CRISIS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION: REFLECTION ON THE ROLE OF FULL-SERVICE SCHOOLS IN SEKHUKHUNE DISTRICT

By

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I declare that the above dissertation/thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

The purpose of this study was to look at the crisis in the implementation of inclusive education and to reflect on the role of full-service schools in Sekhukhune district. Participants were purposively selected in this study. Most of the mainstream school's struggle to cater for special educational needs learners, resulting in many dropouts. The study collected data through semi-structured interviews and focus group discussions. The findings of the study have shown that many educators lack capacity on inclusive education, and full-service schools do not play a critical role in supporting neighbouring mainstream schools. The findings reveal that lack of capacity development like workshops and human resources are main factors contributing towards failure of full-service schools to support neighbouring mainstream schools. In addition, inclusive education needs to be included in educator training at tertiary level qualifications. Therefore, further investigation of the impact of educator qualifications and implementation is recommended.

Key words: Inclusive education, implementation, full-service schools. Grounded theory, System theory.

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MAY HIS NAME BE PRAISED

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LIST OF ABBREVIATIONS

ILST- Institutional Support Team

DBST- District Based Support Team

ISP- Individual Support Plans

SSRC- Special School as Resource Centres

WP6-White Paper 6

LD- Learning Disabilities

CS1-Curriculum Specialist one

UL- University of Limpopo

SLES- Specialised Learner and Educator Services

GST- General System Theory

SIAS- Screening, Identification, Assessment and Support

UNESCO-United Nations Education and Science Congress

DBE-Department of Basic Education

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1. BACKGROUND AND MOTIVATION

This chapter looked at the aims and rationale of the study. Furthermore, the background to the study came under the spotlight including the context of learners with special educational needs that are taught in mainstream classes and segregated based on their abilities. South Africa adopted a global stance on the introduction of Inclusive Education by signing the Salamanca statement in 1994 (Dreyer, 2017:2; UNESCO, 1994), which offers strategies on how to enforce inclusive education. The declaration outlined principles and inclusive education systems wherein mainstream classes should teach all learners irrespective of their different needs (Ainscow, Slee & Best, 2019: 671).

Following the Salamanca declaration, which adopted education for all policy, the South African Ministry of Education appointed two Commissions. The Commissions were tasked to probe, observe and make recommendations on the approach within education. The National Commission on Special Needs in Education and Training and the National Committee on Education Support Services were to explore and make recommendations on all aspects of 'special needs' and to propose a social model of diverse educational needs (Engelbrecht, Nel, Smit & Van Deventer, 2016:3).

The Report emphasised the need for a change from medical report focusing on learners with special needs to the social model approach that addresses barriers in learners with special educational needs (Engelbrecht et al., 2016: 3). The outcomes of these national investigating committees prompted the government to formulate legislations and policies towards inclusivity in education such as White Paper 6, Special Needs Education, Building an Inclusive Education and Training (Engelbrecht at al., 2016: 3).

These policy guidelines created knowledge framework for educators to practise inclusive education and to provide information on best practices for inclusive education. Framing White Paper 6 of 2001 resolved a great deal of confusion in the field of

inclusive education because the phenomenon was varied and fragmented (DoE, 2001:22). Amongst other aspects, the White Paper 6 provides guidelines for the establishment and roles of full-service schools (DoE, 2001:22). According to the White Paper, full-service schools are defined as "schools and colleges that were to be equipped and supported to provide for the full range of learning needs among all our learners" (DoE, 2001:22).

The most important duties of full-service schools are to orientate neighbouring mainstream schools to combat discriminatory attitudes, and to create welcoming education to all learners regardless of individual differences. However, such provision of support to neighbouring schools is limited and not detailed as outlined in White Paper 6 (Department of Education, 2010: 43).

It is along these lines that full-service school is expected to share expertise on inclusive matters with a cluster of schools within its locality (DoE, 2010: 18). According to the South African Department of Education, full-service schools were to be supported to collaborate with neighbouring schools as envisaged in White Paper 6 (Engelbrecht et al., 2016: 3). Their roles are limited or not expanded, resulting in implementation problems for mainstream schools. Hence, the rationale of this study was to look at the crisis faced by full-service schools in supporting neighbouring mainstream schools and to reflect on possible factors that could contribute to inclusivity in all schools.

1.2. RATIONALE FOR THE STUDY

The motivation for doing the research was fueled by many learners with special educational needs being marginalised and excluded from receiving professional learning support (Dreyer, 2017: 2). The introduction of inclusion policies in schools to meet special needs of all learners irrespective of a diverse range of learning needs has been stalled by many factors. Amongst other factors are limited resources, lack of educator qualifications, lack of educators' understanding of inclusive education and limited information on how to be responsive to high-level needs of special education learners (Engelbrecht at al., 2016: 12).

With such comprehensive set of barriers, the role of full-service schools is fundamental in supporting schools and educators in the neigbourhood to practise inclusive education. While the Department of Education in South Africa has rolled out policy guidelines indicating how to implement the right to inclusive education, it does not define how full-service schools should support neighbouring mainstream schools. Educators continue to express lack of knowledge regarding their roles and responsibilities due to inadequate support (Nkambule & Amsterdam, 2018: 2).

Furthermore, Stegemann and Jaciw (2018: 5) found that the South African Department of Education is unable to guide schools and districts towards successful implementation of inclusive education because of gaps between policies and practice. Therefore, mainstream schools find it difficult to implement inclusive education due to educators' insight with regard to policy implementation (Nel, Tlale, Engelbrecht & Nel, 2016:2). This process continues to make mainstream schools dysfunctional as inclusive schools. The problem, which motivated this study, is the lack of support from full-service schools to mainstream schools in implementing inclusive education.

As mandated by law, these full-service schools fail to support neighbouring schools operating within their circuits in collaboration with district-based support teams. It is important to understand the range of factors within the education system that inhibit full-service schools from supporting neighbouring mainstream schools. It is against this background that the researcher looked critically at the implementation of inclusive education with focus on full-service schools' support for mainstream schools.

1.3 OVERVIEW OF INCLUSIVE EDUCATION IN SOUTH AFRICA

1.3.1 What is Inclusive Education and Training?

According to Potgieter-Groot, Visser and Lubbe-de Beer (2012:60), the term "inclusive education is a complex concept that can be interpreted differently and implemented in various ways". It refers to the practice of identifying and dismantling barriers to education for all children so that they have access to education (Slee, 2018:2). In Slee's view, inclusive education is the practice of teaching children in a normal classroom

irrespective of their abilities. It would therefore be inappropriate to regard inclusive education as a process to discriminate against some learners.

According to White Paper 6 (DoE, 2001: 6), inclusive education entails the following:

- Acknowledging that all children and youth can learn and that all children and youth   need support.

- Accepting and respecting the fact that all learners are different in some way and have different learning needs, which are equally valued, and an ordinary part of our human experience.

- Enabling education structures, systems and learning methodologies to meet the needs   of all learners.

- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, and disability or HIV status.

- Acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures.

- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.

- Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.

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

Inclusive education, therefore, requires that the framework within which education is delivered should be broad enough to accommodate equally the needs and circumstances of every learner in society (Murungi, 2015: 3166). The dilemma facing inclusive education practice was therefore methods to ensure that all learners benefits. Therefore, effective inclusive education is anchored by White Paper 6 which mapped the way for support structures such as District-Based Support Teams, Institutional Level

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Support Teams, Full-Service schools, and Special Schools as Resource Centers (Nel, Tlale, Engelbrecht & Nel, 2016:11). These teams are instruments to help in meeting and responding to diverse needs within schools.

The implementation of inclusive education in schools is grounded in the Constitution of South Africa (Donohue & Bornman, 2014:2), but whether or not it is effective remains a question. It was met with challenges regarding lack of infrastructure and human resources to deal with proposed changes (Wildeman & Nomdo, 2007:23). Furthermore, these challenges remain overlooked to this day because many learners are not benefiting.

Donohue and Bornman (2014:1) argued that 70% of South African school children with challenges are not schooling mainly because of problems related to learning disability despite legislations like White Paper 6 that pushed for inclusion. Many learners are marginalised and considered a burden by their educators because they are seen as slow-paced learners.

Therefore, inclusive education is stalled, and has resulted in learning difficulties by special educational needs learners. Developing a clear and effective education for overall schools is very important in order to bring change in the system. In asserting quality education for all learners irrespective of their abilities, full-service school educators need to support their counterparts in mainstream schools.

As a matter of urgency, special educational needs learners in mainstream schools need to be included in learning as the curriculum is not adapted to their needs due to lack of educator training (DoE,2010: 15). Subsequently, lack of educator training could be a possible reason for insufficient or poor individualised support, inclusive education implementation and support in mainstream schools.

According to Gidlund (2018:48), successful implementation of inclusive education in South Africa depends on adequate educator training. Traditionally, in South Africa, compared to other countries, educators were not trained to cope with learners who experienced barriers to learning (Engelbrecht & Muthukrishna, 2019:110). Therefore, it is very cardinal that educators receive training to capacitate them to have a positive

attitude about special educational needs learners and avoid marginalisation ((Priyadarshini & Thangarajathi, 2017: 29). Mohanty and Nanda (2017:16) highlight that educator training is a very important component in successful inclusive teaching.

Educators in mainstream schools feel insufficiently trained and being assigned to teach learners with special educational needs without proper methodological orientation (Ewing, Jeremy, Monsen & Kielblock, 2018: 3). It made them feel different and unproductive in their teaching profession. Arguing along the same line, Walton (2019, 109) concluded that educator training is essential for the successful implementation of inclusive education. Overall, the mainstreaming of learners with special educational needs under these circumstances will lead to dropout and retention because learning is not supported.

As a result of this anomaly resulting from lack of educator training, many children and young people with disabilities remain marginalised, with a number staying at home and not attending school at all (Walton, 2011: 241). This means that more children are not effectively benefiting from government inclusive initiatives despite the introduction of policy guidelines on inclusion.

This shared perception indicates that full-service school educators could possibly close the gap by supporting neighbouring mainstream school educators. Thus, full-service schools should prioritise inclusive education to support mainstream schools in order to enable them to practise inclusive teaching. Full-service schools are better positioned to provide learning support to other educators in their neigbourhood.

There is a challenge experienced by mainstream schools in addressing different needs of learners in their classrooms (Dreyer, 2017:9). Morningstar, Allcock, White, Taub, Kurth, Gonsier-Gerdin and Jorgensen (2016:212) stated that research is needed that will examine effective practices associated with team collaboration and support for school-wide change. Which means that, little research findings exist that looked at successful support by full-service schools to promote inclusive education in South Africa (Makoelle, 2014:95)?

Therefore, the main purpose of this study was to look at the support and commitment of full-service schools to neighbouring mainstream schools. In this study, I took a theoretical approach into policy implementation and focused on interdependent practical components of inclusive education, namely, support networks, educator training, collaborative consultations and cooperative learning as main factors that could possibly hinder the implementation of inclusive education by full-service schools to neighbouring schools.

1.4. SIGNIFICANCE OF STUDY

This study has the following potential significance:

- The study would contribute to the body of knowledge, make recommendations and identify support strategies required for mainstream educators to offer lessons in an inclusive classroom environment.
- The study could help the National Department of Education to understand the challenges of implementing inclusive education, which is receiving less attention. The purpose of this study was to contribute towards the body of knowledge on best strategies for effective implementation of inclusive education in the South African schools. Furthermore, the study would assist policy makers, administrators and educators to be aware of factors hindering the effective implementation of inclusive education, and where possible, create opportunities to eradicate the problem.
- This study would present an opportunity for full-service school educators to express their views on how to support neighbouring mainstream schools, influence the training of remedial educators and the implementation of programmes in full-service and mainstream schools.
- The study has the potential to contribute towards helping policy makers develop inclusive curriculum programme methodologies in schools.
- To make recommendations on strategies and models for the successful implementation of inclusive education practices within the South African education system.

- The findings could be shared and used to improve on all aspects of full-service schools' support to neighbouring schools.

- The study would also contribute towards the body of knowledge regarding inclusive education by building on the expertise, interest and strength of all stakeholders a practical implementation model.

- The proposed model was aimed at inculcating new information, skills, values and attitudes in educators to offer inclusive education with support from circuit-based support teams given poor support by full-service schools to mainstream schools in their neigbourhood.

1.5 RESEARCH AIMS AND OBJECTIVES

1.5.1 The aim of this study
The aim was to evaluate the level of support offered by full-service schools to their neighbouring mainstream schools. This would enable the development of recommendations to promote optimal inclusive education implementation in South Africa.

1.5.2 Objectives

- To identify support strategies required for full-service schools in order to assist neighbouring schools and lastly to develop a sustainable model for successful full-service schools' support to neighbouring mainstream primary and secondary schools.

- To determine the experiences of full-service schools in implementing inclusive education and supporting neighbouring schools?

- To identify challenges that are experienced by full-service schools in providing support to neighbouring mainstream schools.

1.6 OVERVIEW OF RESEARCH METHODOLOGY

The research methodology implemented in this study was characterised by research design, data collection, data capturing, and analysis. This study was located within the qualitative approach and adopted the interpretive research paradigm.

Therefore, a qualitative single case study approach was selected in order to explore a single entity or phenomenon. Interviews were the main data collection technique used in this study. In order to counteract the threats and to understand methods and support to be offered to neighbouring mainstream schools, interviews were used jointly with focus group discussions.

Thus, the design was qualitative in approach, a single case study with interviews and focus groups as data collection instruments. The interview questions elicited responses from educators in full-service schools on their support and role of assisting neighbouring mainstream schools. They were allowed to give their opinions and arguments about supporting neighbouring mainstream schools. This informed their insight and understanding of what it means to be a remedial educator in full-service schools and giving support to neighbouring mainstream schools.

In this study, purposive sampling was used because there are only few full service schools in the area. It was done because of the objective of securing available information for the study. The sample was drawn from educators at two full-service schools in the district. Seven educators employed permanently in full-service schools in Sekhukhune district were selected to participate in the study. The schools are located within the southeastern area of Limpopo Province of South Africa.

Data was analysed using Hycner's (1985:45) model of phenomenology. In this model, procedures and techniques of analysing qualitative data involved coding. This included literal statements made by participants during both semi-structured interviews and focus group discussions. Data was then demarcated to obtain units and themes of meaning. The themes were analysed and interpreted.

1.7 OUTLINE OF CHAPTERS

CHAPTER ONE is an introductory chapter that clarifies the motivation for the study, an overview of inclusive education implementation in South Africa and the rationale for the study. This chapter delineates the aims of the study and provides an outline of the methodology and research framework.

CHAPTER TWO comprises the literature review that outlines the role of full-service schools and factors that lead to poor support of neighbouring mainstream schools.
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CHAPTER THREE details the research methodology adopted in the study. The chapter describes the research approach used, gives an overview of the research design and outlines the data collection and analysis methods. The constraints and limitations of the research are discussed. A discussion on ethics in research concludes this chapter.

CHAPTER FOUR presents findings of the study. Qualitative findings are presented in a summary format, which gives experiences of full-service school educators and their views about supporting full-service educators.

CHAPTER FIVE concludes the study with summary, findings, conclusions and recommendations for the successful and optimal implementation of inclusive education. It also provides a suggested model to be used in support of neighbouring mainstream schools. In chapter 5, research notes are also presented to expound the main research issues.

1.8 SUMMARY AND CONCLUSION

The rationale for the study lies in the failure for effective inclusive education implementation despite the introduction of policies and guidelines in South Africa. The introduction of White Paper 6 of 2001 as part of curriculum transformation was met with challenges. Full-service schools support to neighbouring mainstream schools was considered an important aspect for research in this study. Neighbouring mainstream schools need to be equipped with the necessary support to effective implementation of inclusive education. Preliminary signs are that mainstream schools are not implementing inclusivity. Henceforth a research to ascertain the status of support by full service schools in implementation of inclusive education is necessary in order to provide guidelines for curriculum developers. The following chapter outline literature on the implementation of inclusive education.

CHAPTER 2

LITERATURE REVIEW

FACTORS THAT IMPACT ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY

2.1 INTRODUCTION

The purpose of this literature review is to outline critical factors within the education system that affect inclusive education implementation and support given by full-service schools to neighbouring mainstream schools. This chapter reviewed the most significant factors that caused delays in the implementation of inclusive education in schools and discusses how full-service schools interpret policy and practice of inclusive education. The appraisal formed the backdrop against which the inception and implementation of inclusive education was discussed.

In Chapter 2, the literature is logically presented along the research question. The literature is presented by looking at the following headings and subheadings: Theoretical framework to assist and conceptualise factors within the South African education system that impede full-service schools' support of mainstream schools. This chapter will also outline literature on educators' perceptions, attitudes, training in inclusive education and the utilisation and impact of resources on the implementation of inclusive education for learners with special educational needs.

2.2 INCLUSIVE EDUCATION IMPLEMENTATION IN SOUTH AFRICA

2.2.1 Evolution of the concept Inclusive education

The South African education system was rooted in education that segregated learners according to their disabilities (Donohue & Bornman, 2014:2). One of the objectives of the new government elected in 1994 was to transform the education system. A radically transformed education system manifested itself through the development of policies to create a framework for inclusive education. It marked the departure of a divided South

Africa and adopted inclusive education as part of the broader democratisation process by reforming the education system (Andrews, Walton & Osman, 2019:2). This endeavour showed commitment to implement inclusive education in South Africa with a policy framework that valued education for all. One of the most urgent issue faced by South Africa was to develop a new education system with a clear policy around inclusive education.

The reformed education system made provision that all learners should have educational rights irrespective of their abilities. Such rights became one of the resilient standpoints of all stakeholders involved in education within the South African context (Hay, Smit & Paulsen, 2001: 213).   Despite the adoption of inclusive education by the South African National Department of Education (DoE, 2001:22), there is a discrepancy between the policy and what happens in schools. There are concerns that the policy is difficult to implement because of limited exposure of educators to inclusive capacity development (Donohue & Bornman, 2014: 4).

Andrews, Walton and Osman (2019:2) in their research, indicated that drafted policies will support the implementation of inclusive education in South African schools, but little is known about the impact of these policies on educators' ability to teach inclusive education. Therefore, the key challenge was introducing inclusive education with procedures and protocols through policies as one way to make inclusivity explicit. Creating a structured inclusive education policy, South Africa introduced a model underpinned by the Constitution of South Africa Act 108 of 1996 drawn with an effort to transform society from exclusivity to inclusion (Nel, Tlale, Engelbrecht & Nel, 2016:2). The ideals of inclusive education model were aligned with the global conceptual framework, which saw South Africa moving towards the global model rooted in the 1994 Salamanca Declaration whereby inclusion and participation for learners with disabilities was emphasised. Salamanca declaration emphasised strategies to meet divergent needs of learners in inclusive school programme.

In 1994, South Africa signed the Salamanca Declaration, which committed 94 nations to introduce inclusive and unbiased quality education that will promote enduring learning for all children (Department of Education, 2010: 8). It is therefore apparent that the

Salamanca Declaration committed countries towards providing quality basic education to all children in order for them to reach their educational ideals. The declaration was an ideal commitment by countries to ensure that basic inclusive education is implemented without discriminatory attitudes to all learners (Ainscow, Slee & Best, 2019: 672).

Importantly, Ainscow, Slee and Best (2019:672) noted that inclusive education, as defined by the Salamanca Statement (UNESCO, 1994), refers to schooling in which all children, irrespective of their capabilities, have access to regular classrooms teaching. This event may be regarded as the most important turning point globally and in South Africa because it embodied education for all learners.

Attending regular classrooms and understanding of different abilities in learners, was envisaged to be integral within the new South African curriculum as stipulated by Salamanca declaration. De Beco (2018:11) further highlights that the Salamanca declaration is a statement to influence all schools to embrace education for all instead of focusing only on a specific type of learners.

The Declaration asserted the right of every child, irrespective of disabilities, to be treated with respect and social dignity. In the Salamanca Statement, children's right to basic education was emphasised and considered important. Thus, efforts to reduce the marginalisation of disabilities in the educational system actually have been pursued with the Salamanca declaration of 1994 (Wibowo & Muin, 2018:484).

Notwithstanding the Salamanca declaration, the implementation of inclusive education in South Africa was met with challenges regarding lack of infrastructure and human resources to back or deal with the proposed change (Wildeman & Nomdo, 2007:23). Poor quality of resources especially in full-service schools made it difficult for government to implement its legislations regarding inclusion in schools ((Engelbrecht, Nel, Smit & Van Devender, 2016: 3). Engelbrecht et al., 2016:4). Because of shortage of resources, teachers need to provide alternative ways for teaching inclusive education.

In line with duties for ensuring access to education and to address challenges, the South African Ministry of Education appointed two commissions. The outcomes of these

national investigating committees prompted the government to formulate legislations and policies towards inclusivity in education such as building an Inclusive Education and Training (Engelbrecht et al., 2016:3). Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements (DoE, 2010), Guidelines for inclusive teaching and learning (DoE, 2010) and Policy on screening, identification, assessment and support (DoE, 2014) foster awareness of inclusive education.

These policy guidelines created knowledge framework for educators to practice inclusive education and to provide information on best practices for inclusive education. Stakeholders in education made submissions to findings of the commissions and guidelines, which resulted in the government framing White Paper 6 of 2001.White Paper 6 on Special Needs Education (DoE, 2001) paved the way for one inclusive education system and resolved a great deal of confusion in the field of inclusive education because the phenomenon is varied and fragmented (Engelbrecht et al., 2015:6). The issue of including all different learners in one classroom received negative publicity and much resistance from educators (Engelbrecht et al., 2016:12).

Educators continued to struggle with the implementation of inclusive education due to insufficient knowledge, lack of resources and fragmented policy. White Paper 6 attempted to alleviate the fear, address how educators should teach inclusive education, and adapt curriculum to differentiate the content and make the teaching environment welcoming to all learners (DoE, 2001:22). Most of the recommendations in White Paper 6 are minimum standards that are required for increasing inclusion in schools. The main aim behind White Paper 6 is to outline the government's new policies for a single education system with the hope that inclusive education would be effectively implemented.

Furthermore, it provides guidelines in developing inclusion methodologies and establishing full-service schools, which will assist educators to respond towards diverse needs of learners in the classroom. However, the White Paper 6 policy guideline is generic and unable to adapt in varying school contexts like untrained educators (Ayaya, Makoelle & Van der Merwe, M: 2020:3). Of utmost importance, it is vital to ask if

educators and learners are prepared and ready for inclusive education in full-service and mainstream schools. The impact of transformed education and guidance provided by White Paper 6 (DoE, 2001 :) was a challenge to many educators

The reasons for this are numerous problems that affect the education system, the role of full-service schools, and other support structures and conditions of poverty, amongst others (Engelbrecht, 2004:22). In order to alleviate the stress posed by these challenges, the government needed an approach where educators will enforce effective implementation through policy guidelines like White Paper 6. According to (DoE, 2001:23) educators need differentiated teaching methods and support to cater wide range of learning needs.

Thus, White Paper 6 provides the structure and explains strategies that assist in establishing an inclusive education for learners to realise their full potential and to train educators in inclusive methodologies (DoE, 2001:5). Despite enabling policy, guidelines like White Paper 6, the implementation of inclusive education in South Africa is slow and partially implemented (Wildeman & Nomdo, 2018:3). Major challenges faced by educators within the education system were that the legacy of the old system is still visible because even though learners are placed in all schools despite their ability, religion and socio-economic factors, educators are not trained.

According to Engelbrecht, Nel, Smit and Van Deventer (2016), there is a split between the ideals of policy guidelines and the reality of implementation in South Africa. The vision of a true inclusivity in education within the South African system of education has been hardly implemented, and the outcomes of areas where it has been implemented are questionable (Engelbrecht et al., 2016: 2). Educators then should accordingly be given more responsibility for collaborating with others in order to implement the inclusive education. They need to be prepared to learn wide range of learning methods.

Notwithstanding the implementation of inclusive education in South Africa, there is limited progress. However, the introduction of these policies does not necessarily translate into what occurs within the classroom. Although aspects of inclusive education are promoted through government initiatives, schools have taken little notice

of the policies guiding inclusive education, or paid limited attention to provide opportunities for full-service school (Engelbrecht et al., 2016:4).

Full-service schools are defined as "schools and colleges that will be equipped and supported to provide for the full range of learning needs among all our learners" (DoE, 2001:22). These schools are regarded as the most effective means of orientating other schools to combat discriminatory attitudes and create welcoming education to all regardless of individual differences. Of utmost importance is that full-service schools are expected to share expertise information on inclusive matters with a cluster of schools within its locality (DoE, 2010: 18). However, full-service schools are not capacitated to support neighbouring mainstream schools to achieve inclusive education.

Furthermore, the failure to achieve the vision for true inclusion and support to other schools by full-service schools is made possible by challenges like lack of physical and material resources (Engelbrecht, Nel, Nel & Tlale, 2015:3). What seems to be lacking in full-service schools is their support of neighbouring mainstream schools. Therefore, it becomes evident that the main aim for the establishment of full-service schools is to assist other schools in addressing diverse needs of all learners in the mainstream classroom.

2.2.3 Inclusion is responding to different learners needs.

Learners' diverse ranges of needs are not adequately addressed due to lack of educators' skills and knowledge in differentiating the curriculum (Andrews, Walton & Osman, 2019:6). Support for educators in their practice of inclusive methodologies within mainstream schools is vital. One way by which inclusive education can achieve success depends on the availability and quality of educational support that is offered in mainstream schools (Farrell, 2004:6).

It is primarily the objective of the Department of Education that mainstream educators are given formal support to handle diversity of learners' needs and to enable inclusivity in their classrooms. Andrews, Walton and Osman (2019:2) note that the implementation

of inclusive education remains overlooked to this day because many learners in mainstream schools are not benefiting. Thus, learners' rights to education are violated and overlooked, resulting in marginalisation of learners and dropouts.

Therefore, if different needs of learners are not met, this will result in difficult internalisation of knowledge. Therefore, learners who fail to progress in school will subsequently dropout (Engelbrecht, Oswald & Forlin, 2006:23). Developing a clear and effective implementation of inclusive education is very important to bring change in the education system (DoE,2001:2)

Therefore, the transformed education system introduced in South Africa after 1994, endorsed the establishment of full-service schools to support neighbouring mainstream schools (DoE, 2001:20). This suggests the need to reflect on factors that account for the lack of inclusive education implementation in mainstream schools. The mainstreaming of learners with special educational needs under these circumstances will lead to dropout and retention because learning is not supported. To counteract dropouts and ensure quality education for all learners irrespective of their abilities, full-service school educators need to support their counterparts in mainstream schools (DoE, 2001:2).

2. 3 THEORETICAL FRAMEWORKS

A theoretical framework is a method whereby the researcher is able to make assumptions about the relationship between variables and the conditions under which the study bases its investigation. The framework is useful as a way of establishing a model for effective implementation of inclusive education by looking at the system of education using a specific theory. A theory is a unified statement of principles that attempts to explain a phenomenon and make expectations (Woolfolk, 2007:14). It explains the relationship between concepts or ideas in a study.

In the context of this study, stakeholders in education are expected to respond to each other in a certain way according to their roles. The General System theory pointed to factors such as outputs and inputs from environments or stakeholders, which may affect the implementation of inclusive education by full-service schools to neighbouring mainstream schools.

This study opted for the General System Theory of Ludwig Von Bertalanffy (1963) and Grounded theory of Strauss and Bauer (1968) to look at the implementation of inclusive education where support for learning is done. The important key underpinning General system theory is the idea that people create or construct knowledge through observation of the interdisciplinary nature of systems (Friedman & Allen, 2011: 4). Grounded theory of change on the other hand identified important elements that offer consolidated framework within which ranging data are gathered, assess and subsequently used in developing theory and based on experiences (Rosenbaum, More & Steane, 2016). Grounded theory of change and General system theory guided this study as theoretical frameworks to explore expectations, experiences and perceptions of change resulting from inclusive education implementation. General System Theory by Ludwig Von Bertalanffy (1968: 103) and grounded theory of change developed by Strauss and Bauer (1968) was used to look at factors within education systems especially full-service and mainstream schools.

The General System theory involves the assumption that a system, defined as a set of interacting elements (or parts), exhibits part-whole relations that are subject to general principles, which can be applied to the investigation of scientific phenomena (Von Bertalanffy, 1968). The GST was coined by German Canadian biologist and philosopher Ludwig von Bertalanffy as part of the investigation of phenomena (inclusive education implementation) not just as separate part but also as the relationship between the parts which are all stakeholders (Phipps, 2019:120). Bertanffy asserted that individuals learn best practices by analysing the relationships that they have with others (Wolfgang, 2005:3).

Therefore, a good system is a set of interconnected separate parts working towards a common purpose (Von Bertalanffy, 1972:417). The fundamental element of the system theory is that all stakeholders (educators, mainstream schools, full-service schools, district-based support groups) are involved in implementing inclusive education as parts of the whole system. This approach is based on the idea that collaboration in observing phenomena, rather than individual perception, makes effective discovery on how in combination they affect one another and affect how to see their relationships or interactions (Phipps, 2019:117).

In keeping with the General system theory, educators as components in the system have to facilitate one network of support towards inclusive education. A study by Von Bertalanffy (1972:416) indicated problems associated with challenges faced by different components within one system, which subsequently affects the whole system. Research has shown that structures like institutions, district teams and educators are very important in understanding the process of integration and implementation.

According to this model, each part has factors that are present in contributing to implementation and is more likely to contribute to effective implementation (Wolfgang, 2005:3). According to the General system theory, problems in inclusive education implementation will occur when there is a dysfunction between components such as educators in a system and lack of support to one another like full-service and mainstream schools.

To intensify good relationship, a system needs an organised group of interconnected and interdependent parts whereby one part of the system usually affects other parts and the whole system, with predictable outlines of behaviour in terms of the meaning of the system-in-context (Davis & Sumara, 2009: 40). General system theory identified knowledge and support gained from different parts to one another as a strong motive for acceptable prescribed behaviour.

The whole is very important than looking at the different parts (Wolfgang, 2005:3). The need to transform the entire inclusive education system was determined by dysfunctional components of a system like full-service schools in order to tackle barriers to learning in all schools. The interaction between all components in a system has to be managed to coordinate all services for maximum inclusivity. Teaching, according to the system theory, is represented as a process comprising of steps. Each step requires decisions based on information concerning the aspects pertaining to the functioning of teaching and learning. The decisions (outputs) act as inputs for the next step (Von Bertalanffy, 1972:417). Continuous feedback is necessary to monitor the validity of previous decisions (Boud & Molloy, 2012:212). The final learning outcomes are formulated in terms of measurable interactions of all components towards achieving inclusivity.

Furthermore, the system theory, through acts of interpretations involved in inclusive teachings, would help in understanding the beliefs of all stakeholders in the school's learning environment. Therefore, the system theory approach looked at different parts (e.g., classroom, school, family, community, and government) in terms of how they interact with each other to provide a supportive structure for learners' range of learning needs.

Therefore, learners actively create knowledge out of the understandings in the system world through interactions with stakeholders. Furthermore, learners are actively involved in learning when they are working on important activities and projects developed from the school as one of a system. The school learning environment, which includes educators and peers, amongst others, is viewed as a system and a central point in a child's development, which is a vital key towards educational outcomes. These are the

people they can relate to and interact successfully to receive guidance and support. The whole process is intertwined; the one party is dependent on the other, because each one has an influence on the other.

The General Systems Theory maintains that successful inclusive education implementation in mainstream schools cannot be considered in isolation but is rather shaped by the interactions of all role players (full-service schools, mainstream schools, educators and district teams). All potential sources of the problem under investigation and the role each component plays in the education system is important to understand the process of implementation (Heil, 2017:4). Thus, all organs involved in inclusive education as a system are entities that work together and subjected for collaboration to improve inclusive practices (Armstrong & Moore, 2004:7). Based on these trends, recommendations are made towards the successful implementation of inclusive education in mainstream schools' due involvement of all stakeholders.

The inclusive education implementation is regarded as a product of different systems with their parts (full-service schools, mainstream schools, and education department district and circuit offices) interconnected by way of input and output to one another (Ornstein & Hunkins, 2009). The interconnecting and interactive components appear to be effective whereby experiences of different people are greater than the single view. This is supported by Sanders, Galindo and DeTablan (2019:95), who emphasise the importance of listening to other stakeholders inside and outside the school building to identify areas for and challenges to collaborate and understand diverse perspectives, needs, concerns and interests.

The Systems Model shows inclusive education to be successfully implemented if there is support from one another by all stakeholders involved. The Department of Education established full-service schools to support mainstream schools. However, such process cannot be completely executed without the help and support from all participating parts, which make the systems. Mainstream schools cannot implement inclusive education without full-service schools joining forces in ensuring that there is support for them as mandated by policy.

Therefore, the systems theory as an interdisciplinary model explained structures of government such as mainstream schools, district support teams and all stakeholders as components and inputs in the implementation system (Heil, 2017: 3). As the education system consists of many stakeholders (full-service schools inclusive) in education, it is vital to evaluate the impact of these stakeholders on the implementation of inclusive education and learners' progress towards achieving their educational goals despite their different abilities. The General system theory identified knowledge obtained from different stakeholders as strong motive acts of behaviour (outputs to implement inclusivity). The most important key point underpinning the General system theory is that people create or construct knowledge through observation of interdisciplinary nature of systems (Friedman & Allen, 2011: 4).

Therefore, the General system theory examined outcomes in terms of resources applied by all components of the system. Resonating with Ferguson (2008:113), Nel, Tlale, Engelbrecht and Nel (2016:12) emphasises that effective implementation should take place on all levels of the system such as the community, district, school, classroom and learners. It is the responsibility of the district to ensure the implementation of policies, which support schools, and to use resources as flexibly as possible. In the context of this study, stakeholders' stance towards promoting inclusive education was examined.

In order to properly explain and gain a better understanding of something, the system and its holistic properties had to be analysed to find the root of a problem (Heil, 2017:3). The General system theory enabled the researcher to improve and propose a model of implementing inclusive education by utilising full-service schools as resource centres to neighbouring mainstream schools.

The General systems theory indicated that, when there is a problem with one component in the system, which will affect the whole system and help in developing a holistic approach needed to understand the problem (Heil, 2017: 8). Therefore, the quality of the educational relationship is largely determined by the quality of the influence of one part on the others. Thus, everyone was investigated to check his or her efforts to develop a common implementation attitude for inclusive education in the system. The ideal state in a system geared towards inclusive education will be a balanced and a stable one that allows smoothly implemented inclusive education.

The support by full-service schools to neighbouring schools was informed by what role the different components of a system play in the process. A system as a complex of interacting components has to be scrutinized by looking at characteristics of an organised whole (Scott, 2019: 13). On the other hand, grounded theory has an impact on the implementation of inclusive education. Furthermore, the quality of the educational relationship is largely determined by the quality of the influence of one part on the others. With this background in mind, I looked at grounded theory to explore the perspectives of full-service schools and mainstream school educators on their system's readiness for change.

The grounded theory of change was first published in 1967 by Glaser and Strauss as a major metaphor of qualitative research (Heath & Cowley, 2004:145). The theory presents a theoretical model that identifies factors related to organisational readiness for change in implementing inclusive education from the perspective of change implementers (Gentles-Gibbs & Kim, 2019:117). Of particular significance is how such multiple forces and their interrelations are ready for change. According to Heath and Cowley (2004:142), the roots of the grounded theory of change lie in symbolic interactionism, which itself stems from pragmatist ideas of James (1979), Dewey and Mead (1964).

A grounded theory of change specifies, up front, how activities led to long term outcomes and identifies contextual conditions that may affect these outcomes (Heath & Cowley, 2004:146). This helps strengthen the systematic circumstances for conveying subsequent change in these outcomes (from initial levels) to activities included in the initiative. Grounded theory of change approach would seek agreement and most importantly the roles of all stakeholders in supporting one another.

In general, the theories indicated how systems relate to one another within larger system that is more complex. This means that the whole is better understood than taking sum of its parts. Looking at subsystems in isolation such as full service schools alone will distort a better understanding of wider system of inclusive education implementation. The wider system comprises of teachers, circuit and district officials. System cannot be understood entirely if elements of system are considered in isolation to one another. Grounded theory of change provided guideline for collecting, synthesing, analysing and conceptualizing data for developing what actually derails inclusive education implementation. Grounded theory allowed the researcher to develop a theoretical account of the systems in realistic observations. The next topic outline how teachers acquire new skills and knowledge to strengthened their effectiveness in supporting one another.

2.4   PROFESSIONAL SUPPORT

2.4.1 The role and guidelines for full-service schools

Some of the key roles of government as suggested in the White Paper 6 for the gradual implementation of inclusive education included the development of so-called full-service schools in the nine provinces of the country (DoE, 2001:20). Full-service schools are schools that will be equipped and supported to provide for full range of learning needs among all learners (DoE, 2001:22).

The schools are designed to facilitate positive non-discriminatory learning in all schools. According to White Paper 6 (DoE, 2001: 44-46), roles of full-service schools are:

• To provide support in schools to learners and educators by means of competent and experienced learning support educators.

• To support neighbouring schools with knowledge, information and assistive devices regarding barriers to learning.

• To work in close collaboration with the DBST to coordinate support.

There are a number of strategies that full-service schools can take in support of their neighbouring mainstream schools. Nel, Tlale, Engelbrecht and Nel (2016:11) highlight one responsibility of full-service schools as resource centres. A study by Nel at al. (2016:11) indicates the need by full-service schools to assist other schools in teaching inclusive education. There is, however, different understanding of the roles of full-service schools as envisaged in White Paper 6 of (2001). Solomons and Thomas (2015:45) highlighted the importance of supporting staff to teach inclusive education. However, if full-service school educators do not demonstrate the value placed onto them by the government, neighbouring mainstream schools will not improve in their inclusive teaching.

With the intent of assisting mainstream schools to advance inclusive education, full-service schools need to work in collaboration with mainstream schools to address different learning needs of learners (DoE, 2010:5). In this way, mainstream schools may admit special educational needs learners and work closely with full-service schools on how to adapt the curriculum. Although full service schools support to mainstream will be difficult to deliver by poorly resourced schools (Donohue &Bornman, 2014:5), one important role by full service is about collaborating and sharing of information between full-service schools and neighbouring mainstream schools.

This ensured that full-service schools remain a model site for inclusion. The model was adopted as a strategy by the government so that they will extend their support to all schools to become inclusive full-service schools (DoE, 2001: 6). To be inclusive, full service schools and mainstream schools' educators have to understand their relative responsibility in the inclusive education. Donohue and Bornman (2014:5) are of the opinion that school offering inclusive education needs support as a necessary component of successful implementation beyond basic services available in normal classes. Therefore, to implement policy guidelines and development towards inclusion, research should be done on how the full-service school model can be utilised to improve their support of mainstream schools and the practice of inclusive education amongst all stakeholders (Magumise & Sefotho, 2018:13). Little has been researched about the reality of full-service school educators' challenges and perceptions about support structures that will provide educational support to mainstream school educators to cater learners with diverse educational needs in their classrooms within the South African education context (Nel et al., 2016:3).

The key issues and challenges relating to inclusive education should be engagement of full service schools to support mainstream schools. Full service schools are resourced schools offering inclusive education whereas mainstream schools are offering inclusive education with limited resources. Full service schools are not performing at the expected level because of challenges (Donohue and Bornman, 2014: 2). In South Africa, full-service schools are not functional and therefore need capacity for effective support to neighbouring schools. Acccording to Donohue and Bornman (2014), inclusive education policy implementation appeared to be slow and with little progress over the past decade. Engelbrecht et al. (2015: 12) argued that the role of full-service schools to support neighbouring mainstream schools is not evident.

According to the study by Engelbrecht et al. (2015:12), full-service schools need to inculcate new information, skills and values about inclusive education to mainstream schools. This entails the formulation of support programmes to mainstream schools. Although the study by Engelbrecht et al., (2015:13) has indicated that full-service schools had a good strategy toward teaching inclusive teaching. It is imperative that full-service schools are made aware of their importance of supporting neighbouring mainstream schools to implement inclusive education.

This concern over support to mainstream schools was based on the current state of inclusive education implementation in South Africa. Lack of clarity about full-service schools' roles to support neighbouring mainstream schools has made it difficult for inclusive education to progress satisfactorily. One way by which inclusive education can achieve success depends on the availability and quality of educational support offered to mainstream schools (Mohangi & Berger, 2015:81).

Given these roles and responsibilities of full-service schools, collaboration between mainstream schools and full-service schools is expected on inclusive education implementation. A useful way of understanding inclusive education in full-service schools is to consider challenges and experiences of educators in full-service schools in assisting others, especially neighbouring schools to remove barriers in their methods of teaching. Engelbrecht, Nel, Nel and Tlale (2015:12) emphasises that little attention has been paid to understanding factors underlying dysfunctional full-service schools and non-inclusive education in mainstream streams. As a result, functionality in full-service schools should be viewed in terms of support to other neighbouring mainstream schools. Although the government has rolled out the establishment of full-service schools, changes are not happening on the ground and discussions often appear to lead nowhere.

An interesting study by Engelbrecht et al. (2015:12) has shown that there is no evidence regarding the development and success of full-service schools in supporting neighbouring schools. This pointed out that there is no progress with regard to full-service schools' support of mainstream schools as guided by White Paper 6 (2001). Mitchell (2014:29) pointed out that inclusive implementation will be effective if interpreted and viewed as part of a system that extends to all stakeholders (mainstream and full service schools inclusive).

Engelbrecht, Green, Naicker and Engelbrecht (2007: 129) noted that educators in mainstream schools could not accommodate and adapt the curriculum to teach all learners effectively without support from full-service schools. Furthermore, educators at mainstream schools remained untrained on the methods of teaching inclusive education and if full-service schools fail to render support to mainstream schools, inclusive education as envisaged will not be properly implemented. Support from full-service schools could have been a contributory factor in mainstream schools's lack of methods for teaching learners with special educational needs.

Of concern is the inability of full-service school educators to support neighbouring mainstream school educators. Findings by Engelbrecht, Nel, Smit and Van Deventer (2016: 10) indicate that little has changed for schools to be regarded as full-service schools. The finding by Engelbrecht et al. (2016:129) indicates that full-service school educators are not capacitated. This underscores their essentiality to support neighbouring mainstream schools. This pointed out that there is no progress with regard to full-service schools' support of mainstream schools as guided by White Paper 6 (DoE, 2001:20).

Viewed in this light, factors impeding full-service schools to support neighbouring mainstream schools as outlined in White Paper 6 need attention. The implementation of White Paper 6 and the introduction of full-service schools in South Africa, therefore, point to educators' collaboration and support to achieve inclusive education. If full-service schools fail to render support to mainstream schools, inclusive education as envisaged will not be properly implemented. Various levels of support could be provided to neighbouring schools as a way of capacity building to help educators to address diversity.

Thus, full-service schools should be capacitated first to allow them to prioritise inclusive education support to mainstream schools. This will make mainstream schools to achieve inclusive teaching goals in order to address barriers. The view is supported by Engelbrecht et al (2015:2), who asserts that full-service schools are better positioned to provide learning support to other educators in their neighbourhood.

The obligation of full-service schools of providing site-based (school level) support to neighbouring schools in transforming them towards inclusive education is important (Conway, 2017: 30). In their study, Engelbrecht, Nel, Nel and Tlale, (2015: 5) highlighted that mainstream schools need collaboration with full-service schools to exert extra ordinary determination to be inclusive schools. Findings from this study resonate with those from previous research, emphasising collaboration and support, as full-service schools need to play a role in assisting neighbouring mainstream schools.

Despite efforts by the Department of Education to offer professional development   like workshops to mainstream schools on inclusive education and quality education for all learners, educators in mainstream schools lack knowledge because of lack of insight on inclusive methodologies (Engebrecht et al., 2015:2). It is not known whether mainstream educators in their schools as in full-service schools apply these workshops effectively. Therefore, inclusive education implementation at mainstream schools requires knowledge sharing with full-service schools.

Supporting neighbouring schools on different levels like sharing and exchanging resources, skills or technology; be of advisory assistance to educators; and sharing examples of good practice is necessary to promote sustainability and development (Engelbrecht, Nel, Smit & Van Deventer, 2016: 5). Classroom educators at full-service schools must be able to share and relate to neighbouring schools' stakeholders and facilitate good relationship of learning (Walton, 2016:24). Nel et al. (2015:25) drew attention to key issues surrounding the implementation of Inclusive Education by emphasising that full-service schools should provide support to mainstream schools in order to facilitate policy implementation.

Although educators in full-service schools were provided with information to mitigate the effect of the barriers and to help neighbouring schools to practice inclusive education (DoE, 2010:9), guiding neighbouring mainstream schools on how to respond to diversity and enabling support for all educators in the implementation of inclusive education has not been fully realised (DoE,2014:22). Such training on inclusive teaching methodologies is over a limited period through classes, workshops and Saturday lessons at a local university (Ayaya, Makoelle & Van der Merwe, 2020:9).

However, provision of support to neighbouring schools was also limited and not detailed as outlined in White Paper 6 (DoE, 2010: 43). No progress is reported thus far that indicates an effective exchange of knowledge between the full-service schools and mainstream neighbouring schools (Mutukrishna & Engebrecht, 2018: 6). Full-service schools are considered an innovative structure, but research indicates that there is lack of clear implementation goals and insufficient allocation of resources. The lack of resources and infrastructure pose many challenges to the long overdue, but desperately needed inclusive education implementation in schools. Insufficient resources like human, material and financial resources create a gap between pronouncement of policy and its implementation in South Africa.

Thus, if mainstream schools are unsupported, educators will be faced with complete unknown methods of teaching inclusive education and will respond by ignoring diversity in class. These support initiatives if implemented, could alter the structure of education to increase efficiency of implementing inclusive education and unleash dropout from mainstream schools. (DoE, 2010:43). On the other hand, educators in full-service schools have indicated their resistance to provide various levels of support to neighbouring schools, which indicates no relationship between full-service schools and neighbouring mainstream schools (Engelbrecht, Nel, Nel & Tlale, 2015: 23). Failure to share and exchange resources (facilities, information, etc.), skills, technology and advisory assistance (to educators) in preparation of materials, training with mainstream schools' impact negatively on implementation.

Therefore, such resistance from full-service schools' stalls partnership and constrains the education system in addressing inclusive education effectively and subsequently a move away from proper implementation to noncompliance. Educators need to have knowledge of inclusive education methodologies, willingness and competency to accommodate diverse learners. Educators' incompetence and noncompliance at full-service schools is reported as a reflection of lack of training, restructuring of curriculum and unavailability of resources such as personnel (Lloyd & Walton, 2011:3). Lived experiences of educators in full-service schools could possibly inform challenges that could contribute towards understanding resistance of full-service schools in supporting neighbouring mainstream schools.

Therefore, it became important to understand the range of factors within full-service schools that make it difficult to support mainstream schools to practise inclusive education that caters for all learners irrespective of their abilities. It is within such a paradigm that full-service schools need to support mainstream schools. However, support to mainstream schools was insufficient and resulted in mainstream schools' inability to accommodate special educational needs learners and many learners leaving mainstream schools (McKinney & Swartz, 2016, 315).

Although steps were taken to make mainstream schools more inclusive, certain practices cannot be altered without the support of full-service schools. Engelbrecht et al. (2016:2) regard the placement of learners in mainstream as not enough. The participatory engagement of full-service schools to support mainstream schools will stimulate changes in the implementation of inclusive education.

Despite these challenges, the role of full-service schools is to provide support to learners and educators by means of competent and experienced learning support programmes, supporting neighbouring schools with knowledge, information and assistive devices regarding barriers to learning. Muthukrishna and Engelbrecht (2016: 5) argued that mainstream schools feel insufficiently trained and being assigned to teach learners with special educational needs without proper methodological orientation. Subsequently, the principles of diversity and fostering inclusivity of learners with special educational needs remained overlooked.

2.4.2 Educators training and formal support

Of all the stakeholders, educators serve as the key agents for performing inclusive educational practices (Wang, Michael Mua, Wang, Deng, Cheng & Wang, 2015:644). Engelbrecht et al (2015:4) view educators in South Africa as still not sure about inclusive education and its implementation. The success of inclusive education implementation rests with educators. Successful implementation of inclusive education depends on the training, support and positive attitudes of educators (Frankel, Gold & Ajodhia-Andrews, 2010). Although educators are cardinal in the implementation of every education system, adequate training is significant.

According to Nel et al. (2016: 2), 65% of mainstream educators do not possess the required formal educator qualification in inclusive education to enable them to teach inclusive education and to address a range of learners' needs. Furthermore, parents think that educators do not have the necessary training and required knowledge to teach special educational needs of learners (Hinton and Kirk, 2015:108).

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This shows that educator training on inclusive education forms an important aspect of research on inclusive education (Sharma, Loreman & Simi, 2017:148). Educators seem to favour inclusion, but they question their readiness in terms of training and availability of resources (Engelbrecht et al, 2015: 4). Educators need knowledge base to implement inclusive education in classrooms. This means that untrained educators find it difficult to teach learners with special educational needs (Sharma et al., 2017: 148).

According to Muthukrishna and Engelbrecht (2018: 4), some educators are against inclusivity because they did not have the pedagogical skills to provide quality education for all. However, according to Bentley-Williams, Grima-Farrell, Long and Law (2017:270), there is ongoing concern from both government and non-governmental organisations to enhance educator knowledge to improve inclusive education implementation sectors throughout the teaching profession. By so doing, addressing the inclusive education training of educators is equally important to ensure special educational needs learners are not disadvantaged in the mainstream classroom.

Studies conducted previously in South Africa indicated lack of knowledge and experience amongst educators in full-service schools in teaching inclusive education (Ayaya, Makoelle & Van der Merwe, 2020:1). Training at schools is characterised by limited and not lengthy satisfactory workshops at circuits and districts. However, part of the training and implementation practice needs to be regularly reviewed and amended so that they adequately provide and expose educators to sufficient time for inclusive education implementation.

Although there is widespread support through workshops for inclusion at the level of circuits, there are concerns that the policy is difficult to implement because educators are not sufficiently well trained in inclusive education, and subsequently develop a negative attitude and incompetence. The impact of educator training on inclusive education creates tension between policy and practice. A study by Gidlund (2018:48) indicated that educators' attitude regarding inclusive education in mainstream schools depends on many factors such as educator training.

The importance of educator training to improve the process of inclusive education implementation is a significant factor (Gidlund, 2018:48). It is clear that limited exposure to the policy of inclusive education and what it proposes to achieve is prevented by lack of educators' understanding of the nature and purpose of inclusive education teaching and learning (Ntombela, 2011:10). Westwood (2018: 9) stated that educators expressed doubts about the feasibility of teaching special needs learners within mainstream classes.

This indicates that educators had not been prepared for inclusive education in their educator training courses (Matanhire, 2017:12). Inclusive education training will equip educators to make informed decisions about teaching learners with a diverse range of needs. Educators need training and support to inclusive education areas where they lack skills. These supports will provide educators with the necessary skills to address learners' barriers to learning in class.

On the contrary, educators who were trained in inclusive methodologies have a positive attitude towards inclusive education or special educational classes (Mohanty & Nanda, 2017: 16). Positive attitudes assure a successful implementation of inclusive education, which requires well-trained educators in inclusion methodologies (Donohue & Bornman, 2014: 4).

Therefore, educators should accept responsibility for developing a positive attitude to teach all learners. In addition, educators who have had very high level of training to teach learners with disabilities had more positive attitudes towards inclusive education than educators who have had no or little training (Yada & Savolainen, 2017: 18). Thus, training provided is insufficient, and that there is a need for educators to work jointly with full-service training educators to develop the confidence and skills to apply inclusive education methods in their classrooms. Dynamic educators should view inclusive education as a system of education geared towards developing learners in totality.

In contrast, according to Muthukrishna and Engelbrecht (2018: 4) in their study conducted in Botswana, educators strongly indicated that they do not have the

necessary skills to teach inclusive education. As such, they were opposed to the inclusion of all learners with disabilities in their schools. Lemmer and Van Wyk (2010:166-167) argued that the successful implementation of inclusive education in South Africa cannot be divorced from the impact of forces such as inadequate educator training. Deprived training and lack of inclusive education knowledge may also be contributing factors because such educators have limited knowledge to implement inclusivity. Thus, the implementation of inclusive education will be supported by inculcating in educators' new information regarding inclusive education, skills, values, and attitudes.

Furthermore, findings by Hinton and Kirk (2015:107) suggest that educators receive insufficient inclusive education training and are less confident to deal with long-term condition, management and the risks involved in teaching special educational need learners. This resonates with the idea that research in South Africa has found that effective inclusive practices in a classroom can be demanding if there are limited, inefficient training and support structures available (Nel, Tlale, Engelbrecht & Nel, 2016:4). Educators need support in teaching diversity of learners as well as support from expertise people with inclusive education knowledge.

Thus, learners with special educational needs who are schooling in disadvantaged and unsupported mainstream schools located in poor communities are subjected to educational marginalisation and exclusion due to educators' insufficient training. This occurs because of lack of educator training as compared to their counterparts in full-service schools. Educators' training and collaboration will therefore change their teaching strategies for inclusive teachings, and subsequently, create an environment that is conducive for all learners in the classroom (Budiarti & Sugito, 2018:321). Educator training will ensure that all educators learn inclusive education values and acquire knowledge to be able to implement equal education for all, considering that learners have special educational needs.

This training gap in educators poses a challenge to both provincial and national office Department of Education to design new strategies and approaches on inclusive education like educator training to address a diversity of learners' needs (Engelbrecht,

Nel, Smit & Van Deventer, 2016:532). Furthermore, Blackman, Conrad and Brown (2012: 159) agreed that attitudinal and training of educators subvert the effective implementation of inclusive education in schools. This emphasises that barriers to learning are attributed to factors like inappropriately trained educators (Engelbrecht, 2004: 121). Trained educators are contributing towards the success of inclusive education in class (Nel, Muller, Hugo, Helldin, Blackmann, Dwyer & Skarlind, 2011: 76). Untrained educators on inclusive methods pose great threats to education and can subsequently become barriers themselves (Makoelle, 2012: 98).

Thus, we assume that educator training on inclusive education methods is an important aspect of inclusive education implementation. Well-trained and qualified educators in full-service schools will have confidence in teaching different learners with a wide diverse range of learning needs and abilities (Priyadarshini & Thangarajathi, 2017:35). Inadequate knowledge as indicated by Engelbrecht (2015:23) with regard to inclusive education methodologies contributes to decreased confidence in supporting other educators and stakeholders.

Engelbrecht, Oswald and Forlin (2006:121) also noted that the support of full-service schools to neighbouring schools is vital for capacity building and development of inclusivity at mainstream schools. Besides negative attitudes and discouraging structures, trained educators with good qualifications are able to teach differentiated instructional techniques and adapting curricula effectively in classrooms (Sharma, Loreman & Simi, 2017: 148).

Developing a collaboration programme to enhance mainstream school educators' abilities to work with learners experiencing barriers in an inclusive education environment is very important. It means the collaboration aspects of full-service schools with neighbouring mainstream schools are not effective as expected. Therefore, the government needs to focus on effective implementation and actualisation of collaboration as a very important strategy.

Educators who have not been trained in inclusive education may exhibit negative attitudes and perceptions towards inclusivity, resulting in mixed feelings (Makoelle & Makhalemele, 2020:294). As a result, educators tended to feel incompetent about the implementation of inclusive education. Therefore, in order to increase educator competency in teaching inclusive education, practising collaboration to enhance quality education for all is very important. Training programmes that incorporate inclusive teaching will be an ideal way of promoting inclusivity and can be used as bases for improved teaching and learning. Nevertheless, training programmes for educators must include the necessary skills that will encourage thinking processes for creative inclusive education in schools. However, training may need to be adapted to suit specific needs of mainstream educators in contrast to circuit workshops. It is therefore crucial that the government should train educators in mainstream schools through support from full-service schools in order to adapt to diverse needs of special educational learners.

Educators suggested undergoing training in the area of SEN in order to support them to respond to challenging behaviour in their classrooms (Madden & Senior, 2018:199). For these educators' experiences to yield effective inclusive education learning, it is essential that educators in full-service schools create a supportive environment with mainstream schools. It is worth noting that mainstream educators are more likely to resist implementation due to insufficient knowledge received, and have demonstrated negative attitudes towards inclusive education.

Even though educators may have been workshopped on inclusive education, it was regularly not used for the purpose of supporting mainstream schools' inclusive methodologies. Educators' retrospective views of training are an important consideration for inclusive education implementation. Conversely, it is also possible that clarification of role definitions will assist teaching assistants in evaluating their specific training needs. Makhalemele and Payne -van Staden (2018:993) argue that educators in full-service schools are not fully supported to extend their support to neighbouring schools.

It was found by Dreyer (2017: 8) that many educators placed in mainstream schools still believe that they are incapable of teaching learners who face barriers to learning, and

that this should be done by specialists. Yet, one of the reasons attributed for this practice is that educators have not yet been trained and supported to change their perceptions of barriers to learning and development, and to change their traditional classroom practices to implement inclusive practices (Engelbrecht, Nel, Smit & Van Deventer, 2016:530).

Nonetheless, there are still doubts about whether inclusive education implementation is effectively done in schools (Mfuthwana & Dreyer, 2018: 3). In South African schools, educators struggle with challenges and problems related to teaching learners in mainstream due to lack of training and proper resources. Educators who are resistant to inclusivity find it difficult to implement inclusive education because of incompetence from lack of training. Mainstream neighbouring schools are experiencing problems with regard to the implementation of inclusive education. Therefore, it is difficult for them to support others. From these premises, the capacity to support neighbouring schools will make a great and positive impact on the enhancement of implementing inclusive education in South Africa. Mainstream educators struggle to accommodate learners because of lack of training to provide specialised support for special educational learners (Engelbrecht, Nel, Nel and Tlale, 2015: 10).

Effective inclusion, according to Westwood (2018:10), relies heavily on educators possessing the necessary depth of knowledge. Adequate training for educators to support neighbouring schools on helping schools to transformation to full-service schools should be encouraged (Engelbrecht et al, 2015: 12). It is important to capacitate educators in full-service schools with knowledge and training in order to support other schools to become fully inclusive schools. In support of this, Engelbrecht (2015:13) argues that an essential aspect of the implementation of inclusive education is human resource development. Furthermore, there is a need to develop a set of skills to effectively respond to diversity in the class. Educators feel under resourced and ill equipped to master inclusive education teachings when learners with impairments are included in their mainstream classes (Makoelle, 2012: 94).

Although it is evident that educator training plays a significant role in addressing inclusive education in schools, this strategy has not been intensively considered by the Department of Education. Educators are not equipped with knowledge, competencies and orientations needed to be successful support structures to neighbouring mainstream schools (Nel, Tlale, Engelbrecht & Nel, 2016: 4).

The training of educators is a very important component of successful inclusive teaching (Mohanty & Nanda, 2017:16). Educators can be resourceful and will learn to be well equipped to teach all learners without exclusion, and to maximise learner performance (Matanhire, 2017:34). Thus, the Department of Education should prioritise inclusive education, and provide schools with trained additional support structures to achieve inclusive teaching goals and address barriers. Learners with special educational needs placed in a regular classroom may be marginalised, mainly because of the lack of educator training and skills necessary for inclusion (Westwood, 2018:10).

Demystifying the concept of inclusion by providing information and training educators about inclusive teachings is necessary, especially in full-service schools for them to support mainstream schools. Lack of training could be a possible reason for insufficient or poor individualised support and inclusive education implementation. According to Engelbrecht et al. (2015:5), mainstream schools have been known to implement inclusive education but failed due to many different reasons like insufficient training and educator attitude. As a result of this anomaly from educator training, many children and young people with disabilities remain marginalised, with a number staying at home and not attending schools at all. (Walton, 2011: 241). While there is a strong focus on disability and special educational needs in the South African policy on inclusive education, there could be a number of reasons why students experience difficulty with learning (Rusznyak & Walton, 2017:464). This means that more children are not effectively benefiting from government inclusive initiatives despite introductions of policy guidelines on inclusion. The presence of these learners in mainstream schools does not necessarily make these schools inclusive in nature, but it is educators who need support until the system is well prepared for inclusive education.

This view is supported by Engelbrecht, Green, Naicker and Engelbrecht (2007: 129), who argue that educators cannot accommodate and adapt curricula to teach all learners effectively without support from full-service schools. An interesting study by Engelbrecht has shown that there is no evidence regarding the development and success of full-service schools in supporting neighbouring schools. This pointed out that there is no progress with regard to full-service schools supporting mainstream schools as guided by White Paper 6(2001).

If full-service schools fail to render support to mainstream schools, inclusive education as envisaged will not be properly implemented. Various levels of support could be provided to neighbouring schools as a way of capacity building to help educators to address diversity. The establishment of an Inclusive Education system in schools would require appropriate district as well as institution level support services, and will involve more than simply accepting learners with different learning needs in mainstream classrooms. They are enrolled in mainstream education but are possibly overlooked by mainstream schools due to the limited resources and training of educators in the implementation of inclusive methodologies. Furthermore, educators base their everyday decisions for teaching on knowledge gained from teaching training. They are also avoiding risks and dangers that might occur on common knowledge without scientific information when it comes to more complex problems like teaching a different methodology.

This has brought to the fore further challenges faced by educators, such as inadequate training (Nel et al. 2014), insufficient resources (Engelbrecht et al. 2015), and a lack of support from authorities (Makhalemele & Payne-van Staden, 2018:2). Learners who have been identified within the school context as experiencing barriers to learning are still placed in separate classrooms and described in medical deficit terms. The reason posed for this by the educator is that mainstream classroom educators struggle to accommodate learners who, for example, experience reading and mathematical problems. They attribute this to not being trained to provide specialised support that they think these learners need, too little time to attend to all individual learners who

experience barriers to learning, too many learners in a class and a lack of learning support resources, including adapted reading materials.

Little research findings exist that look at successful support by full-service schools to promote inclusive education in South Africa (Makoelle, 2012:95). Furthermore, the department must initiate professional development to mainstream school educators through support from colleagues with expert knowledge in full-service schools. The continuing level of support between staff members and management on how to implement inclusive education is very critical. Regardless of the mainstream/special school debate, much more needs to be done to make schools inclusive (Gasson, Sanderson, Burnett & Van der Meer, 2015:740).

Failure and limitations in school performance is attributed to the medical pathology within developmental stages of learners rather than special educational needs in learners. Consequently, educators' confidence about teaching inclusive education is an indication of optimism (Magumise & Sefotho, 2020:554). In terms of core recommendations by Magumise and Sefotha (2020:554), the training of educators is not based on sufficient knowledge of inclusive education or on any discernible consultation between educators in full-service schools. Training is also stalled because of lack of clear implementation goals and insufficient allocation of resources (Donohue & Bornman, 2014:9).

2.4.3 School resources and implementation of inclusive education

South African schools have insufficient resources to sustain inclusive education teachings (Walton, 2011: 243). According to Westwood (2018:8), resources refer not only to materials, but also time management to inclusive teachings, educators' knowledge obtained through training and experience. Resources enrich and enhance classroom knowledge and advance learners' outcomes. Educators experience lack of confidence due to unavailable resources for diversity in classrooms.

Inclusive education is compromised by lack of teaching resources as well as stakeholder ill preparedness (Magumise & Sefotho, 2018: 11). According to Yaraya, Masalimova, Vasbieva and Grudtsina (2018:2), inclusive education implementation is determined by the expert use of a set of pedagogical and psychological resources. This means that one of the key obstacles to the effective practice and implementation of inclusive education in many countries is inappropriate provision of resources (Mitchell, 2015:27). Okongo, Ngao, Rop and Nyongesa (2015:132) revealed that insufficient resources affected the implementation of inclusive education, therefore recommending that adequate teaching and learning resources should be provided to guarantee effective implementation of inclusive education. "The utilisation of resources in education brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them" (Okongo et al., 2015:136). Wildeman and Nomdo (2018) argued that the current South African educational system is channeling resources to Grade R and basic adult education programmes, with significantly fewer resources allocated to implementation of inclusive education.

Teaching resources serve as the main function of information to learners in a structured and orderly format (Hodgdon, Hughes & Street, 2011: 415). The resources are important components of effective and organised school structure for effective learning (Engelbrecht et al., 2016:524). Educators need the resources in order to detect, examine and assess proper and social implications of ideologies that guide inclusive education practices, implementation, and presentations (Muthukrisha and Engelbrecht, 2018:7). Although inclusive education policy implementation needs significant infrastructure improvement in order to be effective, there is limited financial resources for schools to purchase resources; this makes it impossible for effective implementation of inclusivity (Engelbrecht et al., 2016 525).

Therefore, it will be difficult to teach special educational needs learners in both full-service and mainstream school classrooms effectively without sufficient resources such as the necessary infrastructure in order to accommodate the diversity of learners. This implies that insufficient resources and support given to educators, which allow them to

understand changes within the education system is inadequate (Nkhambule & Amsterdam, 2018: 2)

Although South African educators are optimistic about the implementation of inclusive education, there is still uncertainty regarding resources needed to enable them to do this (Engelbrecht et al., 2016: 523). Although the foregoing arguments entirely support the idea that learning resources are vital for inclusive education, they are not clearly indicating how educators' knowledge of the utilisation of resources is a component of the implementation of inclusive education. However, it is important to realise that resources need pedagogic knowledge and insight, which will motivate interests in implementation. Despite the allocation of resources to support inclusive education, educators' knowledge is required.

Pedagogical knowledge in terms of resource utilisation is necessary to advance inclusivity, especially in mainstream schools. The support by full-service schools to mainstream schools will be enhanced through the availability of resources (Walton, 2011: 244). Collaboration to encourage support services between full-service schools and mainstream is stalled by insufficient budgetary allocations, and limited human and learning material resources (Engelbrecht, Nel, Nel &Tlale, 2015: 12).

Therefore, insufficient resources are still rampant in both full-service and mainstream schools, especially in rural areas (Engelbrecht, Nel, Smit & Van Deventer, 2016:523). It seems that the implementation of inclusive education in South Africa is met with challenges regarding lack of infrastructure to back or deal with the proposed change (Wildeman & Nomdo, 2018:3). Educator support is an important component in an effort put by education systems across the world (Nkhambule & Amsterdam, 2018: 1).

Furthermore, educators showed that inability to share their skills and ideas on how to prepare learning materials and good practice examples is mainly due to many factors like insufficient resources (Nel et al., 2016:4) Educators are more than just communicating knowledge but also concerned about inculcating attitudes, approaches and dispositions that will enable learners to stand up to challenges. Therefore, the importance of teaching becomes meaningful if it is accompanied by the utilisation of

resources and focus on changing learners' status of learning. Thus, difficulties experienced by educators result from the conducts of schools with regard to how they are organised pedagogically, and from inflexible teaching methods. Therefore, schools need to be reformed and pedagogy needs to be improved as a way of responding to learner diversity and the quest for accommodating and enriching learning for all learners (Magumise & Sefotho, 2018: 2).

Educators should therefore be supported with knowledge on the utilisation of resources as part of their training. Although professional development has received many criticisms from the public (Muthukrishna & Engelbrecht, 2018:6), Chiner and Cardona (2013: 18) indicated that the use of teaching resources has the potential to enhance social and developmental skills for learning. Understanding the function of resources will provide insight into the extent to which educators are likely to contribute to improved outcomes for learners with special educational needs.

South African educators seem to like inclusion but indicated insufficient resources in schools as a factor contributing badly towards the realisation of inclusive education (Engelbrecht, Nel, Smit & Van Deventer, 2016: 4). Although inclusive classrooms should represent support to all learners with diverge learning needs (Walton, Nel, Hugo & Muller, 2009: 108). Leadership from school level to national level has to advocate the provision of adequate resources (proper buildings, skilled human resources, teaching and learning materials) to promote the implementation of inclusive education. Chiner and Cardona (2013: 18) emphasised that governments should consider providing schools with resources to enable the proper implementation of inclusive education. In accordance with Chiner and Cardona (2013: 180), shortages of resources are regarded as highly subverting the delivery of knowledge, especially inclusive education.

Findings by Chiner and Cardona (2013:180) indicate that, the provision of resources is a factor demotivating educators in the implementation of inclusive methodologies in education. In order to develop inclusive schools where all learners' benefits. the school community and all stakeholders must be engaged in addressing shortages of resources to support educators to achieve academic success. The most important material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorders, television and video tape recorders (Okongo, Ngao, Rop & Nyongesa, 2015:135). These include resources to cover the cost of buildings, equipment, transport and personnel.

Shortage of resources challenges South African educators to implement inclusive methodologies. Educators believe that the education system has insufficient resources to implement inclusive education (Engelbrecht & Nel, 2015: 4). As such, it became clear that inclusive education could possibly be better served through the provision of resources. Stakeholders need to invest more funding to schools by establishing strong support for education for all as compared to separate teaching classrooms (Obiakor, Harris, Mutua, Rotatori & Algozzine, 2012:487).

Therefore, schools should have the necessary resources they need to create a safe and accessible infrastructure for effective learning to take place in the classroom and the broader school environment. Inclusive education depends on large scale and comprehensive resources support from government to schools (Donohue & Bornman, 2014:2). Although the vulnerability of learners is often associated with resources in full-service schools, one of the major challenges faced by full-service schools is educator's incompetence and attitude that is fuelled by lack of inclusive methodologies (Makhalemele & Payne- Van Staden, 2018: 4).

2.4.4 Educators perception and attitude towards inclusive education

Educators are the ones who make learning possible; therefore, their attitudes, beliefs, and feelings with regard to teaching and learning inclusive education in their classroom are crucial. Attitudes are responses of an individual to a given set of experiences and in this case are inclusive education teachings. To make inclusive education successful, educators need to have a positive attitude about special educational needs learners (Priyadarshini & Thangarajathi, 2017: 29). Positive attitude will make educators effective in the implementation of inclusive education.

Studies by Zulu, Adams and Mabusela (2019:13053) revealed that although educators in mainstream schools have positive attitudes towards integration, they are reluctant and not prepared to teach special educational needs learners. It is therefore necessary to determine factors influencing educators' attitudes towards implementing inclusive education in South African schools. Donohue and Bornman (2014:43) stated a range of educators' views and attitudes concerning inclusive education as influenced by dynamics at different environmental levels, including learner-level factors, school-level factors, broader cultural and societal factors, as well as factors related to educators themselves.

This means that educators with a positive attitude toward inclusion of all learners will contribute significantly in its implementation. Therefore, it is important for educators to have a positive attitude towards the implementation of inclusive education. The successful implementation of inclusive education depends mainly on the attitudes of educators (Zulu, Adams & Mabusela, 2019: 13050). According to Magumise and Sefotho (2018: 11), educators with positive attitudes about inclusive education will raise optimism about meeting varied learner needs. Positive educator attitudes are considered an important prerequisite for the successful inclusion of students with special educational needs in mainstream classrooms (Salovita, 2020: 2).

However, educators' negative attitudes towards inclusive education are caused by, amongst others, incompetence and training in special educational needs teaching methods (Budiarti & Sugito, 2018:312). According to Engelbrecht, Nel, Nel and Tlale (2015:11), South African school educators have not yet received support in terms of their perception and attitude of inclusive education because they are still logged in the medical deficit model (Engelbrecht et al., 2015:11). The medical deficit model as compared to the social model considers special educational needs in learners a medical pathology that needs medication. It is important to teach educators the social model as compared to the medical model of inclusive education so that they could learn inclusive education methodologies in order to enquire and look at beliefs, values, structures and systems that promote exclusionary measures in schools (Walton, 2011: 2423).

According to Engelbrecht, Nel, Nel and Tlale (2015:11), failures and limitations in the implementation of inclusive education are attributed to the medical pathology within developmental stages of learners rather than special educational needs in learners. Rusznyak and Walton (2016:466) argued that educators need to have a mind shift that considers special educational needs learners as individuals who need support for their diverse needs. However, there are some educators who echoed frustrations when dealing with special educational needs classes (Donohue & Bornman, 2014: 2). Therefore, it is suggested that this incompetence may be weakened by dynamic relationships between trained educators in full-service schools and mainstream school educators in order to enhance performance.

Research on educators' perceptions and attitudes indicates that educators' knowledge and deep understanding of different and diverse needs of special educational needs learners is important in the diagnosis and provision of learning support (Emam and Alkharusi, 2018:478). This means educators with a positive attitude towards teaching inclusive education have a great impact in the inclusion of learners into mainstream schools. They could facilitate an effective way of integrating special educational needs learners in mainstream schools (Yaraya, Masalimova, Vasbieva & Grudtsina, 2018:1).

However, attitudes of educators at full-service and mainstream schools in South Africa remain critical for observation in order to promote inclusive education. Mainstream

school educators are not comfortable to deal with special educational needs learners like the mentally challenged because of lack of exposure, as compared to their counterparts working in full-service schools. A study by Gidlund (2018:48) indicated that educators' attitude regarding inclusive education in mainstream schools depends on many factors such as educator training. This finding suggests that educators' perceptions and attitudes can be changed by training and support. It is envisaged that through workshops, attitudes of educators can be turned positive (Zulu, Adams & Mabusela, 2019:13050). Of utmost important, is the development of a training model for the formation of positive attitudes in educators towards the inclusion of learners with special educational needs.

The South African Department of Education proposed that educators should be guided about new methods of inclusion through acceptable comprehensive schooling platforms (Walton & Nel, 2012:24). If educators' attitudes to inclusive education change, chances are that they will integrate, well with learners and be accepted as icons of change.

2.4.5 Educators' preparedness to teach and guide other schools

Educators without strategies to work with special educational needs learners are lessening the likelihood of success for teaching inclusive education. Success for inclusive education depends on the professional and psychological readiness of educators to model lessons to be flexible and accommodate learners needs (Yaraya, Masalimova, Vasbieva & Grudtsina, 2018:2). It is important that educators be equipped with good inclusive education practices and methods to support special educational learners in mainstream classrooms.

Therefore, the concept of educators' self-efficacy is much more relevant in inclusive schools since educators in such schools battle a lot to cope with the demands of teaching diverse classrooms, and as a result often become frustrated, demotivated and develop an induced propensity to resign from teaching (Makhalemele & Payne - Van Staden, 2018:3). Educators need support system that alleviate their frustrations and improve on their confidence in implementing inclusive education.

2.5 SUPPORT SYSTEMS AND IMPLEMENTATION OF INCLUSIVE EDUCATION

2.5.1 Collaboration and teamwork

Collaborative learning refers to the interaction of group of people in the learning process with a common aim over difficult topics (Geiger, 2015:65). There will be a great variation when educators work together in inclusive teaching in order to turn their knowledge into action for learner support (Spratt, & Florian, 2015:2). According to Mohangi and Berger (2015:68), successful and effective inclusion implementation depends on collaboration and working together by all stakeholders. Educators must be empowered with necessary knowledge by their counterparts in order to implement inclusive education.

It is therefore important to create and maintain networks of support as a strategy or method for harnessing capacity to teach inclusive education. Learning support is more likely if all stakeholders collaborate with the aim of advancing inclusivity (Geiger, 2015:65). However, according to Engelbrecht, Nel, Smit and Van Deventer (2016:531), there is no evidence of collaboration to enhance support practices between full-service schools, mainstream and special schools.

A support network could make it possible to enhance inclusive education implementation in schools. Support from full-service schools is difficult to implement within the South African education system due to resistance from untrained educators. If educators are supported and given sharing opportunities through collaboration, this will have a good impact on inclusive education methodologies. This will give them a solid foundation on which to build their inclusive education implementation plans. Morningstar, Allcock, White, Taub, Kurth, Gonsier-Gerdin, Ryndak, Sauer and Jorgensen (2016:212) stated that research is needed for targets examining effective practices associated with team collaboration and support for school-wide change.

Collaboration to enhance support practices within the school as well as with neighbouring mainstream schools and special schools as resource centres is also not evident (Engelbrecht et al., 2016:531). Collaborative work as a fast track for inclusive education development and teaching will enable the training for mainstream school educators. Worth noting though is that the development of collaborative structures to capacitate mainstream school educators within circuits is needed. Collaboration is a prerequisite for professional support because schools practising inclusivity regard collaborative teaching and learning as an important aspect to achieve success for education for all (Engelbrecht, 2006:12). Collaboration which is effective is defined as a communication process in which a different perspective is interrogated until stakeholders reach a consensual understanding (Bentley- Williams, Grima-Farrell, Long and Laws, 2016:271).

Full-service schools are not working in collaboration or aiding as envisaged. There is lack of support to other schools falling within their neighbourhood. This causes learner dropout in neighbouring mainstream schools. Collaborative partnerships are lacking between mainstream schools and full-service schools to address inclusive processes and practices to be realised in these schools. The implementation of an inclusive

Education system in South Africa is slow in making sure inclusive mainstream schools are functional and less focused on strengthening special education systems (Mampane, 2017:182). There are limited studies that looked at the implementation of inclusive education and the development of full-service schools and mainstream school partnerships (Dreyer, 2017:2). According to Grapin and Pereira (2019:312), collaboration at post-secondary level has benefits towards participants' understanding of any new policy. Educators working cooperatively result in improved learning outcomes for learners as their expertise is shared. This leads to effective and continuous professional development (Ferguson, 2008:116).

Full-service schools are regarded as the most effective professional development means of orientating other schools to combat discriminatory attitudes and create

welcoming education to all learners regardless of individual differences. Educators' collaboration in full-service and mainstream schools to share expertise information and learning on inclusive matters with a cluster of schools within its locality is very important (DoE, 2010: 18). Interdisciplinary collaboration by educational professionals is seen as an imperative key principle to support learners (Miltenienė & Venclovaitė, 2012:112). The success of inclusive education would not be possible, however, without collaboration as a strategic resource for mainstream schools.

Not only do full-service schools need to network and collaborate with nearest school resource centres, but also with the other schools in the neighbourhood (DoE, 2010: 18). Indicators for effective networking are that schools in the neighbourhood support one another and know how to identify and draw in support from people and organisations in the community (DoE, 2010: 18). Full-service schools may also designate a learning support educator who is preferably competent and experienced in collaboration and facilitation skills to offer professional support (DoE, 2010: 21). Professional support refers to specialized assistance and guidance by skilled people trained in any educational programmes (Wang et al, 2015:650). No evidence regarding the development of site-based support strategies like school-based support structures exist in schools (Engelbrecht et al., 2016:528). Therefore, collaborating with full-service schools is the most possible form of facilitating and improving inclusive education support structures in schools.

2.5.2 Institutional level support team (ILST) also called SBST-School based support team)

According to Nel, Tlale, Engelbrecht and Nel (2016:3), institutional level support team refers to the first level of support for learners and educators in a school. Institutional level support teams are school-based support services that will offer support to the learning and teaching process by working jointly with school educators in identifying learner needs (DoE, 2001:48). They provide suggestions to address the identified challenges and to follow up on the implementation of inclusive education (Nel, Tlale, Engelbrecht & Nel, 2016:10).

According to DoE (2005a:34), in each institution, ILST team will be responsible for liaising with the District Based Support Team (DBST) and other relevant support teams to provide support to institutions regarding diverse learner needs. Education support services refer to a well-trained ILST at the school and the support of the DBST. The key responsibilities of the ILST are to identify, assess and support learners who experience barriers to learning, to coordinate individual support planning as well as guide educators (as educators are referred to in official documents) to develop and implement Individual Support Plans (ISP) and effective curriculum differentiation (Engelbrecht et al., 2016).

The main function of the ILST is to put in place accurately coordinated learner and educator support services. These services will support the learning and teaching process by identifying and addressing learner, educator and institution needs (DoE, 2005:34). The key responsibilities of the ILST are to identify, assess and support learners who experience barriers to learning, to coordinate individual support planning as well as guide educators to develop and implement Individual Support Plans (ISP) and effective curriculum differentiation (Engelbrecht at al., 2016:530). It should be considered that educators supporting one another within the context of inclusive education would influence the process of implementation.

These teams are responsible to facilitate support interventions such as peer support, assistive devices and environmental adaptations (DoE, 2010: 21). ILST should be made up of educators' staff and community members with expertise knowledge on inclusive matters from each individual institution. ILST may also assist in coordinating the work of the institution level support team and liaise with different stakeholders such as district-based support teams to support educators in personal growth and professional development (DoE, 2010: 21).

2.5.3 District based Support Team (DBST)

The District Based Support Team (DBST) forms a key component in the successful implementation of an inclusive education system. The responsibility of the DBST is, according to Nel et al. (2016:3), the provision of a coordinated professional support service that derives special knowledge from further and higher education together with local communities to help special inclusive education schools, mainstream schools and full-service schools in their efforts to execute inclusivity. Makhalemele and Payne- van Staden (2018:985) stated that DBST was formed mainly to support school educators. Their duties are to prepare, train and support educators to experience a greater level of self-effectiveness in an inclusive school setting. This gives forth-sharing experiences that will allow educators' reconstruction of ideas for them to understand how they feel about a situation or subject area (Morrison & Gleddie, 2019:36).

The tasks of the DBSTs include assisting educators in creating greater flexibility in their teaching methods, evaluate programme, diagnose their effectiveness and suggest modifications. DBST should not only train ILST members but also organise in-service training for all educators regarding inclusive education and address barriers to learning. Being qualified and dedicated educators employed by the Education Department, they will stand to provide support to other untrained educators (Nel et al., 2016:10).

White Paper 6 defined the establishment of DBSTs as one of the strategies and interventions to successfully support educators to feel more equipped and competent in their roles of addressing barriers to learning (Makhalemele and Payne- Van Staden, 2018:993). Nel et al. (2016: 4) suggested that the DBST needs collaboration with special schools and full-service schools to train and mentor educators for effective inclusive education in specialised settings.

Mainstream schools should be clustered for the purpose of conducting communal workshops to capacitate educators in order to facilitate inclusive education (Makhalemele, 2011:201). Special Schools as Resource Centres (SSRCs) should, in collaboration with the DBST and ILST, exchange knowledge with surrounding mainstream schools, provide professional development to educators as well as sustainable support to learners and educators (DoE, 2001; DoE, 2005b).

As educators' classroom practices need to change, they need to support an inclusive programmed and be well prepared on how to do this. It is, therefore, critical for them to participate in a high-quality professional development programme (Nel et al., 2016:11) and work in close collaboration with the DBST to coordinate support.   DBST functions include, amongst others, a coordinated and structured provision of support to schools to capacitate them to accommodate a wide range of learning needs and to reach out to surrounding mainstream schools. The effective functioning of full-service schools relies on structures like school-based support teams and district-based support teams for the implementation of inclusive education.

Therefore, the envisaged support from full-service schools to neighbouring mainstream schools will be effective alongside district-based support teams. Such teams serve as an important strategy to support educators in the implementation of inclusive education since they preclude the need to engage all stakeholders from district level. Full-service schools need to engage mainstream schools through practical solutions/strategies of support related to effective identification of barriers emanating from different cultural backgrounds in learning. Although there is increasing recognition of the contribution of full-service schools, less attention has been given to the additional role of supporting mainstream schools as envisaged by White Paper 6 of 2001. Lack of support and failure to make explicit the role of full-service schools may contribute to the confusion amongst educators in inclusive education. Teacher's collaboration will promote their development only if they can tolerate multiculturalism or cultural differences (Tlale, & Makhalemele: 23)

2.6 MULTI CULTURAL EDUCATION IN SCHOOLS

Multicultural education is a process of education to address diverse identities and reduce cultural bias that need to be rectified in inclusive education (Bergen & Mollen, 2019:177). According to Booth and Ainscow, (2016: 17) culture refers to deeply held values and beliefs. Cultural and systemic barriers on the other hand, refer to factors from learners' environment that could include negative attitudes and stereotyping of learners, inflexible teaching methods and practices, inappropriate language and/or communication, inaccessible or unsafe environments, a lack of support from or non-involvement of caregivers or a lack of leadership in schools (DoE, 2010:9).

The successful implementation of inclusive education is determined mainly by how the school responds to diversity in its culture (Budiarti & Sugito, 2019:308). Educators may be well equipped for inclusive education but if the school culture in which they practise is not conducive, their effectiveness may be compromised. School culture is one of the most important concepts in education.

School culture can be used to encompass all the attitudes, expected behaviours and values that affect how the school operates (Budiarti & Sugito, 2018:215). The successful implementation of inclusive education in a school is closely related to how the school culture responds to differences in it. Culture is alive, ongoing and amorphous. The ultimate goal is how to make the school culture positive so that students and staff feel safe, and learning is at the core. School culture is essential. (Budiarti & Sugito, 2018:215).

Multicultural education is characterised by the equal participation of diverse cultures in the schools' efforts to address a diverse full range of learners' needs. Research on multicultural education in mental health professions suggests that it yields positive outcomes for participants, including reductions in cultural bias (Grapin & Pereiras, 2019:311). Multicultural education may assume a variety of forms, including long-term courses (e.g., one semester), short-term workshops (e.g., several hours), and service-learning programmes (Grapin & Pereiras, 2019:311).

Within this paradigm, multicultural education is viewed as a sector to address cultural diversity and difference as a way of managing inclusive education to have cultural inclusivity in schools. Cultural inclusivity refers to the creation of inherently accessible services in which all people, but most especially those who are commonly excluded from mainstream health services, feel safe and welcomed (Malatzky, Nixon, Mitchell, and Bourke, 2018:248).

These approaches generally embrace a "one-size-fits-all" mentality, despite the fact that any single measure of academic performance is unlikely to capture the myriad ways in which diverse learners demonstrate knowledge. Equity pedagogy is considered an essential component of multicultural education, and is generally defined as teaching strategies and environments that support the needs of all students, while creating humane, democratic, reflective and active citizens who are prepared to be effective agents for social change (Mckay, 2018:23). Alternatively, culturally responsive assessment practices are student-centred, meaning that they consider students' unique attributes and needs throughout the assessment process, (e.g., during the development of course objectives and assessment tools).

2.7 THE ROLE OF SCHOOL MANAGEMENT TEAM IN INCLUSIVE EDUCATION

According to Stepanova, Tashcheva, Stepanova, Menshikov, Kassymova, Arpentieva and Tokar (2018:157), management team is a group of specialists united by an understanding of the prospects for the development of an educational institution and the ways to achieve it, pursuing a common policy for achieving the goals set by the team. The model envisaged in WP 6 is geared towards the inclusion of children, and prioritises education to special educational learners with a range of special needs (Murungi, 2015:3171).

Therefore, South Africa also became part of world trends towards accommodating learners with diverse barriers to gain access to mainstream schools and curricula (Nel, Tlale, Engelbrecht & Nel, 2016:2). In their study of school leaders' and educators' perceptions of Learning Disabilities (LDs) in Key Stage1 Schools in a sample drawn from schools, Emam and Alkharusi (2018:489) stated that school leaders, unlike their

educators, view learning disabilities as caused by the governmental formal educational system, and the academic curriculum.

The principal with his/her management team constantly searches for strategies to ensure educators provide equal access to all learners (DoE, 2010: 14). There is convincing evidence to prove that school success is determined by a strong and motivated leader. While mainstream schools are seemingly ready and able to embrace inclusive education, such educators' negative perceptions and beliefs about inclusivity increases the risk of challenges in implementation. Therefore, it is apparent that for effective implementation, educators who are central to the solution need capacity through collaboration with full-service schools on inclusive education practices. The school principal has an important role to play in ensuring effective implementation of inclusive education (Engelbrecht et al., 2016: 526).

Schools implementing inclusive education effectively have committed principals who always reduce exclusionary practices based on socioeconomic status, different learning needs, language or culture (Walton, 2011: 242). According to Muthukrshna and Engelbrecht (2018: 5), there is a need to look at the practices of school management team in addressing inclusive education in their efforts to respond to inclusive education policy imperatives.

According to Budiarti and Sugito (2018:216), the principal roles of headmaster leadership in relation to inclusive schools are: (a) building a shared vision and commitment, (b) developing a professional community that shares responsibility for the learning of all students, redesigning the school, and (c) sharing responsibility for inclusive education. The principal key in shaping a positive culture in every school management teams by fostering the implementation of inclusive education (Walton, 2011: 242). However, challenges like educator training are still rife in South African Department of Education (DoE, 2010:13). Findings from a qualitative study on the implementation of inclusive education emphasised that the school principal has a role and support in engaging all parties in the development of inclusive education (Budiarti & Sugito, 2018:218). This implies that educators need adequate support from school

management teams for them to implement inclusive education effectively and successfully.

The principal and his/her school management team members make the difference in whether a school truly adopts an inclusive approach. They have an influence and unwavering belief in the value of inclusive schooling and on whether the school will implement inclusive education (DoE, 2010: 13). The principal is in a critical position to influence the change process and contribute towards educators' readiness for inclusive education. Educators can be empowered with knowledge whilst support structure like SMT is in place for effective inclusive education implementation.

The adoption of an inclusive approach is demonstrated by embracing change as a constant, and nurturing this understanding among staff members. The administrative roles of the principal and the SMT in ensuring that schools are established as inclusive centres of learning, care and support are many, but they can be grouped into the categories of leadership and management. School systems worldwide have various initiatives to support inclusive education.

The principal and his/her SMT should have an unwavering belief in the value of inclusive schooling and considerable knowledge and skills in translating the concept into practice. The principal is a visible and vocal advocate of inclusive practices. The principal together with his/her management team should communicate unambiguously to staff members the expectation to establish the school as an inclusive centre of learning, care and support. The principal ensures that all efforts to address school policies, improvement plans, programmes and ethos are developed in a manner that reflects inclusive practices.

The principal creates a safe, friendly and welcoming school climate for learners, parents/families as well as staff, such that it fosters collaboration and inclusivity. The principal and his management promote the view that special needs education is a service, not a place. The principal with his/her management team have to take the lead in ensuring that there are additional support programmes for teaching and learning, specially to reach out to learners with learning difficulties.

According to Engelbrecht et al (2015: 6), school managers have indicated that there is no clear monitoring and mentoring to help educators in mainstream schools to develop skills of assisting neighbouring schools. The principal finds strategies to celebrate the varied accomplishments of all learners in the school. School management teams are actively involved in helping learners to overcome prejudice among them (DOE, 2010:6). The principal and the management team at school must take leadership role to ensure that learners with special educational needs are effectively supported. Their roles should include the provision of resources and supporting educators to sustain inclusive education (DoE, 2010: 14). Therefore, the principal and school management team members should carry responsibility and make sure that schools adopt an inclusive approach (DoE, 2005c:2).

2.8 CONCLUSION

The history of inclusive education in South Africa began after the Salamanca Declarations, which emphasised opening the doors of education to all students. They emphasised curriculum, which will provide special educational learners an opportunity to meet the same set of academic and social standards with other learners. The aim of this literature review was to critically appraise and synthesise research on factors that influence implementation of inclusive education. These factors are necessary interventions that aim to improve educators' knowledge of inclusive education in schools. Schools with an inclusive orientation are viewed as schools with the most effective means of combating discriminatory attitudes and achieving education for all.

Inclusive education insinuations are that every child has a right to mainstream education. This chapter looks at factors that may influence educators to address the diverse needs of their learners in an educationally sound way. The responsibility to provide capacity building to neighbouring schools in practising inclusion methodology to teach special needs learners should be a priority of full-service schools. The next chapter presents the research methodology of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to present the research design and research methods followed in this study. Qualitative research methods were used to better understand the support given by full-service schools to neighbouring mainstream schools. This study was mainly qualitative because data were collected using semi-structured interviews and focus group discussions to address support by full-service schools to mainstream schools in implementing inclusive education. The following aspects were addressed: the research paradigm; gaining entry; the role of the researcher; research design and methodology; selection of participants; contextual description of the research data; collecting methods; data analysis methods; measures used to ensure trustworthiness; and ethical aspects.

The aim of this research was to critically assess the status and support by full-service schools to mainstream school educators in South African schools. The overall research question was: What is the role of full-service schools in supporting mainstream schools in the neighbourhood to practice inclusive education. While the Department of Education in South Africa has rolled out policy guidelines indicating how to implement the right to inclusive education, it does not define how full-service schools should support neighbouring mainstream schools. Furthermore, mainstream educators continue to express a lack of knowledge regarding the roles and responsibilities of full-service schools (Nkhambule & Amsterdam, 2018: 2). Thus, full-service schools' support to mainstream schools in implementing inclusive education, remain a challenge. With such comprehensive set of barriers, the role of full-service schools is an important determining factor for neigbouring mainstream schools to practise inclusive education.

The problem is that full-service schools are not supporting mainstream schools in the implementation of inclusive education. South African mainstream schools need to collaborate with full-service schools to exert extra ordinary determination to prepare them to be inclusive schools that offer effective education (Engelbrecht, Nel, Nel &

Tlale, 2016: 2). Thus, it becomes important to understand the range of factors within the education system that inhibit full-service schools' support neighbouring mainstream schools.

3.2 RESEARCH PARADIGM

This study opted to use the interpretivist approach because it conceptualises reality out of subjective and lived experiences of people (Andrade, 2009:43). The main concern of the interpretivist approach is to interact with studied participants to make meaning from their subjective interpretations and meanings in order to understand their social world (Wahyuni, 2012:71). According to Alharahsheh and Pius (2020::42), interpretivist research cannot be objective but rather it must be observed from different factors based participants' experiences. These experiences are important because they contribute to reality formation constructed within their social context and their interaction with the environment (Wahyuni, 2012:71).

Furthermore, the interpretivist approach is more concerned with how individuals make sense of reality out of their lived experiences and actions (Andrade, 2009:43). As such, this study adopted the interpretivist approach as a primary means of gaining knowledge of full-service schools' interpretation of neighbouring mainstream schools. The interpretive aspect means that the approach seeks to understand people's living experiences from their own perspectives.

3.3   RESEARCH DESIGN

The study followed the qualitative research approach where a case study design was adopted. The qualitative method is described as naturalistic, humanistic, and therefore true to life. Qualitative research was selected, as it would afford the researcher the opportunity to record and understand participants in their own terms. According to Baskarada (2014:1), qualitative research is an approach that defines and explicates persons' experiences, behaviours and interactions without using statistical procedures or quantification. A qualitative case study is an approach used in research to intensify

the exploration of a phenomenon within its context by providing tools (Baxter & Jack, 2008:545).

It can be argued that the qualitative case study methodology used was particularly suitable to develop insights in the support given by full-service schools to mainstream schools. It also looked at the implementation of inclusive education and to understand a wide range of factors impeding the role of full service schools in supporting neighbouring mainstream schools to practice inclusive education.

According Yin (2009: 69), a case study approach should be considered when the focus of the study is directly to answer questions without influencing or having control on participants involved in the behaviour. Therefore, a qualitative case study approach was selected to explore a single entity or phenomenon by using a variety of data collection techniques. Furthermore, the qualitative approach used in this study aimed to gather an in-depth understanding of full-service support to neighbouring mainstream schools by using various data collection methods by focusing mainly on words and actions. Accordingly, Creswell, Hanson, Clark Piano and Morales (2007:237) points out that people's experiences, words and actions signify the data of qualitative inquiry.

The study collected data through semi-structured interviews and focus group discussions since qualitative research is mainly interpretative in nature.

3.3.1 Population

In this study, I purposively sampled seven full-service school educators from two selected full service schools in the district. There are two full service schools in the district. The focus on these schools was on their views about their support of mainstream schools. The population comprised of seven educators made up of five educators and two principals (Four educators subjected to focus group discussion from School A and Principal from School A who participated in semi structured interview , One educator and Principal of School B who participated in semi structured interview)

Participants were drawn from two primary full service schools. The nature and scope of the study was explained to the educators, who gave informed consent.

3.3.2 Sampling

Sampling is a method in which all participants of a group (population or universe) are chosen to participate in research. There are many sampling designs that can be used in qualitative research design (Onwuegbuzie & Leech, 2007: 245). This study opted for purposive sampling to focus on characteristics of a population of interest that will best enable the researcher to answer research questions. Purposive sampling was also suitable in this study because it can be used when the population is too small to opt for random sampling (Tongco, 2007:148). However, to expound the sample and to show the representation of required data only full-service school educators were selected.

This research used purposive procedures as sampling techniques. Research participants included four educators, one departmental head and two school principals selected from two full service schools in the district. Purposive sampling was found to be suitable as it helped in obtaining in-depth information about how full-service schools operate in supporting mainstream schools.

3.3.3 Data Collection

The study followed the qualitative research approach because the researcher aimed to gather an in-depth understanding of human behaviour. Three participants were part of semi-structured interviews and four took part in focus group discussions.

3.3.3.1 Semi-structured Interviews

An interview is a technique of gathering data whereby researchers can use qualitative types of questions (Doody & Noonan, 2013:20). The semi-structured interview was designed to make sure that participants' responses regarding a particular situation or phenomenon are from their experiences (McIntosh& Morse 2015:1). In qualitative research, interviews are popular (Griffee, 2005:36) because they produce relative descriptions of participants' experiences (Doody & Noonan, 2013). Interviews were used with focus group discussions for further qualitative exploration. Data was collected

using semi-structured interviews carried out and recorded with permission from two schools. Semi-structured interview questions were used to gather in-depth information concerning support by full-service school educators to neighbouring mainstream school educators.

The two participating schools shared certain common things, but each had its own unique management system. Protocols were developed to guide the semi-structured interviews and to ensure that comparable data were collected for similar respondents across schools. Accordingly, semi-structured interviews were central since they shaped and explored participants' experiences (Rabionet, 2011:563). These enabled participants to provide intensive data for analysis purposes. Semi-structured interviews made it possible to unpack narratives and to explore participants' contextual impacts in their narratives (Galletta, 2013:45). The advantage of semi-structured interviews is that they are flexible and can be carried out in person whereby one person can stimulate information from another in a casual way (Longhurst, 2003:144).

The researcher prepared some questions beforehand, and a need to modify or improve them was acceptable during interview discussions (Doody & Noonan, 2013:20). As supported by Doody and Noonan (2013: 20), the direction of questions during semi-structured interviews may be modified. The ability of qualitative data to more fully describe how educators collaborate in inclusive methodologies is an important aspect from the researchers' perspective. Each interview lasted between 45 minutes and one hour. All interviews were conducted in English.

3.3.3.2 Focus group discussions

Focus group discussion is an interview research methodology in which a small group of participants meet to debate a specified topic to produce data (Wong, 2008). According Moretti, Van Vliet, Bensing, Deledda, Mazzi, Rimondini, & Fletcher, 2011:427, focus group discussion has an important status and is related in different research areas. It is a group environment that brings out diversity of viewpoints and can be formed by 4 -8 people (Hennink, 2013:1). In this study, a focus group discussion comprising of four educators from school A were selected. The four educators were trained in inclusive

education and were at school A only. They were not part of individual interview sessions. Focus groups capitalised on communication between research participants to generate data. In addition, focus groups were generated as a wide range of variety of data. According to Stewart and Shamdasani (2014:40), a focus group is assumed to be thought provoking and fun because participants share their views.

3.4   DATA ANALYSIS

Data collected from interviews were analysed using Hycner's (1985) model of phenomenology. In this case, it was full-service schools' support of neighbouring mainstream schools. Hycner's analysis helped to identify themes and trends that run through the data for interpretation. The following steps were followed: transcription whereby both semi-structured interviews and focus group discussion tapes were transcribed.

This includes literal statements made by participants during both semi-structured interviews and focus group discussions. The next step was bracketing where transcripts of interviews were approached with a subjective mind and openness to whatever meanings that may emerge from the data rather than what the researcher expects from participants. After each interview or observation, thoughts and impressions identified were considered as areas for further inquiry.

Data were then delineated to obtain units and themes of meaning. Themes developed from data were analysed and interpreted. This study followed this type of a phenomenological research design to describe factors that contribute to lack of support by full-service schools to neighbouring mainstream schools. This allowed the study to desist from any pre-determined structure, but rather to be objective and not change facts as they unfold. Furthermore, phenomenological method gathers information from perspectives of participants. The research study was much concerned with lived understandings of participants (Maypole & Davies, 2001).

3.5 QUALITY CRITERIA

Procedural ethics that incorporates the importance of accuracy and the prevention of the exploitation of objectivity was followed. Such procedures attended to ethics and promoted the credible of data and truthfulness.

To ensure truthfulness and data that was free from bias, this study addressed issues of credibility, dependability and conformability (Baxter & Jack, 2004). According to Graneheim and Lundman (2004: 109), credibility refers to confidence and assurance of how well facts and processes of analysing data address its intended focus. In order to ensure that findings of this study are truthful, interviews were verified with focus group discussions. The outcomes of semi-structured and focus group interviews with inclusive educators were analysed. This means that educators at full-service schools were subjected to focus group discussions and semi-structured interviews. Thus, verification was done to obtain outcomes based on various perspectives on how to teach and promote inclusivity in schools. The other concept to look at was trustworthiness.

The researcher adopted several strategies to ensure trustworthiness. These strategies included prolonged engagement with educators concerning methods of teaching. Trustworthiness of the study will entail sufficient time that the researcher will invest to achieve certain purposes such as learning the behaviour of targeted population, testing for misinformation introduced by distortions by either the self or the participant and building trust (Onwuegbuzie & Leech, 2005:2). The following was used to assure trustworthiness: dependability, which refers to issues of consistency, procedures to show that if the work was repeatedly done in a different context with same methods and same participants, it will yield the same results (Shenton, 2004: 71).

Confirmability, which refers to the degree to which results of the study could be proved by other parallel studies and that the result are experiences of the participants (Anney,

2014:11). Lastly, transferability which refers to 'the extent to which the outcomes can be shifted to other situations or groups" (Shenton, 2004:34).

3.6 ETHICAL CONSIDERATIONS

The following ethical considerations were complied with: Permission to conduct research was obtained from the University of Limpopo (UL) Ethics Research Committee, Limpopo Department of Education and Greater Sekhukhune District Office. Permission was obtained from two selected full-service schools whereby participants were also given assurances of confidentiality. Participants were not subjected to any risks of physical or psychological harm by taking part in the study. Interviews were carried out in schools to minimise risks. Permission was sought from the head of the Specialized Learner and Educator Services (SLES) of the district to conduct interviews with learning support educators at selected full-service schools.

3.6.1 Participant consent

Limpopo Department of Education and Sekhukhune district were approached and requested access to conduct research at full-service schools located within its two circuits. Educators within the selected schools were subjected to a series of qualitative interviews and focus group discussions. The school authority was consulted to give permission. Participation in the study was strictly voluntary and, consent forms were signed and required from respondents to participate. All participants were informed of the purpose and proceedings of this study. Standard procedures for conducting research in schools were strictly followed as prescribed by Limpopo Department of Education.

3.6.2 Confidentiality and anonymity

Participants were assured of confidentiality and anonymity of information elicited. The confidentiality and protection of participants' identities and data was strictly upheld in agreement with the University of Limpopo's ethics expectations and protocols. Participants' names and data will not be passed on to unauthorised persons without their informed consent. Anonymity was promoted by using pseudonyms, which protected the identity of participants. Therefore, confidentiality of information was encouraged at all times.

3.6.3 Withdrawal from participation

Participants were consulted in advance that their role in the study will be strictly voluntary, and may at any time, withdraw from the study. They were also made aware that their information will be private and may not be passed on to other people. The nature and scope of the study was explained to participants, and indicated that they have voluntary withdrawal rights from the study.

3.7 GAINING ENTRY

A letter for admission was submitted to the Department of Education requesting permission to conduct research at the participating schools. Upon receiving approval from the Department of Education, the researcher requested authorisation from the principals of partaking schools by means of consent letters to conduct interviews with educators. Invitations were sent to educators themselves to take part in the research study, and a letter of consent was handed to each of the participants.

The appointments to each of these schools lasted for roughly one week and involved interviews (focus and individual) with full-service school educators. The interviews lasted for 45 to 60 minutes and were electronically recorded. In all, the researcher

interviewed seven educators in alternative schooling sites. Pseudo names are used in all sites with all interviewees.

3.8 ROLE OF RESEARCHER

The role of the researcher was to identify critical factors and elements from suitable participants to obtain their knowledge regarding support given to neighbouring mainstream schools. The researcher is from outside of the circuit where schools are based and was responsible for conducting all interviews with the selected participants.

After all interviews had been conducted and recorded electronically, transcriptions were formulated and delineated to obtain themes. The transcriptions were used to analyse the data captured during the interviews. Interview transcriptions were typed out verbatim.

3.9   CONCLUSION

Qualitative research followed in this study aimed to address questions concerned with the implementation of inclusive education and support from full-service schools to mainstream schools. This study looked at critical research paradigms which underpin the qualitative research methodologies and how qualitative research is evaluated. The study reviewed qualitative criteria and discussed how they may be used to evaluate qualitative research. This chapter presented the methodology used in answering research questions. It detailed the research aim, problem statement, research design and data collection procedures and data analysis. The next chapter presents and analyse the data.

CHAPTER 4

ANALYSIS OF RESULTS

4.1 INTRODUCTION

This study explored crisis in the implementation of inclusive education with reflection on the support by full-service schools to neighbouring mainstream schools. Inclusive education refers to the use of strategies, activities and processes that help in making the child to attain learning despite challenges. The findings are presented as obtained through semi-structured interviews and focus group discussions. The Research was conducted in Limpopo Province in South Africa. The participants were seven full-service school educators in Sekhukhune District of Limpopo Province (Five from school A and Two from School B). This chapter presents analysis of the results, which give important dimensions necessary to militate against the possibility of not achieving effective inclusive education. The qualitative findings obtained from interviews and focus group discussion are shown in a word format and pinpoint the research aim. They shed light on the issues and factors in the implementation of inclusive education and how educators drawn from two schools mediate their views in supporting neighbouring mainstream schools. There were common threads between School A and School B.

4.2 DATA ANALYSIS METHOD

The qualitative findings obtained from interviews and focus group discussion were analysed using Hycner's method of analysing data. This study followed a phenomenological research design with the aim of explaining the phenomenon of study and refraining from any pre-views, but remaining true to the facts (Groenewald, 2004:43). The phenomenological method gathers information from viewpoints of participants and provides consistent experiences of participants regarding the support given to learners with special educational needs.

Focus groups and semi-structured interviews were also used to gain a better understanding of how full-service schools implement inclusive education and support to neighbouring schools. The information collected was presented orally and then converted into transcripts that detailed descriptions and experiences of participants' experiences of inclusive education implementation. Interview tapes with literal statements were transcribed. Thereafter, the researcher grouped the recordings to detect whatever implications emerged (Hycner, 1985). The tape recording was then played several times to get a sense of the whole, obtaining linguistic levels of communication like intonations.

Transcripts of interviews were read several times, going through every single word to get the essence of the meanings expressed by participants. Transcriptions were delineated to obtain underlying units of meaning and to determine those meanings that address the research question. Educators were given pseudo names to protect their identity. Their pseudo names are as follows: principal school A (P1), Educator no.1 School A (T1, A), Educator no.2 School A (T2, A), Educator no 3 School (T3, A), Educator no 4 School A (T4, A) School B Principal (P2) and Educator no.1 School B (T1, B).

Themes identifying full-service schools' support of neighbouring mainstream schools were developed from units of meanings with the same interpretation. The research data was approached with the phenomenological reduction approach, taking out relevant meanings.

The following themes emerged from the data:

- Understanding the role of full-service schools

- Level of support from circuit, district and provincial support teams

- Inadequacies in resources and facility educator training

- Campaigns to promote inclusive education

- Educator training and workshops

- Parental involvement and denial

4.3 FINDINGS

The research objectives were to identify support strategies required for full-service schools in order to assist neighbouring schools, to look at experiences of full-service schools in implementing inclusive education and supporting neighbouring schools and to identify challenges that are experienced by full-service schools in providing support to neighbouring mainstream schools

Our data show that some participants experienced considerable absence of training and partnership with mainstream schools. Factors that contribute to lack of partnerships are lack of policy knowledge, untrained educators and lack of knowledge of the role of full-service schools in supporting other schools. Along with such instability, participants found that there are no circuit or district workshops to address knowledge of inclusive education. This inevitably impacted upon their support of neighbouring schools.

4.3.2 Common Themes

Data was analysed using Hycner's model of phenomenology where literal statements made by participants during both semi structured interviews and focus group discussion were demarcated to obtain units and themes of meaning. Common themes were developed from the data for analysis and interpretation.

4.3.2.1 Understanding   policy guidelines

Throughout the interviews, knowledge of policy guidelines pertaining to the role of full-service schools and inclusive education stood out to be the determining factor that influenced support in the implementation of inclusive education. According to Ayaya, Makoelle and Van der Merwe (2020:2), the implementation of inclusive education is affected by inadequate knowledge of policies that are not applied and known to educators in schools.

Even though full-service school educators were workshopped on inclusive education policies, many participants indicated inadequacies of workshops and capacity

development on policy, which is translated into the inability of full-service schools to assist neighbouring mainstream schools.

When asked about policy guidelines and measures to be taken to bring neighbouring schools on board, the principal of school A (P1) alluded that:

> *"The issue here is that full-service schools are not well known, most neighbouring mainstream school educators think that we are special schools. They will say Mokgalabe is a special school, they do not understand what full-service schools' roles are and we need to make them aware. Hence, no one even bothers to check with us. It is our responsibility to assist them in explaining the functions of full-service schools".*

According to Engelbrecht, Nel, Smit and Van Deventer (2016:522), White Paper 6 highlighted the importance of policy guidelines in the implementation of inclusive education. Findings of this study indicate that educators' understanding of inclusive education and the role of full-service schools is limited. However, participants indicated complex contextual understanding of the role of full-service schools and neighbouring mainstream school educators, which constrains implementation and collaboration.

Educators are not aware that full-service schools are resource centres of inclusivity, which should assist neighbouring school educators, parents and learners (Engelbrecht et al., 2016:529).

Principal in School B (P2) supported the principal in School A (P1). She said:

> *" We realised that sometimes the learners we have, do not perform well mainly because we are the only Full-Service School in the Circuit and many people are not aware of our roles and again that all schools must be inclusive".*

The principle and aims of inclusive education are incorporated in policy guidelines like White Paper 6. The findings of this study indicate that educators in both full-service and mainstream schools had very limited experiences of inclusive education policies.

Promoting inclusive education means that all stakeholders need to be conversant with policy guidelines.

Inadequate knowledge and failure to understand inclusive education policies was cited by many educators as one determining factor. The provision of policy guidelines is the cornerstone of implementing inclusive education and support to schools in their endeavour to ensure education for all learners without looking at their abilities (Ramaahlo, Tönsing & Bornman, 2018:268). These guidelines provide full-service schools with details on how to support neighbouring schools at different levels (Engelbrecht et al., 2016:524). However, according to Donohue and Bornman (2014), lack of knowledge regarding guidelines on how schools as stakeholders should operate can result in inaction to implement inclusive education.

4.3.2.2 Level of support from circuit, district and provincial support teams

Inappropriate and inadequate support services hinder the effective implementation of inclusive education (Zulu, Adams & Mabusela, and 2019:13050). According to Ramaahlo, Monika, Tönsing and Bornman (2018:363), lack of support from senior management has a negative impact on the provision of effective learning. Educators believed that they do not have adequate circuit and district support to implement inclusive education. All participants indicated lack of circuit development opportunities and expertise of supporting neighbouring mainstream educators effectively. They find it difficult to develop appropriate strategies to support neighbouring mainstream schools.

When asked about which intervention programmes are in place to support neighbouring mainstream school to accommodate all learners, principal in school A (P1) said that:

> *From circuit level, there is no such programme. Is only in school level whereby we are busy organising and initiating workshop to help neighbouring mainstream schools"?*

Educator no 1(T1B) from School B supported the principal in school A about lack of intervention programmes in place by saying

"We do not have any programs; they can bring learners here at full-service schools because there is satisfactory progress".

Educator no 3(T3 A) of school, A also agrees with both Educator no 1 and School principal that there are no programs available:

"Circuit must also organise workshops for us to meet and workshop educators at mainstream schools since there are no programs like workshops. These workshops must be held at our school, so that, they can learn from what, we are doing here".

It is noted that none of the educators in both schools mentioned attending inclusive capacity building workshop. The minimal attendance of workshops on inclusive education could be linked to the poor support to neighbouring mainstream schools. Participants indicated that lack of inclusive education workshops at circuit level could be a possible explanation why there is no clear link and continuity of support to neighbouring mainstream schools. This results in inadequate support and non-implementation of inclusive education in schools. Educators also pointed out that they have not yet received the promised support with regard to capacity building in the implementation of inclusive education, learning support material and adaptive equipment from the Provincial Department of Education as well as from the Local Departmental District Office as formulated in the guidelines published in 2005 of DBST (DoE, 2005a; Engelbrecht, Nel, Smit & Van Deventer, 2016:523). A need exists to intensify support and training to educators at schools to enable them to acquaint themselves with inclusion guidelines and their role in implementing inclusive education.

4.3.2.3 Inadequacies in resources and educator capacity building workshops

According to Paseka and Schwab (2020: 258), a major barrier to successful inclusion seems to be lack of resources in schools. Although according to White Paper 6 (DoE 2001) as well as the guideline document (DBE 2010) for full-service schools the Department of Education ensured the provision of resources to schools, participants indicated that both human and material resources are not available to assist in implementing inclusive education effectively.

The lack of human resources and learner support materials was evident in many instances. There were some references to difficulties with the implementation of inclusive education and support to neighbouring schools because of resources. The South African government finds it difficult to address a wide range of diverse needs due to lack of funding and human resources (Savolainena, Engelbrecht, Nel & Malinena, 2012:53). These findings would suggest that full-service schools are unable to give support because of unavailable resources.

The principal in school A. confirmed this.

When asked about resources required for schools to embark on effective assistance to neighbouring school, the principal of School a (P1) said

> *It is important to have forms i.e., documentation. Some schools do not have those documents like learner profiles, and this poses a challenge. Documents are needed. As a resource Centre, we have copies machines, and they are not enough whereas other schools do not have these resources. So, is going to be difficult to support them".*

Educator no 3(T3 A) of School A Supported Principal of School A (P1)

> *"I think most of schools still have a challenge with computers and photocopying machines as well. We need enough of those resources as well as educators. That's our challenges"*

Educator no 2(T2 A) of school B also echoed the same sentiment and said

> *"A good model is when every class is equipped with resources. Not to collect resources from other classes like Grade R. We need to have resources"*

Shortage of resources is ä significant obstacle in enabling educators to enact inclusive education implementation. According to Engelbrecht, Oswald and Forlin (2006:255), lack of resources constrains the effective implementation of new education policies like inclusive education policy. Thus, improving resources and infrastructure to support the alteration of old system of education to inclusive education approach is pivotal. The implementation of inclusive education as a process of addressing and responding to the diverse needs of all learners resonated with the supply of enough resources to schools. As a result, well-resourced full-service schools will provide adequate support to mainstream schools and improve their ability to teach inclusive education.

Educator in school A (TI, A) supported the principal of school A (P1) and argued:

> *" Human resources are a great challenge. Our No 1 challenge is Human resources. The government is trying to support but we lack human resources".*

Principal of School B (P2) supported principal of school A (P1) and Educator (T1, A) of school A, saying:

> *"We lack human resources because 100 percent of my support staff is volunteers, I should have permanent educators like social workers but nothing at all, and I am currently operating with volunteers".*

According to Sharma and Michael cited in Sharma, Armstrong, Meserumela, Simi and Yared (2019:2), educators often complain of unreadiness to teach inclusive education due to failure to access teaching resources. Educators need to be supported with resources so that learning spaces could be progressively transformed into a positive inclusive environment. The focus should be on procuring resources to promote learning support to all learners. Principal A and Principal B's comments insinuate that those resources will enhance support practices within the school as well as with neighbouring mainstream schools. It is therefore apparent that resources remain an important tenant that facilitates efficient inclusive practices, but remain inadequate in most schools. More attention should be given to the provision of resources. Therefore, curriculum planners have an obligation to provide resources to schools.

There is an indication of insufficient training. Lack of educator training was confirmed by Educator no.1 (T1, B) in school.

Educator no.1 (T1, B) in school B said:

> "We need workshop; they need to come to school. Some do come; we sometimes meet daily during weekends. We sometimes tell them to send learners here; we need Parents though they have denial. We use to have learners who spend hours at school".

Educator 2(T2, A) supported Educator no.1 (T1, A) and said:

> "Mainstream schools need workshops. They are not like us. We are having courses in inclusive education. We can be trained for a year, but they are having short workshops. They can do it today and thereafter after 6 months".

According to Engelbrecht et al. (2015:5), mainstream schools have been known to implement inclusive education but failed due to many different reasons like insufficient training and educator attitude.

4.3.2.4 Campaign to promote inclusive education

There is some evidence that educators are not aware of full-service schools operating within their circuit and are less positive about the effectiveness of teaching inclusive education. South African educators are less concerned about including children with disabilities in their classes (Savolainena, Engelbrecht, Nel & Malinena, 2012:64).

When asked about what it takes full-service schools to bring neighbouring mainstream schools on board towards the implementation of inclusive education, Principal of school A (P1) said:

> *"We need to have awareness campaigns and meetings and as the principal, the awareness campaign will minimise problems for us because all schools will implement inclusive education. They will be aware that inclusive education is for everyone".*

Principal of school B (P2) further alluded to the need to campaign for inclusivity by saying:

> *"As full-service schools, we have responsibility to orientate them. We will orientate them though workshops and meetings with them on how to use learners' profile, SIAS policy, because their main challenges with SIAS. How to Screen, Identify support and assessment. The role of full-service schools should be to assist neighbouring schools through workshops. A full-service school is a resource Centre. We need to assist them. That is why they sometimes send learners to us without profiles. We refer them back to collect the profiles. It is still a challenge for them to complete those forms".*

Responses from Educator no1 in school A (T1, A) and Educator no.1 in school B (T1, B) confirmed the need to campaign for awareness of full-service schools by saying:

"We need to have awareness campaigns and meetings. That is very important"

Capacity for educators should be emphasised with awareness campaign activities to ensure that educators are aware of the role of full-service schools in supporting mainstream schools.

4.3.2.5 Educator training and development

Lack of knowledge and skills is the most extensive barrier for educators to implement inclusive education (Serakalala, Mudzielwana & Mulovhedzi, 2017:253). The successful implementation of inclusive education relies on educators training to effectively teach curricula to address a wide range of teach needs (Dalton, Mckenzie & Kahonde, 2012:2).

Adequate training for educators and associate role players (such as parents, neighbouring schools, support personnel) on how a school should be transformed in order to operate as a successful inclusive school need to be a continuous practice (Ajuwon et al. 2012; DBE 2010). Educators need to be empowered by either in-service or pre-service training to manage and accommodate diversity in learners (Potgieter-Groot, Visser & Carie-de Beer, 2012:60).

When asked what it will take to bring your school and neighbouring school on board on this journey towards the implementation of inclusive education, research findings confirmed that the training of educators on inclusive methodology is important for effective implementation.

When asked about the best possible way of capacitating neighbouring mainstream schools, educator in school B (T1, B) said,

"Training of Educators on inclusive education is important".

Educators need support as they struggle to adapt to their teaching as part of their profession (Nkambule & Amsterdam, 2018:1). Educators' insufficient training and workshops may be one of the most serious shortcomings in the implementation of

inclusive education. Many participants interviewed felt incompetent to address the diversity of learners' needs due to lack of training. Most of the educators reported that they had received no support from educational authorities to deal with learners' educational needs. As a result, they tended to feel discouraged about the implementation of inclusive education and support to mainstream schools. Lessing and Dreyer (2007) had similar findings that educators felt overwhelmed and consequently wanted to leave the education profession because of incompetence in implementation.

Orientation emanating from the findings, thus calling for circuit and district office training of educators is an urgent action. Changes in educators' knowledge and attitude will promote competence and boost their confidence in inclusive education implementation and support of neighbouring mainstream schools. This supports findings in this study, which suggest that educator training is pivotal and necessary to encourage support of neighbouring mainstream schools.

According to participants, training will enable educators to gain necessary professional knowledge, master skills and work competences related to inclusive education and subsequently capacitating neighbouring mainstream schools. However, a wide range of learning needs or barriers that impede the realisation of an individual's full potential could emerge because of untrained personnel.

4.3.2.6 Limited support and collaboration

Collaboration to enhance full-service schools support practices to mainstream schools is not evident. The development of collaborative teams within schools and communities should include educators, principals, parents, learners and professional personnel (Engelbrecht, 2004:24).

It is therefore apparent that full-service schools' support service of neighbouring mainstream schools to implement efficient inclusive practices remains inadequate. Educators need to collaborate with others to learn from one another and be able to model inclusive education principles in their schools and classrooms (Engelbrecht, Oswald & Forlin, 2006:127. An interesting finding from participants indicated lack of partnerships between full-service schools and neighbouring mainstream schools.

Principal no.1 of school A indicated that:

"As full-service schools, we have responsibility to orientate them. We orientate them though workshop and meeting with them on how to use learners' profile, SAIS policy, because are challenges with SIAS. How to Screen, identify support and assess. The role of full-service schools should be to assist neighbouring schools through workshops. A full-service school is a resource Centre. We need to assist them. That is why they sometimes send learners to us without profiles. We refer them back to collect the profiles. It is still a challenge for them to complete those forms".

Collaboration in inclusive education offers the opportunity for capitalising on the diverse and specialised knowledge of educators, and enables schools to provide quality-learning support to all their learners (Engelbrecht, Green, Naicker & Engelbrecht, 2007:57). There are some studies supporting collaboration like Engelbrecht et al (2015: 12), which states: "Collaboration to enhance support practices within full-service schools as well as with neighbouring mainstream schools and special schools as resources is not evident". This lack of support from full-service schools to mainstream schools is overlooked. Despite these challenges, it is imperative that full-service schools are made aware of the importance of their support and involvement in assisting neighbouring mainstream schools to implement inclusive education.

4.3.2.7 Parental involvement

During the interviews, participants showed that there is lack of parental involvement as a way of enforcing attendance and remedial intervention. Remedial teaching was neither regarded as important nor had any impact in parents' understanding of teaching and learning in a school environment. According to the system theory, successful inclusive education implementation in mainstream schools cannot be considered in isolation but is rather shaped by the interactions of all role players (full-service schools, mainstream schools, educators, parents and district teams).

The background of research on the impact of parental involvement on the academic achievement comes from the System theory and centred is on the influence of differing

environments and components of a system on the overall development of the child. According to Engelbrecht et al. (2016:15), the focus in changing schools to be inclusive education communities is on the development of individual schools as a whole, which encourages all role players to collaborate in increasing learning.

Participants indicated that parents are unable to support the school's vision of inclusive education due to non-parental involvement. Parents who are particularly committed to their children's education will conform to an established pattern required by the school to assist learners. Thus, although there are efforts by the school to involve parents, there is limited parental involvement with denial as indicated by the educators in the sampled schools. In keeping with the system theory, parents as components in the system have to facilitate one network of support towards inclusive education by involving themselves with their children's work.

When asked about parents as main components and how they are involved, educator no.1 (T1, A) of school, A said:

> *"There is no parental involvement. Our area is full of old women. There are no young people at our area. Only the old people. The youth will just bear children and move to town for work and put children under the care of grannies. If you report incidents to grannies, they will emphasise corporal punishment and you can see they are not even having knowledge about current legislation. Even when called to meetings, they do not come. Parental involvement is very low. No parental involvement and as such, you can imagine how stressful we are and unable to deliver our objectives."*

Educator no 2 (T2, B) of school, A supported Educator no 1 of school A and said:

> *"Parents are very young and will not permit their children due to uncooperative parents who are frequently impatient".*

The findings indicate that educators are overwhelmed by the demands of their work and felt discouraged to support neighbouring mainstream schools, which add to their demands. Parents who cannot assist their children with schoolwork make educators to

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have an overload, resulting in difficulty in accomplishing their classrooms tasks (Engelbrecht, Oswald & Forlin, 2006:128). Parental non-involvement is considered a barrier that distracts educators from supporting one another. Educators acquire a hostile disposition towards parents because of tension emanating from denial and non-involvement in the education of their children.

Finding a framework and the development of common understanding with parents as important components of the system is difficult, as indicated by participants. Lack of support by parents has the potential to undermine full-service schools' functionality and subsequently their support for mainstream schools. During interviews, participants showed that there is lack of parental involvement as a way of enforcing attendance and remedial intervention. Remedial teaching was neither regarded as important nor had any impact in parents' understanding of teaching and learning in the school environment.

According to the system theory, successful inclusive education implementation in mainstream schools cannot be considered in isolation but is rather shaped by the interactions of all role players (full-service schools, mainstream schools, educators, parents, and district teams). The background research on the impact of parental involvement on the academic achievement comes from the System theory, which is centred on the influence of differing environments and the development of the child. Educators at full-service school's battle with their problems, let alone their intention to support neighbouring mainstream schools. Educators identified certain barriers in their schools, which are considered detrimental to support neighbouring mainstream schools. According to Avnet, Makara, Larwin and Erickson (2019), parental involvement is highly mandated through the Individuals with Disabilities Education Act of 2004 in all steps of the child education.

4.3.2.8 Perceived conflicts of interests between full-service and mainstream

Schools

In the interviews, educators indicated that they desire an independent directorate of full-service schools away from mainstream school directorates.

When asked about the post-provisioning model in full-service schools, Educator no.2 in school A (T2, A) argued:

> *"Full-service is operating through mainstream policy".*

Educator no.2 in school A (T2, A) supported educator no 1 in school A (T1, A):

> *"We attend workshops for both mainstream and full-service schools. Workshops are on both mainstream and full-service categories; we have lot of things to do like and they are not communicating. They look for pace setter and we are not working according to pace setter. We look at learner's pace".*

Educator no.1 in school A (T1, A) further said:

> *"I will be happy if we can be treated differently as a full-service school. We must not attend mainstream schools' workshops. We need to attend Full Services Schools Workshop only and not both. We are forced to attend both and is not possible. Full-service schools and mainstream workshops simultaneously are not possible. Full-service schools' workshops facilitator will always say, are you not telling them how we work. When curriculum*

adviser from inclusive education requests their work, we need to meet their requirements and when mainstream comes; we also try to satisfy them".

Principal of school B (P2) also supported Educator no.1 (T1, A) and Educator no.2 (T2, A) of school A and said:

"Full-service schools operating in line with mainstream school. We attend workshops for both mainstream and full-service schools and it is not necessary. Full-service schools and special schools must be combined and be with one directorate separate from mainstream schools".

Educator no.1 in school A (T1, A) supported both principals, indicating that:

"We want government to have a full-service schools' department alone and away from mainstreams. They do not have to mix the two. I do not know maybe is because of lack of knowledge or passion for full-service schools. Even when your presentation problem to them, is not solved. But they need to separate the two".

Such comments suggest that management of full-service schools should be separated from management of mainstream schools, and that separate provision would provide some relief and enough planning on full-service educators. Power struggles between mainstream and full-service educators may lead to increasing levels of tensions and conflicts that could erode positive support to mainstream schools. Principals of school A and B, and educators in school A, like many participants believed that giving full-service schools autonomy will allow educators enough time to plan and support mainstream schools. The study showed that the post-provisioning model used needs to be revised. More importantly, full-service schools must not attend workshops with mainstream schools as it delays their progress.

During focus group discussions, participants were more concerned with educator rationalization, unlike practical teaching within classrooms. Findings indicate that continuing educator development programmes ought to be encouraged. The importance of supportive professional educator training is therefore of utmost importance in the implementation of inclusive education and support to neighbouring mainstream schools.

This was supported by educator 2 in school A:

> *"Mainstream needs workshops. They are not like us. We are having courses in inclusive education. We can be trained for a year, but they are having short workshops. They can do it today and thereafter after 6 months".*

Educator no 3 of school A (T3, A) also indicated a need for workshops with mainstream schools

> *"Circuit must also organise workshops for us to meet and workshop educators at mainstream schools. These workshops must be held at our school, so that, they can learn from what, we are doing here"*

Educator no 4 of school A (T4, A) comments concur with that of Educator no 3, that workshops are needed

> *"We need to have frequent meetings and workshops with circuit officials and neigbouring teachers to discuss inclusive education"*

Principal of school B also supported Educator no 2 and 3 by echoing that:

> *"I suggest that officials from inclusive directorate should arrange circuit workshops whereby all schools are invited together with circuit managers.*

Many people are not aware of inclusive education. They should be workshopped".

Educator no 2 in School B also alluded to the need for training of mainstream educators. When asked about any advice she might give to the department in implementation and support to mainstream schools, Educator no 2 of school B said:

"I will advise them to train educators so that no learner drops from school. There should be no age limit on learners to be at school. Learners should attend until 30 years of age and they should be at school".

It is important to note that educator training is very important. Educators need sufficient training, efficient support, and positive attitude towards inclusion (Donohue & Bornman, 2014: 3). Educators in South African schools have no in-depth training on inclusive methodologies and diverse educational needs (Engelbrecht, Nel, Nel& Tlale 2015: 10). Educators lack inclusive skills to confront and change inclusive obstacles to successful interventions. Thus, training will provide sufficient knowledge to full-service school educators' confidence and skills to support neighbouring mainstream schools.

4.4 CONCLUSION

Participants indicated many reasons for the ineffective role of full-service schools to support mainstream schools. Lack of workshops, lack of collaboration and resources played a major role in this regard. Participants indicated that lack of professionals like educational psychologists at circuit level is also one of the main reasons for failure to support mainstream schools because they do not understand their roles in supporting mainstream schools. More attention is placed on forming collaborative teams to assist one another in adapting the content component. They also reported that educators struggle to attend workshops for both full-service and mainstream schools as it affects badly on their functioning. Research studies indicate a strong relationship between educator self-efficacy and burnout. It is in this context that research on the roles of full-service schools is critical because it has an impact in strengthening interdisciplinary teams and schools for inclusivity. Interdisciplinary inclusive education teams may consist of educators, special needs educators, school-based speech therapists and school-based occupational therapists as well as other professionals, including parents and children themselves. Including learners with barriers to learning within South Africa's mainstream education system has been a publicly stated priority objective. The next chapter summarises the findings and recommendations of the study.

CHAPTER 5

5.1 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The implementation of inclusive education needs the capacity of all stakeholders to respond to diversity by providing appropriate support to one another. Parents, educators, and community members need to adopt a holistic approach towards education for all. Full-service schools are at a better position to nurture a philosophy that will ingrain inclusive education and support neighbouring mainstream schools. However, schools, which are orientated to address full range of barriers like full-service schools, need to put in place coordinated support services, which are an important principle in the creation of an environment where all learners will benefit from education. Therefore, this study sought to look deeply at the crisis of implementing inclusive education in South African schools with a reflection on full-service schools' support of neighbouring mainstream schools.

5.2 FINDINGS

5.2.1 Understanding policy guidelines

All participants pointed out the important role that full-service schools need to play in developing an inclusive system. What is common in all participants is lack of knowledge regarding policy guidelines with an inclusive orientation like White Paper 6. Policy guidelines should be seen as a programme of assisting educators to implement national inclusive education. One key strategy outlined by White Paper 6 in the development of inclusive system is the conversion of some primary schools to full-service schools. In building capacity of these schools, emphasis is on the provision of support from government. Even though inclusive education is addressed in full-service schools, information on the various barriers has to be provided to other neighbouring schools. The conversion to full-service schools places an obligation on them to support neighbouring mainstream schools to ensure that learners with special educational

needs are not excluded from the general education system based on their disabilities (DoE, 2010:4).

One can logically conclude that there is no link between full-service and mainstream schools due to oversight of policy guidelines. As a result, full-service school educators are ready to assist if engaged. Therefore, a formal platform with the objective of imparting knowledge and influencing effective implementation should start at circuit level with inclusive education support and interaction between full-service and mainstream schools. Neighbouring mainstream schools should be strengthened through support from full-service schools.

5.2.2 Level of support from circuit, district, and provincial support teams

Participants expressed their concern on shortage of workshops at circuit level in order to tackle challenges that educators might encounter in their implementation of inclusive education. In this study, it was found that there are minimal workshops at circuit and district levels, especially on how to support neighbouring mainstream schools. The results revealed that participants see collaborations as a determining factor to help in the implementation of inclusive education. Team planning approach is needed to promote a framework that will provide effective implementation of inclusive education from schools to district level. However, the school's ability to have workshops is limited as indicated by many participants. Participants of the study indicated lack of workshops regarding inclusive education, which has been recorded as having the potential to constrain successful implementation.

The results of the study have shown that a circuit programme is sometimes adopted, but does not play a critical role in developing and capacitating neighbouring mainstream schools. Participants have reported lack of interaction with mainstream school educators. A possible avenue of addressing the problem encountered by neighbouring mainstream schools would be to have workshops at circuit and district levels.

5.2.3 Inadequacies in resources

Participants argued that insufficient resources could possibly result in difficult implementation of inclusive education. The findings indicated that resources are not given attention as minimum standards dictated to and reflected in White Paper 6 implementation policy guideline.

According to Engelbrecht (2004:255), lack of resources constrains the effective implementation of new education policies like the inclusive education policy. Thus, improving resources and infrastructure to support the conversion of old system of education to inclusive education approach is pivotal. The provision of resources will augment in understanding and implementation of inclusive education. The implementation of an inclusive education as a process of addressing and responding to the diverse needs of all learners resonates with the supply of enough resources to schools. Findings from qualitative data indicate that lack of resources directly constrains the implementation of inclusive education in schools. Therefore, creating an inclusive school community requires the provision of resources to create a climate of institutional capacity to teach all learners.

5.2.4 Educator training and capacity building

Participants further elaborated that inability to help neighbouring mainstream schools was owing to inadequate educator training on inclusive education. Without educator training, educators will not be able teach special educational needs learners and to meet their needs in their classrooms (Sharma, Loreman& Simi: 2017:143). Capacitating educators on a range of strategies will make it possible for the implementation of inclusive education and ability to respond to learners' different needs. A key strategy will be to develop network of support and collaboration between full-service educators and mainstream educators to learn from one another (DoE, 2010:22).

5.2.5 Parental involvement

Parents should be involved in their children's education by improving communication with educators on issues related to learners' behaviour. Findings in this study indicated that parents fail to mobilise their children to meet obligations of the school. Parents must be given feedback whether or not there has been progress on particular issues relating to their children. Therefore, parents must be encouraged to meet with their child's school to discuss progress reports and how school will improve the results. Parental involvement is a benchmark to be used by full-service school educators to predict future involvement with neighbouring mainstream school learners' parents.

Parental involvement will increase ways of promoting and strengthening a culture of learning and teaching. Support for parents is pivotal for successful inclusive education and important for educators' interaction with parents. Many educators were not comfortable with lack of support from parents, which subsequently affects their operation, including support to neighbouring mainstream schools.

5.2.6 Perceived conflicts of interests between full-service and mainstream schools

Full-service schools are associated with the competent implementation of inclusive education, and therefore limiting their support will jeopardise their functionality. A major challenge facing full-service schools is meeting the prescripts set for mainstream and full-service schools at the same time. For the best implementation of inclusive education and extension of support to mainstream schools, educators at full-service schools should be equipped with knowledge related to full-service schools first.

5.3 CONCLUSIONS

The study has revealed that optimal inclusive education implementation and support to neighbouring schools is not yet evident. Hence, there is no support from full service schools to neighbouring mainstream schools due to oversight of policy guidelines. Implementation and support is fragmented because full service schools are not linked sufficiently with neighbouring mainstream schools.

The findings of the study were analysed and interpreted within the purview of the general systems theory and the grounded theory of change. Considering the facts at hand, one may conclude that there is a significant need that training programme for educators has to include education for learners with special educational needs in the curriculum. District education support personnel need to be orientated to provide support to educators at school level. The priority should be establishing district support teams to provide support to circuit and schools especially designated full service schools. In line with training to develop and guide educators for inclusive education, the district need a strengthened integrated support service that will comprise of district official like educational psychologist, circuit and school officials. An integrated support structure that will enhances the acceptance of learners with special educational needs in schools and methods of teaching that will be geared for provision of full range of education support to learners. Despite the above-mentioned challenges of Inclusive Education, very little progress seems to be happening.

Accordingly, and in collaboration with schools, the district support teams will provide access for in service training of educators. Issues such as lack of inclusive education trained educators as well as oversight of policy guidelines in schools contribute to non-implementation of inclusive education. The process of inclusive education has started, but much needs to be done to achieve the desired result. Educators indicated that schools regarded as full-service schools are still in their early stages and not able to implement inclusive education because of poor planning. At the institutional level, schools will be required to establish Institutional level support teams whose function will be to screen, identify and assess learners. Circuit level support teams will in collaboration with district level support teams design an instructional support approach

to educators at school level. Such an understanding will promote implementation of inclusive education while at the same time promoting access to high quality education for all children in the contexts where they learn together unlike focusing on the established few full-service schools only.

Research indicated a growing alienation between full service schools, mainstream schools, circuit and district level support teams. The successful implementation of inclusive education will rely on particular expertise and support from joint district, circuit and school professional support. This approach will provide opportunity for identifying areas that need attention from school level to district level.

5.4 RECOMMENDATIONS OF THE STUDY

5.4.1 Involvement of Department of Education

The Department of Education should put in place capacity development at circuit and district levels to address lack of collaboration between full-service schools and neighbouring mainstream schools. Full-service schools have the capacity to respond to diversity and to provide appropriate support to neighbouring mainstream schools if engaged. There should be monitoring and support from school to the highest level of district to determine the implementation progress and impact on educators. Appropriate sharing practices are crucial to the success of implementation of inclusive education in mainstream and full-service schools.

5.4.2 Involvement of parents

Parental guidance on issues related to learners' educational performance is very important. From the evidence of this study, parental involvement is limited to allow collaboration with educators. The importance of home school relationship is very important in ensuring success and effective teaching and learning. Supporting their children with schoolwork will ensure that standards of interaction as spelt out by full-service school educators allow them time to support mainstream schools.

5.5 RECOMMENDED MODEL FOR FULL-SERVICE SUPPORT TO MAINSTREAM SCHOOLS

Recommendations with regard to implementation of inclusive education and support to neighbouring mainstream schools are made concerning Post provisioning model, capacity development and training for educators with particular reference to the role of Department of Education and higher education institutions and the link between schools, circuit and district level support teams.

5.5.1 Capacity Development for Educators

To help in effective implementation of inclusive education, higher education institutions need to develop courses in inclusive education as compulsory to all student teachers. Higher education institutions should make curriculum transformation and include in their curriculum inclusive education methodology as part of their training for educators. Educator training especially those in mainstream schools will be an important model to facilitate inclusive education. It is crucial to involve ordinary schools and to take them on board from the beginning in order to improve inclusive education.

Each mainstream school should have an educator who specialised in inclusive education to collaborate effectively with circuit-based support teams, full-service school educators and school-based support team. Trained educators should make a greater effort to contribute to inclusive education implementation and to work closely with circuit and district officials who specialised with inclusive education. The department needs to organize short-term courses as capacity development where full-service school educators meet with mainstream schools on appropriate methods of teaching inclusive education. Regular capacity development on inclusive education will equip educators with the knowledge to implement inclusive education.

Educators stationed at both full service and mainstream schools need to be trained on methods of teaching inclusive education such as curriculum adaption. Educators

should be equipped with inclusive education teaching knowledge to allow them to practise inclusivity in their classrooms. A knowledgeable approach by all educators in full service schools and mainstream schools is very important where they will collaborate and support one another.

5.5.2 Collaboration of School Based Support Team, Circuit Support Team and District Support Teams.
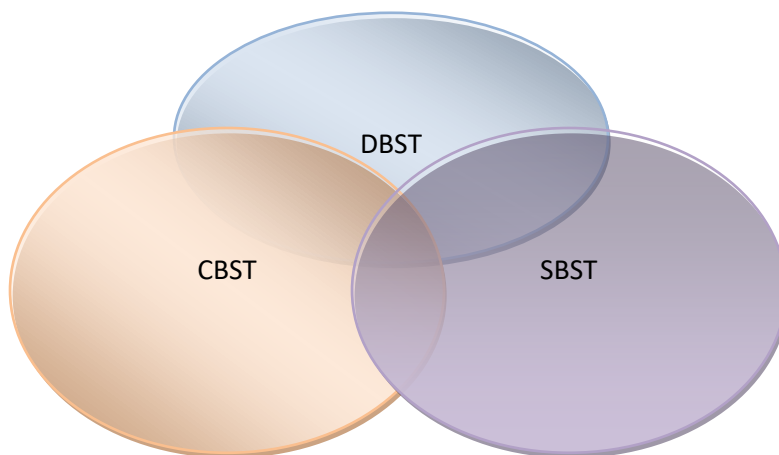
Figure 1. Interaction between SBST, CBST and DBST

Schools need entire changes most importantly the attitude of educators and all stakeholders. Positive attitude toward inclusion begins by collaboration between School Based Support teams, Circuit Support Teams and District Support teams (figure no 1) The Department of Education need to develop operational guidelines that will enforce working together of Support teams. In order to ensure effective inclusive education implementation, the DBST should facilitate the establishment of SBST and CBST structures. Thereafter capacity building workshop must be initiated for full service schools

A road show on the role of full-service schools should be organised by the department to all schools at least once a week then once a month. According to most educators interviewed, collaboration of full service educators, mainstream educators, circuit

officials and district officials will result in quality implementation of inclusive education. To bring about quality education for all, it is recommended as practical guidelines that all schools should establish institutional level support team to work in partnership with circuit and district teams.

The benefits of partnership between full service schools, mainstream schools and professionals like educational psychologists based at the circuit and the district is suggested.

5.5.3 Partnership between all stakeholders

An advocacy of partnership between full-service and mainstream schools should be organised. A circuit committee should be established to look at matters related to inclusive education partnerships. Professional learning communities must also be established to foster collaboration of full service schools and mainstream schools. Curriculum specialists responsible for inclusive education should be prioritised and placed at circuit offices to supervise interaction between full service and mainstream schools. The role of psychological services and educational support services needs urgent attention to assist in co-ordinating partnership and assessing learners with special educational needs. Educational psychologists and other relevant professional's posts need to be provided in the current post allocations to schools. Their roles are emphasized in capacity development for educators especially with assessments and intervention strategies like curriculum adaptations. This talks to revision of the post-provisioning model that will allocate support staff to schools and Circuit.

5.6 LIMITATIONS

The research was conducted in the only two primary schools of Sekhukhune South District. Therefore, findings are limited to that context because in different school cultures and dynamic schools where participants teach, it is possible that different conclusions could be reached. The validity of the findings will also have limitations given the number of participants and number of schools involved Furthermore, observation of the pattern of support practised by full-service schools, it is possible for participants to act and say positive comments, which could have compromised their standpoints. Therefore, it would have been more fitting to have the study done over a longer period. This observation could have   supplementary and unstructured and not an arranged event, as participants would have given more reasonable natural responses.

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SEMI-STRUCTURED INTERVIEWS QUESTIONS

The school A is in Lepelle Circuit and school B in Hlogotlou Circuit (Sekhukhune district). They are situated in a deep rural area. School A has only 10 educators with Grade R-07 whereas School B has 12 teachers with grade R -07 as well. Buildings are of acceptable standards in both schools.

The major instrument of data collection for the project was interviews. This was supplemented by focus group discussion. These observations enabled the researcher to have a clear picture about implementation of inclusive education. The research data was collected over four weeks. Data was collected during the fourth term of schools. The first two days was used as orientation and pilot study. During the third day, the researcher started with semi-structured interviews, and then focus group discussion.

Questions

1. What is it the school status about providing learning support for learners with special educational needs?
2. Is the school achieving the milestones for providing educators with support to implement inclusive education?
3. What is the nature of challenges that you encounter in your classroom as a remedial educator?
4. What intervention programmes are in place at your school to support neighbouring mainstream schools to accommodate all learners?
5. What will it take to bring your school and neighbouring schools on board on this journey towards implementation of inclusive education?
6. What resources do you think are required for your school to embark on effective assistance to neighbouring schools?
7. Integration cannot be taught as a theoretical topic only. What can be done to improve practical implementation in the classrooms by educators especially at neighbouring schools?

8. Provide your opinion on how management of schools, circuit and district can assist in enhancing implementation of inclusive education in mainstream schools?

9. What is the best model to establish effective partnership to implement inclusive education in schools?

10. Provide reflection of the failures of the education system as whole for implementing inclusive education

INTERVIEW TRANSCRIPTIONS   SCHOOL A.

Interviewer: M.B Matabane

Interviewee: Principal School A

Starting time of Interview: 09h00

End Time of Interview: 09h15

Location of Interview: Mokgalabje Full Service School

Interviewer: Good Morning Sir. My name is Matabane M.B. I am a student at University of Limpopo as explained before. I have some few questions to ask.

Interviewer: Good Morning Sir. You are welcomed

Interviewer: What is the school status concerning providing learning support for learners with special educational needs?

Interviewee (Principal): Let me say few learners are benefitting and some not benefitting. The biggest challenge is work force and time management because many times when you remain to attend these learners, it becomes a challenge. Although due to covid 19 every Friday, we have remedial education to learners with special needs to be assisted. During the week, we really help them even though, not all of them. Some still do not benefit and is still a challenge

Interviewer: Is the school achieving the milestone for providing educators with support to implement inclusive education?

Interviewee (Principal): Support is through workshop organised at school level by Provincial. Nothing at District, only at provincial level. As a school, we have meetings to discuss challenges; we meet educators to capacitate one another with methods of teaching these learners in the classroom. Once identified, we assist one another. We have planned a workshop on curriculum differentiation because, that is the main

problematic area on how to differentiate teaching in the classroom. We talked to the province to come and assist our educators with curriculum because it is the main challenge to many educators. We have organised a workshop with Province and still waiting for the date. Differentiate teaching in the classroom; we talked to province to workshop educators. Our aim is to invite neighbouring schools because is the challenge. In the meantime, we are busy helping one another. However, educators are still busy teaching. We are assisting one another with challenges especially lesson plans and the issue with inclusivity where we help one another making use of educator assistants. We have challenges of slow learners. They need attention.

Interviewer: what is the nature of challenges that encounter in your classroom as remedial educator?

Interviewee (Principal): Although remedial teaching continues. We have learners not attending classes and others disturbing other learners. These learners are not the same. We still have learners who struggle with writing and not able to write. One is compelled to force them to write. Some still do not participate orally. If we have individual attending, they participate because they are alone.

Interviewer (Principal): what intervention programmes are in place at your school to support neighbouring mainstream school to accommodate all learners?

Interviewee (Principal): from circuit level, there is no such program. Is only as school whereby we are busy organising and initiating workshop to help neighbouring school, the issue here is that full services school is not well known, most schools think that we are special schools. They will say Mokgalabe is a special school, they do not understand what full-service schools are, and we need to make them aware on full-service schools. It is our responsibility assists them in explaining what the functions are of full-service schools.

Interviewer: What will it take to bring your school and neighbouring school on board on this journey towards implementation of inclusive education?

Interviewee (Principal): As full-service schools, we have responsibility to orientate them. We need to orientate them though workshops and meeting with them on how to use learners' profile, from there screening, SAIS policy, because that is the main challenges with SIAS. How to Screen, Identify support and assess. The role of full-service schools should be to assist neighbouring schools through workshop. A full-service is a resource Centre. We need to assist them. That is why they sometimes send learners without profiles. We refer them back to collect the profiles. It is still a challenge for them to complete those forms.

Interviewer: What are resources do you think are required for your school to embark on effective assistance to neighbouring school?

Interviewee (Principal): it is important to have forms I.e., documentation. Some schools do not have those documents other school these learner profiles still a challenge. Documents are needed. As resource Centre, we have copies machines whereas other school do not have those resources.

Interviewer: Integration cannot be taught as a theoretical topic only. What can be done to improve practical implementation in the classroom by educator especially at neighbouring school?

Interviewee (Principal): Practical is possible. We used to have special educational needs learners. We did not take them seriously. If educators could be capacitated through training is possible inclusive education can be implemented, because inclusive education is not the only responsibility of full-service schools. All schools must be inclusive, and they must practice inclusivity. I remember where I was working at Lehlake it was just a mainstream. One learner was admitted through social worker having 13years, in a wheelchair and was admitted in grade 1 from home. We made sure every class she is progressing to, had the ramp. We used the same classes to ensure that he

was not disadvantaged. I believe the learner might have passed Grade 7. He was physically disabled using a wheelchair.

Interviewer: Let us say such learner had intellectual barrier and not medical condition that derails his progress, how will they cope

Interviewee (Principal): Only individual attention is necessary, even us as full-service here, we have some learners who are bright and performing excellently well not all have problems. You might find three learners struggling. In mainstream, you find such learners. Is possible if educators can find training and they must be willing. Inclusivity needs commitments and working extra hours.

Interviewer: Provide your opinion on how as management of schools, you could help circuit and district in enhancing implementation of inclusive education and assisting mainstream school?

Interviewee (Principal): In all different levels, People must understand what inclusive education and the government must be willing to assist and provide support through workshops. These things in most cases, we talk about theory and not practice. Let us take curriculum differentiation as a concept. The person responsible for providing a workshop must come to class and to the level of educators. Engaging learners and assessing the different capacity of learners in class. Must prepare a lesson and educators observing how to implement practically. We will be observing practical implementation. There must be practical and be ready to resources the schools. These things need resources. Without resources is not possible. In our case, we do not have work force, no support staff, and no educators. Then just imagine

Interviewer: Are your educators trained on inclusive education or you are just capacitating them on inclusivity at school level?

Interviewee (Principal): All educators came here without the proper qualifications. We only have one qualified educator and others are trained at UL. We just present only one to avoid closing the school if called for workshops. We have one who did Braille.

Interviewer: Provide reflection of the failures of the education system as whole for implementing inclusive education

Interviewee (Principal): I think they failed in planning. They should have planned for resources, qualified facilitators who will capacitate other educators. Fund's access is also not there. They did not allocate enough money of inclusive education. They need even training. They will train one educator for him/her to train others. They need to train educators like Caps. Training educator per subject. Training English subject educators cannot like other subjects. be trained like another subject. We need income education. We had it in the past even during on college years we were taught the alternative teaching. The other aspect is with the new educators who are very impatient and will not last in teaching especially with inclusive education. They need training

Interviewer: Do you have professionals in the circuit office.

Interviewee (Principal): A proper model is needed. Human resources   Limpopo has nothing at circuit level, even CA. Even here, we do not have professionals. We are using volunteers who assist us.

Interviewer: Is post establishment accommodating all learners including special educational needs learners

Interviewee (**Principal):** Full-Service School is like mainstream. SA-SAMS need to be updated. We need to inform SA-SAMS with proper information that includes all learners and not like in ordinary public schools.

Interviewer: I thank you. This mark the end of our interview session

Interviewee: Thank you sir

FOCUS GROUP DISCUSSION TRANSCRIPTS

Interviewer: Matabane M.B

Group members: Educator no1, Educator no 2, Educator no 3 and Educator no 4

During focus group discussions, participants were given name tags with pseudo names written on them to protect their identity.

Location of the Interview: Mokgalabje Full Service School.

Start time of Interview: 10H00

End time of Interview: 11h00

Interviewer: Good Morning. My name is Matabane M.B, a student at University of Limpopo. We are going to discuss about full service school and support given to neighbouring mainstream schools.

Interviewer: What is the school status about providing learning support for learners with special educational needs?

Interviewee (Educator no. 1): We are still struggling. Why are we struggling? We are just registered. Why because they train educator for inclusive education but when redeployment comes. I wonder if the departments do not talk to one another. I do not know Sepedi. They redeploy educators. Almost all educator who were trained with me are all re deployed. They bring new educators. All educators trained in inclusive education are taken away. Every time new educators come to our schools. They redeploy our educators.

Deployment is implemented through post provisioning model, which state that learners' enrolment had dropped. Where are they redeploying those educators?

Interviewee (Educator no 1): Educators are redeployed to mainstream schools.

Interviewer: You are without educators

Interviewee :(Educators no 2): Sometimes we have posts but after sometimes, we are given new posts. We are left with some of posts but unfortunately, when new educators' posts are allocated, we are given new untrained educators

Interviewer: This shows inconsistency

Interviewee (Educator no 3): Yes. We are affected by redeployment every year. The government need to make training also in that regard. Educators lack knowledge on proper methods of teaching learners.

Interviewer: is the school achieving the milestone for providing educator with support to implement inclusive education.

Interviewee (Educator no 4): Another challenge at our school is that we have two languages at our school, Sepedi & Ndebele. When allocating posts, they do not look at two languages. They just give. Let us say, we have 30 learners; they just say they qualify for one educator post. They just give us using the ratio of 1:30; they give one educator for mixed learners. When time goes on, you end up having two classes –when you have two classes, there will be no progress. Those learners, who need extra time, will not be given enough time.

Interviewee (Educator no 4): Even those without barriers are being delayed because you need to see learners with barriers. Two classes are a challenge.

Interviewer (Educator no.3): Allocation of classes is a problem

Interviewee (Educator no 3): I am currently teaching grade 1, 2, and 3 but it is multi grade. Those learners with Special educational needs do not have attention. Do not get it enough. When I must sit with them, I must improvise. I find that after schools' hours, three classes are not taught, others are completing on time. Every grade has special educational learners with barriers. I must attend learners with barriers and attend to normal learners. I will end up attending to those without barriers. You cannot teach

learners with barriers. They remain behind for extra classes because their concentration span is too limited.

Interviewee (Educator no 4): We are having serious workload and yet our learners are having special educational needs.

Interviewer: what is the nature of challenges that you encounter in your classroom as remedial educator?

Interviewee (Educator no 1): Lack of human resources a great challenge. We are not having enough educators. Posts must be allocated to our school.

Interviewee (Educator no 4): Our challenge is how they give us posts. We are treated like mainstream schools.

Interviewer: What intervention programmes are in place at your school to support neighbouring mainstream school to accommodate all learners?

Interviewee (Educator No.2): This year every Friday, is remedial but if there is a holiday in between, we do not have remedial classes. Remedial is done but, we have a programme of attending through rotational classes like Friday we expect certain learners, some parents will allow learners to come but others refuse their kids to attend. Learners do not come. You end up asking parents to allow learners to school and educators requesting parents to permit learners to attend. Some parents have denial that their learners have barriers. We are not specialist but have passion to help learners and you cannot call them without reason. You just say please I want to see your learner on Friday, but they refuse. Parents are very young and will not permit their children due to uncooperative parents who are frequently impatient. Learners will end up not coming because of home circumstances. Learners with socio economic challenges will not come to school.

Interviewee (Educator no 3): We sometimes wish to have workshops with neighbouring schools but we cannot because we are few.

Interviewee (Educator No. 1): No parental involvement to support our programs as well. Our area is full of old women. No youth at our area old, the youth will just bear children and move to town for work and children are under the care of grannies. If you report to incidents to grannies, Grannies will emphasise corporal punishment and you can see they are not even having knowledge about current legislation. Even when called to meetings, they do not come. Parental involvement is very low. No parental involvement

Interviewee (Educator no.1): Another challenge is poverty. Even if a Learner is slow but you can see that, there is poverty at home. You can see it. A learner sleeping throughout the day. Even if you decide to give them food, they are insufficient because of many numbers at home.

Interviewee (Educator no 4): The government need to increase its allocation to schools to cater for such situations

Interviewee (Educator no 1): Yes. There are programmes but is difficult for us to move out of school to help others because, we are very few. We cannot have time to go and assist others. We are very few to assist and behind with our work.

Interviewer: Post provisioning comes out again. Our SA Sams feed mainstream information and cannot accommodate full-service schools' conditions

Interviewee (Educator no 2): Full-service is operating through mainstream policy.

Interviewee (Educator no 4): The two schools are different. They must not be treated the same in terms of policy.

Interviewee (Educator no 1): We attend workshops for both mainstream and full-service schools. Workshops are on both mainstream and full-service categories; we have lot of things to do, as they are not communicating. They look for pace setter and we are not working according to pace setter. We look at learner pace.

Interviewee (Educator No.2): Full-service are run through mainstream structures.

Interviewee (Educator No.1): Workshop we are on both mainstream and full service schools and we have lot of things to do. They are not communicating. They look for pace setter and we are not working according to pace setter. We look at learner pace.

Interviewee (Educator no 3): That is correct; we cannot cater two things at the same time. We are full service schools and not mainstream school.

Interviewer: What will it take to bring your school and neighbouring school on board on this journey towards implementation of inclusive education?

Interviewee (Educator No.1): We need workshop; they need to come to school. Some do come and sometimes we meet during weekend. We sometimes tell them to send learners here, we need Parents through they have denial. If we can have learners to spend school some hours with us, it will be good.

Interviewee (Educator no 3): Circuit must also organise workshops for us to meet and workshop educators at mainstream schools. These workshops must be held at our school, so that, they can learn from what, we are doing here.

Interviewer: Are neighbouring school educators consulting you as they have responsibility to come for assistance

Interviewer(Educator no 2): Some educators meet with us during weekend, they will tell you that, they have certain type of learners; I will also advise them, that such learner is misplaced at your school. I will request them to send the learner to us. Alternatively, send parent to us. Even though we advise, many parents have denial. Many parents managed to send them and this year they came; we have some learners belonging to special schools.

Interviewer: What are resources do you think are required for your school to embark on effective assistance to neighbouring school?

Interviewee (Educator No.1)**:** Human resources a grateful challenge.   Human resources. The government is trying to support but we lack human resources.

Interviewee (Educator no 4): I think most of schools still have a challenge with computers and photocopying machines as well. We need enough of those resources as well as educators. That is our challenges.

Interviewer: But what do you think the neighbouring mainstream schools need for implementing inclusive education

Interviewee (Educator no 1): They are better than we are; their post provisioning is aligned correctly with learner enrolments unlike full-service schools where special educational needs learners are not correctly weighted to impact post allocations. We are very few as compared to our learners.

Interviewer: What is the best model to establish effective partnership to implement inclusive education in school?

Interviewee (Educator No.1): I will be happy if we can be treated differently as full-service school. We must not attend mainstream workshops. We need to attend Full Services Schools Workshop. We are forced to attend both and is not possible. Full-service schools will advise but it is not possible. When curriculum adviser from inclusive education requests their work, we need to meet their requirements and when mainstream comes; we also try to satisfy them.

Interviewee (Educator no 4): We need to have frequent meetings and workshops with circuit officials and neighbouring teachers to discuss inclusive education.

Interviewer: You try to satisfy both parties

Interviewee (Educator no 1): Is not possible to satisfy both parties. They must also help in giving educators mainly because we are full-service schools.

Interviewee (Educator No.2): Another thing when having learners with barriers, we call parents and indicated that their learners need specialist, e.g., social worker. Some do not go, they better organise grants first then take certificate to organise RDP houses at Gauteng. You are left with old grandmother who does not have knowledge about

barriers; the grandmother will always seek permission from parent at Gauteng. He will just come the time he comes. We are unable to become full-service school. We are lacking in many things.

Interviewee (Educator no 2): Social workers, Psychologist. We do not have specialist at school parent. Like what my colleague is saying. If a parent refuses to come to school, we need to refer them to social worker, but we do not have those professionals. What do you expect when a parent refuse and you do not have a social worker? When you attend workshop, they will tell you that we need social workers and psychologist.

Interviewee (Educator no 2): Sometimes those professionals are available but another challenge is when a learner is referred to a psychologist. Psychologist are still young and they give our children limited time and again, when interviewing learners, they will give a psychological report, which state that the child is fine.

Interviewer: Psychologist are in categories, which one are you using

Interviewee (Educator No.1): Clinical psychologist from hospitals.

Interviewee (Educator No.2): We used them at school but are working from hospitals.

Interviewer: Provide reflection of the failures of the education system as whole for implementing inclusive education

Interviewee (Educator No.1): It has failed the whole system. Mainstream not functioning well and what do you expect from Full-Service School. It will also fail. Our HR Manager was visited, and we requested him not to remove our educators but failed. He did not listen and told us that it was a process. They removed our educators

Interviewee (Educator No.1): We fought tensely with last redeployment, The SGB wrote letters but failed and we lost two educators. We told them how possible two trained educators with certificates are taken to mainstream schools. That training was no longer important. Even though, mainstream will be converted, we have pilots' schools, and the process is very slow. Implementation is no effective

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Interviewee (Educator no 1): Is marathon workshops

Interviewee (Educator no 2): Mainstream need workshops. They are not like us. We are having courses in inclusive education. We can be trained for a year, but they are having short workshops. They can do it today and thereafter after 6 months.

Interviewer: Theory is emphasised unlike practical

Interviewee (Educator No.1): During workshop, educators are intimidated with big words. When you are at school, you think about paperwork and if you want to satisfy them, just do paperwork. However, where is the learner? Even in mainstream, if you can develop a beautiful file, you will be regarded as the best. They do not go to the child. Paperwork is very strenuous.

Interviewer: Thank you very much; I wonder if you have any advice to the government on how to implement inclusive education effectively.

Interviewee (Educator no 1): We want government to have a full-service schools department alone and away from mainstreams. They do not have to mix the two. I do not know maybe is because of lack of knowledge or passion for full-service. Even when you present problem to them is not solved. However, they need to separate the two.

Interviewee (Educator no 2): Even our people dealing with full-service schools do not take us seriously unlike those of mainstream, they know our problems, but they do not take us seriously. We are not sure if our letters are ignored or just deliberately put aside.

Interviewee. (Educator no 2): We have many letters requesting human resources.

Interviewee (Educator no 4): We need educators. If they can provide us with enough educators, then we will be able to do our work effectively.

Interviewee (Educator no 3): I think government need to have workshops and if possible address special educational needs learners with new teachers.

Interviewer: Thank you very much for your assistance and time.

SCHOOL B   PRINCIPAL

Interviewer: Matabane M.B

Interviewee: School Principal School B

Start of the Interview: 12h00

End of Interview: 12h20

Location of Interview: Tiitsane Full Service School

Interviewer: Good day and my name is Matabane M.B, a student at University of Limpopo as explained before.

Interviewee: You are welcomed Sir and Good day Sir.

Interviewer: What is the school status about providing learning support for learners with special educational needs?

Interviewee (Principal): We realised that sometimes the learners we have do not perform well mainly because we are the only Full-Service School in the Circuit and many People are not aware that all schools must be inclusive. We end up admitting special educational needs because many schools refer them as they underperform. They do not perform. School refers them to us. We struggle to implement methods and strategies as per inclusive education. We are not underperforming. We try to implement. We are trying to have output at average or above average at some point.

Interviewer: Is the school achieving the milestone for providing educator with support to implement inclusive education?

Interviewee (Principal): I support them through staff development meetings. In most instances, we have staff development once a week and we have afternoon sessions on

how to support one another and then give them strategies to assists the school and for them to develop.

Interviewer: what is the nature of challenges that educators encounter in their classroom as remedial educator?

Interviewee (Principal): Yes, they do. Now we use SIAS policy, they are on par, and some do not understand SIAS. This year, we have those educators who are seeing SIAS policy for the first time. All along, we were having Grade R to 4 in the previous years. Is only this year that we were merged with Arkona our neighbouring schools? Educator still new with methods and I had done staff development several times to make them cope with new methods. I have done staff development on SIAS and inclusive education.

Interviewer: What intervention programmes are in place at your school to support neighbouring mainstream school to accommodate all learners?

Interviewee (Principal): Neighbouring school are supported through Circuit Manager who refers them to consult our school and they come for reference for assistance. They come and we assist them. We are like resource Centre assisting with forms

Interviewer; What about workshops. Do they sometimes come?

Interviewee (Principal): Workshops are not held. Circuit manger sometimes think of organising those workshops whereby I will be the presenter for neighbouring schools but due to time constraints, we are not able to organise those workshops. It is on the pipeline

Interviewer: What will it take to bring your school and neighbouring school on board on this journey towards implementation of inclusive education?

Interviewee (Principal): We need to have awareness campaigns and meetings and as the principal, the awareness campaign will minimise problems for use because all schools will implement inclusive education. They will be aware that inclusive education is for everyone.

Interviewer: What are resources you think are required for your school to embark on effective assistance to neighbouring school?

Interviewee (Principal): Some of these schools do not have infrastructure that support inclusive education as in our schools, we have ramps. If you could see, many schools do not have ramps like us.

Interviewer: What about other resources?

Interviewee (**Principal**): I lack human resources because 100 percent of my support staff are volunteers, I should have permanent educators, social workers but nothing, and I operate with volunteers.

Interviewer: We expect school like these do have psychologist, social workers

Interviewee (Principal): According to the department, those professionals are allocated to special schools only.

Interviewee (Principal): At Circuit office, no curriculum advisers.

Interviewer: Integration cannot be taught as a theoretical topic only. What can be done to improve practical implementation in the classroom by educator especially at neighbouring school?

Interviewee (Principal): Practice is a challenge.

Interviewer: How to improve practical part

Interviewee (Principal): It depends on us. If one is from a workshop, you should implement it immediately and if one experiences a challenge like curriculum adaptation and modification, one need to request support. Those campaigns are very important, and they should be implemented and those who made presentation should make monitoring and support to check on progress made and verify if they work shopped others and checking if they are adhering to them.

Interviewer: Provide your opinion on how management of schools, circuit and district can assist in enhancing implementation of inclusive education in mainstream school?

Interviewee (Principal): I suggest that, they improve with providing human resources and workshops since there are no programs at circuit level to capacitate us.

Interviewer: What is the best model to establish effective partnership to implement inclusive education in school?

Interviewee (Principal): I suggest that officials from inclusive directorate should arrange circuit workshop whereby all schools are invited together with circuit mangers. Many people are not aware of inclusive education. They should be work shopped.

Interviewer: Are the neighbouring school educators sometimes visiting for assistance.

Interviewee (Principal): They just come if they experience challenge with their learners and seeking admission. Is very rare for them to seek support for methods of teaching those learners. They just seek admission and will label learners and some learners will refuse to come because of the stigma associated with placement in Tiitsane.

Interviewee (Principal): No according to the Department, they are allocated to stout schools. We are directed to outsource on those skills and professionals. CA not in charge in the Circuit.

Interviewer: Provide reflection of the failures of the education system as whole for implementing inclusive education

Interviewee (Principal): Human resources. They can buy computers, but if there are not any improvements on human resources, they will not succeed. Let us say, if they are 44 in one class, one struggling will individual attention. Realising that these learners are competent and what more if are 60 learners with one educator when they need special care. One cannot cope. If you have enough Human Resources, at least that

class will be shared amongst ourselves, educator, and assistant educators. We will have improvement.

Interviewee (Principal): We have post public ordinary post provisioning model and those provisioning which governs special educational needs learners. They are different ratings Let me give you an example of Autistic learners. Autistic is equivalent with 4 or learners according to the rate. Last year, I rated the learners accordingly and submitted after the circuit manger recommended. They were returned without being considered.

Interviewer: Your SA SAMS is just like that of ordinary public school.

Interviewee (Principal): Yes, is the same as that of ordinary school? We attend workshops for both full-service and mainstream schools and it is not necessary. Full-service schools and special schools must be combined and be with one directorate separate from mainstream schools. In 2017-2018, inclusive directive issued school post provisioning model and our educators were 08 and they rated and gave us 08 educators. Preliminary posts allocated us more educators, but final posts allocation was less. Our department fight for us but finally treasurer does not favour us with human resources. You are forced to attend many workshops because 95% are without any barriers and 5% special educational needs learners. You cannot sacrifice many learners because of a small number of learners.

Interviewer: Do you sometimes have campaigns

Interviewee (Principal): Yes, we have casual days and we do have SBST, and these structures are working well.

Interviewer: What about Education psychologists

Interviewee (Principal): We work with Jane Furse hospitals and outreach teams having educational psychologist.

Interviewer: Thank you very much for your time.

APPENDIX B 4

SCHOOL B

Interviewer: Matabane M.B

Interviewee: Educator School B

Start of the Interview: 13h00

End of the Interview: 13h20

Location of the Interview: Tiitsane Full Service School.

Interviewer: Good afternoon and my name is Matabane M.B .I am a student at University of Limpopo. I have some questions for you explained before.

Interviewer; OK sir**.**

Interviewer: What is the school status about providing learning support for learners with special educational needs?

Interviewee (Educator): School B: We are succeeding. We have learners brought by transport and one learner was brought here on a wheelchair and now because of ramps, he is doing well.

Interviewer: Is the school achieving the milestone for providing educators with support to implement inclusive education?

Interviewee(Educator): Support to us, we have shelter, when raining in the morning we can have devotional assembly and during hot sun, learners are able to stay under the shelter and evenly ramps. in addition, there are again renovations with signposts having mission and vision of the school and now evenly her, we have signpost that shows the directions

Interviewer: What kind of support do you get in terms of methodology of teaching?

Interviewee (Educator): Support from the office. We are given blank pages, and I have learners with hearings, and I show him pictures and posters show them how to read.

Interviewer: What is the nature of challenges that encounter in your classroom as remedial educator?

Interviewee (Educator): Challenges are shortage of time. Period will go by without progress with work without helping some learners. Educator assistance often helps.

Interviewer: Human resource is a problem

Interviewer: What intervention programmes are in place at your school to support neighbouring mainstream school to accommodate all learners?

Interviewee (Educator): We do not have; they can bring learners here at full-service schools because there is satisfactory progress.

Interviewer: According to White Paper 6, all learners must be admitted in mainstream irrespective of their abilities. Do you have workshop with mainstream educators?

Interviewee (Educator): Circuit workshops are held with mainstream schools as full-service, and we realised that no learner should be classified as learner with disability. All learners are the same.

Interviewer: Do mainstream educators visit you for support

Interviewee (Educator): They come and some we travelled, we sometimes talk about these learners, and they ask how to assist such learners who are not writing, speaking and we assist on how to help them

Interviewer: What will it take to bring your school and neighbouring school on board on this journey towards implementation of inclusive education?

Interviewee (Educator): Training of Educators on inclusive education.

Interviewer: What are resources you think are required for your school to embark on effective assistance to neighbouring school?

Interviewee (Educator): E learning and boards for these learners to see the words.

Interviewer: Integration cannot occur as a theoretical topic only. What the teacher, especially at a neighbouring school, can do to improve practical implementation in the classroom?

Interviewee (Educator): Practical part is very important because you do experiments

Interviewer: How will you advise the education system to make inclusive education possible?

Interviewee (Educator): I will advise them to train educator so that no learner drops from school. There should be no age limit on learners to be at school. Learners should attend until 30 years of age and if a learner is without a helper, he or she must be at school.

Interviewer: Provide reflection of the failures of the education system as whole for implementing inclusive education

Interviewee (Educator): A good model is happens when every class is equipped with resources. Not to collect resources from other classes like Grade R. We need to have resources.

Interviewer: Provide reflection of the failures of the education system as whole for implementing inclusive education

Interviewee (Educator): Government has failed in the past. When the disabled learners where not supported and consequently labelled.

Interviewer: Thanks very much Madam

APPENDIX C

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

SEKHUKHUNE SOUTH DISTRICT

Enq: Zitha RP   Tel: 015 633 2902   Date: 19/02/2021

To: Maesela Bernard Matabane

From: District Director
      Mr Nkadimeng T.G
      Sekhukhune South District

SUBJECT: GRANTED PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.

2. Kindly be informed that your application to conduct Research in the Sekhukhune South District focusing on Crisis of the implementation of inclusive Education: Reflection on the role of Full Service School at Mokgalabe and Tiisane Full Service in Department of Education Sekhukhune South District is approved.

3. Please note you should conduct your research in line with research ethics as prescribed by your institution and international norms and standards for research.

4. The District wishes you well in your research and awaits your findings with great interest.

DISTRICT DIRECTOR   **DATE**

APPENDIX D

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email:
makoetja.ramusi@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 17 February 2021

PROJECT NUMBER: TREC/08/2021: PG

PROJECT:

Title:	Crisis of the implementation of inclusive education: Reflection on the role of full service schools in Sekhukhune District
Researcher:	MB Matabane
Supervisor:	Dr JM Mamabolo
Co-Supervisor/s:	N/A
School:	Education
Degree:	PhD in Curriculum Studies

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE
The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.

ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.

iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

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APPENDIX E

Letter of informed consent

Educators
Mokgalabe Full Service Schools
Tiitsane Full Service Schools
Sekhukhune South District

Dear Sir/Madam

LETTER OF INFORMED CONSENT

I Maesela Bernard Matabane (PhD) student at University of Limpopo humbly request your voluntary consent to participate in the research project. My research topic is "Crisis Of the implementation of inclusive education: Reflection on the role of Full Service Schools .Sekhukhune South District".

The purpose of the study is to explore the role of Full Services School in supporting neighbouring mainstream schools. The research findings will assist Department of Education, teachers and all stakeholders in implementing inclusive education.

I _____ give consent to participate in this study

Signature: _____ Date: _____

APPENDIX F

University of Limpopo
School of Languages and Communication Studies
Department of Linguistics, Translation and Interpreting
Private Bag x1106, Sovenga, 0727, South Africa
Tel: (015) 268 3707, Fax: (015) 268 2868, email:kubayij@yahoo.com

15 July 2021

Dear Sir/Madam

SUBJECT: EDITING OF THESIS

This is to certify that the thesis entitled 'Crisis in the implementation of inclusive education: reflection on the role of full-service schools in Sekhukhune district' by Maesela Bernard Matabane has been copy-edited, and that unless further tampered with, I am content with the quality of the thesis in terms of its adherence to editorial principles of consistency, cohesion, clarity of thought and precision.

Kind regards

Prof. S.J. Kubayi (DLitt et Phil - Unisa)
Associate Professor
SATI Membership No. 1002606

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