.

The researcher then interviewed a learner from Dominican Convent School who was brave enough to answer all questions, she even expected more questions because she enjoyed the interview. Lastly the SMTs were asked questions randomly and they were ready and free while the parent in the school was frightened and did not want to be taped, but the researcher convinced her that the interview was confidential, then she agreed to be interviewed.

1.8 DATA COLLECTION

In this study the researcher will be guided by Withal and Jansen (1993:26) who wrote that more than one strategy in data collection is very important and that it is the combination of interviews and observations which provides the necessary checks and balances in research. This view intensifies the researcher's use of semi-structured interviews and observations as a tool for investigations when conducting interviews with educators and managers.

Educators (principals, Heads Of Department), parents and learners will have to show interest, commitment and honesty in how they see the impact of inclusive education in developed/mainstreamed and special schools, but observation will be the main tool used by the researcher to determine the findings of the research. In view of the fact that several research methods were employed, use was made of triangulation to achieve validity and reliability.
1.9 VALIDITY AND RELIABILITY

Validity is whether the interview or questionnaire is really measuring what it is supposed to measure (Jacobs and Razavieh, 1990:431). Reliability on the other hand refers to the consistency of scores or answers from one instrument to another (Rakgoathe, 1998:38). Thus reliability is concerned with replicability of the study while validity deals with accuracy of its findings.

The researcher attempted to make the study as valid and replicable as possible. The researcher was able to compare and cross check the information obtained from several sources. The probability of getting valid data on the impact of inclusive education in special and developed/mainstream schools as perceived by parents, educators and learners was ensued by getting views from specialized educators who have a clear knowledge of the child with an impairment. Their views were clear as they have dealt with such learners for a long time. The parents too, were keen on this innovative approach and wanted their children to "belong". Yet this study, being a social study, cannot generate perfect validity and reliability. For one thing, education changes all the time.

1.10 DATA ANALYSIS

In this research use will be made of constant comparative method of analysis of qualitative data that combines category coding with a simultaneous comparison of all units of meaning suggested by May-
kutt and Morehouse (1994:134). The researcher will bring together data cards of related content, compare these and then present her findings systematically.

1.11 DEFINITION OF CONCEPTS

- **Mainstream/mainstream schools**
  This refers to all schools, public or private schools where children (6 to 19 years) who are considered "normal" attend.

- **Inclusive schools**
  Stainback and Stainback (1990:48) have defined an inclusive school as one that educates students in the mainstream, providing them with appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as any support and assistance they may need to be successful in the mainstream.

- **Resource Centres/Full Service**
  Selection will be on at least one primary school in a selection of 30 school district. Based on lesson learnt from this sample, 500 primary schools will later be selected for conversion into full service schools.

- **Inclusive education**
  Inclusive education has been defined by many researchers (Idol, 1997:384-394; Daniel, 1997:400; Engelbrecht et al., 1999:6 and South African education White Paper 6). Similarly,
Naicker (1996) and Lazarus et al. (1999:47) defined inclusive education as the right to education for all.

In this study, inclusive education entails the integration of mildly to moderately disabled learners into mainstream classes but provided that appropriate educational aid and support is provided (Daniel, 1997:400) and leaving the severely disabled learners in their special schools which will have been turned into resource centres.

Inclusive education is an ever ongoing process that never ends (Clough Peter and Jenny Corbet, 2000:41). Inclusive education is about responding to diversity, listening to unfamiliar voices, being open, empowering all members and about celebrating differences in dignified ways (Peter Clough, 1998:5).

According to Daniel Harry and Philip Garner (1999:59) inclusive education is providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services.

- **Mainstreaming**

According to Chaote (1993:12) mainstreaming is inclusion of students with special needs in the general education process. Chaote (1993:12) also stresses the point that mainstreaming is both a concept and a procedure. It is also a commitment to educating students with special educational needs in the same programs as a student without special needs. It is the pla-
cement of a student with handicaps in the least restrictive environment in which his or her unique needs can be met.

1.12 DELIMITATION OF THIS STUDY

This study will be performed in the field of Educational Management with emphasis on managing inclusive education from policy to experience. The qualitative method of research will be used to accumulate data to be able to translate theory into practice in inclusive education. This program will be implemented in Soweto at the Philip Kushlick School for the Cerebral Palsied; Sizwile School for the deaf and dumb and the Adelaide Tambo School for the physically disabled. It will evaluate action research during 2003 to determine the impact of inclusive education in selected categories of schools as perceived by parents, educators and learners in Soweto.

Time constraints do not allow the researcher to cover all aspects of inclusive education in all schools in Soweto. Thus, this research does not explore all models of inclusive education.

1.13 STUDY PROGRAMME

This mini-dissertation will be divided into five chapters.

Chapter 1: General orientation problem statement and aims of the study.
Chapter 2: Literature review pertaining to the impact of inclusive education in special and developed/normal school as perceived by parents, educators and learners in selected Soweto schools.

Chapter 3: Research design and implementation of research methods as well as presentation of raw data.

Chapter 4: Analysis and interpretation of data.

Chapter 5: Synthesis, findings, recommendations and concluding remarks.
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

After the new government took over, the education system also changed. It stipulated that all children should have a right to learn and be protected whether they are disabled or not (The Constitution of the Republic of South Africa (1996) Act 108:).

The White Paper 1 (1995:7) acknowledged the importance of providing an effective response to the unsatisfactory educational experience of learners with special educational needs, including those within the mainstream whose educational needs were inadequately accommodated.

In October 1996, the Ministry of Education appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) to investigate and make recommendations on all aspects of special needs and support services in Education and training in South Africa (White Paper 6, 2001:3). The aspects discussed below are some of the issues that were investigated into.
2.2 AN OVERVIEW OF INCLUSIVE EDUCATION

Inclusive education is about recognising the differences among all learners, and building similarities. In doing all this, parents, educators and learners need to be counselled. This would be a taxing process, since money would be involved.

After the investigations were made by the NCSNET and the NCESS the findings were that:
(i) specialised education and support have been predominantly provided for a small percentage of learners with special needs.
(ii) the specialised education and support were provided on racial basis for whites only (White Paper 6, 2001:5).

Stainback and Stainback (1997:15) argues that one way to solve the problem created by maintaining two educational systems would be to merge special and regular education into one unified system of regular education structures to meet the unique needs of all students.

2.2.1 Inclusive education

Clough, (1998:84) defines inclusion as "not an end in itself, it is a means to an end", and Stainback and Stainback (1997:5) says inclusive education involves "merger" which involves the incorporation of all the resources and services, for example fun-
ding, curriculum and personnel from both special and regular/mainstream schools with a rationale. Others like Clough and Corbett (2000:4) say that inclusive education is a social process which engages people in trying to make sense of their experience and helping one another to question their experience and their content to see how things can be moved forward.

2.2.2 Reflections on inclusive education

We have to look at inclusive at a philosophical level, before practising it (Clough and Corbett, 2000:157):

- What, for example, is the logic behind saying on the one hand, that you want inclusive education and on the other, specifying that this is to be achieved through segregated policy, staff and sometimes curriculum?

- What is the point in including disabled children in a system that excludes or marginalizes disability knowledge per se from a learning point of view?

- Why does the government not ask inclusive into what?

- Why do disabled children more often get placed into schools with poor academic records?
What sort of education should be on offer as we seek to bring barriers down? What to do, what, and to what end now that we want all children together in one place. These are the most important questions we need to ask ourselves. This view is supported by White Paper 6 (2001:3).

2.2.3 Relating theory with practice in inclusion

Educators have digested the theory and reflected on its implications for practice. They searched for challenges, processes and ideas to make it work. Some find it unworkable! But indicated that the changing of strategies would do it. Some find it a totally impractical! They feel threatened by the process. It is an ongoing process, you do not just do it once and that is it. Educators should collaborate with support staff, to make it work. It has to be about sharing community values, having mutual respect between professionals and a wider long-term vision (Clough and Corbett (2000:146-147).

2.3 SPECIAL EDUCATION VERSUS MAIN STREAMING EDUCATION

To get the answer of whether inclusive education will be a possibility, one will have to implement it, then compare inclusive education with normal/regular education to find similarities. In chapter one, third paragraph, page 1 it is stated that mainstreaming refers to the participation of students with disabi-
lities in the general education classroom to the extent that it is appropriate to meet their needs, while inclusion refers to the situation in which students with disabilities are educated with their non-disabled peers, with special education support and services being provided as necessary.

2.4 THE ROLE OF SPECIAL SCHOOLS IN AN INCLUSIVE EDUCATION SYSTEM

While special schools provide critical education services to learners who require intense levels of support, they also accommodate learners who require much less support and should ideally be in mainstream schools.

(a) In implementing a policy on inclusion attention should be on raising the overall quality of education services that special schools provide.

(b) The special schools should ensure that learners who require intense levels of support receive these services since mainstream schools will be unable to provide them.

(c) New roles that the special school plays include providing particular expertise and support, especially professional support in curriculum, assessment and instruction as part of the district support team to neighbourhood schools.

(d) These roles also include providing appropriate and quality educational provision for those learners who are already in these settings or who may require accommodation in settings requiring secure care or specialised programmes with high levels of support.
(e) Improved quality of special schools will also include the provision of comprehensive education programmes that provides life-skills training and programme-to-work linkages.

(f) To help special schools in functioning as resource centres in the district support system, there will be a qualitative upgrading of their services.

(g) The staff will be trained for new roles. The process of upgrading will take place once the audit of the programmes, services and facilities in all 378 special schools and independent special schools have been completed.

(h) There will be mobilisation of the approximately 280,000 disabled children and youth outside of the school system.

2.5 FULL SERVICE OR RESOURCE CENTRES IN INCLUSIVE EDUCATION

These schools/centres will be equipped and supported to provide for the full range of learning needs among all learners. Since it will be impossible to convert 28,000 schools to provide the full range of learning aids, these centres will be assisted to develop their capacity to provide for the full range of learning needs.

2.5.1 How will this be done?

The Minister, in collaboration with the provincial departments of education, will designate and then convert a number of primary schools throughout the country into what are called "full service" school. The programmes that are developed in the "full service" schools will be carefully monitored and evaluated.
2.5.2 What kind of support will these schools receive?
The support they will receive will include physical and material resources, as well as professional development for staff. They will also receive special attention from the district support teams so that they can become beacons of our evolving inclusive educative system.

2.5.3 Which schools will become full service/resource centres?
At least one primary school will be selected from a selection of 30 school districts. Based on lessons learnt from this sample, 500 primary schools will be selected for conversion into "full service" schools. When identifying the 500 schools, particular attention will be paid to the mobilisation of community and parent participation so that all social partners and role players can become part of the process of developing these schools (Engelbrecht, et al., 1999:16).

2.6 FUNDING IN INCLUSIVE SCHOOLS

The audit of assisting state special schools, as well as independent special schools, the national information, advocacy and mobilisation campaign to expand access to those previously excluded. The Ministry will link the learning of individuals with disability stemming from impaired intellectual development who do not require intensive support to the general restructuring of the further education and training sector currently being undertaken by the department. The funding will therefore constitute a sub-set
of the broader funding strategy for the further education and training sector.

The National Plan for Higher Education requires higher education institutions to increase the participation of learners with special education needs. The Ministry, therefore, expects institutions to indicate in their institutional plans the strategies and steps, with related time frames, they intend taking to increase enrolment of these learners.

The Ministry will also make recommendations to higher education institutions regarding minimum levels of provision for learners with special needs. However, all higher education institution will be required to ensure that there is appropriate physical access for physically disabled learners (Education White Paper No.6, 2001:41-42).

The government has already made quality service by funding for people with disabilities (Sowetan, 20 March 2003: 5-6). It focussed on ensuring barrier free access within government institutions, facilitation of access to health care and increasing employment for people with a disability, for example, wheelchair repair workshops have been established. The government also funds non-governmental organisations which support people with disabilities. The schools with disadvantaged communities that cater for learners with special needs received an additional budget allocation (Sowetan, Gauteng News 19 March, 2003:5-6).
2.7 GOVERNANCE WITHIN AN INCLUSIVE EDUCATION AND TRAINING SYSTEM

The successful establishment of the inclusive education and training system which was proposed in the Green Paper, rely on the collective leadership, governance, management and advice for those with responsibility for the education and training system. This includes the Minister of Education, the members of the Executive Council responsible for education, the national and provincial departments of education including the district and institutional levels of management and governance, and national and provincial advisory bodies.

2.7.1 The Minister of Education’s responsibilities
Responsibilities of the Minister of Education are as follows:
- responsible for the determination of national policy for education and training in general.
- responsible for determining norms and standards, including funding norms, curriculum requirements and quality assurance mechanism.

2.7.2 The Department of Education’s requirements
- to provide professional support to the Minister with regard to the development of the capacity of the education and training.
- to accommodate the full range of diverse learning needs of the learner population and to address the causes and effects of learning difficulties.
- to provide leadership and co-ordinate the implementation of policy.
- work towards the infusion of capacity within all sections of the department to recognise and address the causes and effects of learning difficulties.
- facilitate partnerships with relevant and key stakeholders.
- monitor the implementation policy.

2.7.3 National Advisory Bodies

- The NCSNET/NCESS recommended that a National Council be established to advice the Minister of education on the needs to provide expertise to address the cause and effects of learning difficulties as they relate to the most vulnerable learners.
- The Minister takes the view that these interests and expertise should be represented within all advisory bodies that advise on the development of our new education and training system. This is because the Ministry believes that the establishment of a separate advisory body for these purpose would not be consistent with the overall thrust of inclusion that is proposed in the Green Paper. The Ministry, therefore, takes the view that for the purpose of accommodating the full range of diverse needs of the learner population and for recognising and addressing severe learning difficulties, it will review all national advisory bodies within all bands of education and training so that these can have appropriate capacity and expertise in this regard.
2.7.4 Provincial MEC's
- Determines provincial policy within the parameters of national policy and province-specific policies.
- Ensures that the state provides general education and training and through reasonable measures, makes further education and training progressively available and accessible.
- Reports annually to the provincial legislature on the achievements attained in this regard.
- Determines financial allocations which are guided by the proposals in this causes and effects of learning difficulties.
- Seeks and considers the advice of provincial advisory bodies on the accommodation of the range of diverse learning needs.

2.7.5 Provincial Department of Education
- Provide professional support to the MEC with respect to the development of a provincial policy that accommodates the full range of diverse learning needs of the learner population.
- Addresses the causes and effects of learning difficulties.
- Takes into account the advice of provincial advisory bodies established for general and further education and training.
- Allocate funding guided by the proposals in the Green Paper for a dedicated, support-driven funding approach that addresses the cause and effects of learning difficulties.
- Ensures that plans for general and further education and training within its competence are in accordance with the policy proposals put forward in the Green Paper.
- Conduct management practices that optimally utilise all human resources in response to local needs.
- Put in place a programme aimed at achieving the "infusion" of competencies relevant to addressing severe learning difficulties in all sections of the department.
- Develop the necessary district support centres or teams as proposed in the Green Paper.
- Provide sites of learning which are especially responsible to accommodate groups of former special schools learners and provide a support service in neighbourhood schools.

2.7.6 District Management
The district support teams would provide training and support and build the capacity of learning sites and educators to conduct assessment and to plan programmes to address learning difficulties and these could include:
- Development of early identification and intervention programmes, particularly for children at risk.
- Parent counselling and empowerment.
- Provision of itinerant service to learners, teachers and sites.
- Facilitate strong home-school relations for the purposes of providing support.
- Development of materials and assistance devices.
- Development of various preventative programmes aimed at issues such as HIV/AIDS, substance abuse and various forms of violence (Consultative Paper No.1 on Special Education:

2.8 THE SCHOOL ENVIRONMENT

2.8.1 The psycho-social environment

The psycho-social environment of a school can act as a "barrier" to an opportunity for learning and development. This include the general culture and ethics of the school which will reflect the school's norms and values. Clough (1998:25) says that culture is difficult to define. Loosely it can be described as the way people choose to do things in a particular location. The values and norms of the school should then embody inclusion and prejudice relating to social class, race, gender, disability and other obvious areas of potential discrimination acts as a major barrier to inclusion in the teaching and learning process. There should be interaction in the school. Relation between educators, relation between teachers and learners and relation between learners themselves. The principle in the restrictive environment is that students are best served in the settings in which they can learn, ideally moving to less restrictive setting. The relation between educators themselves will not only bring a healthy environment, but it is important as a model for learners themselves. Building an inclusive teaching and learning environment is partially dependent on building creative partnership with parents. The psycho-social
environment of a school is strongly affected by the style and manner of leadership and management practised. The challenge in an inclusive school is to develop a style of democratic leadership and management. To reinforce on psycho-social, Sharon et al. (2000:89) says social competence is defined as those responses, which within a given situation, prove effective or in other words, maximize the probability of producing, maintaining, or enhancing positive effects for the interactor.

2.8.2 The physical environment

The issue of access by people with disabilities, as well as general considerations of safety and health, are all concerns in this regard. When considering learners or other members of the teaching and learning community with physical disabilities, the NCSNET and NCESS report (Department of National Education, 1977:71-72) outlines the number of recommendations regarding the provision of a "barrier-free" access to the built environment. The way in which the environment is developed and organized either contributes towards the independence and equality of people or acts as a barrier to achieving this. The National Disability Strategy developed within this point, identified a number of barriers which currently prevent people with a disability from enjoying equal opportunities. Inclusion will force the government to restructure all schools in such a way that it suites everyone. There should be lower toilets and basins for those learners who crawl or are quadriplegic.
This was supported by the Integrated National Disability Strategy (1977:6).

2.8.3 The curriculum

In the context of the school development, therefore, the task of the school is to pursue a variety of strategies to facilitate learning and development of all learners in the school.

The tasks should include all the obvious aspects of the curriculum, such as learning programmes, the medium of teaching and learning, classroom management, teaching practice, material and equipment, assessment, quality assurance and curriculum development. It should also include the "hidden curriculum" which constitutes the effect of the norms and values of the school on the learning and development process. There should be a need for flexibility, the curriculum be developed and diverse need to be addressed. The curriculum should suit all learners, for example, braille for the blind and sign language for the hard of hearing.

Outcomes Based Education (OBE) is the key concept. The eductor must become a facilitator and manage learners without any assistance. The aim of Outcomes Based Education is for all learners to succeed, and be prepared for life rather than for schooling (Spady, 1994:42). Learners should not be neglected. Williams (2000:18) says the "curricular .... and of special educa-
tion, characterized by Phillip Williams is a garden not only secret, but neglected too".

Some measures on psychology discipline have to be taken and be located in the curriculum. Three questions needs to be asked, like:
- What's going on (in special schools)?
- How do we make sense of what is going on?
- What should go on?

This is quite a breakthrough because it involves accurate reporting rather than wishful thinking (Clough and Corbert, 2000:61).

OBE expects learners to be critical thinkers and problem solvers. It is incumbent on the teacher to develop these qualities in learners. Learning should not be compartmentalized into separate subjects, but be integrated in cross-curricular teaching. Programmes which the teacher develop should be learner-centred. "There should be cooperate teaching or co-teaching in classroom" (Walther-Thomas et al., 1996:255-264).

2.8.4 The classroom organisation

Like Outcomes Based Education demands, the learning should be practised in a classroom. Some authors refer to these as "work stations" (Roller, 1996:13). There should be:
- Learning places for mathematics, where learners measure; do problem-solving and are provided with work sheets.
- A place for a listening centre where they will have audiotapes and recorded read-along story books.
- A place for computers for learners-in-pairs. Classrooms should be more inclusive and more appropriate for learning environment for students (Walter-Thomas, 1999:255-264).
- Assignments should be given to learners for self-evaluation, self-regulation and self-control. Authors like Idol (1997:384-394) are of the opinion that a student with special needs and/or behaviour is educated full-time in general education programmes.

2.8.5 Material
Material and resources include recreational books (fiction and non-fiction), real world resources like dictionaries, yellow-pages, encyclopaedias, junk-mail and other scrap material. This is supported by Roach (1995:295-299) where he says, learning is about serving students with a full range of abilities in the general education classroom with suitable class support. When looking at social arrangement, learners may work individually, but most of the time, they work in groups. The purpose of this, is to help those learners who have a common special need. These arrangements are flexible and can allow learners to move from one group to another. This reminds the researcher of a class that was introduced in the mid 90s "the bridging period class" where learners learned by moving from one group to another.
2.9 POSSIBLE ROLES FOR SUPPORT IN INCLUSIVE EDUCATION

In order to carry out these new roles of consultant, adviser and trainer working with mainstream teachers, support staff themselves and learners in normal/general schools need training. The 1989 Survey of Special Educational Needs (SEN) support services (Department of Education and Science (DES) (1989:17) indicated that fewer than half the services surveyed received training. This was not due to lack of resources but lack of forethought and planning.

Garner (1986:43) discovered that educators of pupils with severe learning difficulties have no special education nor specialised training. Educators are unfamiliar with their responsibilities under the code of practice. They should get skills and knowledge, search for information from other resources. There should be appraisals system done for educators and the support staff in order to give training a high priority (Clough, 1998:160-161).

2.10 HIV/AIDS AND OTHER INFECTIOUS DISEASES

The development of an inclusive education and training system must take into account the incidence and the impact of the spread of Human Immune-deficiency/Acquired Immune-deficiency (HIV/AIDS) and other infectious diseases. For planning purposes, the Ministry will need to ascertain, in particular, the consequences for the curriculum, the expected enrolment and drop-out rates and the funding implications in both the short and long terms. The infor-
information on HIV/AIDS will be gathered from an internally commissioned study, as well as from other research being conducted in this area.

To strengthen this, an information system will be established to identify orphans, co-ordinate support and care programmes for such learners. Teaching guidelines on how to support orphans and other children in distress will be put in place. The Ministry will work with the Department of Social Development, Health and the Public Service Administration.

2.10.1 Survey on HIV/AIDS

It is estimated that 20% of adults between the ages of 15 and 49 are HIV positive. The department of health estimated that at the end of 1999, there were 4,2 million people in South Africa with HIV. Our concern is how it affects young children and youths in South Africa. In 2003 there will be one million AIDS orphans in South Africa (SAIRR, 2000:221).

2.10.2 Education policy on HIV/AIDS

The National Education Policy Act (RSA, 1996:13) requires that a continuing HIV/AIDS education programme be implemented in all schools. This should be integrated in an age-appropriate way, in the life-skills education programme at all levels. In summary:
- providing accurate information on HIV/AIDS and developing the life-skills necessary for prevention, in a way that students at their particular level can understand.
- developing, from an early age, the application of basic first-aid principles, including general precautions and how to deal with bleeding.
- emphasising the role of drug abuse, sexual abuse and violence in the spread of HIV/AIDS.
- encouraging students to make use of health care, counselling and support services, and informing them on the availability of these.
- fostering non-discriminatory behaviour towards persons with HIV/AIDS.
- informing students on recognized preventive measures.
- inform parents about the HIV/AIDS programme at school, invite them to come and assist in school. Give HIV/AIDS help-line (0800-012322). All these is supported by Donald D., Lazarus, S. and Holwana, P., 1997:256-258).

The South African government is now fighting HIV/AIDS. It has strengthened support for survivors of sexual assault at its 26 Medico-legal centres, including the provision of anti-retro viral against HIV/AIDS. Forty-six voluntary counselling and testing sites are in operation, with almost 2000 counsellors trained. Gauteng now has 69 home-based projects (Sowetan 19 March, 2003:5).
2.11 ASSESSMENT IN AN INCLUSIVE EDUCATIONAL CLASSROOM

An inclusive classroom symbolises the single system of education which embraces all learners at all levels of ability whatever their culture, language, learning styles or personalities, thus assessment is an essential element of the "new approach" to education and training. Assessment is regarded as the major component of the teaching-learning cycle because it maintains the focus on the learners, their needs, their progress and their learning outcomes. Adult Basic Education and Training (ABET) defines assessment as the process of identifying, gathering and interpreting information about learners' learning. The central purpose of assessment is to provide information on learner achievement and progress and set the direction for ongoing teaching and learning.

2.11.1 Assessment - Why is it done?

It is done in the closest collaboration with parents and learners, but it is the teachers who have the responsibility of integrating it into the curriculum and using it to construct an enabling environment in the inclusive classroom. Assessment promotes efficient and effective teaching. Teachers who understand assessment will employ it to gather only important, relevant information to serve as "markers" or milestones in decision-making.
about the facilitation of learning in their classroom, (Engelbrecht et al. 1999:100). Among other things it guides educators regarding the following questions such as:

- Does this learner need more practice in this area?
- Can this learner now jump to the next slot?
- Can this learner start something new?

2.11.2 Assessment - Who for? By whom?

Classroom assessment provide the educator with feedback on teaching and professionalism. By assessing the achievement of a learner, they also assess their own accountability. Assessment also provide parents with information about their child’s progress in the inclusive classroom. In addition to that the class teacher, the parent and the learner’s assessment is carried out to inform the principal and colleagues of the level work in the inclusive classroom (Engelbrecht et al., 1999:102).

2.11.3 Assessment in an inclusive classroom

Assessment in an inclusive classroom integrates all aspect of both formative and summative factors. To be broadly inclusive, assessment has to be continuous with teaching and learning. Educators need to develop a conscious habit of reflecting on an interpreting everything that facilitates or obstructs learning for each of the learners in the classroom. Learners should get support
from the following people when assessed: educators, parents, remedial teachers, psychologists, occupational therapists, speech therapists, social workers, hospitals and clinics (Department of Education and Training, National Audit of Special Education Provision Questionnaire Staff Profile, 2001:18-19).

2.12 THE ROLE OF THE PARENTS IN INCLUSIVE EDUCATION

The name "parent" used in the following sections include the primary caregiver of the learner. This includes a guardian.

As in many other countries, parents in South Africa have been at the forefront of the movement towards inclusive education. The campaign was both at structural level and at grass-root level. At a structural level, parental representation on national policy forum, for example, NCSNET ensured that the voices of parents were heard. During 1980s inclusive education programmes in other countries reached our shores but in South Africa the "Black" parent suffered from poor service delivery. Most learners who were accepted into mainstream schools, received little or no support. This resulted in negative perception towards inclusion. Chaote (1993:12) differs from that. He says mainstream is a commitment to educating students with special education needs in the same programs as students without special needs.
The Ministry say that a parent should become an integral part of all assessment processes. Parents should have full access to records of their children and not be denied access. Parents together with learners should be able to make informed decisions and should be empowered to play a more active role in the process of assessment (White Paper 1, 1999:51).

2.13 INCLUSION AND OUTCOMES BASED EDUCATION (OBE)

Inclusion and OBE cannot be separated, they are closely related. The principles of OBE ensure that education is inclusive. In inclusion we use the term quality education for all, to succeed in inclusion and Outcomes Based Education, a holistic approach towards development and learning is essential. To see a learner as a holistic person means not only to consider his/her physical body, but include his/her cognitive, emotions, behaviour, social perspective, religion, etc.

2.14 CONCLUSION

The main aim in this chapter was to present an overview of inclusive education and related concepts. To summarise, Naicker (1996:14) and Lazarus et al. (1999:47) defined inclusive education as the right to education for all, thus irrespective of race, colour, disability, learners have to be put together in one class, in one school, under one management. Inclusion will work only if everyone is ready to implement it in totality.
This chapter introduces the reader to Chapter three which deals with research design and implementation of research methods.
CHAPTER 3

RESEARCH DESIGN AND IMPLEMENTATION OF RESEARCH METHOD

3.1 INTRODUCTION

In Chapter 1 it was stated that a qualitative design will be used in this study. Before a design is considered, however the approach taken in this study with regard to the literature review, must be explained (Henning, 1995:30).

In this chapter a questionnaire is used to gather data. This questionnaire will be distributed to the SMT, parents and learners of three Soweto schools, viz. Phillip Kushlick School for cerebral palsied, J.C. Merkin School for physically disabled and Sizwile School for the deaf and dumb. These participants is chosen to confirm the fact that inclusion exists in some schools.

3.2 RESEARCH METHODOLOGY

This research is conducted in two phases. As the research is explorative and descriptive in its intent, phase one comprises of the exploration and description of the viewpoints of the school management team, parents and learners, on the impact of inclusive schools, in normal and developed schools.
To understand the impact thereof, the researcher uses qualitative research method which attempts to describe, interpret and reconstruct the subjectively meaningful worlds of people. This approach is approved by Barbie and Schrink, (1989:1).

3.3 APPROACH TO THE RESEARCH

According to McMillan and Schumacher (1993:372) qualitative research is naturalistic inquiry. It is the use of non-interfering data collection strategies and processes and the participants' interpretation of them. Most qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions.

3.4 PRE-INTERVIEW

The participants were initially informed about the nature of the research and what would be required of them. They all felt comfortable to be interviewed in their offices after working hours.

3.5 SEMI-STRUCTURED INTERVIEWS

These were found suitable for this study because according to Schumacher et al. (1993:15) the basis of this method is an interest in understanding the experience of different people and the meaning they make of that experience.
Pre-planned open-ended questions were asked and respondents were allowed talk freely and their answers triggered more questions on the lived experiences. It should be noted that the shorter the questions the longer the respondent's answers, and the better the understanding. The interview is self communicating, it is a story contained in itself that hardly requires much extra descriptions and explanations. In addition to the interview, observations were made. This move was guided by Withal and Jansen who argued that interviews and observations help to provide a view with regard to research findings (Withal and Jansen, 1997:26).

3.6 SAMPLING

The method of random selection was used. The participants were chosen from a list in order to eliminate the researcher's preferences as suggested by McMillan and Schumacher (2002:79). Different cultural backgrounds were consistent in order to obtain different views and perceptions on the topic.

Schumacher and McMillan (2002:41) are of the opinion that in order to have an authentic research report one has to use this kind of purposeful sampling as it reduces chances of threats to the internal validity of the design.
3.7 QUESTIONNAIRE(S)

Questionnaire(s) were developed and presented in Appendixes A, B, C, D, E, F, and P (see pages 99-107). Piloting of the questionnaire was done for the following reasons:
- to test how long it will take a recipient to complete it.
- to check if all questions and instructions are clear.
- to enable removal of any items which do not yield useful data (Bell, 1999:127-128).

The questions were administered to the school management team, parents and learners in order to get their perception of special and developed schools. The hypothesis that will be tested is: all three schools are practising inclusive education and all three are special schools with different disabilities.

3.8 DATA ANALYSIS PROCEDURE

In this research use was made of the constant comparative methods of qualitative data with a simultaneous comparison of all units of meaning as suggested by Maykurt and Morehouse (1994:134). The whole procedure is explained below.

Before the implementation of these instruments, the researcher asked for permission from the school principals to conduct research in their schools. A letter of application is presented in Appendix I.
To gather information regarding the impact of inclusive education in special and developed/normal schools as perceived by parents, educators and learners in Soweto schools, the researcher asked questions to educators, parents and learners. The format of the interviews are indicated in Appendices A to H.

To acquaint herself with the schools the researcher also studied the different special school’s policies, their way of assessing learners, their school reports, their vision and missions as reflected in Appendices L to P.

3.9 THE IMPLEMENTATION OF THE RESEARCH METHOD

The researcher approached different schools of learners with disabilities, namely Philip Kushlick for the cerebral palsied where the researcher conducted an interview with the school management team and one parent. She then went to Sizwile School for the deaf and dumb, where she conducted an interview with the school management team, one parent and then proceeded to J.C. Merkin School for the physically challenged learners where she conducted an interview with the school management team, two parents and a learner who is a quadriplegic. The last interview was conducted with a developed learner from the Dominican Convent School. The interviews served as the principal means of gathering information having direct bearing on the researcher’s objectives and goals (Debeila, 1985:10).
The aim of these interviews was to obtain views on the relative importance of factors that contribute to the impact of Inclusive Education in schools.

The sequential steps which were followed in the implementation of the research instrument are indicated from page 55 to page 77 in Appendix A.

The researcher moved from one school to the other and questioned the participants according to the sequential steps as they are reflected under each interview session. After asking a basic question on inclusive education the researcher asked a follow-up question in order to allow the participants to clarify their responses. Sometimes it was not necessary to probe further, especially if the answers were clear and unambiguous.

The researcher recorded the responses verbatim. Thus, the reader would notice that their answers are characterised by language errors such as incomplete sentences, grammatical mistakes, incomplete contextualization, mixture of English and Afrikaans and many other language mistakes. Questionnaires were given to Philip Kushlick and JC Merkin schools to fill in.
AN INTERVIEW WITH A PARENT FROM SIZWILE SCHOOL OF DEAF AND DUMB

Researcher: Mr X, the principal of Sizwile has chosen you as one of the parents not because you are a school governing body chairperson, but because there is something special that he has seen in you. I hope you are going to feel free in responding to all questions asked.

Before getting into the business, I would like to introduce myself to you. I am Mrs Olivia Mabuya, a student at Vista University, Soweto Campus. I am writing about "Inclusive Education as perceived by parents, learners and the school management team in Soweto schools".

Researcher: Have you heard about the term Inclusive Education?
Al: I think I know. It means children with disability should be included in the mainstream.

Researcher: Can you go to town about it?
Al: Yes, for Inclusive Education to take place, it means the school environment should be conducive, toilets and paved ways be structured for someone
who is using a wheelchair to move freely. For those who use sign language, there should be efficient resources and educator to be trained.

Researcher: What is your personal feeling about it? Do you think it is going to work?

A1: Ja! No learner should be discriminated against, so with inclusive education, they will all feel free and accepted. To me it is good, I like it.

Researcher: Do you think your son will cope emotionally, socially and mentally?

A1: Yes. My child is very friendly and he is very strong, he takes criticism with a calm spirit, so he is not going to encounter problems.

Researcher: You seem to be very confident about your son.

A1: Yes, he is as brave as me.

Researcher: How many children have you got?

A1: I have 5 children.

Researcher: How many of them have an impairment?

A1: It’s my son only.

Researcher: Do you pay school fees, or does the child’s grant caters for that?
A1: I am exempted since my wife is not working, and the salary that I earn is very little, looking at the number of children I have.

Researcher: From where do you get support?
A1: From the school I get moral support and from Disabled Children Action Group (DICAG). I get moral, mental social support. They teach us how to go along fighting for our children’s rights. Me and my son are card-carrying members. I also belong to the Gauteng Executive in the provincial.

Researcher: Who is the sole breadwinner?
A1: Myself, like I have indicated that my wife is unemployed.

Researcher: Mr X, I will be asking you delicate questions please bear with me. What is your level of education for both of you?
A1: My wife passed Standard V and I matriculated.

Researcher: What is the age of both of you?
A1: I am 54 years old and my wife is 41 years old.

Researcher: Are you involved with the school?
A1: Of course, eh, I am the chairperson of the school governing body. I recently conducted interviews
where we needed a deputy principal, two head of departments and a physiotherapist.

Researcher: Can I apply for the deputy principal post without a diploma in sign language?

Al: Oh yes! With inclusion you will be trained later on.

Researcher: How are you involved?

Al: I also belong to Disabled People of South Africa (DPSA). Disabled people need to be heard. My son belong to youth DIAG. He has been chosen together with the other four learners.

If there is an interpreter in inclusive education, it will be easy for our children. You know what? I am a very active person, I like helping parents of Sizwile. Our slogan is "Save the children". I got funds from Sweden for my school and we are going to buy computers for the school.

I also belong to the school governing body of Emadwaleni High School as a treasurer and Inkanyezi Stimulation Centre as a crisis chairperson.
Researcher: Mr X thank you very much, hope to meet you again for more information.

Al: You are welcome.
APPENDIX B

A GROUP INTERVIEW WITH THE SCHOOL MANAGEMENT TEAM FROM SIZWILE SCHOOL FOR THE DEAF AND DUMP

Researcher: Lady and gentlemen, may I get permission to record you.
All simultaneously: Yes, no problem.

Researcher: I'll first start by introducing myself. I am Mrs Mabuya, a student at Vista University doing a Masters degree and research on Inclusive Education. I am also teaching in a special school, Philip Kushlick School. I hope you are going to feel free to respond to all questions. Thank you.

Researcher: Have you heard about the word Inclusive Education?
A1: Yes.
A2: Yes, I have.
A3: Yes.

Researcher: What is it?
A1: It is about including all learners irrespective of learning barriers into the mainstream education.
A2: To include people of school going age into the same system or rather schools of education, even people with a handicap.
A3: It includes the deaf and dumb, the blind, physically disabled into the mainstream.

Researcher: From your own perspective, do you think it is going to work:

A1: No.

Researcher: Your view Miss E?

A2: With some disabilities yes, for example, the physically disabled and the cerebral palsied.

Researcher: And you Sir?

A3: No.

Researcher: Why?

A1: There are too many barriers that must be taken into consideration within in classroom for example, the blind needs braille. Deaf and dumb - need to be taught sign language. Physically disabled - needs restructuring of the ground.

A2: I think the overseas people are well organised. If they need to talk to the deaf people, there is always an interpreter. So a normal teacher and a trained teacher cannot teach in one class, that's stupidity.

A3: It will not work since all schools are not geared up for this. Educators should be trained and they should have ramps for wheelchairs.
Researcher: Do you think learners with disability will feel happy about this inclusive education?

A1: Yes they will. Disabled learners always feel positive. They feel what normal or developed learners do, they can also do.

A2: Yes some will, but some will not.

Researcher: Can you go to town with your response? Some learners are outgoing, always playing in the street, while others are kept under the bed. The only time they meet with people is when they go to school.

A3: No, and no further comment.

Researcher: Do you think the government will afford the restructuring of some special schools into resource centres?

A1: Yes, it will since it limited the subsidy on educators, learners and transport. It will definitely manage.

A2: Yes, but it is going to be a long-term process.

A3: No, because for everything to run smooth with the department, we battle first.

Researcher: Do you receive support from the government, since inclusive education has been introduced?

A1: No, not at all.

A2: No.
A3: No.

Researcher: Why?

A1: They come, talk, promise and go for ever.

A2: They first keep a record in their books on ... to make as if they visit schools, yet they do not.

A3: I do not even want to comment. It is very disturbing. The only thing we get is a subsidy that's all.

Researcher: Do you offer the old learner programme or Curriculum 2005?


A3: We offer Curriculum 2005.

Researcher: Thank you very much for your time.

All: Pleasure.
AN INTERVIEW WITH TWO PARENTS FROM JC MERKIN SCHOOL FOR THE PHYSICALLY CHALLENGED

Gentlemen, good afternoon. I am Mrs Mabuya, an educator at Philip Kushlick School. I am a Masters student doing research on Inclusive Education. As educators and parents at the same time, hope you will respond to the questions.

Researcher: Have you heard about the word Inclusive Education?
A1: Yes.
A2: Yes.

Researcher: What is it?
A1: It means learners with disabilities will now mix with ordinary learners and be placed under one roof.
A2: Yes, I also believe if they are mixed together they will do better because they will feel they "belong".

Researcher: What is your personal feeling about it, do you think it is going to work?
A1: Yes, they will feel free and do better instead.
A2: When mixed with normal children they will be free and create themselves good relationship.

Researcher: Do you think your child will cope physically, socially and emotionally in this inclusive education?

A1: My child is free and ready to play irrespective of his disability, he is independent, so he has no emotional nor social problems.

Researcher: Mr G your views?

A2: They play together, cry together, church together, why discriminate them when at school?

Researcher: How many children have you got?

A1: 3 no one is disabled. I have already practising inclusion because I live near the school.

Researcher: You are great then.

Researcher: And you Mr P?

A2: I have 3, 1 is disabled.

Researcher: Do you pay school fees?

A1: Yes.

A2: Yes.

Researcher: Who is the sole breadwinner?

A1: Myself.

A2: Me too.
Researcher: What is the level of education of both of you?
A1: I have matriculated with Primary Teachers Certificate and my wife a Standard 8.
A2: I have JC. My wife is not working.

Researcher: What is the age of both of you?
A1: I am 44 years, my wife is 41 years.
A2: I am 53 years and my wife is 48.

Researcher: Are you involved with the school?
A1: Yes I am a sports master, I belong to the school governing body, the assessment and the exam committee.
A2: I am only a driver and also assist with sports.

Researcher: Gentlemen, thank you very much for your time and input.
All: Thank you.
AN INTERVIEW WITH A LEARNER WHO IS A QUADRIPLEGIC

Researcher: May I have permission to record you?
Al: Yes.

Researcher: I am an educator at Philip Kushlick School doing student research on Inclusive Education.

Researcher: Have you heard about the word Inclusive Education?
Al: No.

Researcher: Can I explain?
Al: Yes.

Researcher: Inclusive education is about disabled learners whom the government feel should be put in the mainstream. They should be with developed learners in schools, have one education under one roof.

Researcher: Will you afford the school without meals and transport?
Al: Yes, because I will be nearer home.

Researcher: Do you think you can feel comfortable in a class of normal/developed children?
Al:  No. At times I will feel I am going to be a burden because I am dependent. I cannot push myself.

Researcher: Are you from a different province?
Al: Yes.

Researcher: What province?
Al: Eastern Cape.

Researcher: What do you use for travelling when coming to school?
Al: Trans Lux.

Researcher: Why?
Al: My mother cannot afford, and she is also working at Orlando as a domestic servant.

Researcher: How do you feel about your disability?
Al: I have accepted myself.

Researcher: What would you say to other disabled children?
Al: To have confidence in themselves.

Researcher: What are your goals?
Al: To be a social worker.
Researcher: Why?
Al: To help milieu deprived children.

Researcher: Your family background.
Al: We are very poor.

Researcher: Thank you Miss F.
Al: Thanks.
APPENDIX E

AN INTERVIEW WITH SCHOOL MANAGEMENT TEAM AT A SCHOOL WITH PHYSICALLY DISABLED LEARNERS

Researcher: Have you heard about Inclusive Education?
A1: Yes.
A2: Ja, a year ago when the departmental official was here.
A2: A research done by Gauteng Department of Education states that they want to include children with disability into mainstream.
A2: SA government felt that certain group benefited while others were not. The blacks.

Researcher: From your own perspective do you think it will work?
A1: It will work and not work since they will be nearer home. The not working part of it is that ordinary educators do not have skills thus they send them to us.
A2: I think it can work if the capital is there, human resource is trained, money is used for restructuring.

Researcher: Do you think learners with disability will feel free about inclusive education?
A1: They will after all it is for their own good.
A2: They will not cope, they still need to be workshopped.
A3: Yes they will, they need to belong.

Researcher: Do you think the government will afford restructuring in special schools?
A1: Yes. It has to use all necessary resources. Physical and human.
A2: Yes.
A3: Yes, it will be easy for the government.

Researcher: Do you get support from the government?
A1: No.
A2: Yes.
A3: Yes moral, social and financial support.

Researcher: Do you offer the old learner programme or Curriculum 2005?
A1: We offer both. Grade 10, 11, 12 use the old while Grade 1 up to Grade 9 use Curriculum 2005.
AN INTERVIEW WITH SCHOOL MANAGEMENT TEAM IN A SCHOOL FOR CEREBRAL PALSIED LEARNERS

Researcher: Colleagues allow me to record you. As you know that I am doing a research on Inclusive Education, please feel free to respond and give me the answers needed.

Researcher: Have you heard about the word Inclusive Education?
A1: Yes.
A2: Yes.
A3: Yes.

Researcher: What is it?
A1: It is mixing disabled learners with normal learners.
A2: Learner with disability will learn with normal children in one school.
A3: Mentally retarded are not included in the mainstream where normal children mix with learners with a disability.
Researcher: From your perspective do you think it will work?
A1: It is going to work because it is a long-term process.
A2: Not at all. The disabled learners need space, they are not familiar with the outside world.
A3: They will like it, though it is going to take time.

Researcher: Do you think learners with disability will feel free about Inclusive Education?
A1: They will after all they mix with others in the outside world.
A2: Not at all.
A3: Yes they will.

Researcher: Do you think the government will afford the restructuring of some racial schools into resource centres?
A1: Yes they need resources human and physical.
A2: Yes if money is there.
A3: Yes.

Researcher: Do you get support from the government since this inclusive education has been introduced?
A1: Yes they did come to our school.
A2: Yes.
A3: Yes.
Researcher: Do you offer the old programme to learners or Curriculum 2005?
APPENDIX G

AN INTERVIEW WITH A PARENT IN A SCHOOL FOR CEREBRAL PALSYED

Mr X I would like to interview you since you are my colleague, I expect you to feel free and respond positively.

Researcher: Have you heard about the word Inclusive Education?
A1: No.
Researcher: Can I explain?
A2: Please.
Researcher: Inclusive education is about taking learners with disability to attend school with normal children. The aim is one education for all.

Researcher: What is your personal feeling about it?
A1: It is going to work. Our children will come out of darkness and be in light.

Researcher: Do you think it will work?
A1: Yes, our children will learn together with one education for all. There won’t be any discrimination any longer.

Researcher: How many children have you got?
A1: Four, and only one has an impairment.
Researcher: From where do you get support?
A1: From my family, from the school and the government, my child get a grant.

Researcher: I am going to ask you a delicate question. Who is the sole breadwinner?
A1: My husband.

Researcher: Are you involved with the school?
A1: Oh yes, I am a member of the school governing body.
AN INTERVIEW WITH A LEARNER FROM A NORMAL SCHOOL: DOMINICAN CONVENT SCHOOL

Miss G I would like to interview you. Please feel free to respond and be comfortable.

Researcher: Have you heard about the word Inclusive Education?
A1: Yes.

Researcher: How do you feel about inclusive education?
A1: It will work, we love these children, we play, school and go to church with them.

Researcher: Can you accommodate such learners with disability in your class?
A1: Yes, I wont see anything wrong in that. It really wont be a problem.

Researcher: Can you tolerate their salivation?
A1: I am not too sure.

Researcher: Will you be able to give assistance where it is necessary e.g. push a wheelchair?
A1: Yes of course.

Researcher: Thank you Miss G.
A1: Pleasure.
3.11 DELIMITATION OF THE STUDY

The study was performed in the field of management. The researcher decided to approach and interview the different special school SMT members, parents and learners in Soweto schools, of the Gauteng Department of Education. The questionnaires were distributed to all three schools and to a learner from a normal/mainstream private school, Dominican convent.

3.12 SUMMARY

The researcher in this foregoing chapter, introduced qualitative research design and related the design to the general research question and potential contribution of the study (McMillan and Schumacher, 2002:395).

The researcher explained purposeful sampling strategies and the data collection. Variety of enhance validity, delimitations, questionnaires/ pre-interviews, approach to the study were used.

In the next chapter the researcher will discuss the interpretation of data analysis of the results of the study.
CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data. The researcher visited to three special schools in Soweto and interviewed parents, educators and learners.

From the analysis of the transcriptions of the various focus groups interviewed 3 main themes unfolded, namely issues relating to parents, learners and School Management Team. Each of the three main themes were further sub-divided into categories, were questionnaires on stress management which also had categories.

4.2 ANALYSIS OF QUESTIONNAIRE DATA

4.2.1 Parents

- Knowledge of the word Inclusive Education
  The researcher interviewed 4 parents from three different special schools and all of them have a clear knowledge of what inclusive education is all about. They all felt that it could be successful. Out of four parents, two indicated that inclusive education will stop discrimination between normal children and
those with an impairment. Two of the parents felt that as long as human and physical resources were introduced, then inclusive education would be an easy process.

- **Breadwinner**
  Out of four parents, three were sole breadwinners while one parent depended on her husband. They all struggled because they had a number of children to look after including the impaired one.

- **Disability**
  Out of 4 parents, 3 had a child with a disability. One parent did not have a child with a disability but worked as an educator in the school.

- **Level of education**
  When interviewing the four parents, the researcher discovered that two parents had matriculated and two have Junior Certificates.

- **Gender**
  Three of the parents interviewed were men a woman. With African custom, males have long been sole breadwinners. From the interview the researcher discovered that 3 parents were sole breadwinners and strived very hard to cater for everyone in the family. Two had to pay fees for their learners including those with a disability. One parent was exempted from paying and one a lady, depended on her husband.
• **Involvement in school**
Inclusive education is about parental involvement, all the parents were fully involved in the school. Three of the parents belong to the school governing body, two again belonged to the sports committee and one parent was very active and dynamic, he belonged to the SGB, the DICAG, DPSA and was also a treasurer and member of the crisis committee.

• **Support**
Both the children with a disability and their parents needed support. When asked about support, one parent was bold enough to say that he received support from the school, SGB and some of the Disabled People Organisation. In most cases parents with disabled children deny that they need some form of aid.

4.2.2 **Learners**
Two learners were interviewed. One from J.C. Merkin (a quadriplegic school) and one from the Dominican Convent School.

• **Knowledge of inclusive education**
They both had no idea of what inclusive education was all about. When it was made clear, they both seemed interested especially the girl from the Dominican Convent School who imagined herself pushing a friend wherever she needed to go.

The learner from J.C. Merkin was nervous and shy. She did not imagine herself in classroom with normal learners because it would
be difficult for her to seek help from them. She further explained that she was not afraid of challenge in class and was confident of herself and had accepted herself the way she was. She also said that she did not blame God for her disability but was going to prove to the world that "she could be a social worker". She said she was fortunate to have been exposed to the world and not hidden away in a dark room. (This is supported by the White Paper (2001:4). When asked why she chose to be a social worker, her response was that she was from a very poor family and her mother was the only one who took care of them.

4.2.3 School Management Team

Management is about delegating. Out of the three schools chosen, two principals delegated their head of department to be part of the interview. Since management is about trust, it means that they trusted that they would be well represented.

The head of departments that were interviewed were of the same opinion that inclusive education would be successful only if the government provided the necessary physical and human resources. They further stated that barriers inside and outside the school would also inhibit the smooth running of inclusive education. One participant explained that restructuring of schools would be necessary to suit all learners for example, braille for the blind, hearing aids for the hard of hearing and paved ways for wheelchairs to improve the quality of learning for both normal and students with disabilities.
4.2.4 Education
From their teaching experience, three of them argued that inclusive education would not work. They said that educators from the mainstream knew nothing about learners with disabilities. They said unless the educators were trained, they would keep sending learners with impairment to them (the educators in so-called special schools). One educator said that the government should bring in the necessary resources for the type of learners and this was supported by Rouch (1995:259-299) "learning is about an education classroom with suitable class support".

One educator said that funding was a problem. For the government to give out funds, there should be a "toyi toyi" first and inclusive was about necessary funds (Sowetan, 20 March 2003:5-6).

4.3 ANALYSIS OF QUESTIONNAIRES

4.3.1 Summary of the results of Appendix I
The researcher managed to obtain valuable information from Phillip Kushlick School. This school was chosen as one of the resource centres in preparation for inclusive education.

- **Support**
From the questionnaire the researcher discovered that ever since the government phased out centres of Occupational Therapy (OT), Physiotherapy, Psychology and social work it became very difficult for schools, especially educators to cope without such centres.
Inclusion will require such centres with the necessary resources and expertise to give aid to learners. Idol (1997:384-394) is of the opinion that a student with special needs and/or behaviour should be educated on a full-time basis in general education programmes. Almost 60% of support is needed. The rate of stress is extremely high.

- **Health, safety and hygiene**
The school has no problem because it has all the resources, for example human resources (house mothers) who feed and take learners to the toilets, physical resources like designed spoons, designed tables that allow the students to feed themselves, wheelchairs and walkers for moving children to and fro. First-aid kits are needed especially for epileptic learners. 40% feel stress does not even apply to them on the above heading and 90% were not stressful while 80% were somehow stressful.

- **Learner behaviour**
Inclusive education learners with different disability problems need professional help. It becomes extremely difficult for educators in special schools because in a class of ten learners, eight might have different behaviours and disabilities like fits, short attention span, hyperactivity, dysgraphia, poor mobility and so forth and educators must learn to accept, accommodate and cater for all these learners.
• **Parents**
Working with parents of learners with disabilities seemed very stressful. Parents deny their children's disability, thus they do not see a need of taking part in their children's work. They ignore anything to do with school and school work not because they wish to undermine their child's development, but because of lack of knowledge and this in turn causes stress to the educators. Thirty three percent of educators felt extremely stressed.

• **Professional competency**
Every person in the school had been trained. Educators obtained a Diploma in Special Education (DSE) and house mothers also went for refresher/developmental courses. As far as training, the environment capabilities and effectiveness are concerned the school has no problem. This is supported by Di Mattia (1994:8). Students are best served in the settings in which they can learn. 100% are not stressed.

• **Personal competency**
Having to cope with learners with disability, one has to put oneself in their parents' boots (empathise). It becomes so difficult to satisfy all individuals, and at the same time it is impossible, thus this relates to an educator having stressful relations.
• **Interpersonal staff relations**

There are so many barriers that can cause a conflict or disharmony among colleagues. How they collegiate with one another, how they manage conflict, how they talk to one another, autocracy, problem solving, relating to one another. If all these are not done the correct way, they can result in a stressful situation. When looking at the questionnaire, the staff is swimming in a pool of stress. Inclusion does not cater for such situations. Educators need to be workshopped.
### 4.3.2 Potential stress factors for educators in special schools

<table>
<thead>
<tr>
<th></th>
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<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quiet stressful</th>
<th>Extremely stressful</th>
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<tbody>
<tr>
<td>Support for learners with disability in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Health, safety and hygiene</td>
<td></td>
<td>90%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learner behaviour</td>
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<td></td>
<td></td>
<td>60%</td>
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<tr>
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<td>33%</td>
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<td>Personal competency</td>
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<td>25%</td>
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<tr>
<td>Interpersonal staff relations</td>
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<td>75%</td>
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</table>
After doing the stress interview, the researcher discovered that giving support to learners with disabilities was not stressful, that was proved by 60% obtained by the subjects.

- Health, safety and hygiene also gave no stress, because the government provide subsidy to schools and the school can provide for such needs that is 43%.
- Learner behaviour was stressful because they are unique and their behavioural problems vary e.g. hyperactivity, epileptic, etc. thus 60% of them were extremely stressful.
- Parents were extremely stressful because they do not know how to cope with their children. They have less knowledge, lack of interest, ignorant, defensive and even deny the disability of their children. This becomes very stressful for them, that is 60%.
- Professional competency is not stressful at all. The entire staff go for pre-in-service training, obtain Diploma in Special Education (DSE), thus they sustain an active learning environment for the child, and determine the child's capabilities, that is 100%.
- Personal competency is very important because educators need the children's need, safety and empathise with their parents, thus it is quiet stressful for them (38%).
- Interpersonal staff relation is somewhat stressful. Managing conflict, absence of mutual support, staff absenteeism and autocratic management make staff relation somewhat stressful that is 25%.
4.4 DIFFERENCES OF PERCEPTIONS FROM THIS STUDY

Most of educators felt that inclusive education would not work because of practical barriers and furthermore inclusive education excludes the mentally retarded.

4.5 STRENGTHS OF THIS STUDY

The strengths of this study is:
- It was found that inclusive education would be a solution to the problems experienced in the so-called normal schools but it excludes mentally challenged learners;
- that learners with disability will have a "sense of belonging";
- that learners with an impairment will now have a say in the government forum;
- that there will be no discrimination among learners in class;
- that there will be one education system for all, and
- that resources would be distributed equally.

4.6 VALIDITY AND RELIABILITY

Validity is whether the interview or questionnaire is really measuring what it is suppose to measure (Jacobs and Razavieh, 1990:434). Reliability on the other hand refers to the consistency of scores or answers from one administration of an instrument to the other (Rakgoathe, 1998:38). Thus reliability
is concerned with replicability of the study while validity deals with accuracy of its findings.

4.7 LIMITATIONS OF THE STUDY

The issue of the researcher's employment was a great impediment to the researcher's study, as it gave the researcher problems when visiting schools. The researcher had to conduct interviews after 14h00 when everyone at work were eager to leave.

The researcher encountered problems. She visited two schools, made appointments for different days. When arriving in both schools, the managers forgot to diarise that. The SMT, parents and a learner were not updated. Thus the researcher had to re-apply for the next interview. In one school they were in an SMT meeting and had no time until she made the third appointment.

These limitations could affect the results, because the researcher has to draw inferences from only what the interviewee said at that particular point in time. Therefore, in the process one misses other aspects of the person's perspectives that are not expressed in the interview (Maxwell, 1996).

4.8 CONCLUSION AND INTRODUCTION TO CHAPTER 5

In conclusion of the 4 educators, 3 parents and 2 learners that were interviewed 70% are for inclusive education. People want change in the education system. They want one education system for all and they want to do away with discrimination.
They feel that learners with disabilities need support especially when it comes to the learning areas.

The following chapter will outline the synthesis, recommendations and conclusion of the study.
CHAPTER 5

SYNTHESIS, RECOMMENDATIONS, FINDINGS AND CONCLUDING REMARKS

5.1 SYNTHESIS

This study forms a project, focussing on the impact of inclusive education in special and developed schools as perceived by parents, educators and learners in Soweto.

The South African government has introduced inclusive education, due to the following factors:

- only the minority (whites) benefited from special schools;
- the government needs to adapt to "change". The aim is to transform from the old school of thought into the new Outcomes-Based Education which gave birth to Inclusive Education.
- special schools were very expensive and needed more funds for education and schooling, and
- the physically challenged learners were excluded from the normal/developed schools.

From the research done, the researcher discovered that educators, parents and learners are positive about inclusive education being implemented. No one wants "change" since change is hard to take and it is, inconvenient but if it has to be implemented for the good of everyone, why not accept it?
5.2 FINDINGS FROM THE LITERATURE REVIEW

- It was stipulated that all children should have a right to learn and be protected whether they are disabled or not (Chapter 2, first paragraph). White Paper 1, acknowledges the importance of providing an effective response to the unsatisfactory educational experience of learners with special educational needs. Chapter 2 second paragraph.

- It was also stated that to solve the problem created by maintaining two educational systems in merging special and regular education into one unified system of regular education structure to meet the unique needs of all students (See paragraph 2.2).

- Many theorists gave their view on inclusive education. Clough says "it is not an end in itself, it is a means to an end" (point 2.2.1, first paragraph).

- Some theorists had reflections on inclusive education. They looked at it at a philosophical level. Intelligent and provocative questions have been asked (Paragraph 2.2.2).

- When relating theory with practice in inclusive education, some theorists like Clough and Corbet discovered that it was "unworkable and impractical" (Paragraph 2.2.3).
When comparing inclusion to mainstreaming, it is stated that mainstreaming refers to the participation of students with disabilities in general education classrooms to the extent that it is appropriate to meet their situation in which students with disabilities are educated with their non-disabled peers, with special education support and services being provided as necessary (First paragraph of 2.3).

Inclusive education goes hand in glove with Outcomes-Based Education. When teaching is done, there should be cooperative teaching or co-teaching in classroom (Last paragraph of 2.8.2).

Assessment seemed to be more important in inclusive education. Teachers who understand assessment will employ it to gather only important information to serve as "markers" or milestones in decision-making (Paragraph 2.11.1).

5.3 FINDINGS FROM THE RESULT OF THIS STUDY

The main findings from the research were that, the School Management Team of all three schools, since they were talking from experience, felt that inclusive education would work, but they had some doubts about the Government. There were so many promises from the Government after introducing new concepts, and they were all in vain. For instance, it was said that by 2005 Outcomes-Based Education shall have been implemented in all grades. While educators were still
looking forward, it had been revised and the foundation phase educators were then trained. Will secondary schools be trained too by the year 2005? What will stop inclusive education to take place by the year 2010 as stipulated?

Educators felt that before introducing anything, the government must sit down, plan thoroughly and ask people on ground level, because they know better and they are the ones doing the spade work.

Parents were very happy with inclusive education because their children would be exposed to life, or rather the new world. They also felt that they would be able to meet with parents of non-disabled learners and be able to share ideas. Some parents of disabled children were in "denial". They could not accept that their learners were different. Some attended workshops to be able to get ideas on how to handle their children's behaviour. Some parents joined organisations to be able to assist those parents who were still in "darkness or denial". In seeing parental involvement learners also felt motivated.

Learners too were for the inclusive education. A quadriplegic learner felt that she was not ashamed of being amongst able learners. They hate being discriminated against. They felt confident about themselves. Things that normal children were capable of doing, they too could do. They were proud of who they were and do not blame God for that, instead they felt they were God's best design ever.
They felt that they play with non-disabled learners, worship together, but when it comes to schooling they had to be separated which was very much unfair. They felt that they want to be accepted by normal/developed learners. They should not feel ashamed of them but instead encourage them. To them inclusive education would be cost effective to their parents because they do not have to pay for their transport, instead they would be nearer home. They aimed very high and had goals for their future.

5.3.1 Findings from the questionnaire

- That schools need centres like Occupational Therapy (OT), Physiotherapy, social workers, psychologists to be able to support such learners (Appendix I 7.2).

- Schools need physical resources namely, wheelchairs, standing frames, walkers, designed spoons for such learners to cope and human resources such as educators, house mothers, therapists to assist (Appendix I 7.3).

- The school need to look into different behavioural problems of learners and address them accordingly (Appendix I 7.4).

- To invite parents of learners to school workshops and teach them to accept their children's situation and not to deny nor ignore it (Appendix I 7.6).
- To hire trained human resources and send them for workshops for them to be able to plough back by teaching other what they know (Appendix I 7.7).

- To empathise with learners and their parents (Appendix I 7.8).

- To be able to manage conflict, stress, autocracy and disharmony among staff members.

5.4 RECOMMENDATIONS

The researcher would like to recommend:
- that the government must "practice" and not "preach". When coming up with a new system, the government must train people thoroughly, make a follow-up, motivate them, unlike doing things haphazardly and have to re-train and re-workshop like they did with Outcomes-Based Education;

- that the government must research and plan thoroughly before implementing;

- that the government must do thorough training to people who will do workshops on inclusive education;

- that the government must restructure schools, for example paved ways for wheelchair users and low toilets for crawlers;

- that there should be physical resources, for example hearing aids for hard-of-hearing and braille for blind people;

- that there should be human resource, specialised educators for different types of disabilities;
that first preference be given to special school educators who have proper skills and knowledge of how to handle such learners;
- that learners with HIV/AIDS be accommodated in inclusive education with the help of trainees;
- that funds be allocated equally to different categories for physical resources;
- that classrooms are equipped with audiotapes for learning;
- that there is enough material for them to work, be able to share, and move from one group to another;
- that parents are fully involved in inclusive education since they have a right to make a "choice";
- that assessment is done for learners to be correctly placed and
- that Outcomes-Based Education go hand in hand with inclusive education.

5.5 CONCLUDING REMARKS

From the research conducted, research reports and books which have been studied, the majority feel that inclusive education is vital. Most see the need for it not only in South Africa but nationally and internationally. Gone are the days where children had to be placed under the bed. Today they are exposed to learning. This is supported by Osborne and Di Mattia (1994:8) who says that the principle in the restrictive environment is that students are best served in the setting in which they can learn, ideally moving to less restrictive environment.
The Department of National Education (1977:71-72) recommend a "barrier-free" access to the environment.

"Come" inclusive education. "Go" old school of thought which chained and discriminated a child who had nowhere to go to and no one to talk to. Today they have different organisations that represent them in parliament.
BIBLIOGRAPHY


APPENDIX A

The format of a group interviews with parents

Researcher: Have you heard about the new term inclusive education?
Answer:

Researcher: Do you need clarity on that?
Answer:

Researcher: What is your feeling about inclusive education?
Answer:

Researcher: Do you think your child will cope socially, emotionally and mentally in an inclusive school?
Answer:

Researcher: How many children have you got?
Answer:

Researcher: How many of them have an impairment?
Answer:

Researcher: Do you pay the school fund or the child's grant caters for that?
Answer:
Researcher: From whom do you get support?
Answer:

Researcher: Who is the sole breadwinner?
Answer:

Researcher: What is both your level of education?
Answer:

Researcher: What is the age of both of you?
Answer:

Researcher: Are you involved with the school?
Answer:

Researcher: How are you involved?
Answer:
APPENDIX B

The format of a group interviews with the School Management Team (SMT)

Ladies and gentlemen, I invite you to participate in this discussion. Before I can go any further, I would like to thank you for honouring my invitation. As we discuss please feel free. I would like to stress that whatever will be discussed will remain strictly confidential.

Let me briefly introduce you to the topic, which is "The impact of inclusive education in special education as perceived by educators, learners and parents in Soweto schools".

Researcher: Have you heard about the term inclusive education?
Answer:

Researcher: What is it?
Answer:

Researcher: From your own perspective, do you think it will work?
Answer:

Researcher: Why?
Answer:
Researcher: Do you think learners with disability will feel happy about inclusive education?
Answer:

Researcher: Do you think the government will afford the restructuring of some special schools into resource centres?
Answer:

Researcher: Why?
Answer:

Researcher: Do you receive support from the government since this inclusive education has been introduced?
Answer:

Researcher: How?
Answer:

Researcher: Do you offer the old learner programme or Curriculum 2005?
Answer:
APPENDIX C

A list of questions used in an interview with a learner from a normal/developed school

Miss .... I am conducting a research on inclusive education, so I would to get your view. Be informed that whatever we have discussed is going to remain confidential.

Researcher: Have you heard about the word inclusive education?
Answer:

Researcher: How do you feel about inclusive education?
Answer:

Researcher: Can you accommodate a learner with disability in your classroom?
Answer:

Researcher: Can you tolerate their salvation?
Answer:

Researcher: Will you be able to give assistance where it is necessary e.g push a wheelchair?
Answer:
APPENDIX D

An interview with a learner with disability in a school for physically disabled (Quadriplegic)

Mr .... I am conducting a research on inclusive education and as someone with disability, I would like to get your opinion. The discussion will remain highly confidential.

Researcher: Have you heard about inclusive education?
Answer:

Researcher: Should I explain?
Answer:

Researcher: Will you afford the school without meal and transport?
Answer:

Researcher: Why?
Answer:

Researcher: Do you think you can feel comfortable in a class or normal/developed children?
Answer:

Researcher: Why?
Researcher: Are you from a different province?
Answer:

Researcher: What do you use for travelling to school?
Answer:

Researcher: How many times do you go home?
Answer:

Researcher: Why?
Answer:

Researcher: How do you feel about your disability?
Answer:
APPENDIX E

Emotional behaviour of a learner with an impairment during an interview

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<tr>
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<th>Yes</th>
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<td>Did the learner feel at ease?</td>
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<tr>
<td>Was the tone low?</td>
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<tr>
<td>Was the learner in a good mood?</td>
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<tr>
<td>While talking, did he felt like crying?</td>
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<tr>
<td>Does the learner have self-esteem?</td>
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<tr>
<td>Does he/she feel sorry for him/herself?</td>
<td></td>
<td></td>
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<tr>
<td>Is he/she happy about inclusive education?</td>
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</tbody>
</table>
APPENDIX F

Emotional behaviour of a parent who has a learner with disability

<table>
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<tr>
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<tr>
<td>Is the tone low?</td>
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<tr>
<td>Does the parent feel relaxed?</td>
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<tr>
<td>Does she feel she has been cursed?</td>
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<tr>
<td>Does her voice vibrate?</td>
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<tr>
<td>Is he confident?</td>
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<tr>
<td>Is the parent at ease?</td>
<td></td>
<td></td>
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<tr>
<td>Is she open and ready to reveal her feelings?</td>
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<td></td>
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<tr>
<td>Is she happy about inclusive education?</td>
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</tbody>
</table>
APPENDIX G

YOU HAVEN'T KNOWN

You haven't known until you are a specialised teacher in a special school.

You haven't known until you teach a learner with learning barriers.

You haven't known until you comfort a learner who is ridiculed or labelled by the community.

You haven't known until you empathise with the learner facing milieu deprivation.

You haven't known until you bring life, joy, laughter and happiness in that learners school life.

You haven't known until there is one education for all, irrespective of an impairment.

Your haven't known until INCLUSION comes and all such learners BELONG.

A dedication to all educators in LSEN schools.
Re: Application to conduct interviews

I hereby request you and your staff and learners to grant me permission to do research at your school during periods that would not interfere with normal class activities. I am a final year student studying for MEd degree at Vista University, Soweto Campus. The aim of my study is to gather information relating to the impact of inclusive education in special and developed/normal schools as perceived by parents, educators and learners.

I hope and trust that my request would meet with the approval of your school governing body, the staff and learners as well as district officials.

Faithfully yours

Magdelene O. Mabuya
POLICY DOCUMENT

1. DEFINITIONS:

DEPARTMENT: The department of education

EDUCATOR: The person who is employed to develop learners academically.

THE LAW: The education Act and all appropriate Act pertaining to the education

LEARNER: Any child officially admitted at ADELAIDE TAMBO SCHOOL in Accordance with education requirements.

MEMBER OF STAFF: A person employed at ADELAIDE TAMBO SCHOOL

MINISTER: The minister of education

MISCONDUCT: Any action of a learner or staff member, which contravenes the policy And relevant code of conduct of ADELAIDE TAMBO SCHOOL

PARENT: The biological parent or legal guardian of a learner at ADELAIDE TAMBO SCHOOL

REGULATION: All regulations issued by the Department and those done by the school Governing Body in accordance with the law.

SCHOOL FES: Fees determined by the School Governing Body of ADELAIDE TAMBO SCHOOL which parents or guardian of learners are compelled by the Law to pay

THE SCHOOL: ADELAIDE TAMBO SCHOOL for physically challenged.

SUBSIDY: All subsidy that the school possibly receives from the state as well as Donors.

2. PRINCIPLES WITH RESPECT TO EDUCATION

2.1 Parents govern and control various facets of the school through the school Governing Body.

2.2 The principal and educators are responsible for the teaching of the learners and the School Governing Body may not involve itself with the professional task, unless after through investigation it is proven that the principal and educators are incapable of performing their duties, or that they have acted beyond the confines of their profession

2.3 The management team, which is accountable to the Head of Department, will consult other stakeholders before taking and implementing any decision

APPENDIX [ ]
2.4 The school will practice participatory management style, where various stakeholders have an opportunity to fully participate in the decision-making processes.

2.5 The school will uphold the principle of transparency and the School Governing Body as well as the School Management Team shall make available, on request by a person or persons any information held by the School Governing Body and the School Management Team which any person or persons may need for purpose of exercising and protecting their rights.

2.6 The school Governing Body shall practice the kind of leadership where all stakeholders have an opportunity to fully participate in the decision-making processes.

2.7 The School Management Team shall practice the kind of leadership where all stakeholders have an opportunity to fully participate in the decision-making processes.

2.8 The Learners Representative Council shall practice the kind of leadership where their constituency has an opportunity to fully participate in the decision-making processes.

3. ADMISSION POLICY

3.1 The school admit any learners who speaks any of the eleven (11) South African official languages (see point 5.1.1 and 5.1.2)

3.2 Admission of new learners shall take place at the end of each academic year and will be done in accordance with the policy of Gauteng department of Education.

3.3 Changes, which the school may wish to make to the department Admission policy to suit the situation of the school, must not fall outside the law.

3.4 The school shall admit learners from various religious groupings (see 4.4)

3.5 No learners shall be admitted without a transfer letter if he/she is from another school.

4. RELIGIOUS POLICY

4.1 The school shall uphold Christianity as its religion.

4.2 Learners and staff members who do not uphold Christianity shall not be forced to take part in any activities in the school which are related to Christianity.

4.3 Learners and Educators from other religious shall be allowed to take part in their own religious activities.

4.4 Any one, who wishes to engage in religious observance and activities of the school, shall do so without interruptions to the teaching and learning activities of the day.

4.5 No religious group shall be allowed to impose its religious practice on other religious groups.

5. LANGUAGE POLICY

5.1 Learners who speak any of the eleven- (11) South African languages shall be admitted provided that: 5.1.1 there are Educators, who can offer such languages among staff,

5.1.2 there is a reasonable prepared to receive lessons in each of the eleven (11) Languages.

5.2 Changes which the school may wish to make the language policy of the Department to suit situation at the school must not fall outside the law.
6. **TRANSFER OF LEARNERS FROM THE SCHOOL**

6.1 Learners enrolled at the school shall not be issued with transfer letters unless valid proof of permission by parents or guardian is brought to the attention of the school.
6.2 Learners shall produce proof that they have submitted all property belonging to the school before a transfer letter is issued out.

7. **SCHOOL UNIFORMS**

7.1 Every learner admitted to the school must put on the prescribed school uniform during school hours.
7.2 Learners will also be required by the school to put on their uniform when attending school related occasions outside school hours.

8. **SCHOOL FUND, FUNDRAISING AND FINANCIAL POLICY**

8.1 The school Governing Body shall in consultation with other stakeholders, draw- up a budget for the school for each financial year.
8.2 Before a budget, which shows estimated income and expenditure of the school for the following financial year is implemented, it must be presented to the parents present at such a meeting.
8.3 Thirty- (30) days notice shall be given for a meeting referred to in point 8.2
8.4 Every learner is obliged to contribute to the school fund, any amount determined by the School Governing Body.

8.5 All money received shall be paid into the school fund account.
8.6 The school Governing Body shall administer the school fund in accordance with directives by the Head of Departments.
8.7 The school shall draw up finance and assets policy.

9. **SCHOOL TIMES**

9.1 The school shall commence at 07H45 with an Assembly for administrative purposes.
9.2 Lessons will start at 08H00 to 14H00 with from 11H00 to 12H00.
9.3 The school shall implement decision taken at the Education Labour Relations Council (E.L.R.C).

10. **TEACHING AND LEARNING ACTIVITY**

10.1 Teachers and learners must react promptly to the sounding of the siren.
10.2 Educators and learners must be available every day and at all times for teaching and learning activities and follow a structured period time- table designed by the school Management Team.
10.3 Teaching and learning activities must not be interrupted unless for unavoidable emergency reasons.

APPENDIX K
11. ORGANISATION AND CONTROL

11.1 The school governing body Management team and Learner Representative Council will delegate and mandate particular persons to make announcements on their behalf to parents, staff and students.

11.2 School trips and other extra-mural activities must take place only if permission has been obtained from School Management Team (if during teaching and learning hours) or School Governing Body or both (if outside teaching and learning hours)

11.3 All individuals and sub-committees delegated by the School Management Team and mandated by School Governing Body or Learner Representative Council to perform certain functions shall remain accountable to the authority, which has delegated or mandated such individuals or sub-committees shall not necessarily be final.

11.4 The school authorities shall formulate a set of school rules at any time to influence the behaviour of learners in order to deal with the problem which may arise, deal with existing problems or enforce positive learner behaviour which will result in stability and conductive environment for quality schooling.

12. COMMUNICATION

12.1 The principal will be the communication link between School Governing Body, individuals and groups from outside the school.

12.2 The principal will be the communication link between School Governing Body and internal stakeholders if representative of staff and learners to the governing body are not contactable because of their involvement in teaching and learning activities.

12.3 All written communication with parents/guardian of learners which have a bearing on the teaching and learning process as well as professional matters will be written and/or signed by the principal or any other staff member linked to the issue contained in such written communication.

12.4 All written communication, such as letters to outside individuals or groups must be authorised and signed by the secretary of the school governing body and any other person representing the source of such written communication.

12.5 Any structure or organisation which exists within the school, may convene meetings within the school premises without consultation with the principal provided such meeting do not coincide with or bring about disruptions to the teaching and learning processes.

12.6 Press statements and interviews with media can only be releases or conducted on behalf of the school by the person recognised and authorised by the School Governing Body to perform such a function.

12.7 Learners are not allowed to use office telephone to make or receive telephone calls on behalf of the school. Such telephone communication will be permissible only in case of matters relating to LRC business.

APPENDIX L
13. **SECURITY AND ACCESS TO THE SCHOOL BY OUTSIDERS**

13.1 From Monday to Friday of each week gates must be locked from 08H00 to 11hH00. They will be opened during break locked until 14H00, or any other later time in case the school authorities decides to extend the daily academic programme beyond 14H00, either as a result of the school’s initiative or department directive.

13.2 Only delegate or mandated person/s will lock and the gates to allow visitors in and out during school times.

13.3 A person/s controlling gates will have authority to decide whether to let visitors gain entry or not and must have valid reasons for making such decisions. Regular or known visitors will be referred to the office of the principal first before they gain access to those visited (if those visited are not members of School Management Team)

13.4 Control of school gates outside school times will be the responsibility of the factotum who will determine his own policy and be held accountable by the governing body for whatever takes place outside school times. The factotum must be made aware of all formal contracts related to the use of the school outside school times.

13.5 Any person who does not belong to the school, who will be found to have gained entry into the school premises during school times without following the necessary procedures or obtaining prior permission from the person having authority to give such permission, shall be charged by the school for trespassing.

13.6 Any person who belong or does not belong to the school, who is found to have gained entry into the school premises outside school times without following the necessary procedures or obtaining prior permission from the person having authority to give such permission, shall be charged by the school for trespassing.
MISSION

1. TO HAVE ALL COMMUNICATION AND LINE FUNCTIONS IN PLACE

2. TO HAVE PROPER DELEGATION SYSTEM
ADMISSION POLICY

Philip Kushlick School is a state school for Cerebral Palsied pupils and caters for pupils with learning disabilities.

Admission criteria

Educable cerebral palsy and minimal brain dysfunction - no mental retardation.

Age of admission is 7yrs & the age of leaving school is 23 years. There is no limitation degree of physical disability for Cerebral palsy.

Registration is done all year round. The pupils have to be diagnosed by a medical practitioner as such a report will be requested on application.

Accommodation: - None at present
Transport: - Available for pupils who reside within Soweto only.

Pupils staying out of Soweto use their own transport.

Once at school the assessment team comprising of the psychologist, physiotherapist, speech therapist and occupational therapist will assess the child to determine illegibility.

In the absence of the above mentioned therapists, parents will be required to take their children to psychologists for assessment.
APPENDIX P

7. POTENTIAL STRESSORS FOR EDUCATORS (THAT IS, TEACHERS) WORKING IN SPECIAL SCHOOLS AND SPECIAL EDUCATION FACILITIES IN MAINSTREAM SCHOOLS

7.1 ADMINISTRATIVE ISSUES

Please indicate to what extent the following administrative issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining relevant information about the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Record keeping</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning the child’s IEP or Individual learner programmes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Adjusting unit plans/lesson plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Obtaining funding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Obtaining physical adaptations/equipment for classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Taking full responsibility for the child’s welfare</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Being held accountable for child’s educational outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Collaboration with support personnel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Change of routine at short notice e.g. absence of educator</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Review of IEP or Individual learner programmes on regular basis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining learner profiles/portfolios</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other specify</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.2 SUPPORT

Please indicate to what extent the following support issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating age-appropriate educational resources for the child's ability level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Securing suitable resources for the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accessing occupational therapy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accessing physiotherapy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accessing psychological services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accessing social work services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accessing speech therapy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Accessing health services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Attending workshops &amp; training sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Allocation of support to learners</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Allocation of educator aide time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Employing an educator aide</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Obtaining a replacement aide during sick leave</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Please specify other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.3 HEALTH, SAFETY, AND HYGIENE

Please indicate to what extent the following support issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilet or cleaning the child or changing the child’s nappy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Feeding the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lifting or moving the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Giving emergency care e.g. during an epileptic seizure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Administering medication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training an aide about toilet procedure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Constantly monitoring the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Please specify other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.4 LEARNER BEHAVIOUR

Please indicate to what extent the following support issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a short attention span</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Displays inappropriate social skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has limited speech</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has poor communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is attention seeking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is hyperactive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is withdrawn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Dominates classmates</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is manipulative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is over-loving</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Appears unaware of danger e.g. plays with power points</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has poor mobility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Disturbs others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Throws tantrums</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Physically attacks others (e.g. hits, bites)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Is verbally rude to other learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has unpredictable reactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runs away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays behaviour problems in the playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.5 THE CLASSROOM

Please indicate to what extent the following support issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of peer’s responses to distressing health or hygiene issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Management of child’s interpersonal relationship with other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Management of attractions between peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Time available for other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Difficulty in monitoring other students when attending to the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Whole class teaching is disrupted by the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Building not physically suitable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Classroom size not suitable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learner-teacher ratio not suitable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Please specify other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.6 **PARENTS**

Please indicate to what extent the following administrative issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited contact with parent(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Excessive meetings with parent(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Parent(s) in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lack of understanding of child's capabilities by the parent(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lack of understanding of the long term prognosis for the child by the parent(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Unwillingness of the parent(s) to come to terms with the child's impairment/disability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Parent/educator tension</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Socio-economic disadvantage of the family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Input from private consultants</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Non-payment of fees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ignorance of parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Defensive parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Careless parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Over-protective parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other specify</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.7 PROFESSIONAL COMPETENCY

Please indicate to what extent the following support issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient pre-service training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inadequate in-service training regarding the child’s specific impairment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inadequate in-service training in meeting the educational needs of the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sustaining an active learning environment for the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Determining the child’s capabilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Determining how much to challenge the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Confusing laziness with child’s inability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reduced ability to teach other students as effectively as you would like</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Protecting children’s rights</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Please specify other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.8 PERSONAL COMPETENCY

Please indicate to what extent the following support issues are stressful for you in relation to your class. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting the child's needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Undertaking tasks associated with the child's condition e.g. toileting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Empathising with parent(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Responding to the child's personality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining the child's safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining the safety of other children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Meeting the parent(s) of other children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Please specify other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.9 **INTERPERSONAL STAFF RELATIONS**

Please indicate to what extent the following support issues are stressful for you in relation to your school. If an issue does not apply to you then underline it (Does not apply).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of staff collegiality and teamwork</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Management of staff conflict</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Absence of management leadership</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Absence of mutual support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Interpersonal educator conflict</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Staff absenteeism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Autocratic management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Please specify other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7.10 THE USEFULNESS OF COPING STRATEGIES EMPLOYED

Respond by underlining the number that represent your opinion of the listed strategies. If a strategy does not apply to you then underline it (I do not use).

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Does not apply</th>
<th>Not stressful</th>
<th>Somewhat stressful</th>
<th>Quite stressful</th>
<th>Extremely stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the situation with your principal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Try to look on the bright side of things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Take some form of physical exercise e.g. aerobics or sport</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discuss the situation with the child's parent(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seek help &amp; resources from educator in lower grades</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Write down your feelings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seek professional help for the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seek professional help for yourself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ask a relative or friend for advice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Develop other interests outside school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seek a transfer from school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Think about how a person you know would handle the situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Concentrate on what has to be done next</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reduce the number of support personnel visiting your class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strategy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Increase the number of support personnel visiting your class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Leave the child to work independently for extended periods</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Assure yourself that things will get better</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Keep others from knowing how bad things really are</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Come up with different solutions for difficult issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Don't think too much about it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discuss the situation with specialist personnel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Maintain a sense of humour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Respond by underlining the number that represents your opinion of the</td>
<td></td>
<td>I do not use</td>
<td>Not useful</td>
<td>Somewhat useful</td>
<td>Quite useful</td>
</tr>
<tr>
<td>listed strategies. If a strategy does not apply to you please underline</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1 (I do not use)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Try to get a child moved to another school or unit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Share your feelings with the children in your class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Enlist the support of other children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use alcohol or medication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Discuss the situation with colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Try to keep your feelings to yourself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Practice meditation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Seek spiritual/religious support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Draw on past experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hope that the situation will go away or somehow be over with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Apply for sick leave</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>---</td>
</tr>
<tr>
<td>Resign from teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>