CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE.

BY

MASHILE LAURIEL

Mini-dissertation submitted in partial fulfilment of the requirements for the degree of

MASTER OF PUBLIC ADMINISTRATION

in the

FACULTY OF MANAGEMENT SCIENCES AND LAW

at the

UNIVERSITY OF LIMPOPO
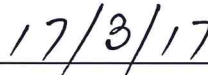
SUPERVISOR: PROF X.M. LETHOKO

2017

DEDICATION

This study is dedicated to my late mother Lesie Bakgotsie, my wife, Julliah Balebatsie and my children Viola, Temosho and Motheo, for being there for me throughout the study period. Your continuous support, encouragement and motivation helped to bring out the best in me.

DECLARATION

I declare that the **CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL SERVICE PRIMARY SCHOOLS OF THABA CHWEU MUNICIPALITY** hereby submitted to the University of Limpopo, for the degree of Master of Public Administration has not been previously submitted by me for a degree at this or any other university; that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

_____
MASHILE LAURIEL

_17/3/17_
DATE

ACKNOWLEDGEMENTS

I want to express my gratitude to the following people for their contribution, support and assistance in the completion of this project:

- The Almighty God who provided me with the courage and energy to continue with the studies even when the going was tough.
- Dr Mankolo Lethoko, my supervisor and Acting Director of Turfloop Graduate School of Leadership, who guided and motivated me through this study. Her prompt responses and guidance to marked chapters were a great motivation. Like I always told her, she was God-sent.
- The District Director of Bohlabela Education District, Ms LN Goba, as well as the principals of all the schools in which the research was conducted, for granting me the permission to conduct the research.
- All the educators who participated in the study by responding to research questionnaires and interviews.
- Lesie Bakgotsie Mashile, my late, dear mother who provided for my basic education.
- Balebatsiye Jullia Mashile, my wife, and my children Viola, Temosho and Motheo, for their support and patience throughout the study.
- My friends, Joe Motene, Rebecca Letsoalo and Phillipine Modika who provided assistance, encouragement and support during the entire study period.

ABSTRACT

Keywords: Implementation, full-service school, challenges, inclusive education.

Inclusive education is about realising that all learners can learn and accepting that the learners learn at different paces. During the learning process, some of the learners experience some obstacles which make learning difficult. These types of learners must be accommodated at the same schools and supported to achieve expected outcomes. This type of schools is referred to as full-service schools. They are ordinary mainstream schools that have been intentionally modified to accommodate learners with different disabilities, are equipped and supported by the Department of Education to provide for the full range of learning needs amongst all learners.

The purpose of this study was to investigate the challenges in the implementation of inclusive education in full-service primary schools in Thaba Chweu Municipality, Mpumalanga Province. The objectives of the study were the following:

- To identify the challenges experienced by full-service primary schools when implementing inclusive education.
- To identify and assess the systems put in place for the successful implementation of inclusive education

The study had a population of 60 participants. 50 participants completed questionnaires while the other 10 participants were engaged in face-to-face interviews. The questionnaires were administered to educators at the schools. Interviews were also conducted with the principals and the SBST coordinators of the schools. The study showed that teacher qualification, overcrowding, insufficient funding, lack of resources and in-service training are some of the major challenges experienced by these schools. It further revealed that most of the school-based support teams are not aware of their roles and responsibilities.

From the study, it can be concluded that schools are inadequately funded. Most of the schools are overcrowded, denying educators and learners one-on-one sessions. The SBSTs are not well composed as they do not have healthcare professionals. The school buildings are not accessible to learners in wheelchairs as they have no ramps nor railings.

The study recommended that funding for full-service schools must be prioritised and not be based on the current funding model. In-service training for teachers on a continuous basis has also been recommended. It has also been recommended that educators must be informed of the departmental strategy on screening, identification, assessment and support so that they are able to identify learners with barriers at an early stage. In the study, it has also been recommended that the department of education revise the post-provisioning model for full-service schools and reduce the learner/educator ratio to, at most, 15:1.

LIST OF ABBREVIATIONS

AIDS –	Acquired Immuno Deficiency Syndrome
CAPS -	Curriculum, Assessment and Policy Statement
DBST –	District-Based Support Team
DDG –	Deputy Director General
DOE –	Department of Education
EWP6 –	Education White Paper 6
FSS –	Full-Service School
HIV –	Human Immunodeficiency Virus
IE –	Inclusive Education
MOET -	Ministry of Education and Training
NCS –	National Curriculum Statement
NDS –	National Disability Strategy
OBE -	Outcomes-Based Education
RNCS -	Revised National Curriculum Statement
SAHRC –	South African Human Rights Commission
SBST –	School-Based Support Team
SIAS –	Strategy on Screening, Identification, Assessment and Support
SNE –	Special Needs Education
SPSS -	Statistical Programme for the Social Sciences
UDHR –	Universal Declaration of Human Rights
UN –	United Nations
UNESCO –	United Nations Educational, Scientific and Cultural Organisation

UNICEF –   United Nations Children's Education Fund

USA   -   United States of America

WEF –   World Economic Forum

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER ONE

GENERAL ORIENTATION OF THE STUDY

CHAPTER TWO

LITERATURE REVIEW

CHAPTER 5

SUMMARY OF RESULTS, CONCLUSION AND RECOMMENDATIONS

A. Request to conduct research

B. Sample letter to schools requesting permission to conduct research

C. Permission from the District Director to conduct research

D. Assurance of anonymity

E. Sample interview schedule questions

F. Sample completed questionnaire

G. Certificate from language editor

CHAPTER 1

GENERAL ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

Historically, people with disabilities were often placed in hospitals, asylums or other institutions that provided little, if any, education (Trembley 2007:2). This became a global concern and scholars were prompted to come up with strategies for assisting learners with disabilities. In 1578 Leon of Spain created the first documented experience of education for deaf children and in 1829 Louis Braille invented Braille writing to cater for blind learners (Trembley 2007:2). The plight of learners with disabilities was further fortified by the adoption of the Universal Declaration of Human Rights in 1948; the UN Convention on the Rights of the Child in 1989; the World Declaration of Education for all in 1990 and the Dakar Framework for Action in 2000. The following declarations re-affirmed the right to education of every individual, including learners with disabilities: Article 26(1) of the United Nations Universal Declaration of Human Rights 1948, Article 3 (1) of the World Declaration on Education for All 1990, Article 23 of the United Nations Convention on the Rights of the Child 1989.

In South Africa the National Department of Education promulgated the Education White Paper 6: Special Needs Education, hereinafter referred to as 'White Paper 6'. This policy stipulated that all learners with learning and physical disabilities shall be taught in ordinary public main-stream schools. The department then randomly selected public main-stream schools in all districts to teach those learners who were confronted with barriers in achieving teaching and learning outcomes. These schools, referred to as 'full-service schools', were to be provided with adequate and relevant resources and infrastructure that would be accessible to all learner types. The curriculum at the full-service schools was also to be adapted and modified to suit all learners. Furthermore, teachers were to be trained and capacitated extensively on how to assist the learners with achieving the teaching and learning outcomes (DoE 2001:26).

The Mpumalanga Province, one of the nine provinces in South Africa, also adopted this policy in 2001. There are 140 full-service schools in the province and 40 of them are in Bohlabela District. Of the 40 schools in this district, 5 are in the Thaba Chweu Municipality.

1.2 PROBLEM STATEMENT

Although White Paper 6 represents a major step forward in the transformation and democratisation of the South African education system, it is often asked whether educators in the classroom are prepared and ready for inclusive education. Since 1994, a number of curricular changes have taken place in South Africa. In 1997 Curriculum 2005 was introduced, followed by the Revised National Curriculum Statement in 2002; the National Curriculum Statement in 2007 and the Curriculum, Assessment and Policy Statement in 2012. All these changes were implemented too hastily and without adequate teacher training. The fear, therefore, exists that the same mistakes may be made with inclusive education (Hay 2001:213).

The same educators who taught at ordinary public schools continue to teach at full-service schools. It could therefore be expected that full-service schools will face many challenges in addressing the needs of those learners who are experiencing barriers (DoE 2002b:35). Ferreira (2001), in Retief (2006:10), explains that many educators from ordinary schools are uncertain about, and lack knowledge of, how to address the needs of learners experiencing barriers to learning.

A learner in Witbank was refused readmission at St Thomas Private School because of her physical disabilities (SAHRC 2015). This in itself points to the fact that there may be other learners who are experiencing the same problems in full-service schools. When asked for a comment on the number of learners who had dropped out of school in 2014, the spokesperson of the Mpumalanga Department of Education, Jasper Zwane, indicated that the Department would increase the number of special schools in the province (Hes 2014). Special schools are resource centers for full-service schools. Deciding to increase the number of special schools is an indication that the full-service schools may be experiencing some challenges.

It is against this background that the researcher undertook to conduct a thorough analysis of the challenges that Full-Service schools may be facing in implementing inclusive education.

1.3 MOTIVATION/RATIONALE FOR THE STUDY

White Paper 6 requires that the causes and effects of learning difficulties in ordinary classes of mainstream education should be addressed (DoE 2001:26). While extensive research has been conducted on inclusive education in general, there is limited research on inclusive education in full-service schools. The challenges faced by full-service schools in the implementation of the policy have not been addressed.

There is a limited study of this nature carried out in the Bohlabela District, Thaba Chweu Municipality. The study will therefore highlight the challenges that are faced by the full-service schools in implementing White Paper 6 in this municipality.

1.4 SIGNIFICANCE OF THE STUDY

The study aims to help the National Department of Education to assist full-service schools in implementing the inclusive education policy, not only in Mpumalanga, but in other provinces as well. The present study also intends to assist in improving the retention of learners in the education system, particularly those learners who are prone to dropping out.

The study also aims to help policy-makers to identify gaps in policy formulation and policy implementation and to enable them to close the gaps. It also aims to alert administrators to think about what could be constructed in schools to accommodate people with different disabilities. The study aims to contribute to the body of knowledge by serving as a source of reference on inclusivity in full service schools.

1.5 AIM OF THE STUDY

The aim of the study is to assess the challenges in the implementation of inclusive education in full-service schools in the Thaba Chweu Municipality of Bohlabela District, Mpumalanga Province.

1.6 RESEARCH OBJECTIVES

The objectives of this study are the following:

- To identify the challenges experienced by full-service primary schools when implementing inclusive education.

- To identify and assess the systems put in place for the successful implementation of inclusive education.

1.7 RESEARCH QUESTIONS

According to Strydom and Delport (2005:32), a research question should be related to the goals, objectives and hypothesis of the study. The researcher will use the research objectives and frame the research questions as follows:

- What are the challenges faced by full-service primary schools in the implementation of inclusive education?
- What are the systems put in place for the successful implementation of inclusive education?

1.8 LITERATURE REVIEW

Teacher capacity is influenced in two stages. The first stage is during the initial teacher training while the second stage is when the teacher is teaching at a school. The Draft White Paper (DoE 2000) acknowledges that the development of appropriate and necessary capacities and competencies at all levels of the system should receive priority.

Kieron (2008:134) indicates that an education system has to start from an acknowledgement of the diversity of learning needs amongst all children and young people. Children learn at different paces and have different capabilities and talents. It is therefore important that educators use different teaching methods and approaches when teaching learners with different capabilities. Landsberg (2005:5) points out that teacher training qualifications are divided between those which served the needs of 'ordinary learners' in general classes, and those which focused on providing trainees

with 'special' skills to teach in specialised settings. This means that special educators and other professionals are the only knowledgeable ones in assessing, identifying and treating the learner's disability.

Pijl and Meier, in Vogel et al. (2006:3), maintain that inclusive education can only be successful if the attitude of teachers is positive towards all learners and when they have sufficient support and resources to teach all learners. Thomas and Feiler (1988), in Mbelu (2011:4), indicate that educators who teach learners who have barriers to learning require specialised training. Basic professional training that is at the entry level, must prepare the educator to respond to a wide range of learners' needs. Mbelu (2011:5) believes that educators need to be trained to work with one another, as well as with other professionals such as occupational therapists, physiotherapists, social workers, other specialists and parents for the benefit of the learners who experience barriers to learning in main-stream schools.

Teachers need adequate learning support materials and assistive devices appropriate for the needs of learners with disabilities (Landsberg et al. 2005:61). This means that schools must be well-resourced in order to be able to implement Inclusive Education. As stated by Dryfoos (1994:8), full-service schools attempt to integrate programmes such as health care, mental health services, parent education, or afterschool care into the school-wide change process. The school becomes a locus of community organisation and services rather than solely a place for academic instruction. According to Landsberg et al. (2005:5), learners were previously assessed for their strengths and weaknesses and diagnoses made for their placement in specialised environments, and were labelled. Learners who did not 'fit into' the existing education programmes were moved to special schools or classes, in order to 'fix' them and alleviate their differences. Such education aimed to offer the learner a special curriculum and interventions by specialist staff or experts that were aimed at removing or alleviating the deficiencies from within the child.

1.9 DEFINITION OF CONCEPTS

1.9.1 Inclusive education - Engelbrecht (2001:4) defines inclusive education as educational policies and practices that uphold the right of learners with disabilities to belong and learn in mainstream education. Vogel (2006:2) defines inclusive education as 'the practice of including everyone- irrespective of talent, disability, socio-economic background or cultural origin- in supportive mainstream schools and classrooms where all learners' needs are met.

1.9.2 Full-service schools – Mbelu, (2011:10) defines full-service schools as ordinary public main-stream schools that have been intentionally modified to accommodate learners with different disabilities, are equipped (with required personnel and material) and supported by the Department of Education to provide for the full range of learning needs amongst all learners.

1.9.3 Special schools - Mbelu (2011:11) defines special schools as schools that have been designed to accommodate only those learners with disabilities. A special school has specialised skills available among its staff and has developed learning materials to specifically assist learners who have impairments.

1.9.4 Barriers - Landsberg (2005:27) defines barriers as obstacles or circumstances that keep people or things apart; it prevents communication and bars access to advancement. It forces educators and education policy-makers to take cognisance of the changing social issues that impact on successful learning and teaching.

1.9.5 School Based Support Team –This is the structure that is responsible for the day-to-day running of the school and for putting the school's policies into operation. The school-based support team is also responsible for working out how the school can best be categorised to bring about the vision of the school community (DoE 2000:8).

1.10 CHOICE AND RATIONALE OF RESEARCH DESIGN

A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the study. McMillan and Schumacher (2007), in Tshifura (2012:104), define research design as a plan according

to which relevant data are to be collected. The researcher may follow either qualitative, quantitative or both designs to gather information. Qualitative design, according to Scram (2003:7), allows researchers to find their strengths in the opportunities made possible by being there and getting close to people and circumstances, either through physical proximity and participation over time or in the social sense of shared experiences, empathy and confidentiality. This is also emphasised by Woods (1999:3), who maintains that qualitative researchers prefer fairly lengthy and deep involvement in the natural setting in order to understand the complexity of social life in its range and variability.

Quantitative research is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. Depending on the research questions, participants may be randomly assigned to different treatments. If this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control their influence on the dependent, or outcome, variable. For the purpose of this study, the researcher followed both qualitative and quantitative research approaches. The researcher used both questionnaires and personal interviews to collect data from participants at their places of work. A self-administered questionnaire is less time consuming and less expensive than other forms of questionnaires and allows for an immediate clarification of any doubts in the responses (Strydom and Delport 2005:168). Tutty, Rothery and Grinnell (1996:52) indicate that personal interviews are one of the methods that can be used to collect qualitative data from participants.

1.11 STUDY AREA

The study area will be full-service schools in Bohlabela District, Thaba Chweu Municipality, in Mpumalanga Province. Thaba Chweu is a municipality comprising of three small towns. They are Graskop, Sabie and Lydenburg. Bohlabela District is located in Bushbuckride District Municipality.

1.12 POPULATION

The Bohlabela District Office of Education comprises of 40 full service schools located in Bushbuckridge and Thaba Chweu Municipalities. In Thaba Chweu Municipality there are 42 schools of which 5 are full service schools with a population size of 181 educators. However, for this study all 5 full service schools with their population of 68 educators will be considered.

1.13 SAMPLE, SAMPLING METHODS AND SAMPLE SIZE

A sample is representative of a population where elements in the sample have been selected from a sampling frame listing everybody in the population (Durrheim 2006:132). A researcher usually chooses between either comprehensive sampling or purposeful sampling. McMillan and Schumacher (2001:401) in Landbrook (2009:77) state that in purposeful sampling there is a deliberate choice of an informant due to the qualities the informant possesses. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.

For the purpose of this study, all five full-service schools in the municipality will be included in the sample. From each of the five schools, the principal as well as the coordinator of School-Based Support Team will be interviewed. A total of ten (10) individuals will be interviewed. Ten (10) educators from each of the five schools will be sampled randomly and given questionnaires, bringing the total number of educators to be given questionnaires to fifty (50). The total number of participants in the research will be sixty.

1.14 DATA COLLECTION

For the purpose of this study the following will be used to collect data: a combination of semi-structured interview schedule for face-to-face interviews, questionnaires and observation. Interviews have the distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. The

interview allows the researcher to clarify ambiguous questions and seek follow-up information. Disadvantages include impracticality when large samples are involved and they are time consuming and expensive (Leedy and Ormrod 2001). Semi-structured interviews will be conducted with the principals of each of the five sampled schools as well as with the co-ordinator of the school-based support team.

The researcher will also use constructed questionnaires that will be administered to educators at each of the five full-service schools. Observation is a fundamental way of finding out about the world around us. The researcher will also conduct an observation of the school buildings to check whether they comply with the prescriptions outlined in the policy of inclusion.

1.15 DATA ANALYSIS

When the researcher has interviewed all the respondents and collected all questionnaires from the participants, he will analyse the data. According to Shamoo and Resnik (2003), in Kaseke (2011:64), data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense and recap, and evaluate data. Various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data".

In this study completed questionnaires were analysed through an excel spreadsheet. This was then be transformed into numbers and percentages that were used to construct graphs and tables. Data from interviews were analysed through content analysis. McMillan and Schumacher (1997:500-3) confirm that qualitative data analysis takes the form of written language. Related topics were written in one category and the results presented in a descriptive form. The data were coded into categorical labels or themes. Similar phrases, patterns, relationships and commonalities were identified from the themes and sorted. Sorted materials were examined and meaningful patterns isolated. Identified patterns will be considered to establish sets of generalisations (Berg 2012).

1.16 ETHICAL CONSIDERATIONS

The researcher will consider the following ethical issues during the research process:

Getting permission from senior management

The research will be conducted in schools in the Bohlabela Education District. The research will be conducted during working-hours and will definitely disturb the participants in their daily school work activities. The researcher will therefore request the permission of the District Director to conduct the research.

Consent

The researcher will request participants' consent for their participation in the research. The respondents of the questionnaires and participants of interviews will be requested to give their written consents in the form of signed letters.

Anonymity and confidentiality

The researcher will not disclose the identity of the participants for fear of victimisation by their supervisors. The participants will therefore be assured that their identity will not be disclosed. The participants will also be assured that their responses will be kept confidential. The names of the schools where the research will take place will also not be revealed.

Voluntary participation

Respondents will be allowed to exercise their right to be part of the research. Respondents will also be informed that they may withdraw from participation at any time, should they wish to do so.

1.17 OUTLINE OF THE DISSERTATION

The research dissertation will be outlined in the following chapters:

Chapter One: Orientation of the study

This chapter will deal with the introduction to, and background of, the problem. It will also include the statement of the problem, significance of the study, rationale for the study, aims and objectives of the study, research questions, definition of concepts, outlining of chapters and the conclusion.

Chapter Two: Literature Review

This chapter will highlight the literature study of the objectives of the study. It will indicate what other researchers are saying about capacity in the workplace, the need to put systems in place and the importance of skills in the successful implementation of policies and other tasks.

Chapter Three: Research Methodology

This chapter will comprise of the research design and methodology, study area, population and population size, sample, sample methods and sample size, data collection and data analysis.

Chapter Four: Data presentation, analysis and interpretation

This chapter will present data from the respondents. It will also present an analysis of the research findings as well as the interpretation of the findings. The findings will indicate whether the research questions have been answered or not.

Chapter Five: Summary, recommendations and conclusion

This chapter will deal with the conclusion based on research findings and will suggest recommendations.

1.18 RESEARCH LIMITATIONS

The study will be conducted in five schools in Thaba Chweu Municipality. The research results cannot, therefore, be used to generalise for the whole of Bohlabela Education District and Mpumalanga Province.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights in Paris. This declaration stressed the rights of children with disabilities to education. The right to education was further fortified through the adoption of other declarations like the Convention against Discrimination in Education (1960), the Dakar Framework for Action (2000), World Declaration on Education for All (1990), Convention on the Rights of the Child (1989), Convention on the Elimination of all forms of Racism (1965).

In South Africa (SA), the National Department of Education introduced the Education White Paper 6: Special Needs Education - Building an Inclusive Education and Training System in 2001. This policy became commonly known as Inclusive Education and caters for the needs of learners with barriers to learning. As the South African Department of Education moves to strengthen and support the implementation of inclusive education, identifying and addressing the challenges experienced are very important. This study will attempt to identify the global challenges of implementing inclusive education. It will culminate in highlighting the South African challenges of implementing inclusive education.

2.2 LEGISLATIVE FRAMEWORK - INTERNATIONAL

2.2.1 Universal Declaration of Human Rights (1948)

The Universal Declaration of Human Rights (UDHR) is a declaration adopted by the United Nations General Assembly on 10 December 1948 in Paris. The Assembly called upon all member countries to publicise the text of the declaration and to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories. Article 26 of the declaration is concerned with the right to education. It indicates that children have the right to go to school and schooling should be free. The

children should be able to learn a profession or continue with their studies as far as they can. At school they should be able to develop all their talents and to learn to respect others, irrespective of their race, religion or nationality (UN 1948: Article 26). This article stresses that even children with disabilities have a right to education.

Current statistics show that in South Africa, only about 64,200 learners with disabilities or impairments are accommodated in about 380 special schools. This indicates that, potentially, 280,000 learners with disabilities or impairments are unaccounted for (DoE 2001:9). From this one can deduce that the disabled learners are either refused admission to ordinary schools or are kept at home because of their disabilities. The National Disability Strategy (2001) condemns the segregation of persons with disabilities from the mainstream of society. It emphasises the need for including persons with disabilities in the workplace, social environment, political sphere and sports arenas (DoE 2001:10). Refusing to admit learners with disabilities or keeping them at home denies them the right to learn, which in itself is a challenge.

2.2.2 Convention against Discrimination in Education (1960)

This convention was adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) at its eleventh session in Paris on the 14th December 1960. In terms of Article 3 of this convention, State Parties undertook:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education.

(b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals (UNESCO 1960: Article 3).

The South African Human Rights Commission (SAHRC) (2010) reported that a girl in Witbank was refused admission to a high school because of her disabilities. The school in question discriminated against the learner on the basis of disability. This shows that there may be a challenge to other disabled learners being refused admission to schools.

2.2.3 International Convention on the Elimination of All Forms of Racial Discrimination (1965)

This was adopted by the United Nations General Assembly in December 1965. In this Convention, State Parties undertook to prohibit and eliminate racial discrimination in all its forms and to guarantee that everyone, irrespective of race, colour or ethnic origin, to equality before the law. Article 5 (e) (v) indicates education as one of the rights that is protected in this convention (UN 1965: Article 5 (e) (v)].

Prior to 1994, specialised education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites (DoE 2001:5). The possibility therefore exists that some of the full-service schools may be resourced along racial lines.

2.2.4 Convention on the Elimination of All Forms of Discrimination against Women (2000)

This convention was adopted by the United Nations General Assembly in August 2000. State Parties undertook to take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights with men in the field of education (UN 2000:91). The State Parties also undertook to ensure the following:

a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas. This equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

c) The elimination of any stereotyped concept of the roles of men and

d) women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods

e) The same opportunities to benefit from scholarships and other study grants;

f) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

g) The reduction of female student drop-out rates and the organisation of programmes for girls who have left school prematurely;

h) The same opportunities to participate actively in sports and physical education;

i) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning (UN 2000:91).

The South African Human Rights Commission reported that a disabled girl in Witbank was refused admission to a high school. The school in question discriminated against the learner on the basis of disability. This means that some learners could be denied admission to full-service schools on the basis of gender and disability.

2.2.5 Convention on the Rights of the Child (1989)

In 1989, The United Nations held a convention on the rights of children. This Convention is an internationally recognised agreement between nations which establishes a comprehensive set of goals for individual nations to achieve on behalf of their children. These goals (articles) discuss how governments and international organisations like UNICEF should work to ensure children are protected in their rights.

Article 28 states that "all children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable" (UN 1989: Article 28).

Denying learners with disability admission to schools is tampering with their right to learn. This in itself is a challenge which may be imbedded in full-service schools.

2.2.6 World Declaration on Education for All (1990)

The World Declaration on Education for All, adopted in Jomtien, Thailand (1990), sets out an overall vision: universalising access to education for all children, youths and adults, and promoting equity. This means being proactive in identifying the barriers that many be encountered in accessing educational opportunities and identifying the resources needed to overcome those barriers (UNESCO 2009:8).

The purpose of this study is in line with this declaration in that it seeks to identify the challenges in full-service schools and to suggest recommendations for dealing with the identified challenges.

2.2.7 Dakar Framework for Action (2000)

In April 2000, the World Education Forum adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. In doing so the participants reaffirmed the vision of the World Declaration on Education for All which was adopted in 1990 in Jomtien, Thailand. The Dakar Framework is a commitment to action in which Governments have an obligation to ensure that Education for All goals and targets are reached and sustained. Through this framework, it was re-affirmed that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term. Section 3 indicates that it is an education that is geared to tapping each individual's talents and potentials and developing learners' personalities so that they can improve their lives and transform their societies (UNESCO 2000:8).

2.2.8 Convention on the Rights of Persons with Disabilities (2007)

The South African Government ratified the Convention in 2007. This places an obligation on the South African Education system to recognise the right of persons with disabilities to education, and to realise this right through providing equal opportunity to life-long learning for all in an inclusive education system at all levels without discrimination (See Article 24 of the Convention). The Convention further places an obligation on Governments to ensure that persons with disabilities are not excluded from the general education system on the basis of disability and that they can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live (UN 2007:17).

Some institutions still refuse learners admission on the basis of their disabilities. The case of a learner in Witbank mentioned earlier on is a practical example. Admission of learners with disabilities may be a challenge in full-service schools.

2.2.9 Policy Guidelines for Inclusion in Education (2009)

These guidelines were developed in Paris, France, in 2009 by the United Nations Education, Scientific and Cultural Organisation (UNESCO). The objectives of these

Guidelines are to assist countries in strengthening the focus on inclusion in their strategies and plans for education, to introduce the broadened concept of inclusive education and to highlight the areas that need particular attention to promote inclusive education and strengthen policy development (UNESCO 2009:7). The guidelines indicate that the success of creating inclusive education as a key to establishing inclusive societies depends on agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice. It further states that the move towards inclusion is a gradual one that should be based on clearly articulated principles that address system-wide development and multi-sectoral approaches involving all levels of society. The barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media (UNESCO 2009:14).

The guidelines prescribe the following important steps (UNESCO 2009:14):

a) Carrying out local situation analyses on the scope of the issue, available resources and their utilisation in support of inclusion and inclusive education.

b) Mobilising opinion on the right to education for everybody.

c) Building consensus around the concepts of inclusive and quality education.

d) Reforming legislation to support inclusive education in line with international conventions, declarations and recommendations.

e) Supporting local capacity-building to promote development towards inclusive education.

f) Developing ways to measure the impact of inclusive and quality education.

g) Developing school- and community-based mechanisms to identify children not in school and finding ways to help them enter school and remain there.

h) Helping teachers to understand their role in education and that inclusion of diversity in the classroom is an opportunity, not a problem (UNESCO 2009:14).

Identifying the challenges of implementing inclusive education is more or less the same as measuring the impact of inclusive education. The policy guidelines are therefore consistent with the research topic.

2.3 LEGISLATIVE FRAMEWORK - LOCAL

2.3.1 Constitution of South Africa (1996)

The Constitution of South Africa was promulgated in December 1996. Chapter 2 of the constitution deals with the Bill of Rights. Section 29, subsections (1) and (2) deal with the right to education. These subsections indicate that everyone has the right to a basic education, including adult basic education. The sections further state that everyone has the right to receive education in the official language of their choice in public institutions.

Learners with disabilities have a right to education too. Full-service schools must admit these learners. Once they deny them this right it means there are challenges which need to be identified and addressed.

2.3.2 Education White Paper 6: Special Needs Education. Building an Inclusive Education and Training System (2001)

Prior to 1994, education in South Africa was provisioned along racial lines. In 2001, the Ministry of Education outlined its commitment to the provision of educational opportunities for those learners who experience or have experienced barriers to 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, through the promulgation of Education White Paper 6: Special Needs Education. Learners experiencing moderate barriers to learning will remain in mainstream schools (DoE 2001:6).

The Ministry of Education, in collaboration with the provincial departments of education, will designate and convert 500 primary schools throughout the country into what are called 'full-service' schools. These schools will be equipped and supported to provide for a greater range of learning needs. They will also be assisted to develop their capacity to provide for the full range of learning needs and to address barriers to

learning. The support they will receive include physical and material resources, as well as the professional development of staff. They will also receive special attention from the district support teams so that they can become beacons of the evolving inclusive education system. Special attention would be paid to developing flexibility in teaching practices and styles through training, capacity building and the provision of support to learners and educators in these schools (DoE 2001:22-23).

White Paper 6 also outlines the role of Special Schools. Those learners who require intense levels of support will receive these services from special schools since mainstream schools will be unable to provide for them. The new roles for these schools will include providing particular expertise and support, especially professional support in the curriculum, assessment and instruction, as part of the district support team to neighborhood schools, especially 'full-service' schools. This role also includes providing appropriate and quality educational provision for those learners who are already in these settings or who may require accommodation in settings requiring secure care or specialised programmes with high levels of support. The special schools will also serve as resource centers for both full-service schools and the district based support team (DoE 2001:21).

This is the policy that is paving the way for inclusion. It stresses that the full-service schools must be well equipped with resources. They must also be supported by district-based support teams. Teaching practices and styles at these schools must also be flexible. The research topic is based on the challenges that full-service schools face when implementation this policy.

2.3.3 Conceptual and operational Guidelines for Full-Service/Inclusive Schools (2005)

In 2005 the Department of Basic Education introduced the operational guidelines for full-service/inclusive schools. Through these guidelines the Department aims at setting criteria for schools, districts and provinces against which to measure their progress towards inclusion. The guidelines also incorporate incentives for schools to become inclusive, as a form of rewarding excellence (DoE 2005).

The guidelines provide the following:

a) Principle and ethos of full-service schools -Full-service schools seek to embrace the vision of a society for all, based on the United Nations Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities. They celebrate diversity through recognising potential, increasing participation, overcoming and reducing barriers, and removing stigmatisation and labelling. They seek to adopt a holistic, flexible and accommodative approach to development and to uphold a spirit of collaboration among all members of the school community as well as reaching out to various stakeholders around the school. They nurture a philosophy that is underpinned by inclusion principles. Educators and parents recognise that all learners have the potential to learn. All educators have skills and knowledge that they can and should use to support one another in ensuring the success of all learners (DoE 2009:7).

b) What full-service schools should look like - A full-service/inclusive school should be equipped and supported to provide for a broad range of learning needs. As needs and barriers to learning vary, it is obvious that full-service schools have to develop capacity and potential in a targeted fashion. A full-service/inclusive school may not necessarily have all forms of learner support in place, but it should have the potential and capacity to develop and provide them. The full-service/inclusive school aims at inclusion in the way it is organised with regards to structure, policies, practices, pedagogy and culture. They should critically examine what can be done to increase learning and participation in curricula, communities and cultures, and to address and remove various barriers that hamper learning from the perspective of these factors. Full-service/inclusive schools understand that barriers to learning are not only intrinsic to learners, but can also be cultural and systemic. Furthermore, full-service/inclusive schools should have additional support programmes and structures for teaching and learning. They also make efforts to ensure that all children of school-going age in the locality attend school and realise their potential by ensuring that the school is accessible (DoE 2009:8-9).

c) Provision of support - Full-service schools are essentially conceived as one of the strategies to build an inclusive education and training system. One of the levels of support is site-based, where educators from the same school support each other. This

level of support is overseen by the Institutional Level Support Team (ILST). The ILST coordinator identifies training needs of phase educators and organises on-going staff development and joint planning of support (DoE 2009:22-23).

These guidelines are setting the standards that full-service schools must meet during the implementation of inclusive education. When the schools fail to meet the standards it means the schools are actually facing some challenges which must be identified and addressed.

2.3.5 National strategy on Screening, Identification, Assessment and Support (2005)

This document, introduced in 2005, is in response to the mandate given in the Education White Paper 6 that one of the key levers for establishing an inclusive education and training system is to overhaul the process of identifying, assessing and enrolling learners in special schools and its replacement by one that acknowledges the central role played by educators and parents (DoE 2001:7). The strategy targets all learners in urban or rural settings who need support and not only learners with disabilities. This draft policy dictates that all learners need to be screened for additional support provisions in schools.

When implementing inclusive education, the learners must be screened and assessed, and barriers identified, according to their disabilities and given support at the full-service schools. The effectiveness and ineffectiveness of this prescription will determine how successful inclusive education in the full-service schools is.

2.4 DEFINITION OF CONCEPTS

2.4.1 Inclusive education - Engelbrecht (2001:4) defines inclusive education as educational policies and practices that uphold the right of learners with disabilities to belong and learn in mainstream education. Vogel (2006:2) defines inclusive education as 'the practice of including everyone- irrespective of talent, disability, socioeconomic background or cultural origin- in supportive mainstream schools and classrooms where all learners' needs are met.

Thomas & Loxley (2001:118) define inclusive education as the education of all learners irrespective of ability, gender, language or disability, so that all learners can belong in school and have access to the educational outcomes that schools offer. It is concerned with comprehensive education, equality and collective belonging.

Inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning, and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability (UNESCO 2009:4).

2.4.2 Full-service schools – Mbelu (2011:10) defines full-service schools as ordinary public main-stream schools that have been intentionally modified to accommodate learners with different disabilities, are equipped (with required personnel and material) and supported by the Department of Education to provide for the full range of learning needs amongst all learners.

Education White Paper 6 (2001) defines 'full-service schools' as schools and colleges that will be equipped and supported to provide for the full range of learning needs among all our learners. Furthermore, full-service schools and colleges will be assisted to develop their capacity to provide for a full range of needs. A special emphasis will be put on the development of flexibility in teaching and learning and the provision of support to learners and educators (DoE 2001:22).

2.4.3 Special schools - Mbelu (2011:11) defines special schools as schools that have been designed to accommodate only those learners with disabilities. A special school has specialised skills available among its staff and has developed learning materials to specifically assist learners who have impairments.

2.4.4 Barriers - Landsberg (2005:27) defines barriers as obstacles or circumstances that keep people or things apart; they prevent communication and bar access to

advancement. They force educators and education policy-makers to take cognisance of the changing social issues that impact on successful learning and teaching.

2.4.5 School Based Support Team – This is the structure that is responsible for the day-to-day running of the school and for putting the school's policies into operation. The school-based support team is also responsible for working out how the school can best be categorised to bring about the vision of the school community (DoE 2000:8).

2.5 CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

2.5.1 GLOBAL CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

2.5.1.1 JAPAN

Japan, known to be one of the big powers in the world, unbelievably, has not allocated educational provisions appropriated to the needs of children with disabilities. It is not because they do not acknowledge the existence of such children. It is more of an existing priority in cultural dimensions (Jimenez & Ochiai 2008:1). Japan's education for children with disabilities is showcased in the institutionalisation category. According to Jimenez & Ochiai (2008:6), it looks as if the lives of special needs children are confined to the kind of institution where they are placed to be educated and trained aside from receiving treatment and care from any of the structured edifices where facilities tend to render services.

2.5.1.2 USA

In 2002, American President George W. Bush signed into law the No Child Left behind Act of 2001 which addresses the basic right to education for all children with disabilities. This was followed in 2004 by the Individuals with Disabilities Education Act, which ensured specifically the right to education for all learners with disabilities (Spellings 2008:2).

One serious threat to the trend toward inclusion of students with disabilities in regular education settings in the USA may be found in the charter school movement. Evidence indicates that students with disabilities, especially students with more severe disabilities,

are significantly underserved by charter schools (Dudley-Marling & Burns 2014:17). Educators who aspire to the full inclusion of students with disabilities have been accused of denying human differences, of desiring to put an end to the special education enterprise (Dudley-Marling & Burns 2014:25).

Richeson (2006; 26-27) also identified the following challenges: Lack of training, lack of support in the classroom, insufficient time to develop and train in best practices (methodology), lack of time to make modifications, limited time to team plan. Classroom teachers are also not adequately trained while the children do not get much individual help.

2.5.1.3 AUSTRALIA

Australia began to integrate students with disabilities into mainstream classrooms in the mid-1970's after almost a century of educating students with disabilities in segregated settings. This was in response to both research findings about the relative effectiveness of special education settings, and a shift in attitudes in the Western world towards how people with disabilities should be educated, and indeed, live their lives (Konza 2008:39).

Konza (2008:41-44) further identified the following challenges for implementing inclusive education in Australia:

a) Teacher resistance to the notion of inclusion
b) Changing socio-political climate
c) Teachers' perceived lack of competence
d) Inadequate pre-service training and professional development
e) Large class sizes
f) Insufficient curriculum resources and aide support
g) Impact of behavioral issues on the wider school community

2.5.1.4 BRAZIL

Special education in Brazil can be traced as far back as 1854 (Gill 2009). In 1948 Brazil signed the Universal Declaration of Human Rights that ensured the right of all persons

to education. In a paper presented in Germany on the 26-27 November 2009, Gill (2009) identified the following challenges of implementing inclusive education in Brazil:

a) Implementing and carrying out existing legislation
b) Abandoning assistentialist and paternalist feelings
c) Transformation of schools into democratic spaces that suit the needs of students, whichever their individual characteristics are
d) Intensification of the preparation process of teachers and all who take part in the school community, from their training at the university
e) Adaptation of existing school buildings and their surroundings for inclusion
f) Construction of new buildings following the guidelines proposed by Universal Design
g) Investment in the dissemination of information on educational resources

2.5.1.5 CHINA

In China, the first high-profile experiments of admitting children with disabilities in regular classrooms of mainstream schools began in the 1980's (Deng & Zhu 2007). Competitive school culture and traditional instructional practices like whole-class teaching and rote learning have been seen as major obstacles of inclusive education in China. Teachers are also opposed to inclusive education. Large class sizes have also been seen as an important challenge for inclusive education (Malinen 2013:10).

2.5.2 AFRICAN CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

2.5.2.1 KENYA

A study by Mwangi and Orodho (2014) revealed that the challenges faced by Kenya in implementing inclusive education was stigmatisation, negative attitudes from members of the society and parental ignorance. This study also revealed that there were inadequate teaching and learning materials as well as other facilities. These were followed by insufficient teacher training and experience (Mwangi and Orodho 2014:123).

The study agrees with the one done by Kurumei (2012) which established that most inclusive schools did not have adequate resources in terms of school facilities, learning

materials, teaching resources and play grounds, and most inclusive schools appear unprepared while teaching and learning resources remain inadequate (Kurumei 2012:).

Osero (2015:219) summarised the challenges to successful implementation of inclusive education as follows: challenges related to change from segregated settings to inclusion, meeting needs of both children with disabilities and the less challenged learners in regular classes, equity, infrastructural barriers, classroom learning environment, policy and human resources, community barriers and poverty.

2.5.2.2 ETHIOPIA

Mitiku, Alemu and Mengsitu (2014) conducted a study titled "Challenges and Opportunities to implement inclusive Education in Ethiopia". In this study they revealed the following as challenges for implementing inclusive education:

a) Identification and screening
b) Individualised education plan
c) Physical environment of learning for students with special needs
d) Teaching methods and procedures

Another study by Dagnew (2013) reported that the practice of inclusive education was affected by various problems (challenges), such as lack of trained teachers in SNE, the inflexibility of teaching methods based on the needs and abilities of the learners, uncomfortable classroom, large class size, inappropriate curricula and poor support for students with learning barriers when they seek it in the inclusive classroom.

2.5.2.3 LESOTHO

The Government of Lesotho, through its Ministry of Education and Training (MOET), established a special education unit to implement inclusive education in 1989 and 1990. MOET policy on inclusive education identifies the government's intention to support attainment of education for all. MOET therefore developed a policy which reads; "Ministry will promote integration or inclusion of learners with special educational needs into the regular school system at all levels of the education system to enable them to acquire appropriate life skills and education" (Khoaeane 2012:23).

Khoaeane (2012:31-35) further identified the following challenges of implementing inclusive education in Lesotho:

a) Inadequate knowledge, skills and training of teachers for effective implementation of inclusive education.
b) Parental involvement
c) Teacher Education and Development
d) Structuring the curriculum for pupils with learning difficulties
e) Overcrowded classrooms

2.5.2.4 BOTSWANA

Mangope, Kuyini and Major (2012) conducted a study on the Challenges of Inclusive Education in Botswana. Their findings captured the following as challenges:

a) Learners in most schools are not assessed to check if they have any barriers to learning. The fact that they are not assessed leads to their not being referred.
b) Learners with special needs not writing modified examinations.
c) No individual education programmes for learners with special education needs.
d) Schools have no measures in place to accommodate learners with special education needs.
e) No adequate support for learners with special education needs
f) Schools lack resources to assist learners with special education needs
g) Educators lack the skills and capacity to assist learners with special needs.

2.5.2.5 NIGERIA

Nigeria and most of African countries are still grappling with the problem of making provisions for children with special needs especially those with handicaps, even on a mainstreaming basis. In Nigeria the education of people with special needs has received wide attention at policy level, even though it is only, at the level of implementation. The following problems have been identified with special education in Nigeria (Garuba 2003:195-196):

a) Inadequate plans for the identification of handicapped children

b) Lack of adequate guidance services for the parents and the nature and extent of special education facilities available for their children

c) Most special schools are located in urban centres

d) Begging, which is fast assuming the status of an occupation among adult persons with disabilities, as well as other adults who have children with disabilities

e) There is also the usual problem of attitude towards persons with handicaps (Garuba 2003:195-196).

2.5.2.6 ZAMBIA

Chirwa (2010) conducted a study on the challenges and opportunities for inclusive education in Zambia. The following were listed as challenges:

a) Strong negative attitudes towards people with disabilities pose a great challenge to their full inclusion and participation in social activities such as mainstreaming them into the regular school system.

b) The study further found that there was a strong belief among people that disability was as a result of cursing from the supernatural powers.

c) Poverty afflicts many families in Zambia and this makes it difficult for most of them to have all their children enrolled in school especially when fees have to be paid. In such circumstances, the study revealed that most families prefer having the non-disabled children in school rather than the disabled.

d) Zambia does not have social policies that directly require that children with disabilities are educated in the same classes as those without disabilities (Chirwa 2010: 46-50):

2.5.2.7 MALAWI

Chavuta, Itimu-Phiri, Chiwaya, Sikero and Alindiamao (2008) conducted a study on the implementation of inclusive education in Malawi. Their findings indicated the following as main challenges in most schools:

a) Lack of sufficient funding

b) Environmental barriers

c) Attitudinal barriers,

d) Limited capacity to train Special Needs Education teachers,

e) The institutional structure and lack of coordination and partnership on SNE issues

f) Lack of sufficient teaching and learning resources at the schools

g) understaffing

h) Lack of educator skills in supporting learners with disabilities (Chavuta *et al.* 2008:23-25)

2.5.3 SOUTH AFRICAN CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

South Africa is also one of the African countries which heeded the call for the inclusion of learners with special needs in mainstream public schools. However, this process has not been without challenges. In a paper delivered at the 10th World Congress of Inclusion International Acapulco, Mexico in November 2006, Palesa Tyobeka, then Deputy Director General of Education, South Africa, listed the following as challenges for the implementation of inclusive education in South Africa:

a) Establishing new service delivery models for health professionals, such as psychologists and therapists.

b) Involving general education officials in support programmes of inclusive education.

c) Deepening understanding of teachers for the flexibility features of the National Curriculum.

d) Achieving understanding at all levels of the system for the centrality of the principle of inclusive education in the education transformation programme.

e) Achieving more publicly visible results during the lengthy process of systemic reform.

f) Counteracting parental and public resistance to inclusive education (Tyobeka 2006).

Difficulties associated with the implementation of the inclusive policy appear to stem, in part, from the ambiguities within the Education White Paper 6 (Department of Education 2001). Schools currently lack teachers who have the capacity and knowledge to instruct a diverse body of learners in a single classroom without considerably increasing their workload. Education White Paper 6 states that "new curriculum and assessment initiatives will be required to focus on the inclusion of the full range of diverse learning needs...since curricula create the most significant barrier to learning and exclusion for many learners" (DoE 2001:31-32). It is not thoroughly detailed how teachers are expected to accomplish the task of tailoring the curriculum to suit each learner's particular needs and pace of learning (Bobohue & Bornman 2014: 9).

Landbrook (2009:46-67) identified and classified the challenges of implementing inclusive education in South Africa into 3 levels:

Challenges at macro level

a) The slow roll out of the policy document, the Education White Paper 6: Building an Inclusive Education and Training System (DoE 2001).

b) The network of support for educators.

c) The lack of financial support.

d) The delay in developing the resource centers/special schools and full service schools (Landbrook 2009:46-67).

Challenges at meso level

a)   Challenge of strategic goals.

b)   A lack of knowledge and skills is debilitating in terms of the implementation of inclusion.

c)   Transformation and human resources.

d)   Changes in the service delivery from districts are called for (Landbrook 2009:46-67).

Challenges at micro level

a) A lack of training for the implementation of inclusive education and the struggle without knowledge and skills.

b) Resource insufficiencies.

c) Lack of financial resources.

d) Lack of educators and other human resource personnel.

e) A negative learning climate caused by poverty and emotional deprivation.

f) Stress factors inhibiting job fulfilment.

g) Large class sizes.

h) Unsafe learning environments.

i) Cultural differences as a challenge.

j) Attitudes of educators towards learners with special needs.

k) Lack of parental and community involvement (Landbrook 2009:46-67).

Gwala (2006:102-104) indicated the following challenges of implementing inclusive education in South Africa: Teacher qualifications, teacher competence, teacher attitudes and stress.

On the other hand, Donohue and Bornman (2014:5-10) identified the following challenges of implementing inclusive education:

a) The meaningful participation of children and adults with disabilities in the school and the community is affected by the cultural attitudes and values of its citizens.

b) The major factors hindering the implementation of the inclusive policy is the lack of clarity (ambiguity) in Education White Paper 6 (Department of Education 2001) regarding the means through which schools can meet the goals of inclusive education.

c) These six strategies highlight the fact that Education White Paper 6 itself is lacking in specificity and detail, as it only has broad strategies, which give little guidance on how to effectively implement this policy in practice.

d) Without support and recognition, it is difficult for schools to make inclusion a reality

e) The means by which the policies within Education White Paper 6 (Department of Education 2001) will be realised, is not explicitly stated

f) Schools currently lack teachers who have the capacity and knowledge to instruct a diverse body of learners in a single classroom without considerably increasing their workload.

g) Training programmes given to teachers are insufficient.

h) Because of lack of funding and directives, provincial departments do not possess the ability to make any progress towards implementation (Donohue & Bornman 2014:5-10).

2.6 SUMMARY

The Universal Declaration of Human Rights of 1948 ensured the rights of all persons (including the rights of persons with disabilities) to education. This was further fortified by the Salamanca Statement, the Dakar Framework, Conference on the Elimination of all forms of Discrimination against Women and the Convention against Discrimination in Education. Through these conventions, State Parties undertook to protect the rights of people with disabilities and women. State Parties started rolling out programmes of including children with disabilities in formal classrooms.

South Africa also adopted these conventions and introduced policies that will make this a reality. The Constitution of South Africa, in the Bill of Rights, ensures every child the right to education. The introduction of the Education White Paper 6 in 2001 ensured that all children with learning barriers are admitted to public mainstream schools and supported at those schools. The Department of Basic Education was to convert certain public primary schools into full-service schools which would support the learners with barriers.

Guidelines for Special Schools and Full-service schools were also introduced.

However, the implementation of policies has been a challenge to most countries. Inclusive Education policies are some of the policies that suffered implementation in most countries. This led countries to face different challenges in inclusive education. Common in most countries is the lack of funding, inadequate training for educators, lack of resources, negative attitudes towards learners with barriers and ambiguities in policies.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this study is to identify the challenges faced by full-service primary schools in Thaba Chweu Municipality, Mpumalanga Province. There are 5 full-service primary schools in this municipality with a complement of 97 educators. All 5 schools will be included in the study. Participants to the study will be sampled from the population of 97 educators. This chapter outlines the research design and methodology used in this project as well as the motivation for their choice. The study follows both the qualitative and quantitative research approaches. Data will be collected through interviews and questionnaires and the researcher will also conduct participant observation during the interviews. It is important for the researcher to ensure the validity and reliability of data. Content analysis and excel spreadsheet will be used to analyse the data. Analysed data will then be presented in graphs and table format.

3.2 RESEARCH DESIGN

Bless & Higson-Smith (2000:63) define research design as a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions. A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the study. Research designs are plans that guide the arrangement of conditions for collection of data in a manner that aims at combining relevance to the research purpose (Martin 2006: 33).

This is going to be a Case Study because it will be focusing on only one municipality in Bohlabela District, Mpumalanga Province. Case studies are usually descriptive in nature and provide rich information about individuals or particular situations. As such, case studies are frequently a form of naturalistic inquiry whereby a researcher bases his/her observations within the naturally occurring research setting (Cohen, Manion & Morrison

2000). In order to be consistent with the above definitions, the researcher will conduct the study at the selected schools.

3.3 RESEARCH APPROACH

According to Scram (2003:7), the qualitative design allows researchers to find their strengths in the opportunities made possible by being there and getting close to the people and circumstances, either through physical proximity and participation over a time or in the social sense of shared experiences, empathy and confidentiality. Woods (1999:3) indicates that qualitative researchers prefer fairly lengthy and deep involvement in the natural setting, in order to understand the complexity of social life in its range and variability.

Quantitative research is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. Depending on the research question, participants may be randomly assigned to different treatments. If this is not feasible, the researcher may collect data on participant and situational characteristics in order to statistically control these for their influence on the dependent, or outcome, variable. If the intent is to generalise from the research participants to a larger population, the researcher will employ probability sampling to select the participants (Leedy & Ormrod 2001:4).

In this study the researcher used both the qualitative and quantitative approaches in data collection, data analysis and data interpretation. The advantage of using both approaches is that threats to internal validity are realised and addressed. Both approaches complement each other, resulting in stronger research designs and more valid and reliable findings (www.people.ucalgary.ca/-dmjacobs/phd/methods/tsld012.htm, accessed 22/08/2015).

3.4 RESEARCH POPULATION

A population is any group that is the subject of research interest (Melville & Goddard 1996:29). The Bohlabela District Office of Education comprises of 40 full-service primary schools located in Bushbuckridge and Thaba Chweu Municipalities. In Thaba

Chweu Municipality there are 42 schools of which 5 are full service schools. School A has 11 educators (including the principal), School B has 22 educators, School C 13 educators, School D 17 educators and School E has 34 educators. The total population size was therefore 97 educators. For the purpose of this study, all 5 full-service primary schools, with a population of 97 educators, were included in the research project (Bohlabela Education District Database). The participants in the research were 5 principals from the 5 primary schools, 50 educators, i.e. 10 educators per school, and the co-ordinator of the School-Based Support Team from each school.

3.5 SAMPLE

A sample is representative of a population where elements in the sample have been selected from a sampling frame listing everybody in the population (Durrheim 2006:132). According to Kruger and Welman (2003: 47), usually the population that interest human behavioural scientists are so large that, from a practical point of view, it is simply impossible to conduct research on all of them. The research will therefore be limited to 1 principal, 1 coordinator of the SBST and 10 teachers in each of the 5 full-service primary schools in Thaba Chweu Municipality.

3.5.1 Sampling methodology

A researcher usually chooses either comprehensive sampling or purposeful sampling. In purposeful sampling there is a deliberate choice of an informant due to the qualities the informant possesses. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of their knowledge and/or experience (McMillan and Schumacher 2001:401). The researcher will use purposive sampling to get the actual participants in the research.

Advantages of purposive sampling

According to Mugera (2013), purposive sampling has a wide range of sampling techniques that can be used to achieve the goals of the wide range of qualitative research designs that researchers use. Whilst the various purposive sampling techniques each has a different goal, they can provide researchers with the justification

to make generalisations from the sample that is being studied, whether such generalisations are theoretical, analytic and/or logical in nature (Mugera 2013).

Disadvantages of purposive sampling

Purposive samples, irrespective of the type of purposive sampling used, can be highly prone to researcher bias. The idea that a purposive sample has been created based on the judgment of the researcher is not a good defense when it comes to alleviating possible researcher bias. The subjectivity and non-probability based nature of unit selection selecting people, cases, etc. in purposive sampling means that it can be difficult to convince the reader that the judgment used to select units to study was appropriate (Mugera 2013).

The researcher will sample 10 teachers from each of the 5 schools randomly to participate in the project. In School A, the researcher will include all 10 educators in the sample. In the other 4 schools, the researcher will sample 10 teachers randomly. The researcher will prepare small pieces of paper that will correspond with the number of educators in each school. He will then write the letters A up to J on the pieces of paper and fold them. Other pieces will be left blank. He will then ask each of the educators to pick a piece of paper. The educators who pick up a piece of paper with a letter written on it will be the participant in the research. The researcher will then request their written consent to participate in the research. These sampled teachers will then be given questionnaires.

3.5.2 Sample size

There are 5 full-service primary schools in Thaba Chweu Municipality. All the 5 schools have been included in the sample. From each of the 5 schools, the principal as well as the co-ordinator of the School-Based Support Team will be interviewed. The School-Based Support team comprises of at least 6 to 10 members. A total of 10 individuals will be interviewed. Ten educators from each of the 5 schools will be sampled and given questionnaires, bringing the total number of educators to be given questionnaires to 50. The total number of participants in the research will be 60.

3.6 DATA COLLECTION TECHNIQUES

3.6.1 Interviews

According to Robson (1996) in Mbelu (2011:34), the "rich and highly illuminating information" produced by qualitative research can be obtained through interviewing research participants in order to assess their beliefs, attitudes, values and knowledge surrounding the research topic. The interview can either be formal or informal. As indicated by MacMillan and Schumacher (2001:40), in Mbelu (2011:35), a common middle ground between these two approaches is the semi-structured interview because semi-structured questions are phrased to allow unique responses from each interviewee. The researcher will make appointments with each of the 5 principals and co-ordinators of the School-Based Support Teams. He will then conduct the interviews on the agreed date and time.

Advantages of interviews

Interviews have the distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. The interview allows the researcher to clarify ambiguous questions and seek follow-up information (Leedy and Ormrod 2001). According to De Vos et al. (2000:305), interviews are a useful way of getting large amounts of data quickly and are an effective way of obtaining depth in data.

Disadvantages of interviews

Disadvantages of the interview include impracticality when large samples are involved and they are time consuming and expensive (Leedy and Ormrod 2001). The adaptability gained through the interaction between the interviewer and the interviewee may lead to subjectivity and possible bias (De Vos et al. 2000:305).

3.6.2 Questionnaires

The questionnaire is the most widely used technique for obtaining information from the subjects because it is relatively economical, has the same questions for all subjects and can ensure anonymity (Macmillan and Schumacher 2001:257)

According to Babbie (2009:246), a questionnaire is a document containing questions and/ or other types of items designed to solicit information appropriate for analysis. The researcher will also use constructed questionnaires that will be administered to 50 educators at each of the 5 full-service primary schools. The questionnaires will be administered by the researcher on the day that the principals and co-ordinators of school-based support teams are interviewed and will be collected after 2 days.

Advantages of questionnaires

Questionnaires can contact a large number of people at a relatively low cost. It is easy to reach people who are spread across a wide geographical area who live in remote locations. Respondents are able to complete postal questionnaires in their own time and telephone call backs can be arranged for a more convenient time. Telephonic questionnaires can make it easier to consult some disabled people. Face-to-face questionnaires can make it easier to identify the appropriate person to complete the questionnaire. Face-to-face questionnaires can be longer than postal and phone questionnaires, collect more information and allow the use of visual aids (www.kirklees.gov.uk/community/yoursay/Questionnaires.pdf, accessed 27 /07/2015).

Disadvantages of questionnaires

Response rates can be low (postal) and refusal rates high (telephonic). There is little control over who completes a postal questionnaire, which can lead to bias. Face to face and phone questionnaires require the use of trained interviewers. Face to face questionnaires are time consuming for respondents (www.kirklees.gov.uk/community/yoursay/Questionnaires.pdf, accessed 27 /07/2015).

3.7 DATA ANALYSIS

When the researcher has interviewed all the respondents and collected all questionnaires from the participants, the data will be analysed. According to Shamoo and Resnik (2003:5), data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense and recap, and evaluate data. Various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data".

An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Improper statistical analyses distort scientific findings, mislead casual readers and may negatively influence the public perception of research. Integrity issues are just as relevant to analysis of non-statistical data as well (Sheperd 2002:45).

In qualitative data analysis, the researcher aims to gain new understandings of the situations and processes being investigated. Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns (relationships) among the categories (White 2002:82).

For the purpose of this study completed questionnaires were analysed using an excel spreadsheet. Excel is a computer-based programme that is used to analyse data.

Advantages of the Excel spreadsheet

One of the advantages of the excel spreadsheet is that students can import data from other sources, when data is organised as a database (Paura & Arhipova 2012:11)

Limitations of the Excel spreadsheet

Loading data in excel is time consuming. It is also people intensive. Subjecting data to meaningful analysis is a herculean task (Real n.d.)

Data from interviews were analysed through content analysis. Qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner (Zhang & Wildemuth 2009:1). McMillan and Schumacher (1997:500) confirm that qualitative data analysis takes the form of written language. Related topics will be written in one category and the results presented in a descriptive form. The data were coded into categorical labels or themes. Similar phrases, patterns, relationships and commonalities were identified from the themes and sorted. Sorted materials were examined and meaningful patterns isolated. Identified patterns were considered to establish sets of generalisations (Berg 2012).

3.8 VALIDITY

According to Babbie (2009:153), validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. A test item is valid if it measures that which it is meant for (Bless & Higson-Smith 2000:130).

3.8.1 How to ensure validity

a) Randomisation

Randomisation is critical in ensuring the validity of research. Participants in the research were determined randomly using numbers written on pieces of paper (uniteforsight 2010).

b) Sample size

In an ideal situation, the entire desired population should be studied in order to reach a conclusion (uniteforsight 2010). To make the results of this research valid, all the 5 full-service primary schools in the municipality will be studied.

3.9 RELIABILITY

Reliability is a matter of whether a particular technique applied repeatedly to the same object would yield the same results each time (Babbie 2009:150). Reliability occurs when an instrument measures the same thing more than once and results in the same outcome. Reliability is therefore the stability or consistency of the measuring instrument (De Vos et al. 2011:177).

3.9.1 How to ensure reliability

a) Triangulation

According to Bashir, Afzal & Azeem (2008: 42), engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities. The researcher used both interviews and questionnaires in this study in order to ensure reliability.

b) Ensuring Anonymity

Anonymity is to ensure that identifiable information about participants is not disclosed and the identity of research participants are protected through various processes designed to anonymise them (Wiles, Crow, Heath & Charles 2006). The researcher assured the respondents that their identity and responses will remain anonymous.

3.10 ETHICAL CONSIDERATIONS

The researcher considered the following ethical issues during the research process:

Getting permission from senior management

The research was conducted in schools in the Thaba Chweu Municipality of Bohlabela Education District. The researcher sought and acquired permission from the District Director to conduct the research.

Consent

The researcher requested participants' consent for their participation in the research. The respondents to the questionnaires and participants of interviews were requested to give their written consent in the form of signed letters.

Anonymity and confidentiality

The researcher will not disclose the identity of the participants for fear of victimisation by their supervisors. The participants were therefore assured that their identity will not be disclosed. The participants were also assured that their responses will be kept confidential. The names of the schools where the research took place will also not be revealed.

Voluntary participation

Respondents were allowed to exercise their right to be part of the research. Respondents were informed that they may withdraw from participation at any time, should they wish to do so.

3.11 Limitations of the study

The research for this study was conducted in 5 schools in Thaba Chweu Municipality. The research results cannot, therefore, be used to generalise for the whole of Bohlabela Education District and Mpumalanga Province.

3.12 Conclusion/Summary

The study sought to identify challenges of implementing inclusive education in full-service schools in Thaba Chweu Municipality. All the 5 full-service schools with a population of 97 educators were included in the study. The participants were sampled randomly and given questionnaires. Principals and SBST coordinators at the schools were interviewed. Data were analysed through content analysis and an excel spreadsheet.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents the results of the study conducted through self-administered questionnaires completed by respondents and interviews conducted by the researcher. Section 4.2 gives a presentation of the findings of the results and section 4.3 concludes the chapter.

Sixty respondents from five full-service schools participated in the research. The response rate from participants was 100% as all questionnaires administered by the researcher were returned. All ten respondents identified participated in the interviews.

4.2 PRESENTATION OF THE FINDINGS

Sixty respondents participated in the research. Questionnaires were administered to 50 randomly sampled respondents. The other 10 respondents participated in one-on-one interviews. The following table gives an illustration of the completed surveys:

Table 4.1: Completed Surveys

Completed Surveys		
Questionnaires	Questionnaires completed	Response rate
50	50	100%
Interviews	Interviews conducted	Response rate
10	10	100%

The above table indicates that the response rate in both the questionnaires and the interviews was 100%.

The respondents were asked questions based on the two research objectives. The first objective was to identify the challenges experienced by the full-service schools when implementing inclusive education. The second objective was to identify and assess the systems put in place for the successful implementation of inclusive education. The
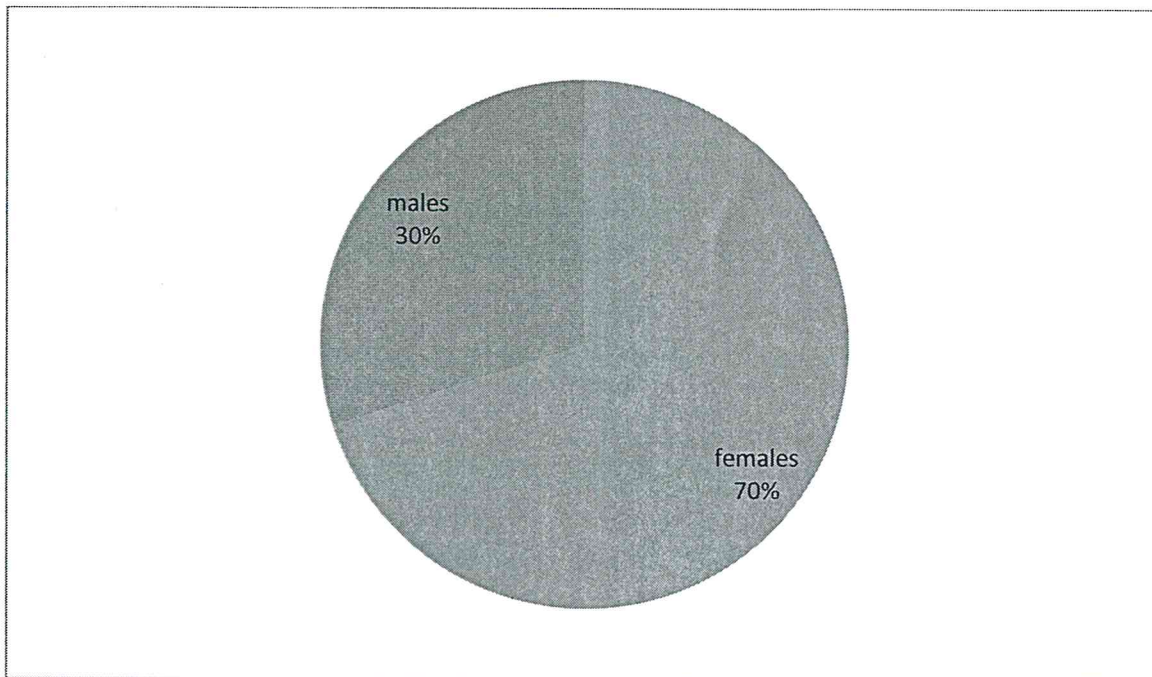
results of the survey are presented in both narrative, tabular and graphical formats hereafter.

4.2.1 DEMOGRAPHICAL INFORMATION

The researcher required the respondent's personal information. This included gender and age. The results of these two dimensions are as follows:

4.2.1.1 Gender of respondents

Figure 4.1 Gender of respondents

The pie chart above shows that males constituted 15 (30%) of the respondents while their female counterparts constituted the remaining 35 (70%). This means that there were more female respondents who participated in the research than male respondents.

4.2.1.2 Age of respondents

It is very important to be aware of the age distribution of the respondents. This will enable the researcher to know whether respondents are old or young (Zindiye 2008:150). Table 4.2 below shows the age categories of the respondents.

Table 4.2: Age of respondents in years

Age	Frequency	Percent
18-30 years	1	2.0
31-40 years	4	8.0
41-50 years	25	50.0
50+ years	20	40.0
Total	50	100.0

The above table reflects that 1(2%) of respondents is between the ages of 18 – 30 years; 4 (8%) between the ages of 31 – 40 years; 25(50%) between 41-50 years; 20(40%) at above 50 years. The information above shows that there are few respondents under the age groups of 18-30 and 31-40. Half of the respondents fall under the age group of 41-50. There are no respondents younger than 18 years. The above age groups indicate that most of the respondents are older and probably more experienced. They will assist the study by giving informed responses.

4.2.3 Findings from questionnaires

Following are the findings of the survey into the first objective of the study, i.e. To identify the challenges experienced by full-service schools when implementing inclusive education.

TO IDENTIFY THE CHALLENGES FACED BY FULL-SERVICE SCHOOLS WHEN IMPLEMENTING INCLUSIVE EDUCATION

The results relate to survey questions 2.1 to 2.9, and are represented below:

4.2.2.1 With a Yes or No, the respondents were asked to respond to the following questions:

2.1 Are you aware that your school is a full-service school?

49 (98%) out of 50 respondents indicated that they are aware that their schools are full-service schools while only 1 (2%) out of 50 was not aware. One of the central features of the inclusive education and training system put forward in White Paper 6 is a national information, advocacy and mobilisation campaign (DoE 2001:25).

2.2 Do you have qualifications in inclusive education?

Of the 50 respondents, 13 (26%) have qualifications in inclusive education while the other 37 (74%) do not have qualifications in inclusive education. This therefore points out that the majority of respondents do not have the proper qualifications for inclusive education. This is consistent with the findings of Dagnew (2013), who indicated that the practice of inclusive education was affected by challenges such as the lack of trained teachers in Special Needs Education. Gwala (2006:102-104) also indicates that teacher qualification is a major challenge for implementing inclusive education.

2.3 Are you familiar with the inclusive education policy of the department, Education White Paper 6: Learners with Special Needs: Building an Inclusive Education and Training System?

Out of the 50 respondents, 29 (58%) indicated that they are aware of the policy while the other 21 (42%) are not aware. This therefore shows that most of the respondents are aware of the policy.

2.4 Do you consider yourself to have the capacity for implementing inclusive education?

19 (38 %) of the respondents indicated that they have the capacity for implementing inclusive education while 31 (62%) indicated that they do not have the capacity for implementing inclusive education. This finding supports that of Donohue and Borman (2014:5-10) that schools currently lack teachers who have the capacity and knowledge to instruct a diverse body of learners in a single classroom.

2.5 Does the department of education conduct inclusive education workshops/training for you?

8 (16%) of the respondents indicated that the department of education organises workshops/training for them. The majority of them, 42 (84%), indicated that the department does not organise workshops/training for them. Donohue and Borman (2014:5-10) indicate that the training programmes given to teachers are insufficient. This is supported by Landbrook (2009) who indicates that the challenges at micro level include a lack of training of teachers for the implementation of inclusive education.

2.6 If yes, when were you last trained and which topics were you trained in?

Of the 50 respondents, 42 (84%) indicated that they were not trained. 1 (2%) indicated that he/she was trained on challenges of inclusive education, 2 (4%) on braille, 1 (2%) on the link of OBE and inclusive education, 2 (4%) on epilepsy, 1 (2%) on sign language and 1 (2%) on autism. The above information shows the inconsistency in the training provided by the department. It further concurs with what Donohue and Borman (2014:5-10) indicated; that the training programmes given to teachers is insufficient. The graph below shows the training programme provided by the department of education.

Figure 4.2: Workshops conducted by the department
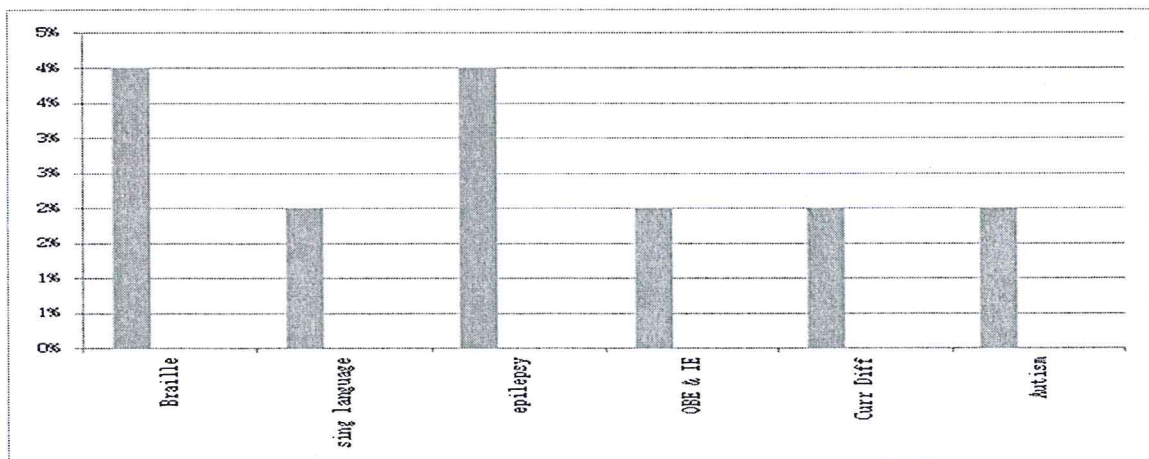
2.7 Do you have the necessary capacity for screening and identifying learners with barriers?

Of the 50 respondents, 20 (40%) indicated that they have the skills for screening and identifying learners with barriers. Most of the respondents, 30 (60%), indicated that they do not have the capacity for screening and identifying learners with barriers. This leads to learners not being assessed to check whether they have any barriers. In their study, Mangope, Kuyini and Major (2012) confirm that learners in most schools are not assessed to check if they have any barriers to learning. This is further supported by Mitiku, Alemu and Mengsitu (2014) who also revealed identification and screening as one of the challenges for implementing inclusive education.

2.8 Are you able to deal with the behaviour of learners with barriers?

Of the 50 respondents, 20 (40%) indicated that they are able to deal with the behaviour of learners with barriers to learning. The other 30 respondents (60%), indicated that they are unable to deal with the behaviour of learners with barriers. This is also confirmed by Konza (2008), who raised the impact of behavioural issues as a challenge to inclusive education.

2.9 What challenges are you experiencing when implementing inclusive education in the classroom?

On this question, the top ten most frequent responses were captured and their frequency and percentage indicated. The table below indicates the challenges as indicated by the respondents:

Table 4.3 Challenges experienced by teachers in the classroom

Responses	Frequency	percentage
Lack of funding	46	92%
No resources	42	84%
Screening of learners	40	80%

Overcrowded classrooms	38	76%
No social workers and psychologists in SBST	38	76%
Teachers not trained/workshopped	34	68%
Assisting learners with barriers	33	66%
Buildings not accessible	28	56%
Teachers not qualified in inclusive education	27	54%
Lack of parental involvement	27	54%

In terms of the above table, 46 (92%) indicated lack of funding as a challenge. This is consistent with a study by Chavuta, Itimu-Phiri, Chiwaya, Sikero and Alindiamao (2008) who indicate lack of funding as a resource. 42 respondents (84%) listed lack of resources as a challenge. This is supported by Chavuta, Itimu-Phiri, Chiwaya, Sikero and Alindiamao (2008), Mangope, Kuyini and Major (2012), Mwangi and Orodho (2014) and Konza (2008).

40 (80%) of the respondents listed screening of the learners as a challenge. This is supported by Mitiku, Alemu and Mengsitu (2014) and Mangope, Kuyini and Major (2012).

38 (76%) of the respondents indicated that overcrowding is a challenge. The challenge of overcrowding is raised by Landbrook (2009), Khoaeane (2012) and Malinen (2013). 38 (76%) of the respondents indicated that there are no healthcare professionals in the SBSTs. This was further alluded to by Palesa Tyobeka (2006), then Deputy Director General of Education, South Africa at the 10th World Congress of Inclusion International Acapulco, Mexico. 34 (68%) of respondents indicated that educators are not trained/workshopped to implement inclusive education. This is consistent with studies by Mwangi and Orodho (2014), Konza (2008), Richeson (2006), Gwala (2006) and Landbrook (2009).

33 (66%) of the respondents indicated assisting learners with barriers as a challenge. This is supported by Chavuta *et al.* (2008) and Mangope, Kuyini and Major (2012). 28 (56%) of the respondents mentioned accessibility of buildings as a challenge. This is supported by Osero (2015:219) and Gill (2009). 27 respondents (54%) indicated that educators are not qualified in inclusive education. This is consistent with studies by Gwala (2006) and Khoaeane (2012). 27 respondents (54%) indicated lack of parental involvement as a challenge. This is supported by studies by Landbrook (2009) and Khoaeane (2012).

4.2.3 TO IDENTIFY AND ASSESS SYSTEMS PUT IN PLACE FOR THE SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION.

3.1 Is the funding provided by the department of education enough for your school to run Inclusive Education programmes?

All the respondents indicated that the funding provided by the department of education is not enough. This is supported by a study by Chavuta *et al.* (2008: 23-25), who indicated that the lack of sufficient funding is a challenge in most schools. This is further supported by Landbrook (2009:46).

3.2 Does your school have the necessary resources to enable it to implement Inclusive Education programmes?

All respondents indicated that they do not have the necessary resources. This is consistent with studies by Landbrook (2009:46), Chavuta *et al.* (2008:23-25), Mangope, Kuyini and Major (2012), Mwangi and Orodho (2014: 123) and Kurumei (2012); all of whom indicate that the lack of resources is a challenge in implementing inclusive education.

3.3 Are the school buildings accessible to learners in wheelchairs?

38 (76%) of the respondents indicated that their school buildings are not accessible to learners in wheelchairs. According to Gill (2009), one of the challenges of inclusive education is the adaptation of existing school buildings and their surroundings for inclusion.

If yes, what changes were made to the school to ensure accessibility?

In the schools where changes were made 10 (20%) of the respondents indicated that ramps were built. The other 40 (80%) did not indicate anything.

3.4 Does the school have a School-Based Support Team (SBST)?

On this question, 42 (84%) of respondents indicated that their schools have school-based support teams while 8 (16%) indicated that their schools have no school-based support teams. At institutional level, institutions will be required to establish school-based support teams. The primary function of these teams will be to put in place properly co-ordinated learner and educator support services (DoE 2001:29).

3.5 How do you rate the functionality of the SBST?

On this question, 12 (24%) indicated that their SBSTs are fully functional, 21 (42%) indicated that they are partially functional while 17 (34%) indicated that they are not functional. The functionality of SBSTs is a challenge to the implementation of inclusive education as the SBST coordinator identifies training needs of phase educators and organises on-going staff development and joint planning of support (DoE 2009:22-23).

Figure 4.3 Functionality of SBST
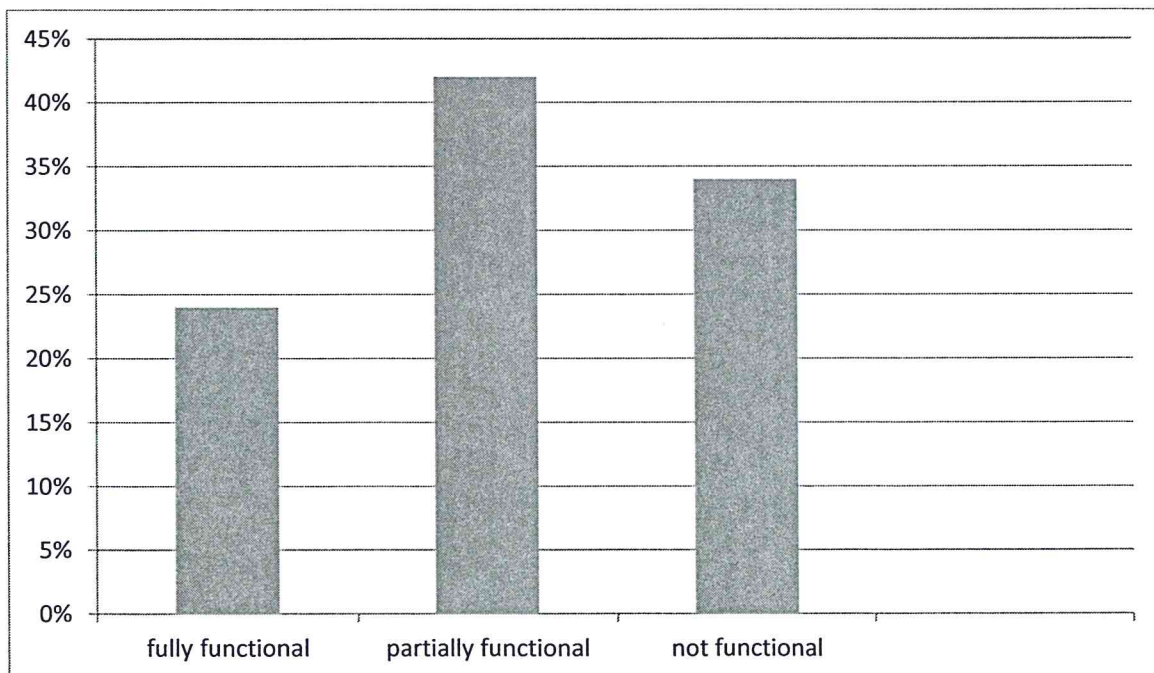
3.6 Do you have specialised personnel in your SBST?

On this question only 2 (4%) of the respondents indicated that they have specialised personnel in their SBST. The other 48 (96%) indicated that they do not have specialised personnel.

3.7 What is the role played by the specialised personnel in the implementation of Inclusive Education at your school?

On this question, 48 (96%) did not indicate. 1 (2%) indicated that social workers identify learners with intellectual barriers and refer them to psychologists while another 1 (2%) indicated that he/she identifies learners with barriers.

3.8 What recommendations can you suggest to the department of education/ your school that will ensure that inclusive education is successfully implemented?

On this question, the responses of the respondents were grouped and the frequency of the responses counted. The frequency was then changed into a percentage. Only the first ten recommendations were captured here. The responses are as follows:

Table 4.4 Recommendations for successful implementations of IE

Recommendations	Frequency	Percentage
Workshops must be conducted for teachers	49	98
Schools must be provided with the necessary resources	46	92
The schools must be well-funded	43	86
Erection of ramps and railings for learners in wheelchairs	38	76
Schools must be allocated psychologists and social workers	37	74
Schools must be supported by the DBST	32	64
Parents must cooperate with schools	28	56
SBST must be developed to be fully functional	28	56

Teachers must not have many classes	27	54
Number of learners in a classroom must not exceed 30	26	52

From the table above, it can be recommended that educators must be trained in inclusive education. Schools must also be provided with resources and adequate funding provided to schools. School Based Support Teams must be well constituted to include specialised personnel. They must also be capacitated to make sure that they know exactly what is expected of them. The department of education must constantly support schools in their endeavour to implement inclusive education. The teacher: learner ratio must be reduced in full-service schools so that more educators can be hired and class sizes reduced.

4.2.4 DATA ANALYSIS AND PRESENTATIONS OF CONDUCTED INTERVIEWS

"Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln 2003).

Data analysis was conducted through a thematic content analysis. This approach involves a rigorous and systematic classification process of coding and identifying themes or patterns that emphasise the reliability and replicability of observations and subsequent interpretations. Content analysis is a particularly useful approach when the purpose is to classify, summarise, quantify and tabulate qualitative data.

Demographic factors

It is important to have a good understanding of from whom the data were collected, what tools were used to collect the data and the local context and issues that are

relevant to the focus of the study. This information helped the analysis and interpretation of the data and is particularly important to compare with other data that are collected by different researchers in various locations.
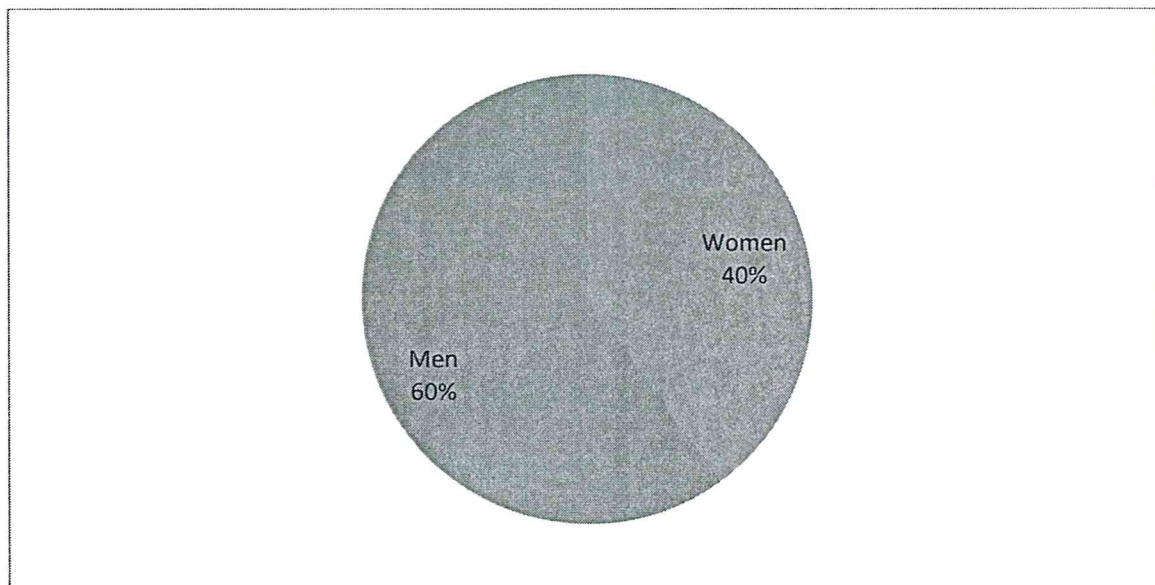
Demographic data about research participants were gender and age.

Gender

Table 4.5 Gender of respondents

Gender	Frequency	Percentage
Male	6	60
Female	4	40
Total	10	100

Figure 4.4 Gender of respondents

Age

Table 4.6: Age of respondents

Age	Frequency	Percent
31-40	1	10.0
41-50	4	40.0
50+	5	50.0
Total	10	100.0

The above table shows that only 1 respondent (10%) falls in the age group of 31-40. 4 (40%) of the respondents fall in the category of 41-50 while 5 (50%) fall in the category of 50+.

Objective 1: To identify the challenges experienced by full-service primary schools when implementing inclusive education

1. Awareness of full-service status

When asked whether they were aware that their schools are full-service schools, all the respondents (100%) indicated that they were aware. One of the central features of the inclusive education and training system put forward in White Paper 6 is a national information, advocacy and mobilisation campaign (DoE 2001:25)

2. Qualifications in inclusive education?

When asked whether they have qualifications in inclusive education, most of the respondents (60%) indicated that they do not have qualifications in inclusive education while the other 4 (40%) indicated that they have qualifications in inclusive education. Gwala (2006) identified teacher qualifications and teacher competence as challenges for successful implementation of inclusive education.

3. Familiarity with the inclusive education policy (Education White Paper 6)

When asked whether they were familiar with the inclusive education policy of the department, the majority of the respondents (90%) indicated that they were familiar with it, while 10% indicated that they were not familiar with it. The national strategy of the department of education of national information, advocacy and mobilisation (DoE 2001:25) was supposed to make sure that all educators were familiar with the policy.

4. Capacity for implementing Inclusive Education?

When asked whether they have the capacity for implementing inclusive education, most of the respondents (60%) indicated that they do not have the capacity for implementing inclusive education. The remaining number of respondents (40%) indicated that they have the capacity for implementing inclusive education. Ferreira (2001), in Retief (2006:10), explains that many educators from ordinary schools are uncertain about and lack knowledge of how to address the needs of learners experiencing barriers to learning.

5. Workshops/training on inclusive education

When asked whether the department of education conducted workshops/training for them, the majority of the respondents (70%) indicated that no workshops were conducted. The other respondents (30%) indicated that workshops were conducted. One respondent even said, "The department conduct workshops but the workshops are far in between. Most of the time they just conduct workshops for the sake of conducting them because there is no monitoring and support." Thomas and Feiler (1988), in Mbelu (2011:4), indicate that educators who teach learners who have barriers to learning require specialised training.

6. Capacity for screening learners

When asked whether they have the capacity for screening and identifying learners with barriers, the majority of the respondents (80%) indicated that they do not have the capacity for screening the learners. The other respondents (20%) indicated that they

have that capacity. One respondent said," Yes. I can screen learners suffering from poor vision. I take an instrument and flick the light in the eyes of the learners. I then move the light left and right. If the child does not follow the light it means he/she has poor eyesight." The National strategy on Screening, Identification, Assessment and Support was introduced in 2005 as a response to the mandate given in the Education White Paper 6 that one of the key levers for establishing an inclusive education and training system is to overhaul the process of identifying, assessing and enrolling learners in special schools and its replacement by one that acknowledges the central role played by educators and parents. The strategy targets all learners in urban or rural settings who need support and not only learners with disabilities. This draft policy dictates that all learners need to be screened for additional support provisions in schools (DoE 2001:7).

7. Behaviour of learners with barriers to learning

When asked whether they are able to deal with behaviour of learners with barriers, the majority of the respondents (80%) indicated that they are unable to deal with the behaviour of learners with barriers. Respondent X said, "No. These learners are a headache to me and I don't know how to handle them."

The minority (20%) indicated that they are able to deal with the behaviour of the learners with barriers. On this, respondent Y said, "Yes, you must know the child and keep the child next to you. In the process you will be able to pick up some barriers." The issue of behaviour was supported by Konza (2008) who indicated that the impact of behavioural issues on the wider school community is a challenge.

8. What challenges are you experiencing when implementing inclusive education in the classroom?

When asked about the challenges that they experience when implementing inclusive education, most of the respondents (60%) indicated that schools do not have resources necessary for inclusive education programmes. All the respondents indicated that the funding provided by the department of education is also not enough. The other challenge is parents who do not respond positively to invitations to come to the schools. Teachers on the other hand are not getting the necessary training / workshops on

inclusive education. Richeson (2006; 26-27) identified the following challenges: Lack of training, lack of support in the classroom, insufficient time to develop and train in best practices (methodology), lack of time to make modifications, limited time to team plan. Classroom teachers are also not adequately trained while the children do not get much individual help.

Objective 2. To identify the systems put in place for the successful implementation of inclusive education

3.1   Funding for inclusive education

All the respondents (100%) indicated that the funding by the department of education is not enough to run inclusive education programmes. They further indicate that the department uses norms and standards to fund the schools and there is no additional funding for full-service schools. Lack of financial support was also identified by Landbrook (2009). One of the central features of the inclusive education and training system is a revised funding strategy (DoE 2001:25). This is also supported by Donohue and Bonrman who indicate that because of a lack of funding and directives, provincial departments do not possess the ability to make any progress towards implementation (Donohue & Bornman 2014:5-10).

3.2   Does your school have the necessary resources to enable it to implement inclusive education?

All the respondents indicated that their schools do not have the necessary resources to implement inclusive education. One respondent even said, "we do not have resources for inclusive education, no braille." Pijl and Meier, in Vogel *et al.* (2006:3), maintain that inclusive education can only be successful if the attitude of teachers is positive towards all learners and when they have sufficient support and resources to teach all learners. Teachers need adequate learning support materials and assistive devices appropriate for the needs of learners with disabilities (Landsberg et al. 2005:61).

3.3   Are the school buildings accessible to learners in wheelchairs? If yes indicate what changes were made to the school to ensure accessibility?

Most of the respondents (90%) indicated that the school buildings are not accessible to learners in wheelchairs because there are no ramps and/or railings. The other 10 % indicated that the school buildings are accessible as there are ramps available in all the blocks. Gill (2009) identified adaptation of existing school buildings and their surroundings for inclusion as a challenge for implementing inclusive education.

3.4 Does the school have a School-Based Support Team?

Most of the respondents (90%) indicated that their schools have school-based support teams. The other 10% indicated that they do not have a school-based support team. At institutional level, institutions will be required to establish school-based support teams. The primary function of these teams will be to put in place properly co-ordinated learner and educator support services (DoE 2001:29).

3.5 Is the SBST aware of its role and responsibilities?

Most of the respondents (70%) indicated that the SBST is aware of its role and responsibilities. Respondent X said, "The SBST is aware of its role and responsibilities. The team supports learners by involving social workers, referring some of the learners to psychologists and giving left-over food from the feeding scheme to orphans and vulnerable children." 20% of the respondents indicated that SBST is not aware of its role and responsibilities while the other 10% indicated that there is no SBST. One of the levels of support is site-based, where educators from the same school support each other. This level of support is overseen by the School Based Support Team (SBST). The SBST coordinator identifies training needs of phase educators and organises on-going staff development and joint planning of support (DoE 2009:22-23).

3.6 How do you rate the functionality of the SBST?

Half of the respondents indicated that the SBST is fully functional while others (40%) indicated that it is partially functional. The other 10% indicated that it is not functional. District support teams were supposed to develop these teams to make them functional (DoE 2001:29).

3.7 Do you have specialised personnel in the SBST?

Most of the respondents (70%) indicated that there are no specialised personnel in the SBST. The other respondents (40%) indicated that there are specialised personnel in the SBST. One respondent said, "Yes. We use local social workers arranged by the school. There are no specialised personnel provided by the department." Mbelu (2011:5) believes that educators need to be trained to work with one another, as well as with other professionals such as occupational therapists, physiotherapists, social workers, other specialists and parents for the benefit of the learners who experience barriers to learning in main-stream schools. As stated by Dryfoos (1994:8), full-service schools attempt to integrate programmes such as health care, mental health services, parent education and afterschool care into the school-wide change process.

3.8 What is the role played by the specialised personnel in the implementation of Inclusive education at your school?

Most of the respondents (70%) did not indicate as they earlier indicated that they have no specialised personnel in the SBST. 10% indicated that Social workers assist with applications for birth certificates; they assist orphans with uniforms, food packages and the applications for grants. Another 10% indicated that Social workers assist learners in the application of birth certificates and grants. The police assist us in the discipline of the naughty ones while the nurse assists in health screening. The local pastor preaches good morals on Mondays while the other 10% indicated that Social workers observe and screen learners. They also advise referral. Nurses assist in health screening while police assist in unruly boys and warn them of the consequences of crime. According to Landsberg (2005:5), special educators and other professionals are the only knowledgeable ones in assessing, identifying and treating the learner's disability. As stated by Dryfoos (1994:8), full-service schools attempt to integrate programmes such as health care, mental health services, parent education and afterschool care into the school-wide change process.

3.9 What recommendations can you suggest to the department of education/your school that will ensure that inclusive education is successfully implemented?

Responses from the respondents indicate that for inclusive education to be successfully implemented, the department of education must provide additional funding to full service schools. On top of that teachers must be trained continuously and resources provided to schools. The SBSTs in schools must be supported and correctly constituted to include specialised personnel. Existing school building must be made accessible to learners in wheelchairs by erecting ramps and railings.

4.3 CONCLUSION

This chapter presented the results of the research project. It indicated the responses of both participants in the questionnaires and the interviews. It also showed the link between the literature review and the research objectives. It serves as a basis for chapter 5 in terms of the discussions, interpretation and recommendations.

CHAPTER 5

SUMMARY OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will cover the discussion of the findings, recommendations and conclusion on the challenges of implementing inclusive education in full-service primary schools of Thaba Chweu Municipality in Mpumalanga Province.

The results of the study indicate a number of factors that affect the successful implementation of inclusive education in the full-service schools.

The study objectives were to identify the challenges faced by full-service primary schools when implementing inclusive education and to identify and assess the systems put in place for the successful implementation of inclusive education.

5.2 SUMMARY OF THE MAIN FINDINGS

5.2.1 DEMOGRAPHIC INFORMATION

5.2.1.1 Gender

The study involved 21 males (35%) and 39 females (65%).

5.2.1.2 Age

The age group of respondents ranged from 18-30 to 50+.

5.2.2 STUDY OBJECTIVES

5.2.1 Study objective 1

5.2.1.1 Identifying the challenges faced by full-service primary schools when implementing inclusive education.

After an analysis of the respondents' responses on the questions asked, the following challenges were identified:

- **Qualifications in Inclusive Education**

  The teachers in the schools are qualified teachers. However, they do not have formal qualifications in inclusive education. This has a bearing on the way inclusive education programs are implemented because educators end up using the one-size-fits-all approach. The quality of teaching is to a large extent determined by the quality of teachers it employs. Success for most schools depends on the teachers with skills to successfully perform tasks required to attain strategic goals (Gwala, 2006:101).

- **Provision of workshops by the Department of Education**

  The department of education does not consistently conduct workshops for the educators in the schools. The workshops are mostly two hour sessions which are provided to one educator per school, who is mostly the coordinator of the SBST. The coordinator is then expected to go back to the school and train other teachers. The educators end up getting second hand information (if they ever get it because some educators never bother to train others). On top of that, there is no support and follow up from the DBST on the workshops provided. The findings indicate that the workshops are not consistent, i.e. different workshops are run for different schools. Chavuta *et al* (2008) indicate that one of the challenges of implementing inclusive education is the limited capacity of training Special Needs Educators.

  - **Lack of capacity to implement Inclusive Education**

    The findings reveal that educators do not have the capacity for implementing inclusive education. According to Gwala (2006), even the most competent and motivated teachers cannot "just do it" when it comes to teaching learners with barriers to learning. The lack of capacity can be attributed to lack of qualifications in inclusive education and the lack of in-depth workshops.

  - **Screening and assisting learners with barriers**

    The findings also reveal that teachers are unable to identify and assist learners with barriers to learning. Learners end up not being screened for barriers and

treated like other learners without barriers. According to Mangope, Kuyini and Major (2012), learners in most schools are not assessed to check if they have any barriers to learning. The fact that they are not assessed leads to them not being referred. Teachers need training in order to understand and assist learners with barriers to learning. This finding is supported by Mangope, Kuyini and Major (2012), who indicate that educators lack the skills and capacity to assist learners with special needs.

- **Dealing with behavior of learners with barriers**

  As revealed by the study, the behavior of learners with barriers to learning is a challenge to the teachers. This is mainly because the teachers have not been trained to deal with the behavior of the learners with barriers to learning. Konza (2008), indicate that the behavior of these learners has a greater impact on the broader school community.

- **Overcrowded classrooms**

  The study also revealed overcrowding in the classrooms as challenge. Overcrowding can be a result of shortage of classrooms or a shortage of teachers. In some instances, it is a combination of both. The current teacher: learner ratio is also a contributing factor to overcrowding. Overcrowding denies the teachers the opportunities of giving the learners individual attention.

- **Parental involvement**

  The findings also revealed that parents are not involved in the education of their children. The respondents indicate that parents do not come to the schools when requested so. This leaves the teachers frustrated as they then have to tackle the education of the children and problems alone.

5.2.2 Study objective 2

5.2.2.1 Identifying and assessing systems put in place for the successful implementation of inclusive education

An analysis of the responses from respondents revealed the following:

- **Funding of the full-service schools**

  The Department of Education is funding schools through its norms and standard and quintile model. There is no separate funding model for the full-service schools. This makes it difficult for FSS to implement inclusive education programs with the limited funding that they get.

- **Resourcing of the full-service schools**

  All the FSS indicate that they have no resources needed to assist the learners with barriers. This could be due to limited funding by the department or the lack of capacity of the schools to develop their own.

- **Accessing the buildings of the full-service**

  The buildings in the FSS are not accessible to learners in wheelchairs. Most of the buildings have steps instead of railings. Where there are ramps, there are no railings.

- **Functionality of SBST**

  The schools have SBSTs which are not fully functional. The composition of SBST does not include healthcare professionals like nurse, psychologists or psychiatrists. SBSTs are also not trained on their roles and responsibilities to enhance their functionality.

5.3 Recommendations

Based on the findings of the study, the following recommendations are suggested:

- Enrolling all educators in full-service schools without qualifications in inclusive education to skills development programmes in inclusive education. This will ensure that the educators are better skilled to deal with inclusive education programmes.

- The department of education must conduct in-depth workshops/ in-service training to all educators at FSS. The workshops should not be limited to coordinators of SBSTs but should include all educators. The department must also refrain from scaling down workshops to two hour sessions. The workshops must be continuous and in line with the teachers' role as a life-long learner. The workshops will increase the capacity of teachers to deal with the challenges of IE.

- Teachers at the FSS must be appraised of the National Strategy on Screening, Identification, Assessment and Support (SIAS). This will ensure that learners with barriers to learning are identified at an early stage, are assisted at school level or referred to healthcare professionals.

- Learners in FSS require individual attention from the teachers. This cannot happen if the schools have overcrowded classrooms. The current teacher: pupil ratio for the FSS must be reduced to at most 1:15 to allow educators to have one on one sessions with each and every learner on a continuous basis.

- Parents must be encouraged and motivated to be actively involved in the education of their children. This will enable them to take over from where the teachers left when they are at home.

- Funding of FSS must be prioritized. They must be given additional funding that will enable them to run IE programmes.

- FSS must be provided with all the necessary resources needed to run IE programmes. Where possible the schools must also be capacitated to develop their own resources.

- The infrastructure section of the department must ensure that all FSS buildings are accessible by ensuring that ramps and railings are erected in all school buildings.
- The department must make sure that each school's SBST is allocated healthcare professionals. The SBSTs must be fully appraised of their roles and responsibilities and also supported on how to execute those roles and responsibilities.

5.4 Conclusion

The implementation of EWP6 has not been smooth. It has been clouded by challenges like overcrowding, lack of teacher training, insufficient funding and lack of resources to name a few. The research results have indicated that both research questions have been adequately answered and satisfied. The recommendations suggested here will assist both the full-service schools and the department of education to implement inclusive education effectively.

REFERENCES

Babbie, E. 2009. *The practice of social research.* 12th Edition. Wadsworth Cengage Learning: California.

Bashir, M., Afzal, M.T. & Azeem, M. 2008. Reliability and Validity of Qualitative and Operational Research Paradigm. Pak.j.stat.oper.res. IV (1):35-45

Berg, B.L. 2012. Qualitative Research Methods for the Social Sciences. 8th Ed. Howard Lune. Peachpit Press

Bless, C. & Higson-Smith, C. 2000. *Fundamentals of social research methods: An African perspective.* 3rd Edition. Juta Publishers: Lansdowne.

Chavuta, A., Itimu-Phiri, A.N., Chiwaya, S., Sikero, N. & Alindiamao, G. 2008. Montfort Special Needs Education College and Leonard Cheshire Disability International Inclusive education project: Malawi Baseline Study Report.

Chirwa, M. 2010. A Study of Opportunities and Challenges for Children with Disabilities. A Case of Zambia. Linnaeus University: Zambia.

Da Costa, M. 2003. Opening Schools for all Children in South Africa: The experience of inclusive education in Mpumalanga and Northern Cape provinces. The University of Warwick: Warwick.

Dagnew, A. 2013. 'Factors Affecting the Implementation of Inclusive Education in Primary Schools of Bahir Dar Town Administration', Education Research Journal 3(3), 59- 67.

De Vos, A. S., Strydom, H., Fouche, C.B. & Delport, C.S.L. 2011. *Research at grassroots: For the social sciences and human service professions.* Van Schaik: Pretoria.

De Vos, A. S., Strydom, H., Fouche, C. B. & Delport, C. S. L. 2000. *Research at grass roots: For the social sciences and human services professions.* 4th ed. Van Schaik: Pretoria

Deng, M. & Zhu, Z. 2007. The Chinese "Learning in a Regular Classroom" and Western Inclusive Education. Chinese Education and Society (4), 21–32.

Denzin N.K. & Lincoln, Y.S. 2003. Collecting and interpreting qualitative materials. Sage Publications: United Kingdom

Department of Education. 2001a. Education White Paper 6. Special Needs Education. Building an Inclusive Education and Training System. Pretoria

Department of Education. 2001b. National Disability Strategy. Pretoria

Department of Education. 2005a. Draft National Strategy for Screening, Identification, Assessment and Support. Pretoria.

Department of Education. 2005b. Conceptual and operational guidelines for Full-Service/Inclusive Schools. Pretoria

Donohue, D. & Bornman, J. 2014. The challenges of realising inclusive education in South Africa: South African Journal of Education; 2014; 34(2)

Dryfoos, J.G. 1994. Full-Service schools: A revolution in health and social services for children, youth and families. Jossey-Bass Publishers: San Francisco

Dudley-Marling, C. & Burns, M. B. 2014. Two perspectives on inclusion in the United States. Global Education Review, 1 (1). 14-31.

Durrheim, K. 2006. Collecting quantitative data. Sampling and measuring. University of Stellenbosch Printers. Stellenbosch.

Dyson, A. 1997. Rethinking roles, rethinking concepts in special needs training in mainstream school. Support for Teaching, 6 (2): 51-60

Engelbrecht, P., Green L., Swart E. & Muthukrishna, N. 2001. *Promoting learner development: Preventing and working with barriers to learning*. Van Schaik: Pretoria.

Garuba, A. 2003. Inclusive education in the 21st century: Challenges and opportunities for Nigeria. Asia Pacific Disability Rehabilitation Journal. Vol. 14 No. 2: 191-200

Gwala, Q. V. 2006. Challenges facing the implementation of inclusive education in primary schools -Unpublished MEd dissertation, University of Zululand: Richards Bay

Hes, D. 2014. 40 000 learners drop out of Mpumalanga schools. Blog. My Lowveld, Nelspruit.

Pillay, J. & Di Terlizzi, M. 2009. A case study of a learner's transition from mainstream schooling to a school for learners with special education needs (LSEN): Lessons for mainstream education. South African Journal of Education, 29: 491-509

Jensen, B. 2014. Building leader and educator capacity for transformation. Microsoft Corporation.

Jimenez, L. P. & Ochiai, T. 2004. Inclusion versus Institutionalization: Japan's Educational Challenge, Electronic Journal for Inclusive Education, 1 (8).

Kaseke, L. L. 2011. Challenges facing the Limpopo Department of Public Works with regards to service delivery: A case study of the core functions of the Department- Unpublished M-Ed dissertation. University of Limpopo: Polokwane.

Khoaeane, T.J. 2012. Challenges facing teachers with regard to the implementation of inclusive education in the Maseru District of Lesotho. M-Ed dissertation: Central University of Technology. Free State

Koerber, A. & McMichael, L. 2008. Qualitative Sampling Methods: A primer for Technical Communications. Texas Tech University: Austen

Konza, D. 2008. Inclusion of students with disabilities in new times: Responding to the challenge, in Kell, P., Vialle, W., Konza, D. and Vogl, G. (eds), Learning and the learner: exploring learning for new times, University of Wollongong. 236p

Kruger, S. J. and Welman, J.C. 2003. Research Methodology. Oxford University Press Southern Africa (Pty) Ltd: Oxford

Kurumei, W.K. 2012. Effectiveness of inclusive education in public primary schools in Keiyo District Elgeyo Marakwet Country, Kenya. Mount Kenya University: Kenya.

Landbrook, M. W. 2009. Challenges experienced by educators in the implementation of inclusive education in primary schools in South Africa. M-Ed (education) dissertation. University of South Africa: Pretoria.

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

Leedy, R. & Ormrod, D. 2001. *Generalising a research hypothesis*. University of Wisconsin, Academic Press: Claire.

Macmillan, J. H. & Schumacher, S. 2001. *Research in education*. Harper Publishers: New York.

Malinen, O. 2013. Inclusive Education in China: Chinese Education Research & Exchange Centre: No 4.

Mangope, B., Kuyini, A. B. and Major, T. 2012. Assessment of Learners with Special Needs for Inclusive Education in Botswana: Issues and Challenges for schools. International Journal of Scientific Research in Education, 5(2), 138-150.

Martin, T. 2006. Research in Practice: Applied Methods for the Social Sciences. University of Cape Town Press (Pty) Ltd: Cape Town

Mbelu, S. 2011. Implementation of inclusive education in the Umgungundlovu District of Education in KwaZulu-Natal. MEd dissertation. Dept of Education. University of South Africa.

McChesney, J. 1996. Full-Service Schools. Research Roundup, 12 (2): 2-5

McMahon, T., Ward, N., Kline Pruett, M., Davidson, L. and Griffith, E. 2012. Building Full-Service Schools: Lessons learned in the Development of Interagency Collaboratives. Journal of Education and Psychological Consultation, 11 (1): 65-92

McMillan, J. H. & Schumacher, S. 1997. *Research in education: A conceptual introduction*. 5th Edition. Harper Collins College: New York.

Mitiku, W., Alemu, Y. & Mengsitu, S. 2014. Challenges and opportunities to implement inclusive education: Asian Journal of Humanity, Art and Literature 1(2): 118 -136.

Mouton, J. 2012. How to succeed in your master's and doctoral studies. Van Schaik: Pretoria

Mtshali, M. 2005. Guidelines for educators to support learners with epilepsy in the inclusive classroom- M-Ed (Education) dissertation. University of South Africa: Pretoria

Mugera, W. 2013. Non-probability sampling techniques. University of Nairobi: Kenya.

Mwangi, E.M. & Orodho, J. A. 2014. Journal of Education and Practice: Challenges facing implementation of inclusive education in public primary schools in NYERI town, NYERI County, Kenya; 5 (16): 118- 230.

Osero, P.O. 2015. Challenges Teachers Encounter In Implementing Inclusive Education In Public Primary Schools in Nyamira County, Kenya. International Journal for Innovation Education and Research Vol.3-3, 2015

Paura, L. & Arhipova, I. 2012. Advantages and disadvantages of professional free software for teaching statistics. Latvia University of Agriculture

Real, R. n.d. Limitations of Excel and Access for Channel Data Analysis. Blog

Richeson, A. C. 2006. *Factors affecting the success of inclusion*. University of Nebraska: Kearney.

Robert, S. & Helen, S. 1997. Full-service schooling for full citizenship: From theory to practice. Melbourne Studies in Education, 38(2): 115-130

Scram, T. H. 2003. Conceptualizing qualitative inquiry: Mind work for Fieldwork in Education and the Social Sciences. Merril Prentice Hall: New Jersey

Shamoo, A. E. and Resnik, D. 2003. Responsible conduct of research. Oxford University Press: Oxford

Sheehy, K., Rix, J. Nind, M and Simmons, K. 2004. Perspectives on inclusive education: learning from each other. Support for learning, 19 (3): 137-141

Sheperd, J. 2002. Data Analysis: Bred for technology. Gawker Team: Minnepolis.

South African Human Rights Commission. 2010. Media Statement issued by the South African Human Rights Commission to welcome the decision of the Witbank equality court to order the St Thomas Aquinas Private School to re-admit a girl learner living with disabilities. Johannesburg: SAHRC.

Spellings, M. 2008. Education and inclusion in the United States: An overview. US Department of Education, Office of special education and rehabilitation: Washington DC

Strydom, H. and Delport, C. S. L. 2005. Sampling and pilot study in qualitative research. In De Vos, A. S., Strydom, H., Fouche, C.B. and Delport, C. S. L (Eds). *Research at grassroots: For Social Sciences and Human Service Professions.*3rd ed. Pretoria: Van Schaik publishers

Thomas, G. & Loxley, A. 2001: Deconstructing special education and constructing inclusion. Open University Press: Buckingham · Philadelphia

Trembley, P. 2007. Special Needs Education Basis: Historical and Conceptual Approach. Universite Libre de Bruxelles: Montenegro.

Tshifura, A. R. 2012. Managing inclusive education in primary schools of the Tshinane Circuit in Limpopo Province. M-Ed dissertation, Dept of Education. University of South Africa: Pretoria.

Tutty, L. M., Rothery, M. and Grinnell, R.M. 1996. *Qualitative research for Social Workers, phases, steps and tasks.* Needham Heights: Ally and Bacon.

U.S. Department of Education, Office of Special Education and Rehabilitative Services. 2008. Education and Inclusion in the United States: A Brief Overview, Washington, D.C.

UNESCO. 1960. Convention against discrimination in Education. UN: Paris.

UNESCO. 1994. World Conference on special needs education: Access and quality. UN: Salamanca.

UNESCO. 2000. World Education Forum. The Dakar Framework for Action: Education for All – Meeting our Collective Commitments. UNESCO: Paris.

UNESCO. 2009. Policy guidelines for inclusion in education. UN: Paris

Unite for Site. 2010. Validity of research. New Haven: USA

United Nations. 1948. Universal Declaration of human rights. UN: New York.

United Nations. 1965. International convention on the elimination of all forms of racial discrimination. New York: UN

United Nations. 1979. Convention on the elimination of all forms of discrimination against women. UN: New York

United Nations. 1989. Convention on the rights of the child. UN: New York.

United Nations. 1990. World Declaration of Education for all- Meeting basic learning needs. UN: Jomtien.

United Nations. 2007. Convention on the rights of persons with disabilities. UN: New York.

Vogel H.M., Dednam, A., Landsberg, E.I. and Nel N. 2006. Introduction to inclusive education: Learner support. Unisa: Pretoria.

Von Stumn, S. 2011. The Pros and cons of using SPSS as a Research Tool to explore Individual difference. SPSS User Group Meeting. University of Edinburg.

Wedell, K. 2008. British Journal of Special Education, 35 (3): 128-134.

White, C. J. 2002. Research methods and techniques. Harper Collins College: New York.

Wiles, R., Crow, G., Heath, S. & Charles, V. 2006. Anonymity and Confidentiality. University of Southampton.

Woods, P. 1999. Successful writing for qualitative researchers. Routledge: London.

www.kirklees.gov.uk/community/yoursay/Questionnaires.pdf, accessed 27 /07/2015.

www.people.ucalgary.ca/-dmjacobs/phd/methods/tsld012.htm, accessed 22/08/2015.

Zhang, Y. & Wildemuth, B, M. 2009. Qualitative Analysis of Content.

Zindiye, S. 2008. An empirical investigation into the factors affecting the performance of small and medium enterprises in the manufacturing sector of Harare, Zimbabwe. Doctoral dissertation. University of Fort Hare. Alice.

A

Enq　: Mashile Lauriel

Cell　: 0827005518

PO Box 507

Graskop

1270

12 August 2015

The Regional Director

Bohlabela District

BUSHBUCKRIDGE

Madam

REQUEST TO CONDUCT RESEARCH

1. The above matter refers
2. I am a registered Master of Public Administration student at the University of Limpopo's Graduate School of Leadership. One of the requirements for this qualification is the completion of a mini-dissertation.
3. I am therefore requesting permission from the Director to collect data from schools for my research project.
4. Looking forward to your positive response in this regard.

Yours sincerely

Mashile Lauriel

B

Enq   : Mashile Lauriel

Cell   : 0827005518

PO Box 507

Graskop

1270

15 January 2016

The Principal

....

....

Sir / Madam

REQUEST TO CONDUCT RESEARCH

1. The above matter refers

2. I am a registered Master of Public Administration student at the University of Limpopo's Graduate School of Leadership. One of the requirements for this qualification is the completion of a mini-dissertation. My research topic is " the challenges of implementing inclusive education in full service primary schools in Thaba Chweu Municipality"

3. **Aim of the study**

   The aim of the study is to assess the implementation of inclusive education in full-service schools in Thaba Chweu Municipality of Bohlabela District, Mpumalanga Province.

4. **Objectives of the study**

   - To identify the challenges that full-service schools are experiencing when implementing inclusive education

   - To identify and assess the systems put in place for the successful implementation of inclusive education.

5. I am therefore requesting for your permission to collect data from your school for my research project.

6. Looking forward to your positive response in this regard.

Yours Sincerely

Mashile Lauriel

0827005518

$\mathcal{C}$

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Private Bag X9399, Bushbuckridge 1280,
Former Mapulaneng College Campus ,
R533 Graskop Road,
College View

Litiko le Temfundvo, Umnyango we Fundo   Departement van Onderwys   Ndzawulo ya Dyondzo

Mr Lauriel Mashile

PO BOX 507

GRASKOP

1270

Dear Sir

APPROVAL OF REQUEST TO CONDUCT RESEARCH

Kindly be informed of the approval of your request to conduct research in schools around Thaba Chweu Local Municipality. The municipality covers schools in Mashishing and Sabie Circuits.

Furthermore, please be informed that the Mpumalanga Department of Education will require access to your research findings and recommendations. You are advised to communicate with your chosen schools and ensure that no inconvenience is experienced at any given time. Teaching and learning must not be negatively affected in any way.

Your professionalism in this regard will be highly appreciated. Good luck on your research; your interest on matters of Inclusive Education in the District is applauded.

MS L.N GOBA
DISTRICT DIRECTOR: BOHLABELA

02 / 11 / 2015
DATE

MPUMALANGA
THE PLACE OF THE RISING SUN

D

LETTER OF CONSENT FROM THE RESEARCH PARTICIPANTS

I, --- hereby give my consent to participate in the research conducted by Mashile Lauriel, an MPA (Master of Public Administration) student at the University of Limpopo.

In terms of our agreement, Mashile Lauriel has assured me that all information collected will be viewed and treated as confidential.

_____

Signature

RESEARCH INTERVIEW GUIDE

Dear Respondent

My name is Lauriel Mashile. I am currently enrolled as a *Master of Public Administration (MPA)* student with the Turfloop Graduate School of Leadership under the University of Limpopo. My studies involve conducting research and writing a mini dissertation on any topic of my choice in order to fully qualify for the degree. It is for this purpose that I am conducting research on the following topic:

"Challenges in the implementation of inclusive education in full service primary schools of Thaba Chweu Municipality".

Aim of the study

The aim of the study is to assess the implementation of inclusive education in full-service primary schools in Thaba Chweu Municipality of Bohlabela District, Mpumalanga Province.

Objectives of the study

The objectives of this study are the following:

- To identify the challenges experienced by full-service primary schools when implementing inclusive education.
- To identify and assess the systems put in place for the successful implementation of inclusive education.

Please be advised that the information provided in this questionnaire/ interview will be solely used for the purposes of this study. You are also advised that participating in this study is voluntary. Finally, no names of participants are required as part of the study and confidentiality of any information divulged is of utmost importance.

I hereby kindly request your assistance by answering the following questions:

DEMOGRAPHIC INFORMATION

FILL IN: Tick with (X) nest to your selected answer

1. Demographic questions

1.1 Gender

Male		Female	

1.2 Age group:

18-30		30-40		41-50		50+	

2. OBJECTIVE 1:

To identify the challenges experienced by full-service primary schools when implementing inclusive education

1. Are you aware that your school is a full-service school?

2. Do you have any qualifications in Inclusive Education?

3. Are you familiar with the inclusive education policy of the department, Education White Paper 6: Learners with Special Needs: Towards a more Inclusive Education and Training System?

4. Do you consider yourself to have the capacity for implementing Inclusive Education?

5. Does the department of education conduct Inclusive Education workshops/training for you?

   When were you last trained and which topics were you trained in?

6. Do you have the necessary capacity for screening and identifying learners with barriers?

7. Are you able to deal with the behaviour of learners with barriers to learning?

8. What challenges are you experiencing when implementing inclusive education in the classroom?

3. OBJECTIVE 2

To identify and assess the systems put in place for the successful implementation of inclusive education.

1. Is the funding provided by the Department of Education enough for your school to run Inclusive Education programmes?

2. Does your school have the necessary resources to enable it to implement Inclusive Education programmes?

3. Are the school buildings accessible to learners in wheelchairs?

   If so, what changes were made to the school to ensure accessibility?

4. Does the school have a School-Based Support Team (SBST)?

5. Is the SBST aware of its role and responsibilities?

6. How do you rate the functionality of the SBST?

7. Do you have specialised personnel in your SBST?

   Indicate the specialised personnel in the SBST.

8. What is the role played by the specialised personnel in the implementation of Inclusive Education at your school?

9. What recommendations can you suggest to the Department of Education/ your school that will ensure that inclusive education is successfully implemented?

Thank you for your participation

F

DEMOGRAPHIC INFORMATION

FILL IN: Tick with (X) nest to your selected answer

1. Demographic questionnaire

1.1 Gender

Male	X	Female	

1.2 Age group:

18-30		30-40	X	41-50		50+	

2. OBJECTIVE 1:

To identify the challenges experienced by full-service primary schools when implementing inclusive education

1. Are you aware that your school is a full-service school?

YES	X	NO	

2. Do you have any qualifications in Inclusive Education?

YES		NO	X

3. Are you familiar with the inclusive education policy of the department, Education White Paper 6: Learners with Special Needs: Towards a more Inclusive Education and Training System?

YES		NO	X

4. Do you consider yourself having the capacity of implementing Inclusive Education?

YES	X	NO	

5. Does the department of education conduct Inclusive Education workshops/training for you?

YES	.	NO	X

If yes, when were you last trained and which topics were you trained on?

_____

_____

_____

_____

_____

_____

6. Do you have the necessary capacity of screening and identifying learners with barriers?

YES	X	NO	

7. Are you able to deal with the behaviour of learners with barriers to learning?

YES	X	NO	

8. What challenges are you experiencing when implementing inclusive education in the classroom?

Over Crowding in the Classroom which affect negatively the interaction between the teacher and the learner. Lack of Parental involvement and Co-operation.

_____

_____

_____

3. OBJECTIVE 2

To identify and assess the systems put in place for the successful implementation of inclusive education.

1. Is the funding provided by the department of education enough for your school to run Inclusive Education programs?

YES	✗	NO	

2. Does your school have the necessary resources to enable it to implement Inclusive Education programs?

YES	✗	NO	

3. Are the school buildings accessible to learners in wheelchairs?

YES		NO	✗

If yes, what changes were made to the school to ensure accessibility?

_____

_____

_____

_____

4. Does the school have a School-Based Support Team (SBST)?

YES	✗	NO	

5. Is the SBST aware of its roles and responsibilities?

YES	✗	NO	

6. How do you rate the functionality of the SBST?

Fully functional	✗	Partially Functional		Not Functional	

7. Do you have specialised personnel in your SBST?

YES		NO	X

If yes, indicate the specialised personnel.

_____

_____

_____

_____

8. What is the role played by the specialised personnel in the implementation of Inclusive Education at your school?

The Psychologist from the department of Education Sometimes Visit the School to assist learners with learning barriers by invitation from the SBST.

9. What recommendations can you suggest to the department of education/ your school that will ensure that inclusive education is successfully implemented?

I recommend that when the SBST compile and send the report to the Provincial departmental Psychologist they should be dealt with on a quarterly basis. Workshop should be conducted, for all Educators to enable them to identify learners with learner barriers to ensure a quick response.

_____

_____

_____

_____

Thank you for your participation

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel

PO Box 365,

BENDOR PARK

0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel

PO Box 365,

BENDOR PARK

0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016

N J Nel
PO Box 365,
BENDOR PARK
0713

Tel: 074 184
9600

CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Lauriel Mashile,

Student number: **201324757**

entitled:

"CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN FULL-SERVICE PRIMARY SCHOOLS IN THABA CHWEU MUNICIPALITY, MPUMALANGA PROVINCE"

N J Nel

B.A. (English- UNISA); TTD. (Languages- Pretoria);
FDE. (Educational Management- CEFT)

Lecturer of English, Department Applied Languages
Tshwane University of Technology
(Retired)

9 June 2016