

**DILEMMAS EDUCATORS ARE FACING IN
IMPLEMENTING THE INCLUSIVE TRAINING
PROGRAMMME**

BY

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DECLARATION

I hereby declare that this dissertation is the result of my independent investigation, and that all sources used have been acknowledged by means of complete references.



LINDIWE DEBORAH KHOELE

DATE

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(ii)

ABSTRACT

The inclusive education model was explained in a South African perspective with, reference made to race, class, and gender. This was in line with the past experiences that emerged in our country. Separate learning opportunities were introduced. This was seen as discrimination against those with disabilities, who have been labeled as having learning barriers and placed in special settings. Engelbrecht and Green (2001) indicated that South African education was moving away from a special education towards a policy of inclusion. This was reflected in the National Education policy development since 1994, and was strongly supported by parent bodies such as the Disability Desk of the Office of the Deputy State President, the Disability Movement, the new South African School Act, as well as the policy on Outcome Based Education and Curriculum, 2005.

As inclusive practices were implemented, attitudinal barriers, especially among teachers, have been explored. The primary findings were that teachers agreed in principle with the goals of inclusion, but many felt unprepared to work in inclusive settings (Matsropieri and Scruggs, 2000). Engelbrecht (1999) was of the opinion that teachers may need to be trained on how to identify and address special educational needs, as well as developing a critical understanding of common stereotypes and prejudices related to disability, and reflect on how these have influenced their own attitudes. If all the above can be achieved, teachers could be in a position to work as change agents who can influence the attitudes of the school community towards learners with disabilities.

The aim of the study was to explore the dilemmas teachers were faced with in implementing the inclusion programme in mainstream schools around Daveyton, with the intention of determining the extent to which the inclusion programme objectives were implemented.

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The objectives are:

- To conduct a literature review and present an overview of the policy and model of inclusion. This overview is essential as a foundation in explaining the policies of implementation of inclusion programmes and different models.
- To explore barriers that teachers are experiencing in implementing the inclusion programme in mainstream schools. This will assist in modifying the inclusion programme and the policy.

The goal of the study was explorative, using qualitative research methods. The research focused on 20 teachers from 4 primary schools in Daveyton namely, Gugulesizwe, Sphumelele, Dumehlezi and Kuzimisele Primary school, who took part in the pilot training programme on inclusion offered by Central Gauteng Mental Health Society in 2000, and had difficulty in implementing the inclusion programme.

The research results of the study revealed that for inclusion programmes to be successful there needs to be sufficient support in the form of financial resources, emotional support for educators, small class sizes, as well as the common understanding of the inclusion policies, strategies and approaches by educators. Furthermore, the findings of the study demonstrated that the educators' training programme should be redesigned in such a way that it empowers educators with the skills to identify learners with special needs as well as dealing with classroom challenges.

The study therefore recommended that an investigation needs to be undertaken on the type of training needed by educators, the common understanding of the policies, strategies and approaches of effective inclusion by educators, as well as assessing the practical costs involved in implementing the inclusion programme in mainstream schools

OPSOMMING

Met ingagneming van die geskiedenis van Suid Afrika word die aspekte van ras, klas, en geslag as verwysingsraamwerk aangewend ten einde die Insluitende Opevoedingsmodel binne 'n plaaslike perspektief te verduidelik. As gevolg van aparte leergeleenthede binne die ou stelsel van opvoeding, was leerders met ongeskikthede bekou as individue met spesifieke leeruidagings wat bygedra het tot diskrimanasie tenor spesifiek intellektueel gestremde studente. Engelbrecht en Green (2001) toon aan dat Suid Afrika in die proses is om weg te beweeg van spesiale onderrig, en tans gerig is op 'n beleid van insluiting. Hiedie neiging word duidelik gereflekteer in die Nasionale ovedings-beleid sedert 1994, en word sterk ondersteun deur die Ongeskiktheids Forum van die Kantoor van die Staatpresident, die Ongeskiktheidsbeweging, die nuwe Skoolwet van Suid Afrika, en die beleid van Uitkomsgebaseerde opleiding en kurrikula van 2005.

Houdingshindernisse, veral onder onderwysers, is ondersoek in die lig van die nuwe insluitende beleid. Daar is primer bevind dat onderwysers in ooreenstemming is met die doelstellings van insluiting maar dat hulle onbevoegd voel om in insluitende opsette te werk. (Matsropieri en Scruggs, 2000). Volgens (Engelbrecht, 1999) behoort onderwysers opgelei te word in die identifisering en respons tot spesiale opvoedkundige behoeftes. Voorts behoort hierdie groep 'n kritiese begrip van die algemene stereotypes en vooroordele wat verband hou met ongeskikthede te vorm, en dan te reflekteer aangaande die wyse waarop hierdie aspekte hulle persoonlike houdings beïnvloed. Indien hierdie doelstelling bereik kan word, sal onderwysers in 'n posisie wees om as veranderingsagente op te tree en sodoende 'n positiewe invloed kan uitoefen op algemene houdings teenoor leerders met ongeskikthede binne die skoolgemeenskap.

Die doel van die studie is om die dilemmas waarmee onderwysers ten opsigte van die implementering van insluitende onderrig binne die Daveyton area

gekonfronteer word, te eksploreer, met die doel om vas te stel tot watter mate die Insluitende Opvoedingsmodel se doelwitte wel toegepas word.

Hierdie navorsingsdoelwitte verwys na die volgende:

- Die uitvoer van 'n literatuurstudie ten opsigte van Insluiting, met vervysing na die model en beleidsbeginsels. Hierdie oorsig is noodsaaklik om as basis te dien vir die verduideliking van beleid en implementering van Insluitende programme en modelle
- Om hindernisse waarmee onderwysers gekonfronteer word ten opsigte van die implentering van Insluitende programme in hoofstroom skole te eksploreer. Hierdie benadering sal vand hulp wees in die modifikasie van Insluitende programme en beleidsrigtings

Die doel van die studie is eksploratief van aard, en wend 'n kwalitatiewe navorsingsmetode aan. Die studie fokus op Primere-skool onderwysers in Daveyton wie deelgeneem het aan die opleidingsprogram wat deur die Sentrale Gauteng Geestesgesondheids-vereniging in 2000 aangebied is. Opvolgessies wat uitgevoer is na afloop van die opleidingsprogram het bevind dat die helfte vand hiedie onderwysers probleme ondervind met die implentering van die Insluitingsprogram.

Die resultate van die studie toon aan dat Insluitingsprogramme slegs suksesvol sal wees indien daar 'n besondere mate van ondersteuning in die vorm van finansiele bronne, onderwyser-ondersteuning, kleiner klasse, en die her-ontwerp van die opleidingsprogram van onderwysers, bestaan.

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Policy documents such as the inclusion policy (Engelbrecht, 1999) have emerged in South Africa in the early 1990's, reflecting a vision of an education system that includes all learners, and caters for the wide diversity in the learner population. This shift in policy is also reflected in the Framework for action on special needs education (UNESCO, 1994, p.6) which argues that "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children and children from other disadvantaged or marginalised areas or group". This is in line with

inclusive education which refers to the opportunity for people with disabilities to participate fully in all educational activities. The policy of inclusive education is appealing on the grounds of social justice and human rights. However, consensus is lacking with regard to its implementation (Hall, 2002).

It is commonly recognised that the specific needs of children with intellectual disabilities falls outside the ambit of mainstream development. Educationists tend to classify intellectually disabled learners according to their ability to learn. This result in them being either placed in special schools or totally excluded from any educational opportunities. The White Paper 6 on Special Needs Education (2001, p.12) states that “inclusion is based on the principle that learning disabilities arise from the education system rather than the learner”.

Wedell (2005), in his paper on dilemmas in the quest for inclusion, affirms that inclusion is about much more than the type of school that children attend. It is about the quality of their experiences, how they are helped to learn, achieve and

participate fully in the life school life. Bricker (1995) stated that successful implementation of inclusion relies on a number of elements. He sited three elements as crucial to successful inclusion, namely attitude, resources and curricula.

Attitudes are built on the foundation that persons involved in the delivery of education services and support to young children have a positive regard for all children and accept them for who they are as individuals. Teachers' beliefs, attitudes and behaviours strongly influence both the ethos of the classroom and the attitudes of learners towards one another. Educators need to constantly reflect on their thinking and practice with regards to learners with diverse needs. Wedell's (2005) arguments resonate with the above statement by stating that teachers are to respond to a wider range of learning needs, and also need to be able to use the evidence of the pupil's response to decide how and when they should alter their teaching approach.

Since inclusive education implies equal access to the benefits of education irrespective of gender, culture, linguistic background, race, socio-economic status or disability, it is clear that ensuring curriculum access and entitlement is critical to achieving inclusive education (Kruger & Adam, 1998). In South Africa, the principle of inclusive education is embedded in the shift to a learner-centred approach to education and development of curriculum, which is based on the premise that all learners can learn and succeed irrespective of differences and that all learners should have access to participate in relevant and challenging curricula. The Department of Education's second draft guideline for the implementation of Inclusive Education (2002) concurs that Curriculum 2005 is a powerful tool in developing practices for inclusion with its outcomes-based approach.

In their findings of the study on promoting the implementation of inclusive education in Primary schools in South Africa Engelbrecht *et al* 2006 stated that outcome Based Education is compatible with the principle and practice promoted by inclusive education, but teachers still find the new teaching methodologies challenging.

Resources are equally important in the implementation of inclusion. Choate (1997) indicated that instructional resources and technical assistance are critical to ensure equality of educational opportunities for learners with disabilities in general education classes. The need for training in special education needs is necessary; both at the initial stage of training and through in-service training, if school policies on the inclusion of disabled learners into mainstream classrooms are to be successful.

Ainscow (1994) suggested that the capacity of schools to respond to learner diversity is facilitated by an atmosphere of collaboration where everyone is engaged co-operatively in the task of learning. Teachers, parents, community members and agencies dealing with disabilities need to be actively involved in this process of inclusion. In the document of the Department of Education's, Understanding the South African School Act (1997), parents are encouraged to participate in educational decision making and it recognises the need for a

partnership between parents and schools. Research has found that a close relationship between teacher, learner, parent and the community would foster inclusive education.

According to Kruger and Adam (1998), the extent to which the inclusion of learners with barriers to learning and development can succeed in South African schools will depend largely on the teachers who have to implement it. Inclusion is a process to be fostered, facilitated and managed. Its vision may need to undergo constant evaluation. However, as it is a policy, teachers need to see it as a challenge.

In view of the above, it is clear that if the education system is to promote equal opportunities for effective learning by all learners, then the focus should fall on the diverse needs of the learning population, and the system should be structured and function in such a way that it can accommodate a diversity of learners and system needs. If the system fails to do this, then the learner or the system may be prevented from engaging in or sustaining an ideal process of learning.

1.2 MOTIVATION FOR THE STUDY

Greater emphasis is being placed worldwide on implications of quality education for all learners as a basic human right. The Department of Education's policy on inclusion programme indicates that children with special needs have to be accommodated in traditional mainstream schools.

The Central Gauteng Mental Health Society therefore conducted a survey on the viability of this policy in 1998. The results revealed that in the most disadvantaged areas, such as Daveyton, an inclusive practice already exists in Early Childhood Development Centres. A pilot study conducted subsequently revealed that with training and support, attitudes and fears towards learners with special needs can be managed, if not completely allayed.

Based on the findings of the pilot study, The Central Gauteng Mental Health Society developed a needs assessment questionnaire, which was distributed to a number of Primary School teachers in Daveyton (For this study, Primary School will refer to grade 1-7 normally aged 7yrs – 12yrs old). Based on the outcome of the needs assessment, a pilot training programme on inclusion was conducted with 40 teachers.

The inclusion training programme was offered in 2000, for the duration of 5 days, covering aspects such as an introduction to the inclusion programme, early childhood development, understanding of learners with special needs, communication skills, managing disruptive behaviour, building an inclusive centre, support systems, and ways of caring for educators.

Six months after the training was offered, follow-up sessions were held with the teachers who received the training. This was carried out by the social worker from the Central Gauteng Mental Health Society. During these sessions, it was found that half of the teachers have problems in implementing the inclusion programme.

This study therefore intends to explore the dilemma teachers are faced with in implementing an inclusion programme in mainstream schools around Daveyton. For the purpose of this study, the concepts of inclusion programme and inclusion training programme will be used interchangeably.

1.3 THE AIM AND OBJECTIVES OF AN INCLUSION TRAINING PROGRAMME

- To assist educators to better understand learners with special needs by addressing fears, attitudes and myths.
- To assist educators to cope with the practical difficulties in the process of inclusion within the classroom and the school environment.
- To contribute to the building of learning environments which promote mental health development
- To assist educators in ensuring optimum cognitive, educational and emotional development of children with varying needs.

- To assist educators to create awareness in their communities in order to build acceptance and understanding of special needs.
- To support educators in implementing the inclusion philosophy in their schools.

1.4 RESEARCH PROBLEM

The main goal of the study is to explore the dilemma teachers are faced with in implementing the inclusion programme in mainstream schools around Daveyton, with the intention of determining the extent to which the inclusion programme objectives were implemented.

In light of the statement of the problem formulated above, the following questions will

be asked to articulate the core of the problem:

- To what extent does the teacher's attitude impact on the implementation of the inclusion programme?
- Is the inclusion programme training content sufficient in equipping teachers to deal with special needs?
- What are the roles of different stakeholders in providing support to teachers?
- How effective are teachers in implementing the inclusion programme?
- How is diversity, in terms of children with special needs, dealt with in a classroom?

1.5 AIM OF THE STUDY

The aim of the study is to explore the dilemmas teachers are faced with in implementing the inclusion training programme in mainstream schools around Daveyton.

The objectives of the study are:

- To conduct a literature, review and present an overview of the policy and model of inclusion. This overview is essential as a foundation in explaining the policies of implementation of inclusion programmes and different models.

- To explore barriers that teachers are experiencing in implementing the inclusion programme in mainstream schools. This will assist in modifying the inclusion programme and the policy.

1.6 RESEARCH METHODOLOGY

Bless and Higson-Smith (2004) describes a research method as a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions. The research method chosen should be tailored to the nature of the problem facing the researcher, and a clear systematic research procedure should be followed to ensure that the researcher is provided with relevant answers to the research questions.

McMillan and Schumacher (2001) distinguish between internal and external validity.

They define internal validity as the extent of control over extraneous variables. External validity, on the other hand, refers to the generalisation of the results. Verma and Mallick (1999) described internal validity as dealing with the question of whether treatment really made a difference to the dependable variable.

External validity, on the other hand, is concerned with the generalisability or representativeness of the research findings. It provides an answer to the question of the extent to which research findings can be generalised. The internal variable in this study will include the attitudes of educators and parents towards inclusion. The external variable will include the experiences of educators in dealing with learning barriers.

The focus of the study is explorative, using a qualitative research approach. Bless and Smith (in De Vos 2002) defined exploratory research as a method which is conducted to gain insight into a situation, phenomenon, community or individual. The researcher has chosen exploratory research as it focuses on the “what” question. Denzin and Lincoln (in Creswell 1998) defined qualitative

research as a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter.

This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Quantitative research, on the other hand, is more highly formalised and explicitly controlled. A qualitative approach is appropriate for this study in that it allows for a different view of themes that are studied, and respondents have a more open-ended way of expressing their views as well as demonstrating their actions.

The contextual interest, i.e. internal validity, will be achieved by means of open-ended interview schedules. The general interest, i.e. external validity and internal validity, overviews phenomena by means of exploratory questions to collect and obtain data as it focuses on the similarities of the phenomenon studied.

The literature study will also assist in formulating the interview schedules. Appropriate books and journal articles by professionals who have experienced the practical implementation of inclusion will be utilised. The experience gained by the researcher in inclusion programmes will be used to provide practical insight. This approach has been chosen as it will enable the researcher to understand dilemmas which were faced by teachers in implementing the inclusion programme.

1.7 SAMPLING

The sample selected by the researcher will be considered to be the representative of the whole population. Purposive case sampling will be utilised. Rea and Parker (2005) defined purposive sampling as a type of non-probability sampling in which the researcher uses judgement in selecting respondents who are considered to be knowledgeable in subject areas related to the research.

Purposive sampling is appropriate for this study in that the researcher will use her professional judgement instead of randomness in selecting respondents. This

method will also assist the researcher in selecting all the respondents who have experience/knowledge about the phenomena being studied, as well as gathering detailed and in- depth information.

In the researcher's situation the sample size will comprise of 20 teachers from 4 primary schools in Daveyton namely, Gugulesizwe, Sphumelele, Dumehlezi and Kuzimisele Primary school, who took part in the pilot training programme on inclusion offered by Central Gauteng Mental Health Society in 2000, and had difficulty in implementing the inclusion programme.

1.8 DATA ANALYSIS

Creswell (in De Vos 2002) believes that the process of data analysis and interpretation can best be represented in a spiral image or data analysis spiral. Therefore the researcher will analyse obtained data by utilising the 5 steps as described in De Vos (2002, p. 340) namely:

- ❖ Collecting and recording data
- ❖ Managing data
- ❖ Reading and memoing
- ❖ Describing, classifying, interpreting
- ❖ Representing, visualising

Data obtained will be measured accurately and the findings will be valid as the researcher will not use information obtained for personal gain. However, the research findings will be used to improve the existing inclusion programme as well as empowering other professionals in the field. Since inclusion talks to the social integration of people with special needs in mainstream society, the concept of inclusion awards social workers with opportunities and challenges to develop new approaches and solutions to inclusion looking at all aspect of social care as well as spearheading against stigma attached to special needs through disseminating information that dispels the misperception of people about persons with special needs.

Social workers can therefore serve as change agents/ can advocate for persons with special needs. Furthermore, social workers in the field can partner with the department of education in providing training to educators on aspects such as identifying children with special needs and coping with such children in the classroom.

The research will be conducted in such a way that it generates similar results to other researchers who have undertaken this research topic. Bless and Higson Smith (2004) cited that a qualitative approach uses qualifying words or descriptions to record aspects of the world, in this research themes will be used to describe/analyse data collected.

1.9 LIMITATIONS OF THE STUDY

The study views inclusion as a process through which children with intellectual disabilities may thrive in a stigma-free environment demonstrating social, emotional and academic growth. But this may not be realised because of the negative attitudes some teachers have regarding people with intellectual disabilities. This might prohibit them to look at the subject of inclusion objectively.

1.10. DEFINITION OF CONCEPTS

1.10.1. Intellectual disability

Intellectual disability refers to a range of barriers experienced in receiving, processing, expressing or retrieving information, any of which may affect the person's ability to function effectively in one or more areas such as spelling, grammar, following directions and numbers. (Department of Education draft guidelines on implementation of inclusive education 2002). Intellectual disability is characterised by below normal general intelligence and difficulty in coping with the social demands of a person's environment. It presents the learner with substantial

limitations in present functioning that usually manifest before age eighteen (depending on the causes).

1.10.2. Mainstreaming

Mainstreaming is giving some learners extra support so that they can “fit in” or be integrated into the “normal” classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes (Department of Education White Paper 6 on Special Need Education, 2001). Mainstreaming is the educational practice of removing children with special problems (physical, mental, and/or emotional) from special classes and schools and placing them in regular classroom settings (Reber cited in Schimper, 2005)

1.10.3. Inclusion

Engelbrecht and Green (2001) describe inclusion as a shared value which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive, changing and diverse society. According to the Department of Education White Paper 6 on special needs education (2001), inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning actors, with emphasis on the development of good teaching strategies that will benefit all learners.

Mainstreaming involves placing a child into a class without support whereas inclusion involves providing in-class support and adapting the environment to meet the needs of each learner.

1.10.4. Inclusion training programme

This is a training programme developed by the Central Gauteng Mental Health Society to assist teachers to understand children with special needs and to equip them with skills to deal with special needs in the classroom environment.

1.10.5. Disability

Engelbrecht & Green (2001) refer to disability as functional limitations due to impairment, involving the loss of ability to perform daily activities or essential social roles. The White Paper on integrated national disability strategy (1997) defines disability as a condition which reduces the chances of an individual to participate actively in mainstream activities because of physical or mental impairment.

1.10.6. Teacher

A teacher is an adult, who knows and understands himself and his world and that of other people, their norms, and ideas. The teacher as an educator is responsible to a large extent for the realisation of educational objectives (Evans, Lunt, Wedell, Dyson, 1999).

1.11. Outline

The following topics will be covered in the ensuing chapters:

TABLE: 1.1: OUTLINE OF CHAPTERS

Chapter 1: Orientation to the study
Chapter 2: Literature Study
Chapter 3: Research Methodology
Chapter 4: Presentation and Interpretation of findings
Chapter 5: Conclusions and Recommendation

1.12 SUMMARY

This chapter contains the orientation to the study. The research design was discussed and the goal and objectives outlined. A structure of the layout and content of the chapters are given. The next chapter will focus on a review of the literature.



CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

The aim of this chapter is to provide extensive information, through the study of existing literature, on inclusive education and its implementation in South Africa and internationally. It is generally accepted that change is challenging and may be perceived as either a threat or an opportunity. It is therefore not surprising that some teachers have received the restructuring and redesigning of the education system to an inclusive and supportive learning environment for all learners, irrespective of their disability, with misgivings.

As mainstream schools become more inclusive, it becomes clear that the move from a segregated school system towards the inclusion programme affects not only certain subsystems in the school, but the whole school system. The South African School Act (Act No. 6 of 1995) creates the legal environment that enables the implementation of inclusion programmes. In chapter 9, section 74, of the act it is stipulated that “every public school shall, as far as it is reasonably possible, attempt to accommodate the specialized education needs of any learner who attends such a school”. In the Department of Education White Paper 6 on special needs education (2001), the Ministry of Education commits to “providing educational opportunities” particularly to those learners who experience or have been excluded from learning and development or who have dropped out of learning because of the inability of the education and training system to accommodate their learning needs. For the purpose of this study, special needs of disabled persons will refer to intellectual disability. Terms such as mainstreaming and integration are used interchangeably and while it does not necessarily mean the same thing, it will be used and understood as inclusion.

2.2 INTELLECTUAL DISABILITY

This is an area of particular concern in South Africa, because there is very little understanding and a great prevalence of this phenomenon. Intellectual disability is characterised by a slow and limited ability to learn across most skills. The extent

of intellectual disability is traditionally measured by intelligence quotient (IQ) but the child's ability to cope with the social and scholastic context must be taken into account, especially in South Africa.

Uys (1994,p.459) provided the following classifications of the disturbance of functioning associated with health conditions at bodily, individual and societal levels affecting activities, structures and participation in society :

Table 2.1: SOCIAL FUNCTIONING OF PEOPLE WITH MENTAL RETARDATION

DISABILITY	I Q	INTELLECTUAL SKILLS	SOCIALIZATION AND LIFE SKILLS
MILD	50-55 up to 70	Can master academic skills. Needs special class for individual attention. Average social adjustment	Can master vocational skills. Self supporting Requires guidance and support in unusual environment
MODERATE	35 up to 40	Can benefit from social and occupational therapeutic skills. Can travel alone in familiar places	Can only cope in Sheltered employment
SEVERE	25 Up to 40	Can learn communication Needs full time supervision Can learn self protection skills	Belong in a stimulation centre
PROFOUND	Below 20-25	Can learn systematic habit Belongs to stimulation centre Limited motor development. Respond to stimulation and training. Belong in a care facility	Belongs to a stimulation centre Limited motor and speech development. Limited self-help skills. Requires 24 hrs care for life

2.3 INCLUSION PHILOSOPHY

The philosophy of inclusion urges all role players to regard inclusive education as an opportunity to review how educational activities can be done differently, rather than additionally, with an aim of ultimately providing quality education for all (Engelbrecht and Green, 2001). The UNESCO – at the UN committee on Rights of the Child – Geneva: (1997) describe inclusion as meaning:

- Educating children with disabilities in a school that they would have attended if they did not have disabilities.
- Providing services and support that parents and children with disabilities need in order to be in regular settings. Supporting regular education, teachers and administrators.
- Having children with disabilities follow the same schedule as other children.
- Teachers and administrators taking these concerns seriously.
- Teaching all children to understand and accept differences.
- Having children with disabilities follow the same schedule as other children.
- Encouraging friendships between children with disabilities and their classmates without disabilities.

All learners with special needs are part of the community and as such should be embraced as part of a total education system, as well as being recognised as individuals with the right to make choices, to make mistakes, to be independent and to reap the benefits of education in the same way as any other child in the community. Inclusion means “recognizing individual differences and providing for those differences by making adaptations and or modifications to programming” (Turner & Traxler 2000, p. 8).

Engelbrecht and Green (2001) felt that although inclusion means different things to different people in diverse background, there are a number of similarities, namely:

- A commitment to building a more just society
- A commitment to building a more equitable education system

- A conviction that extends the responsibilities of mainstream schools to learner's diversity.

2.4 WHY INCLUDE?

Because the needs of all young people are different. A young person with a disability requires individualised instruction in the same way as able-bodied young persons require individualised instruction. Teachers run activity sessions that cater for the needs of children with varying degrees of motor and intellectual functioning regardless of disability. A child with a disability is just another member of the class.

- Because segregated settings often duplicate resources. In many instances the needs of young people with disabilities are the same as those of young people without disabilities.
- An education system that provides for all children in a comprehensive setting is more efficient and cost effective.
- Because segregation can encourage stigmatisation. There are more similarities than differences between young people with or without disabilities. Disability is only one aspect of the person's character.
- Because young people with disabilities benefit from a balanced education programme in the same way as other children.
- Because children and teachers will learn that participating in activities in different ways does not lessen their value.
- Because all concerned will benefit, since inclusion recognises the value of the individual and provides all children with dignity, the ability to make choices, and the opportunity to win.

(Central Gauteng Mental Health Inclusion training programme: 2000)

2.5 INCLUSIVE EDUCATION MODEL

In order to explain the inclusive education model in a South African perspective, reference is made to race, class, and gender. This is in line with the past experiences that emerged in our country. Separate learning opportunities were introduced, which has been seen as discrimination against those with disabilities, who have been labeled as having learning barriers and placed in special settings. According to Engelbrecht and Green (2001), South African education is moving away from special education towards a policy of inclusion. This is reflected in National Education policy developments since 1994, and is strongly supported by parent bodies such as the Disability Desk of the Office of the Deputy State President and the Disability Movement.

In the draft guidelines for the implementation of inclusive education (2002) it is asserted that many of the psychological theories underpinning much of the understanding around learning breakdown shapes the belief that problems are located within learners. For example, very little is said about system deficiencies. The manner in which learners are socialised, exposure to intellectual work and poverty and its concomitant social problems have not been taken seriously in understanding why there is a breakdown in learning. In order to shift thinking towards an inclusive education discourse, a rethinking of the educator's consciousness around disability is required.

It is further stated in the draft guideline for the implementation of inclusive education (2002) that the first move to inclusive education is a move from an understanding of disability that is shaped by the medical model to an understanding underpinned by a Rights model.

Secondly, barriers to the learning system need to be identified and interventions need to be made, meaning that one needs to examine what impediments exist in the system that prevents access to learning. These barriers could include poverty, ideology, physical access, inflexible curriculum, inappropriate language, communication channels and similar factors within the system that impede access

to learning. There are some barriers that exist within children including neurological, sensory, physical or intellectual impairment, but these barriers need to be addressed through pedagogical responses, not by carrying out psychometric tests that offer little in terms of programme planning.

2.6 MODELS OF INCLUSION

In her research on inclusion, Ntuli (1998) listed the following inclusion models:

2.6.1. Full inclusion

Special needs students are placed in a regular classroom all day. The special education staff members provide consultative support to the teacher.

2.6.2. Collaborative

Special education and general education staff members work together to meet the learner's needs. Special education staff members work jointly with the general education staff members because they have more knowledge about learners with special educational needs.

2.6.3. Supported instruction

Special education staff members provide support services with regular classroom instruction. In this model, learners with special education needs remain in their respective regular classrooms and special education staff members visit them there and help them where necessary.

2.6.4. Social mainstreaming

Special needs learners are included in regular classroom instruction so they can be exposed socially to non-disabled peers. These students are not required to complete all academic assignments in the classes.

2.6.5. Home class

The special needs learners participate in regular classroom opening and closing activities.

2.6.6. Pull-out (resources)

Special education staff members provide instruction and support to the learners as needed on a one on one basis outside the regular classroom.

2.6.7. Non-academic

The learners participate in regular classroom activities in the areas of art, music and physical education. These learning areas are less threatening and learners with special educational needs can subsequently join the normally achieving learners during their presentation.

2.6.8. Mainstreaming

The learners participate in activities in the regular class provided they demonstrated an acceptable level of performance and behaviour. In this model, only a learner, who can cope with the standard or pace set by a particular class, can participate.

2.6.9. Self-contained

The students stay in a special education classroom or resource room for the entire school day.



2.7 BUILDING OF AN INCLUSIVE EDUCATION

A great deal has been said and written about the principle of inclusion and it appears that there is a consensus that educating children together is an ideal to which all should aspire to. Farrel and Ainscow (2002) indicated that an educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. They further asserted that effective schools are educationally inclusive schools. Engelbrecht and Green (2001) expressed that an inclusive society is where all members participate optimally and contribute actively in democracy, where respect for and appreciation of diversity are active values. Inclusive education therefore challenges educators to rethink their roles and responsibilities. They

therefore need to acquire new knowledge and skills in order to adapt to new changes in the education system.

2.8. PRINCIPLES

The principles of the Department and Education policy on building an inclusive education is framed by the Constitution of South Africa, with a particular focus on the following:

- Human rights and social justice for all learners.
- Optimal participation and social integration of all learners.
- Equal access for all learners to a single, inclusive education system.
- Access of all learners to the curriculum.
- Equity and redress of past inequalities.
- Sensitivity to and involvement of the community.
- Cost-effectiveness of services provided.

2.9. GOALS OF THE POLICY

The short, medium and long-term goals of the policy focus on the following:

- Addressing weaknesses in the current system.
- Building the capacity and competencies of those providing education and other support services.
- Gradually expanding access and provision of education for all.
- Monitoring and evaluating these developments within the whole system.

2.9.1 Long-term goal

The long-term goal focuses on the development of an inclusive education and training system that will uncover and address barriers to learning, and which will recognise and accommodate the diverse range of learning needs.

2.10. IMPLICATION OF INCLUSION IN THE SCHOOL

The question of the extent to which learners with disabilities should be included is being debated in schools across the country. Romy Wyllie (a parent), as quoted in the Los Angeles Times on February 26, 1996 argues that although inclusion sounds democratic and forward-thinking, this does not really mean it addresses the needs of children. She felt that teachers, administrators and parents can dream of a perfect world where every disabled child is accepted by peers in mainstream classes, but policies are too often based on generalisations developed by professionals who are out of touch with the reality of the classroom situation. She further indicated that the concept of inclusion is deceptive because it helps parents to believe that their child is being normalised, whilst the reality is that inclusion creates a nightmare for teachers.

According to Turner and Traxler (2000) there are factors which need to be addressed by the school if inclusion is going to be successful namely, outcomes and accountability for the learners, the costs of inclusion and the effects of inclusion on learning. The author further indicated that all members of the inclusion team need extensive training in working with learners in the classroom.

This training is integral to the success of an inclusion programme, and therefore it must be intensive, continuous and must focus on outcomes as well as appropriate curriculum adaptation. This highlights the importance of all teachers having the skill and confidence to help children with special education needs reach their potential.

For the inclusion programme to be successful in the classroom, teachers need to believe that all learners can learn, and that their needs can and will be met. Furthermore, teachers need to be child-centred, which means that teachers must discover where each child is at academically, socially as well as culturally, and to determine how best to facilitate learning. There is a general consensus that with appropriate staff development and support, more learners with mild disabilities could be served in regular classrooms. It is generally believed that better research, improved coordination of services between special and regular education, and administrative support are crucial for serving learners with disabilities.

Mastropieri and Scruggs (2000) asserted that whenever teachers have made instruction more relevant to the needs of individual learners, they improve their

teaching skills and become better teachers. He further recommended the use of the PASS variables, which will maximise the success of learners with special needs in inclusive settings. The PASS represents a way of thinking and approaching instruction for including learners with disabilities in a general educational setting.

PASS is an acronym for: **P**rioritise objective

Adapt instruction, material or the environment

Systematic instruction variables during instruction

Systematic evaluation procedures

Mastropieri and Scruggs (2000) explained the above variables as follows:

- Prioritise objectives – examining all instructional objectives, determining which are the most important for learners with disabilities who are included in general education classes, and eliminating objectives that are unnecessary for those learners.
- Adapt instruction, materials or the environment - adaptation can take many forms. It may involve the changing of instructional procedures while others may involve acquiring adaptive curriculum materials, equipment and rearranging the classroom environment. He believes that the combination of all possible adaptations can become a key to successful inclusion.
- Systematic teaching - It refers to the use of the effective teacher presentation variables. These variables promote the learner's academic achievement.
- Systematic evaluation – frequently measuring the learner's progress towards meeting the instructional objective of the class. If learners are not seen to be progressing adequately, additional modifications may be necessary.

2.11 INCLUSION IN PROGRESS

2.11.1 Perspectives on inclusive education in the Islamic Republic of Iran

According to a paper presented by Joibari (2003) “inclusion is not a privilege given to the disabled, but a natural consequence of a humane society”. In his paper, he indicated that the educational rights of children with disabilities were first recognised in the education system of Iran 20 years ago. The establishment of the education system for disabled children was based on an integrative model, which was aimed at enhancing the social integration of disabled learners.

Joibari further stated that the Islamic community has been successful with the integration of the blind, the deaf and physically impaired, and their official statistic for the year 2000-2001 has estimated the number of integrated learners with disabilities in mainstream schools to be about 3494 learners, which is 49% of the whole population of the pupils in special schools.

Pilot projects were conducted at Isfaha and Gilan to pave way for the integration of learners with cognitive limitations, once called “borderline mentally retarded”, into mainstream schools. In his paper Joibari (2003) stated that the key to the successful implementation of inclusive education in any community is considering the local features of that community’s structural and cultural points of view.

2.11.2 Perspectives of inclusive education in the United States

In 1975 a law was passed by the Congress that changed the face of public education in the United States. This law was called the Education for All Handicapped Children Act, now known as the Individuals with Disabilities Education Act or IDEA. This act specified that all children including those with disabilities formerly excluded from schools were entitled to a free, appropriate public education including access to the general education curriculum. Mastropieri and Scruggs (2000) pointed out that since 1975 public education has truly become “education for all”, and general education teachers have more learners with disabilities in their classrooms than ever. They further stated that nearly three-fourths of all learners with disabilities currently receive all, or most, of their education in a general classroom.

TABLE 2.2: PROPORTION OF LEARNER'S DISABILITIES IN REGULAR CLASSROOM

Disability Category	Proportion of learners disabilities in regular classroom
Speech and language impairment	95.1%
Learning disabilities	81.7%
Visual impairment	68.3%
Hearing impairment	55.0%
Mental retardation	38.8%
Multiple disabilities	24.2%
Autism	20.1%

Source: Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (1998, p, 14) as cited in Mastropieri & Scruggs (2000)

2.11.3 Perspectives of inclusive education in South Africa

The move towards inclusive education in South Africa is influenced by international and national trends and patterns. Engelbrecht (1999) indicated that at national level major changes took place as a result of the new democracy in South Africa. The South African Federal Council on Disability (SAFCD) called for the development of a single inclusive education system for South Africa, with a central theme of statement indicated in SAFCD (cited in Engelbrecht 1995, p,1) as follows: "Learners with Special Education needs have a right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of all learners, accommodating both different styles and rates of learning, as well as different language needs in the case of deaf learners where their first language is a sign language and ensuring quality education to all through appropriate curricular, organisational arrangements, technical strategies, resources use and partnership with their communities".

Engelbrecht (1999) further stated that South African Schools are currently faced with enormous challenges with regard to their development. Becoming “inclusive”

is one part of the broader challenge of building a culture of learning and teaching where quality of education becomes a reality.

He further asserted that as a result of historical and other factors, schools are at different stages of development. Some may feel ready to confront the challenges of implementing inclusive education, while others may be overwhelmed with the challenges of finding basic resources to continue to exist from day to day.

There are some promising movements in South Africa such as the introduction of the new South African school Act of 1996 which stipulated that all learners have a right to equal access to basic and quality education, as well as the policy on Outcome Based Education and Curriculum 2005, whose principles are highly compatible with inclusive approaches.

Engelbrecht and Engelbrecht Green (2001) indicated that, in South Africa, classrooms are equally important in accommodating the substantial number of learners with mild and relatively invisible intrinsic disabilities and learning difficulties. The schools have been provided with the mandate to prove that an effort has been made to accommodate a particular learner in mainstream classes before any alternative provision may be explored.

They further pointed out that both the South African School Act and Curriculum 2005 signal a change of direction, but neither prescribes with sufficient clarity how an inclusive integrated education system that caters for the rights of all learners is to be implemented.

2.12 BARRIERS TO INCLUSION

It has been acknowledged that one of the key factors influencing the effectiveness of integrated and inclusive education is the attitude of those involved in the process (Westwood 2004). Attitudinal barriers especially among teachers have been explored as inclusive practices and implemented. The primary findings are

that teachers agree in principle with the goals of inclusion, but many do not feel prepared to work in inclusive settings (Matsropieri & Scruggs 2000).

According to Farrel and Ainscow (2002), negative attitudes towards different learners manifest themselves in the labeling of these learners. Sometimes these labels are just negative associations between the learners and the system such as “drop outs” or “slow learners”. Labeling sometimes goes as far as categorising learners such as those with severe mental disabilities as being “uneducable”. Such labels fail to consider the needs and capabilities of these learners.

Farrel (1997) felt that negative attitudes and labeling result from fear and lack of knowledge or awareness about the particular needs of learner's barriers which they might be facing. When children experience barriers to learning, some teachers see it as a nuisance to be ignored, a threat to their job, a burden to be carried, a major challenge or an exciting new venture.

Engelbrecht and Green (2001) described barriers to learning in South Africa as including the nature and capacity of the education system itself, economic and social issues such as poverty, violence, crime, and substance abuse, the prevalence and spread of HIV/AIDS and community attitudes to both learning and disability. They further stated that common barriers in disabilities range from mild to severe.

Engelbrecht (1999) believed that to support the inclusion of learners with special educational needs, teachers have to be sensitive, not only to the particular needs of individual learners, but also to their own attitudes and feelings. He is of the opinion that teachers may need to be trained on how to identify and address special educational needs, as well as developing a critical understanding of

common stereotypes and prejudices related to disability and to reflect on how these have influenced their own attitudes. Engelbrecht (1999) further noted that teachers need to be clear about their strengths, vulnerabilities and their needs, as a step of preparing them for inclusion. If this is achieved, teachers will be in a position to work as change agents who can influence the attitudes of the school community towards learners with disabilities. Inclusion requires that these learners are not simply thought of with pity but viewed more positively in terms of their abilities rather than their disabilities.

2.13 COLLABORATION AND PARTNERSHIP AMONG DIFFERENT STAKEHOLDERS

For inclusion programmes to be effective, collaboration and constructive partnership must be established with parents, teachers, the school governing bodies, professionals, the community and government. The work of Engelbrecht et.al (2006) is in accord with the above when they stated that a collaborative partnership is one of the cornerstones of an inclusive school community and further, that more teachers need to collaborate with each other and with parents. The draft guidelines for the implementation of inclusive education (2002) stipulated that the role of parents in inclusive education and training system is pivotal, as parents are equal partners in the education of their children. It further stated that effective partnership should be established with parents and parent organisations, so that they would be able to participate actively and meaningfully in the planning and implementation of inclusion activities. It is asserted that collaboration with parents is a key to effective inclusive teaching. Teachers should consider variability in family backgrounds, family structure and maintaining close positive contacts with parents throughout the process (Mastropieri & Scruggs, 2000). Parents must be regarded as the most important source of support and information. Because of their experiences with their child, they can provide useful information concerning the child's needs as well as their own concerns.

Collaboration with the governmental sector will ensure the identification of budgetary and other material resources, which will necessitate infrastructural

support. For this process to be effective, the government needs to develop a common understanding of the challenges facing the schools and other educational institutions, including identifying specific barriers to learning.

Engelbrecht and Green (2001) regarded partnership with communities as a

serious challenge. For this partnership to be realised, certain guidelines and principles need to be followed, namely:

- Identifying what resources are available in terms of the needs of the particular school concerned.
- Becoming aware of the real value of these resources for the school community.
- Thinking how the school's own resource can benefit the community so that the partnership is of mutual benefit. In the absence of this reciprocation, there will not be a partnership.
- Negotiating an acceptable partnership agreement with the community resource concerned.
- Identifying and pursuing practical strategies for involving the community resource in the school.

In the draft guideline for the implementation of inclusive education (2002), the key challenges of partnership with the community to build effective schools are described as follows:

- Believing that community involvement in supporting schools is not only desirable, but essential to providing effective support. This includes respecting and valuing the expertise available in the community. A partnership approach is only possible if this mutual respect is present.
- Making an effort to speak a common language to avoid excluding community members from participating fully in the process.
- Having the policies, procedures and practices in place in the Department of Education to support the inclusion of community resources.

- Consulting with and drawing in parents and other caregivers in the provision of support to early childhood centres and schools.
- Co-coordinating community support so that unnecessary overlap in support provision does not burden schools.
- Providing training for community members where possible and appropriate and to facilitate their inclusion in the support process.

- Learning to work as a team with other sectors and identifying who should take “lead” responsibility in the team’s work.

2.14 CONCLUSION

It is also important to indicate that teachers will need to resolve a number of significant issues such as their perception about children with special needs, their attitudes etc. before inclusive education can become a reality. Inclusion needs to be viewed as the right way to do things rather than a new mandate that has to be met. For it to succeed there needs to be enormous support in the form of financial resources, support for educators, relevant equipment as well as redesigning the educator’s training programme.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to inform the reader of the processes that the researcher will apply in conducting this study.

3.2 RESEARCH GOAL

The overall aim of the study is to explore the dilemmas that the teachers are faced with in implementing the inclusion programme in mainstream schools around Daveyton, with the intention of determining the extent to which the inclusion programme objectives were implemented.

3.3 RESEARCH OBJECTIVES

- To conduct a literature study that will present an overview of inclusion policy and models. This overview is an essential foundation in explaining the policies of implementation of inclusion and different models.
- To explore the barriers that are experienced by teachers in implementing the inclusion programme in mainstream schools. This will assist in modifying the programme and the policy.

3.4 RESEARCH METHOD

A specific research method was selected to collect and structure relevant data. Methodology is defined by Bless and Higson-Smith (2004) as a specification of the most adequate operation to be performed in order to test specific hypotheses under given conditions. The research method chosen should be tailored to the

nature of the problem facing the researcher. A clear, systematic research procedure ensures that the researcher will be provided with relevant answers to the research questions. It is therefore important to select a research technique that will gather rich data.

The research technique chosen should allow the researcher to share in the understanding and perception of others and to explore how people structure and give meaning to their daily lives. Berg (1998) suggested that the method used by social scientists fall along a continuum from ideally uncontrolled techniques arising in natural settings, to totally controlled techniques of observation. It remains then for the researcher to choose the procedure keeping in mind the problems that may arise in specific research settings, and among research groups.

The analysis of data allows the researcher to discuss in detail the various social contours and processes human beings use to create and maintain their social realities.

3.4.1 Qualitative approach

Bless and Higson-Smith (2004) described qualitative approach as using qualifying words or descriptions to record aspects of the world, while a quantitative approach relies on measurement to compare and analyse different variables. The researcher will be using field work as this method is conducted within the habitat of the actor.

According to Denzin and Lincoln (cited in Creswell, 1998) qualitative research is multi-methodological in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, and attempt to make sense of or interpret phenomena in terms of the meanings people bring to them. Creswell (1998) stipulated that in a qualitative study, the research question often starts with a how or what so that initial forays into the topic describe what is going on.

3.4.2 Characteristics of the qualitative method

Neuman (2000) stipulated the following characteristics of qualitative research:

- It looks at the sequence of events and pays attention to what happens first, second, third.
- The research style is more flexible and encourages one to focus the topic throughout a study.
- Data sources are determined by the information richness of settings and types of observation are modified to enrich understanding.
- The method utilised is inductive logic
- Qualitative researchers analyse data by giving it meaning, translating or making it understandable.
- Qualitative methodology rests on the assumption that a valid understanding can be gained through accumulated knowledge acquired first hand by a single researcher.

The focus of the study is explorative, using a qualitative research approach. These methods are observational in nature. The raw data will be collected in a non-numerical form which is qualitative. Qualitative data is therefore in the form of words and pictures, while quantitative data is in the form of numbers (Neuman, 2000).

This study will make use of qualitative information gathered through the use of open-ended questions. A qualitative method has been chosen for this study as it allows for different views of themes that are studied, as well as the fact that respondents have a more open-ended way of expressing their views as well as demonstrating their actions.

3.5 RESEARCH DESIGN

The research design is defined by Earl and Mouton (2002) as a plan for conducting the research. It is implemented to find answers to the researcher's questions or to test any hypotheses that were formulated.

According to Bailey (1994), during this phase the researcher must decide how many people will be used as subjects (the sample), their particular characteristics, and under what circumstances the data will be gathered.

For the research, 20 teachers from 4 primary schools in Daveyton namely, Gugulesizwe, Sphumelele, Dumehlezi and Kuzimisele Primary school, who took part in the pilot training programme on inclusion offered by Central Gauteng Mental Health Society in 2000, and had difficulty in implementing the inclusion programme, were interviewed using open-ended questions as the means of collecting data. Earl and Mouton (2002) pointed out that a research design must be efficient, meaning it must yield the knowledge sought, and should be acceptable to respondents.

3.5.1 Explorative research

The researcher has decided to use the above-mentioned method as stated by Neuman (in Schimper 2005) as a research attempt into an area that has not yet been studied and in which a researcher wants to develop some initial ideas and be able to formulate more focused research questions where necessary. Exploratory research is described as a method which is conducted to gain insight into a situation, phenomenon, community, or individual. Exploratory research has

been chosen as it attempts to answer the “what” question. Because exploratory studies usually lead to insight and comprehension, this will afford the researcher with an opportunity to observe and interview respondents as a way of collecting data. The researcher will make use of open-ended questions to get a better understanding of the ideas of respondents with regard to their experiences in implementing the inclusion programme using their own expression.

Earl and Mouton (2002) described the reasons for undertaking exploratory studies as follows:

- Satisfying the researcher’s curiosity and desire for better understanding.
- Testing the feasibility of undertaking a more extensive study.
- Developing the methods to be employed in any subsequent study.
- Explicate the central concepts and constructs of a study.
- Developing new hypotheses about an existing phenomenon.

3.6. SAMPLING



3.6.1 Purposive sampling

Bless and Higson-Smith (2004) defined sampling as the subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalised to the entire population. It is not possible to interview the whole population; hence it is necessary to select a sample.

Snowball sampling is when one respondent recommends another who might be willing to be interviewed. This method is not suitable to the researcher’s study in that respondents do not know each other. Purposive sampling has been chosen for this study as defined by Rea and Parker (2005) as a type of non-probability sampling in which the researcher uses judgment in selecting respondents who are considered to be knowledgeable in subject areas related to the research.

This method is appropriate in that it relies on an expert (researcher) in terms of identifying and selecting cases that are relevant for the study. Schimper (2005)

indicated that purposive sampling is mainly used in exploratory research, and is appropriate in three situations namely, when a researcher uses it to select unique cases that are especially informative, to select members of a difficult group to reach the specialised population or when a researcher wants to identify particular types of cases for in-depth investigation. The study uses purposive sampling due to the first reason, namely selecting unique cases that are especially informative.

The sample size comprises of 20 teachers from 4 primary schools in Daveyton namely, Gugulesizwe, Sphumelele, Dumehlezi and Kuzimisele Primary school, who took part in the pilot training programme on inclusion offered by the Central Gauteng Mental Health Society in 2000, and had difficulty implementing the inclusion programme. All the respondents will be interviewed by the researcher using open-ended questionnaires. Engelbrecht



3.7 PREPARATION PHASE

Appointment letters was sent to the respondent's respective schools, informing them of our meeting dates and requesting confirmation within a stipulated time. The researcher was known to respondents and therefore disclosed her identity as a social worker. The researcher acknowledged that the role selected was not static; hence it changed from time to time. The process and aim of the research was explained to educators. Once the research was completed and the data correlated, the educators will receive some feedback on the findings.

3.8. DATA COLLECTION

3.8.1 Interview schedule

Earl and Mouton (2002) asserted that a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry. The researcher will utilise open-ended interviews to collect data.

Open-ended interviews are carefully arranged and are put to all respondents in a similar sequence.

The advantage of the open-ended interview is that data is obtained relatively systematically. This technique has been chosen because it is ideal in that it allow participants to express themselves freely as well as ensuring that comprehensive and comparable data is obtained. Data obtained will provide qualitative information. The interviews will be conducted in English and in the subjects' schools.

3.9 DATA ANALYSIS AND INTERPRETATION

Qualitative data is analysed by organizing it into categories on the basis of themes and concepts. Categories that will be explored in this research include experiences of educators in implementing the inclusion programme, support needed for an inclusion programme to be effective, and educators' awareness of inclusion programmes. The research will be conducted in such a way that it generates similar results to other researchers who have undertaken this research topic.

The researcher will use De Vos's (2002) steps of analysing and interpreting data. This method allows the researcher to move in an analytic circle rather than using a fixed linear approach.

3.9.1 Step 1: Data collection and recording

The researcher will plan ahead for the recording of data such as preparing questionnaires and setting audiotapes. Some of the data will be analysed on site while the researcher is collecting data, and some following the period of data collection.

3.9.2 Step 2: Managing data

Transcripts and tapes will be utilised to organise data. Data will be managed manually by color coding using highlighters to define categories/ patterns for data analysis. This will also assist in editing and organising data.

3.9.3 Step 3: Reading and writing memos

The transcripts will be re-read to familiarise the researcher with data collected before creating themes. Data will be edited using color coding. Themes will be recorded on the right hand side of the transcripts.

3.9.4 Step 4: Describing, classifying and interpreting

This phase requires the researcher to identify salient themes, recurring ideas or language, and patterns of belief that link people. As categories of meaning emerge, they should be internally consistent but distinct from one another. According to Creswell (in De Vos 2002), classifying means taking the text or qualitative information apart and looking for categories, themes or dimensions of information. While interpretation involves making sense of the data, this requires that the researcher search for other, plausible explanations for these data and the linkage among them.



3.9.5 Step 5: Representing and visualizing

It involves presenting the data in text or table form. The tables and figures contain text not numbers. These tables compare different variables according to themes or categories in the study.

3.10 LIMITATION OF THE STUDY

The study looks at inclusion as a process in which children with intellectual disability may strive for a stigma-free environment demonstrating social, emotional and academic growth. This cannot be realised simply because of the attitudes teachers might have regarding people with intellectual disabilities, and this might prohibit them to look at the subject of inclusion objectively.

3.11 ETHICAL ISSUES IN SOCIAL WORK RESEARCH

- Respondents need to participate voluntary in a research study, and to give informed consent.
- The social worker should never injure the people being studied, regardless of whether they volunteered for the study or not.
- The identity of respondents needs to be protected at all costs.
- It is useful and necessary for the social worker to identify herself as a researcher to the subjects of study.
- The social worker needs to be familiar with the shortcomings and failures of the study and has an obligation of making such shortcomings available to the subjects of study and to colleagues.

3.12 CONCLUSION

A clear, systematic research procedure ensures that the researcher will be provided with relevant answers to the research questions. It is therefore important to select a research technique that will gather rich data. The researcher conducted an exploratory study. In the following chapter the researcher reports on the analysis and interpretation of the findings of the study.

CHAPTER 4 PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

This chapter serves to provide the research results and to discuss the raw data collected from interview schedules conducted with educators in the Daveyton area. The copy of the interview schedule is attached as appendix A, and the raw data is presented in appendix B.

Data will be analysed by organising categories / themes through color coding. Identified themes will then be integrated with the literature review (chapter 2). The results will be presented and discussed, in accordance with De Vos's stages of analysis and interpretation as discussed in chapter 3.

4.2 DISCUSSION OF RESULTS

4.2.1 Background information

FIGURE 4.1: TEACHERS QUALIFICATIONS

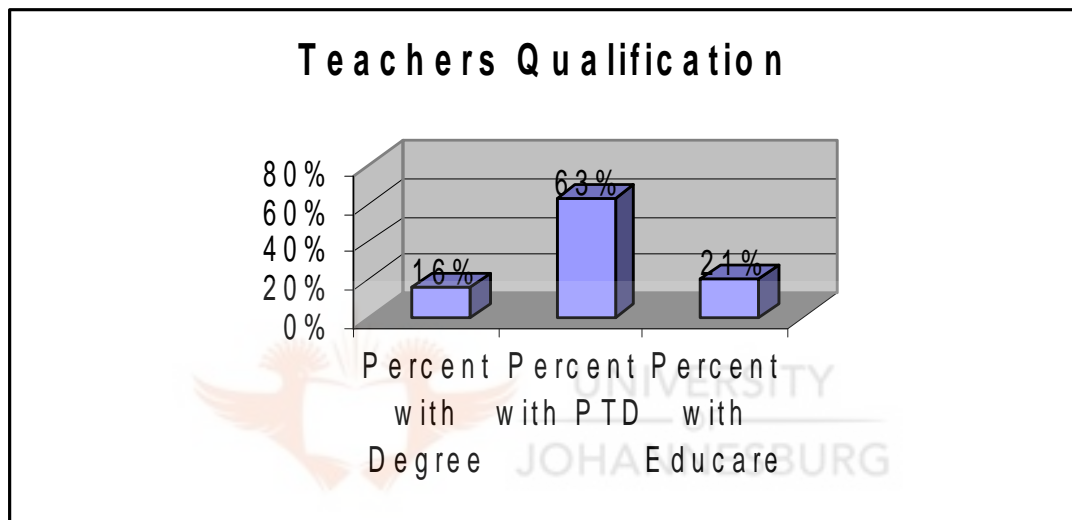
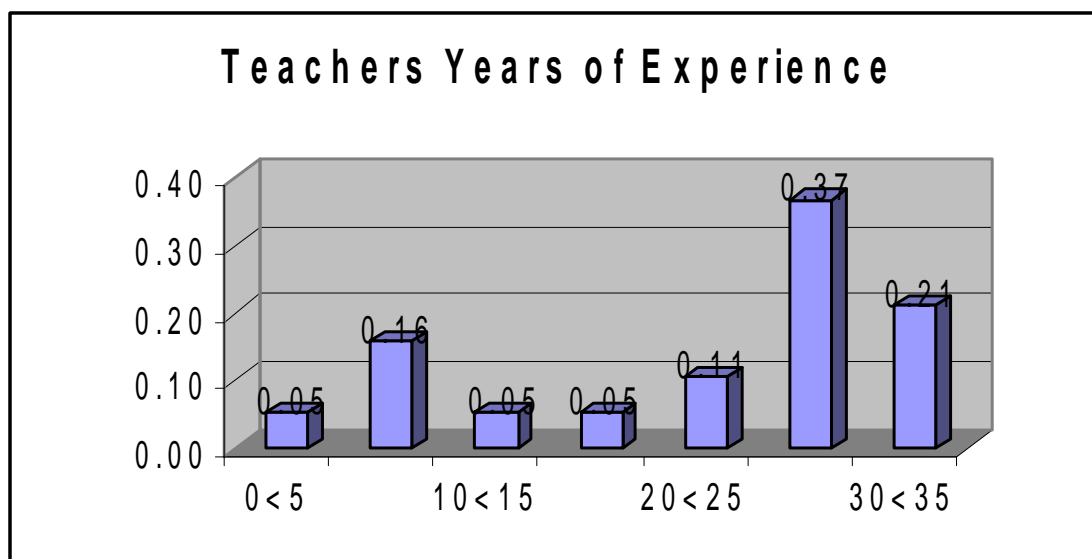


FIGURE 4.2: DISTRIBUTION OF YEARS OF EXPERIENCE



From the sample of 19 teachers who participated in the research, 63% have a Primary Teacher's Diploma (PTD), 16% have a university degree in education, and 21% have other qualifications such as an Educare Diploma. The years of experience are far and wide. The average years of teaching experience is 21. The full scope is between 4 and 32 years.

4.2.2 Main Categories

The following categories and themes emerged from the data collected and were classified as follows.

TABLE 4.1: CATEGORIES AND THEMES:

Categories	Themes
Category 1: Awareness of inclusion understanding of inclusion education policy	1. Awareness of inclusion
	2. Understanding of inclusion
	1. Understanding of inclusive education policy
Category 2: Role and responsibilities in implementing inclusion	1. Roles of stakeholders (parents and Gauteng Department of Education)
	2. Responsibilities of Educators
Category 3: Learning barriers	1. Types of learning barriers

experiences implementation of programmes and intervention	visa-a-	2. Experience in implementing an inclusion programme
	remed	3. Remedial intervention rendered learners with intellectual disabilities
Category 4: impact of Outcome Based Education		1. Impact of Outcome Based Education
		3. Support systems needed for 4. inclusive education to be effective
Category 5: Perception regarding the training content facilitated Central Gauteng Mental Health		1. Could not relate
		2. Helpful
		3. Further training

4.2.2.1 Category 1: Awareness, understanding of inclusive education policy

Respondents were required to indicate whether they had any knowledge of inclusion programmes prior to the training offered by Central Gauteng Mental Health, as well as their understanding of inclusive education and its policy.

4.2.2.1.1 Theme 1: Awareness of inclusion

- Inclusion is a life long concept that accommodate all learners
- Seeks less isolation and greater opportunities for persons with special needs
- Ensures that the rights and needs of all learners are being met.

4.2.2.1.2 Theme 2: Understanding of inclusion

- Acknowledges that all children can learn, irrespective of their disabilities
- Caters for all children with different learning needs
- Includes learners with learning barriers into mainstream schools
- Educators to accommodate learners with disabilities

4.2.2.1.3 Theme 3: Understanding of inclusion policy

- All children have a right to basic education without discrimination
- Serves as a guideline for education in implementing inclusion programmes
- Every learner can succeed in learning, irrespective of the diverse needs.

In relation to the findings, a significant number (15) of respondents were not aware of inclusion prior to the Central Gauteng Mental Health training. However, the result further indicated that after the training, all (19) respondents understood very well what inclusion means. Their responses to understanding inclusion was found to be in line with Turner and Traxler (2000) and Kruger's (1998) definitions which described inclusion as recognising individual differences and incorporating those differences in the adaptation or modification of programmes, as well as affording all learners, regardless of differences, access to the educational mainstream programmes. Furthermore, participants' understanding of inclusion is also outlined in the Department of Education white paper 6 on special needs education (2001) with regard to meeting the needs of learners and acknowledging and respecting differences in learners irrespective of gender, race, language and disability.

From the above findings, it has emerged that participant's understandings of inclusion is in accordance with the local and international working definitions. In relation to the inclusion policy the majority (15) understood what the policy entailed. The responses expressed concurred with the principles of the inclusion policy as well as the white paper 6 (2001) which encompassed some of the statements mentioned by respondents. Furthermore, the principle of the Department of Education's policy on building an inclusive education is supported by the Constitution of South Africa which places an emphasis on human rights and social justice, and equal access for all learners to a single, inclusive education system. The response was positive but, there is concern that none of these respondents have implemented the policy which underpins the inclusion programme.

4.2.2.2 Category 2: Role and responsibilities in implementing inclusion (Gauteng Department of Education, Parents and Educators)

4.2.2.2.1 Theme 1: Role and responsibilities of the Gauteng Department of Education and Parents

- The role of the **Gauteng Department of Education** is to ensure that the policy of inclusion is implemented effectively so as to make it a reality
- Parents need to partner with different stakeholders in education to facilitate effective learning
- Parents need to be educated on inclusion programmes

4.2.2.2.2 Theme 2: Responsibilities of Educators

- Identifying learners with learning disabilities
- Involvement of different stakeholders
- Providing learning activities which takes cognisance of abilities of all learners
- Ensuring that learners respect each others' differences

The majority (12) of respondents were aware of the role of parents and the Gauteng Department of Education in implementing the inclusion programme. Generally, there is consensus amongst the participants that for the successful implementation of inclusion, educators and parents need to be educated. On the other hand, the Department of Education needs to ensure that the policy on inclusion is implemented effectively by training educators/parents in identifying children with special needs, and the establishment of support systems in schools such as occupational therapists, social workers and Gauteng Department of Education support teams, who will constantly assess and evaluate the needs of educators and parents. The above responses are supported by the following abstract from interview schedules which states that, "*the process of implementing*

is very slow, no clear possible solutions have been generated, we do not have a stable support system or support teams”.

Theories from literature which support the above responses are postulated by Turner & Traxler (2000) who concur that all members of the inclusion team need extensive training in working with learners in the classroom. Furthermore, the authors are of the opinion that the training is integral to the success of an inclusion programme.

From the above themes which have emerged, it is evident that there are no proper guidelines for teachers to implement the inclusion programme. It is acknowledged that the policy exists. However, the Department of Education needs to avail resources to make the implementation of this policy a success.

The themes extrapolated from the responsibilities of educators in implementing the inclusion programme gives an indication that a vast number of respondents (14) are aware of their core functions in implementing the inclusion programme. Their responses are in line with Engelbrecht (1999) who argues that inclusion requires that learners are not simply thought of with pity, but viewed more positively in terms of their abilities rather than disabilities. The author is also of the opinion that educators need to be trained on how to identify and address special educational needs.

However, there is concern with regard to the above findings that educators are aware of their responsibilities in principle, but do not feel prepared to implement the inclusion programme. In relation to the above mentioned themes, the researcher can suggest that participants, in their responses, share the same opinion with regard to responsibilities assigned to educators, parents and the Gauteng Department of Education. Therefore, the successful implementation of inclusion is partly dependent on them working together in making inclusion a reality.

4.2.2.3 Category 3: Learning barriers, experiences visa-a-vis implementation of inclusion programmes and remedial intervention

4.2.2.3.1 Theme 1: Types of learning barriers

- Poverty
- Violence
- HIV/AIDS
- Communication channels
- Intellectual disability ranging from mild to severe

4.2.2.3.2 Theme 2: Experience in implementing an inclusion programme

- Lack of facilities prohibit proper implementation
- The ratio of children per educator prohibit proper implementation

4.2.2.3.3 Theme 3: Remedial intervention rendered to learners with intellectual disabilities

- Providing learners with learning disabilities individual attention
- Introduction of special classes

The above recurring themes (learning barriers) were identified by the majority (14) of respondents in their classrooms.

The draft guideline of the implementation of inclusive education (2002) indicated that barriers to the learning system need to be identified and that interventions should be made. More education, training and support services in dealing with barriers to learning may reduce labeling attached to disabilities. In addition, Gugushe (1999) asserted that, to enable centres of learning to accommodate the diversity in the learner population, overall curriculum transformation is required which includes review and/or development of all various aspects.

This included the learning environment, the learning programme, teaching practices, how learning outcomes are assessed, assessment of the system, the material/facilities and equipment available, the medium of teaching and learning, the capacity of teachers, the nature of the learning programmes, and the nature of support provided to teachers.

A substantial number (17) of respondents could not share about their actual experiences in implementing the inclusion programme. From the findings the researcher can then draw an inference that these participants have not yet started with the implementation of the inclusion programme, and hence could not provide any concrete answers. A minority (2) of respondents indicated that inclusion programmes could not be implemented effectively simply due to lack of facilities/resources such as teaching aids/tools, support teams, and lack of in-service training.

Engelbrecht (1999) indicated that South African schools are at different stages of development. Some may feel ready to confront the challenges of implementing inclusive education, while others may be overwhelmed with the challenges of finding basic resources to continue to exist from day to day.

Some of the sentiments communicated by respondents indicated that the lack of resources makes it impossible to implement inclusive education as well as addressing overcrowding in classrooms.

The concern of the learner/teacher ratio was raised. These prohibited teachers in giving each learner individual attention. Ainscow (1992) pointed out that the ratio of learners to a teacher should be such as to enable teachers to give proper attention to the needs of each learner. York et al (cited in Gugushe, 1999, p, 59) supported this statement by stating that a good predictor of more positive attitudes towards inclusion has been found to be in smaller class sizes.

In relation to the above findings there is a tentative suggestion that some of the teachers are attempting to implement the inclusion programme. This is evident in the following statement extracted from interview schedules.

“We offer one to one intervention though it is time consuming, all the time, you end up with negative results whereby a learner choose to cry and not responding to what is asked and when a parent is called there is no response”

This statement is an indication of how difficult it is to implement inclusion. It will take time for educators to identify the strengths of learners experiencing barriers

to learning and to accept that this may not be strictly related to academic activities only, but may be emotional as well. From the above, it appears that inclusion is implemented unsystematically. Therefore, this results in learners and educators being unable to identify their areas of strength (competence). They argue that the in-service trainings imparted were insufficient in preparing them for these challenges. It also suggested that educators feel overwhelmed and ill-equipped to deal with challenges facing them.

In order for inclusion to be effective, there needs to be a change in the underlying principles governing inclusive practice and in-service training should be provided constantly. The focus should be on working with one’s strengths rather than in what society believes one should be competent in. A more holistic approach needs to be adopted by schools to meet the needs of learners.

4.2.2.4 Category 4: Impact of Outcomes- Based Education

4.2.2.4.1 Theme 1: Impact of Outcome Based Education

- Assists educators to identify (dis) abilities of learners before being classified as having learning barriers
- Allows all learners to participate in an inclusive environment
- Provides all learners to learn at their own pace

4.2.2.4.2 Theme 2: Support systems needed for inclusive education to be effective

- Establishment of school-based and district assessment teams
- Make capital and human resource available

- Smaller teacher-to-child ratio class size for proper implementation of inclusion programmes

Outcome-based Education allow diversity and is accommodative. Fifteen (15) respondents gave a positive response about how Outcome-based Education will

have an impact on inclusive education. The same number concurs that there is a need of support systems if inclusive education is to become a reality.

The above themes give an indication that educators, in principle, are able to adapt the traditional curriculum to be responsive to different learners' needs. Since teachers are the ones responsible for steering learning processes, their methodology in inclusive classrooms is of crucial importance. The teacher's use of effective teaching strategies, provision of opportunities for learning to take place through several modalities, and implementation of teaching methodology that will be responsive to all learners, reinforces the above.

The above themes emerged, and a number of teachers expressed a need for the establishment of school-based, district assessment teams and support structures. The lack of resources was also cited by some of the participants as impeding the process of restructuring of schools and the implementation of inclusion. It is clear that there is not only a limitation in in-service training, but also a lack of support to educators in implementing the inclusion programme. Therefore, provision should be made with regard to preparation and the in-service training of educators. These sentiments were also expressed in theme 3. There is constant reference to the teacher-to-child ratio, which poses a challenge in implementing the inclusion programme.

From the above responses the researcher can reason that the implementation of the inclusion programme is still at an idealistic level. Its clear implementation strategies, resourcing, support and appropriate development for educators, still need to be established

4.2.2.5 Category 5: Perception regarding the training content facilitated by Central Gauteng Mental Health

4.2.2.5.1 Theme 1: Could not relate

According to the results, 10 of the respondents could not relate their assessment of the training content facilitated by Central Gauteng Mental Health. It can

therefore be construed that participants lack insight and were hence incapable of sharing their experience.

4.2.2.5.2 Theme 2: Helpful

Nine of respondents felt that the training was helpful and sensitised educators in reflecting on their attitudes towards the inclusive programme.

4.2.2.5.3 Theme 3: Further training

There is substantial evidence/trend, which has become apparent throughout the study, regarding the capacitation of educators in inclusive education programmes. The result indicated that the majority (12) of respondents expressed a need for further training, but were not sure about the type of training that will complement their mainstream training. Vaughn and Schumm (cited in Gugushe ,1999) asserted that in a responsible inclusion programme, personnel realised that for teachers and other key personnel to be effective, ongoing professional development is required because many teachers do not feel they have knowledge or skills to appropriately plan for, and instruct learners with disabilities. This professional development may include educational programmes such as workshops, mini-courses, as well as innovative ways to enhance professional development, which include teacher- to- teacher mentor programmes.

4.3 CONCLUSION

Inclusion is still a new concept in South Africa. The research findings in this chapter reflect a number of issues which need to be addressed in the implementation of the inclusive education programme.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This is the final chapter of the study. It presents the conclusion and recommendations based on the findings explored. The aim of the study was to explore the dilemmas teachers are faced with in implementing the inclusion programme in mainstream schools around Daveyton, with the intention of determining the extent to which the inclusion programme objectives were implemented.

The objectives of the study were as follows:

- To conduct a literature review and present an overview of the policy and model of inclusion. This overview is essential as a foundation in explaining the policies of implementation of inclusion programmes and different models.
- To explore barriers that teachers are experiencing in implementing the inclusion programme in mainstream schools. This will assist in modifying the inclusion programme and the policy.

The focus of the study was explorative, using a qualitative research approach. The researcher included nineteen teachers who were trained in the inclusion programme. These teachers were interviewed using open-ended questions as

means of collecting data. From the findings it is clear that the objectives of the study have been achieved as concerns raised by the educators gives an indication of barriers that hampered the implementation of the inclusion programme in mainstream schools.

5.2 CONCLUSION

The participants in the previous chapter revealed that they have no objection to implementing the inclusion programme, but felt that more training, support

services, small class sizes, and resources need to be available for successful implementation.

5.2.1 Lack of training for educators

The lack of training of educators in the implementation of inclusion programmes was highlighted as a concern in the research findings. As systems become more inclusive, professional development is particularly important because of the major new challenges that face ordinary school teachers – who have to respond to a greater diversity of student needs – and special educators...” (UNESCO, n.d, p.42). Significant attention need to be directed to the ongoing staff development of educators focusing on the practical/common understanding of the inclusion policy, identifying learners with special needs and how to deal with challenges in a classroom, team building for emotional support of educators, and adaptation of the curriculum to meet the needs of different learners. These will enhance the capacity of educators in dealing with learners with special needs. The development of the teaching force is therefore, crucial, particularly in countries where other kinds of resources are relatively scarce.

5.2.2 Lack of resources

From the research findings, the lack of resources was also cited by participants as a concern in implementing inclusion programmes. Resources must be provided for successful inclusion. Vaughn and Schumm (cited in Gugushe, 1999) stated that responsible and successful inclusion programmes require considerable resources, including time for planning, material/teaching aids, and support personnel that might be necessary. Involvement of multidisciplinary teams is of

crucial importance in providing support structures in various fields of expertise to parents, learners and educators. This approach will assist parents, learners and educators to deal with their emotional needs, as well assisting educators in meeting challenges presented by learners in their classrooms.

5.2.3 Teacher-to-pupil ratio

According to Wedell (2005) the reality of teaching large class sizes with few resources, leads to great pressures in terms of teaching and learning. The

research findings highlighted concerns regarding the teacher-to-pupil ratio. Participants felt that inclusion is only possible with small class sizes. These will enable teachers to provide proper attention to each learner, and furthermore, it will allow for diversity and enriching of all learners.

The findings of this study are similar with those of Engelbrecht et al (2006) in their study on the Index for Inclusion which pointed out concerns such as the need for formalised school policies, inadequate learning support in the classroom, lack of resources, as well as large class sizes which teachers had to cope with. Furthermore, parental and community non-involvement was also found as a barrier in the implementation of inclusion.

The findings are also similar with those of Schimper (2005). In her study on the attitudes and implementation of inclusion, she highlighted a number of difficulties/concerns with implementing inclusive education. These included the need for pre-service and in-service training, having support and providing appropriate resources.

5.3 RECOMMENDATIONS

- With the inclusion programme being a new concept in South Africa, investigations on the type of training needed by educators in ensuring successful implementation will be beneficial. Educators presently working with learners with special needs can be utilised to share their experiences and teaching

methodologies followed in their classroom, as well as sharing their expertise in dealing with learners with special needs.

- Most of the studies on inclusion focus on international success. It will be more rewarding if further research could be done in local schools looking at the common understanding of educators in implementing the policies, strategies and approaches of effective inclusion.

- The aspect of costs involved in inclusion was expressed as a concern for educators stipulating resources, support services, training, and class size as being imperative in the successful implementation of inclusion. It is therefore recommended that research should be conducted on the practical costs in implementing inclusion in mainstream schools. The research will need to look at stakeholders who should be involved in steering the process, as well as the costs involved.

5.4 SUMMARY

Over the past 14 years, there has been a remarkable development in policies and practices aimed at meeting special education needs in the promotion of inclusion and this has to be acknowledged and celebrated. However, the basic dilemmas mentioned in this chapter still remain. These are some of the challenges the Department of Education will be faced with if it is to continue to deliver what seems to be a most useful contribution to the improvement of education in this country.

The concept of inclusion is a meaningful goal to be pursued in our schools and communities. With appropriate support, resources and training of educators, effective implementation is possible. Furthermore, the implementation of the recommendations as stipulated above, could contribute towards a common

understanding of the inclusion policy, strategies and approaches by all stakeholders, as well as to the provision of support services and necessary resources.

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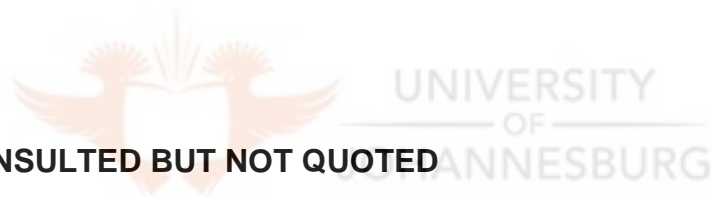
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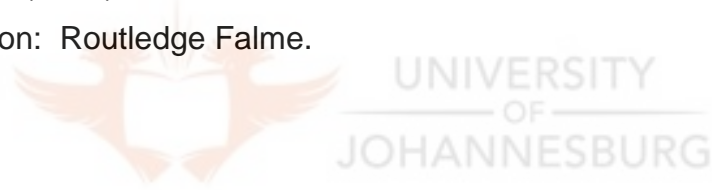
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ANNEXURE A

QUESTIONNAIRE

BACKGROUND INFORMATION

Respondents Name :

Years of experience :

Highest Qualification :

1. What is your awareness of inclusive education prior to Central Gauteng Mental Health training?
2. What is your understanding of inclusive education?
3. What is your understanding of the inclusion policy?
4. What is the role of Gauteng Department of Education and Parents in implementing the inclusion programme?
5. What are the responsibilities of educators in implementing the inclusion programme?
6. What type of learning barriers have you identified from learners?
7. What is your experience in implementing the inclusion programme?
8. What type of remedial intervention do you render to learners with intellectual disability?
9. What impact does Outcome Based Education have in inclusive education?
10. What kind of support systems is needed for inclusion programme to be effective?
11. What is your perception regarding the training content facilitated by Central Gauteng Mental Health Society?
12. What additional skills and knowledge do educators need in implementing the inclusion programme?



ANNEXURE B

24 March 2006

Dear Madam/Sir

**RESEARCH ON THE DILEMMAS EDUCATORS ARE FACING IN
IMPLEMENTING THE INCLUSION PROGRAMME**

My name is Lindiwe Khoele a Social Worker from Central Gauteng Mental Health Society and a postgraduate student. I am conducting a survey concerning the implementation of inclusion training programme facilitated by Central Gauteng Mental Health Society in Daveyton during 2000. This is in partial fulfillment of my MA studies at the University of Johannesburg (Rau).

I have prepared an interview, using open-ended questions, which will help me obtain relevant information from you. The information obtained will be treated with strict confidentiality.

I could greatly appreciate a small amount of your time and input on this important issue. Please feel free to express your opinions openly.

Thank you for your assistance

Sincerely



Lindiwe Khoele
Social Worker (Researcher)

