

**THE EFFECT OF WORKSHOPS ON SCHOOL MANAGEMENT TEAM'S  
COMPETENCE IN  
INCLUSIVE EDUCATION IN THE CAPRICORN DISTRICT OF LIMPOPO  
PROVINCE**

by

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## **DEDICATION**

I dedicate this work to the memory of my late mother, my wife my three little children and the entire family.

**DECLARATION**

I declare that THE EFFECT OF WORKSHOPS ON THE SCHOOL MANAGEMENT TEAMS' COMPETENCE IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE CAPRICORN DISTRICT OF LIMPOPO PROVINCE is my own work and that all the sources that I have used or quoted have been indicated in the form of acknowledgement by means of complete references and that this work has not been submitted before for any other degree at any other institution.

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Full names

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Date

.....

Student number

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ABET	Adult and Basic Education and Training
ACE	Advance Certificate in Education
CAPS	Curriculum, Assessment and Policy Statement
BED	Honours in Education
DBST	District Based Support Teams
DoE	Department of Education
ECS	Electronic and Computer Science
EFA	Education for All
EWP 6	Education White Paper 6
HED	Higher Education Diploma
HIV/AIDS	Humane Immune Virus/ Acquired Immune Deficiency Syndrome
HOD	Head of Department
IE	Inclusive Education
NCESS	National Committee for Education Support Services
NCSENT	National Commission on Special Education Needs and Training
NCS	National Curriculum Statement
OBE	Outcome-Based Education
OECD	Organisation for Economic Co-operation and Development
PTC	Primary Teachers Diploma
SASA	South African Schools Act
SAHRC	South African Human Research Council
SEN	Special Education Needs
SMT	School Management Team
UN	United Nations
UNESCO	United National Education, Scientific and Cultural Organisation
WHO	World Health Organisation

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## **ABSTRACT**

School Management Team (SMT) members struggle to accommodate learners with diverse learning difficulties as prescribed by the Education White Paper 6. This is despite the workshops, which are conducted to develop SMTs to accommodate learners with disabilities and practice Inclusive Education (IE) in their classrooms. The purpose of this study was to investigate the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. The study followed a qualitative approach where a case study design was adopted. Two officials from the Inclusive Education section of the Department of Education and six SMT members from three schools in the Capricorn District of Limpopo Province were purposively selected to participate in the study. Data was collected through semi-structured interviews, observations and document analysis. Data was analysed through content analysis, and followed the Creswell's model of data analysis. The results of the study were as follows: there is a lack of human and physical resources, duration of time taken for conducting workshops was too short, and the lack of follow-up programmes. Therefore, these results may imply that the current professional model of teacher development through workshops is not effective, and that new strategies are needed to improve teacher development programmes. The study suggests that further areas of research should include time allocation for conducting workshops on Inclusive Education, resources allocation and follow-up programmes.

Key words: inclusive education, integration, diversity, workshops, school management teams.

# **CHAPTER ONE**

## **BACKGROUND TO THE STUDY**

### **1.1 INTRODUCTION**

The School Management Team members are faced with the task of accommodating all learners with and without different diverse needs in their schools, whereas enough training has not been fully conducted to practice inclusivity in their classrooms. Despite the development of an inclusive education policy to address the exclusion of some learners from learning activities, one of the issues that hamper progress is the lack of necessary skills in adapting the curriculum to meet the range of learning (Chataika, Mckenzie, Swart and Lyner-Cleophas, 2012). Most of the new initiatives have been crafted to accommodate learners with learning barriers. (DoE, 2005). For example, Inclusive Education (IE) has been introduced in schools to help all learners to gain access in the general mainstream education. The SMT members have been sent to workshops because they had no exposure to Inclusive Education during their pre-service professional development process. To address this, strategies such as workshops were introduced to assist the SMTs gain a full understanding on how to put Inclusive Education into practice. Whether this strategy is successful or not is still unknown. To address this problem of incompetence of teachers and SMT members, the South African government introduced a White Paper No. 6 of 2006 on Inclusive Education (DoE, 2001), whose aim is to provide guidelines for Inclusive Education. The framework for Inclusive Education is laid out in this policy. The policy asserts that in order to make Inclusive Education a reality, there needs to be a conceptual shift regarding the provision of support for SMTs and teachers and learners at all times. The researcher is of the opinion that whether the shift is taking place or not is still unknown. Therefore, the purpose of the study was to investigate the effect of workshops on the SMT's competence in the implementation of Inclusive Education, which were organised by DoE to empower the SMT members on Inclusive Education related issues.

The workshops are used as a form of professional teacher development that affords teachers and SMT members an opportunity to learn new skills, techniques

and strategies for the implementation of Inclusive Education. Steyn (2008:15). “states that the purpose of teacher development is to improve the quality of education in the country”. Teacher development programme was established to improve the skills and knowledge of teachers and the SMTs to change the manner in which learners are taught in the classrooms for better learning outcomes. According to (Ainscow, Miles and Slee, 2011) teachers are powerful resource in any education system. They further showed that as the system become more inclusive, professional development in the form of workshops became more important, because of the major challenges that face both the ordinary teachers in the mainstream schools and those in the special schools. Therefore, teacher professional development in the form of workshops, need to be seen as part of whole –system approach to change.

A number of SMT members are confused because they do not know what is expected of them regarding Inclusive Education (Forlin & Nguyet, 2010). Some are worried because they have not been developed professionally to teach learners with differentiated capabilities. Andrews and Frankel (2010) recognised the concerns raised by SMTs about the implementation of Inclusive Education including inadequate development, lack of skills to teach learners with differentiated capabilities, lack of infrastructure and non-existence of adapted curricula in the classroom.

Given this challenge, SMT members seem to think that learners who are differentially capable should be taught by teachers with special qualifications. Kalyva, Gojkovic and Tsakaris (2007) indicate, however, that some SMT members are not willing to participate in IE and exhibit a negative attitude. Due to the level of difficulty and misunderstandings, some SMT members are not prepared to accept Inclusive Education as it is.

Several countries have attempted to address the problem of incompetent teachers and SMT members through workshops, short courses and seminars. The usage of workshops is not a new thing. Botswana has in the past experienced difficulties in

implementing Inclusive Education in schools, but it is presently gaining acceptance in academic circles, government documents and mass media. Mukhopadhyay (2009) indicated that there is a lack of shared understanding and the implication of the concept, as neither the government, nor the academics have been able to engage critically with the meanings and relevance of the concept. A serious challenge has been on how to prepare teachers to understand Inclusive Education and how to put the concept into practice in their classrooms. As many SMT members were not professionally developed on how to accommodate learners with differential capabilities, workshops are used as in-service professional development programme. Therefore, the workshops have become an indispensable tool to develop the teachers and SMTs properly for this new challenge.

Uganda has shown commitment to the universal primary education and in particular Inclusive Education. It launched a pilot programme in 1993 in which ten primary schools with learners with disabilities took part in the pilot programme (Khatleli, 1995). In support of this programme, SMT members and teachers from the selected schools were given intensive professional development seminar on Inclusive Education for three weeks.

Although the programme was employed to develop teachers, many of them are still not able to sufficiently assist learners in an inclusive school due to lack of in-service training and supervision on how to develop a child friendly class that accommodates the diversity of learners. For the purposes of this study the researcher had the idea that the success of Inclusive Education depends to a greater extent on the properly planned and organised workshops, development of professional courses as well as properly designed learning materials, the reason being that SMT members need to be developed and empowered on a regular basis.

However, whether workshops in SA have the same effect or not is still unknown. Therefore, the purpose of the present study is to assess the effect of workshops on the SMTs' competence in the teaching of Inclusive Education in schools. As

Inclusive Education becomes an issue of the day within the South African context, it is expected that the findings from this study would be useful in mitigating negative attitudes of SMT members regarding inclusion. In addition, the study would provide information for policy makers and curriculum designers, teachers and SMT members who work in the inclusive classrooms in order to create an environment that is relevant for the implementation of Inclusive Education in the South African context.

The researcher is of the argument that little has been done in terms of training the teachers and SMT members for the implementation of Inclusive Education in the Capricorn District of Limpopo Province of South Africa; hence this study has been established to investigate the effect of workshops conducted on the SMT's competence.

## **1.2 STATEMENT OF THE PROBLEM**

Most SMT members struggle to accommodate learners with diverse learning difficulties as prescribed by Education White Paper 6. Several attempts have been made to make schools inclusive, but there appears to be little progress in this regard. The Department of Education (2001) indicates that the evidence regarding the attitude of SMT members not accommodating learners with learning difficulties still continues in many schools in the country. There have been several flashpoints in different parts of the country that have drawn headlines. For example, South African Human Resource Commission (SAHRC, 2014) reported that the practices of exclusivity took place in schools whose overwhelming majority of teachers and learners were from the White community in urban areas. For example, one school in Pietermaritzburg, another school in Johannesburg and the other one in Pretoria, were in full denial of practicing inclusivity in their areas. Since the SMTs were not trained to practice inclusivity in their schools they were reluctant to admit learners from different cultural groups as well as those learners with and without diverse needs, but were finally helped by the educational authorities through the implementation of the EWP 6 policy.

### **1.3 RESEARCH QUESTION**

The present study explores the effect of workshops on SMT members' competence in implementing Inclusive Education in Capricorn District, Limpopo Province. The specific research question formulated to answer this research problem is:

What effect do workshops on Inclusive Education have on SMT members' competence in the implementation of Inclusive Education in Capricorn District of Limpopo Province?

The following sub-questions are employed to explore the study further:

- ❖ How are teachers and SMT members developed professionally for Inclusive Education purposes?
- ❖ What is the nature of professional development support offered to you to effectively implement Inclusive Education policy in the classroom?
- ❖ What are some of the things teachers and SMTs learned from the workshop?
- ❖ What kind of learners presents difficulties in terms of teaching and learning in schools?

### **1.4 LITERATURE REVIEW**

Literature review surveys books, scholarly articles and other resources relevant to a particular topic under investigation, or theory. By so doing it provides a description, a summary and a critical evaluation of the research work, in relation to the problem investigated (Ridley, 2012). The main purpose of this study is to investigate the effect of workshops on the SMTs' competence on Inclusive Education issues in the classrooms in Capricorn District, Limpopo Province.

In order to do this study effectively, the following will be taken into account, definition of what Inclusive Education is, and then follow the evolution of Inclusive Education, the position of Inclusive Education in developing and in developed countries and lastly, the on-going professional development on teachers in this regard will be looked at. Mouton (2001) indicates that a literature review forms an essential component of any study. The main reason for the literature review is to



identify gaps, to develop and refine a research problem and to identify a theoretical framework and also to identify issues related to the research topic.

According to Kaniki (2006), the research problem that is important to warrant investigation should be identified first, if not identified, there would be no need to conduct the study. This study consists of a relevant literature from primary and secondary sources. Primary sources are in the form of books, dissertations or theses and government gazettes. Kaniki (2006) notes that internet; articles, newspaper articles and magazines are regarded as secondary sources of information

#### **1.4.1 Conceptualisation of what Inclusive Education is**

Inclusive Education is a relatively controversial topic for many SMT members in the education field today. The idea behind Inclusive Education is that learners with disabilities must be placed in the same classroom with other learners of their age, who are not disabled. The United Nations Education Scientific and Cultural Organisation (UNESCO, 2008) defines Inclusive Education as a process of strengthening the capacity of an education system to reach out to all learners. UNESCO, further defines Inclusive Education as a process intended to respond to students' diversity by increasing their participation and, reducing exclusion within and from education. It is related to the attendance, participation and achievements of all students, especially those who, due to different reasons are excluded or at a risk of being marginalised

#### **1.4.2 The evolution of Inclusive Education**

Inclusive Education originates from Canadian School of Education between 1900 and 1950. During this period segregated schooling was a norm (Andrews & Lupart, 2000). There existed an ever increasing trend of categorising learners according to their abilities. Learners with high intelligence quotient were taught in a separate classroom and in shifts. In the 1980s mainstreaming was highly promoted and replaced separation of learners according to their levels of intelligence. Inclusive

Education has emerged more commonly in the 1990s where all learners were included in the full range of general mainstreaming schools.

The evolution of Inclusive Education and the dichotomy between excellence and equity have been explored by Lupart, (1999) who identifies five factors that have limited progress toward full inclusion:

- ❖ Separation of regular and special education
- ❖ Top down, quick fix changes and reforms which have included minimal consultation with SMT members in schools.
- ❖ Conflicting perspectives on what would improve schools.
- ❖ Simplistic beliefs that support for the philosophy of inclusion readily translate into classroom practice.
- ❖ The need to end the isolation of, and now communication between general and special education teachers.

#### **1.4.3 The state of Inclusive Education in developed countries**

Gordon (2001) indicates that the process of teaching learners with disabilities is a modern day challenge in developed countries such as America. Only a small portion (e.g. from 1 % to 10%) of learners with disabilities are ready to have access to educational acceptance in the general mainstream education. United States of America as one of most developed countries concur with the task of Education for All (UNESCO, 1999).

In practice, the exercise of establishing more segregated schools is not feasible in developed countries like the USA. Money is better spent in strengthening the capacity of schools in the community to accommodate learners with disability. There is an ever-increasing evidence that learners with disabilities learn faster and better when they attend with non-disabled / normal learners.

Inclusive educational practices are being endorsed throughout the world by all countries wishing to accommodate all children in schools with a common view and understanding. UNESCO sponsored “Education For All”(1994) is an initiative which states that all children, including those with disabilities, and others with Special

Education Needs must have access to equity educational opportunities. As a result, Inclusive Education has received more attention throughout the region in the USA during the last few years (Gordon, 2001).

#### **1.4.4 The state of Inclusive Education in developing countries**

In developing countries like Uganda, Inclusive Education has been granted attention. Despite civil wars and other pandemics diseases like HIV/AIDS, the country has opened its education system to accommodate learners with disabilities. Kristen and Kristen (1997) state that a considerable large number of learners found in schools increased tremendously within a short space of time. Daniels and Gartner (1999) point out that policy and practice throughout the world is moving towards inclusion, but the process seems to be happening with more commitment and more enthusiasm in some poorest countries.

Some poor countries such as Sri- Lanka, Indonesia, Cuba, India and Zimbabwe invested in education (UN, 1993). Lesotho is one of the poorest countries in Africa, and the country is involved in promoting Inclusive Education in its schools. Lesotho's government sees education without borders as a priority.

Khatleli, (1995) indicates that a pilot programme was launched in 1993 in which rural primary schools with disabled learners took part in the programme. SMT members from selected schools were given intensive in-service training for three weeks. The intention was to empower them and equip them with more knowledge and skills they needed for Inclusive Education. The programme followed a form of workshops and seminars. Inclusive Education practices in developing countries such as Cuba are being endorsed.

#### **1.4.5 On-going professional development**

SMT members need a thorough on-going professional development in the form of workshops in order to make Inclusive Education a success in all the countries of the world. Edwards and Kuhlman (2007) believe that the process of continuous professional development offers teachers an opportunity to acquire new skills from a typical classroom, rather than simulation. Teaching is a profession that is

dynamic in nature, and therefore there is a need to develop new skills and strategies to be used in the didactic situation.

Rowls and Swick (2000) identified the four goals of an on-going professional development which are described as: (a) assisting the teachers to explore education in various teaching learning contexts (b) enriching understanding of educational context and issues directly involved in the school settings (c) helping teachers to acquire and practise new instructional strategies learned through tertiary training and (d) considering learning as an instructional strategy. In most countries or regions teachers are not adequately trained. Therefore, the availability of workshops on Inclusive Education is important and necessary to equip teachers with knowledge and skills development.

## **1.5 THEORETICAL FRAMEWORK**

Following the qualitative approach, theoretical framework is crucial because no research can be designed without questions being asked. Meriam, (1998) indicate that a theoretical framework forms a “scaffolding” or a foundation of the study. For the purposes of this study the bio- ecological model of (Bronfenbrenner, 1997) has been applied.

The theory states that “Ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by the relations between the settings, and by the larger context in which settings are embedded”.

The ecological perspective describes the interaction between the small level of organisation (micro system) and home, followed by the meso-system which is linked to the school and the community in providing a sense of belonging and acceptance as the learners grow. The theory provides a brief explanation in terms of reflecting the various differences in individual’s knowledge, skills, potentialities, capabilities and abilities. The theory further explains the role of support system in order to guide and direct the individual. The support system extents from the micro

level, the meso level, the exo level, the macro level, the chrono-level and all levels are equally important.

In the South African context, the education systems are aligned in accordance with the ecological perspectives, for example, teachers, office-based educators at district levels, provincial officials and the national officials are all collectively involved in executing their responsibilities. The ecological perspective framework will be dealt with in full in the next chapter.

## **1.6 METHODOLOGY**

This section reports on the methods used to address the purpose of this research project. The study followed a qualitative research approach. For the purpose of this study a case study design was undertaken, as the SMTs were selected on the basis that they have attended the workshops on Inclusive Education and the researcher wished to investigate their competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. In this study, a purposive sampling was used to select respondents who on the basis of experience have attended the workshops and are permanently employed in the participating schools. Therefore, three methods of data collection were used, that is, interviews, observations and document analysis. Individual interviews were conducted with the SMTs using English as an international medium of instruction. The participants were video-taped with the consent forms been completed, and data has been transcribed by the researcher.

The design and methodology section is discussed in details in Chapter three of this study.

## **1.7 CLARIFICATION OF CONCEPTS**

Researchers need to define concepts as they are introduced in all sections of the study plan (Creswell, 2003). A number of concepts used in this study will be clarified briefly in this proposal.

### **1.7.1 Inclusive Education**

Inclusive Education can be defined as a system of education that is responsive to the diverse needs of the learners. In order to make sense of the conceptual definition which refers to a system of education that is inclusive of diverse needs. It is important that the conceptual definition be operationalized (Engelbrecht, Green, Naicker, and Engelbrecht, 1999). The operational definition speaks of a single education system and the closure or the dual special ordinary education system.

United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2007) defines Inclusive Education as a growing universal concern that inform, and challenge the process of educational reform in both developed and developing regions.

### **1.7.2 Special Education Needs (SEN)**

Special education needs refer mainly to those learners with physical or mental disabilities and refugees from other countries. Special school are therefore put in place to cater for the needs of such learners with special needs. Organisation for Economic Co-Operation and Development (OECD, 1999) indicate that differential curricular and institutional structure for learners categorised in terms of special needs have been their discriminatory factors within the education system. This group of learners learn in a separate environment instead of learning together with the advantaged group of learners.

Stubbs (2002) points out that any learner can experience difficulty in learning. He further reiterates that learners with intellectual impairment can often learn very well in certain areas. Proponents of Inclusive Education hold that SEN can only be defined in terms of the relationship between what a person can do and what a person must do to succeed in a given environment (Deno, 1989).

### **1.7.3 Integration**

Ainscow, (1995) suggests that integration is about making a limited number of additional arrangement for individual learners with SEN in schools, which themselves change in overall .The concept of integration came to the fore in the 1980s, as an alternative to special education needs, with the objectives of placing learners identified as having such needs in the mainstream schools. Integration involves the school in a process of assimilation, where the onus is on the assimilating individual to make changes so that they can fit in.

Education White Paper N0.6 of (2001), describes mainstreaming as a process of getting learners to fit into a particular kind of system, or integrating them into this existing system. Integration is about providing the learners with extra support, so that they can be accommodated in the normal classroom situation. Learners are evaluated by specialists, who diagnose and prescribe technical interventions, such as the placement of learners in programmes.

### **1.7.4 Inclusion**

Education White Paper N0.6 of (2001) asserts that inclusion is about recognising and respecting the differences among all learners and building them on the similarities. Inclusion is about supporting all learners, teachers and the system as a whole so that a full range of learning needs can be met. Inclusion focuses on overcoming barriers in the system that prevent it from meeting the needs of the learners.

The focus is on the adaptation of and support systems available in the classroom. Inclusion implies the introduction of a more radical set of changes through which schools restructure themselves so as to be able to embrace all learners (Ainscow, 1995). Inclusion involves the schools in a process of accommodation where the onus is on the school to change, adapting curricula, methods, materials and procedures so that it becomes more responsive (Fredrickson and Cline, 1995).

UNESCO defines Inclusion as a process of addressing and responding to the diverse needs of all learners through the increase in the culture of learning in communities; and exclusion is about making schools supportive and stimulating places for staff as well as learners. It is about building communities which encourage and celebrate their achievements.

#### **1.7.5 School Management Teams (SMT)**

Schools are managed by teams consisting of principals, their deputies, heads of departments and senior teachers. In certain situations, some schools only qualify to have a principal only, and under such situations, senior teachers may be co-opted to form the SMT. Lindelow and Bentley (1989) indicate that the SMT involves a cross-section of experienced professional administrative structured decision making process, endorsed by the school board and the superintendent. Wallace and Hall (1994) suggest that management teams and senior staff members may be co-opted as senior or senior management team.

#### **1.7.6 Workshop**

In education a workshop is a brief intensive course which creates an opportunity for all learners in to have equal access to education. In the Inclusive Education policy the Department of Education commits itself in promoting education for all and fosters the development of Inclusive Education and supportive centres of learning that would enable all learners to take part actively in the education process, so that they could develop and extend their potential and participate as equal members of the society (Education White Paper N0.6 2001|)

### **1.8 DELIMITATION OF THE STUDY**

Workshops on the teachers and SMT's competence in the implementation of Inclusive Education are placed as a focal point of departure as a strategy for professional teacher development in the Capricorn District of Limpopo province of South Africa. For the purpose of this study, emphasis is on the effect that those workshops had on the teachers and SMTs in the implementation of Inclusive Education. The dissertation is restricted to the SMTs who attended the workshops on Inclusive Education and who are permanently employed in the participating schools.



## **1.9 ETHICAL CONSIDERATIONS**

De Vos, (2011, 57) indicates that ethical considerations serves as a standard and a base that allows each researcher to assess and evaluate himself.

This section has been discussed in full in chapter three of this study.

## **1.10 SIGNIFICANCE OF THE STUDY**

This study is important because the data collected and findings will add value to the limited knowledge that data exists on the role of workshops in inclusive education. The perception of SMT members seeing curriculum specialists as inspectors must gradually diminish, as these exist in order to give educational support. Information regarding new developments and curriculum designs can easily be disseminated through the availability of workshops. This proposal can also be of help to SMT members and administrators, by way of discussing strategies and techniques which can best be applied in order to improve the quality of education in the country. This study will also be of good assistance to enhance the personal growth of SMT members and teachers, and enable them to acquire more knowledge and skills necessary to prepare and plan workshops concerning inclusive education in their respective places

## **1.11 OUTLINE OF THE STUDY**

The study is outlined as follows:

**Chapter One: Background and Research Problem.** This chapter provides an overview of the whole study. The major emphasis is on the introduction and the background, statement of the problem, research questions, the scope of the study, significance of the study, units of data analysis and outlining of the study.

**Chapter Two: Literature Review.** This chapter deals with the relevant literature on the effect of workshops on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province of South Africa and in other countries of the world. It deals specifically with the following aspects: The purpose of teacher development through workshops, the views about

professional development and the models in education internationally and in South Africa and their weakness and their strength, the theoretical framework, the ecology theory and its applications, capacity building in the form of workshops, the strategies used to empower the SMTs on the implementation of Inclusive Education, challenges encountered when conducting workshops on Inclusive Education , the influence of attitudes and conclusion.

**Chapter Three: Research Design and Methodology:** This chapter deals with the methodology applied in this study to describe and explain the nature of professional development given to assist the teachers and SMTs in the implementation of Inclusive Education. The methodology, the research instruments, the research process, quality criteria and ethical considerations have been discussed in this chapter.

**Chapter Four: Presentation and Discussion of findings:** This chapter deals with the findings from the data collected from interviews, observations and documents analysis.

**Chapter Five: Summary of the findings, conclusions and recommendations:** This chapter deals with the summary of the findings obtained during the interviews, observations and documents analysis. It also includes limitations, recommendations and conclusions.

## **1.12 CONCLUSION**

This chapter included a background to the study, problem statement, research questions, literature review, theoretical framework, the design and methodology, clarification of concepts, limitation of the study, ethical considerations, significance of the study, outline of the study and conclusion. The aim of this chapter was to investigate the effect of workshops on the School Management Team's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. The next chapter will be on literature review and has been arranged as follows; introduction to literature review, conceptualisation, theoretical framework, application of the theory, international perspectives on Inclusive Education, the South African perspectives on Inclusive Education, capacity building through workshops, strategies used to empower the SMTs, the challenges in implementing Inclusive Education in the South African schools and conclusion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The previous Chapter consist of the background of the study, Statement of the problem, research questions, literature review, theoretical framework, conceptualisation of Inclusive Education, research design and methodology, clarification of concepts, limitations of the study ethical considerations, significance of the study, outline of the chapters and conclusion. The purpose of this study is to investigate the effect of workshops on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province of South Africa. For the purpose of this study this chapter consists of clarification of concepts, theoretical framework, universal perspectives on Inclusive Education, Inclusive Education in South Africa, and challenges of conducting Workshops on Inclusive Education in South Africa. Quality Education for all means that all learners are given an opportunity to learn and to taught, irrespective of their state of health and disabilities. The school management team has an important role to play in the teaching and learning environment .According to the United Nation Education Scientific and cultural Organisation (1994) indicates that all learners should have access to equal quality Education. To supplement the above statement the Salamanca Statement on Principles, Policy and practices in

#### **2.2 CONCEPTUALISATION**

Conceptualisation can defined as the process of development and clarification of concepts, whereby their meanings are used in order to enable the users to arrive at the correct definitions. For the purpose of this study, the followings concepts will be clarified as they will frequently be used throughout the study.

##### **2.2.1 Inclusive Education**

Inclusive Education be defined by UNESCO (2005), as a process of addressing and responding to the diverse needs of all the learners by increasing participation in learning and reducing exclusion within and from Education. In practice, Inclusive

Education is not a reform of special needs to rebuild the public Education System, but to meet the needs of the ever-changing nation, and adhering to the Special Education System which indicates to be unsuccessful for numerous learners who highly depended on it. In simple terms, Inclusive Education is a system that provides quality Education for all learners, irrespective of their state of disabilities. In a South African context, Thutong learning space for Inclusive Education defines Inclusive Education as the involvement of parents, educators and Education officials in sharing the knowledge and best practices in the Educational field.

Carreiro (2003). Indicates that Inclusive Education refers to a situation where all learners in a school, irrespective of their state of disabilities, participate in all activities of the school and communities. They need to be recognised and let them enjoy that feeling of belonging and acceptance, because they are part of the societal structures. Gross,(2002) describes Inclusive Education as the process by which a school attempts to respond to the needs of all learners as individuals by considering and transforming its curricula, provision and allocating resources to enhance equality and opportunity. By implementing the Policy on Inclusive Education, the schools will reduce the large number of learners who are often seen on the streets, as a result of poor family backgrounds or any form of disability as a barrier of learning.

### **2.2.2 Diversity**

The concept diversity has many connotative meanings, depending on the context, that can be political, social, psychological and Educational (Thomas & Loxley, 2001). Diversity can further be described as the nature of Irish society for an example, in terms of social class, gender, returned Irish emigrants, family status, minority groups and the majority groups. Teachers of the 21<sup>st</sup> century are expected to have the skills and knowledge of how to respond to the diverse needs of learners in their classrooms. Gollnick, & Chin, (2002), indicate that classroom teachers are required to accommodate learners from a variety of cultures, languages, abilities and many other characteristics. In order to satisfy the challenges brought about the policy on Inclusive Education, it is therefore crucial

for teachers to refrain from applying a single theoretical sound, but also a cultural responsive methods and strategies.

Teachers have an obligation to create a classroom environment that will accommodate all learners irrespective of their state of disabilities, culture or ethnicity, language background and race. Learners who belong to these classes need to be fully supported. Bromley,(1998) & Patton,(1998) indicates that a considerable large number of teachers are faced with a limited volume of understanding in terms of cultures than their own, and the possibility that this limitation will negatively affect their learners abilities to become successful learners.

It is therefore of paramount importance for teachers to be equipped with the necessary skills, so that they develop an understanding of their learner's cultures. Eventually a mutual and healthy relationship between all parties involved in the Education process will exist. Bromley, (1998) further reiterated that teachers need to use instructional methods that are tailored to suit the settings, the students and the subject. In applying different instructional methods, teachers will be in a position to achieve their set goals and objectives of directing all learners, including those with diverse needs towards success.

### **2.2.3 Workshops**

Workshops are used to build human resources or teachers in the field of Education, where training needs to be conducted on regular basis. Training can be done in two forms, that is (a) pre-training, usually conducted before the individual becomes a qualified teacher. This form of training is often done at universities and colleges of Education. (b) in- service training, forms a large volume of work on teachers, because concentration is on those teachers who are already in the field, and they are in real essence the implementers of Inclusive Education in the process.

The idea is to equip teachers with fundamental skills and knowledge on Inclusive Education issues, such as the need to understand learners with learning barriers,

the ability to identify learners who have a need for Special Education, and the ability to implement instructional strategies which will accommodate all learners. Developed countries like United States of America and Australia have adopted and implemented the policy on Inclusive Education a long time ago, whereas South Africa and other African countries still struggle to implement this policy. By training the teachers through the Workshops for professional development programmes, this move will add value to the increased quality for Education. As teachers struggle to accommodate learners with diverse needs in their classrooms, workshops will assist a great deal in providing teachers with an opportunity to upgrade their professional skills.

Workshops, therefore play an important role because, they provide teachers with an opportunity to improve quality teaching and enable them to accommodate learners with disabilities in their schools. If the workshops are conducted effectively, they will have a positive effect on all teachers and learner participating schools.

#### **2.2.4 Integration**

The concept of integration was developed from the social model view of disability. Schools need to be transformed in order to accommodate all learners with disabilities who were previously referred to Special Education Needs schools on the basis of their state of incapacity. Discrimination in terms race, gender, disabilities, religions and ethnic groups also had an adverse effect on the effective implementation of Inclusive Education policy. This gave rise to the understanding that learners with disabilities are totally incapable. The concept of Integration came into use in the early 1980s, and gradually lost its momentum in the 1990s, where it was replaced by Inclusion Thomas, (1997).

The process of changing and restructuring of physical infrastructure and the supply of teachers support programmes, along with the increase in the number of Special Education classrooms. Teachers are still to undergo the process of in-service training and re-training through Workshops and these are regarded to be the main components for the implementation of the integration policy along with the policy

on Inclusive Education. Integration depends to a great extent on what Lipsky, & Gartner, (1996) referred to as "Readiness model". This model means that learners with disabilities must prove their ability to be accommodated in the General Mainstreaming Education before admission.

For Loreman, et al., (2005) describes Integration as educating learners on part-time basis in schools, but requesting them to follow different courses of study in terms content and learning environment to their fellow mates. Loreman et al., (2005), Mushoriwa, (2001), Thomas, (1997) indicate that the success of Inclusive Education depends solely on the effective implementation of inclusive policies in schools, accompanied by the restructuring of the physical structures in order to accommodate learners with disabilities. A considerable large number of teachers are still nervous and confused in this regard about Integration. However, the policy of integration and Inclusive Education aims at responding to the diverse needs of learners with disabilities and to create a positive environment of recognition and feeling of acceptance in the mainstream Education Thomazet, (2009).

### **2.3 THEORETICAL FRAMEWORK**

The paradigm that informs the study must be well taken into consideration in any study. A theoretical framework serves as scaffolding that helps in identifying, explaining and solving the problems under study. In a nutshell, the concept has brought the significance that encompasses the framework for understanding and interpreting the universe and all individual's experiences Naicker, (1999). In a study that follows qualitative approach, theories are important because no study can be undertaken without questions been asked. Meriam, (1998) indicate that a theoretical framework forms the "scaffolding" or the underlying structure of the study that assists in answering the research questions. Theory can be defined as a set of ideas, assumptions and concepts ordered in such a way that it tells us about the world, ourselves or aspects of reality (Landsberg, Kruger & Nel, 2005). For the purpose of this study, the competence of the SMT members in supporting workshops on Inclusive Education in the Capricorn District of Limpopo Province will be the point of issue.



### **2.3.1 BRONFENBRENNER'S BIO- ECOLOGICAL SYSTEMS THEORY**

Bio-ecological system of Bronfenbrenner holds that individuals' encounter different environment throughout their period of life and stages of development and that they may be influence by the environment in which they find themselves in varying degrees. Therefore, for the purpose of this study, Bronfenbrenner's ecological systems is relevant because it put emphasise on the interaction between the development of man and the general social context in which one find himself or herself (Swart & Pettipher, 2005). The theory of Bronfenbrenner is seen to be a relevant example of a multi-dimensional model of human development which posits that there exist various levels of interacting systems that finally lead to change, growth and development. This theory may further be supported by Vytgotsky theory of sociocultural perspectives which state that " Every function in the child's cultural development appears twice, that is on the social level and on the individual level. This means that the child develops between the people and the inside of himself. Therefore, the theory does not only focus on how the adults and learners influence learning, but also on how cultural beliefs and attitudes effect on instruction and learning take place. Landsberg et al, (2005) indicate that what happens in one level of the system have a direct influence on the other systems. The levels highly depend upon one another in order to form a holistic system. (Donald et al.,2006)

Bronfenbrenner's ideas brought an important influence in transforming and creating the understanding of specific levels of interaction in the process of human development. He further identified five systems interacting dimensions that are used in understanding the process of human development, but for the purpose of this research, only four levels were dealt with in full, that is, Micro level, Meso level, Exo level and Macro levels.

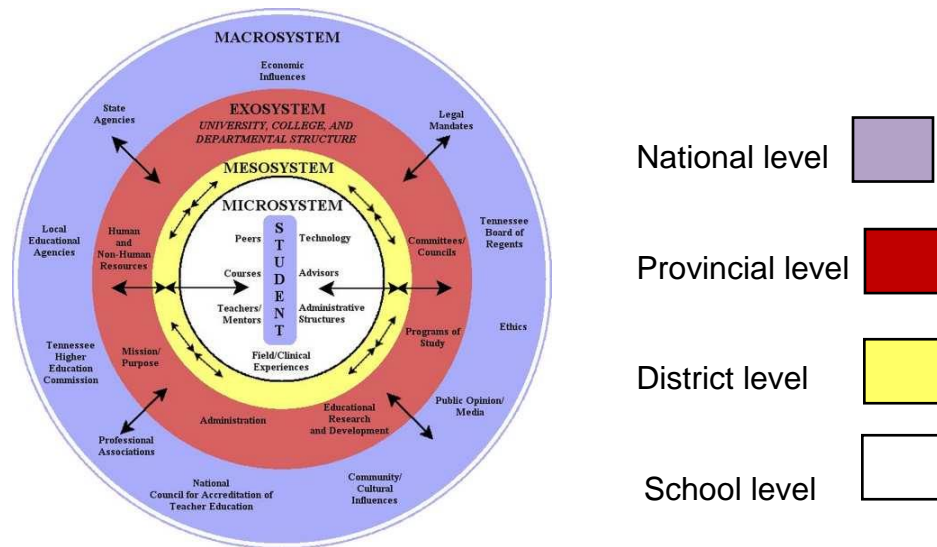


Fig. 2.1 Bronfenbrenner Ecological Model

### 2.3.1.1 MICRO LEVEL

Micro levels are described as the immediate environment in which man develops gradually and gradually through active participation process as indicated in figure 2.1. Swart & Pettipher, (2005) indicates that this type of interaction refers to the face-to-face interactions that are continuous in nature.

For the purpose of this study, the SMT members are faced with a serious task of bringing together teachers, parents, learners including those with disabilities and communities at large. These are the most important immediate part of the population that ensures that all learners must receive equal quality education to the best of their ability. This is the level where the SMT members do not wish to accommodate learners with disabilities in their schools, the importance of workshops are therefore crucial in order to equip the SMT members with skills and knowledge necessary to enhance learning in schools.

### 2.3.1.2 MESO LEVEL

Meso levels can best be described as the set of micro systems that interact with one another on a continuous basis. Swart & Pettipher in Landsberg, Kruger, & Nel, (2005) defines the Meso level as the relationships that develop and exist between the Micro – systems and influence the relationships between the SMT members and the District levels. Donald et al., (2006) indicates that when looking at the

theory of Inclusion, it can be deduced that implementing Inclusive Education is not possible without paying attention to the relationships developing between the different microsystems. In Capricorn District of Limpopo Province, the Workshops on Inclusive Education are conducted by the Directorates from Inclusive Education Section of the Department who rotates in all schools on daily basis. Some are based at the District offices and only intervene when they are called by the schools to provide assistance.

#### **2.3.1.3 EXO LEVEL**

Exo levels do not directly involve the participation of the learners Swart et al. (2005), but may be positively or negatively be influenced by what is taking place at schools. Donald et al., (2006) indicate the examples of the education systems in the form of curriculum designers and policy makers and the place where parents are working. Lack of resources has shown to be a serious factor that hampers the process of policy implementation in many Provinces including Limpopo. For the purpose of this study, Exo levels may refer to other systems where learners are not directly involved, example may be the SMT members that are not functioning according to their levels of competence, resulting from problems existing in the system. If the Provincial Department of Education do not design and provide guidelines which governs the SMT members in schools, their actions will affect the learners who depends on their skills and knowledge to benefit from their assistance.

#### **2.3.1.4 MACRO LEVEL**

Macro level involves the dominants of the social, cultural and economic structures, as well as the values, norms and practices that affect all systems. In South African context, the macro level can be described as the highest level where the policy decisions about the working of the department are formulated. Guidelines are formulated at the National level and therefore provided to the Provinces according to the needs of the learners. During the time when the study was conducted there were clear guidelines and structures documented at this level to regulate the implementations of Inclusive Education in schools, such as the Education White Paper N0.6, and the SIAS documents.

### **2.3.1.5 CHRONO- LEVEL**

The chrono- level of development includes the timeframes that is determined between the above mentioned systems and their level of influence on the development of the individual. For the purpose of this study, attention was put on the SMTs to be developed for the effective implementation of Inclusive Education in schools. To summarise the various systems, the National Department of Education is based at the macro-level, which is entrusted with the responsibilities to formulate the policies, such as the EWP 6, and the nine provincial departments are based at the exo-levels of development which are responsible for the implementation of the policy in accordance with their various needs, and the next level is the meso- level. The last level is the micro-level, where the schools are faced with the responsibility of putting inclusive education into practice. The effective interaction of every system would then be realised if there is feedback, monitoring and reporting mechanisms ranging from micro-levels to the macro-levels. When this study was conducted there was gap that was discovered to have been neglected between all the ecological systems.

### **2.3.1.6 PROXIMAL PROCESSES**

Bronfenbrenner,( 1989,1990), indicates that human development takes place through processes of progressively more complex that interact between active, evolving bio-psychological human organism, the persons, objects and symbols in its immediate environment. The effectiveness of the interactions, practices should take place on regular basis for a longer period of time. For the purpose of this study, workshops on Inclusive Education were conducted and the time frame should be taken into consideration. Therefore, proximal process are found in macro levels, where policies were formulated, and in provincial department where, the process of implementation was coordinated and interacting with the district – based support teams for the effective implementation in schools. Another form of proximal process indicates that, power, content, and directions of the systems affecting development may not be the same from a developing person, resulting from the environment in which he finds himself

### **2.3.1.7 THE RIPPLE EFFECTS**

The researcher was concerned about the “deficit” model which was used to determine the level of support given by the DoE to the struggling teachers and SMT members. According to Bronfenbrenner, a deficit model can be used to determine the level of support that can be granted to the needy person, or a group of persons. On the basis of the above mentioned model , the SMTs and teachers were obliged to declare themselves deficient in some way in order to qualify for assistance in the implementation of Inclusive Education in their schools. Therefore, it is argued that a larger degree of failure means a larger amount of support necessary for the implementation of Inclusive Education in schools. The workings of the deficit model implies that all the systems of Education are faced with a serious task of ensuring that they holds their hands tight in order to close the of helplessness.

### **2.4 THE ECOLOGICAL THEORY**

The ecological theory is extremely relevant for this study because it reflects the interdependence between a multitude of organisms and their immediate background and environment, with every section contributing towards the entire process (Donald et al.2006). According to Vygotsky s’ socio cultural theory, the ecological model concurs with the social meaningfulness of human development. Vygotsky,(1978) further believed that human beings learning theory through interacting with their social environment and through the guidance of a more experienced individuals.

The ecological theory is an umbrella concept that is used to refer to a variety of social theories that put much emphasis on the importance of considering the agency, being sensitive to local context and understanding the centrality of interpersonal relationships in the world of a child (Scott, 2005). The researcher recognises that the ecological theory maintains that the environment plays an integral part in the functioning of human being, and the workshop on Inclusive Education is therefore helpful or important for the effective implementation of Inclusive Education in this regard. If the ecological systems are disturbed at a

certain stage and do not work together or support one another, then the idea of implementing Inclusive Education will not be rendered a success.

The theory acknowledges the vision of Inclusive Education as it emphasises that: The Ecology of Human Development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as the process is affected to a great extent by the relationships that exist between the settings and the context in which the settings are embedded (Bronfenbrenner, 1979).

## **2.5 APPLICATION OF THE THEORY**

The ecological system shows the existence of the relationship between the micro system (the schools), the meso system (the district officials), the exo- systems (provincial department) and the macro systems (National Department of Education). This may in the other way round include factors that can directly affect the implementation of Inclusive Education in the schools by the SMT members and teachers. Therefore, the workshops on Inclusive Education serve as a strategy that has been applied to empower the SMTs and teachers with skills enough to accommodate learners with diverse needs in their schools. The relevance of the ecological model can be clearly seen in this context, for example, if the SMTs are trained enough to cascade the information down to the teachers and provide the necessary support, the implementation of Inclusive Education will be realised in this regard. The importance of ecological model cannot be overemphasised, because if effective support is to be rendered to the SMTs and teachers through workshops, then the structures established should be well co-ordinated. For the purpose of this study, the need for the workshops are conceptualised in terms of the hierarchy of needs that effect on their performance in schools that are supported. The ecological model of Inclusive Education focuses on the effect of workshops to the SMTs for the effective implementation on Inclusive Education in schools.

It is therefore, important to note that the ecological model put more emphasises on the inter-relatedness of all the parts into a whole. For example, a school has staff members, learners, non-teaching members all working towards a common goal, that is, the education of all learners with and without diverse needs. The workshops on Inclusive Education were supposed to have been conducted directly with the teachers, since they are the rightful implementers of the policy and they directly interact with the learners on daily basis. If these SMTs and teachers are well equipped with the skills relevant for Inclusive Education, the practice of sending learners with diverse needs to the special schools may be minimised to a great extent. All learners with different forms of disabilities may be afforded an opportunity to access education in the nearest schools where they lives. There is an ever- increasing number of learners who are denied admission in the general mainstream schools (DoE, 2001a) because the teachers are of the idea that such learners should be taught by teachers with special skills and they do not know how to accommodate them in their classrooms.

Therefore, the workshops on Inclusive Education are employed to close the gap that teachers are unable to accommodate such learners with disabilities and refrain from the practice of rejecting them. However, Schunk, (2004) argues that education take place out of context, the practice of placing leaners with disabilities in special schools will eventually remove them from the community in which they belong, and start to forget that they too are the societal structure.

Within the community there exist learners with severe learning difficulties who cannot in anyway be admitted in the general mainstream education, such learners are compelled to access the educational services at the special schools. On that note, it is still a problem, for instance to admit a blind learner in the general mainstream school with inadequate resources, such as Braille. Inclusive Education policy asserts that learners who are experiencing learning barriers should, as far as possible, be educated in their neighbouring schools with appropriate support. If a school happens to admit a learner who is blind, there should be a teacher who

possesses the skills and abilities to teach such learner in Braille, as failure to do so will be regarded as “dumping” the poor learner in the school without any support.

Table 2.1: Levels of support in South African context (DoE 2002)

Level of Support	Key Support Functions
National Department of Education (Macro- level)	Providing EWP6 and a broad management framework for support
Provincial departments in the nine provinces (Exo-levels)	Coordinating implementation of national framework of support, in relation to provincial needs.
District –based support teams (including special/resource schools) developed within a smaller geographical areas, determined in different ways in the nine provinces (Meso-levels).	Providing integrated support to education institutions. (ECD, Schools, colleges and adult learning centres) to support the development of teaching and learning.
Institution-level support teams (local teams in schools, colleges, early childhood and adult learning centres) (Micro- levels).	Identifying and addressing barriers to learning in the local context, thereby promoting effective teaching and learning.

### 2.5.1 National support level

The national DoE is faced with a mammoth task insofar as the establishment and the formulation of the policies and the provision of guidelines is concerned. For the purpose of this study, the national support level can be linked with the macro-system, because at this level, the policies are decided and formulated and finally established for implementation. According to Landsberg et al., (2005) indicates that what occurs in one system affects and is affected by other systems. This means that human behaviour, experiences and actions cannot be understood if the contexts in which they take place are not taken in to consideration. Therefore, the ecological model acknowledges the fact that the environment plays a significant



role in the functioning and the development process of many learners. In the South African context, the national DoE is an umbrella of the nine provincial departments and the decisions are binding upon the participants in all the provinces and may have a genuine influence from all the systems. For an example, the South African Schools Act 84 of 1996 makes provision for compulsory education for all and universal admission to public schools.

### **2.5.2 Provincial support level**

The needs of each province differ substantially from one province to another and as such, the process of implementation of policies cannot be implemented simultaneously due to the fact that resources are not evenly distributed across the country. Decisions made with regard to the alignment with the national DoE in respect of resource allocation were suggested and implemented in all nine provinces and the workshops on teachers and the SMTs were amongst the strategies which can be applied to empower the teachers.

Despite the efforts of applying the workshops, it still unknown whether the strategy is successful or not with regard to the effect they have on the SMT members to support teachers in the implementation of Inclusive Education in the classroom. Therefore the purpose of this study is to investigate the effect of workshops on the SMT's competence in the implementation of inclusive education in the Capricorn District of Limpopo Province.

### **2.5.3 District support level**

The districts consist of small circuits which are entitled to implement the policy on inclusive education in accordance to their different needs. In South Africa each province has a team which manages inclusive education and in Limpopo province, Capricorn district has established its own inclusive education sub –department in the department of education which offers direct support to the teachers and SMTs at schools. According to the Education White Paper 6 (DoE 2001) the Department of Education commits itself to strengthening education support services through the establishment of district-based support teams that should provide a strong

professional service to the schools in the form of workshops on teachers and SMTs. (DoE 2001a).

The core education support service providers at district level include the following:

- ❖ Support personnel presently employed by the DoE, such as psychologists, experts on specific disabilities as well as other health professionals.
- ❖ General learning support facilitators, to identify particular learning needs and the development of programmes.
- ❖ Specialist learning support facilitators, to provide expertise on particular special needs. (Landsberg et al.2005)
- ❖ Provide an opportunity for professional teacher development programmes in the form of workshops, seminars and in-service training programmes for inclusive education purposes.

#### **2.5.4 School-based support level**

A school-based support level team is an internal support team within the schools compound that has the responsibility to liaise with the district-based support team and other relevant support providers about identifying and meeting their own school's needs. The purpose of these teams according to; *The conceptual and Operational Guidelines for the Implementation of Inclusive Education: School Based Support Team* (DoE 2001) is to support the teaching and learning process by coordinating all learners, teachers and the school's development support in general.

The Education White Paper 6 (2001a) stipulates that every school normal school should establish a well- structured team will provide that will offer a professional service to the teachers and learners in the teaching and learning environment. Landsberg et al (2005) whether the school is a special school as a resource centre, a full-service school or an ordinary school, it should establish a school based support team (DBST) which is responsible for the provision of teacher-learner support services. The workshops on teachers and SMTs are therefore

relevant in that they equip school managers of schools with the necessary skills and knowledge relevant for inclusive practices.

These levels relates to Bronfenbrenner's ecological model which state clearly the relationship between the systems in order to create a whole body. The theory defines four different types of environmental systems which contains roles, norms, and rules that powerfully shape psychological development. Landsberg, Kruger and Nel (2005) argued that the Education White Paper 6 makes provision for support by means of a systems approach and collaboration between these systems(refer to 2.2.1.1). The levels of support can be interpreted in relation to Bronfenbrenner's ecological model, in order to reflect accurately how the systems should support one another.

## **2.5.5 UNIVERSAL PERSPECTIVES ON INCLUSIVE EDUCATION**

### **2.5.5.1 Venezuela**

Inclusive education in this country is described as the right quality education. However, others define inclusive education as the practice and the process of involving and meeting the diverse needs of all learners in supportive schools and classrooms, (Bronwyn, 2011). The main objective of inclusive education revolves around the provision of economic, political and social environment, necessary to ensure access to education system for the benefit of the marginalised group. Inclusive Education in this country is confined to the school situation, but which overlaps to the outside practical live of its inhabitants. One of the challenging factors regarding Inclusive Education in Venezuela is that, there is a lack of monitoring and evaluation with regard to the effectiveness and efficiency of the strategies.

In order to allow for consultancy and continuity, Venezuela's education system had to undergo transformation based on the concept of the Bolivarian schools. The Ministry of Education developed a strategy whereby learners who were out of school were given informal education, which ensures an opportunity to receive education through the missionary schools.

With regard to the workshops on teachers in inclusive education, in service training on teachers was emphasised. After the introduction of the Bolivarian education, a program of training the teachers through workshops were highly concentrated on developmental psychology, in research studies, and characteristics of the child. Even through the workshops on inclusive education were conducted it would seem that teachers in Venezuela are still unprepared to meet learners with different capabilities. Despite the policies of inclusion, which are put in practice, education system in Venezuela is most totally inclusive, especially that of children's participation.

#### **2.5.5.2 Ecuador**

Inclusive Education in Ecuador contains several approaches in the likes of social inclusion, quality, integration, and special education. (Jimenez, 2007). In Ecuador, the policy on education protects the right to quality education for all persons, and the expansion of educational coverage to vulnerable groups as one of their main objective. The practice of discrimination, disparity and rejection are addressed in the policy document.

According to the report by the Ministry of Education, on special education, Inclusion is the education that need to be provided to children and youth with different disabilities within the mainstream education (Jimenez, 2007) Ecuador has endured a considerable number of convention, which have seen rectified in national legislations which have full support over Inclusive Education .According to the country's report by (Jimenez, 2007) policies on Inclusive Education are confronted with a serious challenge in connection with the allocation of resources not materializing in operational terms. The challenges reflect a more conspicuous and effective co-ordination at political, technical and economic levels. The education system in Ecuador was addressed as highly centralised and rigid, and therefore, necessitates improvements. According to (Jimenez, 2007) in his presentation at international workshop on Inclusive Education "Under the rules of special Education, all school must accept children and youth with disabilities" Despite it was discovered that inclusion is not met practice.

The report also indicated that institution of special education and teacher in the mainstream schools are working with children with disabilities, using the general education curriculum but making adjustments according to the needs of the students .On the other had it was noted that at a tertiary level education, universities accept individuals with disabilities in their classroom, for which they have adapted their infrastructure and curricula.

Teacher training in the form of workshops was phased out as it need a considerable attention for all purposes of Education Special education is left in the hands of the National division of special education to provide workshops for teachers on regular basis to develop their skills .It was discovered that there was only a small percentage of teachers who attend those workshops .In parallel the teacher Unions also engage themselves in organising the workshops.

### **2.5.5.3 Peru**

Inclusive Education in this country is structured in such a way that it offers opportunities for equal access education, which caters for support of learning material for all learners and equal opportunities for equal development of learning outcomes. All children, including those who are hard threatened by the stage of adolescent are found in schools (Whiteworth, 1999). The community at large in Peru has not realised that their children has the rights to Education, even though, Inclusive Education has reached policy levels and academic levels. Inclusive Education was also addressed as involving the inclusion of vulnerable and social groups into mainstream Education by taking into consideration, diversity, which is important in the formation of a healthy relationship of socially and liable for the empowerment of freedom.

In Peru, Inclusive Education caters for the needs of the learners living in the typical remote rural areas and scattered arrears in the Amazon and Andean highlands, which are characterised by a considerable large number of people living with disabilities, the peasants and the poor. The aim of Inclusive Education in this

country is that every child must have access to quality education in accordance with his /her capabilities and acquiring their skills to become part of their social life and a knowledge society. The concept of Inclusive Education in Peru is strongly linked to the special education and with the integration process of children with disabilities in the mainstream education.

Ames, Rajas, and Ames (2009), came up with a notion that Indigenous girls in Peru have become more marginalised. The situation reproduces ethnic, gender, inequalities and stigma. A meaningful Inclusive Education in Peru required a challenging culture of learning in schooling, and school policies had their own way of working, which could reinforce inequalities and discrimination against certain children. Gender dimensions that affected learner's experiences, have to be recognised and changed. Learners need to be active participants in shaping and determining their own educational priorities.

#### **2.5.5.4 Zimbabwe**

According to UNESCO, Inclusive Education is a process of addressing and responding to the diverse needs of all children by increasing the participation in learning and reducing exclusion within and from education (Nguyet & Ha, 2010). This country is one of the signatories to the Salamanca Statement and Framework for action on Special Needs Education and other international Charters and conventions (Mpofu et al 2007; Musengi et al, 2010 & Chireshe, 2011).

The government policy on Education was made in such a way that it promotes growth and equity (Zvobgo, 1997). To add on that the government also improved its system of Education by passing on a new Education Act. In essence, this country does not have a specific policy on Inclusive Education, but instate the Disabled Person's Act of 1996 and the Zimbabwe Education Act of 1996 are there to serve as policies regulating the functioning of inclusivity in the country. According to the study conducted by Education Management and Information System, (2004), it was discovered that Zimbabwe has 14,115 learners with Mental Disorder, 50,000 learners with Physical Disabilities, 1,634 learners with hearing impairment and 2,634 learners with visual disadvantage in 2004.

The issue of providing teachers who are already in-service an inclusive education training, it was left in the hands of the universities and colleges to facilitate the programme. Many teachers remained untrained in the area of Inclusive Education. Forbes (2007) argued that the obligation of Inclusive Education will be met by when all teachers in the country's schools have received adequate training in special education needs. It has been argued by some teachers that the challenge they are facing is the lack of teacher training in Inclusive Education could be dealt with by having peripatetic or itinerant special education teachers. The implication is that in Zimbabwe, a better service could be availed if specialist teacher could move from one school to another to provide support to the needy learners.

Teachers are not provided with workshops on Inclusive Education in this country, but in-service training programmes are offered in order to keep the mandate of the country's Act concerning all learners including those with different kinds of disabilities. The Schools Psychological and Special Education also provide counselling to learners with disabilities with a view to assist teachers to enhance Inclusive Education in schools (Mpofu & Nyanungo, 1998).

#### **2.5.5.5 THE SOUTH AFRICAN PERSPECTIVES ON INCLUSIVE EDUCATION**

1994, marks the beginning of transformation in all government departments, including the Department of Education. The birth of democracy in the country resulted in a series of programmes and frameworks where services are to be provided to all South Africans equally (Engelbrecht, 2006). Transforming education in the country has been undertaken through four stages of history: from the 18<sup>th</sup> to the 21<sup>st</sup> century.

South Africa, like any other country in the world, experienced the hardship of placing learners with disabilities in the Mainstream Education Band. This marks the first stage of the history of Education. Truly speaking the ancient community adopted a discriminatory attitude in terms of accepting people with disability in their respective areas of jurisdiction. Many lives of people with differences were lost on the basis of their state of disability. (Naicker, 1999).

These groups of people were then categorised under people with disability in terms of sight, deaf, physically handicapped and mental disorder. The attitude had a negative influence towards these people with different forms of impairment in the South African context in the 17<sup>th</sup> century. As South Africa is a multi-cultural country, discriminatory attitude was evenly spread amongst all ethnic groups and people with disabilities were categorised and made to suffer (Naicker, 1999).

The 2<sup>nd</sup> stage of the history of Education in South Africa emerged after the arrival of Jan Van Riebeeck in 1652, where the education system was highly dominated by the White Community under the influence of the Catholic Church. During the period between 1652 and 1963, the nature of the Education System was extremely oppressive, and there were no provision for Special Education for the Blacks communities. (Naicker, 1999) indicate that the provision for Special Education Needs for the Blacks community started in 1963. Most of the black communities started to gain access to the Education field conditionally, if they join the Catholic Church and the Protestant congregations.

The 3<sup>rd</sup> stage of the history of education in South Africa emerged from 1963 to 1994. During this period the tri-cameral parliament, passed on the Act N0.39 of 1967, which asserts that only the White learners were allowed to have psychological support teams in schools. Mobile Health Support Structures were made available to White community schools (Naicker,1999). In subsequent years, the new policies were established and the old ones were amended in terms of discrimination and disparities in Special Education Needs and Education Support teams.

The 4<sup>th</sup> stage of the history of education in South Africa, emerged after the first democratic elections in 1994. The education system had to change drastically where the education departments in the country were consolidated into one single department under the auspices of one Minister (Engelbrecht, Oswald & Forlin, 2006 & Maher,2009).



Given the above information about the history of education in South Africa's nightmare apartheid era, each and every policy brought forward had to ensure that the human rights and ethics are respected. Therefore, the introduction of Inclusive Education, supported by the Education White Paper N0.6 on Special Needs, Education: Building an Inclusive and Training System (2001) was introduced in order to create a single Education system for all learners, and the document was officially launched in 2001.(DoE,2001). The focus of this policy is to address the barriers of learning, and the core of transformation in Education throughout the country. (Engelbrecht, et al.,2006).

It has been a decade after the launching of the Education White Paper N0.6 (DoE,2001) but a considerable large number of learners with disabilities are still found in separate or special schools for learners with disabilities. It would seem as if there is no agreement in terms of what must and must not be done in terms of inclusion in the General Mainstream Education in South Africa. (Heap., Lorenzo., &Thomas, 2009).

According to the Statistics South Africa (SSA, 2011), the Government has estimated that 5% of the population have a disability. The World Health Organisation (WHO, 2012) added by revealing that disability has risen from the interaction between impairment, in a person's body and the society in which that person lives. The policy of Education White Paper N0.6 commit itself to: "Promote Education For All and foster the development of Inclusive Education and supportive centres of learning that would enable all learners to participate actively in the education process, so that they could develop and extend their potential and participate as equal members of society" (DoE,2001).

## **2.6 CAPACITY BUILDING THROUGH WORKSHOPS**

Resulting from a considerable large number of qualified and under-qualified SMT members, the DoE in Limpopo province resorted to use Workshops to enhance competence on teachers and SMTs on Inclusive Education issues. The Inclusive Education Section of the Department of Education in Limpopo Province has taken

the responsibility to conduct Workshops in order to equip the SMTs and teachers with the necessary skills needed for Inclusive Education. However, it is still unknown whether the strategies employed are effective or not in this regard.

Fullan (2004) argue that the teachers and SMT members when they returned to their classrooms from workshops, still there is no change in practice, a cause of dissatisfaction seems to be emerging as observed from literature review on professional development on teachers and SMT members in developing countries (Vilegas-Reimers, 2003; Leu, 2004; and MacNeil , 2004).Classroom teachers will form an important Human resource for the better achievements of Inclusive Education. The effective implementation depends on the need to improve the skills and knowledge of the SMTs, and teachers for Inclusive Education implementation.

## **2.7 THE STRATEGIES USED TO EMPOWER THE SCHOOL MANAGEMENT TEAMS**

Prinsloo, (2001) Identified three models which can be applied concurrently with the workshops on Inclusive Education, to motivate, encourage and empower the SMTs and teachers in the general mainstream education. The models do play an important role and can be applied in the teacher training centres in an attempt to empower all in-service teachers inclusively for the effective implementation of Inclusive Education. The models are as follows:

- ❖ Lectural Disability and Specific Learning Disability model.
- ❖ A manual to train teachers to assist mildly intellectually impaired learners.
- ❖ A model for teachers and SMTs to provide learners with diversity needs in the classroom.

Mphunngoa, (2009), argued that teachers require a foundation and background relevant for the implementation of Inclusive Education in the general mainstream education. The main purpose of this is to provide them with the opportunity to give quality education for all irrespective of cultural background, hobbies and interests, home language and learning deficiencies. He further indicated the importance of training teachers by using the workshops on how to identify the learners with

Special needs in the classroom. The training of the SMT members is crucial in that they will provide guidance to the teachers and also offers training as well, in order to effectively implement the policy of Inclusive Education in schools. A considerable large number of SMT members and teachers in the Capricorn District of Limpopo Province of South Africa are so confused in terms of the ever-changing and dynamic system of Education in the country. In the light of the above statement the SMTs in schools in the country in general find themselves to be in a predicament and still struggle to have space for learners with disabilities accommodated in their school's compounds. (Nkone, 2009).

## **2.8 THE CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION IN THE SOUTH AFRICAN SCHOOLS**

Engelbrecht & Green (2007) highlighted several challenges to inclusive education in South Africa. These includes the following; the need to think about training and development for inclusion, the need for conceptualisation and practical integration of inclusive education agenda, the need for teacher capacity development, the physical and psychological environment, the need for role player capacity development for collaboration and the need to address current teacher morale and attitudes.

Workshops on Inclusive Education have been placed in the ascendants position as they are applied to support the SMTs with skills and knowledge required for the implementation of Inclusive Education in the classrooms. These processes, in brief, provide specialised teachers an opportunity to be incorporated in the mainstream education in order to cater for the needs of the diverse learners.

### **2.8.1 Teacher training and support**

For the purpose of this study, workshops on Inclusive Education have been placed in the ascendants position as they are used as the main pillar of support system for empowering the teachers and SMTs for effective implementation of the policy. Swart and Petipher, (2005) point out that a paradigm shift from an individual to a system approach cannot happen by simply changing vocabulary in a particular training session. The practice requires enormous amount of time because it is a

developmental process that goes beyond workshops, seminars and other forms of in-service training programmes.

The SMT members definitely requires more time for effective cascading of information down to the teachers for implementation. Arbetter and Horley (2002) posit that the Education White Paper 6 estimates a twenty- period for the effective implementation of inclusive education and there is consequently an urgent need to find ways of integrating training and support during this long awaiting period. According to Calitz (2000) teacher training support may involve a group of colleagues who are available to assist learners experiencing barriers to learning, therefore educational support services need to be organised as the role players in the implementation of inclusive education.

### **2.8.2 Role player capacity development for collaboration**

Da costa (2003) suggests that the gap between conceptualising inclusive education and an understanding of how to implement it in the day to day life of the schools is apparent not only among the SMT members and teachers, but at all levels of the system. The experiences of well matured structures were urgently needed for effective implementation of inclusive education. The development of skills is an indispensable aspect of planning and preparing for inclusive education in this regard. The schools are faced with serious challenges in the form of poor planning on the part of the school as well as resistance for change and shortage of district personnel. If the SMTs at schools are to succeed in the implementation of Inclusive Education, a crucial level of support is required from the district and provincial levels.

### **2.8.3 Teacher development capacity**

The studies conducted by Hay, Smit and Paulsen (2001) revealed that teachers and SMT members in South Africa in general definitely lack skills and knowledge in relations to inclusive education. To supplement on that, the teachers and SMT members are completely not prepared to teach in inclusive classrooms as prescribed in the Education White Paper 6. Their reasoning of rejecting the policy

is based on the fact that they were not trained enough for this, lack of time, overcrowded classes and lack of experience in teaching learners with diverse needs.

#### **2.8.4 Physical and Psychological environment**

Inclusive education policy caters for the needs of all learners and does not give a room for discrimination in terms of race, sex or any form of disability. It ensures that all children have access to good quality education in an environment that is conducive for the process of teaching and learning to take off-ground. According to Kamper (2008), reports that in many provinces in South Africa, the education system is still burdened by a legacy of disparities. The report further revealed that the schools are hart heat by a considerable large number of overcrowding and lack of physical space and the necessary infrastructure for inclusive practices.

#### **2.8.5 The influence of attitudes**

The most influential challenge in preparing the SMTs and teachers to work with diverse needs learners is to ensure that they have a positive attitude towards them and they are willing to accommodate them in their classrooms (Forlin, 2010). Engelbrecht & Green (2007), indicated that attitudes are closely related to one's opinions and are based on the previous experiences. Florian & Rouse (2010) maintain that the most mainstream teachers do not believe that they have the skills or knowledge to teach learners with diverse needs because they have not taken a specialist course. The teachers and STM members believe that there are experts "out there" to teach those learners on one to one basis and therefore, teaching them is not their responsibility. Dr Gordon Porter, (2000) reputed authority in the field of inclusive education, maintains that teachers and SMT members need to be assisted to achieve positive changes in attitudes towards new teaching methods and strategies in order to achieve inclusion schools (UNESCO, 2000).

## **2.9 CONCLUSION**

The literature review provides with a clearly defined orientations to the concept of support in both developed and developing countries. This chapter provided an overview of the background of inclusive education in an international perspective and also reflected how the EWP6 policy development took place in South Africa. The most important factor is to show the effect of workshops on the School Management Team's competence in the implementation of inclusive education in the Capricorn district of Limpopo province. The key concepts, the theoretical framework, the application of the theory, the international perspectives and the challenges came across conducting workshops on inclusive education were clearly defined. The next chapter attempts to answer the question of the research methodology with has been applied in the process of collecting data from purposively selected SMT members from schools in the Capricorn district of Limpopo Province.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

In the previous chapter, literature review, theoretical framework, conceptualisation, international perspectives, Inclusive Education in South Africa, and challenges of the Implementation of Inclusive Education were outlined in full. In this chapter, the discussion will be based on the Design and Methodology that has been used to collect data on the Effect of Workshops on the SMTs' Competence in the Implementation of Inclusive Education in the Capricorn District of Limpopo Province. This chapter was arranged as follows; the research methodology, research design, research paradigm and sampling of the participants, a detailed description of data collection, data analysis, quality criteria and ethical consideration. The study followed a qualitative approach. Qualitative method is described as an enquiry process of understanding where researchers develop a holistic picture, analyses words and provide a report on the data collected from a number of participants who took part in the study. Creswell, (2009) indicated that the study is conducted in a natural settings.

#### **3.2 QUALITATIVE APPROACH**

Qualitative research approach can be defined as an approach that enables the researchers to learn the first hand about the social world that is under investigation by means of participation in that world through focusing on the participant's views and opinions. For the purpose of this study, the researcher wished to access insight and a deeper understanding of the Effect of workshops on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. Therefore, a qualitative approach was chosen. Tesch (1990) indicates that qualitative research approach involves the methodological and a systematic study of a socially organised setting in order to formulate and solve a research problem, making sense of narrative data through a process of analysis.

Meriam, (2002) indicates that the qualitative approach is interested in how people interpret their competences, how they construct their world and what meaning they attribute to their experiences. The researcher was concerned with investigating the effect of workshops on the SMTs competence in the implementation of Inclusive Education. White (2005) points out that qualitative research may involves fieldwork and the researcher must physically go to the people, site or institutions in order to collect data and observe the behaviour of the participants and all involved in the natural setting.

A qualitative research has been carried out in a real life environment in an attempt to understand the phenomenon in context (Maree, 2007). Through the application of a qualitative approach the researcher attempted to have a clear understanding of the effect of workshops on the SMTs competence in the implementation of Inclusive Education. This was necessary in the context of this study where the Education White Paper 6, which was relatively new to the SMTs, was studied. Mason(1996) suggests that qualitative research should be strategically sound as well as sensitive to the changing context, meaning that requires flexibility. Therefore, qualitative approach and its data collection processes need to be sensitive to the social context in which it is collected (Mason, 1996).

Qualitative researchers recognises and acknowledge that they are part of the world they study, and resulting from their understanding, they are systematically monitoring their influence, their biasness, and that emotional response is part of their research responsibility (Mahlo, 2011:99). As a result of that, the researcher made sense of the meaning gained from others about the world.

Based on the statement problem and the aim of the study, the researcher opted to choose the qualitative approach because the workshops on Inclusive Education were conducted in a natural settings and the implementation process too had to take place in an inclusive classroom settings.



### **3.3 RESEARCH PARADIGM**

A research paradigm is a model that is shared by scientific communities that provide guidance on how a community of researchers could act with regard to an enquiry (Kuhn, in Mouton and Marais, 1996:150). The researcher wished to know more about the effect of workshops on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. The researcher wanted to hear the voices of the participants and show how they interpreted their competence in the implementation of Inclusive Education in their schools. Therefore, the purpose of the research project and how it was conducted was influenced by the researcher's paradigmatic beliefs. A constructivist paradigm was chosen (Creswell,2003)

In this study, the participants were the SMT members from three schools and two officials from Inclusive Education section of the Department of Education in the Capricorn District of Limpopo Province. The researcher looked for a variety of meanings and complexities of views (Creswell, 2003). On that note, a constructivist paradigm allowed the researcher to learn more on how the participants constructed their experiences gained from the workshops and apply the knowledge in the implementation of Inclusive Education, through the process of their feelings, actions, beliefs and intentions. (Henning et al, 2004; 20; Smith, Harre and Van Langenhove, 2005, p.30) interpreted within a specific context, based on the historical and natural settings of the participants. The researcher wanted to uncover a deeper understanding of the participant's experiences in terms of the state of affairs regarding the effect of the workshops they attended in preparing the SMTs for the implementation of Inclusive Education in the classrooms, based on the detailed contextual data (Mason, 1996; Meriam, 1998).

Researchers applying this form of epistemology usually ask what kind of things people do, methodology followed, what are the aims of doing the activities and what they actually mean to them. Bailey (2007:53) indicates that researchers thus become interested in the meanings, symbols, beliefs and feelings attached to objects, activities and others by participants in their natural settings.

In the next section, the sampling technique is used in this study and the reasons for using the strategy were given.

### **3.3.1 Constructivist Paradigm**

Constructivist paradigm is a theory of knowledge which was established by Piaget in 1972, and argues that human generate knowledge and meaning from an interaction between their experiences and their ideas. The researcher opted to choose constructivist paradigm because it solely depends on the naturalistic methods, preferably, interviews, observations and document analysis. Participants tend to develop subjective meanings of their experiences towards their objects or things around them. This is further confirmed by the ecological theory that state that individuals forms a relationship with the environment in which they find themselves. The aim of this study was to investigate the effect of the workshops on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. The questions asked through interviews became too broad and general, so that the participants could construct the meaning of the situation, they find themselves in, regarding the workshops on Inclusive Education.

The constructivist researchers often address the processes of interaction among individuals. Focus was on the specific context, in which people live and work, in order to understand the historical and cultural settings of the participants. The role of the researcher in this study was to be interpretive, because the researcher had to interpret what the participants actually said about the topic under study. The emphasis was on the effect of the workshops on the SMTs. Since the researcher had to interpret what the participants said, the inductive theory was generated from the findings.

### **3.4 CASE STUDY DESIGN**

Meriam (1998); Stake (1995) and Yin (2003) define a case study as a examination of one setting, a programme, a single subject, an institution or one particular event, that varies in complexity. A multiple case study is required if a study contains more than one single case. Stake (1995) uses different terminologies to describe a

variety of case studies, in the names of intrinsic, instrumental or collective case studies. In a situation that is unique, one may prefer to use an intrinsic case study, and the researcher could be aware that the results may have limited transferability. In case the intention is to gain understanding of a particular situation, then one may use an instrumental case study, as applied in this study to accomplish something other than understanding of a particular phenomenon.

The study was guided and directed by using a qualitative methodology and a case study design. Meriam (2009) defines a qualitative research design as the strategy that focuses on the understanding and interpretation of people involved in the study and their experiences, the manner in which they view the world and attach meaning to the experiences they discovered. She further indicates that a case study design is a strategy used by the researchers to explore an in-depth understanding of the phenomenon.

### **3.5 SAMPLING**

A purposive sampling strategy was applied for the purpose of this study. Purposive sampling can be defined as the purposeful selection of participants in accordance with their ability to understand what is being investigated. According to (Best & Khan, 2006), defines purposive sampling as a technique that is applied to select certain individuals, settings, or events on the ground that they can provide the data which is needed. For the purpose of this study, I selected participants on the basis that they should have attended the workshops on Inclusive Education. The SMT members must be permanently based in schools in the Capricorn District of Limpopo Province. The Directorates from IE Section of the Department of Education also make a valid contribution to the study as they were responsible in conducting the workshops throughout the Capricorn District of Limpopo Province.

### **3.6 POPULATION SAMPLING**

A Sample is studied in an effort to carefully understand the population from which the data was drawn and collected (Strydom in De Vos ,2002). Population refers to that part of the individuals who has similar characteristics. Population sampling consists of 1914 SMT members from 957 schools in the Capricorn District of

Limpopo Province. Since the District is so large, I selected two SMT members per school from four schools in the Capricorn District and two Directorates from Inclusive Education Section of the Department of Education in Limpopo Province. A total of 8 participants took part in the study where, 4 participants were males and four were females. All the participants were permanently employed and have attended workshops on Inclusive Education in the Capricorn District of Limpopo province.

### **3.7 DATA COLLECTION**

Data collection can be defined as a method that has been employed by the researchers to collect data in order to respond to the research questions and finally draw conclusions and recommendations based on the findings from the research project (Mertens in Mahlo, 2006). The following methods were used in collecting data: Interviews, Observations and documents analysis.

#### **3.7.1 Interviews**

Individuals' interview was considered to be a core method of data collection. The interviews followed a semi-structured pattern. The participants were provided with an ample opportunity to reflect on their experiences in relation to the effect of workshops in Inclusive Education. According to (Hessel-Biber, & Leavy, 2006) in - depth interview uses individuals as a form of departure for the research process and assumes that individuals have important ability and unique knowledge about the social world that is attainable through verbal communication. Meriam (1998), postulate that interviewing is the most common form of data collection in qualitative studies in education. She added that in a number of studies, qualitative approach is the only source of data collection method suitable.

Punch (1998), indicates that interview is a good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality. He also indicated that interviews are seen as the most powerful way available to gain understanding of other people's views. McMillan and Schumacher (2010), indicated that in-depth interviews uses open response questions to obtain data on participants' meanings, which is how individuals conceive their world and how they

explain or make sense of the important events in their life. For the purpose of this study, the researcher opted to use semi-structured interviews as the primary source of data collection.

Face-to-face interviews were conducted with the SMT members during their stay at work when they were not engaged in their classes. The duration of the interview was not stipulated, but depended on how the participants respond to the questions under investigation. The interviews were recorded with a video camera and transcribed with the permission obtained from the participants. Their competence gained from workshops on Inclusive Education will be of great significance to assist the teachers on how to implement Inclusive Education in their classrooms and respond to the diverse needs of learners with and without disabilities.

### **3.7.2 Observations**

Observations were taken as part of the research technique of collecting data, because the researcher wished to collect information from the natural setting, that is, the school. Observations relate to the activities of seeing and hearing (Marshall & Rossman 1994), in contrary to the ideas of Leedy and Ormord (2005), where they indicated that the process of observations can be divided into two categories, namely, participants' observation and non- participants' observation. Non-participants observations takes place when the researcher sits down in the schools natural settings and observe every activity taking place between the SMTs, teachers and the learners, whereas participant observation takes place when the researcher fully participate in the activities he or she wishes to observe in the natural settings. For the purpose of this study, the researcher spent every five seconds observing the verbal communication between the SMTs, teachers and learners and also observed every activity that took place in the schools. The researcher applied non- participant observation approach and did not interfere with any proceedings in the natural schools settings.

The researcher had to spend enough time at schools, where the participants carry out their daily routine. Field notes were taken on the behaviour and activities of the individuals at the research site. The advantage of this type of observation is that

the researcher had an opportunity to obtain first- hand information from the participants and from the research site. Creswell (2003) indicates that the limitations of observation are that it might affect the data collection because some participants may present problems in gaining rapport.

### **3.7.3 Document Analysis**

Document analysis refers to documents that are readily made available as sources of data to be accessed by readers and researchers. Henning, VanRensburg& Smith (2004), defines document analysis as a collection of documents and other sources which are relevant and valuable for information. Document analysis includes programmes such as articles, public documents, media reports, journals and other recognised publications. The advantage of this data collection is that I will be able to obtain language and direct wordings of participants. Creswell (2003), indicates that the limitation might urge me to search more information in hard to find places, and some of these documents might be incomplete and might not be enough. For the purpose of this study, the following documents collected from schools and analyse(a) the Education White Paper N0.6, issued by the Department of Basic Education and Training, (b) the school policy documents on Inclusive Education, obtainable from SMT members and (c) the Skills, Identification, Assessment and Support documents.

## **3.8 DATA ANALYSIS**

In the application of qualitative approach, data has been collected and interpreted with the aim of drawing conclusions that finally reflects the interests, theories and ideas that will initiate the enquiry. Meriam (1998), cites that data collected can be analysed on a continuous basis throughout the study. Data will take the form of content based analysis. The transcriptions will be of great assistance in analysing the volume of data collected. Creswell (2003), adds that there are strategies that are used to check the relevance and the accuracy of the findings for qualitative data. Hycner (1999), cautions against the term data analysis in phenomenological study because analysis usually means loss of the whole phenomenon.

Coffey and Atkinson (1996) regard qualitative data analysis as a set of systematic procedure used to identify essential features of relationships within the data. The data analysis procedures developed from this study will make an attempt to capture, preserve and report the thinness of the competence of SMT members regarding the workshops on Inclusive Education. For the purpose of this study data will be analysed by using content analysis. Hancock (1998) defines content analysis as a technique used for gathering and analysing the text in order to classify, summarise and tabulate it. The contents can be words, sentences, pictures, symbols and ideas in this regard.

### **3.9 QUALITY CRITERIA**

The researcher made a great effort of compliance to the principles of trustworthiness throughout the study. Quality criterion is used to prevent mistakes and is part of management activities. Trust worthiness of data addresses issues in connection with dependability, transferability and conformability. Quality criterion is the method of ensuring the quality of being extremely thorough and careful in qualitative research without sacrificing relevance. Trustworthiness is defined as the extent to which the findings give a true reflection of the data collected (Babbie, 2007). The findings of the research were real issues with which the teachers and the SMTs encountered in the implementation of Inclusive Education, without leaving any information behind in the Capricorn District of Limpopo Province. In the next sections the three criteria to ensure trustworthiness and their relevance in the research project are discussed in details.

#### **3.9.1 Dependability**

Dependability refers to whether or not a person get the same answers by using instruments to measure something more than once (Bistch, 2000a). Instruments such as thermometers and scales, or participants can be used to give measurements in this regard. Dependability of data is the extent to which the same findings could be repeated if the same research instruments were used with the same participants under the same conditions (Creswell 2003) .The researcher used the interviews, observations and document analysis to understand the effect

on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province of South Africa in an effort to achieve dependability. The researcher followed all the processes that were transparent, communicable and coherent to arrange the data in a format that could be followed and accepted by other researchers.

### **3.9.2 Transferability**

Transferability refers to the degree to which research results can be applied to a context apart from where they were gained or within different subjects. Transferability can be used in determining the extent to which findings can be applied in other contexts or with other respondents, the similarity between sending and receiving context Bistch, (2000a). In contrast to the quantitative research techniques, the burden of proof shifts from the researchers to the person who wants to apply the research results.

The researcher opted to give a detailed description of the research situation and the context so that people who read the research study can ascertain whether and to what extent the results are reliable or valid, to be used by other researchers in their own situations (White 2005:202). Joppe (2000) defines reliability as the extent to which the results are consistent over a period of time and the accurate representation of the total entire population under study.

Conrad & Serlin (2006), claims that the findings are reliable when other researchers reveal the same results under the same methodology. Then results will be reliable. Babbie & Mouton (2001) similarly adds that it is a question of whether a particular technique when applied repeatedly will yield the same results on the same project a potential user through a thick description and purposeful sampling. The validity of an instrument is seen when the instrument measures exactly what it is intended to measure. According to (Conrad & Serlin, 2006), the results and the findings of the research is internally valid when the researcher can draw a meaningful interferences that measures exactly what they are intended to measure. Findings are internally valid in this regard.



### **3.9.3 Conformability**

Conformability deals with the issues of biasness and prejudice of the researcher. Data, interpretations and findings are anchored in individual and context, apart from the research Guba (1991) stipulated that a researcher can maximize neutrality by using a team of researchers that have experience in qualitative research methods, rather than a single researcher. In order to establish trustworthiness, a team of two experienced researchers in qualitative research was employed to confirm the results that were reflected on the data.

The researcher tried to show accuracy in describing and interpreting the participant's competences. Credibility relates to the internal validity, where the aim of the study demonstrated to ensure that the study was conducted in a way that is accurate and correctly described.

During the process of collecting data, the researcher kept a record of all the issues that are necessary, and that could affect the study in any way, such as the character, feelings and emotions of the participants. The researcher ensured that the personal views, feelings and attitudes of participants were taken into considerations and determined to a great extent how they would have an effect on the whole study. The personal feelings about the study were recorded with a video camera.

## **3.10 ETHICAL CONSIDERATIONS**

When conducting a study in a school context, professional ethical practices are of great importance, with the rights of individual preferences (De Vos, 1998,24). The following ethical considerations were adhered to in this study.

### **3.10.1 Informed consent**

In order to receive informed consent, the researcher's aim of the study and the process were explained in full to the participants, and an informed consent to participate in the study was received verbatim and in writing. The participants were informed that they may withdraw from participation at any stage during the research process, without any form of penalty. The researcher was sensitive to the

principles of human rights and dignity, and the importance of protection of the participants from any form of harm was highly rated.

### **3.10.2 Permission**

In order for the research to be conducted, permission was received from the Research Ethics Committee of the University of Limpopo in South Africa. Permission was also received from the Department of Education to conduct the study in public schools of Capricorn District of Limpopo Province. Written permission was received from the participants in the form of completion of the consent forms. (Refer to appendix A and B).

### **3.10.3 Voluntary participation**

Participants were informed that their participation was highly valued in the study and was on voluntary basis, there shall be no stipend for their participation and that they had the right to participate up to the extent they wish to participate without any form of penalty or offence. This means that the participants were informed that they were at liberty to withdraw from participation at any moment.

### **3.10.4 Research Integrity**

The researcher strove to maintain the integrity when carrying out the research project. The researcher attempted to comply to the high standards with limitations of findings and methodological constraints indicated, accurately representing areas and degrees of expertise, and reporting findings, to avoid misrepresentation of results (Mouton, 2001).

### **3.10.5 Confidentiality and Anonymity**

Any study involving the participation of human beings, should be treated with great respect to the participants' rights and privacy. In this study, participants were informed that the researcher and his supervisor would have access to the information. Data collected would be kept confidential and their identity would be protected and their names would be omitted or pseudonyms used.

### **3.10.6 Feedback**

Feedback may be forwarded to the Principals of the schools that participated in the study in a form of a complete written document.

### **3.10 CONCLUSION**

In this chapter the researcher discussed the aim of the study and described the research design and methodology that was used to undertake the study. The research paradigm, the research design, data collection methods, site and participant selection criteria and data analysis strategies were fully explained. Quality criteria were explained and finally the ethical considerations were presented. Chapter Four will discuss the data analysis process that was followed.

## **CHAPTER 4**

### **PRESENTATION OF FINDINGS**

#### **4.1 INTRODUCTION**

In the previous chapter the following topics were discussed, research approach, research paradigm, case study design, sampling technique, population sampling, data collection, data analysis, quality criteria and ethical considerations. The purpose of this chapter is to present the data which was collected through interviews, observations and document analysis. The interviews provided a valuable amount of data, to be presented verbatim in this chapter, so that the voices of the participants can be heard, leading to an in-depth understanding of their competence with regard to the implementation of Inclusive Education. The data which was collected through interviews with the participants was transcribed and will also be presented. Through data analysis, five main themes emerged, which will also be discussed. This chapter is structured as follows, introduction, data analysis methods, profile of the participants, presentation of the findings and summary.

#### **4.2 DATA ANALYSIS**

Qualitative data analysis takes place throughout the process of data collection, the researcher constantly reflecting on impressions, relationships and connections. Maree (2011), defines qualitative data analysis as a process of extracting some form of explanations, understanding or interpretation from the qualitative data collected from the participants. Bassey (2002:84) defines qualitative data analysis as a process of intellectual struggle with the volume of data collected. For the purpose of this study, descriptive and content data analysis was applied using an inductive approach which was constructive in nature aimed at investigating the effect of workshops on the SMT members in the implementation of Inclusive Education in the classrooms. Content analysis refers to a process of analysing qualitative responses through identification of keys and making of summaries (Maree, 2011). Descriptive data analysis refers to the process where data was organized according to participants' profiles in the form of age, gender, level of

education and home language. The verbatim accounts of the interviews were transcribed and different categories relating to the research topic were formed and data from participants was arranged according to the themes. The aim of data analysis is to obtain essential and valid answers to the research question. For the purpose of this study, Creswell's model of data analysis was adopted. The researcher started the process by transcribing the data collected, making the text from video- taped interviews and documents and thereafter, typed as word processing information. The researcher read all the data collected and thereafter, broke the data into smaller units.

The following steps were taken into account:

- ❖ The researcher read all the data collected, and then broke the large volume of data into smaller units in the form of sentences.
- ❖ The large volume of data was perused on regular basis to obtain a sense of its meaning and what it entails.
- ❖ The researcher then identified possible categories and themes that emerged from the data.
- ❖ Finally, the researcher integrated and summarised of the data.

(Creswell, 2002, 150)

The researcher attempted to gain a thorough understanding of the topic under study and continuously fine-tuned the interpretations throughout the process of data analysis. Profiles of the SMT members are discussed in the next section.

### **4.3 PROFILES OF THE PARTICIPANTS**

Table 4.1 indicates the profiles of the participants who took part in the study. They were requested by me to briefly introduce themselves and their introduction included the form of training and experiences they acquired. Their responses were written down and formed part of the study. In order to adhere to the ethics, the participants were assured of their confidentiality and anonymity. The respondents were identified as P1ISR and P2ISR from Inclusive Section of the Department of Education and P1SA and P2SA from School A, P1SB AND P2SB from School B

and P1SC and P2SC from School C in the study, with their names remaining anonymous to the public and only known by the researcher and the promoter.

Table 4.1: Profile of the Respondents- School Management Teams

R	Qualifications	Work Profile
P1ISR	STD III Bachelor of arts Honours degree in history	37 years working experience 1985 cs1 teacher 2010 senior manager for inclusive education in Limpopo province
P2ISR	Junior or secondary teacher's certificate B. Agric (Administration) Bed honours (curriculum development) UED	39 years working experience 1977 cs1 teacher 1987-2007 curriculum advisor 2008-2010 district co-ordinator: 2011- to date curriculum manager for inclusive education
P1SA	Senior teachers diploma Ace in management Bed honours in education Currently registered for masters in curriculum studies	23 years working experience Worked at two different secondary school from 1994-2013 In 2014 appointed as a principal –to date
P2SA	Secondary teachers diploma Diploma in learners with learning barriers Bed (HONS) in curriculum studies	19 years working experience Work secondary school Taught senior phase Taught in a special school for 2 years
P1SB	Standard 10 (grade 12) Ba PAED Bed (honours) Med in (inclusive education)	25 years working experience 1991-1992 worked at a secondary school 1993- primary school teacher 1994- acting principal. 1995 -2015 HOD for social sciences, SIAS coordinator and member of the SBST.
P2SB	Primary teachers certificate B.A Education Bed honours in management Higher education diploma Further education in education Computer studies module 1 to 3 Currently intend to register for masters in adult education.	37 years working experience From 1979 as cs1 educator In 1986 promoted as HOD 1991 promoted as the principal to date Currently teaching natural science grade 7 Currently aging 64
P1SC	PTC ESC SED HED ABET ACE	24 years working experience Worked at Kgokong Primary School before and transferred to Maphotla Primary School. 24 years of experience in teaching Currently teaching Life Skills, Maths , English and Sepedi
P2SC	Secondary teachers diploma Bachelor of arts Ace (school management& leadership) Diploma in :project management & :financial management Certificate: ETDP seta (outcome based assessment 7 Masters of development studies Doctor of philosophy	46 years Cs1 teacher-1993-2008 Head of department from 2008-2009 P12 principal 2009 may- 2009 December P13(deputy principal) December 2009 –to date Subjects taught: accounting, economics, studies, tourism

### **4.3.1 DESCRIPTION OF THE PARTICIPANTS**

The participants are categorised into two categories, i.e. the departmental representatives and the SMT members of the participating schools.

#### **4.3.1.1 The first category:**

From the two departmental representatives, participant 1 is a male. He has been employed in the Department of Education for 37 years, since 1985 where he worked as a CS1 teacher and from 2010 he was appointed as a Senior Manager for Inclusive Section in the Department of Education in the Limpopo province. His qualifications are Senior Teachers Diploma (STD), BA in Education and BED Honours in History.

Participant 2 is also a male and has worked for the Department of Education for 39 years, where he started working in 1977 as CS1 teacher at a Primary school. In 1987 he was appointed as a curriculum advisor until 2007. In 2008 he was appointed as a District co-ordinator and from 2011 he was appointed as a Curriculum Manager for Inclusive Education in Limpopo province. His qualifications are Junior Teachers Certificate, B. Agric (Administration), BED Honours in Curriculum Development and UED.

#### **4.3.1.2 The second category:**

This category consists of the School Management Team members from three schools that participated in the study. The schools are identified as school A, school B and school C, where two SMT members took part in the study and named as participant 1 and participant 2 from each participating school.

From school A, P1SA is a male participant. He has 23 years of teaching experience. He started working in 1994 as a CS1 teacher at a High school in the district. In 2013 he was appointed as a Principal of combined school in the Capricorn district of Limpopo province. His qualifications are Senior Teachers Diploma, Advanced Certificate in Education (in Management), BED Honours in Education and currently registered for MED in Curriculum Studies with UNISA. P2SA is also a male with 19 years of experience in teaching at a secondary



school, he taught senior phase classes and also taught in Special schools for 2 years. He is a Head of Department of Science and Technology. His qualifications are Senior Teachers Diploma, Diploma in learners with learning barriers and BED Honours in Curriculum Studies.

From school B, P1SB is a female with 25 years of teaching experience. She started working in 1991 -1992 at a Secondary school in Senwabarwana district of Limpopo Province. In 1993 she worked as a Primary school teacher. In 1994, she acted as a principal in a school in the Capricorn district of Limpopo Province. In 1995 to date, she is working as a Head of Department at the same school she once acted as a Principal. Her duties are as follows; an SMT member, SIAS coordinator and member of the SBST. Her qualifications are as follows, Grade 12, BA PAED, BED Honours, MED in Curriculum studies with UNISA, currently registered for a PHD Degree in Inclusive Education.

From school B, P2SB is a female participant with 37 years of teaching experience. She started working in 1979 as a CS1 teacher at a primary school in the Capricorn district of Limpopo province. In 1986 she was promoted as a Head of Department at the same school. In 1991 she was promoted as the Principal of the same school to date. She is currently teaching Natural science in Grade 7 is about to retire on the 31 May 2016. She has the following qualifications, Primary Teachers Certificate, BA in Education, BED Honours in Management, Higher Diploma in Education, Further education in Education, Computer Studies module 1 to 3 and currently intends to register for MED in Adult Education.

From school C, P1SC is a female participant. She has 24 years of teaching experience. She started working in 1992 as CS1 teacher at a primary school in the Capricorn District of Limpopo province. She has been appointed as a Head of Department of the languages Department and she is currently teaching Life skills, Mathematics, English and Sepedi in Grades 6 and Grade 7. Her qualifications are PTC, ESD, SED, and HED, ABET and ACE in Management.

The last participant in the study is from school C, that is, P2SC is also a female with 46 years of age and 22 years of teaching experience. She started teaching as

CS1 teacher at a secondary school in the Capricorn district of Limpopo province in 1993- 2008.

In 2008 she was appointed as Head of Department of commercial stream in the same school. In the month of May 2009 she was appointed as a PL2 Principal. From the month of December to date she has been appointed as the PL3 (Deputy Principal of the same school). Subjects taught are Accounting, Economics, Business Studies and Tourism. Her qualifications are as follows; Secondary Teachers Diploma, Bachelor of Arts, ACE (In School Management and Leadership), Diploma in Project Management, Diploma in Financial Management, Certificate in ETDP SETA (Outcome-Based Assessment, MED in Development Studies and a Doctoral degree in Philosophy.

It is important to bear in mind that in the presentation of findings the themes and the sub-themes are inter-connected and that the responds by the SMT members would be related to more than one theme. Presentation of data is followed by a brief analysis by the researcher.

#### **4.4 PRESENTATION OF THE FINDINGS**

The findings are presented according to the main themes to be discussed during the analysis stage of the report. Firstly, an introduction of all the themes will be presented in order to provide the reader with a clear understanding of the structure for this section. Following the introduction, each theme will be presented and discussed in details under the guidance of the findings. The researcher had eight themes in the study, but at this research level, only five of the eight will be discussed in the presentation.

##### **4.4.1 INTRODUCTION OF THE THEMES**

- ❖ Understanding of Inclusive Education
- ❖ Organisation of Venue
- ❖ Contents covered by the Workshops:
- ❖ Sub- Themes
  - (i) Differentiation

- (ii) Individual Attention
- (iii) Adaptation
- ❖ Challenges in conducting the workshops:
- ❖ Sub-Themes
  - (i) Time constraints
  - (ii) Lack of resources
  - (iii) Lack of Follow-up programmes
- ❖ Acquisition of skills and development gained from Workshops

## **4.5. RESULTS FROM THE INTERVIEWS**

The following themes were used in the interviews for collecting data from the participants.

### **THEME 1**

#### **4.5.1 Understanding of Inclusive Education**

Inclusive Education has been defined differently by many researchers: There is no clear definition of Inclusive Education in this regard. Some defines Inclusive Education as learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability religion, learning style and language.

Eight participants agreed that Inclusive Education caters for the needs of all learners, irrespective of their learning state of disabilities or barriers, they learn together in the same classroom and in the same school. Participants indicated that Inclusive Education involves the use of similar resources, where learners belonging to different categories receive equal treatment and access to equal education.

P1ISR who was facilitating the workshops on IE had to say that:

*“there are many ways of describing inclusive education, but in a nutshell, Inclusive Education caters for the needs of all learners in the school environment.”*

P2ISR had the following to say that:

*“IE is about teaching and learning, where a surety is given to the fact that all learners are participating actively in the lesson, given by the leader. This will mean that there is no discrimination, this will mean that there is no exclusion of any learner, in what- ever, eee way, from what-ever background of the learner, what-ever language, race, religion or physical condition, but if I have to put it more academically, it is clearly indicated and pronounced by UNESCO and also wounded by Inclusive Education White Paper 6, which I guess you could be able to peruse and assist yourself in terms of getting the core definition of Inclusive Education”.*

P1SA had the following to say that:

*“Inclusive Education caters for the needs of all learners, that is, learners from different levels of abilities. It might be physically, it might be mentally, it might be the other way. All learners must be taught in one place with their different forms of disabilities”.*

P2SA had the following to say that:

*“Inclusive Education, is the kind of education where the interests of all learners especially those from disadvantaged or designated groups are catered for. Like the interest of the learners who are not well, they have got challenges. Their interest in terms of education need to be taken care-off, how do they interact with teachers at school”.*

He continued further to say that:

*“In a nutshell, the manner in which their challenges are addressed, you find that at a certain stage, teachers ignore those challenges as indicated, they do not regard them seriously so, and they do not integrate them in the learning and teaching programme. So, that is Inclusive Education issues of diversity, how can you cater for diversity in Education.*

P1SB had the following to say that:

*“IE means to treat everybody equally and educate them at the same time. To me Inclusive Education means change, improvements, cultural restructuring, policies and practices. It means responding to differences, like males, females and people living with disabilities, religion and cultural constraints”.*

He continued further and said that:

*“Migrations, refugees must be taken into account where Inclusive Education, means of a change in education system that should flexible enough to accommodate any learner, by removing learning barriers that affect learner’s education in all schools. I think that all stakeholders in education should be involved, that is, learners, teachers, parents and obviously the community at large”.*

P2SB had the following to say that:

*“IE is about the rights to Education, in provision to non-discriminatory ways that is the way I understand Inclusive Education”.*

P1SC had the following to say that:

*“IE means that all different kinds of learners should be taught together, for example, learners from ordinary public schools should be taught together with learners from special schools, that is, the deaf, the blinds and the disabled learners”.*

P2SC had the following to say that:

*“The issue of Inclusive Education in my own understanding and with special reference from our Education history comes from the background where people were classified in terms of their socio-economic sectors of different abilities. Some were classified to be incompetent on the basis of their cognitive levels, and some were classified to be on average levels”.*

She continued further and said that:

*“The system of Education then, structurally and institutionally classified people and gave them a floral in terms of schooling to say you belong to this class. With the new dispensation, the government is trying to incorporate the responses to bring those differences together, as well as schools to be a home for those learners with diverse needs”.*

In this regard, participants agreed Inclusive Education represents drastically changed attitude of discriminatory kind of education system where learners were initially grouped according to their learning needs. Under inclusive schools system, all learners are afforded an opportunity to learn and grow without discriminatory attitudes. All schools are obliged to value all learners irrespective of their state of disabilities.

## **THEME 2**

### **4.5.2 ORGANISATION OF WORKSHOPS (VENUES)**

A venue can be described as the place where something happens, especially an organised event such as a concert, conference, a workshop or a sport competition. Since workshops were conducted at various places, the following was said about the venues where the workshops were held. Seven out of eight participants were positive and satisfied about the venues in which workshops were held, but only one participant showed to be dissatisfied about the venue, since she indicated that they were common venues.

P1ISR had the following to say about the venues: *“School halls and classrooms not used for commercial purposes”.*

P2ISR had the following to say that:

*“The workshops were conducted in school halls and classrooms with appropriate ventilation and light to suit the data projectors used in the workshops”.*

P1SA had the following to say that:

*“The workshops were conducted in a well organised big hall which was accommodative to all attendees with enough space, the facilitators were able to move around and was audible enough when presenting his content”.*

P2SA had the following to say that:

*“The venues were well organised. The teachers and SMT members who attended the workshops were divided into groups of three, and this strategy provided us with the opportunity for discussions.*

He further had to say that:

*“The venues were user-friendly and accommodative, since everybody had to attend the workshop from inside the locality”.*

P1SB had the following to say that:

*“The venue was big, cool and spacious enough to allow freedom of movement. The organisers planned the workshop in a professional manner. The facilitators were audible enough to be heard by those who were seated at the back seats in the hall”.*

P2SB had the following to say that:

*“The workshops were conducted in a hall where other educational events are usually held. The venue was big enough to accommodate all the teachers from various schools who attended the workshop. Nobody attended the workshop from outside the hall”.*

P1SC had the following to say that:

*“We were all accommodated in the hall and there was enough space, the facilitator was able to ask questions to teachers and they also asked questions, so it was nice”.*

P2SC had the following to say that:

*“The workshops were conducted in a common venue, in a very generic content and haphazard manner. The workshop was barely content laden but presented as reminders.*

### **THEME 3**

#### **4.5.3 CONTENT COVERED BY THE WORKSHOPS ON INCLUSIVE EDUCATION**

The workshops were organised by the DoE on Inclusive Education issues with the intention to capacitate the SMTs in the implementation of the Education White Paper 6.

The participants outlined three main contents covered during the workshops which are as follows; curriculum differentiation, individual attention and curriculum adaptation.

##### **4.5.3.1 Curriculum Differentiation**

Curriculum differentiation refers to the mediation of the National Curriculum Statement at an instructional level, content level and material levels to accommodate all learners including those with diversity. Barriers to learning originate from the different aspects of the curriculum such as the content, language, classroom organisation, teaching strategies, pace of teaching and the availability of time to complete the curriculum.

Eight participants agreed that all learners in the school do not learn at the same pace. Learners are exposed to different learning environments and teachers and SMT members have to accommodate the diverse needs of the learners.

P1ISR of the Department of Education in Limpopo Province had to say the following:

*“The diverse nature of the learners, their intelligence, and their uniqueness must be taken into consideration. The content subject must be relevant and appropriate. The lesson presentation be as inclusive as possible, and*



*the methodology be appropriate as well as the assessment strategies be taken into account”.*

It is evident that the workshops played an important role in alerting the teachers about the importance of applying a variety of strategies in the teaching-learning environment in order to cater for the needs of all the learners. P2ISR had the following to say that:

*“The individual consideration for lesson plans, resources used for teaching, teaching strategies to suit a learner needs and assessment strategies to suit learners should be taken into consideration in an inclusive classroom”.*

P1SA had the following to say that:

*“Learners are actually exceptionally different in many ways. There are those learners those learners who have abilities or problems so significant that they require special education or other services to reach their potential. They are exceptional because of their physical, intellectual or behavioural skills and abilities which differ substantially from the others, either higher or lower. These learners may have special abilities and talents, learning disabilities, physical disabilities and this might include either impaired vision or difficulties in hearing, autism, traumatic brain, injury and Attention Deficit Hyperactivity Disorder (ADHD).*

P2SA had the following to say that:

*“Curriculum differentiation is all about Self-Ominacation- meaning you think your school is better than others”.*

Inclusive Education delivery for learners with mild to moderate disabilities is designed to provide the learners with successful school experience comparable to that of a typically developing peer. Learners with a mild to moderate disabilities may have average or above average intellectual ability.

P1SC had to say that:

*“Curriculum differentiation is based on the assumption that learners differ in their learning styles, strengths and abilities”*

P2SC had the following to say that:

*“No two learners are the same. Each learner is unique with different abilities and capabilities. Learning content should be imparted to the learners in a manner that is unique, to accommodate the educational needs of all manners. Each learner needs to be acknowledged as a unique individual and not be seen as part of others. Interventions and support measures need to be designed in order to meet the individual needs of every learner”.*

Differentiation takes the philosophy of inclusion a step further to provide the individual needs of all learners within the General Mainstream Education. Differentiation describes a philosophy that seeks to make education meaningful for all learners, from high achieving gifted learners to those who are struggling in the school.

P1SB had the following to say that:

*“Learners with different skills must be taught together and this provide an opportunity to choose amongst different skills presented to them, once that best suit their ability”.*

The participants agreed that children with learning barriers should not in any way be excluded from learning due to their state of disabilities.

P2SB commented as follows:

*“There are different types of intervention strategies which are associated with the different forms of disabilities. As teachers we were made aware of the different intervention strategies which may include medical interventions, therapeutic interventions and educational interventions. All sectors are equally important for effective implementation of Inclusive Education”.*

#### 4.5.3.2 Individual attention

Teachers in an inclusive classroom are faced with a task of accommodating learners with diverse needs and should vary their styles to enhance learning for all students. On that note it is important for the teachers and SMT members to ensure that all learners receive the individual attention they deserve.

Eight out of eight participants agreed that the individual support programmes are indeed important for the effective implementation of inclusive Education in the District. In the light of the above statement:

P1ISR had to say the following in terms of the application of individual attention:

*“Equivalence individual attention is very much crucial. The ability of the learners is not the same and the learning pace of these learners differs substantially from one learner to another. Therefore, the individual support programmes are necessary”.*

P2ISR had to say that:

*“The Individual Support Programmes do cater for the needs of all individual learners with or without learning barriers”.*

P1SA had to say that:

*“To attend to this matter, as teachers we need to learn to teach these learners, for example, learners with visual barriers may use braille and sign language, and as teachers we need intensive training to be in a position to accommodate such learners”.*

P2SA had to say that:

*“Each learner has his own talent that needs to be unfolded and nurtured. The inputs from the workshop assist us to remove the fear of unknown to both the teachers and the learners”.*

P1SB had to say that:

*“Labelling of learners according to their disabilities must be discouraged at all, since the practice makes it difficult for the learners to cope in their studies. As teachers we need to inherit and adopt a positive attitude to all learners, irrespective of their health status”.*

P2SB had to say that:

*“We have to make sure that we address the barriers of learning in accordance with the individual needs of the learners, such as differentiation”.*

P1SC had to say the following that:

*“The Individual Support Programmes should be developed and applied in order to support the affected learners to maintain the track of support given and be certain that progress is realised*

P2SC had to say the following that:

*“Individual attention is very crucial in inclusive classrooms because a generic approach often leave out learners with learning barriers or challenges”*

From the SMTs views above, it is evident that they wished that after attending the workshop, the mind-set of all teachers could be changed. This would be of good help to the learners who were struggling and teachers would provide new strategies such as individual attention towards assisting all learners including those at risk.

#### **4.5.3.3 Curriculum adaptation**

Curriculum adaptation is an on-going dynamic process that modifies and adapts the prescribed program of studies to meet the learning requirements of a student with special needs. It enables the teaching team to welcome learners of all abilities that every student is capable to learn. Although the participants felt that the content covered at the workshops were relevant to the inclusive practices, the facilitators did

not guide them on how to make sure that all learners achieved the desired outcomes, as they had expected them to be. All participants interviewed highlighted the following issues:

Eight participants agreed that the lesson plans play an important role in giving the teachers a directive about what to teach and how the lesson in an inclusive classroom should be prepared.

P1ISR had to say the following about curriculum adaptation:

*“That the teachers and SMTs must adapt the learning and teaching material, that is, in the form of teaching methods, teaching strategies and learning materials”.*

P2ISR had the following to say that:

*“Curriculum adaptation is about customising content assessment tools, teaching strategies to suit learner’s needs and addressing barriers encountered”.*

P1SA had the following to say that:

*“The presentation made in terms of adaptation was merely a theoretical workshop, it was a theoretical session. It was clearly stated that adaptation refers to a process of making an existing learning programmes in the form of work-schedules and lesson plans as well as newly designed learning programmes that provide life- skills training and programmes directed to meet the needs of the learners must not in any way be compromised”.*

P2SA had to say the following:

*“The lesson plans must be designed in such a way that it suits the level of understanding of all learners. As teachers we were made aware that lesson preparation is important before attempting to teach the learners on regular basis”.*

P2SA continued further to say that:

*“My main problem is that I was not trained how to design a lesson plan for an inclusive classroom, I personally need to be trained for the implementation of Inclusive Education”.*

P1SB had to say the following about curriculum adaptation:

*“Adopted lesson presentation and the facilitator indicated that as teachers we must adopt the new methods of teaching, how we can make a lesson relevant and suitable to learners”.*

She further quotient by saying that:

*“A lesson preparation is crucial, as teachers, we must not go to class without a lesson preparation”.*

P2SB had the following to say that:

*“Teachers should be careful and refrain from violating the due process rights of learners as learners and parents must know the behaviour expected and the consequences of their behaviour. The teachers should accept that concerns about appearance and the opposite sex will occupy much time and energy for the adolescents. They should be helped to obtain factual information and differences in physical development”.*

She further had the following to say that:

*“As teachers, we were advised to provide a range of experiences in order to build a foundation for conceptual learning and language. Learners should be given a great deal of hand-on practice with the skills that serves as building blocks for more complex skills such as reading, comprehension or collaboration”.*

In this study, the participants indicated that the problem in designing a lesson plan for an inclusive classroom exists. This problem is experienced especially in classes

which accommodates diverse learners. Teachers are unable to cope with regard to the pace to be adopted when teaching learners with different levels of development.

P1SC had to say the following:

*“Curriculum content can be adapted in such a way that it is manageable for a wide range of learners. Adaptation refers to modification and adjustment of lesson activities and materials to make them suitable for different learners’ needs, for example, a comprehensive passage that is presented in the form of a picture, diagram or cartoon will be adapted for a blind or partially sighted learner to a narrative describing the pictorial scene, to enable the learner to visualise the scene in question”.*

The experiences were seen as a challenge to the teachers who are not as yet ready for the implementation of Inclusive Education in their school as they admit a large number of learners in their classrooms.

P2SC had to say that:

*“Lesson preparation and content impartation should be adopted to suit the diverse needs of the learners.*

Since the lesson plan carries more weight in the teaching and learning environment, teachers need more training for effectiveness in their classrooms. The findings correlate exactly with what the researcher had observed during the observation, that teacher’s lesson plans did not provide a room to accommodate learners experiencing difficulties in terms of learning. To enhance support, the participants indicated that teachers and the SMT members need more workshops to be conducted so that their level of understanding could be improved.

## **THEME 4**

### **4.5.4 CHALLENGES EXPERIENCED DURING PRESENTATIONS**

#### **4.5.4.1. Time Constraints**

Four out of eight participants indicated that the duration of training was not enough as the workshops only ran for four and half hours only. They further stated that the duration of the workshop was too short and had not expected the session to take less than a month.

In the Capricorn District, the participants clearly indicated that the workshops they attended lasted for four and half hours.

P1ISR had to say that:

*“One challenge we had was, we run our workshops now for only four and half hours which is not enough. The constraints of time now is the amount of time available, we really do not have time”.*

P2ISR also added by saying that:

*“The serious problem we are facing now is this one of time. Inclusive Education was supposed to have been implemented at the same time when the National Curriculum Statement was introduced in 2005. But it was somehow ignored as a principle of NCS. As we speak now it has been brought for implementation with the Curriculum, Assessment and Policy Statement”.*

P1SA had the following to say:

*“The duration of time taken for training the teachers for Inclusive practice is not enough; more time is needed for these workshops. If more time is granted, the efficiency of the workshops will improve.*

P2SA had to say the following



*“I would like to indicate that time is a problem. Our school accommodates learners from different places and if you think of offering extra lesson, this presents difficulties in terms of those who are using common transport”.*

P1SB had the following to say that:

*“The workshops must be given at least one week or two weeks in order to realize their effectiveness, one day or three hours is just a waste of time.*

#### **4.5.4.2 Resources**

It is clear that from the analysis of data the participants indicated that there is a serious shortage of resources at venues where the workshops are to be conducted. The DoE had a plan and structures on how to pursue the implementation of Inclusive education, however there are serious challenges in the Capricorn District of Limpopo Province. When the participants were asked about the challenges which they come across when they are to attend the workshops, they spoke of the lack of human resources, material resources, appropriate infrastructure and lack of follow-up.

Four out of eight participants agreed that as the learners are no longer paying school fund, they are running short of material and resources. The shortage of resources ranged from insufficiency to total absence. The shortage of resources in places where the workshops were conducted disturbed the effectiveness of the workshop for Inclusive Education. This was evidenced by the following comment from P1ISR who had to say that:

*“We want the SMT members who are accountable officers and at the moment we cannot succeed without them, but I think we could solve this, but there is also em .....em logistics you know, we need material, we need the exposure, so ,that material is not available. You think of the SIAS document, for example, that document is not there at schools, you talking about the EWP 6, which is not there in schools and we want people to understand these things, we have to make these things available, we have to make them available, and besides making them available, we must make sure that people read them and understand them, go into the document and*

*know it. Understand the document with the theory, and practice will never happen in the classroom if there are no theoretical relations for it. So those are the challenges as you call it, but I guess that is the part of life, we have to live with those challenges; we have to live with them”.*

P2SA had to say that:

*“Like I indicated earlier on, issues of infrastructure does fail us, it as results of economic reasons or what. But eehh Infrastructure is not on our side.*

P2SB had the following to say that:

*“The main problem is to accommodate every learner, disabled or not disabled, whereas we do not have facilities for them and resources to help them. She further said that the resources must come later after accommodating them”.P1SC had to say that: “Space, furniture, lack of resources are the serious challenges. There should be a provision of resources in order to enable effective facilitation of workshop and apply the process of cascading promptly to the teachers as the implementers of the policy”.*

P2SC had the following to say that:

*“Inadequate training, inability to respond to the needs of the learners, and that is not deliberate act, because our knowledge is insufficient, we are from the past, and we still live by the past, and the past is not relevant for this day. That is the biggest challenge. We are compromising the decision because we are not deliberately doing it, but because we really do not know what to do.*

#### **4.5.4.3 Lack of follow-up**

The participants highlighted lack of follow-up programmes as a significant factor in the effective implementation of Inclusive Education in the classrooms.

Eight participants believed that the need for follow-up after attending workshops is crucial

P1ISR had to say that:

*“There is insufficient supply of human resource in the Education Department. He mentioned that there is only two personnel based at the Head Office, and five co-ordinators based in each of the five Districts in the province. This means that the entire province depends on the seven personnel who should organise the workshops for Inclusive Education in all the Districts. The statement above justifies the shortage of manpower for the effective organisation of workshops and successful implementation of Inclusive Education”.*

He further had the following to say that:

*“Once the workshops are conducted there are no follow-up programmes to determine the results of the workshops. The cascading model seems to be ineffectively taken into consideration, since some of the SMT members indicated that they didn’t have time to workshop the teachers in their schools. Support services should be moving away from supporting the individual learners to supporting teachers in the system, in order to recognize and respond to the needs of all learners”.*

Two out of eight participants interviewed stated that support by the District officials is insufficient.

P2ISR of the Department of Education had the following to say that:

*“No follow up made, no support given to the needy teachers, the cascading model is not effective sometimes the SMTs do not workshop teachers as expected and lastly the attitude of the SMTs and teachers that is not positive”.*

P2SC had to say that:

*“Very few facilitators are hands-on with Inclusive Education in the Capricorn District of Limpopo Province. Teachers as well are not conversant with inclusive Education, making the workshops less vibrant and less fruitful”.*

## **THEME 5**

### **4.5.5 THE ACQUISITION OF KNOWLEDGE AND SKILLS**

All eight participants were of the same idea that indeed the SMTs and teachers could not acquire any skill since the training session was not enough. However, they were well qualified, and they did not have expertise in the field of Inclusive Education.

P1ISR had to say the following:

*“Yes, we have to be optimistic, about the kind of attitude that comes from what we think of the documents with a lot of information were given to the School Management Teams. A lot of explanations were made, but Inclusive Education is a very difficult phenomenon. A continuous advocacy can assist and things will change overtime. Only if the SMTs and teachers could understand these premises, modification principles and adaptations, the workshops might have worked.*

The respond of participant 1 from Inclusive Section was supplemented by P2ISR of the same office who had to say that:

*“Workshops are only enough for advocacy and thereafter an intensive training is required. He further indicated that true difference is that the theoretical differences will be that if you see things differently, your perception may bring in understanding of new concepts as used for inclusive practices”.*

Considering what the facilitators had just indicated, the voice of the SMTs also added value to what has been said in connection with the above mentioned theme had to say the following:

*“We can change the mind -set from negative to positive thinking and know that every human being has the potential to learn. As we are becoming aware, we have to change the methodology, the teaching strategies and implement the strategies that are of inclusive nature in order to be creative and innovative in terms of accommodating all learners. He further indicated*

*that we need to understand the learners themselves, as unique individuals so that we can offer assistance”*

P1S A had to say the following that:

*“All the different categories of learners with diverse needs definitely require a well trained teachers with passion, who will understand their lifestyle in a proper way, not us who attended a **micro-wave** like training for **four and half hours**, what kind of skill do you expect to acquire”.*

P1SB had to say that:

*“The workshop equipped me with a skill to assist all learners irrespective of their health status”.*

P2SB had to say that:

*“The workshop eventually helped me to develop skills that learners are not aware of and let these kinds of learners come to realise that they are accommodated in the world where there is everything that is useful to them in the future”.*

P1SC had to say the following:

*“The ability to accept and treat all learners equally whether disabled or not. The workshop also provided us with an opportunity to consider how to choose the learning topic that will cater for the needs of all learners”.*

P2SC had to say that *“The teachers and SMTs need a thorough on training Inclusive Education”. Edu*

## **4.8 CONCLUSION**

The purpose of the research was to investigate the effect of workshops on the SMT's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. The data was discussed in this chapter and confirms that the workshops on Inclusive Education need proper planning for effective implementation of the Education White Paper 6. This could be based on the data collected by means of interviews, observations with the SMTs and the Departmental Representatives. The categories of participants and their descriptions were presented in the study as well as the themes that emerged from the research. The Education White Paper 6 as the policy guideline assisted in supporting the voice of the respondents regarding the effect of workshops in the implementation of Inclusive Education.

The following chapter provide the discussion of the findings of this study.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 INTRODUCTION**

The previous chapter presented the findings of the study. This chapter will give the main findings. It is structured as follows: main findings are summarised, the discussion of the main findings, the implications of the study and the concluding remarks.

#### **5.2 SUMMARY OF THE MAIN FINDINGS**

The purpose of this study was to investigate the effect of workshops on the School Management Team's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province of South Africa. A qualitative research paradigm was used to investigate the problem. The study came up with the following five findings: Understanding of the concept Inclusive Education, the venues of the workshop, content covered by the workshops, challenges experienced during the presentations of workshops, and the acquisition of knowledge and skill gained from the workshops attended.

#### **5.3 DISCUSSION BY INDIVIDUAL MAIN FINDINGS**

##### **Main finding 1: Understanding of the concept Inclusive Education**

The teachers who participated in the study had a varied understanding of what Inclusive Education is. Some viewed Inclusive Education in a narrow sense, that is, Inclusive Education as referring to learners with learning disability. On the other hand, other participants viewed Inclusive Education in a broad sense, that is, as including other parameters such as social justice. Since there is no one agreed upon definition of the concept "Inclusive Education", this finding reveals a variety of definitions. To confirm this finding, P1ISR said that there are many ways of describing Inclusive Education, but in a nutshell, Inclusive Education caters for the needs of all learners in the school environment.

UNESCO (2008) defined Inclusive Education as a process of strengthening the capacity of an education system to reach out to all learners. Again Rogers (1993)

defines Inclusive Education as instructional practices and technological support systems that are presently available to accommodate learners with disabilities in the general mainstream education

This finding concurs with the definition by Engelbrecht, Green, Naicker and Engelbrecht (1999) who indicate that Inclusive Education is defined as a system of education that is responsive to the diverse needs of all learners. Stubbs (2008) define Inclusive Education as a wide range of strategies, activities and processes that make a reality of the universal right to quality, relevant and appropriate education. UNESCO (2005) states that:

Inclusive Education is seen as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education...[ As such,] it involves a range of changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children( UNESCO, 2005, p 13).

The researcher realised that when making comparisons between the definitions as brought forward by other researchers and UNESCO, the difference is that other writers only look at a specific barrier and conclude that this is Inclusive Education, whereas, UNESCO provides a broad understanding of what Inclusive Education is.

This finding revealed that most of the SMT members did not have pre-knowledge of Inclusive Education and out of the eight participants, only one was once head-on with Inclusive Education issue for three years. This is also evident in literature review as Winger (2008,18) noted that: *“Low quality of teacher education for Inclusive Education or lack of suitably qualified teachers for Inclusive purposes might be one of the reasons behind the poor implementation of Inclusive Education.*

From this finding, it is evident that the workshops conducted in trying to capacitate the SMT’s competence on inclusive Education did yield positive effect in the



implementation of Inclusive Education in the Capricorn District of Limpopo Province

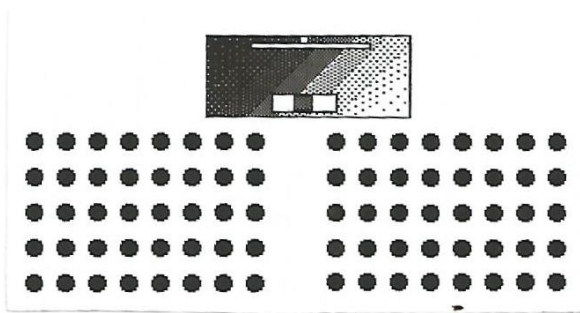
### **Main finding 2: Venues of Workshops**

The participants provided different descriptions regarding how the venues where the workshops for Inclusive education were attended. They reported that the workshops that they attended were mostly conducted in schools halls, which is a common practice in all the districts of Limpopo Province. Capricorn district was not exception to this practice. However in some areas the workshops for Inclusive Education were held in hotels and lodges. All eight participants indicated that the venues were well-organised, spacious and user-friendly.

But contrary to this sentiment, the researcher found that the rooms at these venues were not versatile, comfortable and bright with natural day light to provide a pleasant environment that will enhance the learning experience. Normally the school halls or even hotels are filled to capacity, with numbers overflowing to 200 teachers at a point. These numbers make it hard to run group discussions.

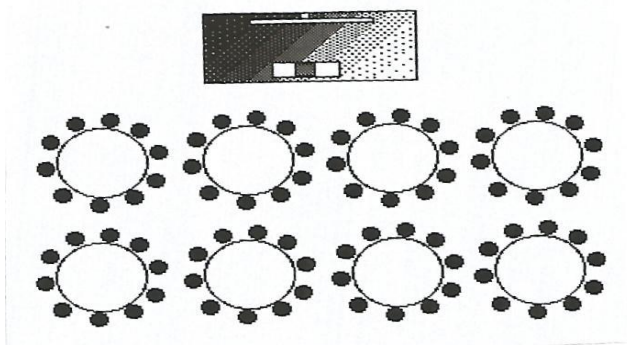
Also, the researcher found out that the layout of these school halls was not usually conducive for training. They made it difficult to use training facilities such as projectors and laptops. From this observation, it could be concluded that the venues were not conducive for training and it could not be used adequately to train teachers in Inclusive Education, and therefore the purpose of the workshops on Inclusive Education which was to: (a) assess the current status of Inclusive Education in the Capricorn District. (b) develop a common understanding of the widely used term "Inclusive Education" within the specific South African Context, (c). discuss how principles of Inclusive Education can be integrated into the curricula of teacher education programme in this country, (d) consider ways of implementing these principles in practice, that is, at school level and (e) make suggestions/ recommendations to be incorporated into the Ministry of Basic Education, Sports Arts and Culture's Draft policy on Inclusive Education.

The following structures show the manner in which workshops in the Capricorn District were organised in different school halls. The straight line- rows of chairs facing the stage, without tables. It allowed for the highest audience density and gives attendees the opportunity to be nearer to the front to create increased audience responsiveness. The venue of the workshop was arranged and organised in this manner as shown in figure 5.1 below.



**Figure 5.1: Theater-like seating**

The form of training that was conducted was not of a high standard because of the challenges it had. For example, the nature of the workshops did not qualify to be called a workshop because the participants were not sitting in groups that could give a room for discussion to be held, as shown in figure 5.2 below.



**Figure 5.2 Banquet-like sitting**

A series of round tables set with 8-10 chairs in normally regarded as a good setup for discussions and networking among the teachers and the SMTs at the table (Coastal and Marine, 1997). conducted a study in Australia where the finding

revealed that workshops were held in a banquet like sitting, that limit the number of teachers from attending, in contrary to the South African system which prefers workshops to be conducted in schools halls, that allows a multitudes of teachers to attend the workshops on Inclusive Education.

In the light of the above discussion, it was clear that the venues as used by the Department of Education were not inspected first before they could be approved for places of workshops.

### **Main finding 3: Content covered during the workshops**

The content covered during the training, according to the participants, included the modification of the curriculum, where the following aspects were taken into consideration: curriculum differentiation, individual attention and curriculum adaptation. These aspects are discussed briefly in the following paragraphs.

#### **(a) Curriculum Differentiation**

The participants revealed that the workshops were covering curriculum differentiation of all learners with or without learning barriers, they felt that the workshops they attended were helpful, since they were not fully equipped or trained for this area in their pre-service training.

This appeared to a very important part of the workshop, because the participants had a wrong or little understanding of the concept curriculum differentiation.. This finding revealed that they were taught that every learner in the didactic situation is unique, with individual, social, emotional and intellectual needs.

From what the participants said, it would appear that enough content was covered in connection with teaching, where, methodologies, teaching strategies and intervention strategies and treatment of learners with disabilities were taken into consideration. But, nothing has been said in connection with the assessment strategies for learners experiencing difficulties in the classroom situation. This aspect is important because Inclusive Education asserts that all learners and not some learners should have access to equal quality education and fair assessment.

Without this component of assessment the entire system of educating the learner as a whole is highly disturbed to great extent because the entire interconnectedness of the system is missing, that is, lesson objective, the content and assessment. According to Brofenfenbrenner's theory this means that if one of the components of the system is missing, then the whole programme could not run as planned. (Davin and Van Staden, 2005).

### **(b) Individual attention**

The participants revealed that individual attention for learners formed part of the content which was presented at the workshop for Inclusive Education in terms of accommodating all learners irrespective of their health status, race, religion, gender or sex. This finding reveals that the participants were taught in full that individualisation as a principle could be considered in the didactic situation. From this finding, it would appear that enough justice has been done in terms of training the SMTs about individual attended to all learners in the inclusive classrooms. However, nothing has been taught about strategies, which can be applied in an overcrowded inclusive classroom. Such as those found in the Capricorn district of Limpopo Province of South Africa. This aspect is important because each learner possess his or her own talent, that must be developed and nurtured. Without development of strategies on how to deal with overcrowding in inclusive schools, the process of implementing inclusive Education may be declared nil and void.

### **(c) Curriculum adaptation**

The participants revealed that Curriculum adaptation formed part of the content which was presented at the workshops for Inclusive Education in terms of accommodating all learners when preparing an inclusive lesson plan. However, this finding appears that teachers' lesson plans did not provide a room to accommodate learners experiencing difficulties in terms of learning. From the finding it would also appear that enough has not been done in terms of training the SMTs regarding the best strategies which can be used to prepare an inclusive lesson plan and lesson modification.

This finding can best be understood by using the theory of Bronfenbrenner, whereby a complete curriculum adaptation strategy may include curriculum content, adjustment of learning, teaching strategies, support materials that enhances a learner's performance, or allows at least a partial participation in learning activity, , learning programmes as well as assessment strategies. If one of the components is missing, then the whole system of curriculum adaptation may not be successfully implemented in an inclusive classroom.

Miller (2009:466) conducted a study on curriculum adaptation and revealed that adaptation involves changes to the curricular content, changes to the conceptual difficulty level of the curriculum or changes to the instructional objectives and methodology. In as far as participants P21SR is concerned, he has a good grasp of what curriculum adaptation is. If what the respondents say, anything to go by, the researcher may conclude that the workshop achieved its purpose.

#### **Main finding 4: Challenges experienced during the presentation of workshops**

The following sub-themes describe the nature of challenges identified for the effective implementation of Inclusive Education;(a) Time constraints (b) lack of human and material resources,(c) and lack of follow- up programmes.

##### **(a) Time constraints**

The finding revealed that one of the major aspects that determined the success or the weakness of the workshops was seen to be time constraints. The participants said that the workshops for Inclusive Education run for only four and half hours for the whole district. However, this finding may indicate that workshops were not allocated the necessary time for training those teachers. and did not provide enough time for the content to be covered by the workshop.explanations of terminologies as used for Inclusive practices. All participants agreed that the time allocated for the workshops on Inclusive Education was not enough.

This finding can best be understood by using theory of Bronfenbrenner, whereby, time –constraints may include enough time allocation and time management, for

the effective implementation of Inclusive Education in the didactic situation. The study conducted by Fullan(, 1991), state that the effective management of time may result in effective application. Cutler and Roupp, 1999 as in ( Luning, 2015) indicates that the duration of workshops is important. This is further confirmed by respondent P1SA, who said that: “the duration of time taken for the training of teachers for Inclusive Education is not enough; more time is needed for these workshops”. In the light of what the respondents had indicated, the researcher concluded by indicating that, the workshops on Inclusive Education did not achieve the set objective.

### **(b) Resources**

The finding revealed that the shortage of resources became one of the factors that were seen as a serious challenge experienced during the workshops for Inclusive Education. These challenges ranged from insufficiency to total absence. This finding revealed that there were no provision of efficient human resources and material resources that are needed for the implementation of Inclusive Education.

### **(c) Shortage of human resource**

This finding attested that there was a shortage of permanently employed personnel who are professionally trained and academically head-on with Inclusive Education in the Capricorn district of Limpopo Province. This finding was confirmed by (P1ISR) who said that the whole Province depends on seven permanently employed personnel, that is, two personnel, based at the Head Office and one personnel each based at the five districts of Limpopo province.

This might mean that the whole district did not have manpower to conduct workshops on Inclusive Education, and this matter poses a serious challenge which negatively effect on the implementation of Inclusive Education. With reference to Bronfenbrenner’s ecological theory, all the systems that are concerned with the particular field of activity should liaise with one another in order to form a complete set. If one of the components is missing or not effective, then, the whole programme may not be effectively implemented.

The researcher concluded that since only two personnel were head-on in conducting workshops for Inclusive Education for the whole district, and it has not been tested as to whether all areas were trained for these new policy, therefore, the researcher sees this form of teacher training for Inclusive Education as a dismal failure.

**(d) Material resource**

The participants revealed that due to the large number of SMTs who attended the workshop, the workshop became a meeting or an information forum, with a shortage of material resources such as data-projectors, chairs, electricity and Inclusive Education documents such as EWP6 and the SIAS documents. This finding reveals that the seating arrangements were not designed for the workshop because they were not seated in groups to provide allowance for discussion (refer to figure 5.1)

This finding can best be understood by referring to Bronfenbrenner's theory whereby components such as human resources and materials needed for workshops on Inclusive Education are necessary and if one of the components is missing then, the whole programme may be highly disturbed.

This finding is in line with the results of the studies conducted by (Myles and Simpson, 1989; Semmel, et al, 1991; Vaughn, et al, 1996; Christie, 1998; Reusen, Shoho and Barker, 2001), which indicated that teachers within the inclusive settings need both human and material resources for inclusive practices.

This finding was confirmed by P1ISR who pointed out that they needed materials; they needed the exposure, that material was not available. For example, the SIAS documents and the EWP 6 are not there at schools and they are needed for effective implementation of Inclusive Education. Therefore, the researcher concludes by indicating that the workshops conducted did not achieve their set objectives.

### **(e) Lack of follow-up programmes**

The finding revealed that all participants indicated that a follow-up programme was not established and it was important. However, follow-up programmes are needed in order to evaluate the strength and the weakness of the workshops and to rally anew all misconceptions, mistaken ideas and wondering thoughts about Inclusive Education.

After the workshops are conducted a follow-up programme becomes necessary to determine the results of the workshops. This finding reveals that follow-up programmes were not established, since they came back from the workshop. Nothing is known whether their practices in the inclusive classroom are right or wrong, or whether, those who attended the workshop do cascade the feedback as required by the Department of Education. This finding was confirmed by P2SC who said that very few facilitators are hands –on with Inclusive Education in the Capricorn district of Limpopo Province. Teachers as well are not conversant with Inclusive practices, making the workshops less vibrant and less fruitful.

Review Committee on Curriculum (2005, 2000: 61) indicated that there is practically no continuous support after attending the workshops. This was further supported by the Council of Scientific and Industrial Research which was appointed in 2008, to undertake the overall project management of the field test, the Sisonke Consortium for Human Resource development. The test highlights the main challenges as being the glaring disparities in the resourcing of schools across the provinces, the lack of support by district officials as well as the delay in converting both mainstream schools to full-service schools.

### **Main finding 5: The acquisition of knowledge and skills gained**

The participants revealed that the knowledge they gained from the workshop was limited. They felt that content that should have been dealt with and treated for two weeks, was made to be completed within a short- time frame. This is however; their expectations during the workshops on Inclusive Education practices, concepts, terminologies and inclusive strategies were not addressed, because even after the attending the workshops for Inclusive Education, they still struggle to



accommodate learners with diverse needs in their classrooms. This was witnessed by PISA, who said that all different categories of learners with diverse needs definitely require a well trained teachers with skill and passion, who will understand their lifestyle in a proper way, not us who attended a **micro-wave** like workshop for **four and half hours**, what kind of skill do you expect to acquire.

Wilderman and Nomdo (2007, 2) found that both National and Provincial levels, agreed about the parameters of the interventions that were intended to eliminate systemic barriers to learning. This is in line with the theory of Bronfenbrenner .Again, Hargreaves and Fullan (1992:75) showed the urgency of teacher training as an important tool for teacher education for inclusivity. Successful skills development experiences have a noticeable effect on the work of teachers (Villegas- Reimers, 2003:19-23. Therefore, this study found that professional development has not been fulfilled up to its fullest capacity.

#### **5.4 Implications of the study**

This study has few implications for the Education Department as a whole, especially for the Capricorn District of Limpopo Province. In the first place, The findings revealed that the workshops on Inclusive Education could not cover the whole content as prescribed by the EWP6 within a given time, therefore, Universities and Colleges of Education may also participate in offering courses and modules for Inclusive Practices. Secondly, the study revealed that enough justice has not been done to the teachers and the SMTs in terms of offering training for the successful implementation of the EWP 6. This implies that more workshops and longer training are needed. The study served as a guiding yard-stick for the future researchers in the Capricorn District of Limpopo Province in the field of Inclusive Education. Therefore, it is very crucial for policy-makers to be aware that the success of each policy depends on the capacity of the implementers. Lastly, it is of paramount importance that, the stakeholders take responsibility (Department of Education, parents, teacher unions and NGOs) in education to note that once a policy has been approved and legislated, it must be fully resourced from the top to bottom levels of the systems.

## **5.5 CONCLUDING REMARKS**

The aim of this study was to investigate the effect of workshops on the School management team's competence in the implementation of Inclusive Education in the Capricorn district of Limpopo Province. The importance of the study may be to provide and establish possible solutions towards strengthening the weaknesses in the education system as it is currently. For the learners to succeed in the Capricorn district, professional development programmes are required to fully capacitate teachers and the SMTs for Inclusive practices. The awareness campaigns may be the starting point, with advocacy so that all stakeholders involved in the education system may be well prepared for inclusive practices, and thereafter, offer the necessary training that is required.

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## **LIST OF APPENDICES**

APPENDIX A: Ethical clearance certificate

APPENDIX B: Letter for permission from Limpopo Department of Education

APPENDIX C: Letter of consent for participants

APPENDIX D: Interview schedule





**University of Limpopo**  
Department of Research Administration and Development  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

05 February 2016

**Mr ME Maebana**  
Department of Education Studies  
**UNIVERSITY OF LIMPOPO**

Dear Mr Maebana

**APPLICATION FOR ETHICS APPROVAL**

Researcher: **Mr ME\_Maebana**  
Title: **The impact of workshops on school management teams' competence in inclusive education in the Capricorn District of Limpopo Province**  
Supervisor: **Prof MJ Themane - University of Limpopo**  
Co-supervisor: **N/A**  
Served at TREC on: **27 January 2016**  
Decision of TREC: **Conditional Approval**

**Condition:**

- (i) The TREC application form should be completed and signed as required.

Kindly make the necessary correction and submit the required information as soon as possible so that your ethical clearance certificate can be processed.

N Monene  
Secretary: Turfloop Research Ethics Committee

**CC:** Prof TAB Mashego: Chairperson - Turfloop Research Ethics Committee  
Prof RN Madadzhe: Faculty of Humanities  
Dr RS Maoto: School of Education



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

*Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: [MakolaMC@edu.limpopo.gov.za](mailto:MakolaMC@edu.limpopo.gov.za)*

UNIVERSITY OF LIMPOPO  
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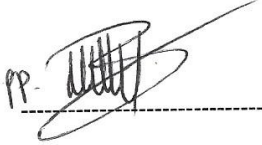
MAEBANA ME

**RE: Request for permission to Conduct Research**

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"TEACHER EDUCATION FOR INCLUSIVE EDUCATION"**.
3. The following conditions should be considered:
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
  - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
  - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
  - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

PP. 

Mashaba KM

Acting Head of Department.

21.04.15

Date

## **APPENDIX C: LETTER OF CONSENT FOR PARTICIPANTS**

Dear Participant

Your participation in the study is highly rated and appreciated. The aim of the study is to investigate the effect of workshops on the School Management Team's competence in the implementation of Inclusive Education in the Capricorn District of Limpopo Province. The study is designed to find out how the School Management Teams apply the knowledge gained from the workshops in cascading information to the teachers in the implementation of IE in the Capricorn District of Limpopo Province. In order to protect the integrity and confidentiality of the participants, the following guidelines will be followed:

I have read the information presented in the information letter about a study being conducted by (Mr. Maebana M.E) of the (University of Limpopo) in Limpopo Province of South Africa. I have had the opportunity to ask any question related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview to be tape recorded to ensure an accurate recording of my responses.

I am aware that the excerpts from the interviews may be included in the dissertation and /or publications to come from this research, with the understanding that the questions will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

YES

NO

I agree to have my interview to recorded with a video camera

YES

NO

I agree to the usage of anonymous quotations in any thesis or publication that comes of this research

YES

NO

Participant's Name (Please Print) \_\_\_\_\_

Participant's Signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher' Title \_\_\_\_\_ Department \_\_\_\_\_

Faculty Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor Title \_\_\_\_\_ Department \_\_\_\_\_

## **APPENDIX D: AN INTERVIEWS SCHEDULE**

### **Agreement to Participate in Research**

**RESEARCHER'S NAME: MAEBANA MAITE ELIAS**

**RESEARCH TITLE: THE EFFECT OF WORKSHOPS ON THE SCHOOL MANAGEMENT TEAM'S COMPETENCE IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE CAPRICORN DISTRICT OF LIMPOPO PROVINCE.**

1. You have been asked to participate in a research study investigating the effect of workshops on the SMT's competence in the implementation of IE in public schools of Capricorn District.
2. If you agree to participate, you will be asked to complete a consent form before the commencement of the interviews, and you don't mind having the interviews being recorded with a tape-recorder. The Researcher will provide all forms and materials needed for completion of this study. You are also being asked for your permission to audiotape this interview, but if you wish not to be recorded, only notes will be taken.
3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than your daily experiences. Risks may include emotional discomfort from answering interview questions.
4. You will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of what effect do workshops on IE have on SMT's and teachers in the mainstream schools.
5. The findings of this study may be published, but, no information that can identify you will be included.
6. There shall be no payment for your participation in this study.
7. Questions concerning this research may be addressed to MAEBANA M.E, (073 728 8290). Complaints about this research may be presented to my Promoter, Prof. ThemaneMahlapahlapanaJohannes (082 200 6042).
8. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to "not participate" in the study. You are free to withdraw from the participation at any time if you so wish.

9. Your consent is being given voluntarily.

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Researcher's Signature Date

Interview \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Interview Protocol

Welcome and thank you for your participation today. My name is MAEBANA MAITE ELIAS and I am a graduate University of Limpopo, conducting my Special Study in partial fulfillment of the requirements for the degree of Master of Curriculum Studies.. Thank you for completing the consent forms, and the length of the interview will depend on how long you respond to the questions to be asked . I would like your permission to tape record this interview, so I may accurately document the information you contribute to the study. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to alert me. All of your responses are confidential. Your responses will remain confidential and will be used to develop a better understanding of how you and your view the effect of workshops on the SMT members incurring the responsibility to cascade what they have gained to their teachers at work. The purpose of this study is to investigate the effect of workshops on the SMT's competence in the implementation of IE in the Capricorn District of Limpopo Province.

At this point in time I would like to remind you of your written consent to participate in this study. I am the responsible Researcher, specifying your participation in the research project. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy and I will keep the other copy in order to safe keep the responses. Thank you very much.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

### **Interview schedule for Semi- structured interviews**

1. As the School Management Team member, what is your understandings and perceptions about these workshops which are conducted on Inclusive Education?
2. Describe the type of Workshop you attended on Inclusive Education?
3. As an experienced Teacher, do you see these workshops bringing about changes at your schools in terms of implementing Inclusive Education? What is your experience?
4. How do you go about implementing Inclusive Education in your classroom?
5. What have you experienced as challenges? What helped you in the process? What did you learn?
6. What is your understanding on Inclusive Education? Have you been trained before attending these workshops on IE?
7. What do you think is required to make workshops on IE more effective on the teachers?
8. From your experiences, what do teachers and your colleagues need to effectively implement IE in your school?
9. Before we conclude this interview, is there anything else you would like to share?

**Thank you for your participation.**