ENABLERS AND INHIBITORS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE FOUNDATION PHASE CLASSROOMS OF CAPRICORN DISTRICT, LIMPOPO PROVINCE: IMPLICATIONS FOR INCLUSION

MASTER OF EDUCATION

(Curriculum Studies)

SM NDLOVU

2022

ENABLERS AND INHIBITORS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE FOUNDATION PHASE CLASSROOMS OF CAPRICORN DISTRICT, LIMPOPO PROVINCE: IMPLICATIONS FOR INCLUSION

BY

SIMON MFULA NDLOVU

DISSERTATION

SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

in

CURRICULUM STUDIES

in the

FACULTY OF HUMANITIES

(SCHOOL OF EDUCATION)

at the

UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF. M.J. THEMANE

YEAR: 2022

DECLARATION

I declare that the: **Enablers and inhibitors of the implementation of inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province: Implications for inclusion** (dissertation) hereby submitted to the University of Limpopo for the degree of   **Master of education in Curriculum Studies** has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and all the materials contained herein has been duly acknowledge.

NDLOVU, SM   **2022/10/07**
Surname, initial   **Date**

ABSTRACT

The main purpose of this study was to investigate enablers and inhibitors to implementing inclusive education in the Foundation Phase of rural schools in the Capricorn district, Limpopo province. The study was conducted in three primary schools (Foundation Phase) in the Capricorn district of Limpopo Province, South Africa. All the sampled schools have or once had special needs learners. This study employed qualitative research approach, which was backed by the case research design. Data were collected through in-depth interviews, focus group and document reviews. The interviews were backed by a tape recorder for quality and storage purposes. Eleven Foundation Phase teachers were sampled (but 10 interviews were used because the voice recording device I used to record, damaged the voice clip of an interview I had with T3A, and it was impossible to schedule another meeting due to school examinations commitments). These teachers were sampled using the purposive sampling technique. Data were analysed through the thematic data analysis method. The reviewed documents were The South African Schools Act (SASA), Education White Paper 6 (WP6) and Screening, Identification, Assessment and Support policy (SIAS).

The findings were as follows: teachers showed an appealing understanding of inclusive education and teachers and policies agreed that Foundation Phase learners are susceptible to exclusions and priority must be projected towards them. Teacher training (inclusion workshops) and curriculum (lesson) differentiation are the chief enablers to implementing inclusive education at the sampled schools, yet challenges are pertinent. Unproductive workshops, overcrowded classrooms and a lack of resources, exclusion of rural teachers' views on inclusion policies and issues of foreign learners are some of the factors that appeared key factors to inhibiting inclusion at the sampled schools.

ACKNOWLEDGEMENTS

I would like to express and extend my deepest gratitude to the individuals who lent a hand, motivated, and inspired me to complete this project (dissertation).

LIST OF ACRONYMS AND ABBREVIATIONS

WHO	World Health Organisation
UN	United Nations
AU	African Union
SIAS	Screening, Identification, Assessment and Support
UNESCO	United Nations Organisation for Education and Culture
IE	Inclusive education
ZPD	Zone of Proximal Development
TREC	Turfloop Research Ethics Committee
UNICEF	United Nations International Children's Emergency Fund
IDEA	Individuals with Disability Education Act
NIES	National Inclusive education Strategy
SASL	South Africa Sign Language
DBE	Department of Basic Education
LOTL	Language of Teaching and Learning
ADHD	Attention Deficit/Hyperactivity Disorder
LD	Learning Disorder
ANC	African National Congress
SASA	South African Schools Act
WP6	White Paper Six
APA	American Psychology Association
HOD	Head of Department

SBST	Schools Based Support Team
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
CAPS	Curriculum Assessment Policy Statement
SGB	School Governing Body
LPREC	Limpopo Provincial Review Ethics Committee
DBST	District Based Support Team
ACE	Advanced Certificate in Education

TABLE OF CONTENTS

CHAPTER 2 - LITERATURE REVIEW AND THE ROLE OF THEORY

12

CHAPTER 3 - RESEARCH METHODOLOGY
38

CHAPTER FOUR - RESEARCH FINDINGS AND DISCUSSION

CHAPTER 5 - DISCUSSION OF THE FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

CHAPTER 1

INTRODUCTORY ORIENTATION, STATEMENT OF THE PROBLEM, AIM OF THE STUDY AND CLARIFICATION OF CONCEPTS

1.1   INTRODUCTION AND BACKGROUND TO THE STUDY

This chapter discussed the following sections. However, for some, it is a highlight of a full chapter in this study: background to the study, problem statement, aims and objectives, literature review, theoretical framework, research design and methodology, quality criteria, the significance of the study, ethical considerations, limitations of the study and organisation of the study.

1.1.1   Background and Rationale to the study

The dawn of inclusive education (IE) was around the 1990s. It was spearheaded by several initiatives such as the 1990 World Conference where 155 nations representing 160 governmental and non-governmental agencies met in Jomtien, Thailand, with the theme: "Education for All" (Peters, 2002). Flowing from this conference, the tenacity to make education a right for all ignited. It was seen in the interest it created in most recognised world organisations such as the World Health Organisation (WHO), United Nations (UN), African Union (AU), World bank and so on (Das, 2015). These organisations urged countries to put all their hands-on deck to make inclusion a reality. Consequently, a plethora of inclusive education policies and guidelines were developed.

Therefore, European countries, under the supervision of the United Nations (UN), adopted the UN convention policy, which ensured that all schools value the right to education for all to enable inclusion (Chauhdry, 2019). North America established an Act that ensured that handicapped children access free quality education. The Act was named the "Education for All Handicapped Children Act" (EAHCA). The Act was passed in 1975, which was long before most countries considered inclusive education (Hornby, 2015). The Act was criticised because it overlooked mainstreaming education. Subsequently, the "No Child Left Behind" (NCLB) was established in 2001 to overrule the EAHCA and have inclusive schools.

Around the same time, South Africa implemented several policies to address inclusive education. The most fundamental one was the White Paper 6 (WP6) followed by the

Screening, Identification, Assessment and Support (SIAS) Policy, who achieved inclusion. The rest of the world implemented its policies to achieve inclusion, but this study will not   cover that. Most of these policies were designed at the departmental level to be implemented at schools on the ground. The education stakeholders are all necessary to the implementation of inclusion policies, but teachers are always at the forefront of the implementation process. Teachers are given the duty to provide quality teaching and learning in diverse classrooms, simultaneously implementing inclusion policies (Alasuurtari, Savolainen & Engelbrecht, 2019). Therefore, this makes teachers the key stakeholders in the policy implementation process. Hence, this study focused much on teachers' views.

Research has proven that even after implementing these policies as enablers of inclusion, the desired result for inclusive education was unachieved, proving that its implementation is still tangled with complex inhibitors (Rose, 2010). Studies have identified some of these challenges as emigrant parents who leave their children behind in their native countries (Tawodzera & Themane, 2019), poor teacher training and a lack of resources (Thwala, 2015) and language and the curriculum (UNESCO, 1994), amongst others.

Some enablers have been generated to address these inhibitors and enable the implementation of inclusive education including an arrangement of workshops and short courses on inclusive education and many more efforts, but the challenges continue unabated (Bui, Quirk, Almazan & Valenti, 2010). Of all these efforts, it appears the views of teachers have not received sufficient attention, especially those in rural areas. The views of teachers could shed some light since they are key in implementing any initiative (Rose, 2010). Therefore, the proposed study seeks to focus on the enablers and inhibitors to implementing inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province.

So far, arguably, there is little or no evidence that the views of the teachers have been considered in the development and implementation of interventions like IE. Such information can be useful as teachers are in coal front of any interventions in schools if such an initiative is to gain root.

1.2   PROBLEM STATEMENT

Teachers face inhibitors concerning implementing inclusive education (Singh, 2016). Some inhibitors result from a lack of teaching and learning resources, poor training of teachers, overpopulation of classrooms, failure to implement policies, curriculum implementation problems and attitudes of teachers to mention a few (DoE, 2001). These inhibitors are most apparent in rural areas, in Foundation Phase (FP) classrooms (Mahlo, 2017). Several efforts/enablers have been undertaken to address some of these inhibitors. For example, millions of monies have been set aside to train teachers through workshops and short learning programmes (DoE, 2001). Policies such as the Screening, Identification, Assessment and Support (SIAS) policy were implemented in December 2014 by the South African Department of Basic Education.

I am of the view that one area that has received little attention is the enablers and inhibitors faced by teachers in implementing inclusive education in the Foundation Phase mostly in rural areas. This focus might be important because, firstly, if solutions could be generated in this phase, issues such as misplacement of learners could be avoided, and teachers could provide the best recommendations on the most possible enablers. Secondly, schools in rural areas face a lot of challenges such as overcrowded classrooms and a lack of resources to mention a few so, finding solutions in rural areas would mean much progress. Thirdly, if barriers to learning on learners and solid learner profiles could be established in early grades, it could be much easier to help the learners even in higher grades. Therefore, this study proposes to intensely investigate enablers and inhibitors to implementing inclusive education in the Foundation Phase, in rural schools in Capricorn District of Limpopo Province, focusing much on teachers' views and relevant inclusive policies.

1.3   AIM AND OBJECTIVES OF THE STUDY

Aims and objectives assist a researcher to define where they want to be strategically with their research and how they are planning to get there in real life practice (Davis, 2021). Aims and objectives reflect the crucial goal of a research project; they need to be brief and straight to the point (Thomas & Hodges, 2010). The aim and objectives for this study are discussed below.

1.3.1 Aim of the study

This study investigates enablers and inhibitors of the implementation of inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province.

1.3.2 Objectives of the study

➢ To identify enablers and inhibitors to implementing inclusive education in rural Foundation Phase classrooms of Capricorn district, Limpopo province.

➢ To find out from teachers, which inclusion implementation measures that are currently used that are productive and those that are not.

➢ To draw teachers' recommendations on what could work to improve inclusive education in rural areas.

1.3.3 The main research question

➢ What are the enablers and inhibitors to implementing inclusive education in the Foundation Phase classrooms of Capricorn district, Limpopo province?

1.3.3.1   Sub Question
➢ What are the current inclusive education measures that are productive and those that are not?

➢ Which teachers' recommendations can you draw on what could work to improve inclusive education in rural areas?

1.4   LITERATURE REVIEW
A literature review is very focal as it allows researchers to draw more understanding about the research in existence and to be aware of the debates relevant to the topic at hand. It also helps researchers to build more knowledge in their field of study (Jansen, 2020). In this chapter, I only highlighted the themes that guided the review of the literature. The listed themes below (sub-sections) are discussed in full in the succeeding chapter:

➢ **Conceptualisation of inclusive education**

     o Inclusive education

- Narrow view

- Broad view

➢ **The advancement of inclusive education around the world**

- ○ Europe (Germany)

- ○ North America (the United States of America and Canada)

- ○ Asia (Japan, China, and India)

- ○ Africa (Tanzania, Ethiopia and South Africa)

➢ **Susceptibility of Foundation Phase learners in rural areas**

- ○ Language of teaching and learning

- ○ Parental involvement

➢ **Enablers to implementing inclusive education in South Africa**

- ○ Policy implementation

- ○ Teacher training for inclusion

➢ **Inhibitors to implementing inclusive education in South Africa**

- ○ Teacher training and inclusive education

- ○ Rurality of schools

- ○ Shortage of resources

- ○ Class size

- ○ Lack of know-how-to

- ○ Teachers' attitudes

➢ **The role of teachers in implementing inclusive education**

1.5 THEORETICAL FRAMEWORK

A theoretical framework serves as a blueprint for a research study. It is one of the key aspects of research yet misunderstood by many researchers. Chiefly, without a proper

and clear theoretical framework, this obscures the structure and vision of the study in question (Grant & Onsanloo, 2008). In this study, to understand the implications of the inhibitors and enablers to implementing inclusive education and the teachers' efforts, the study employed the Zone of Proximal Development Theory (ZPD) by Lev Vygotsky (1896–1934).

The ZPD theory is defined as: "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978:86). The theory focuses on what a learner can do with the assistance of an adult and what they cannot do without help. The main purpose is to ensure that all learners reach their ZPD, which is the centre of the circle in Figure 1. This theory was extremely helpful in this study because it views teachers as the adults who are supposed to help learners learn (Shabani, Khatib & Ebadi, 2010). Because Foundation Phase classrooms in rural areas are tangled by challenges such as overcrowding and a lack of resources to mention a few, it needs the intense intervention of teachers. Additionally, the theory criticises the curriculums used in schools for focusing much on what learners are supposed to do instead of what they can do (Fani & Ghaemi, 2011). Hence, this theory is perceived as the best for this study because this study is also based on the challenges faced in implementing inclusive education in rural areas. This theory benefited the study since, in its confinements, it also identifies how the availability of resources and skills for adults (in this case teachers) and other enablers will be of help to satisfy the cognitive needs of learners in inclusive classrooms (Wang, 2009). This notion is beneficial for this study because of a shortage of resources and untrained teachers are some most common inhibitors impeding inclusive education. More deliberations on this theory are made at greater length in Chapter two.

1.6   RESEARCH DESIGN AND METHODOLOGY

1.6.1   Research approach

This study employed a qualitative research approach. This approach is best for this study since it aims to understand people and the social contexts they live in (Myers, 2009). Therefore, this approach afforded me a chance to view the problem from the

participant's perspective, in the societal context of teachers since they are the most relevant people for this study.

1.6.2 Research design
This study used a case research design. As its name states, the study aims to explore the problem (Singh, 2007). This method is necessary for this study since the link between inclusion and the geographic location of schools has not been thoroughly explored so far, arguably, at least, in South Africa.

1.6.3   Sampling

- This study used a purposive sampling strategy. This method is best for the current study because it gave me a chance to select only participants that are more relevant to the topic under study. The sample comprised eleven (11) teachers from three (3) schools. There were two (3) teachers from school A, three (3) teachers from school B and five (5) teachers from school C. Only schools that have or once had special needs learners were sampled and within such schools, only teachers who have experience of teaching a class that has special needs learners in their classes were selected. However, for this study only 10 interviews. This is because the voice recording device I used damaged the voice clip of an interview I had with T3A, and it was impossible to schedule another meeting due to school examinations commitments.

1.6.4   Data collection

This study used three data collection methods: in-depth interviews, focus groups and document reviews. In-depth interviews and focus groups allowed me to easily establish a rapport with participants. Documents like SIAS, White Paper 6 and SASA were used in collecting data. This was done for triangulation.

1.6.5 Data analysis

This study used the thematic data analysis method. This analysis method comprised six stages or phases embedded in its implementation process (Braun, 2006). All the stages involved were followed (see chapter 3 for a full discussion).

1.7 QUALITY CRITERIA

In this study, I observed the following quality criteria measures:

1.7.1 Credibility

Credibility is a degree of confidence placed on the findings of the study in terms of truthfulness (Golafshani, 2003). For this study, I have built relationships with the participants, to build trust, avoid misinformation and have easier communication with the participants.

1.7.2 Transferability

Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents (Korstjens & Moser, 2018). I ensured transferability by ensuring that the results from this are extremely clear so that other researchers could relate their studies to this one.

1.7.3 Dependability

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit and analyse the research process (Moon, Brewer, Hartley, Adams & Blackman, 2016:3). I warranted dependability in this study by clarifying all the steps involved in the execution of this study and using different data collection methods for triangulation.

1.8 SIGNIFICANCE OF THE STUDY

➢ This study will add much to the existing body of knowledge on inclusive education, alternatively helping future researchers to generate more knowledge of this fraternity.

➢ This study will also display how theory could be applied in real-life situations; this will be shown via the explanation and implementation of the ZPD.

➢ It may also help the department of education, together with developers of inclusive education policies, to consider the nature of schools when planning an implementation of a policy.

➢ Teachers will also benefit from this study since possible solutions shall be drawn from them, so once they are in a research paper, serious consideration could be afforded to them.

1.9 ETHICAL CONSIDERATIONS

Research with human subjects requires an extensive number of considerations as the researcher must be sensible of issues regarding people's safety, health, and identity (Editage Insights, 2020). Thus, the elements of research ethics considered for this study are discussed below.

1.9.1 Permissions

I acquired the permissions before executing any phase, which required one. For this study, I garnered three sets of permissions. The first phase for which I had to acquire permission was the approval of the study by the research office at the University of Limpopo and a valid TREC certificate was issued. This certificate is the one I used when motivating my application for permission to collect data from the department and schools. The second phase was the application to the Limpopo Provincial Review Ethics Committee (LPREC). I was granted permission for my study was ethical. The third phase was the permission from the Limpopo department of education, which gave me permission to visit schools and research. Letters and other electronic communication methods were used to apply for permissions because of Covid-19 regulations. All forms of documents standing to be indications of permission evidence for this study are attached in the list of appendices below.

1.9.2 Informed consent and voluntary participation

To ensure informed consent and voluntary participation, I made it clear to all the participants before the interviews that participating in this study will not pose any form of threat to their safety and health. The participants were also informed that participating in the study was voluntary and they could leave at any time and terminate participation for any reason and no consequences will be accrued for doing so. In addition, I ensured, to be honest, respectful, and transparent about the study and its purposes.

1.9.3 Confidentiality and anonymity

All the data that were collected for this study were strictly confidential and anonymity was always prioritised. Participants' identity was always protected to ensure that responses could never be traced back to the participants. Anonymity was maintained by ensuring that any form of personal information collected could not be provided to

anyone as part of the research. This was done by stripping off all personal information in the transcripts and using codes.

1.10   LIMITATIONS OF THE STUDY

➢ This study was conducted in the Capricorn district of Limpopo province, therefore, owing to the qualitative nature of this study, the results may not be generalised because it might be a unique case in other areas.

➢ Because of Covid-19 restrictions, it was difficult to contact teachers within their classrooms. That meant, I had to interview teachers in their capacity, hence, observations as a form of data collection were off the table.

➢ The voice recording device I used damaged the voice clip of an interview I had with T3A, and it was impossible to schedule another meeting due to school examinations commitments.

1.11   SUMMARY OF STUDY CHAPTERS
Chapter one

This chapter is the introductory one that introduces and gives a snapshot of all the chapters informing this study (chapters 2 to 5). The sections highlighted are as follows: Introduction and background to the study, problem statement, aims and objectives of the study, theoretical framework, research methodology, quality criteria, the significance of the study, ethical considerations, and study limitations. Some of these sections are converted to chapters in this dissertation.

Chapter two

This chapter discussed the literature pertinent to this study. In this chapter, I conceptualised inclusive education, highlighted enablers, and inhibitors to implementing inclusive education, discussed the state of inclusive education around the world, discussed the susceptibility of Foundation Phase learners and the role of teachers in implementing inclusive education. Lastly, this chapter discussed in full, the theory underpinning this study (theoretical framework).

Chapter three

This chapter discussed the research methodologies employed to conduct this study. I detailed the research design, research approach and paradigm. This chapter went further to discuss the data collections methods and tools used, sampling methods, data analysis method, quality criteria measures and ethical issues considered for this study

Chapter four

This chapter discussed the findings made through the data collection methods discussed in the preceding chapter (chapter three). The thematic data analysis method was chiefly used to reveal the findings from the collected data.

Chapter five

This chapter discussed the finding outlined in chapter four. The discussion linked the findings with literature and the theory employed for this study.

CHAPTER 2

LITERATURE REVIEW AND THE ROLE OF THEORY

2.1   INTRODUCTION

This chapter focuses on the literature germane to this study. A literature review is very focal as it allows researchers to draw more understanding about the research in existence and to be aware of the debates relevant to the topic at hand. It also helps researchers to build more knowledge in the field of study (Jansen, 2020).

This study focuses on the inhibitors and enablers to implementing inclusive education. The discussion is mostly interested in the views of teachers. The chapter comprises the following sections: 1) Conceptualisation of inclusive education; 2) The advancement of inclusive education around the world; 3) The susceptibility of Foundation Phase learners in rural areas; 4) Enablers to implementing inclusive education in South Africa 5) Inhibitors to implementing inclusive education in South Africa; 6) The role of teachers in implementing inclusive education; 7) The role theory in this study; 8) and the conclusion.

2.2   CONCEPTUALISATION OF INCLUSIVE EDUCATION

2.2.1   Inclusive education

The largest critical leitmotif on inclusive education was affirmed in 1990 in Jomtein World Conference on inclusive education themed, "Education for All". From this theme, more researchers could coil definitions of inclusive education. Haug (2017) generated a definition of inclusive education closest to this theme, claiming that inclusion is tangled around the right to education for all learners. This ideology was first introduced by the United Nations in 2011. It stated that education should be a human right, disregarding the differences of learners in terms of race, gender, disability and so on. Inclusive education is also explained from the societal point of view.

Inclusive education refers to the condition where learners facing barriers to learning are receiving the same curriculum in one classroom with their non-disabled counterparts (Kirschner, 2015). This is the most common definition of inclusion and is presently used in literature (Bui, Quirk, Almazan & Valenti, 2010; Alquraini & Dianne, 2015). However, Haug (2017) criticises this approach of defining inclusive education

by maintaining that this definition is magniloquent and allows no room for critics. Although, I do not fully agree with Haug (2017), but I am of the view that inclusion is too broad, hence, it must be broken down into smaller pieces because the current definition is accommodative to critics. To allow for a dissected definition, the next section focuses on the dichotomy of the narrow view and the broad view of inclusive education.

2.2.1.1   Narrow view of inclusive education

In connection to the above argument introduced by Haug (2017), the first piece of the dichotomised view of inclusion is the narrow view. It is viewed by Arduin (2015) as the view of inclusive education that largely focuses on special education. Much attention is afforded to the barriers to learning which are visible to the physical eye such as blindness, paraplegia and so on. Therefore, considering inclusion using this lens means placing learners with noticeable barriers to learning under one roof with their non-disabled counterparts. Anastasiou, Kauffman and Di Nuovo (2015) support this notion when they add that in this type of setting, teachers and other educational stakeholders are responsible for providing individualised support such as learning programmes and assessment to all the learners, the same way they would do in similar settings. In a nutshell, the narrow view of inclusion dwells much on special education. This view of inclusive education makes it simpler to explain, yet it is not a preferred view by the inclusive education literature as compared to the broad view. This is because it has a lot of loopholes. The next section describes the broader view of inclusive education.

2.2.1.2   The broad view of inclusive education

The broad view of inclusion covers all the marginalised groups of all learners, not only those with a disability as the narrow view does (UKEssays, 2018). This creed is in line with the Salamanca Declaration of 1994, stating that inclusion deals with the removal of blockages in learning (UNESCO, 1994). In this sense, inclusion values diversity and this ensures that no learner is left out of the school system due to their gender, race, religion, ethnicity, disability differences and so on. This view of inclusion is striving to turn the definition of inclusion away from slanting more on disability (Carrington, 1998). This ideology on inclusion is supported by (UNICEF, 2017), affirming that inclusion is about bringing learners from different backgrounds into one learning environment. This is to allow diverse groups of learners to grow side by side and receive one quality type

of education. Some theorists air their critique of this view by asserting that there could be a danger in widening the view of inclusion since it sounds more hypothetical than practical (Haug, 2017). Even though this approach of inclusion is somehow disparaged, hitherto, I believe that looking at diversity from this angle could be a panacea to ease the controversy about the definitions of what inclusion means. Regarding the nature and structure of this study, I adopted the broader view of inclusive education. This is the case because this study seeks to understand the inhibitors and enablers to implementing inclusive education; it is not focused on a specific type of disability.

2.3 THE ADVANCEMENT OF INCLUSIVE EDUCATION AROUND THE WORLD

The dawn of inclusive education globally started around the 1990s and much consideration on this phenomenon was phathomed owing to the 1990 World Conference where 155 nations representing 160 governmental and non-governmental agencies met in Jomtien, Thailand, with the theme: "Education for All" (Peters, 2007). The tenacity to make education a right for all has ignited the interests of the most recognised world organisations such as the World Health Organisation (WHO), United Nations (UN), African Union (AU), World bank and so on (De Vos, 2010). Therefore, the involvement of these organisations has obligated all countries to be hands-on deck towards inclusion, consequently, a plethora of inclusive education policies were initiated and other enabling strategies. This was to allow a smooth implementation of inclusive education. Nevertheless, with all these policies put in place, implementing inclusive education policies has not yielded the desired results in most countries owing to several inhibitors. Hence, this study intends to thoroughly inspect these. Therefore, the next section looks at the evolution and advancement of inclusive education in four regions of the globe: Europe, North America, Africa, and Asia. Each deliberation covers at least three themes: inclusion history, conditions of rural schools, current inhibitors, and active enablers. The discussion of foreign nations was deemed necessary for this study since it allowed me to have a glimpse of what is going on in other nations regarding the implementation of inclusive education. This included the inhibitors and enablers experienced in inclusion implementation.

2.3.1 Europe

In 2006, Europe adopted the UN (United Nations) convention policy, which has shown priority on the rights of persons living with disabilities and this policy was intended to safeguard against the exploitation of disabled people's human rights (Chauhdry, 2019). Chauhdry (2019) added, this policy has given birth to the "Non – rejection" policy, which made it impossible for European schools to exclude anyone due to their age, gender, disability, race and so on. Garcia and Fernandez (2016) maintain that these policies were informed by international laws, which recognised ethics, democracy, and social education. It was the full intent of these policies to ensure that all children receive a free quality education in schools around their neighbourhood regardless of any differences they may be endorsing. The next section looks at the developments of inclusive education in one specific European country (Germany).

2.3.1.1   Germany

Germany has committed to implementing inclusion as the continent is striving for the same goal and this has made inclusive education a very vital topic in Germany (Kollosche, Marcone, Knigge, Penteado & Skovsmose, 2019). The discussions on inclusion have been around since the dawn of inclusive education in the 1990s; this has resulted in the implementation of a dichotomous special education system (Sansour, 2018). The system has ensured that it places learners with special education needs (SEN) in special schools or in mainstream/ordinary schools and this was carried out in the very same way most inclusive education policies around the world operate. Sansour (2018) added, this system has put some responsibility on the relevant educational stakeholders such as teachers, to ensure that the system indeed enables the implementation of inclusive education.

Although Germany has a system meant to cater for inclusive education in place, it faces some inhibitors to implementing inclusive education. According to Kirschner (2015), this came after an increase in the number of Turkish youths seeking refuge in Germany, at the same time, increasing the demand for schooling. This has led to the schools in rural areas being exclusive, discriminatory, and unequal. This raises a question: is the problem with teachers/other stakeholders or the education system itself? This marks an alternative path for a future study in this location because the existing content I have gone through has not yet covered this component.

Another study by Knigge and Kollosche (2019) contributed significantly to this discussion, stating that Germany has made little progress to implement inclusion. This is proven by a Bertelsmann Foundation study, revealing that in the 2008 to 2009 academic years, 4.9 percent of learners were in special schools and eight years later, the figure was 4.3 percent of learners in special schools. This means that in Germany, there is still much to be done as there is a plethora of learners excluded from mainstream education.

2.3.1.2   Russia

Around the 1980s and 1990s, Russia established its first inclusive education related facility (Moscow Center for curative education and parental social organisation a school of inclusive education) in Moscow (Evertson & Emmer, 2009). In 1992, Russia further launched the "Integration of disabled people," which initiated pilot sites meant to cater and provide integrated education for learners with disabilities. This move stretched to at least 11 regions in the country (Valeeva, 2015). It was during this time that teacher training was reformed in universities through "Fundamentals of special (remedial) pedagogy" and "Psychological peculiarities of children with disabilities". Valeeva (2015) added that all the efforts were enshrined in the "Constitution of the Russian Federation, (the Federal Law on Education)".

Therefore, to be up to speed with the rest of the world, Russia engaged the UN Convention "On the Rights of Persons with Disabilities" in 2008. However, the bugging challenge with these developments is that they all took place in Moscow, which gave an advantage to schools in cities over those in rural areas. The biggest general challenge towards inclusive education, as mentioned by Moscow City (2010) is the issue of funding as indicated by Mitchell (2015). Although this is a general inclusion challenge, it is mostly severe in rural schools. Other challenges tangling inclusive education in Russia include shortage of resources; many disabled learners in rural areas are forced to travel long distances to find proper education and unskilled teachers (Zaitsev, 2003). As a result of these challenges, disabled learners in Russia are isolated and dropping out in high volumes.

2.3.2 North America

2.3.2.1 The United States of America

Countries like The United States of America (USA) and Canada have had an existence of inclusive education dating back to 1975 after an intense push by parents, teachers, and activists throughout the twentieth century. It intended that learners and student with disabilities must receive equal treatment as their non-disabled counterparts (Aitken, Fairley & Carlson, 2012; Dudley & Burns, 2014). This has led to the implementation of the Education for All Handicapped Children Act (EAHCA) of 1975 (Aitken, Fairley & Carlson, 2012). This act was meant to protect the educational rights of all persons living with disabilities. Since then, it underwent several modifications to stay relevant and protective to those it was intended for. It was then later renamed t Individuals with Disabilities Education Act (IDEA) of 1990. Another alteration was in 1997 followed by another in 2004 and the series goes on and on (Yell, Katsayannis & Bradley, 2017).

Although the implementation of these Acts and other necessary policies seemed to be more productive, the USA still had glitches with regards to the implementation of inclusive education and schools in rural areas seem to take the hardest blow from the inhibitors because most of the challenges are still found in rural areas (Murphy, 2018). The United States of America (USA) has approximately 51 million people living in rural areas (rural America), forming close to 61% of their total school districts. Rural American schools are characterised by scarce educational resources, high teacher turnover, compromised education quality and a shortage of skilled teachers (Boyle & Anderson, 2020). These rural schools' issues complement some of the inhibitors to the implementation of inclusion observed around the world. Due to the schools' characteristics mentioned above, rural schools and their teachers always struggle to acquire external support when necessary and they also receive more strenuous pressures from parents who do not believe in inclusion (Darren, 2020). Since these schools (rural mainstream schools) cannot offer inclusive education, teachers, parents, and other stakeholders' resort to taking learners to special schools, even those who do not belong there (Boyle & Anderson, 2020).

2.3.2.2   Canada

Canada has been noted as one of the leading nations regarding inclusive education (Hornby, 2015). This was also confirmed by Hinz (2010:12), "Canada has made inclusion a hallmark of its educational system". In Canada, the setting of the education system is somewhat different from those of other nations; elementary to secondary schooling is not the responsibility of the federal government but of provincial and local authority (Bunch, 2015). This setting of schooling means that provincial and local authorities develop and endorse their policies. This has made schools be guarded through social justice and this has allowed much progress in terms of inclusion implementation (Ontario Ministry of Education, 2005).

Much progress was made in the 1980s after the introduction of inclusive education in Canada and since then, the term "Inclusive education" has been part of their common vocabulary. Although Canada may seem much interested in implementing inclusive education, it was found that there are disparities like schools in urban and those in rural areas. Rural schools are characterised by a lack of resources, inadequate funding, a shortage of skilled teachers and a failure to provide specialised school programmes (Kelso Public Schools, 2018). Kelso (2018) added that in these schools, inclusion is in jeopardy. Other issues such as fewer trained teachers, increased class sizes and negative attitudes of teachers were found to be vile, and teachers constantly find it very hard to implement inclusion in general.

2.3.3 Asia

Various Asian countries have endorsed the UN Conversion of the rights of People with Disabilities, and most have taken the responsibility of ensuring the inclusion of special needs learners in regular classrooms (Sharma, Forlin & Deppeler, 2013)**.** However, some countries like those discussed below are still facing various inhibitors to the implementation of inclusive education and most have been noted to be faced by schools in rural areas (Thaver & Lim, 2014).

2.3.3.1   Japan

In Japan, teachers in rural schools complained about poor working conditions and different remunerations between them and teachers in urban areas (Moberg, Muta, Korenaga, Kuorelahti & Savolainen, 2020). This dissatisfaction had led to a high turnover of teachers and the attraction of less qualified teachers. Language was also noted as one of the key issues of inclusive education implementation because most

teachers are locally trained in Japanese and due to a high number of foreign nationals' children who later require schooling, they are always excluded. Moberg, Muta, Korenaga, Kuorelahti and Sovalainen (2020) added, teachers in rural schools are unable to differentiate their teaching and this could be due to their poor training and the classroom size is too big, which makes it nearly impossible for teachers to implement inclusion.

2.3.3.2   China

In China, Poon-McBrayer (2013) notes that although the country has dedicated to ensuring that the education ministry allows for wider education access to special needs learners, inclusive education is still in shambles due to the problems caused by inadequate resources, personnel preparation, and support at school level. The issue of inadequate resources was found to be most dire in rural areas (Goe-Jaja & Azaikis, 2010). This assertion was backed by Xiao and Chunxiao (2019) who state that the discrepancy between rural and urban education has been in existence for multiple decades. This has forced the education ministry to establish policies to bring balance. Therefore, the Head Eagle Programme was established to bring balance and bridge the educational gap (Geo-Jaja, 2010). With all these hitches in the Chinese education system, I am content to say rural inclusive education in China needs serious liberation and teachers are the most relevant persons to provide the kernel of the story.

2.3.3.3   India

Moving to India, Rapp (2021) attests that the largest population of Indians live in rural areas, therefore, there is a need to consider inclusive education in rural areas. The surprising fact is that teachers complained about the Indian education ministry paying less attention to the rural schools in general, despite the population size in rural areas and this makes it very difficult for the schools to acquire skilled educators and retain motivated teachers (Singh, 2016). Inadequate infrastructure and language barriers were also noted to be a problem for many rural teachers who think of taking inclusion very seriously. This has led most rural schools in India avoiding special needs learners.

2.3.4 **Africa**

2.3.4.1   Tanzania

In Tanzania, inclusive education gained popularity around 1995 and most practices of inclusion were established (Dare, Nowicki & Felimban, 2017). The education ministry, therefore, planned and implemented the National Inclusive education Strategy (NIES), which would end in 2017. The NIES facilitated the efforts, resources necessary for schools to respond to all the needs of learners and teachers (Kapinga, 2012; Mnyanyi, 2014). Although these strategies are in place, inclusive education implementation is still facing challenges. Some inhibitors could be because of the conditions of rural primary schools in Tanzania as there has been a report of disparity between urban and rural schools (Donohue & Bornman, 2014).

Rural schools in Tanzania have been noted to be plagued by issues such as large class sizes, less trained teachers, poor infrastructure, migration, and negative beliefs about disabilities are more rampant (Lindsjo, 2018; Franck & Joshi, 2017). All these issues can enervate all the efforts put in place to enable a smooth implementation of inclusive education and the wrath of these inhibitors are felt by teachers in rural schools and this makes them the most relevant people to give progressive advice.

2.3.4.2   Ethiopia

Proceeding to Ethiopia, the Ethiopian government has committed to achieving the Education for All goal, which allows for all citizens to have had adequate access to quality education by 2015 (UNESCO, 2007). UNESCO (2007) added that this movement made schools ready for special needs learners, train teachers to be inclusive and pump up the system with the necessary resources for inclusive education.

However, the conditions of rural primary schools in Ethiopia do not tally with the purposes of the inclusive education policies in place (Temesgen, 2017). This was also attested by Ludago (2020) who stated that Ethiopian education was concentrated on urban areas and side-lined rural areas. Although the quality of their national education is considered being plagued by quality issues, Trines (2018) maintains, nonetheless, most problems result from focusing more on urban areas as Ludago (2020) has indicated. Hence, rural schools have been noted to have problems such as insufficient funding and this could be a dire calamity considering the economic status of the

country. Other challenges faced by rural schools include a lack of adequate resources and poorly trained teachers to mention a few (Dewsbury & Brame, 2019). Juxtaposing the conditions of rural schools and the other educational issues in Ethiopia, rural schools in Ethiopia are still far from being inclusive.

2.3.4.3 South Africa

South Africa is the host country of this study; therefore, much deliberation is made to unveil all aspects of inclusive education in South Africa since 1994 when South Africa became a democratic country. The government has implemented several policies in the country. Most of the policies redressed the imbalances caused by the apartheid regime and to fast-track the strife for equality (Dalton, Mckenzie & Kahonde, 2012). The South African democratic government committed to ensuring education access for learners living with disabilities. This came with the dawn of inclusive education around the globe, and this can be seen much in *Act No.108 of 1996 in the Republic of South African Constitution* (Republic of South Africa, 1996). The notion of inclusive education was also backed by section 29 of the South African Bill of Rights, stating that everyone has a right to basic education including adult education if necessary and it must be reasonably accessible. It also condemns discrimination against anyone say due to their colour, gender, and disability (The Republic of South Africa, 1996).

The developments on inclusive education later led to the implementation of *Education white paper 6: Building an Inclusive education and Training Systems.* The focal aim of this policy (*Education white paper 6*) was to address the needs of all learners experiencing barriers to learning. This policy advocated for the South African education ministry to switch gears to make inclusive education a reality countrywide. It also beamed a light on this proclamation by stating that: Everyone, young or old has the potential to learn when the necessary support is provided; if the system of education can cover a range of learning needs, this would mean progress as a democratic country (Department of Education, 2001).

Then, the South African Department of Basic Education established the national strategy [Screening, Identification, Assessment and Support (SIAS)] that was meant to monitor, guide, and enable the implementation of inclusive education policies such as the one (*Education white paper 6*) mentioned above (Department of Basic Education , 2014). This SIAS strategy beams a light on the procedures and processes

to be followed when Identifying, Assessing and Enrolling learners in special schools and focussed on limiting unnecessary enrolment of children in special schools. The SIAS strategy also helps the department of education to determine the level of support required for the needs of the learner and to outline the support expected of both teachers and parents to enable the implementation of inclusive education.

The school curriculum was also reshaped by instilling guidelines to cater for the diverse needs of all learners in a classroom (Adewumi, Rembe, Shumba & Akinyemi, 2017). These guidelines were meant to provide practical supervision to teachers and school principals and to give direction on the establishing methods to cater to learners' diverse needs. These guidelines have been recently redrafted to jumble with the curriculum changes in the curriculum (Curriculum, Assessment, Policy, Statement) and the necessary orientation for teachers, principals and other education officials in all provinces was offered (Department of Basic Education, 2015). This included the reshaping of CAPS for South African Sign Language (SASL). This has also posed an increment in the budget allocated for special education where 285 special schools have been allocated a budget of R1.6 million between 2012 and 2014 (Department of Basic Education, 2015). Also, the Department of Basic Education (DBE) went further to plan for an upgrade of 791 special schools across the country by 2015. This resulted in the provision of assistive devices amounting to R1.2 million in full-service schools. More plans have been drafted by the DBE, which most would have been established by the end of 2019 (Department of Basic Education, 2015).

In this study, Foundation Phase learners are the most vulnerable group of learners regarding the inhibitors to implementing inclusive education as they might probably be the most difficult learners to deal with. As noted by Mahlo (2017), teaching a diverse classroom can be a very challenging and complex task. Although Mahlo (2017) is stating, yet there might be a much inclination on Foundation Phase learners. Therefore, the next section looks at the susceptibility of Foundation Phase learners in rural areas to note the factors prompting their vulnerability.

2.4   SUSCEPTIBILITY OF FOUNDATION PHASE LEARNERS IN RURAL AREAS

2.4.1   Language of Teaching and Learning (LOTL)

I am of the notion that Foundation Phase learners are more exposed to the current existing inhibitors to implementing inclusive education and teachers are constantly finding it very hard to be of assistance. Although this might sound more assumed, there is enough evidence to prove its relevance. Ntlhare (2015) notes that the language of teaching and learning (LOTL) is a huge stumbling block for teachers attempting to be inclusive of diverse classrooms. This is because most Foundation Phase learners school knowing utmost their home language; so, they find it difficult to make sense of different languages they experience at school. Therefore, this puts Foundation Phase learners at risk of marginalisation since even teachers are reported to struggle in bringing the balance and the blame is posed to the education system instead (Nasvaria, Pascoe & Kathard, 2011). Kotze, Van der Westhuizen and Banard (2017), added that language in South Africa mirrors the legacy of the South African Apartheid regime where certain languages (English and Afrikaans) had more value. But, today, the constitution stipulates that every child has a right to receive education in their home language or language of their choice. Because of multiracialism in most South African classrooms, teachers are forced to use the LOTL, which is either English or Afrikaans in provinces like Western Cape (Aitken, Fairley & Carlson, 2012). Although the code-switching move by teachers might seem saintly, it also helps erode the intentions of inclusive education.

2.4.2   Parental involvement

Disabilities related to learning such as Attention Deficit/Hyperactivity Disorder (ADHD) and Learning Disorder (LD) normally get noticed once a child starts schooling, at around 7-8 years old, in their first two years of school (Mayo Clinic, 2017) These disabilities will not be described here; they are described in detail somewhere else by Misener, Mcpherson & Mcgillivray, (2018). Foundation Phase learners aged 7-8 years do not know if they could have any form of disability and teachers normally depend on parents for such information. This makes the parents one of the key stakeholders in the learning of their children in the Foundation Phase as compared to other school phases. Unfortunately, most parents in rural areas do not take the education of their children seriously. This can be seen in the absenteeism of learners and absenteeism

of parents in the parents' meetings; there are other factors involved in these acts, but they will not be discussed here (Ladbrook, 2009).

The importance of parental involvement is also emphasised by researchers such as Bakker, Denessen and Brus-Laven (2007), Mncube (2010) and Chowa, Ansong and Osei-Akoto (2012). Things get more complex when parents become aloof from schools such that when teachers ask to see them, they do not pitch up. This puts the affected learners at high risk of normally being subjected to mainstream schooling without the necessary support and this can fully incapacitate their chances of being included. Owing to this act, teachers end up misplacing learners, normally by putting them in the classroom they do not deserve to be but, if parents were involved, they would provide all the necessary information to the teachers about any form of disability a child could have (Durisic & Bunijevac, 2017). Although challenges are inhibiting inclusive education in South Africa, there are other areas where the schools must be commended for their actions to achieve inclusion. Therefore, the next section discusses the enablers to implement inclusive education.

2.5 ENABLERS TO THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN SOUTH AFRICA

This section discusses the factors enabling the implementation of inclusive education in the Foundation Phase of rural schools. The factors discussed were themed in Section 2.3 (the advancement of inclusive education around the world). These inhibitors are linked to the South African education context and schooling environment in general.

2.5.1 Policy implementation
Noting from the discussion on the worldwide view of inclusion education, it is quite impressive to see that almost all nations have policies in place to accommodate the implementation of inclusive education (Hayes & Bulat, 2017).

> Furthermore, "The policies seek to raise awareness of the right to education for all children with disabilities and to introduce a clear mandate throughout the school system for marginalised children" (Hayes & Bulat, 2017:13).

This approach limits the occurrences of inconsistencies, by providing a traceable process of implementation of inclusive education. This point was partially supported

by Gsiroonian (2017) who states that proper inclusion policies and legislation deter inclusion officials from taking haphazard decisions and having a proper channel of funds meant for inclusive education implementation.

Most of these policies are drafted from the national level of education and then implemented across the parts of the education system. All schools are expected to have inclusive policies, which are informed by the national department of education. All-inclusive education policies protect the rights of all learners involved. These policies are designed to comply with the major legislations of the country in question.

In South Africa, the SIAS policy, as discussed in section (2.5.4.3), is designed to comply with the major legislations governing the country. Image 1 below is a funnel resembling the contents (legislations) represented by the implementation of inclusive education.

Bill of rights

Schools Act

Ubuntu

Inclusive education policy
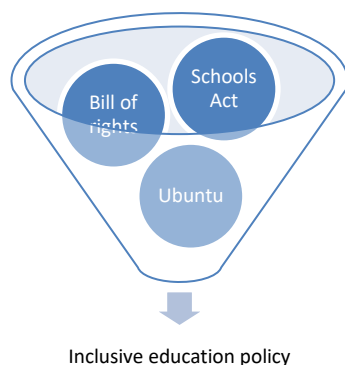
Image 1: Inclusive education policy

Through implementing inclusive education, the legislations on the image above were represented:

> Bill of rights: "The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth" (The Constitution of the Republic of South Africa, 1996:6)

Implementing the inclusive education policy (SIAS) was also meant to defend rights such as the one above and many more in the constitution.

Schools Act: "A public school must admit learners and serve their educational requirements without unfairly discriminating in any way" (Republic of South Africa – government Gazzette (schools Act), 1996:6).

Ubuntu: "A person is a person through other people's strikes an affirmation of one's humanity through recognition of another in his or her uniqueness and difference" (Eze, 2017:90).

From my point of view, all these concepts are represented in the contemplation of the inclusive education implementation in South Africa or any other country using the same design as inclusion policy. Inclusion policies are implemented by teachers at the school level; hence, their training for this duty is more critical. Therefore, the next section discusses the training of teachers for inclusive education.

2.5.2 Teacher training for inclusion

Throughout the discussion of inclusive education in other countries made in Section 2.3, they all have teacher training programmes meant to man the implementation of inclusive education. Therefore, this section discusses teacher training as one of the most materialised enablers of inclusive education in South Africa.

Inclusive education short learning courses, which the DBE with the support of Universities like the Northwest University, strive to equip in-service teachers with the skills and expertise necessary for implementing inclusive education. The programmes included a provision of a deeper understanding of the SIAS strategy and how to differentiate teaching for various needs of learners (Noth-West University, 2021). Other universities, including the University of Limpopo, are also providing courses of this nature; 2) inclusive workshops, which are meant for in-service teachers to share strategies and approaches for effective implementation of inclusive education, remove barriers and descend inclusiveness in the current curriculum (UNESCO, 2004); 3) inclusive education awareness campaigns such as the "Together we're Better" (Inclusive education Awareness Campaign and Artwork Contest Diversity Celebration Toolkit), which is meant to promote inclusive education and its intentions for the education system, learners and the society and change the attitude of people. This campaign reaches its target through social media platforms, print media and word of mouth. The targeted groups include teachers, parents, universities, unions and other relevant stakeholders (The Arc, 2018).

Teachers have been striving to establish the best methods to cater for the different needs of learners in classrooms; most of these appending methods were meant to complement the implementation of some of the above-mentioned policies and strategies (Hay, Smit & Paulsen, 2001). With all these measures, policies and strategies put in place to enable an easy implementation of inclusive education; this phenomenon is, however, faced with some inhibitors hindering its implementation. Considering the heavy presence of inhibitors in the implementation of inclusive education in the South and around the world, I believe it would be sensible to show some light on the inhibitors impending inclusion in South Africa. Therefore, the next section discusses the inhibitors to implement inclusive education in South Africa.

2.6 INHIBITORS TO IMPLEMENTING INCLUSIVE EDUCATION IN SOUTH AFRICA

2.6.1 Teacher training for inclusive education

This study supports the proclamation of Kurniawati, de Boer, Minnaert and Mangunsong (2017) that teachers are the most critical personnel for the implementation of inclusive education. Kurniawati, De Boer, Minnaert and Mangunsong (2017) added that teacher training programmes can influence teachers' attitudes, knowledge, and teaching strategies for diverse classrooms. Therefore, it is of paramount importance to consider the training of teachers when talking about inclusive education. This is to ensure that teachers have the necessary practicum experience to the needs of an inclusive classroom (Ozel, 2018). The importance of teacher training has been prioritised owing to the presumption that some of the challenges faced by teachers at their level are triggered by their lack of training for inclusive education.

 Ozel (2018) also noted that the current teacher training programmes have conspicuous gaps, hence, providing training that is irrelevant to the real classroom situations. I fully agree with Özel's (2018) assertion, but I believe it is still a good move to have teachers trained so that they may have an idea about inclusive education. This would put teachers at par with the rest of the world about inclusive education and help them overcome the inhibitors at their level. The most common inhibitors faced by teachers at a personal level because of unreadiness include but unlimited to: Lack of

know-how- to and teachers' attitudinal problems (Boyle and Anderson, 2020). The next section discusses these two inhibitors. The discussion helped clarify the link between training for inclusion and these elements.

2.6.1.1   Lack of know-how-to

A study by Westwood (2003) found that most of the participants (teachers) had insufficient training in inclusive education from when they were still pre-service teachers. Even after they became on-service teachers, they still lacked training. This made the teachers in question believe that they needed the training to advance their teaching strategies and to differentiate their teaching. The training of teachers for inclusive education normally includes how to implement the curriculum amid the consideration of special needs learners, better management of inclusive classrooms and monitoring the behaviour of special needs learners (Leung, Mak & Hong Kong, 2010). The lack of training puts teachers in diverse classrooms with no idea on how to handle students with disabilities and this turns out to be disastrous since they end up doing things that the affected children may consider as offensive as calling out a child with behavioural disability in front of the class (Mader, 2017). Where the teachers in question are at the receiving end of the school for the children, they normally arrange for special education for the children, only because they do not know how to deal with them. Because of the 'Lack of know-how-to', teachers develop negative attitudes towards inclusive education and for some who are above 50 years, contemplating training is a hard pill to swallow (Donohue & Bornman, 2014). The next section, therefore, made deliberation on the attitudes of teachers due to lack of training.

2.6.1.2   Teachers' attitudes

Donohue and Bornman (2014) argue that the training of teachers for inclusion is influenced because before most nations, including South Africa, could understand inclusion, the training of teachers was either general education or special education. This has been turned into an attitude that has been grounded in the South African teaching philosophy (Ntombela, 2011). Saloviita (2019) found that most of the participants developed negative attitudes because they felt overburdened. After all, little support was received, and this made the implementation of inclusive education more complex and strenuous. They, therefore, commonly opt for referring children to special schools. Unianu (2012) joined this discussion by stating that teachers perceive learners with emotional and behavioural difficulties as more problematic when

compared to learners with other difficulties; hence, they neglect their responsibility of helping as educators. I, therefore, believe that training could do a difference in this regard because some frustrations are clearly of a person who does not know what to do and it is worse in rural schools (Rouse, 2008).

2.6.2 Rurality of schools

Implementing inclusive education deeply relies on the availability of capability at the school level. The environment of the school should be child friendly to cater for inclusion. It should be the one that promotes the protection of all learners, ensures that all learners have access to clean water and adequate sanitation, learners have access to health services, offers counselling and psychosocial support; the school has ramps for the mobility of all learners in the school (South African Government, 2013). This notion relates to that of the "Zone of Proximal Development" (ZPD) theory by Lev Vygotsky. Vygostsky (1978) maintains that learners can reach their ZPD if the adult scaffolding their learning has all the resources to do it and the environment where learning takes place allows for such. This theory is described in detail under the "Role of theory" of this study.

2.6.3 Shortage of resources

The conditions of South African rural schools have been noted to be enormously under resourced in a sense that they (schools) still contain the dents by South Africa's dark history (Apartheid) (Cerelse, 2018). Limpopo Province and Western Cape Province are considered having more rural areas and most rural schools, specifically in Limpopo Province, do not have access to running water, proper sanitation, adequate infrastructure such as desks, chalkboards, and adequate textbooks (Gilili & Desk, 2020). The conditions of South African rural schools were also noticed by the African National Congress (ANC) (1995) when it stated that South African rural schools are marginalised and under-resourced. Some conditions in rural schools are even more vicious to Foundation Phase learners because they are forced to track kilometres going to school because of the non-availability of transportation to and from schools. This is a case for some schools in Eastern Cape where there are learners who walk 30km to their nearest school and when at school, there are Mathematics and English teachers (Damba-Hendrik, 2020). These conditions become worse for those going to schools that do not have running water since they are constantly forced to run around

the homes in the village and ask for drinking water (Sanchez & Rodriguez, 2019; Makhanya, 2020).

The sternness of the challenges posed by the conditions of these schools is also reflected by the poor academic performance of matric learners in Limpopo Province. In the 2019 academic year, eighteen schools obtained 0% matric pass rate (Gilili; M&G Data Desk, 2020). This is a concerning issue because most employment opportunities in the country require individuals to at least have a matric certificate. This could pose a permanent life problem for learners coming from rural schools, considering their social economic conditions (Alie, 2021).

The above schools' conditions become a barrier to all learners in a school and special needs learners are commonly referred to special schools which are far away from their place of residence. These conditions contravene the South African Schools Act No 84 of 1996, which states that: all schools should have access to electricity, running water and sanitation; all public schools must be able to admit any learner without any form of discrimination (Republic of South Africa-Government , 1996). The conditions stipulated by the guide for Child Friendly Schools, as described above, are undermined. These conditions make it extremely hard for schools to implement inclusive education, let alone consider differing instructions for diverse classrooms. Therefore, the education ministry in South Africa should at least focus on the readiness of rural schools when initiating policies for inclusive education. Another issue rendering South African rural schools not ready, it is the class size. This is discussed in the next section.

2.6.4 Class size

Classroom size is experienced in many countries, and it is gaining momentum in the most underdeveloped countries (Kelso Public Schools, 2018; Muta, Korenaga, Kuorelahti, & Sovalainen, 2019; Lindsjö, 2018; Muthusamy, 2015). A study conducted by Swart, Engelbrecht and Pettipher (2002) found that classroom size is the biggest obstacle to implementing inclusive education in South Africa. South African schools were found to have 50 learners packed in one classroom (Ladbrook, 2009). Marais (2016) found that in 2011, there was a school where 150 grade one learners were packed in one classroom. This is amid the recommended learner-educator-ratio (primary schools is 40:1. For secondary schools, it is 35:1 (Spaull, 2011). Teachers

constantly find it difficult to accommodate this large number of learners at once while differentiating their teaching for special needs learners.

Classroom size problem becomes even viler when the school lacks resources because, in some instances, three or four learners are forced to share a desk meant for two learners and this blocks movement in the classroom (Marais, 2016). This classroom size and the blockage of movement within the classroom tell us that a learner mobility problem can never be accommodated in such a classroom. The most unfortunate part is that the training of teachers for inclusion isolates the class size and this at some point makes teachers lose their capability to implement inclusion, hence, much consideration is given to the training of teachers. Therefore, the next section focuses on the capability of teachers to implement inclusive education in rural schools.

2.7 THE ROLE OF TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

This study is slanted on the opinion that teachers are the key stakeholders of the inclusive education implementation stage. As far as inclusive education is concerned, teachers are expected to accommodate the different needs of learners in their classrooms and endure all the pressures involved in the implementation of inclusive education (Cate & Glock, 2018). (Rouse (2008), Leung, Mak and (Training 2010) are of the view that the success and failure of inclusive education policy implementation are dependent on teachers. Rouse (2017), added, most inclusion lamentations regarding inclusive education are caused by the unpreparedness of teachers for inclusion. These two views agree with my hypothesis about the role of teachers thus, it is necessary to look at some of the inclusion issues from their end. Table 1 below depicts the role of teachers in general and their relevance in inclusive education.

General roles of teachers	The relevancy of the roles to inclusion
Imparting knowledge and skills to learners (Cox, 2020).	This role corresponds with one aim of inclusion, to provide the same quality type of education to all marginalised groups.

Creators of comfortable and productive classroom environment (Gujjar & Naoreen, 2009).	Inclusive education strives to have heterogeneous learners comfortable under one roof.
Implementors of education policies in classrooms (Edgerton & Desimone, 2018).	All the inclusive education plans are drafted in a form of policies to be implemented.
Protectors of learners from any form of distress and abuse.	Learners' rights, identity, emotions and ethnicity must always be protected from any form of discomfort for the sake of inclusion.

Table 01- The role of teachers in general and their relevance to inclusive education

The table showed that teachers have a serious role in serving in the schooling environment, in general and implementing inclusive education policies heavily relies on them. Therefore, this shows that the success and failure of inclusive education are more dependent on the efforts of teachers as stated by Rouse (2017). This claim is also backed by a plethora of theories, with which one of them, Zone of Proximal Development theory, is discussed in this study and its impact on implementing inclusive education. The presence of this theory in this study was first introduced in chapter one and the introduction of this chapter. Consequently, the next section discusses the role of theory in this study.

2.8   THE ROLE OF THEORY IN THIS STUDY

2.8.1 Zone of Proximal Development (ZPD) theory

This study is informed by the Zone of Proximal Development (ZPD) theory developed by Lev Vygotsky (1896 - 1934). Vygotsky defined the ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer" (Vygotsky, 1934:89). The Vygotsky's ZPD was developed with the development of learners in mind; unfortunately, he passed on very early before he could propose specific methodologies for implementing the theory. Other scholars like Jerome Brunner, David Wood and Gail Ross broadened, added concepts and extended the theory to give it more adaptation so that it can be applied to contexts such as education and psychology (Fani & Ghaemi, 2011). Wertsch (1991) in Shabani, Mohammad and Ebadi (2010), assert that Vygotsky was interested in various realms of development including cultural development, human evolution, individual development and learning development to influence cognitive nature. In this study, the focus is on individual development and on learning development, hence, the primary intent of inclusive education. The link between the cognitive development of a learner and this theory could be easily noted from the image below and its description.
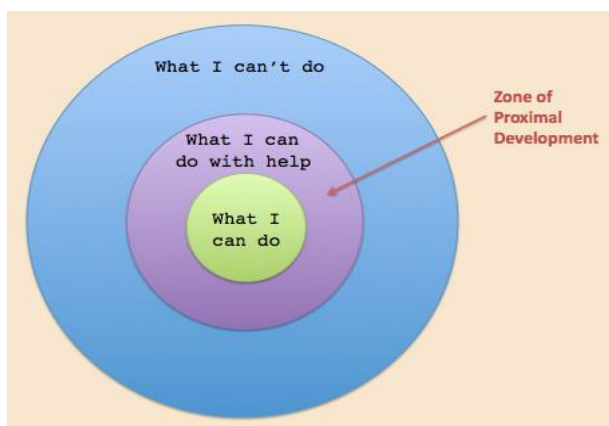
Image 02: Zone of Proximal Development generated from innovative learning

Inclusive education as described in (*2.2.1.2 The broad view)* indicates that inclusion values diversity and this is to ensure that no learner is left out of school due to their gender, race, religion, ethnic group, disability and so on. According to Vygotsky's point

of view, the main intention of education is to keep learners at their Zone of Proximal (Centre circle highlighted in green in image 01). This is where they can do things on their own but first, the process should include the provision of interesting learning tasks which will force them to seek help (Roosevalt, 2008).

When learners are in the second circle (shaded in Purple) in image one, they need more assistance from someone more skilful, a teacher/ parent or fellow learner in this context (Shabani, Khatib & Ebadi, 2010; Aitken, Fairley & Carlson, 2012). The task problem should be within their ZPD, meaning, it should be an attainable task given the resources and assistance provided. Unattainable task problems (Such as teaching grade 1 learners complicated Mathematics equations) fall outside a learner's ZPD, which is the outside circle (shaded in blue in image 01), they will never be able to solve such problems even when assisted because it is out of their ZPD (Culatta, 2011). This theory has been widely used in various inclusive education studies due to its easily relatable tenets such as adult/teacher, co-operative learning, and scaffolding. The description of the ZPD phases give the theory a solid stand on inclusive education because it helps us understand how the learning process of a learner unfolds. The next section links the tenets with inclusive education, to satisfy the purpose of this study: to investigate enablers and inhibitors to implementing inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province.

2.8.2 The more knowledgeable other/adult

Mcleod (2020) asserts that, according to the ZPD theory, 'The more knowledgeable other/adult' refers to someone knowledgeable than the learners, someone who has an advanced ability with regards to a certain task. In the context of this study 'The more knowledgeable other' refers to teachers and other stakeholders responsible for helping learners to reach their ZPD and a thorough description of the importance of teachers has been made in this paper (2.4 - the role of teachers in the implementation of inclusive education). Teachers are expected to hold diverse learners' hands from what they cannot do until they can do it un-aided, see (*Image 01: Zone of Proximal Development*). Teachers, therefore, need to be more skilful and thoroughly trained to offer aid to the diverse classroom because according to European Agency for Development in Special Needs Education (2012), diverse classrooms need special skills. Teachers who lack skills (differentiate learning, classroom management, emotional intelligence et cetera) to facilitate a diverse classroom become a barrier to

the learners in this regard and this is one of the most apparent barriers noted in inclusive education literature as described (Inhibitors to the implementation of inclusive education in South Africa) section 2.5.4.5 above. Lack of skills and shortage of adult/teachers pose a threat to the implementation of inclusive education; this is according to the ZPD theory. This concept (The more knowledgeable other/adult) helps us understand the key role of teachers and how important it is that they get trained to be classified as adults for child development. In the ZPD realm, the process comprising adults helping learners to reach their ZPD is referred to as scaffolding. This concept is discussed in detail in the section below.

2.8.3 Scaffolding

Lev Vygotsky never mentioned this concept in the ZPD theory; it was introduced by Jerome Brunner. Jansen (2020) emphasises that scaffolding refers to a teaching method that requires learners to learn more by being assisted by their teacher or a more advanced fellow learner, to achieve their learning goals. Culatta (2011) views scaffolding as the process through which the adult/teacher or competent learner peer aids the learning of another learner in their ZPD and as soon as the learner can perform the targeted task on their own, the aid is gradually removed since it becomes unnecessary once the learner masters the task. A diverse classroom requires rigorous scaffolding and the adult performing the scaffolding process should have the necessary resources and services. In the context of inclusive education, the necessary resources and their duties are mentioned in the table below:

Resources/services	Purpose
Physical school resources	
Tables, chalkboards, proper infrastructure, classroom lighting, easy access and mobility in the school (ramps), textbooks, chalks, special needs learners' resources, et cetera.	These are meant to make the school a child-friendly environment and to soften the school's learning atmosphere.
Human resources	

Teacher's inclusive education skills, teachers' positive attitudes, parental involvement, et cetera	This is to enable teachers/adults/parents/other stakeholders to be at par with the expectation of inclusive education policies.
Psychological resources	
Psychological services	Meant to assist learners of various needs and to provide learning, growth and development through services to enable learners to meet their academic and emotional needs (Department of Defence Education Activity, 2019). The services may comprise direct and indirect intervention by psychologists, counsellors, teachers, administrators, et cetera. All these efforts maintain mental and physical wellness of learners

Table 2- Necessary resources and their duties

Table 2 highlights the importance of adult scaffolding learning to have resources if the learning of learners is to be aided. Seemingly, diverse classrooms require intensified availability of these resources but according to the literature discussed 2.5.4.5 of this study, South African rural schools lack the resources to enable teachers to scaffold the learning of their learners. When bringing this theory into context, inclusive education requires the combination of the resources mentioned in Table 2 to succeed.

2.9 CONCLUSION

This section discussed the literature eminent to the topic under study and later discussed the ZPD theory and its effect on inclusive education. In the literature, I found the following: educators are the key stakeholders of the inclusive education

implementation process, and this was also confirmed by the ZPD theory; Foundation Phase learners are more vulnerable to the challenges of inclusive education discussed above; the most common inhibitors comprise shortage of resources, bad conditions of schools and less effective teachers. The ZPD theory helped me understand how scaffolding and teachers are important in inclusive education. It also helped to link some inhibitors to implementing inclusive education with theory. Therefore, for inclusive education to be a success, the mentioned inhibitors must be considered with the utmost consideration because their debilitating effects on inclusive education are also grounded in theory (ZPD).

CHAPTER 3

RESEARCH METHODOLOGY

3.1   INTRODUCTION

The previous chapter (Chapter 2) reviewed the literature interrelated to this study. The aim of doing so was to place this study in the body of knowledge with the rest of the related studies. This chapter discussed in full the details on research methodologies employed in conducting the current study and provided justifications for the selection of the methods. This chapter discusses the following sections: 1) research approach, 2) research design, 3) research paradigm, 4) sampling, 5) data collection, 6) data analysis 7) quality criteria and 8) ethical considerations. The discussion of these concepts is structured in the following fashion: introduced by first providing conceptualisations, then, an ample deliberation is deepened on the application of the methodologies. Tables and diagrams have been employed to simplify the discussion.

3.2   RESEARCH METHODOLOGY

Research methodology is the same concept titling this chapter. It refers to research methods and procedures deemed by researchers to be necessary when going about to describe and explain a phenomenon (Rajasekar, Philominathan & Chinnathambi, 2013). Furthermore, Goundar (2012) defines research methodology as "a study of a research process in all its broadness and complexity". Research methodology embraces the various methods and techniques that are employed. It also includes the rationale that lies behind the use of such methods and the limitations of each technique, together with the role of assumptions and presumptions in selecting methods and techniques. Lastly, it discusses the influence of methodological preference on the type of data analysis employed and the subsequent interpretation of findings. In a nutshell, research methodology works as a tour map for a researcher, to guide and bring clarity to readers on why and how research related decisions were made. Collins and Stockton (2018), preserve the idea that it is nearly impossible to conduct a credible research study without using reasonable methodologies. It is, therefore, due to the preceding reasons, this study enshrined the inclusion of this section.

3.3   RESEARCH APPROACH

In this study, the qualitative research approach was employed to inform its completeness. Bhat and Darzi (2020) conceptualise the qualitative research approach as the research method that invests in gathering and obtaining data through open ended conversational communication. This approach is not only interested in what people think about a phenomenon being studied but it also looks at why they think so (Bhat, 2020). A similar notion is also maintained by Talbot (2015), stating thatthe qualitative research approach aims to understand why people think, feel, react and behave the way they do. Therefore, considering this study, it (qualitative research) fits perfectly in this research/study. Also, through implementing this research approach, I could gather the following justifications for selecting this research approach:

Firstly, in this study, the qualitative research approach helped me to understand the perceptions and views of teachers regarding the inhibitors and enablers to implementing inclusive education. This was deemed necessary because the current body of knowledge/literature is silent about the correct views of teachers on what is working and what is not working on inclusive education implementation. Therefore, through this study, sampled rural schools' Foundation Phase teachers were podiumed to share their views on success, failures, and positive opinions for a successful implementation of inclusive education in rural Foundation Phase classrooms.

Secondly, the qualitative research approach is mostly preferred for studies dealing with human beings because it helps reveal the behaviour and perceptions of the target audience. Langos (2014) maintains that this approach is helpful for studies of small sample sizes. Therefore, considering the small sample size of ten participants for this study, it is an enough justification for choosing this approach.

Thirdly, since the qualitative research approach does not involve many complicated tools and methods for data collection as compared to the quantitative approach, it therefore puts the researcher as the initial vital tool in the data collection process. This means that the researcher is subjectively engrossed in the data collection process for the study (Miles & Huberman, 1994). This is necessary when conducting studies like the one understudy because issues of inclusive education and disability need to be treated with the utmost caution and emotions must take precedence to maintain the quality of the data collected.

However, like any other research method, this approach was not without limitations or challenges. The qualitative research approach displayed the following shortcomings when conducted: time consuming process, no result verification in qualitative research- and labour-intensive approach. Though these methods may seem to swarm literature, some have manifested during conducting this study. To defuse the influence of these shortcomings and to maintain the quality in this study, I relied upon the quality criteria measures. These included credibility transferability, dependability, and conformability. The measures are discussed in this chapter in Section 3.8 (Quality criteria). The shortcomings of this approach are discussed below.

Time consuming process – This type of research is extremely time consuming, and this is the most apparent drawback when doing qualitative research (Younus, 2015). Its data collection cannot be a one-day thing because rapport and trust must be built with participants and researchers should book meetings with participants days or even a week prior (Younus, 2015). This process could take weeks or even months as other participants can cancel a meeting anytime for any reason and observational researchers are forced to do repeated research site visits. This challenge manifested in this study because I had to make numerous contacts with the participants to build trust and rapport and it was extremely complicated because of the Covid-19. Furthermore, the data analysis process appeared to consume a lot of time, because the researcher had to read repeatedly as specified in the data analysis method. Unfortunately, there is no method/strategy to circumvent this drawback as it is an embedded yoke of researching.

No result verification in qualitative research – Since most of the core questions in qualitative research are open-ended, this gives the participant more control over the data being collected (Chetty, 2016). This makes it difficult for the researcher to verify the data objectively against the responses. This became the case in this study because verifying the realness of teachers' perceptions and views is nearly impossible since there is no other method to prove it. Therefore, I had to imply the quality criteria methods to verify although it was not very effective. However, even after using the quality criteria methods, qualitative research results cannot be 100% verified.

Labour intensive approach – Unlike quantitative research where data can be analysed using computer programmes and software, in qualitative research, the

researcher becomes the main tool for data analysis. All the processes specified by the data analysis methods must be conducted by one person.

Although this method has challenges, it is still the best research approach for this study, hence, the whole body of methodology in this study is informed by the qualitative research approach.

3.4   RESEARCH DESIGN

This study was conducted using the case research design. This design was selected because it focuses on an in-depth investigation of an individual or a group of people, to explore the causes and implications of a phenomenon (Press Academia, 2018). Another motive for selecting this method was sparked by UKEssays (2018) stating that case research design can be used for accomplishing the same aims and goals as other research designs. This is because it can be exploratory or confirmatory depending on the nature of the study in question. This assertion is in line with McLeod (2019), Miller, Smith and Pugatch (2019) who stated that case study research design allows flexibility for researchers to acquire multiple types of quality data.

Crowe, Cresswell and Sheikh (2011) conceptualise case study design as an approach that allows for an in-depth and multidimensional exploration of a phenomenon in their real-life settings. Case study research explores a specific situation in a real-world context (Potter, Hellens & Nielsen, 2010:9). Case study research scientifically investigates a real-life phenomenon in-depth and within its environmental context. Such a case can be an individual, a group, an organisation, an event, a problem, or an anomaly (Ridder, 2017; Stake, 2005; Yin, 2014). Potter, Hellens and Nielsen (2010:1) added that "Case study research explores a specific situation in a real-world context".

In the context of this study, this design focused on Foundation Phase teachers in rural schools as their real-life setting. This approach permitted me to use in-depth interviews, focus group interviews and document reviews (as suggested by Crowe, Cresswell & Sheikh) to gain an in-depth understanding of that which Foundation Phase teachers consider as enablers and inhibitors to implementing inclusive education in rural schools. Besides, it was meant to understand from teachers, what is working, what is not working regarding the implementation of inclusive education. This notion

is also in line with the view of Yin (2009) who stated that case studies are used to explain, explore, and describe a phenomenon in the everyday context as it appears.

The case research design is also vital to provide information to answer what, how and why questions about the phenomenon understudy (Crowe, Cresswell & Sheikh, 2011). The effects of this element were observed, and it informed the concoction of the data collection instrument used in this study. It is also through this design that I employed the systemic literature review, which was for answering what (What is inclusive education?), how (How is the implementation process?) and why (Why is inclusive education lacking in rural schools?). The answers to the questions as gathered from the participants and the reviewed documents are outlined in the study literature review (Chapter 2) and findings in Chapter 4 consecutively.

However, this design is not without limitations; the most common challenge of case design as maintained by literature, is that, since the researcher is the main data collection tool, they are likely to be biased in terms of the data collected (psud43, 2012). Considering this challenge is necessary, owing to the articulations by Galdas, (2017) that any research material that offers less satisfactory deliberations on how mechanisms and methods were used to minimise bias, that material is likely to be viewed less favourably.

3.4.1 Challenges of Case study research design

The following challenges emerged when I was implementing this research design and their existence was also backed by literature: access to participants and bias.

Accessing Foundation Phase teachers in rural areas' schools was a bit of a problem because of the Covid-19 restrictions that made it extremely difficult for me to access schools. Therefore, I had to wait for some restrictions to be uplifted so that schools could allow visitors. After the restrictions were lifted, still, teachers were reluctant to be near visitors, so, this became a problem because I had to rely on referrals and a positive word of mouth by teachers/principals. Another access issue was that most Foundation Phase teachers are not used to researching things, so, most of them think that if they participate, there could be some problems afterwards. However, I endured the struggle through patience and perseverance.

Bias- this challenge is mostly prevalent in literature; a plethora of researchers has displayed it as one of the key challenges hence, its inclusion here. Bias refers to any motivation to the researcher that leads to the distortion of results for a study (Thorne, Stephens & Truant, 2016). In this study, this was avoided through the application of the quality criteria procedures described under the quality criteria below.

3.4.2 Research paradigm

Research paradigm refers to an approach or a research model that has been certified by the research community for a long time that it has been used for centuries (Cohen & Louis, 2000). Neuman (2014) asserts that a paradigm is an extensive organising substructure for theory and research that incorporates primary assumptions, key issues, versions of quality research and methodology for the search for answers. Owing to the nature and purpose of this study, constructivism, also known as interpretivist paradigm, was adopted as the worldview guiding this study. I used a paradigm under the guidance of the epistemological, philosophical assumption. Below are the descriptions of the philosophical assumptions.

Al-Saadi (2014) proclaims that a research paradigm is likely to take shape from these two (ontology and epistemology) philosophical assumptions. Al-Saadi (2014) provides a portrayal of these two philosophical assumptions:

> **Ontology:** refers to the study of being, which is normally concerned with answering questions such as "what is". The SAGE Online Dictionary of Social Research Methods (2006), defines ontology as "a concept concerned with the existence of and the relationship between different aspects of society such as social factors, cultural norms and social structures… Ontological issues are concerned with questions pertaining to the kinds of things that exist within society" (no page).

Epistemology: refers to "an issue that concerns the question of what is (or should be) regarded as acceptable knowledge in a discipline" (Bryman, 2008:13). This is the philosophical assumption underpinning the research paradigm used in this study. An exhaustive description of these concepts is done somewhere else by Cohen and Louis (2000) because the focus is on contextualisation. This resulted in the next section, which displays how the selected philosophical assumption is conjoined to the research paradigm.

3.4.3 Interpretivist paradigm

The epistemological standpoint taken in this design was the interpretivist paradigm. Antwi and Hamza (2015) view the interpretivist paradigm as the one which is concerned about understanding the world or a phenomenon from the views and understanding of the individuals involved. In the context of this study, I am concerned with understanding the inhibitors and enablers to implementing inclusive education in the Foundation Phase of rural schools. Hence, teachers in the Foundation Phase and inclusion documents are considered in this regard. Walsham (1993) state that interpretivist paradigm is underpinned in observations and interpretation of reality through the experiences of individuals involved. In the context of this study, to **observe** is to collect the necessary information and data about the phenomenon understudy and to **interpret** is to analyse the data/information to make meaning of the data collected. To account for this aspect of the interpretivist paradigm, I first observed the environment, which is schools that have special needs learners, thereafter, went for the views of teachers about the inhibitors and enablers to implementing inclusion and reviewed inclusive education documents and policies. This was done through the employment of in-depth interviews, focus groups and document analysis. These are thoroughly discussed in the data collection and data analysis sections (Sections 3.4 & 3.5) discussed below.

 Aikenhead (1997) argues that when using the interpretivist paradigm, during the data collection process, there is no wrong or right response. Responses are only judged by the researcher on how interesting they are for them, and this should be in relation to the study in question. Hence, I used open ended questions in the interview guide attached in the appendices below. In a nutshell, the interpretivist paradigm views a problem/phenomenon through the eyes of the people involved, meaning, the views and experiences of the people involved are of paramount importance when conducting a study of this calibre (Gichuru, 2017). Therefore, it is extremely important to sample people who could offer the most credible information to complement the study. The sampling method used in this study is discussed in the section below.

3.5 SAMPLING

The purposive sampling method was used in this study. Sampling refers to "the process of selecting units (e.g., people, organisations) from a population of interest so

that by studying the sample, we may fairly generalise our results back to the population from which they were chosen" (Trachoma & William, 2006:n.p). Neuman (2014) asserts that in qualitative sampling, the main goal is to intensify the understanding of a larger operation, relationship, or social site. Furthermore, the sample presents important information and new features, which enrich, enhance, and accentuate aspects or characteristics. On the same note, Neuman (2014) emphasise that sampling reveals new theoretical illumination and opens distinguishing aspects of people or social settings or deepening understanding of a complex phenomenon, incident, or connections (Given, 2008). In sampling, the selection is made of some cases for detailed examination and the illumination gained is instrumental in the understanding of other large sets of related cases (Neuman, 2014).

Since it is impossible to sample the whole world for a study, there are therefore, sampling methods coined to channel sampling procedures in research. There is a plethora of these methods, yet the one deemed fit for this study is the purposive sampling method which is supported by the snowballing method. The insights into the sampling methods are discussed in detail in the section below.

3.5.1 Sampling methods
Sampling methods are categorised into two: probability and non-probability sampling (Shinawatra University, nd). Table 3 below describes the above-mentioned sampling bases:

Sampling Method	Sampling Description	Types of methods	Advantages	Disadvantages
Probability Sampling	probability sampling relies on the notion that every member of the population has an equal chance of being selected for participating in a study in question (Stephenie, 2015).	➢ Random sampling ➢ Systemic sampling ➢ Stratified random sampling ➢ Cluster sampling	It creates samples that are highly representative of the population.	It poses unimaginable inhibitors if the members of the population have homogenous features.
Non-probability sampling	Non-probability sampling is the opposite of probability sampling. It uses non-randomised sampling methods and mostly, participants are selected because they meet certain requirements (characteristics, accessibility) (Showkat & Parveen, 2017).	➢ Convenience sampling ➢ Purposive sampling ➢ Quota sampling ➢ Snowball sampling	These methods allow easy access to participants.	The most common disadvantage of this method is that its findings cannot be easily generalised.

Table 3: probability and non-probability sampling.

Here, the discussion of the method bases was simply done to give a snapshot of the methods' background and foundation. It is further meant to show the propellant of my decision/choice of method. The methods in the table below are discussed in full somewhere else by Showkat and Parveen (2017). In this study, **purposive sampling and snowball sampling** under non-probability sampling were employed. The reason for simultaneous selection of the methods is that, since school visits were limited because of Covid-19 restrictions in the country, therefore, I picked a few teachers who satisfied the sampling criteria for this study and those I had easier access to. Then, I used their referrals to get to other potential participants.

3.5.2 Purposive sampling

"In this type of sampling, the researcher chooses the participants as per his/her judgment, keeping in mind the purpose of the study. It uses the judgment of an expert in selecting cases or it selects cases with a specific purpose in mind" (Showkat & Parveen, 2017:6).

Purposive sampling is extremely selective and judgmental, and it is one of the most preferred sampling methods in qualitative research. In this study, I purposefully selected three schools (Primary schools, in rural areas of Capricorn District of Limpopo Province) that have special needs learners. I contacted Foundation Phase teachers to find out if they have special needs learners or any other inclusive education circumstances. Those who did not have were not included in the sampling radar but those who had were included in the sample list. From the three selected schools, I selected three teachers from schools A and three teachers from school B but at school C, Foundation Phase teachers opted for a focus group, and they were five in the interview. All the selected teachers were expected to have experience teaching a diverse classroom. The selected teachers were entrusted to have deeper insights into the enablers and inhibitors to implementing inclusive education in the primary schools of the Capricorn district. Hence, they provided the most useful information for the topic under study. However, because of Covid-19 restrictions, the researchers found it difficult to access Foundation Teachers as expected. Therefore, the snowballing sampling method was used.

3.5.3 Snowballing sampling

Naderifar, Goli, & Ghaljaie, (2017), views …

"Snowball sampling is a convenience sampling method as indicated in Table 1 (*Table 1: probability and non-probability sampling*). This method is applied when it is difficult to access subjects with the target characteristics. In this method, the existing study subjects recruit future subjects among their acquaintances. Sampling continues until data saturation" (2)

The utilisation of this method was deemed necessary for this study because I experienced difficulties in accessing the participants by solely using the purposive sampling method. Therefore, this method allowed me to access more participants using snowballing. My main duty was to ensure that the participant being referred or

recommended fits the sampling criteria. This method posed a challenge and was time consuming because I had to first build a rapport with the participants, and some were not familiar with research.

The total number of the selected participants using the two sampling methods was eleven (11) teachers from three (3) schools. These sampling methods simplified the sampling process and the costs involved were minimal. The sampled population gave me data; to get the data, I had to use data collection procedures or other related assistants. The next section, therefore, discusses the data collection procedures used in the data collection process for this study.

3.6   DATA COLLECTION

Data collection is defined as:

> "The process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc" (Kabir, 2016:202).

Parveen and Showkat (2017) assert that data collection is the most critical process in research as it serves as the heart of any research design regardless of the study field and research approach. As indicated by Sajjad Kabir (2016:202), the data collected were used to try and answer the research questions outlined above. As per the nature of this study's research approach, research paradigm and research design, it only allowed for the discussed data collection methods below to be employed (in-depth interviews, focus group and document reviews).

3.6.1 In-depth interviews and focus group

The table below elucidates the in-depth interview and focus group concepts including the advantages, disadvantages and steps taken to avoid the challenges. In-depth interviews and focus groups were used in conjunction with a voice recorder; this is discussed underneath the table (Table 4).

The table also shows how these methods were used in the context of this study (Justification for application) and later, the discussion proceeded to the device used to complement the interviews.

	Conceptualisation	Advantages	Disadvantages
	Refers to a qualitative data collection method that involves a one-on-one engagement with the interviewed individual (Steber, 2017).	• Interviewers through In-depth interviews can initiate and establish a rapport. This helps to neutralise the atmosphere so that everyone is comfortable and reliable information could be oozed out. • Interviewer can notice changes in voice, facial expression and body posture. This could add to insights into the topic at hand.	• It is easier for the interviewer to make mistakes if they are not well trained/experienced. • The process could be relatively costly
Application	In this study, the sampled teachers were considered for the interviews. The justification for this sample is done in the "sampling section" above.	• I first went to the sampled schools twice to make sure that we knew each other with the sampled teachers although there were restrictions because of Covid-19. This helped to build trust between the two parties, and I believe the information received is reliable. • Changes in voice, facial expression and posture could mean that the participant is confused, tired, or agitated. Since it was a one-on-one session, I could detect the changes and make the necessary amendments in the interviews.	• To avoid making typical mistakes, a pilot interview with one teacher was done. This was done to detect possible inhibitors. • To minimise costs, I selected schools around my village and a cell phone recorder feature was used to record the conversation. Therefore, no serious expenses were incurred in the process.

In-depth interviews

		Focus group	
	Conceptualisation	**Advantages**	**Disadvantages**
	A focus group is described by Adler, Salantera & Zumstein-Shaha (2019) as a thoroughly planned discussion designed to capture views and perceptions of a group of persons about a phenomenon. Focus group are generally used to gather in-depth knowledge about attitudes, perceptions, beliefs and opinions of individuals regarding a specific topic' (Then, Rankin, & Ali, 2015, p. 2)	• It gives a researcher a direct chance to be in contact with a vital group of persons. • It allows individuals to give opinions and changes if necessary. • It is cost effective. • Response by one member could spark ideas in others. • The interview atmosphere is relaxed. • Discussions are more honest. • All individuals' sentiments are valued.	• Some of the group members may be reluctant if other group members cannot be trusted. • Lack of control by the coordinator of the interviewer may lead the discussion to irrelevant topics. • Data may be difficult to analyse as compared to individual interviews. • Some members may be bully and more active than others.
		(Doody, Slevin, & Taggart, 2013; Greenbaum, 1998)	(Krueger, 1994; Liamputtong, 2011; Then, Ranking, & Ali, 2014)
Application	The reason I selected this data collection method was that at school C, the HOD proposed that it would be better if they get to interview all of them at the same time. I agreed to this suggestion because of the benefits brought by this method.	• I ensured that I treated every group member the same and with the utmost respect. • I gave the participants enough time to air their views without interjecting. I also asked follow-up questions to gain a deeper understanding of the insights shared by the participants. • I took advantage of the cost effectiveness of this method because instead of having to travel to the school for interviews, I interviewed in one day.	• Members being reluctant to speak because they cannot trust is not avoidable. However, I tried to ask every participant for their opinions if the question sought deeper information. • To make sure that I had control of the interview all the time, I built a strong relationship with the Foundation Phase HOD, so, in some instances, she would restore order when the other participants were getting out of control. • To master the analysis of the data, I made sure I went through the literature for more information on how to analyse focus

			group data. I also consulted with my research supervisor for more information in this regard.
			• For members who were trying to be bully and be too active over others, I would tell them, 'Let us give others a chance.' This worked like a charm because they realised that they were being out of line.
			• To motivate the participants to participate, I would ask each of them for their opinions one by one.

Table 4: In-depth interviews and focus group.

3.6.1.1   Voice recorders

A voice recorder refers to an electronic device that can capture sound and automatically convert it into an audio file that can be easily transferred into another device like a computer and a smartphone (Computer Hope, 2017). Using this device was necessary because it was impossible to write everything the participants said. A recording application was installed on the phone for recording. This approach offered the following benefits:

- Concentration

Since I was recording the interviews, I was not infatuated with noting down every information provided by the interviewees. Therefore, I concentrated on what the interviewees were saying. This allowed me to probe for more information. This benefit of tape recorders was also noticed by Bowbrick (2017) who stated that using tape recorders during interviews sessions allow an interviewer to concentrate on the interview instead of taking notes and certainly, the interview gives the best reliable results. Furthermore, by concentrating on the participants, it makes them even more interested in giving more information.

- Compliance with the quality criteria measures

Since recorded audios can be easily stored, this allowed my study to be credible because my data could be easily evaluated since the records are kept safe. Using tape recorders also provides a shield for the procedures of data collection as the evidence will always be available for any auditing. The next section discusses document reviews as one of the methods used for data collection.

3.6.2 Document reviews

Document review refers to collecting data through the reviewing of existing documents (U.S Department of Health and Human Services, 2018). Reviewing existing documents based on inclusive education assisted me in understanding the history, philosophy, procedures, and problems related to implementing inclusive education.

The key point to note in the schools I sampled is that all the sampled schools in this study had no internal inclusive education policy of their own. They were all using the prescribed documents from the ministry of education. The documents reviewed included White paper 6, SIAS document and South African Schools Act (SASA).

These documents were solely selected because they can answer the research questions. Most of the documents reviewed were easily acquired since they were free for anyone to access. During the interviews with teachers, some teachers required them to talk about documents in their schools that focus on inclusive education implementation. This was done because accessing documents that are at the school level was difficult owing to the mountainous procedures imposed by the Covid-19 restrictions regarding school visits. According to Bowen (2009), the reviewing of documents stomachs the following benefits and shortcomings:

3.6.2.1 Advantages of document review data collection
- It is inexpensive.

- Provides reliable background information on inclusive education.

- Provides information that cannot be gathered through any form of data collection.

3.6.2.2 Disadvantages of document review data collection
- Most of the information is out of date and unorganised.

- Not easily relatable to the current study since it was collected using other research approaches and methods.

- Some of the information may be incomplete.

- It is time consuming because it must be collected, reviewed, and analysed.

All the data collected were considered for this study. To easily use the collected data, I had to analyse the collected data so that it made sense to the reading eye. The necessary steps were taken, which were in line with the data analysis method taken to analyse all the data collected for this study. The data analysing processes taken are discussed in full detail below.

3.7 DATA ANALYSIS

This study used the thematic data analysis method for analysis.

> "Data analysis is a process that relies on methods and techniques to taking raw data, mining for insights that are relevant to the study's primary purpose, and

drilling down into this information to transform metrics, facts, figures into initiatives for improvement" (Durcevic, 2020, p. online source: paragraph 2).

Suranga and Kalsi (2015), posit that data analysis is key to qualitative research because most qualitative research results are unstructured and normally rely upon the researcher's ingenuity. Suranga and Kalsi (2015) added that the lack of proper data analysis makes it difficult for the researcher and readers to understand the findings of the study. The data analysis procedure taken for a study depends on the research approach used for the study in question as discussed in the research approach section above. This study used the thematic analysis method. The thematic analysis allows for the illustration of important themes in the description and understanding of the phenomena under study (Nowell, Norris, Deborah & Moules, 2017). Thematic analysis method comprises six stages or phases embedded in its implementation (Maguir & Delahunt, 2017). The phases considered in the process of analysing the data are conferred below:

Phase one, which includes familiarising oneself with the data through repeated reading. In this phase, I first transcribed the data because the data collected through interviews were mostly taken through tape recorders. Therefore, after transcribing the data, I read the raw data from the interviews and documents several times until I was familiar with it. This is one of the important phases as it provided a deeper understanding of the data. For document review data, I thoroughly read the documents until I was familiar with them.

Phase two, which according to Boyatzis (1998), involves generating initial codes that help identify important features of the data that might be relevant in answering the research questions. The codes were used to mark the seemingly relevant and meaningful information, which are used to generate themes. Codes were created for both the transcribed data and the data received from the documents reviewed.

Phase three, which is searching for themes. This phase involved the broader level of themes and collating all the relevant coded data extracts within the identified data. The searching of themes was done on both the transcribed data and the data from documents. This was done to draw connections between the two data sources to synchronise them when the results were being discussed. Furthermore, it was at this

stage that excess information was let go to remain only with information relevant to this study.

Phase four, this phase involved checking and reviewing the themes identified in phase 3 to determine that they all tell the same story about the data.

Phase five, involves the naming and defining of the themes, working out each theme and for the researcher in deciding on an informative name for each theme (Braun, 2006).

 Phase six, is the final phase of the thematic analysis and it involves the write-up of the report whereby the researcher delivers enough evidence of each theme using simple and clear examples from the identified data. In this study, thematic analysis was employed to provide a flexible way of analysing data and as a useful research tool.

The products of this section are displayed in detail in Chapter 4 of this study. This is where the themes are described in detail. The proper implementation of the data analysis process was done in this study to ensure that the data collected, and the research as a whole met the quality criteria as specified by the research community for all researchers to adhere to. To display measures taken in this regard, therefore, the next section discusses the quality criteria measures considered when this study was being conducted.

3.8   QUALITY CRITERIA

As indicated in the last part of the above section (Data analysis), during the process of conducting this study, I was mandated to uphold and observe the following quality criteria measures: credibility, dependability, transferability and confirmability.

8.8.1 Credibility

Credibility refers to a degree of confidence placed on the findings of the study in terms of truthfulness (Mohajan, 2017). For this study, I spent more time communicating with the participants and building relationships with them, to building trust to avoid misinformation and any form of discomfort (Mackenna, 1999). Since visits to the schools were limited due to the restrictions imposed by the Covid-19, then, I had to rely on social media and phone calls to build a rapport with the sampled participants.

However, this worked to a certain extent as other participants were not active on social media, and they could not appreciate constant social phone calls.

3.8.2 Transferability

Transferability can simply be described as "The degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents" (Mohajan, 2017). I safeguarded the transferability of this study by ensuring that the results from this study were extremely clear so that other researchers from the same field could relate their studies to this one. This was done by ensuring that all the documents and artefacts that were involved were kept in a safe place.

3.8.3 Dependability

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit and analyse the research processes (Johnson, Kording, Hargrove & Sensinger, 2017). I ensured that the research steps taken were described transparently from the beginning of the project to the reporting of the research findings. This was also done by ensuring that all the documents and artefacts that were involved were kept in a safe place. In addition, dependability was also maintained through gatekeeping measures by the research supervisor of this study. The supervisor ensured that all the necessary research steps and procedures were followed, all the necessary documents were signed, and ethics were adhered to.

3.8.4 Conformability

Conformability entails ensuring that the research results and processes are free from prejudice and biases (Noble, et al., 2017). I ensured conformability in this study by not involving personal opinions on the findings. Furthermore, I also made it evident that the findings/results have a strong link to the conclusions in a traceable format. Conformability was also maintained through a thorough consideration of the ethics (permissions, informed consent and voluntary participation, confidentiality and anonymity, plagiarism, feedback**)** necessary for this study. The ethical measures considered for this study are discussed in full detail in the section below.

3.9 ETHICAL CONSIDERATION

In simple terms, ethics denotes the mannerism of conduct along with acceptable standards by researchers to ensure the credibility and authenticity of the study conducted. Research ethics are specifically interested in the analysis of ethical issues that are raised when people or animals are involved as participants in research (Walton, n.d. Internet source – paragraph 1). Research that involves human beings is expected to conform to a set of ethical aspects for it to be considered valid (Leavy, 2017). Leavy (2017) postulates that ethics deal with the knowledge of right and wrong, integrity as well as fairness and sincerity. Similarly, McMillan, King and Tully (2016) assert that ethics are propositions and standards utilised in research as a framework for the conduct, values, and morals, which distinguish right from wrong as well as evil from good.

Therefore, when conducting this study, research ethics were taken into consideration with the utmost strictness. This strict consideration of ethics mandated me to guarantee that the research is conducted ethically and transparently. This was meant to prevent me from abusing the participants and that the participant's values, culture or beliefs were not violated in any way. The study conformed to the following ethical principles:

3.9.2 Permissions

This concept is self-explanatory. I acquired the necessary permissions before executing any phase which required one. For this study, I garnered three sets of permissions. The first phase which I had to acquire permission was the approval of the study by the research office at the University of Limpopo and a valid TREC certificate was issued. This certificate is the one I used when motivating my application for permission to collect data at the department and schools. The second phase was the application to the Limpopo Provincial Review Ethics Committee (LPREC). I succeeded and my study was considered ethical, and permission was provided to me. The third phase was the permission from the Limpopo Department of Education, which gave me permission to visit schools and do research. Letters and other electronic communication methods were used to apply for permissions due to covid-19

regulations. All forms of documents standing to be indications of permission evidence for this study are attached in the list of appendices below.

3.9.3 Informed consent and voluntary participation

Informed consent is a voluntary agreement to participate in research; it is not merely a form that is signed but is a process in which the subject understands the research and its risks (Nijhawan et al., 2013). I made it clear to all the participants through consent forms (attached in the appendices section) that participating in the study was voluntary and that there would be no negative consequences if they declined to participate in this study and that they could terminate their participation for any reason even when they had signed the consent form. There were no financial benefits for participating in the study. I also outlined the consent form's contents verbally for the participants. This was done to ensure that participants understood their rights as participants in the study.

3.9.4 Confidentiality and anonymity

Any form of data that were collected for this study was strictly confidential. I certified confidentiality and anonymity in this study by not revealing the identity of the participants in the resulting report. I further ensured that the information obtained would not be used for other reasons other than for this study. Codes were used to identify teachers and their schools. Codes of teachers were crafted in the following fashion, E.g., T1A – the T stood for teacher; the 1 stood to show the number of the teacher, in this case, its teacher 1. lastly, the A stood for the number of the school for I had schools A to C. In a nutshell, this participant was teacher 1 from school A.

3.9.5 Plagiarism

For this study, I acknowledged all the sources of the information used in this study as references. For this study, I used the American Psychological Association (APA) as the main referencing style. For further gatekeeping the research supervisor ensured that every chapter of this study submitted was taken through the Turn-It-In software to ensure that similarity of this work with others was always kept at a minimum level.

3.9.6   Feedback

I took the contacts of the teachers that were included in this study. This was done so that I could inform the school participants about the outcomes of this study and to show appreciation for their involvement.

3.10   CONCLUSION

This section described the methodologies employed in writing up this research report. Most results yielded by the employment of these methodologies are shown in the next chapter (Chapter 4). The key methodologies used included the qualitative approach, case study design, purposive sampling, and thematic data analysis. The last part of the section looked at the ethics and quality criteria measures considered in the writing of this study.

4.1   INTRODUCTION

The previous chapter discussed the methodology employed to conduct this study and motivations for the selection of such methods. This chapter discussed the findings generated from the analysed data using the data analysis method discussed in the above chapter. The findings are allocated in a form of themes and sub-themes where necessary. The findings resulted from the data collected using three data collection methods (In-depth interviews, focus group and document analysis). For in-depth interviews, three rural schools were sampled where eleven teachers were interviewed. Of the eleven participants, five from one school opted for a focus group (but only ten interviews were used because one of them was damaged and I was unable to transcribe). The other set of findings were from documents such as SIAS, White Paper 6 and the South African Schools Act.

The overall finding of this study is that the selected rural primary schools in Limpopo Province, Capricorn District, are still facing a plethora of challenges pertaining to the implementation of inclusion in the Foundation Phase, hence, the disastrous implementation in inclusion.

The findings were meant to fulfil the purpose of this study, which is soliciting teachers' views on what is working and what is not working in inclusive education implementation. This was done to try and solve the problem of disorderly implementation of inclusive education in rural primary schools. The data collected through in-depth interviews and focus groups generated five themes: (1 teachers' understanding of inclusive education; (2 susceptibility of Foundation Phase learners to exclusion; 3) enablers to the implementation of inclusive education; 4) inhibitors to the implementation of inclusive education and 5) recommendations from teachers. These themes were employed to deductively review the documents; this was done to see which policies state regarding inclusive education versus what is happening at the sampled schools. Therefore, reviewing the documents assisted in pointing out discrepancies between inclusion policies and the actual reality at the sampled schools.

This chapter is structured as follows: (1 profiles of schools; (2 profiles of participants; (3 findings from interviews; (4 findings from the focus group; (5 findings from document analysis and (5 conclusion. Tables and diagrams were used to easily outline findings and other relevant factors.

4.2 PROFILES OF SCHOOLS

The schools used in this study were purposefully sampled if they met the criteria expectations which were: quantile one public primary school; situated in a rural part of Capricorn district in Limpopo Province and having or once had special needs learners. Below is the set of school profiles.

4.2.1 Profile of school A

School A is a quantile 1 primary school in the most rural part of Capricorn district in Limpopo Province. The school has a female principal, 29 post level one teachers and 5 education specialist teachers. The school had an enrolment of 1449 learners for the 2021 academic year. Most learners rely on the feeding scheme programme for breakfast, which the cooking women use firewood to prepare. The school relies on underground water for everyday use because there is no running water. The school's buildings are reasonably in good condition, having a few broken windows and doors. There is not any form of a physical facility for inclusion in the school; this includes the old pit toilets on the school premises. All the Foundation Phase teachers in the school are females.

4.2.2 Profile of school B

School B is a quantile 1 primary school in the most rural part of Capricorn district in Limpopo Province. The school has a male principal, 36 teachers, 5 supporting staffers and an enrolment of 1244 learners for the 2021 academic year. Most learners rely on the feeding scheme programme for breakfast, in which the cooking women use firewood. The school relies on underground water for everyday use. The school buildings are standard; some have broken windows of which teachers have to put some boxes in when it is cold or too hot. There are no visible ramps, or any facilities meant to cater for special needs learners; this includes the toilets. All the Foundation Phase teachers in the school are females.

4.2.3 Profile of school C

For school C, I could only get information on the Foundation Phase only. School C is a quantile 1 primary school in the most rural part of Capricorn district in Limpopo Province. The school has a female principal, 10 Foundation Phase teachers and an enrolment of 437 learners for the 2021 academic year. Most learners rely on the feeding scheme programme for breakfast, in which the cooking women use firewood. The school relies on underground water for everyday use. The school's buildings are extremely old to the point that the department of education had to replace them with mobile classrooms as per covid-19 protocols. Though it is selected as an inclusive school around the area, there are no visible ramps and any physical facilities to support the notion. All the Foundation Phase teachers in the school are females.

4.3 PROFILES OF PARTICIPANTS FOR IN-DEPTH INTERVIEWS

The participants in this study were purposefully sampled if they met the criteria expectations which are: being at a rural school, having experience of teaching a diverse classroom and being available for an interview. As a result, I secured interviews with eleven teachers from three different schools. Below are the profiles of the participants.

4.3.1 School A participants

4.3.1.1 Teacher 1 of School A (T1A)

This was a female black South African teacher aged 53. She teaches grades one and two. She is also the Foundation Phase Head of Department (HOD) in the school. Her highest qualification is Honours in Education Management, which had never contained any inclusive education content. She has been teaching in the Foundation Phase for 18 years. The teacher resides a few kilometres away from the school; she sometimes uses a taxi to travel to and from the school.

4.3.1.2 Teacher 2 from school A (T2A)

This is a 32-year-old black female South African teacher. She is a post level one teacher who teaches grades 1 and 2. Her highest qualification is Bachelor of Education (GET); thus, inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 4 years. This teacher

resides in the neighbouring village from the school; she uses her car to travel to and from work.

4.3.1.3   Teacher 3 from school A (T3A)

This is a 53-year-old female black South African teacher. She is a post level 1 teacher who teaches grade R. Her highest qualification is a Diploma, Advanced Certificate in Education (ACE) and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 19 years This teacher resides in the neighbouring village from the school; she uses her car to travel to and from work.

4.3.2 School B participants

4.3.2.1   Teacher 1 from school B (T1B)

This is a 48-year-old female black South African teacher. She is a post level one teacher who teaches grade 1. Her highest qualification is Bachelor Honours in Education and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 11 years. She is the chairperson of the School Based Support Team (SBST) at the school. This teacher resides in the neighbouring village of the school. She uses her car to travel to and from work.

4.3.2.2   Teacher 2 from school B (T2B)

This is a 52-year-old black female South African teacher. She is a post level one teacher who teaches grade 2. Her highest qualification is Diploma, Ace in Education, and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 15 years. This teacher resides in the same village as the school. She uses her car. Sometimes she walks to and from work.

4.3.2.3   Teacher 3 from school B (T3B)

This is a 53-year-old black female South African teacher. She is a post level one teacher who teaches grade 3. Her highest qualification is Diploma, Ace in Education

and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 19 years. This teacher resides in the neighbouring village of the school. She uses her car to travel to and from work.

4.4   PROFILES OF PARTICIPANTS FOR THE FOCUS GROUP

Teachers from school C stated that they preferred to be interviewed at the same time as this would allow them to remind each other when they do not remember some of the necessary details about inclusive education. Hence, I had to resort to a focus group discussion. The following is the description of the Foundation Phase teachers who participated in the focus group.

4.4.1   Teacher 1 (T1C)

This is a 50-year-old female black South African teacher. She is a post level one teacher who teaches grade 1. Her highest qualification is Diploma, Ace in Education and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 17 years. This teacher resides in the neighbouring village of the school. She uses her car to travel to and from work.

4.4.2   Teacher 2 (T2C)

This is a 60-year-old female black South African teacher. She is the HOD of the Foundation Phase in the school and teaches grade 3. Her highest qualification is Diploma, Ace in Education and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 22 years. This teacher resides a few metres away from the school. She always walks to and from the school.

4.4.3   Teacher 3 (T3C)

This is a 50-year-old female black South African teacher. She is a post level one teacher who teaches grade 2. Her highest qualification is a Diploma, Ace in Education and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 16 years. This teacher resides in the same village as the school. She uses her car to travel to and from work.

4.4.4 Teacher 4 (T4C)

This is a 53-year-old female black South African teacher. She is a post level one teacher who teaches grade 2. Her highest qualification is Diploma, Ace in Education and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 17 years. This teacher resides in the neighbouring village of the school. She uses her car to travel to and from work.

4.4.5 Teacher 5 (T5C)

This is a 53-year-old female black South African teacher. She is a post level one teacher who teaches grade 3. Her highest qualification is Diploma, Ace in Education and inclusive education was never any part of the teaching programme she underwent. She has been teaching in the Foundation Phase for 12 years. This teacher resides in the neighbouring village of the school. She uses her car to travel to and from work.

4.5 SUMMARY OF FINDINGS FROM IN-DEPTH INTERVIEWS AND FOCUS GROUP

The data collected from in-depth interviews generated four main themes: (1 Teachers' understanding of inclusive education; (2 Susceptibility of Foundation Phase learners to exclusion; 3) Enablers to implementing inclusive education and 4) Inhibitors to implementing inclusive education. For a clearer presentation of the themes, the below table (Table 5) is used to align teachers' views with the themes.

4.5.1 Table 6 - Summary of themes from in-depth interviews

		SCHOOL A	
Themes	**Teacher 1 (T1A)**	**Teacher 2 (T2A)**	**Teacher 3 (T3A)-Damaged recording**
Theme 1: Teachers' understanding of inclusive education	*"Inclusive education is the education that is trying to assist the learners with barriers to learning"*	*"To me, when we are talking about inclusive education, I understand that it implies the fact that the learners that we are teaching are different and they have different needs, which we have to accommodate all their different needs according to their levels. They have different barriers to learning and they learn in different ways and as teachers, we have to apply different strategies and methods when teaching them. That's my understanding."*	
Theme 2: Susceptibility of Foundation Phase learners to exclusion;	*"I would say yes…."*	*"I will answer based on my perspective/view. Foundation Phase learners are still young, and they need an environment where they can freely express themselves where they can show you exactly who they are but because they are in a rural area, they face challenges because learners are more scared or intimidated by the environment of interacting with different faces. You find that when they come to school, it is difficult for teachers to screen them and even when you are asking them questions, they are scared to give you relevant or good answers to what you are asking."*	

			"Even if you can build that profile, it is normally not a true reflection of what they are. You are just building a profile based on what you see which is not exactly who they are."	
Theme 3: Enablers to implementing inclusive education	*Workshops*	"The department brings workshops to us on inclusive education"	"Okay, we have attended different workshops on doing the SIAS at school, how to screen the learners and find their needs and how to engage with the parents of the learners in such a way that we get information that can give a lead to the barriers faced by the learners or the barriers we see on the learners. I think that has been a success because, before those workshops, it was very difficult for us to screen the learners and before those workshops, even when you can see that this child has a challenge, you couldn't be able to analyse it"	
Theme 4: Inhibitors to implementing inclusive education	*Unproductive workshops*	"I don't think they are helpful that much more, especially in rural areas. I am saying this because even after we have done all the things as required by the department, you find that the child remains here with us though we had recommended that they must be taken to a special school". "They just give us workshops that are theoretical, so practically so, they don't come and do it so that we know how it's done. They only end with the workshops,	**"No**… I do not think so. I think it is not sufficient enough. The department does provide us with the information we need to implement inclusive education but the information they are giving us is only theory. They never give us an opportunity to do that thing practically. They simply think that we are going to do it. For me, workshops for inclusive education are not the same as the workshops where we are being equipped for teaching content in a classroom. We have been in universities before and we have been given an opportunity for practicals and	

		so this thing is not properly implemented in our school"	*had somebody who would critically look at you and tell you where you are right or wrong and where you have to rectify but when it comes to inclusive education, our officials only come here and give us theory and no one bothers himself or herself to check if this thing is practical or are they able to apply this thing practically. If yes, they are able, where must they rectify? In other words, with this theory which has been given, we are the ones to figure out whether the theory is practical or not and I don't think there's fairness in that."*	
	Classroom overcrowding		*"The issue of overcrowding even though you might not like it but it's really a determining factor when it comes to implementing inclusive education at the classroom level. You cannot be able to give special attention to a child with a certain type of impairment if the class is overcrowded. I find it a very huge task to accommodate that learner. We try by all means to accommodate them, but I feel like what we are doing is not enough. We are not doing it properly. At least, if we had limited learners, I would say maybe we are trying but now we are completely failing"*	
	Minimal departmental support	*"We can screen, identify and assess the learner and call the department to come and assist with that learner but it doesn't work that much because they don't assist those children by referring them to special schools. For example, here we have one boy who was supposed to go to a special*	*"They just come and tell you that this thing is possible, and I have never seen somebody doing that thing and succeed in a class., I am just being told that you are expected to succeed in this and when the official has left the school, then I discover that I can't succeed; I consider myself a*	

		school, but he is still here, and he is now 15 years but he's still here and he's doing nothing. He just comes to school, eat, and go back home. So, they are excluded because they are not getting any help"	*failure. And, if I don't want to consider myself as a failure, I normally say "these people are crazy; I am not a failure. This thing is not practical; if it's practical why don't they come and they do it" or why can't they provide somebody who is an expert in this to be with us at school level maybe for a month so that we look at him/her doing it practically rather than them saying I should do it without any prior practical experience?"*	
	Lack of invitation of rural teachers' views on inclusion policies	*"They don't. They don't invite us when they make these policies. We just receive them as a mandate. For example, they would say "here is a white paper 6 you have to implement at schools"*	*"Most policies for inclusive education come to us as teachers as a mandate and in most cases, they become something or an opposite of what we are thinking. We are just being told that you have to do this like that, where as a teacher, I always engage with learners practically so I can see that this thing cannot be applicable, so I just do it to satisfy whosoever is in management. By that time, I am trying to do this not that I agree with those things"* *"no one comes to me and asks for my ideas to check if the policy or plan is doable or not"*	
	Lack of teacher training	*"as teachers, we are not trained for inclusive education"*		

Theme 5: Recommendations from teachers	Place inclusion experts in schools	*" If they want inclusive education at public schools in rural areas to be a success, they must bring qualified teachers for those learners to come here and assist them because the teachers in the classrooms are qualified to assist normal learners not learners with barriers to learning. So, if the department can bring the trained and qualified teachers for learners with barriers, it would be better. They must come down to the rural areas and to the public schools to see and hire professionals because we have a shortage of experts in our schools"*	*"My advice would be that the department of education must provide maybe per school one qualified teacher who had been trained and qualified to teach in a classroom where there are learners with barriers to learning so that we engage with that person on a day-to-day basis until we are used to this thing. The issue of giving us only theory is less effective. I cannot say it is nothing at all, it is something, but I don't think it's enough for us."*	

SCHOOL B

Themes	Teacher 1 (T1B)	Teacher 2 (T2B)	Teacher 3 (T3B)
Theme 1: Teachers' understanding of inclusive education	*"Ehhh… inclusive education, I think is where we involve those learners that have barriers to learning. The learners that are orphans and the learners that are vulnerable"*	*"I think it's referring to situations where we have learners who are experiencing barriers to learning whilst they are with us here, meaning it becomes difficult for those kinds of learners to reach for the set learning outcomes at that time. For example, we are teaching vowels, the learner would not know, see, or even understand what we are talking about. Let us say we have a text, then, we instruct them to point out vowels, which are A; E; I; O; U, the learner struggles to see them on the words as instructed. So,*	*"I think it is the type of education of learners of different abilities, more special those who have barriers to learning. It includes those that their disabilities do not allow them to be here, so they must be referred to special schools, which is a school that deals with learners of that nature".*

		they fail to see or identify a vowel altogether. Then, as teachers, we can see that this learner is experiencing some barriers to learning, then, from there, the learner would be given their special work depending on the needs and sometimes we give them extra work, which they are expected to do when they get home being assisted by the people at home."	
Theme 2: Susceptibility of Foundation Phase learners to exclusion;		*"Yes, because most learners in our rural areas, some of them their parents died because of illnesses like HIV Aids; those learners have problems. Some of them do not have even birth certificates; they are vulnerable because some of them are from Mozambique. They can't afford to go to school because if they want admission to schools, they must have birth certificates".*	*"I would say, yes, they face exclusion a lot because here in the Foundation Phase, we normally get to enrol learners from neighbouring countries like Mozambique. They normally fail to understand the teaching and learning language, which is Sepedi".*	*"I think they are likely to be excluded because the issue is with parents. Some parents of learners with special needs can see that the learner has special needs, but they still insist on enrolling those kinds of learners at a regular school. And schools' principals do not have a right to decline admission to a learner due to their ability until us as teachers discover that the learner needs special education and that normally becomes a long process, not a short one. This is because we need to refer the learner to the social workers so that they come and check the learner".* *"Some parents when enrolling their children, they sometimes hide that the learner has special needs and even when you call them to talk about the problem, it takes time for some to agree or admit that the learner has a problem"*
Theme 3: Enablers implementing inclusive education	*Workshops*	*"Okay, they come to train us the way we must teach those learners that have those barriers to learning, those who have problems of eyesight that we must ensure that in the classroom they must sit in front, and we must also paint our windows so*		*"What I remember was a one-day thing where they came here and called us all and told us about inclusive education. So, you cannot say you have been trained in that way. They told us about SIAS and other forms and a lot of things of inclusive education."*

		that they can see on the board when we are learning and eve…n".		
	Differentiation of lessons/ assessments		*"The learner would be given their special work depending on the needs and sometimes we give them extra work which they are expected to do when they get home being assisted by the people at home."* *"We normally use charts on the charts; we write for these learners, let us say today we were dealing with vowel "A" on the chart we are going write a lot of words that have the vowel "A", then, we instruct the learner that when they get home, they must circle out all the Vowel "A" from the chart normally using a red/blue colouring pencil. Doing this also helps us to teach them colours. All these are to be done on the chart we have given to them to take home".*	
	Policy implementation	*"We are using the SIAS; that's where we identify the learners; we screen them according to their disabilities then, by so doing that where we are trying as schools to help those learners".*	*"Ok, we normally have contact numbers of the parents, so, whenever we realise that a learner has special needs, we organise a meeting with the parent of the learner to inform them about the challenges experienced by the learner. So, our policy as the school requires us to give the learner more work to be assisted by the parent at home and when the learner gets to school, we check if the parent has done anything to help the learner."*	*"I know a lot, a lot, SNA1 form, SIAS and White paper 6 and a document where we record every activity that we give them for our records. So, when the social workers arrive, they normally take the book of the special needs learner and compare it to that of a normal learner, then, by doing so, they are able to see the difference"*

Theme 4: inhibitors to implementing inclusive education	*Issues of foreign learners*	*"Some of them are from Mozambique. They can't afford to go to school because if they want admission in schools, they must have birth certificates."*	*"Learners from neighbouring countries like Mozambique normally fail to understand the teaching and learning language, which is Sepedi. For example, we are busy with vowels and teaching in Sepedi, these learners fail to understand the language because it's not their home language since they are from another country. That becomes a serious challenge for us because we fail to know on what to do exactly because they are in class, they must at the end of the day learn like other learners in the classroom."*	
	Lack of teacher training	*"But with some learners, we cannot afford to help them because we are not trained for those learners".*	*"No, I had never received any training focusing on inclusive education. Here in our school, we have one teacher who attends such workshops regularly"*	*"No! I have never received any formal training on inclusive education"*
	Minimal departmental support	*"No, **because** we identify those learners, and we refer them to the department, but it takes time for that child to get a school. For example, now I have a learner. That learner was involved in a bus accident; he was hit by a bus. Then, that learner, we have screened that learner as a school. That learner has a problem of headache. He sleeps; he becomes tired in class. When we are teaching, he just sleeps and when he sleeps, we continue with our work. That learner does not want to write because he becomes tired, so that matter was referred to the department. The report came from the doctor through his lawyer but up to date, that learner has not been admitted to a special school. Everything was done at the region, but I don't know the person because at the region, they told us that there is a number that must be even to the school so that the school (special school) so that the learner can be*	*"Laughs …, this question… sometimes we do all the processes including screening, identifying, and referring the case to the department but we sometimes do not get any assistance and the learner remains here until they dropout"'.* *"No, I do not think we receive enough support from the department because I think they were supposed to give us enough resources and materials that would allow us to easily deal with learners facing barriers to learning because now we are expected to deal with these learners as if we are dealing with learners who are not facing barriers to learning and that becomes a burden to us as teachers".* *"Department is always reluctant to provide us with the materials, then, we would be forced to use the materials meant for*	*"We don't receive the full support and training we need."*

		admitted. Then, the principal took that learner to a special school, but the special school refused to take that learner because they said they are waiting for that number. As we speak, he is still in our class and now he does not cope at all"	*learners who are not facing barriers to learning and that's wrong because they are not giving us enough support"*	
	Lack of invitation of rural teachers' views on inclusion policies	*"I think they are considered; the problem is with the department in the doing of the things because when we refer the learner to the department, the department is responsible for getting schools for those learners but as of now, it is not like that. It is too difficult. Last year, it was easy because we referred two learners. They were taken easily but this year, we find it difficult."*	*"In rural schools, I do not think their views are being considered…"*	
	Parental resistance	*"The learner was referred to another special school called special school because we talked to the parent earlier on, that parent was getting a social grant for the learner. The learner was getting money from the social services, so the parent was surviving from that grant. The father was not working. When we talked to the parents, they did not agree to take the learner to the special school. We even involved the department of education. They came and screened that learner. They wrote a report that the learner must be referred to the psychologists at the hospital so that we must get a report so that the learner can be referred because the thing that makes the learner be admitted to a special school, there must be a doctor's report about the learner. So that parent refuses to take the learner, so,*	*"We are advised to work closely with parents of the learners, but you find that sometimes when you give the learner extra work to be assisted by their parent, the parent does not help. So, the learner would come to school and say, "my mother/father said I should tell you that she's unable to do it". That comes across as a surprise to us because we always tell parents that if you are unable to help your child, at least ask your neighbour to assist and the failure of parents affects the learner, and they end up not being helped"*	*"Sometimes we screen the learner and then realise that the learner needs special education. We then call the parent of the learner but if the parent refuses to let the learner be referred, then, we can't do it. So, the parent is the one who has a final say. They must agree first. It's a serious challenge because most parents of learners with special needs don't agree to let their children be referred to special schools."* *"Most parents refuse. We once had a case where a learner was wearing diapers whilst he was here in grade 1 and when we told the parent that," this learner is wasting time here, so he needs to go to a special school," the parent refused stating that "the child was still too young". So, we said "that is not the problem because the child will stay there" but the parent still refused for us to prepare documents to refer the learner to a special school. The parent also stated that, "I'm no longer going*

		he then went to the hospital when the learner was 13 years and it was too late for that learner to be admitted because in our nearest special school, they admit a learner from 5 up to 14 years old."		*to be able to get the disability grant of the child". So, the problem is that most parents are not clear about inclusive education,"*
Theme 5: recommendations from teachers		*"What I can say is that the department must build more schools because it seems we don't have many schools for those learners with barriers to learning. If maybe we can have more schools that can be built that can help those learners, I think that would be easier for us as educators to refer those learners and even when referred, those learners must be taken to schools because now, they are delayed by some of the things that are…"*	*"I think I would advise them to listen to us when we raise points because we are the ones dealing with these learners every day. So, when we ask for resources and materials to assist these learners, they must be able to provide us with the material we are requesting because that would make our job easier and alternatively help the learners. For example, when we have a learner who is partially blind, we would request the department to provide us with bigger pencils, so, they must always provide those things on request"*	*"So, I think even the parents must be taught about inclusive education in their communities so that they know that a learner must be at a special school. They will know which school to approach and which steps and procedures to be consider".* *"I think we need to emphasise parental support. Parents need to accept the situation that their children are facing because most parents normally don't accept the situation. That's what I have noticed. That's why you find that it takes forever for a learner to be referred to a special school because the parent starts by resisting"*

Table: (5), Summary of in-depth interview themes and teachers' views

4.5.1 Summary of themes from the focus group

<table>
<tr><td colspan="6" align="center">SCHOOL C</td></tr>
<tr><td>Themes</td><td>Teacher 1 (T1C)</td><td>Teacher 2 (T2C)</td><td>Teacher 3 (T3C)</td><td>Teacher 4 (T4C)</td><td>Teacher 5 (T5C)</td></tr>
<tr>
<td>Theme 1: Teachers' understanding of inclusive education</td>
<td>"I think they are referring to the learners who have learning barriers who are in the same space as their normal counterparts."</td>
<td>"Inclusive education is the type of education that deals with learners who have learning barriers. It focuses on how you deal with a class that has normal and those learners who are slow learners. Then, inclusive education talks about how we should include them so that they all perform good"</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme 2: Susceptibility of Foundation Phase learners to exclusion;</td>
<td>"I think it's easier for them to be included more, especially in the Foundation Phase. This is because there are learners who are still fresh from home. So, as teachers, it becomes easier for us to easily identify the learner unlike when they have grown old"</td>
<td></td>
<td>"When the learners are still young, it becomes very easy for us as teachers to identify them. It is also easier for us to be able to assist them when they are still young. This is because, at that age, the learner does not see anything wrong with them. Then, as a teacher, you will know where to start and how you are going to assist the learner"</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td></td>
</tr>
</table>

Theme 3: Enablers to implementing inclusive education	*Workshops*	*"The department of education normally pilots some schools, then, from the piloted schools, only one person per school goes for some minimal training and they come back and share the information with all of us".*				
	Differentiation of lessons/ assessments	*"According to the departmental inclusive education specialists, they say we don't exclude them; we give them attention but when it's time for assessment, they have their way of being assessed because you can't assess them as you assess their normal counterparts. Like how Ma'am stated that you find that a learner cannot write "a" then when you go to their performance indicators, that learner is very good, he/she must be marked right and that permits them to move to the next grade. This is done because a learner who only writes zeros is better than the one who cannot even hold a pencil correctly"*	*"That when you prepare, those who have barriers to learning must have their lesson plan that is specifically meant for them and also even in the afternoons, teachers must be able to assist them".* *"Their assessment is different from that of their normal counterparts because others are being "verbal" like how we are doing now. So, in that case, the school must apply so that it gets a person who is going to monitor the verbal assessment. Normally, when the assessment is verbal, the person writes what the learner says"*			
Theme 4: inhibitors to implementing of	*Unproductive workshops*		*"Let us say we consider the selection of one teacher for training per*			

79

inclusive education			*school as a training. It is also a problem because the training is only for one day. After all, you find that… say … it is for one day, you are going to enter at around 13h00; they would register you and you would be shown rooms. Then, the experts do introductions; then, you are going to come the following day to be trained until midday. Then, that is it; we are done. The problem starts when we are expected to come and share the information with the teacher at our respective schools about what happened at our training. You find that the information has been distorted. I think it was going to be better if they would come to the schools and teach maybe all the Foundation Phase teachers so that they train them all at once because even the white paper 6, we do not have it. It only belongs to the office. So, basically, their training*			

			does not help us at all. I am saying because even the education specialists at the departmental level, they don't come when we request them to come"			
	Classroom overcrowding					*"Because according to inclusive education, even the number of learners in the classroom counts. We are not supposed to have a large group of learners like we do here if you have learners with special needs."*
	Issues of foreign learners					*"Based on my view, the learners who come from neighbouring countries like Mozambique, they are not a problem more especially if they start from grade 1, in such way that you would find that the learner was doing grade 8 in Mozambique and when they get here, we would try to put that learner say… in grade 7 but you find that he/she doesn't cope, then the learner would be taken to the Foundation Phase maybe for three months. So, the learners from Mozambique are not much of a problem, the only problem we encounter on them is their parents because no matter how you try to invite them to the school so that we can talk about the problems faced by the learner, the parent does not want to come to the school."*

	Lack of teacher training	*"We had never received any training. The department of education normally pilots some schools, then from the piloted schools, only one person per school goes for some minimal training. So, if you are talking about a situation where they would come here and train us all; the answer is a No!"*			
	Minimal departmental support and lack of resources	*"I wouldn't say they help us because we are experiencing a lack of materials and resources in our schools. So, no matter how they can prepare us or a school to be identified as an inclusive education but is not doable"* *"And also, when the CIs are being called, as I said, they don't come'"*	*"So, our common problem is that when we apply, the department doesn't respond. Then, at the end, we just shove the learner to the next grade because the department of education requires us to do that"*	*"It's not enough at all. I mean even a simple inclusive education workshop. It's been a very long time since we attended one"*		*"Even the environment doesn't allow us to be an inclusive school because if you can check, last time, we had a learner who was on crutches and as an inclusive school, we are supposed to have ramps but, in our school, we don't have ramps and the toilets we have are only for normal learners. We have a lot of things that make our school not to be inclusive."*
	Lack of invitation of rural teachers' views on inclusion policies	"*I think it has a huge impact because the people who draft the policies for inclusive education, according to my view, it is people from Polokwane or Nelspruit where they have better resources than us here in the rural areas. You would find that they have the resources, structures, then, that's why when they draft the policies based on the things available at the*		*"No, we are only imbibed with documents, then, they say "here sign this" whether you sign or not, it doesn't matter because it is a must to implement the policy as given to you. We don't have any input to the things that are happening at the departmental level and their policies"*		

		schools around them. Then, it becomes a problem for us in the rural areas. I remember last time; I was sent to one of the inclusive education workshops; we did raise this point that when these kinds of policies are being drafted, the people responsible should come down to the rural areas and include us so that we can put our views and ideas based on our background"			
	Parental resistance		*"Sometimes we try to talk to the parents so that they allow us to take the learner to the previous grade though they have passed. Fathers normally don't have a problem, but mothers always fight about it stating that their child has passed, then, why should they be taken back to the previous grade, meaning the child has to remain in the grade they were progressed to?"*	*"Another thing that makes it harder for teachers is that as teachers, we can see that this learner has learning barriers, then, when we call the parent of the learner so that we can discuss the matter and how we can assist the learner in question, then, the parent fails to admit that the learner has special needs/learning barriers. They normally say, "my child is fine". From there as a teacher, you would find it impossible to continue trying to assist the learner and sometimes, you find that you have to invite an inclusive education specialist, but you fail because the parent doesn't want to cooperate"*	*"I do have a learner who is experiencing barriers to learning and it's proven because his learning is not improving. I tried conducting a meeting with the parent, but the parent doesn't admit that the learner has barriers to learning. She always says "my child is okay; at home, he plays and speaks properly" but when the child gets here, when you give them*	*"Parental resistance plays a huge role because the learner on their own, even if you tell that, you seem to be having a learning barrier. They are less likely to understand without their parent and the parent must admit that, indeed, the child has a barrier to learning and they are aware of it if they are. The problem starts when the parent says they don't see any problem with the learner"*

83

					work, he only writes zeros throughout. So, you see that the learner is not getting any assistance. Even if you say write "a", he can't do it. So, you see that if the parent hasn't agreed, there's nothing you can do"	
	Build more resource centres	*"One point I have in my mind that would be helpful is that since we can see that our nearby special school is overcrowded, then, how about maybe the department identifies or builds a centre that will cater for the learners with special needs from Pre-school through grade 12 so that it is known that that school or centre is responsible for such learners though they say it's not right for us to isolate them from other learners but I think that could help? That school is going to contain teachers who are specifically trained for teaching learners with special needs"*			*"The issue of resources is very important; if only the department could give us the resources, we need in order to teach these learners. They can also come and train us thoroughly so that we know what we are doing because we lack training and it hurts because when we were being trained to be teachers, we were never trained to deal with special needs learners.*	

					The department just gives us the policies to implement without any background knowledge of it.”	
	Raise awareness to parents and community		*“What could help I think could be a better relationship between teachers and parents so that they will be able to work together to assist the learner. Let's say, maybe, I want to assist the learner in the afternoon or on weekends, sometimes, some parents don't want that. So, once there's a positive relationship between the teacher and the parent, most of our problems would be solved. This is important because parents don't want to understand; others even end saying "I carried this child for 9 months, now you can't tell me I was carrying a dumb thing. All his/her siblings are smart, then, why should this one be dumb? I remember one time, a certain parent told one of our teachers "I wonder how the department had hired you if you fail to assist a little kid like this". Then, you see that from there; you start quarrelling with the parent. So, we need parents to love us, to respect us and trust us with their children.”*			

	Appoint experts to schools and curriculum changes		''	*"What I can add is that, if we were afforded a chance to determine the curriculum, I would say maybe the curriculum should be reverted to the old system whereby a single lesson plan runs for a week instead of breaking it down to smaller pieces where today you teach the + sign; tomorrow it's the – sign, etcetera because that limits the inclusive education. I am saying this because back then, the curriculum allowed us to teach one thing the whole day and on the last day, you assess them to any gap. The current curriculum is a problem because we are supposed to teach something and assess on the same day and its possible for them to succeed and that affects the results in grade 12."*	
Theme 5: recommendations from teachers					*"I think maybe the department of education should create time where they come to the schools whenever we have learners that we have identified. They should come and also screen in their way because now we fear being arrested when we just do it ourselves or make mistakes"*

4.6   FINDINGS FROM IN-DEPTH INTERVIEWS AND FOCUS GROUP

This section plunged deep into the discussion of the themes as they are outlined in the tables above. The description in this section consolidated the findings from the in-depth interviews with the findings from the focus group as they were informed by the same ideas/themes. Themes were aligned with their sub-themes and the views of participants.

4.6.1   Theme 1: Teachers' understanding of inclusive education

The question that led to this theme was aimed at revealing if teachers understood inclusive education and all the processes required to achieve it. The finding was that all teachers understood inclusive education although most of them believe most special needs learners must be referred to special schools. This was supported by other inhibitors they deliberated on and how things would be complicated if they would keep special needs learners. The understanding of teachers of inclusive education seemed impressive when they could even put it in context like how T2B did. The example cited by T2B showed how teachers go the extra mile and use their creativity to obtain inclusion. T2B had this to say:

> *"I think it's referring to situations where we have learners who are experiencing barriers to learning whilst they are with us here, meaning, it becomes difficult for those kinds of learners to reach for the set learning outcomes at that time. For example, we are teaching vowels. The learner would not know, see or even understand what we are talking about. Let us say, we have a text, then, we instruct them to point out vowels, which are A; E; I; O; U, the learner struggles to see them on the words as instructed. So, they fail to see or identify a vowel altogether. Then, as teachers, we can see that this learner is experiencing some berries to learning. Then, from there, the learner would be given their special work depending on the needs and sometimes we give them extra work which they are expected to do when they get home being assisted by the people at home."*

4.6.2 Susceptibility of Foundation Phase learners

The question shadowing this theme checked if Foundation Phase teachers in rural schools consider Foundation Phase learners as more exposed to the exclusion or not (Do you think Foundation Phase learners are more vulnerable to exclusion in inclusive education in rural primary schools?). The main aim was to check the fragility of the Foundation Phase learners according to teachers. All five teachers from schools A and school B maintained that Foundation Phase learners are more exposed to exclusion as compared to learners in other schooling phases because of the following reasons: 1) Change of environment leading to intimidation of learners; 2) Migrated learners cannot gain admission to schools due to not having appropriate documents and 3) Parents who cannot assist teachers in building up true profiles of learners. However, teachers from school C (focus group) did not consider Foundation Phase learners as susceptible. They considered Foundation Phase learners as the simplest group of learners to implement inclusive education to.

T2A confidently stated that the problem lies in the rurality of the learners and their lack of exposure to many people/school environments that intimidate them. This leads to teachers struggling to easily interact with them and end up failing to build up true profiles for such learners. Here is T2A's view:

> *"I will answer based on my perspective/view. Foundation Phase learners are still young, and they need an environment where they can freely express themselves where they can show you exactly who they are but because they are in a rural area, we face challenges whereby learners are more scared or intimidated by the environment of interacting with different faces. You find that when they come to school, you find that it is difficult for us as teachers to screen them and even when you are asking questions, they are scared to give you relevant or good answers to what you are asking."*

> *"Even if you can build that profile, it is normally not a true reflection of what they are. You are just building a profile based on what you see and what you see is not exactly who they are."*

Based on this teacher's view, if the school atmosphere is not comfortable as possible, it becomes a nightmare to build up healthy relations with learners and get to build up true profiles for the learners, profiles that would be able to move along with the learners to other phases.

Another interesting view on this theme was brought to light by T1B, T2B and T3B from school B. These teachers beamed light on the issue of parental absence and migration of children from neighbouring countries to South Africa and later seek schooling. T1B touched the issue of parents who have passed away due to illnesses like HIV and AIDS and learners who struggle to gain admission to schools because they are from foreign countries, and they do not have the required documents to gain admission to local schools. T1B had this to say:

"Most learners in our rural areas, some of them, their parents died because of illnesses like HIV Aids. Those learners have problems. Some of them do not have even birth certificates. They are vulnerable because some of them are from Mozambique; they can't afford to go to school because if they want admission to schools, they must have birth certificates".

The same notion of children migration was also maintained by T2B. The teacher mentioned the issue of the language barrier faced by migrated Foundation Phase learners. Here is what T2B had to say:

"They face exclusion a lot because here in Foundation Phase. we normally get to enrol learners from neighbouring countries like Mozambique and Zimbabwe. They normally fail to understand the teaching and learning language, which is Sepedi"

T3B sustained that the major problem leading to susceptibility of Foundation Phase learners is parental resistance. Parents fail to declare all the details about the learner to allow teachers to start with the learner with a full profile of the learner and know all the expected challenges. T3B had this to say:

"I think they are likely to be excluded because the issue is with parents. Some parents of learners with special needs can see that the learner has special needs, but they still insist on enrolling those kinds of learners at a regular school. And school principals do not have a right to decline admission to a learner due to their ability until as teachers, we discover that the learner needs special education and that normally becomes a long process, not a short one. This is because we need to refer the learner to the social workers so that they come and check the learner".

However, teachers from school C opposed the notion of Foundation Phase learners' susceptibility in rural areas. These teachers maintained that Foundation Phase learners are still young, and it is much easier to deal with and their barriers could easily be identified as compared to learners in later schooling phases. T1C had this to say:

"I think it's easier for them to be included especially in the Foundation Phase. This is because they are learners who are still fresh from home. So, as teachers, it becomes easier for us to easily identify the learner unlike when they have grown old".

The same chronicle was shared by T3C:

"When the learners are still young, it becomes very easy for us as teachers to identify them. It is also easier for us to be able to assist them when they are still young. This is because, at that age, the learner does not see anything wrong with them. Then, as a teacher, you will know where to start and how you are going to assist the learner".

4.6.3   Theme 3: Enablers to implementing inclusive education

This theme captured teachers' views on what they currently consider to be enabling the implementation of inclusive education in the Foundation Phase of rural schools. The following enablers were noted in teachers' expressions:

- Inclusive education workshops.

- Lesson and assessment differentiation.

4.6.3.1   Sub-theme 1: Inclusive education workshops

All the participants confirmed to have received a certain form of a workshop dealing with inclusive education once in their career. Teachers applauded this effort by the department of education because it has shown some light on what inclusive education is and how it is supposed to be dealt with. T2A also mentioned how the workshops assisted them to know how to implement the SIAS policy and follow all the necessary procedures. Here is what the teacher (T2A) had to say:

"Okay, we have been given different workshops on doing the SIAS at school and how to screen the learners and find their needs and how to engage with

the parents of the learners in such a way that we can get information that can lead to the barriers faced by the learners or the barriers we see on the learners as teachers. I think that has been a success because, before those workshops, it was very difficult for us to screen the learner and before those workshops, even when you can see that this child has a challenge, you couldn't be able to analyse it".

T1B maintained that it was because of the workshops now that they have learnt how to adapt the classroom environment to suit a noticeable barrier to learning faced by a learner. This included dimming windows for learners with eyesight problems and curriculum adaptation:

"Okay, they come to train us the way we must teach those learners that have those barriers to learning. For those who have problems with eyesight, we must ensure that in the classroom, they must sit in front, and we must also paint our windows so that they can see on the board when we are learning".

Teachers from school C (Focus group participants) stated that on their side, the workshops are in a unique form. The department only took one teacher per school to attend the workshops. Then, the teacher would be expected to come back to the school and share the knowledge with the rest of their colleagues. This view was captured T1C:

"The department of education normally pilots some schools, then, from the piloted schools, only one person per school goes for some minimal training and they come back and share the information with all of us".

This confirms that the department of education has accomplished its goal to ensure that all teachers understand inclusive education and all the relevant policies involved when implementing it.

4.6.3.2   Sub-theme 3 - Differentiation of lessons/ assessments

Another enabler that emerged from teachers' views was their effort to differentiate lessons and assessments to accommodate all the learners in their respective classrooms. Teachers have developed/acquired the skills to align lesson presentation and assessment with the needs of the learners in their classrooms. These skills could

result from the above-mentioned enabler (inclusive education workshops). T1C (focus group team) had this to say in this narrative:

"We don't exclude them; we give them attention but when it's time for assessment, they have their way of being assessed because you can't assess them as you assess their normal counterparts. Like how Ma'am stated that you find that a learner cannot write "a", then, when you go to their performance indicators, that learner is very good. He/she must be marked right and that permits them to move to the next grade. This is done because a learner who only writes zeros is better than the one who cannot even hold a pencil correctly".

T2C (focus group team) outlined the process trailed when differently assessing a learner with special needs.

"Their assessment is different from that of their normal counterparts because others are being "verbal" like how we are doing it now. So, in that case, the school must apply so that it gets a person who is going to monitor the verbal assessment. Normally, when the assessment is verbal, the person writes down what the learner says".

T2B indicated how they differentiate lessons and assessments by involving the parents of the learners affected. The teacher also maintained that involving parents to assist their child at home is the policy they have in their school, and it was agreed upon by all the relevant stakeholders. The teacher had this to say:

"The learner would be given their special work depending on the needs and sometimes we give them extra work, which they are expected to do when they get home being assisted by the people at home. We normally use charts. On the charts, we write for these learners. Let us say today, we were dealing with vowel "A" on the chart, we are going to put a lot of words that have the vowel "A", then, we instruct the learner that when they get home, they must circle out all the Vowel "A" from the chart normally using a red/blue colouring pencil. Doing this also helps us to teach them colours and vowels at the same time. All these are to be done on the chart we have given them to take home".

4.6.4 Theme 3: Inhibitors to implementing inclusive education

This theme captured teachers' views on what they considered to be the things that inhibit them from achieving inclusive education in their classroom and their rural schools in general. The following points emerged as inhibitors according to the teachers:

- Unproductive workshops

- Classroom overcrowding and a lack of resources
- Minimal departmental support

- Parental resistance

- Lack of invitation of rural teachers' views on inclusion policies

- Lack of teacher training

- Issues with foreign learners

4.6.4.1   Unproductive workshops

Inclusive education workshops appeared to be the most prominent enablers to implementing inclusive education as stated in (4.6.3.1). However, this enabler is met with a plethora of criticism from teachers to where I deemed it fit to likewise to be included in the list of inhibitors to implementing inclusive education. Teachers complained about the workshops being less effective/helpful in their journey to become inclusive teachers. In their complaints about the workshops, teachers raised two points: 1) the workshops only provide theory; there are no practicals and when the workshops are done, there are no follow-ups made by the department of education and 2) the workshops are too short and less informative.

- The workshops only provide theory; there are no practicals

Teachers complained about the workshops only giving them theory without practical and that affects how they view the practicality of inclusive education in mainstream schools. One teacher also compared the workshops received for inclusive education to the workshops they receive for subject content, stating that they are not the same in a way that the first brings practicals and the latter does not. The teacher further

compared inclusion workshops with university training that has a part for practicals and that, after the workshops, no one makes any follow-up to see if teachers are at least on the right path. T2A had this to say:

"The department does provide us with the information we need to implement inclusive education but the information they are giving us is only theory. They never give us an opportunity to do that thing practically. They simply think that we are going to do it. For me, workshops for inclusive education are not the same as the workshops where we are being equipped for teaching content in a classroom. We have been in universities before, and we have been given an opportunity to do practicals and have somebody who will critically look at you and tell you where you are right or wrong and where you have to rectify. But, when it comes to inclusive education, our officials only come here and give us theory, and no one bothers himself or herself to check if this thing is practical or are they able to apply this thing practically. If yes, they are able, where must they rectify? In other words, with this theory which has been given, we are the ones to figure out whether or not the theory is practical, and I don't think there's fairness in that."

T1A added to this argument stating that the workshops are only theory and no one from the specialists dares to come to schools and show the practicality of the theory. T1A said that:

"They just give us workshops that are theoretical, so practically so, they don't come and do it so that we know how it's done. They only end with the workshops, so this thing is not properly implemented in our school".

- The workshops are too short and less informative

Teachers complained about the workshops being too short to the point of eroding the intended information and it becomes a problem for them because, in some schools like school C, only one teacher gets to attend the workshop. The workshops take a few hours. Then, they will be expected to share the information with teachers at their respective schools, so, sometimes the information becomes distorted along the process. The workshops are not helping that much. T2C (focus group team) tried to give a glimpse of how an inclusive education workshop normally unfolds:

"Let us say we consider the selection of one teacher for training per school as a training, it is also a problem because the training is only for one day because you find that… say … it is for one day, you are going to attend it at around 13h00. They would register you and you would be shown rooms. Then, the experts do introductions, then, you are going to come the following day to be trained until mid-day, that is it; we are done. The problem starts when we are expected to come and share the information with the teachers in our respective schools about what happened at our training. You found that the information has distorted. I think it was going to be better if they would come to the schools and teach maybe all the Foundation Phase teachers so that they train them all at once because even with the white paper 6, we do not have it. It only belongs to the office. So basically, their training does not help us at all".

Based on this view, inclusive education workshops are not doing enough to be considered the only form of training meant to enlighten teachers about inclusive education. Therefore, teachers need proper workshops that would be followed by thorough follow-ups to ensure the practicality of inclusive education in rural schools.

4.6.4.2 Classroom overcrowding and lack of resources

The second inhibitor was overcrowded classrooms and a lack of resources in the Foundation Phase classrooms of rural schools to complement inclusive education. Teachers lamented that it becomes nearly impossible for them to achieve inclusive education in classrooms that are overcrowded and a lack of the necessary resources especially if there are learners with special needs.

- Classroom overcrowding

T2A dwelt on the issue of overcrowded classrooms and how it debilitates their efforts at being inclusive teachers:

"The issue of overcrowding, even though you might not like it but it's really a determining factor when it comes to implementing inclusive education at the classroom level. You cannot be able to give special attention to a child with a certain type of impairment if the class is overcrowded. I find it a very huge task to accommodate that learner. We try all means to accommodate them, but I feel like what we are doing is not enough. We are not doing it properly; at least,

if we had limited learners, I would say maybe we are trying but now we are completely failing".

This point was also submitted by T5C (focus group team):

"Because according to inclusive education, even the number of learners in the classroom counts. We are not supposed to have a large group of learners like we do here if you have learners with special needs".

- Lack of resources

Teachers also mentioned the issue of resources and materials meant to complement the implementation of inclusive education in rural areas and how they must sacrifice and use the wrong materials to teach special needs learners. T2B had this to say:

"I think they were supposed to give us enough resources and materials that would allow us to easily deal with learners facing barriers to learning because now we are expected to deal with these learners as if we are dealing with learners who are not facing barriers to learning and that becomes a burden to us as teachers. The department is always reluctant to provide us with the materials. Then, we would be forced to use the materials meant for learners who are not facing barriers to learning and that's wrong because they are not giving us enough support".

This view was also shared by T5C (focus group team) who stated that the environment in their school does not allow for inclusive education. This includes physical resources like ramps and toilets. T5C (focus group team) had this to say:

"Even the environment does not allow us to be an inclusive school because if you can check, last time, we had a learner who was on crutches and as an inclusive school, we are supposed to have ramps but, in our school, we don't have ramps and the toilets we have are only for normal learners. We have a lot of things that make our school not to be an inclusive one".

4.6.4.3   Minimal departmental support

The third inhibitor produced by the analysed data is the issue of minimal departmental support with regards to the implementation of inclusive education in rural schools of Capricorn District. Teachers held the view that they receive little support from the

department to allow them to be inclusive teachers. Teachers lamented that even when they followed the processes which they were taught by the education department on how to deal with special needs learners, the department failed to do its part. This included when teachers had referred a learner to a special school, the stumbling block is normally the department that is always failing to assist. T1B made an example of a case of a learner they are currently dealing with and how the department is failing them. T1B had this to say:

> *"We do identify those learners and we refer them to the department, but it takes time for that child to get a school. For example, now I have a learner; that learner was involved in a Bus accident. He was hit by bus. Then, that learner we screened as a school; that learner has a problem with headache. He sleeps, becomes tired in class and when we are teaching, he just sleeps. When he sleeps, we continue with our work. That learner does not want to write because he becomes tired, so that matter was referred to the department. The report came from the doctor through his lawyer but up to date, that learner has not been admitted to a special school. Everything was done at the region, but I don't know the person because at the region, they told us that there is a number that must be even to the school so that the school (Special school) that the learner can be admitted. Then, the principal took that learner to the Special school, but Special school refused to take that learner because they said they were waiting for that number. As we speak, the learner is still in our class, and he does not cope at all".*

This point shows how the reluctance of the department of education affects and even destroys the future of special needs learners stuck in mainstream schools. It basically becomes nearly impossible for a special needs learner to get admission to a special school once they have been enrolled on a mainstream school.

Teachers become even more frustrated because even when they apply for a specialist's visit, they normally fail, and this leads to teachers ending up doing things for formality and at the end of the day only learners suffer. This view was shared by T2C:

"So, our common problem is that when we apply, the department doesn't respond. Then, at the end, we just shove the learner to the next grade because the department of education requires us to do that".

"And also, when the CIs are being called, they don't come".

4.6.4.4 Parental resistance

Teachers view the resistance of parents towards inclusion as a major blow against inclusive education in rural areas. Teachers raised two points revolving around the issue of parental resistance against inclusive education; 1) parents fail to admit their children need help and 2) parents avoid their responsibility in the learning of their children.

- Parents fail to admit their children need help

Teachers showed understanding of the processes involved when referring a learner with special needs to a special school and how critical parental involvement is. However, in the same sense, they complained about parents who resist playing their role in the process of referring learners to special schools. Parents refuse to admit that their child has special needs, and they must be admitted to a special school, and this ends up affecting the learner involved as they end up stuck in the mainstream without proper help. This is quite a burning issue because almost all the teachers shared the same sentiment with regards to parental resistance towards inclusion. T3B first tried to outline the process of referring a learner to a special school and then cited an example of a case in their school and how the ordeal affected them. T3B had this to say:

"Sometimes we screen the learner and then realise that the learner needs special education. We then call the parent of the learner but if the parent refuses to let the learner be referred, then we can't do it. So, the parent is the one who has a final say. They must agree first. It's a serious challenge because most parents of learners with special needs don't agree to let their children be referred to special schools".

"Most parents refuse. We once had a case where a learner was wearing diapers whilst he was here in grade 1 and when we told the parent that," this learner is

wasting time here, so he needs to go to a special school," the parent refused stating that "the child was still too young". So, we said "that is not the problem because the child will stay there" but the parent still refused us to prepare documents to refer the learner to a special school. The parent also stated that "I am no longer going to be able to get the disability grant of the child". So, the problem is that most parents are not clear about inclusive education".

To support this view, T3C (focus group team) had this to say:

"Another thing that makes it harder for teachers is that as teachers, we can see that this learner has learning barriers. Then, when we call the parent of the learner so that we can discuss the matter and how we can assist the learner in question, the parent fails to admit that the learner has special needs/learning barrier. They normally say, "my child is fine". From there, as a teacher, you would find it impossible to continue trying to assist the learner and sometimes you find that you have to invite an inclusive education specialist, but you fail because the parent doesn't want to cooperate".

Based on these views, sometimes parents cannot cooperate in inclusion related processes because they lack understanding of inclusive education. As stated by T2B, some parents fear that they might lose the type of grant they receive for the learner. In the same sense, T1A cited an example of a case involving parents resisting inclusion because of social grant and how a learner ends up being a dropout due to the actions of their parents. T1A had this to say:

"The learner was referred to another special school called Special School because we talked to the parent earlier on. That parent was getting a social grant for the learner. The learner was getting money from the Social Services, so the parent was surviving ON that grant. The father was not working. When we talked to the parents, they did not agree to take the learner to the special school. We even involved the department of education. They came and screened that learner. They wrote a report that the learner must be referred to the psychologists at the hospital so that we must get a report so that the learner can be referred because the thing that makes the learner be admitted to a special, there must be a doctor's report about the learner. So, that parent refused to take the learner; he then went to the hospital when the learner was

13 years, and it was too late for that learner to be admitted because in our nearest special school admits a learner from 5 up to 14 years old".

- Parents avoid their responsibility in the learning of their children

Whilst on the issue of parental resistance, teachers aired their views on the fact that except resistance of parents on referrals to special schools, parents also refuse to participate in assisting their children to learn in mainstream education. Schools like school B have a policy that makes it mandatory for parents to assist their children at home with schoolwork once teachers have identified a certain barrier leading to poor performance. However, teachers complained that parents fail to do what they are supposed to do, and it affects the learners. T2B had this to say:

"We are advised to work closely with parents of the learners, but you find that sometimes when you give the learner extra work to be assisted by their parent, the parent does not help. So, the learner would come to school and say, "my mother/father said I should tell you that he/she's unable to do it". That comes across as a surprise to us because we always tell parents that if you are unable to help your child, at least ask your neighbour for assistance and the failure of parents affects the learner and they end up not being helped".

Some teachers like those in school C sacrifice their time to help learners after school hours so that they catch up with the rest of the class but since they must first get consent from parents, then it becomes impossible for some of the learners to get help. This is because the parents refuse if their children were progressed to be taken to a previous grade for catch up or stay up for afternoon lessons. T2C (focus group team) had this to say:

"Sometimes we try to talk to the parents so that they allow us to take the learner to the previous grade though they have passed. Fathers normally don't have a problem, but mothers always fight about it stating that their child has passed, then, why should they be taken back to the previous grade, meaning the child has to remain in the grade they were progressed to".

4.6.4.5   Lack of invitation of rural teachers' views on inclusion policies

Teachers are of the view that the reason inclusive education is not easily implementable in their rural schools is because the views of teachers in rural schools are always neglected whenever policies and regulations around inclusion are drafted. Teachers feel that the policy developers fail to solicit their views to get a glimpse of the contexts in rural schools. So, the policies and regulations come to them as a mandate which they are forced to implement rather than a suggestion. T2A had this say:

> *"Most policies for inclusive education come to us as teachers as a mandate and in most cases, they become something or an opposite of what we are thinking. We are just being told that you have to do this like that where else I as a teacher, I always engage with learners practically so that I can see that this thing cannot be applicable. I just do it to satisfy whosoever is in management by that time that I am trying to do this not that I agree with those things".*

> *"No one comes to me and asks for my ideas to check if the policy or plan is doable or not".*

Teachers also feel like maybe the reason for the misplacement of inclusion policies could be because the policy developers study schools out of rural areas when developing policies. T5C had this to say:

> *"The people who draft the policies for inclusive education, according to my view, are people from Polokwane where they have better resources than us here in the rural areas. You would find that they have the resources and structures. That's why they draft the policies based on the things available at the schools around them. Then, it becomes a problem for us in the rural areas".*

However, one of the teachers at school B who is also part of the SBST contrasted these claims stating that teachers' views are being considered. The major problem is the way the department of education's inclusion staffers do things. T1B had this to say:

> *"I think they are considered; the problem is with the department in the doing of the things because when we refer the learner to the department, the department is responsible for getting schools for those learners but as of now, it is not like*

101

that. It is too difficult. Last year, it was easy because we referred two learners. They were taken easily but this year, we find it difficult".

4.6.4.6 Lack of teacher training

On the sixth inhibitor, teachers complained of not being thoroughly trained for the implementation of inclusive education in rural primary schools. All the teachers confirmed that they had never received any formal training that could allow them to be considered inclusive teachers. Although workshops are already on the picture countrywide, however, teachers still can feel the gap of being less trained for inclusive education implementation. Teachers stated that for learners with typical barriers, they can assist but for those who need serious assistance, it becomes impossible for them to assist. In some schools like schools C and B, only one teacher gets to go for training, then they would be expected to share the information with the rest of the teachers and apparently, this cannot be enough. Therefore, perhaps, if they were thoroughly trained to deal with such learners, they would be able to assist. The following is a glimpse of teachers' views about minimal teacher training.

T2B:

> *"No, I had never received any training focusing on inclusive education. Here in our school, we have one teacher who attends such workshops regularly".*

T1A:
"As teachers, we are not trained for inclusive education".

T1C (focus group team):

> *"We had never received any training. The department of education normally pilots some schools, then from the piloted schools, only one person per school goes for some minimal training. So, if you are talking about a situation where they would come here and train us all, the answer is No!".*

4.6.4.7 Issues of foreign learners

The seventh and last inhibitor to inclusive education in the Capricorn district is the issue of learners who are from neighbouring countries like Zimbabwe and Mozambique. Teachers maintained that these learners are normally excluded when

they are enrolled at local schools for two reasons: firstly, they normally do not have proper documentation (certificates) and they end-up not being enrolled properly in local schools. Secondly, these learners do not understand the local language, which the Language of Teaching and Learning (LOTL) is used in the Foundation Phase.

T1B explained how these learners suffer exclusion for not having birth certificates, it is part of the government regulations to have all schooling learners documented. T1A had this to say:

> *"Some of them are from Mozambique or Zimbabwe; they can't afford to go to school because if they want admission to schools, they must have a birth certificate".*

T2B beamed some light on the language struggles they face whenever they have learners from neighbouring countries and try to be inclusive teachers. T2B had this to say:

> *"Learners from neighbouring countries like Zimbabwe normally fail to understand the teaching and learning language, which is Sepedi. For example, we are busy with vowels and teaching in Sepedi; these learners fail to understand the language because it's not their home language since they are from another country. That becomes a serious challenge for us because we fail to know on what to do exactly since they are in class, they must at the end of the day learn like other learners in the classroom".*

However, T5C opposed the views. The teacher is of the view that these learners are not a serious problem if they enrol in the lower grades with them and if the learner enrols in higher grades, they make arrangements to take the learner into lower grades for a few months to learn the language. Then, they will be taken back to their original grade. Although, this seems to be a strategy, to me, it looks like the learner is still being excluded because he/she won't be able to recover the months lost while they were in the lower grade. T5C (focus group team) had this to say:

> *"Based on my view, the learners who come from neighbouring countries like Zimbabwe are not a problem especially if they start from grade 1. In such way you would find that the learner was doing grade 8 in Zimbabwe and when they get here, we would try to put that learner say… in grade 7 but you find that*

he/she doesn't cope. Then, the learner would be taken to the Foundation Phase maybe for three months. So, the learners from Zimbabwe are not much of a problem."

4.6.5 Theme 5: Teachers' recommendations

Teachers have made recommendations of the things they think could help make inclusive education implementation a success in rural schools or rural areas in general. The recommendations by teachers can be classified into three categories: 1) The department of education should build more resource centres; 2) Awareness about inclusive education must be raised to the parents and the community at large and 3) School should at least have one inclusive education expert.

4.6.5.1 The department of education should build more resource centres

Teachers suggested that it would be better if the department of education builds more special schools/resource centres since there is a shortage of resource centres in the Capricorn district. This would make it easier for them to refer special needs learners to special schools. One of the teachers who suggested this was T1B by stating that:

> *"What I can say is that I think the department must build more schools because it seems we don't have many schools for those learners with barriers to learning. If maybe we can have more schools that can be built that can help those learners, I think that would be easier for us as educators to refer those learners and even when referred, those learners must be taken to schools because now, they are delayed by some of the things."*

4.6.5.2 Awareness of inclusive education must be raised with the parents and the community at large

Most of the teachers interviewed complained about the resistance of parents as one of the key inhibitors to inclusion. The common narrative was that parents do not understand inclusive education and its specifications. Therefore, teachers were of the view that awareness campaigns must be launched to inform parents in communities about inclusive education as this would shape better relations between parents and teachers concerning inclusive education. T3B emphasised inclusive education awareness campaigns to the parents and the community at large. T3B had this to say:

"I think even the parents must be taught about inclusive education in their communities so that they know that if a learner must be at a special school. They will know which school to approach and which steps and procedures to be considered".

T2C (focus group team) emphasised the influence of positive relations between teachers and parents concerning inclusive education and this could propel inclusive education into rural schools. T2C (focus group team) had this to say:

"What could help, I think, could be a better relationship between teachers and parents so that they will be able to work together in order to assist the learner. Let's say I want to assist the learner in the afternoon or on weekends. Sometimes some parents don't want that. So, once there's a positive relationship between the teacher and the parent, most of our problems would be solved."

4.6.5.3   School should have at least one inclusive education expert

Teachers were of the view that since they are not thoroughly trained for implementing inclusive education, therefore, the department of education should put at least one trained inclusive education expert per school. This would allow teachers to learn from the experts instead of relying on the theory and notes provided to them through workshops. One teacher who aired this view is T3A:

"My advice would be that the department of education must provide maybe per school one qualified teacher who had been trained and qualified to teach in a classroom where there are learners with barriers to learning so that we engage with that person on a day-to-day basis until we are used to this thing. The issue of giving us only theory is less effective. I cannot say it's nothing at all; it is something, but I don't think it's enough for us."

The findings from the interviews and focus group were backed by document reviews for triangulation. Key inclusive education documents and policies were consulted. These included but were not limited to: Screening, Identification, Assessment and Support (SIAS) policy, Education White Paper 6 (WP6) and the South African Schools

Act (SASA). The next section discussed and outlined the findings yielded from the documents regarding the interviews' findings.

4.7   FINDINGS FROM DOCUMENTS

The reviewing of the documents was deductively manned basing on the themes/findings yielded from the interviews and focus group. This review aimed to triangulate the data and enhance the credibility of this study. The documents were infused into one space to respond to the interviews' findings. Discrepancies and correspondences between the interviews' results and documents were delineated in this section. The key point to note in this regard is that all the sampled schools in this study had no internal inclusive education policy of their own; they were all using the prescribed documents from the ministry of education. Apparently, the only document the participants were able to associate with inclusive education was the SIAS policy. When I requested the documents guiding the implementation of inclusive education in their school, this is what I learnt from the three schools:

School A - Only the HOD (T1A) was responsible for inclusive related matters, meaning all such matters are the HOD's responsibility. When I requested to see any inclusive education or documents relating to learners, I was only shown the admission form, the clinic card and birth certificates. All the Foundation Phase teachers had these documents. I then requested for inclusion specific documents, and I was told the SIAS and White Paper 6 were probably in the principal's office. Teachers only requested for the SIAS forms such as SNA 1 and SNA 2 when they came across a learner with special needs in their classrooms. This means the process of learners' enrolment, as specified by the SIAS policy, is circumvented.

School B - With regards to the documents. all the interviewed teachers referred me to a specific teacher (T1B) who is also the chairperson of the SBST at the school. The teacher is the one manning all the inclusive education matters in the school and it is the same teacher who is responsible for attending all the inclusion workshops. When I requested to see inclusive education related documents, the teacher told me they only had the key forms of the SIAS document and nothing else. They only gather more information about a learner only when a learner proves to be facing barriers to learning.

School C – At school C, Foundation Phase teachers only had documents (admission form, learners' birth certificates and clinic cards) related to the admission of learners. When I requested to see inclusive education related documents, I learnt that the teacher who was responsible for inclusive education matters who was also the SBST chairperson had retired. Therefore, most of the documents guiding them on inclusive education were nowhere to be found. The HOD stated that they mainly need the white paper 6 and the SIAS policy and as a researcher, I managed to share some of these documents with them.

The table below (Table 7)- Findings from the documents/policies) discussed the link between the policies and the actual experiences at the sampled schools. The table contains three columns: (1) is the policy name and its description; (2) it is the summary of the policy's key tenets deemed to be linked to this study and (3) it is the comparison of the tenets discussed in column 2 with the actual reality at the sampled schools.

Table 7- Findings from the documents/policies		
Document/policy name and description	Document/Policy's summary of tenets	Actual reality at sampled schools
Education White paper 6 of 2001 This is a document aimed at describing inclusive education in the context of South African education sector. It outlines how it must be implemented and what it takes to implement it, specifying the logistics around the process. The logistics included the findings, eradication of inhibitors and budget related	The concoction of this document was informed by intense investigations that were initiated by the education ministry of education in 1996 where a task team was appointed to investigate and make a recommendation on the key inclusion aspects in South Africa. The key findings of the investigations included the following: "(I) specialised education and support have predominantly been provided for a small percentage of learners with disabilities within "special" schools and classes; (ii) where provided, specialised education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites; (iii) most learners with disability have either fallen outside of the system or been 'mainstreamed by default'; (iv) the curriculum and education system as a whole have generally failed to respond to the	The findings of the commission complement the education white paper 6 which was revealed in 1996. Much progress seems to have been made when comparing the goals of the education white paper 6 with the actual situations in rural schools. In the context of this study, the elements complementing inclusion are referred to as enablers and the opposite are inhibitors to the implementation of inclusive education. Therefore, here, I picked up (see column 2 paragraph 2 of this table) each goal and compared it with the current state of inclusion in sampled schools according to teachers: (I) Special education is currently available for all learners through inclusive education. However, it is tangled with challenges but the concept is existing at all schools; (ii) Currently in rural schools of Capricorn District, all learners can benefit from inclusive education without any form of

matters, formation of human resource etcetera (Department of Education, 2001).

diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs, and failures." (Department of Education, 2001:5)

In response to the above findings, the commission/task team produced a report making the following recommendations to achieve inclusive education:

"(I) transforming all aspects of the education system, (ii) developing an integrated system of education, (iii) infusing 'special needs and support services' throughout the system, (iv) pursuing the holistic development of centres of learning to ensure a barrier-free physical environment and a supportive and inclusive psycho-social learning environment, developing a flexible curriculum to ensure access to all learners, (v) promoting the rights and responsibilities of parents, educators and learners, (vi) providing effective development programmes for educators, support personnel, and other relevant human resources, (vii) fostering holistic and integrated support provision through intersectoral collaboration, (viii) developing a community based support system which includes a preventative and developmental

discrimination; (iii) this is still happening and even after identification of learners, teachers, at times, fail to move learners to special schools due to departmental issues; (iv) this problem is still in existence, teachers lamented that the curriculum is not inclusion friendly and special needs learners are normally excluded.

With regards to the recommendations (see column 2 paragraph 3 of this table) made by the commission, this is what I found on the field (rural schools):

(i) Most aspects of education in rural schools seem to have been changed. These include language policies, introduction of parental representative body through School Governing Bodies (SGB), poverty alleviation school programmes; (ii) the education system is currently integrated under one ministry of education; (iii) based on teachers' views, special needs and support services are inadequate in rural schools and this inhibits the implementation of inclusive education in rural schools; (vi) teachers complained much about the schools environment stating that it is representing inclusive

	approach to support, and (ix) developing funding strategies that ensure redress for historically disadvantaged communities and institutions, sustainability, and - ultimately - access to education for all learners." (Department of Education, 2001:6)	schools and these include the classroom capacity; (v) teachers confirmed that all the rights of the stakeholders involved in any case are always protected through the processes and signing of agreement forms; (vi) although education development programmes for teachers are currently in place such as inclusive education workshops, they are not resourceful enough to turn teachers into inclusive teachers; (vii) these might be existing. However, it is impossible to figure out through teachers' views; (viii) with regards to this element, teachers are of the view that involvement of community is not prioritised when it comes to the implementation of inclusive education; (ix) teachers lamented a serious shortage of resource and physical school structures to complement inclusive education and this seems to result from the failure of funding strategies within the inclusive education section for rural schools.
Screening, Identification, Assessment and Support (SIAS) policy of 2014	"The purpose of the Policy on Screening, Identification, Assessment and Support (SIAS) is to provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and	This section discusses the actual reality in the sampled schools with regards to what the policy (SIAS) says. This was done to figure out the balances and imbalances between the policy and actual reality at sampled schools.

inclusion in school" (Department of Basic Education , 2014). This policy complements the above discussed Education White Paper 6. Therefore, most elements link to each other. I looked at the key principles from this policy which I deemed fit to be communicating with data I collected through in-depth interviews and focus group. These are the principles complementing the completeness of this policy, the principles (see chapter 3, page 9 -10 of the SIAS policy) are categorised as (i) organising principles; (ii) principles of support; (iii) principles of assessment; (iv) guiding principles for decision making. Deeper meaning of the principles is discussed below: (i) The key organising principle of this policy is that all children have a right to quality education and support within their nearby schools (see chapter 3, page 6 of the SIAS policy document); (ii) this principle is centred in the idea that support should no longer "focus only on the diagnosis and remediation of deficits in individual learners through individual attention by specialist staff. The SIAS shifts the focus to a holistic approach where a whole range of possible barriers to learning that a learner may experience (such as extrinsic barriers in the home, school or community environment, or barriers related to

With regards to the principles of the SIAS policy (see column two, paragraph one on SIAS policy): (i) this principle seems to be used at the schools I sampled except school B where some learners from Mozambique and Zimbabwe are being refused admission because they do not have South African birth certificates or road to health cards and this contradicts the principle of organising; (ii) concerning this principle, teachers have made it clear that all sections of learners assessment are being considered when a learner is being supported and this is proven by the non-academic support provisioned to learners; (iii) regarding this principle, teachers stated that although they do assess learners and make recommendations, it becomes a challenge when the DBST has to play its role especially if there is a learner who must be referred to a special school. Teachers complained about the DBST not taking their requests very seriously and this impacts the affected learners because they end up stuck in wrong schools until they drop out or be too old to be enrolled at a special school; (iv) with regards to these principles, what I noted from teachers'

	disabilities) are considered. Some of the support provisions include Curriculum differentiation to meet the individual needs of learners, Initial and on-going training, orientation, mentorship, and guidance". (iii) principles of assessment focus on the assessment of a learner to determine the relevant support required for the revealed needs. This assessment ropes all the key	response is that since teachers face several inhibitors including lack of training and unfavourable working conditions , it seems teachers normally rush for referring learners to special schools and this is supported by the idea that the DBST is not doing much to assist. Therefore, referring learners to special schools seems to be working in favour of learners although it is against 'the guiding principles for decision making'.
It is a policy mainly focused on managing and supporting teaching and learning processes for learners who experience barriers to learning within the framework of the National Curriculum Statement Grades R –12.' (Department of Basic Education , 2014:1)	stakeholders including teachers, parents, and learners. Fair standardised tests can be used for assessment purposes and all the levels of the system (SBST and DBST) need to be drawn closer; (iv) the guiding principles for decision making revolves around the issue of referring learners to special schools, and regular admission of learners at schools. This principle maintains that no child can be refused admission to a school only based on standardised tests and placing learners in a special setting should be the last resort and it must not be permanent. Another related section of this policy to the findings from interviews is the competencies rated to the SIAS process (see	In relation to the competencies related to the SIAS process, teachers slammed the DBST as the largest stumbling block on their journey to accomplishing inclusive education. This was proven by the way they said they do their part as teachers and as the SBST. Teachers maintained that the DBST, at times, does not heed their call when requested and the kind of training provided to teachers is less effective. Therefore, teachers blame the DBST for most of the mistakes experienced at schools regarding inclusive education. Regarding the issue of curriculum differentiation, teachers firmly maintained that it is nearly impossible to

	page 9 of the SIAS policy). This section discusses the expected duties of teachers, SBST and DBST. Teachers are expected to collect information of learners who seem to be at risk, SBST are responsible for responding to the requests made by teachers with regards to at risk learners, DBST are expected to respond to the requests made by the SBST. In addition, this policy recommends how teachers should respond the curriculum and assessment needs of the learners facing barriers to learning. This should be done through curriculum and assessment differentiations.	do it because they lack the skills. They lack resources. They receive little support from the DBST. They have large classrooms. However, some teachers try to use the little knowledge and resources to make inclusive education a reality.
South African Schools Act (SASA) 0f 1996 This is a policy meant 'to provide for a uniform system for the organisation, governance and funding of schools, to amend and repeal certain laws relating to schools and to provide for matters connected therewith'	This policy, in some way, connects with the two policies discussed above (WP6 & SIAS). They connect in a sense that at some point, they all meant to make inclusive education a success. In this Act/policy, I selected a few tenets (see Chapters 2 & 3 of the SASA on pages 5-10), which talk to the current study. The tenets I selected are: (i) Compulsory attendance (ii) admission to public schools; (iii) language policy of the schools; (iv) provision of public schools. Following is a brief description of the three picked tenets. (i) compulsory attendance of learners is enshrined in the idea that every learner of school going age should attend school and failure to	Regarding the sections of the SASA discussed in the left cell of this table, the following is what I found through the interviews at the schools I sampled: (i) regarding compulsory attendance, teachers maintained that this is happening. However, for learners with intense special needs who struggle to get space in special schools, they waste time in regular and so-called inclusive schools because they receive minimal assistance. Therefore, these scenes metaphorically contradict the Act; (ii) the schools I sampled seemed to embrace admission policy on the positive end. However,

(Republic of South Africa, 1996).	do so their parent/guardian may be held accountable; (ii) the admission policy maintains the idea that every public school must admit learners without any unfair form of discrimination and schools' admission policies should be enshrined in this philosophy; (iii) with regards to the language policy, the Act is linked to the constitution and it recommends that schools should through their SGBs create language policies that are not informed by any form of discrimination; (iv) provision of public schools focuses on the idea that the Member of the Executive Council must use the funds made available by the provincial legislature to satisfy the monetary needs of a school. This tenet also emphasises that: "The Member of the Executive Council must take all reasonable measures to ensure that the physical facilities at public schools are accessible to disabled persons" (Republic of South Africa, 1996:10).	teachers at school B lamented that sometimes they are forced to refuse learners' admission if they do not have proper documentation such as the South African birth certificate and the road to health card. These learners are normally from neighbouring countries such as Zimbabwe and Mozambique. This seems to be an institutionalised form of exclusion and it undermines inclusive education in rural areas; (iii) concerning the language policy, this is smoothly implemented at the sampled schools and no deliberate form of discrimination was mentioned. However, some teachers at schools B and C raised the issue of learners from foreign countries who normally struggle to grasp the local language, which is also the language of teaching and learning in the Foundation Phase. This puts teachers in tight spots because they cannot circumvent the curriculum. They are therefore forced to exclude the affected learners; (iv) the provision of public schools was in many instances slammed by teachers. Teachers at the sampled schools are of the view that funds meant to complement inclusive education are very slim. This was supported by their complaints

		about the shortage of physical resources to cater for disabled persons in public schools.

Table 7- Findings from the documents/policies

4.8   THE RELATIONSHIP BETWEEN INCLUSION RELATED POLICIES AND THE ACTUAL TEACHERS' EXPERIENCES AT SAMPLED SCHOOLS

The policies discussed in the table are interconnected and are sharing the same purpose of making inclusive education a success. These policies cannot survive without the support of one another. These policies are expected to influence reality at schools. However, after the analysis I made, it became clear that more inconsistencies were prevalent and some seemed to be longstanding, dating back to 1996. The most longstanding issues that contradicted the SIAS and SASA were brought to light by the White paper 6 and most were confirmed by teachers. These included minimal teacher training for inclusive education, unfriendly schools' physical infrastructure and a lack of support by the department of education (funding).

However, some elements of the White paper 6 which were also engrained in the SIAS policy and SASA seemed to be achieved when looking at the sampled schools' reality. These elements included "(i) transforming all aspects of the education system, (ii) developing an integrated system of education, (iii) infusing 'special needs and support services" throughout the system. The common goal is to have every aspect of inclusion balanced where expectations complement reality at the sampled schools, and it seemed there is still a very long way to go. The diagram below (diagram - 3) depicts the relationship between inclusion policies and actual reality at sampled schools.
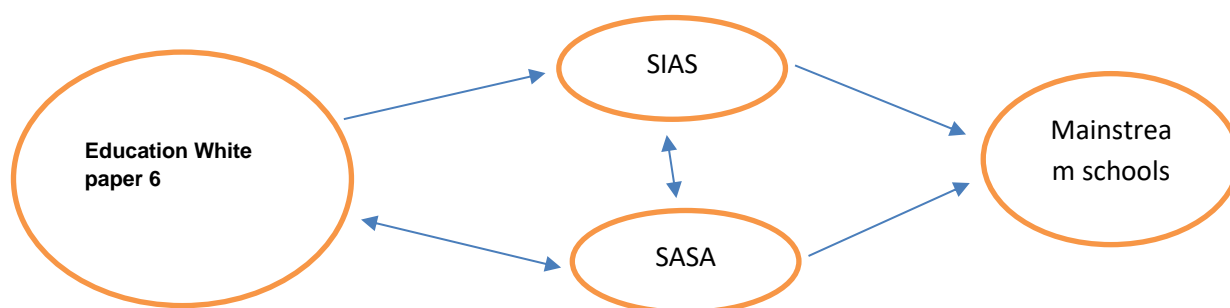

Diagram 3: The relationship between Inclusion related policies and the actual teacher' experiences

This diagram started with the Education White Paper 6 (WP6) since it is a document deeply inscribed in inclusive education. Then, the Education white paper 6 led to the implementation of the SIAS policy as indicated by the arrow. The SASA policy is at the

same level as the SIAS. This is because, in some way, it complements WP6. Nevertheless, the SASA policy is older than WP6, hence the double pointy arrow. This means the policies informed each other. The last circle contains the public schools which are where all these policies are expected to be implemented. This is where all the complements and disputes about the policies are experienced. A lot of disputes were raised against these policies. However, teachers further lamented that their views are rarely solicited when such policies are drafted, hence, in the diagram, there are no arrows from schools pointing back to the policies.

4.8   CONCLUSION

This chapter discussed the findings yielded from the three data collection methods employed for the same reason. Findings from the interviews displayed the reality of sampled schools with regards to the implementation of inclusive education. Findings from documents displayed the plans and expectations by the ministry of education regarding inclusive education in public schools. This study revealed the discrepancies and agreements between the policies and the actual reality at the sampled schools. These revelations showed how sampled schools are in desperate situations regarding inclusive education and how institutionalised forms of exclusion affect special needs learner and learners in general in Capricorn District schools. In the same sense, the sampled schools ought to be applauded for complementing other aspects of the policies as this works always in favour of learners. The findings made in this chapter cannot be too far from the findings made by other academic researchers exploring the same discipline. Therefore, to comfortably generalise the findings of this study, findings from other studies were consulted through reviewing of literature and tangling it with the findings of this study. This was done in the next chapter (discussion of the findings, recommendations, and conclusion), Chapter 5. This chapter married the findings of this study with the literature and made the relevant recommendations.

CHAPTER 5

DISCUSSION OF THE FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

5.1   INTRODUCTION

The previous chapter revealed the findings of this study, constructed using in-depth interviews, focus groups and document reviews. The analysis of the data (in-depth interviews and focus groups with Foundation Phase teachers) in Chapter 4) revealed five themes: 1) teachers' understanding of inclusive education; 2) susceptibility of Foundation Phase learners to exclusion; 3) enablers to implementing inclusive education; 4) inhibitors to implementing inclusive education and 5) recommendations. The findings from the documents (Education White Paper 6, SIAS policy and SASA) checked agreements and discrepancies between the policy expectations and current experiences of teachers at the sampled schools (three primary schools in Capricorn District of Limpopo Province). To consolidate the findings with literature and the theory used in this study, this chapter discussed the themes and all the other findings, limitations, and recommendations relevant to this study. This chapter is structured as follows: 1) introduction; 2) summary of findings; 3) discussion of themes; 4) recommendations; 5) limitations and 6) conclusion. The discussions in this chapter fulfilled the purpose of this study, to solicit teachers' views on what is working and what is not working in inclusive education implementation. This was done to understand the problem of disorderly implementation of inclusive education in rural primary schools.

5.2   SUMMARY OF FINDINGS

The overall finding of this study is that the selected rural primary schools in Limpopo Province, Capricorn District, are still facing a plethora of challenges pertaining to implementing inclusion in the Foundation Phase. This finding became clearer when discussed according to the individual themes identified as follows:

I.   Theme 1: teachers' understanding of inclusive education

Teachers understand the meaning of inclusive education and the processes of
  implementing it.

II.   Theme 2: susceptibility of Foundation Phase learners to exclusion

Most of the teachers maintained that Foundation Phase learners in rural schools are more likely to be excluded as compared to learners in other schooling phases.

III.   Theme 3: Enablers to implementing inclusive education

The following elements were viewed by teachers and documents as the key enablers to implementing inclusive education: Inclusive education workshops and lesson and assessment differentiation.

IV.   Theme 4: inhibitors to implementing inclusive education

The documents reviewed and the interviewed teachers revealed the following elements as the key inhibitors to implementing inclusive education: a) unproductive workshops; b) classroom overcrowding and a lack of resources; c) minimal departmental support; d) parental resistance; e) a lack of invitation for rural teachers' views on inclusion policies; f) a lack of proper teacher training and g) issues around foreign learners.

V.   Theme 5: recommendations from teachers

The recommendations made by teachers: a) The Department of Education should build more resource centres; b) Awareness of inclusive education must be raised with the parents and the community at large and c) Schools should have at least one inclusive education expert.

5.3   DISCUSSION OF THEMES

This section synchronised the findings made in this study with the findings made by other researchers in other studies in the same field. Current existing literature was consulted and indicated by citations. The discussion was plotted in a form of themes and sub-themes. The themes were discussed below:

5.3.1 Theme 1: Teachers' understanding of inclusive education

Teachers' definitions of inclusive education showed that they are at the point where they understand what inclusive education is. Most researchers such as Bui, Quirk, Almazan and Valenti (2010) and Alquraini and Gut (2012) view inclusive education as the condition where learners facing barriers to learning are receiving the same curriculum in one classroom with their non-disabled counterparts. This definition upholds that learner of all abilities should receive education under the same roof. It is

the same sentiment that all the definitions of inclusion given by teachers are housed. T1A maintained that:

"*I understand that it implies the fact that the learners that we are teaching are different and they have different needs, of which, we have to accommodate all their different needs according to their levels*".

In the same sense, T1C *upheld that:*

"*I think they're referring to the learners who have learning barriers who are in the same space as their normal counterparts.*"

Although this definition is the most popular in literature, it is, however, criticised by Haug (2017) who states it is magniloquent and allows no room for critics. Although this critic could be weighty, I do not fully agree with it because the key pieces of this definition are also emphasised in the SIAS policy by stating that:

> "*No learner whose support needs can be accommodated in an ordinary or full-service school close to his/her home may be admitted to a special school/resource centre*" (Department of Basic Education, 2014:28).

The centre of all these utterances is that learners should learn in diverse classrooms and their differences be acknowledged if circumstances allow. This notion is also reserved in the WP6 by stating that inclusive education and training is about the idea that all children have an ability to learn and that they all need necessary support to succeed (Department of Education, 2001). Teachers and the documents are singing the same tune in what inclusion is and how it should be implemented but they also, in the same sense, acknowledge the impossibility of inclusion in rural schools posed by challenges towards its implementation. The challenges are discussed later in this chapter as inhibitors.

Considering that rural Foundation Phase teachers now satisfactorily understand inclusive education, it must be a commendable milestone reached because the Department of Education can now focus on other problems plaguing inclusion in rural schools. Teachers' sufficient knowledge to help learners is also acclaimed by ZPD; in this sense, teachers are named the "more knowledgeable other/adult". The ZPD expects teachers to be more knowledgeable and skilful to make informed decisions

about the learners' needs (Vygotsky, 1934). This assertion is also supported by McLeod (2018) by stating that teachers always should be more knowledgeable in certain tasks to assist the learners in need.

Having more knowledgeable Foundation Phase teachers about inclusive education is key because teachers lamented that Foundation Phase learners are more exposed to exclusion compared to learners in other schooling phases. Hence, the priority is on the SIAS policy and WP6. The next section discussed in detail the vulnerability of Foundation Phase learners to exclusion.

5.3.2 Theme 2: Susceptibility of Foundation Phase learners to exclusion

Teachers from schools A and B (T1A, T2A, T1B, T2B, T3B,) collectively maintained that Foundation Phase learners are more likely to be excluded when compared to learners in other schooling phases. This is because they are very young, new to the schooling environment, unable to clearly express themselves, have non-involved parents in their education and others do not have proper documentation for school enrolment. However, teachers from school C (T1C, T2C and T3C) opposed this view by stating that Foundation Phase learners are the easiest group of learners to implement inclusive education on because they are still young and flexible, and they do not know if they have any problems. It is easier to help them. I do not fully agree with the notion that Foundation Phase learners are less vulnerable because findings from documents evidenced that priority should be given to Foundation Phase learners. This notion is engraved in WP6 (Department of Education, 2001:33) and SIAS policy by (Department of Basic Education, 2014: 28). These policies mutually state that:

> *"In respect of the school system, early identification of barriers to learning will focus on learners in the Foundation Phase (Grades R-3) who may require support, for example, through the tailoring of the curriculum, assessment and instruction"*

The utterances from these policies and teachers from school A proved the fragility of the Foundation Phase learners and how early interventions should be structured to ensure smooth implementation of inclusive education. The notion of Foundation Phase learners' susceptibility was also mentioned by Ntlhare (2015) by stating that Foundation Phase learners are likely to be excluded when they start schooling because some of them might not be using LOTL at home. Instances of this nature

were also mentioned by Nasvaria, Pascoe and Kathard (2011) by stating that it is a tricky situation because teachers are supposed to use the language prescribed by the curriculum so, they cannot do much to remedy the situation and learners end-up being marginalised until they get used to the language.

Other researchers like Kotze, Van der Westhuizen and Barnard (2017) add in this discussion by stating that the problem of language reflects the legacy of the apartheid regime where some languages (English & Afrikaans) are more superior than others. This could not be the case in rural areas since they normally use the local language as LOTL. This type of exclusion to Foundation Phase learners was also mentioned by T2B who revealed that the issue of language affects learners who have migrated from neighbouring countries that use languages other than South African local languages. Most families migrate due to economic hardships (Ratha, Mohapatra & Scheja, 2011). This, therefore, accounts for exclusions related to socio-economic issues. According to Tuswa (2016), most learners in rural areas are from poverty-stricken families with a lack of basic services and this becomes a problem because some learners are forced to walk long distances to schools. Considering the age of Foundation Phase learners, walking long distances severely affects their performance at school. Other issues that make Foundation Phase learners vulnerable to exclusion include a lack of financial resources, inflexible curriculum, lack of parental recognition and involvement, inadequate policies and legislations (Tuswa, 2016).

Of all the rudiments discussed in this section that make Foundation Phase learners susceptible to exclusion, it seems Foundation Phase teachers or teachers, in general, have little control to remedy the situation. The theory (ZPD) used in this study considers teachers the barrier to learning themselves if they fail to be "the knowledgeable one" (McLeod, 2018). The reason such teachers are considered by the ZPD theory as a barrier is because they cannot be able to offer their special service according to ZPD, which is scaffolding. Scaffolding is explained by Saricas (2020) as a teaching method that requires learners to learn more by being assisted by their teacher or a more advanced fellow learner to achieve their learning goals. Looking at these arguments, exposing learners to exclusion means now whatever such teachers can do, they cannot scaffold the affected learners.

The fact that teachers and policies praise inclusive education at schools means, to a minimal extent, it is achievable (Dalton, Mckenzie & Kahonde, 2012). The means and efforts invested by the ministry of education and teachers through policies are discussed in this chapter as enablers to implementing inclusive education. The enablers are discussed in the subsequent section of this chapter.

5.3.3 Theme 3: Enablers to implementing inclusive education
Teachers interviewed and the documents reviewed revealed that, in most instances, there are two crucial enablers to implementing inclusive education. The most common enablers according to the teachers are inclusive education workshops and differentiation of lessons/ assessments and these two enablers are strongly interconnected.

5.3.3.1   Sub-theme 1: Inclusive education workshops
All the interviewed teachers confirmed that at some point in their career, they have received guidance/training for inclusive education implementation through inclusive education workshops and peer assistance although, for most of them, it was never formal training. Teachers sustained that most of the knowledge they have about inclusive education was gathered through inclusive education workshops. They praised such workshops for highlighting to them how they can interact with learners and parents to promote inclusivity. This sentiment can be seen in the responses of the following teachers:

> *T1C "The Department of Education normally pilots some schools; then, from the piloted schools, only one person per school goes for some minimal training and they come back and share the information with all of us".*

> *T1B "Okay, they come to train us the way we must teach those learners that have barriers to learning. For those who have eyesight problems, we must ensure that in the classroom, they must sit in front, and we must also paint our windows so that they can see on the board when we are learning"*

Importantly, teachers have praised the workshops for teaching them the process of implementing inclusive education policies such as SIAS and White Paper 6. The effects of the workshops were visible when I was checking their understanding of the inclusive education concept. This enabler is an achieved goal of the Department of Education since it was once recommended by the Department of Education appointed

researchers on the Education White Paper 6. The documents as reviewed recommended that the Department of Education should focus on providing 'effective development programmes for educators, support personnel and other relevant stakeholders' (Department of Education, 2001:5). The same narrative was also maintained by the SIAS document as reviewed; it was responding to the recommendation made by investigators mentioned in the Education White Paper 6. On the SIAS, it is more of an implementation of the recommendations made in the Education White Paper 6. The SIAS policy states that some of the support provisions include curriculum differentiation to meet the individual needs of learners, initial and ongoing training, orientation, mentorship, and guidance through workshops (Department of Basic Education, 2014). In the SIAS policy, these are titled "the guiding principles" (See Chapter 3, pages 9 -10 of the SIAS policy).

The existence of this enabler as mentioned by the teachers and the policies was also acknowledged by UNESCO (2004) by stating that inclusive education workshops are meant for in-service teachers to share strategies and approaches for effective implementation of inclusive education, remove barriers and descend inclusiveness in the current curriculum. The importance of inclusive education workshops was also preserved by The European Agency for Special Needs and Inclusive education (the Agency), (2015) by stating that investment in human resources (teachers in this context) is vital to maintain success in implementing inclusive education. These utterances show that teachers' developmental courses for inclusive education are an important feature in the career of every teacher because, through such workshops, teachers can boost their knowledge of inclusion, know how to implement inclusion, and have a change of attitude towards inclusion (Shulman, 2005; European Agency for Development in Special Needs Education, 2012). In other words, these workshops develop the competencies of teachers and benefits inclusive education implementation (Biesta, 2012).

The importance of inclusive education workshops was also noticed by the theory (Zone of Proximal Development theory) used in this study. According to the European Agency for Development in Special Needs Education (2011), teachers need to be more skilful, advanced, and more knowledgeable. This notion is complemented by the ZPD theory's concept of the "knowledgeable one". Teachers, in this case, need proper training to deal with diverse classrooms and effectively implement inclusive education

(Culatta, 2011). Inclusive education workshops also allow teachers to serve as a scaffold to the learners' learning. This is a key concept of the ZPD theory as mentioned by Jerome Brunner. For teachers to be able to support and scaffold learning especially in diverse classrooms, they ought to go through proper training for inclusive education implementation. The theory also speaks of teachers' ability to create a conducive learning environment, and this was also mentioned by teachers and the reviewed documents to be one of the purposes of the workshops. Albeit inclusive education had been praised for bringing much positive change in the inclusive education fraternity, teachers and other reviewed pieces of literature had extremely criticised it. The critics are discussed in this chapter under inhibitors.

5.3.3.2 Sub-theme 2: Lesson and assessment differentiation (curriculum differentiation)

There is a very close relationship between inclusive education workshops and the differentiation of assessment and lessons. A common chronicle is that lesson and assessment differentiation is a result of inclusive education workshops; this could be true. However, according to Mitchell and Sloper (2008), some of the strategies and methods used by teachers to provide lessons and assess learners have been used for a very long time before inclusive education became popular. Hence, I separated these two (Inclusive education workshops & Lesson and assessment differentiation) tenets.

Lesson and assessment differentiation (Curriculum differentiation) is simply defined by the Department of Basic Education (2011:3) as a:

> "*Strategy that involves modification, adaptation and extension of methodologies, instructional and assessment strategies and curriculum content, placing special emphasis on learners' abilities, interests and backgrounds.*"

In practice, it involves differentiating instructions by "identifying students individual learning strengths, needs and interests and adapting lessons to match them" (Sparks, 2015, para. 2). Teachers are at the centre of the differentiation process. It is the duty of the teachers to ensure that the curriculum is not merely accessible, but it must also be inclusive and this calls for curriculum differentiation (Marishane, Marishane &

Mahlo, 2015). Interviewed teachers' responses for this study confirmed their subscription to this notion. Teachers affirmed that inclusive education sees light due to the differentiation of lessons and assessments. This was maintained by T2B:

"The learner would be given their special work depending on the needs and sometimes we give them extra work, which they are expected to do when they get home being assisted by the people at home."

Teachers promote inclusive education by shaping lessons and assessments methods to meet the needs of all learners in their classrooms to promote diversity. This is key especially for rural schools where a shortage of skills and resources is the order of the day. Curriculum differentiation is vital because it allows for educational experiences that are interesting and replace standard curriculum experiences (St. Michael Elementary, 2021). Teachers indicated that when they prepare lessons for a classroom that has special needs learners, they sometimes prepare different lesson plans depending on the types of needs of the classroom in question. In addition, teachers stated that they arrange afternoon classes for all the learners who are lagging and through these, they can give enough attention to all the learners. For some teachers, this is an intrinsic skill but for others, it is a skill learnt through workshops and other forms of training (Biesta, 2012). These utterances were captured from the response of T2C stating:

"When you prepare, those who have barriers to learning must have their lesson plan that is specifically meant for them and also even in the afternoon, teachers must be able to assist them".

Tomlinson and Strickland (2005) introduce four important curriculum differentiation principles teachers should subscribe to, to have a smoother curriculum differentiation experience; I. Establishing flexible grouping – teachers should allow learners to learn in groups to learn from each other; ii. Presenting a high-quality curriculum – the curriculum must be appealing, thought provoking and exciting to the learners; iii. Engaging learners in respectable learning tasks – provide learners with tasks that are interesting, appealing, and meaningful to them and iv. Assessing learners continuously – use different forms of formal and informal assessment and use the results to adjust the lessons and assessments. Most of the interviewed teachers subscribed to these principles in their differentiation journey although they are facing challenges, which

most are also mentioned by departmental inclusive education policies. Differentiation of curriculum's importance has also been noted by the Zone of Proximal Development theory by Lev Vygotsky (1896-1934). This theory maintains that teachers should assume the responsibility of the "knowledgeable ones". By being able to differentiate the curriculum, it seems to me they are correctly upholding their responsibility as stated by the ZPD theory (Verenikina, 2003; Berk, 2002). This theory further reserves, the use of groups to promote learning, the theory calls it *scaffolding* as described by Tomlinson and Strickland (2005) as a principle (I).

The existence of this enabler has also been proven by the SIAS policy and Education White Paper 6 and how it should be applied. Basically, on these policies, it is a prescription of how teachers should implement inclusive education and as far as this study is concerned, teachers are following the prescripts where possible. I am saying "where possible" because teachers admitted that they benefit a lot from these policies but when it comes to such prescriptions, they feel like they are far from reality. This could be true considering policies' utterances and conditions of rural schools. For example, the SIAS policy indicates that the Department of Education's support provisions include curriculum differentiation to meet the individual needs of learners, Initial and ongoing training, orientation, mentorship, and guidance (Department of Basic Education, 2014). However, teachers claimed that this happens partially, and it affects their provision of inclusive education. These challenges are discussed in detail in this study as inhibitors to implementing inclusive education.

5.3.4   Theme 4: Inhibitors to implementing inclusive education

The analysis of the data collected through in-depth interviews, focus groups and document reviews produced the following inhibitors (themes): (I) unproductive workshops (ii) classroom overcrowding and a lack of resources; (iii) minimal departmental support; (iv) parental resistance; (v) a lack of invitation of rural teachers' views on inclusion policies and (vi) issues around foreign learners.

5.3.4.1   Sub-theme 1: Unproductive workshops
The White Paper 6 recommended that for inclusive education to be a success, it should promote a "provision of effective development programmes for educators, support personnel and other relevant human resources" (Department of Education,

2001;6). Responding to this recommendation, the SIAS policy proposed through its "principles of support" that support should:

> *"Focus not only on the diagnosis and remediation of deficits in individual learners through individual attention by specialist staff. The SIAS shifts the focus to a holistic approach where a whole range of possible barriers to learning that a learner may experience (such as extrinsic barriers in the home, school or community environment, or barriers related to disabilities) are considered. Some of the support provisions include Curriculum differentiation to meet the individual needs of learners, Initial and on-going training, orientation, mentorship and guidance"* *(Department of Basic Education, 2014:9-10).*

Bringing these utterances into context, teachers are expected to provide support to learners in every possible way. To make this possible, they are expected to receive guidance, training, and mentorships. However, this is not happening adequately at the sampled schools as stated in the policies. Interviewed teachers indicated that the only form of training and guidance they receive is through inclusive education workshops, which sometimes are only attended by one teacher per school. In the same sense, teachers lambasted the workshops for being less effective. They raised two points supporting this argument, (I) The workshops only provide theory; there is no practical work and (ii) The workshops are too short and less informative.

5.3.4.1.1 The workshops only provide theory

The importance of workshops for formal sharing of information cannot be over emphasised. It has been noted by a plethora of studies including the teachers sampled for this study (see sub-section 5.3.3.1 of this chapter). However, teachers in this study lamented that the workshops seem to be less helpful because the district officials only provide them with theory-based workshops and whenever they invite district officials to make class visits, they seldom come. This argument is also supplemented by the ZPD theory used in this study (Vygotsky,1986) in (Warford, 2010) who maintained that direct teaching of concepts is impossible and fruitless and a teacher who uses this method only is bound to fail. Therefore, the ZPD theory maintains that proper teaching should be backed by practical training, and this is what the sampled teachers needed. The sampled teachers stated that it is for this reason that they sometimes doubt the

practicality of inclusive education in mainstream rural schools. This sentiment was captured in the response of T2A by stating that:

"The department does provide us with the information we need to implement inclusive education but the information they are giving us is only theory. They never give us an opportunity to do that thing practically. They simply think that we are going to do it. For me, workshops for inclusive education are not the same as the workshops where we are being equipped with teaching content in a classroom."

T2A further states that:

"They just come and tell you that this thing is possible, and I have never seen somebody doing that thing and succeeded in a class. I am just being told that you are expected to succeed in this and when the official has left the school, then, I discover that I can't succeed; I consider myself a failure. And, if I don't want to consider myself as a failure, I normally say these people are crazy for I am not a failure. This thing is not practical. If it's practical, why don't they come and do it?"

Responding to this claim, Chireshe (2011) and Donald, Lazarus and Lolwana (2002) exposed that the theory provided through workshops could be practicable but due to the challenges (inadequate resources, physical, human, material, infrastructural, curricula and support) experienced by schools, in most developing countries, it becomes nearly impossible for an implementation to take place. This could be true because some challenges mentioned by Chireshe (2011) and Donald, Lazarus and Lolwana (2002) were also mentioned by teachers sampled in this study. Another reason teachers' doubt the effectiveness of the workshops is that in most cases, the workshop is usually attended by one teacher per school who is then be expected to share the information with their colleagues in mentorship (Department of Basic Education, 2014). However, mentorship could be an excellent strategy for disseminating information on complex subjects (Majoko & Phasha, 2018). But, still, for sensitive issues like inclusive education, the strategy cannot fulfil the expectations.

T2A further lamented that whenever they invite district officials for site visits, they seldom come. This according to T2A cements the idea that the inclusion theory learnt through workshops is impractical, hence, the officials always avoid going to classrooms with teachers, albeit according to the SIAS policy they are expected to go

to schools at least twice a year for low level needs learners (Department of Basic Education, 2014). According to Unianu (2012), this shapes teachers' negative attitudes and leads to extremely undermined efforts to achieve inclusive education. Responding to this complaint, Adewumi and Masito (2019) discovered that district officials are understaffed, and they are assigned to many schools, which makes it impossible to attend to all of them. This seems to be a persistent problem because it was once reported by Ladbrook (2009) in 2009 who stated that at the district level, the inclusive education task team is understaffed. The same problem was reported by Hodgson and Khumalo (2016) in Kwazulu Natal by stating that the number of schools does not match the inclusion district officials. With this kind of challenge, it certainly means that the problem of untrained teachers for inclusion shall be with us for some time if nothing is done about this calamity. I am saying this because it is the same inclusion officials who are supposed to conduct inclusion workshops.

5.3.4.1.2 The workshops are too short and less informative

T2C further complained about the workshops being too short, hence, less informative. T2C maintained that the workshops normally take a few hours and sometimes are being facilitated by fellow teachers. This renders the workshops less informative nor helpful. This was not a common narrative amongst all the teachers I interviewed, albeit one of the teachers (T1B) claimed that the workshops were effective and fully helpful. This could be true because the teacher is a school-based support team (SBST) chairperson at school B, hence, they attend relentless training sessions, and this seems only to help her because her colleagues are in limbo. Looking back on the issue of inclusive education workshops being too short and less informative, this type of complaint was also captured by Adewumi and Masito (2019) from one of the teachers they sampled for their study as the interviewee stated that:

> *"We get support in the forms of workshops, in-service training and materials. The support is not enough. You will see that the workshop is supposed to be like a week; they squeeze it to a day or two and this is not helpful" (7)*

This reflects the expectations teachers hold. According to the SIAS policy, schools housing low level needs learners as most mainstream schools do should subscribe to the following form of training and orientation of their staff members:

"Once-off or short-term programme (fewer than 10 sessions) for management and staff on issues of support (nature and strategies), awareness programmes and policy implementation. These training/orientation sessions can be provided either by other teachers/specialists within the school or surrounding schools, SBST or DBST, or by the school's network of stakeholders." (Department of Basic Education, 2014:15).

Based on these policy's specifications, it is not clear how long should an inclusion workshop last and it also allows fellow informed teachers to conduct sessions. However, the confusion comes when a mainstream school which is expected to house low level needs learners have high level needs learners who sometimes struggle to gain admission into special schools (Ndopu, 2015). This means teachers will now need moderate and high-level training/orientation of staff. Below are the specifications of the learners' need levels and training structures as captured in the SIAS policy:

Moderate level:

"Short-term (fewer than 10 sessions) to long-term (more than 10 sessions) training and outreach programmes for management and teachers on issues of support (nature and strategies), awareness programmes and policy implementation provided by the school's network of stakeholders or specialists outside the Department can be accommodated within the school but require resourcing in the inclusive allocation." (Department of Basic Education, 2014:16)

High level:

"Intensive induction programmes for staff to master competencies that are required in the support programme. On-going specialist mentoring, supervision and training of staff needed. Training programmes are sourced within departmental structures or externally." (Department of Basic Education, 2014:17)

The only reason, I could get for this discrepancy could be the shortage of staffers at the district level as stated by European Union (2017) because they cannot hold long sessions at one school. I speculate the frustration endured by teachers is because they understand what the policy states and it is not happening in their schools. Further,

the Department of Education does not seem to consider their frustrations. Teachers like T2A also went further to compare inclusion workshops with content subjects' workshops since they are not the same. Apparently, inclusion workshops should be supplemented with other forms of professional training to give it more weight. This is because, if the workshops are not enough to train teachers for inclusive education, it means, according to the ZPD theory, teachers would not be able to assist all the learners in their diverse classrooms. As result, those teachers become a barrier themselves (Shabani, Khatib & Ebadi, 2010). This is accurate because when teachers do not know what to do, they end up having a negative attitude towards inclusion and that affects their performance (Saloviita, 2019; Shatri, 2017; Nyirabarera, 2018). It normally becomes a huge challenge when a teacher does not know what to do in an overcrowded classroom and it gets learners and teachers discouraged and frustrated, which results in negative attitudes (Oliver, 2006). The challenge of overcrowded classrooms is discussed in detail in the next section.

5.3.4.2   Sub-theme 2: Overcrowded classrooms and lack of resources

One may contemplate what is an overcrowded classroom? It is described in many ways by many researchers, for there is no universal description. According to Buchanan and Rogers (1990), an overcrowded classroom is anything from 80 to 100 learners in one classroom. Based on the DoE, the set class size benchmark or learner educator ratio (LER) is 40:1 for primary school classrooms (Department of Education, 2010). Generally, this is more than double the average of 16:1 set by the Organisation for Economic Co-operation and Development internationally (West & Meier, 2020). However, none of these ratios seems to be the case in the schools I sampled. Therefore, when the expected LER has exceeded the required figures, that amounts to an overcrowded classroom (this can be a simple description of this concept) (Department of Education, 2014).

 This is not a recent problem in South African schools; it has existed since time immemorial, and it continues unabated; it has aversive effects (Muthusamy, 2015). Teachers complained about having a lot of learners and limited resources (textbooks, bigger pencils for short-sighted learners, et cetera) in their classrooms and that negatively affects their performance regarding the implementation of inclusive education and the performance of the learners is also affected. Teachers like T2A stated that this makes them doubt the practicability of inclusive education when they

are expected to have a large, diverse classroom that has limited resources. These teachers further complained about being unable to differentiate lessons or assessments to accommodate learners with special needs (Emmer & Stough, 2001). The Zone of Proximal Development theory advances that for a teacher to apply the ZPD in their classrooms, they need to identify learners with needs/learning challenges, then, take through each learner each step at the time until they can complete tasks on their own (Winkler, 2021). This process is referred to as scaffolding. This process becomes extremely complicated and even impossible in overcrowded classrooms and most of the learners with special needs easily get lost along the academic way. This is because teachers cannot give equal attention to all learners (Winkler, 2021; Benbow, Mizrachi, Oliver & Moshiro, 2007).

Grumbles of this calibre truly affect the implementation of the curriculum and alternatively inclusive education for the following reasons as stated by Onwu and Stoffels (2005): (i) teachers cannot move around in the classrooms; (ii) this leads to an excessive exclusion of learners to participate in classroom activities; (iii) teachers normally cannot differentiate lessons and assessments and (iv) teachers get overloaded. All these experiences turn out to be the opposite of what is projected by the WP6 and SIAS policy and teachers cannot be blamed for it. Dealing with a diverse classroom is time-consuming for teachers as there are a lot of precautions to adhere to, therefore, considering the conditions like those mentioned by Onwu and Stoffels (2005), inclusion could seem like a nightmare. I am stating this because teachers are also expected to maintain curriculum pace as specified in the curriculum programmes they use; this means they need to maintain pace and finish the syllabus. All these make inclusion impossible in overcrowded classrooms that have limited resources. I am, therefore, of the view that if teachers could be thoroughly trained, most challenges faced by teachers in relation to inclusion could be circumvented. By having teachers trained for inclusion, they would become a better source of information for inclusion policy creation. I am asserting this because the teachers I sampled complained about having their views being left out when inclusion policies are being drafted. This inhibitor is discussed in detail in the next section.

5.3.4.3   Sub-theme 3: Lack of invitation of rural teachers' views on inclusion policies

Policy content is key for the success of inclusive education as it provides what is ought to be implemented (Ruguru, Madrine, Wangila & Thuranira, 2020). However, it does not provide the exact structure of the implementation process (Pantic & Florian, 2015). Basically, it should not be too structural, meaning it should give room for improvement and flexibility. Looking at the current key inclusion policies (WP6 and SIAS), it is not clear how the education ministry aims to solicit teachers' views on what could work best to make inclusive education a success. Even the inclusion workshops are designed to shower teachers and other stakeholders with inclusion information on a one-way approach. There are, therefore, no proper channels in sight to solicit views from teachers. All the teachers at the sampled schools complained about this problem and it has been complemented by the irrelevance of the policies when it comes to reality in rural schools (sampled). Inclusion policies need to facilitate structural readjustment in schools to achieve inclusion. Doing so would ensure that inclusion policies lay a fertile ground for an inclusive schooling environment. This is a shallowly researched phenomenon in the inclusion area; therefore, more research needs to be embarked on in this area.

The literature available linking to this section focuses on the implementation styles of policies in the education fraternity. Linder and Peters (1987) cited policy implementation style or theory used as the only way to prove if teachers/policy implementers' views or opinions are being considered. This researcher discussed two policy implementation theories normally used in most school settings. The first one is the "Top-down approach", which maintains that the central government (education ministry) passes down policy with clear objectives. Chompucot (2011) argues that this theory does not consider the views of the implementers, in this case, teachers. It is largely viewed by numerous researchers (Pressman & Wildavsky, 1973; Van Meter & Van Horn, 1975; Bardach, 2017; Sabatier & Mazmanian, 1983) as the most effective policy implementation style for perfect policy implementation.

The second theory/style is named the "Bottom-up approach", which is basically the opposite of the "top-down" approach. It maintains that policy implementation should start from the ground where implementation takes place, then, recommendations be elevated up to the central government (ministry of education). This approach gives

more power to those who understand the implementation environment. Researchers defending this approach argue that policy implementation should start from the bottom because the staff level at the bottom understands the problem at hand more than those at the top (Winter, 2006).

Based on the complaints by the teachers (T1A, T2A, T2B, T3B and T1C) at sampled schools, the education ministry apparently uses the "Top-down approach" because teachers are just there to implement what had been prescribed. I think the "Bottom-up approach" would work best because the "Top-down approach" seems to be using the "One shoe fits all rule" and it is not working because schools' conditions are not the same and that disrupts the implementation of inclusive education. Therefore, there should be a system in the policies that would allow teachers to make recommendations on what they think could work best and what is not working. I am affirming this because, at times, the policies are too structural in a way that it becomes impossible for implementers to involve their creativity in the practice of their calling as teachers. This can also be seen in how schools are forced to deny admission of learners who cannot produce all the necessary documents. Mostly, this is affecting learners from neighbouring countries (Mozambique and Zimbabwe) who seek school admission in South Africa without proper documentation as specified in the SIAS document (Department of Basic Education, 2014:47).

5.3.4.4   Sub-theme 4 - issues with foreign learners

Chapter 2 (Bill of Rights) of the Constitution of the Republic of South Africa maintains that "everyone has the right to a basic education, including adult basic education" (The Constitution of the Republic of South Africa, 1996:12). It further maintains that:

> *"Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. To ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions" (The Constitution of the Republic of South Africa, 1996:12).*

These inscriptions are fairly endorsed by the key inclusion policies (WP6 and SIAS). Even SASA strongly engrosses these constitutional inscriptions. However, I based my discussion on the SASA policy as it is the most relevant for this section. The SASA

policy makes two interesting utterances complementing this discussion; i) admission to public schools – mainly a public school must admit learners and serve their educational needs without any form of discrimination and ii) language policy of public schools – the schools' language policy must not be characterised by any form of discrimination. Given this background, I want to respond to the gaping discrepancy identified in the schools I sampled.

Teachers at schools A and B complained about being forced by the education system to deny admission to learners from neighbouring countries because they cannot produce required documents. They added that, at times, they are forced to exclude some foreign learners because they cannot understand the language used in their classrooms, which is Sepedi as some learners from countries like Mozambique and Zimbabwe do not understand this language. This is an institutionalised form of discrimination and teachers cannot do much to remedy the situation since they are being guided by policies.

These actions are all against the policies discussed above and, in the end, such learners are forced to drop out of school (this is a deep political space I cannot go to). I believe that the costs of teaching such learners are way lesser than the costs of having them roaming around the streets doing nothing. This problem is not new as it was once reported that 26% of the children of immigrants who were supposed to be at primary schools and 39% of immigrants' children who were supposed to be at secondary schools were not in, schools due to financial reasons (Motha & Ramadiro, 2005). Another study that was conducted in Gauteng revealed that most Somali refugee children who were supposed to be at schools are left out due to systemic exclusions (UNHCR, 2010). Hence, some of these learners are forced to go for private education which at times, is too expensive for them.

Crush (2002) cited Xenophobia as the main cause of this challenge. But I do not fully agree with this researcher because the claim is too generalised for there are schools like school C that circumvent the policy procedures and enrol these children. Teachers at this school differed from teachers of the other two schools. They maintained that having immigrant learners does not pose much of a problem for them because they have a way of dealing with the problems. This includes taking these learners to lower grades so that they can learn the language. This seems to be an accommodative

strategy, but I still see the exclusion there. No matter how hard teachers can try to help these learners, it will not be visible until the system is changed to allow all children in the country to enjoy their constitutional rights. The problems associated with enrolling foreign learners have also exacerbated by the non-involvement of their parents (Zill, 2020).

5.3.4.5 Sub-theme 5: Parental resistance

The loudest cry by all the teachers involved was propelled by the exorbitant parental resistance when it comes to participation in inclusion matters of their children. I am labelling this a far cry because it is highly proven in the literature that parental involvement is key for the success of learners (Zill, 2020; Achwal, 2020; Delgado, 2019). The necessity of equitable parental involvement is also engraved in the SIAS policy stating that the inclusive education assessment of learners' needs ought to be undertaken by all key stakeholders most importantly parents and teachers (Department of Education, 2001:6). The importance of parental involvement is also stressed on the ZPD theory used in this study. Cleare (2020) maintains that for scaffolding and for teachers to be in a better position to assist learners, they need intense involvement of parents, especially in the Foundation Phase. This is because it is believed that a parent knows their child better than anyone. As much, this is a generally key factor in achieving better learner performance. However, teachers lamented they receive little to no support from parents when it comes to the implementation of inclusion.

Teachers are of the notion that parents do not usually admit that their child has a problem even when it seems obvious and that makes it impossible for the school to find proper assistance for the learner in question. This notion is captured in the response of T5C who maintained that:

"Parental resistance plays a huge role because the learner on their own, even if you tell that you seem to be having a learning barrier, they are less likely to understand without their parents and the parent must admit that, indeed, the child has a barrier to learning and they are aware of it if they are. The problem starts when the parent says they don't see any problem with the learner."

Teachers further whined that this challenge becomes even more exhausting in a case where a learner is supposed to be moved to a special needs school because, here,

their parent must give a green light before that happens. However, some parents do not agree to let the process unfold. This was captured in the response of T3B who upheld that:

"Sometimes we screen the learner and then realise that the learner needs special education. We then call the parent of the learner but if the parent refuses to let the learner be referred, then, we can't do it. So, the parent is the one who has a final say; they must agree first. It's a serious challenge because most parents of learners with special needs don't agree to let their children be referred to special schools."

Generally, this problem is not new in South African schools and rural schools. This assertion is stressed by several researchers (Ndlazi, 1999; HSRC, 2005; Christie, 2005) who stated that the challenges associated with parental involvement have been bugging South African rural schools since time immemorial. Most available literature looking at this element looks at it from the general point of view, not through an inclusive education lens. Gibbons and Thorpe (1989) and Henricson (2002) identified three causes of parental disengagement:

Physical and practical: They maintained that this is the most common cause of this challenge where parents lack general knowledge of what schools do and how they can be of assistance. I concur with this point because obviously, parents in rural areas do not understand inclusion, therefore, they do not know what is expected of them as far as inclusion is concerned.

Social barriers: Issues such as poverty and illiteracy lead to parent disengagement because due to poverty, they are usually more concerned about work and making money. Because of illiteracy, most parents do not see the necessity of being involved in the education of their children. According to T1C, some parents sometimes refuse to allow their children to be referred to special schools only because they want the social grant. This is a clear indication of poverty in rural areas.

Stigmatisation: Most illiterate parents may feel embarrassed by the fact that they are unable to help their children. This is common in the Foundation Phase because the parents are still young. Therefore, it becomes more difficult to accept when they are told that their child has special needs.

5.4   CONCLUSIONS

The call for inclusive education is heeded to on a global scale and South Africa is no exception. This can be proven by the level of understanding contained by teachers. This allowed teachers to point out easily point out what makes inclusive education a success in their understanding and these included inclusion workshops and lesson differentiation. Foundation Phase teachers used these to their advantage because they believe that Foundation Phase learners are extremely vulnerable because of reasons discussed in theme no. 2. Although teachers seem to be satisfied with the current state of inclusive education in their schools, that is not the case, and it was proven by numerous challenges/inhibitors (see theme no.3). Most of these challenges have been proven by literature to be older than most inclusion policies and they are still raging like they started yesterday. This brings doubts on the practicality of inclusive education in under-resourced schools mostly in rural areas.

Mostly, the inclusion policies used in schools do not match the reality of rural schools and a lot of discrepancies were noted. To remedy this situation, teachers made several recommendations (see section - 5.6), which could deliver us to inclusive schools. A lot must still be done to achieve an inclusive education in rural schools, starting from policies and peripheral things like community engagement drives. This is necessary because currently the state of inclusion is not appealing in rural schools and teachers seem in limbo.

5.5   RECOMMENDATIONS

- It is now public knowledge that most rural and township mainstream schools cannot accommodate special needs learners because of some reasons (untrained teachers, a lack of resources et cetera) mentioned above (Human Rights Watch, 2015). Given this case, I would suggest that it would be better if the Department of Education builds more special schools/resource centres since there is a shortage of resource centres in the Capricorn district of Limpopo province.
- Awareness campaigns must be launched to inform parents in communities about inclusive education as this would shape better relations between parents and teachers concerning inclusive education.

- Since teachers are not thoroughly trained for implementing inclusive education in rural areas, therefore, the Department of Education should put at least one trained inclusive education expert per school. This would allow teachers to learn from the experts instead of relying on the theory and notes provided to them in workshops.
- Inclusion policy developers should at least have one teacher per circuit who will help them match policy expectations with the schools' reality.
- More strategic and practical based training methods for teachers should be introduced.

5.6 LIMITATIONS OF THIS STUDY

- This study was conducted in a specific village in the Capricorn district of Limpopo province, therefore, owing to the qualitative nature of this study, the results may not be generalised because it may be different cases in other areas.
- Because of Covid-19 restrictions, it was difficult to contact teachers within their classrooms. That meant I had to interview teachers in their capacity, hence, observations as a form of data collection were off the table.
- The voice recording device I used damaged the voice clip of an interview I had with T3A, and it was impossible to schedule another meeting due to school examinations commitments.

5.7 RECOMMENDATIONS FOR FURTHER STUDY

Following up this study, the following areas could be explored:

- The challenges experienced by the Department of Education's inclusion team in servicing DBSTs.
- The relationship between rural schools and inclusion policy developers.
- The fate of special needs learners stuck in mainstream classrooms because of clumsy DBSTs processes.
- Parents as a stumbling block to inclusive education implementation in rural areas.

BIBLIOGRAPHY

Achwal, A. (2020, June 23). *Importance of Parental Involvement at school.* Retrieved from Firstcry parenting: https://parenting.firstcry.com/articles/importance-of-parental-involvement-at-school/

Adewumi, T., Rembe, S., Shumba, J., & Akinyemi, A. (2017). Adaptation of the curriculum for the inclusion of learners with special education needs in selected primary schools in the Fort Beaufort District. *African Journal of Disability, 6(1).*

Aitken, J., Fairley, J., & Carlson, J. (2012). *Communication Technology for Students in Special Education and Gifted Programs.* Information Science Reference (an imprint of IGI Global.

Alie, T. (2021). *3 Reasons Why It is Important To Have A Matric Certificate.*

Alquraini, T., & Dianne, G. (2015). Critical Components of Successful Inclusion of Students with Severe Disabilities: Literature Review. International Journal of Special Education. *Creative Education, 6(11).* Scientific research.

Al-Saadi, H. (2014). Demystifying Ontology and Epistemology in research methods. *Research gate*, *1*(1), 1-10.

Anastasiou, D., Kauffman, J., & Di Nuovo, S. (2015). Inclusive education in Italy: Description and Reflections on Full Inclusion. *European Journal of Special Needs Education, 30(4):429-443.*

Antwi, S., & Hamza, K. (2015). Qualitative and Quantitative Research Paradigms in Business. Research: A Philosophical Reflection. *European Journal of Business and Management, 7(3).*

Bakker, J., Denessen, E., & Brus-Laven, M. (2007). Socio economic background, parental involvement and teachers' perceptions of these in relation to pupil achievement. *Educational Studies 33(2).*

Bardach, J. (2017). Concept of Good Urban Governance and its application in sustainable urban planning. *Science and Engineering, 245(8).*

Benbow, J., Mizrachi, A., Oliver, D., & Moshiro, L. (2007). *Large classes in a developing world: What do we know and what can we do?* US Agency for International Development. UNSAID.

Berk, L. (2002). *Child Development.5th ED.* Boston: Allyn and Bacon.

Bhat, S., & Darzi, M. (2020). Online Service Quality Determinants and E-Trust in Internet Shopping: A Psychometric Approach. *The Journal of Decision Makers 45*, 207-222.

Biesta, G. (2012). The future of teacher education: Evidence, competence or wisdom? *Research on Steiner Education,3(1):8-21.*

Bowbrick, P. (2015). The use of voice recorders in economic research. Journal of Agricultural Economics, 26(2), 1-4.

Bowen, G. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal, 9, 27-40.*

Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development.* Sage Publications.

Boyle, C., & Anderson, J. (2020). *Inclusive education and the Progressive Inclusionists.* Oxford University Press.

Boyle; Anderson. (2020). *Inclusive education and the Progressive Inclusionists.* Oxford University Press.

Braun, V. &. (2006). Using thematic analysis in psychology.. *Qualitative Research in Psychology, 3*, 77-101.

Bryman, A. (2008). *Social research methods.* Oxford: Oxford University Press..

Buchanan, R., & Rogers, M. (1990). Innovative assessment in large classes. *College teaching, 38(2):67-73.*

Bui, X., Quirk, C., Almazan, S., & Valenti, M. (2010). *Inclusive education Research & Practice.* Maryland: Maryland coalition for inclusive education.

Bunch, G. (2015). *Gary Bunch collection*. Retrieved from inclusion: https://inclusion.com/change-makers-resource-for-inclusion/

Carrington, S. (1998). Inclusion needs a different school culture. *International Journal of Inclusive education 3(3)*:257-268.

Cate, I., & Glock, S. (2018). Teacher expectations concerning students with immigrant backgrounds or special educational needs. *Educational Research and Evaluation,* 24(3-5):277-294.

Cerelse, E. (2018, June 1). *Rural Schools Face the Toughest Challenges*. Retrieved from Southern Cross: https://www.scross.co.za/2018/06 rural-schools-face-the-toughest-challenges/

Chauhdry, N. (2019). Including students with autism spectrum disorder in regular classrooms. *Journal Of Inclusive Education, 3(1).*

Chetty, P. (2016, September 11). *Limitations and weaknesses of qualitative research methods.* Retrieved from projectguru: https://www.projectguru.in/limitations-qualitative-research/

Chireshe, R. (2011). Special needs education in-service teacher trainees' views on inclusive education in Zimbabwe. *Journal of Social Sciences, 27(3).*

Chompucot, M. C. (2011). Major factors affecting educational policy implementation effectiveness for the three southernmost provinces of Thailand as perceived by school directors.

Osei-Akoto, I., Chowa, G., & Ansong, D. (2012). Parental involvement and academic performance in Ghana. *Youth save Research Brief, CSD publication*, (12-42).

Christie, K. (2005). Changing the nature of parent involvement. *Phi Delta Kappan*, *86*(9), 645.

Cleare, A. (2020). *Thinking Parenting.* Retrieved from Anita Cleare: https://anitacleare.co.uk/parents-and-the-zone-of-proximal-development-zpd/

Louis, C., Keith, M., & Lawrence, M. (2000). Research methods in education 5th edition.

Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, *17*(1), 1609406918797475.

Computer Hope. (2017, April 26). *Voice recorder*. Retrieved from ComputerHope.com: https://www.computerhope.com/jargon/v/voice-recorder.html

Cox, J. (2020, January 28). *What is the role of a teacher?* Retrieved from ThoughtCo.: https:www.thoughtco.com/what-is-the-role-f-a-teacher-2081511

Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC medical research methodology*, *11*(1), 1-9.

Crush, J. (2002). The dark side of Democracy: Migration, Xenophobia and Human Rights in South Africa. *International Migration, 38(6):103-133.*

Dalton, E., Mckenzie, J., & Kahonde, C. (2012). *The implementation of inclusive education in South Africa: Reflections arising from a workshop for teachers and therapists to introduce Universal Design for Learning..*

Damba-Hendrik, N. (2020, March 11). *Eastern Cape learners walk more than 20km to a school without teachers for them*. Retrieved from GroundUp: https://www.groundup.org.za/articles/eastern-cape-learners-walk-more-than-20km- to- a- school- without- teachers- for- them/

Dare, L., Nowicki, E., & Felimban, H. (2017). Saudi children's thoughts on inclusive education. *International Journal of Inclusive Education, 21(5):532-543.*

Darren, J. (2020, December 22). *Diverse, Inclusive education 'key to Covid-19 recovery'*. Retrieved from LinkedIn: https://www.linkedin.com/pulse/diverse-inclusive-education-key-covid-19-recovery-darren-j

Davis, B. (2021, April 30). *What is the importance of aims and objectives?* Retrieved from Mvorganizing.org: https://www.mvorgaizing.org/what-is-the-importance-of-aims-and-objectives/

De Vos, P. (2010). The past is unpredictable: race, redress and remembrance in the South African Constitution. *South African Law Journal*, *129*(1), 73-103.

Delgado, P. (2019, October 22). *The Importance of Parental Involvement in Teaching*. Retrieved from technologia de monterrey: https://observatory.tec.mx/edu-news/the-importance-of-parental-involvement-in-teaching

Department of Basic Education. (2014). *Policy on Screening, Identification, Assessment and Support.* Pretoria: Department of Basic Education.

Department of Basic Education. (2015). *Annual Report.*

Department of Education. (2001). *Education White Paper.* Pretoria: Copyright Department of Education 2001.

Dewsbury, B., & Brame, C. (2019). Inclusive Education. *CBE-Life Sciences Education, 18(2).*

Donald, D. R., Lazarus, S., & Lolwana, P. (2002). *Educational psychology in social context.* Oxford University Press.

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

Doody, O., Slevin, E., & Taggart, L. (2013). Preparing for and conducting focus groups in nursing research: part 2. *Journal of Nursing,* 22(3):14-28.

Dudley, M., & Burns, M. (2014). Two Perspectives on Inclusion in the United States. *Global Education Review, 6(1):14-31.*

Durcevic, S. (2020, March 12). *Datapine.* Retrieved from information management: https://www.information-management.com/author/sandra-durcevic

Durisic, M., & Bunijevac, M. (2017). Parental Involvement as an Important Factor for Successful Education. *C-E-P-S Journal, 7(3).*

Edgerton, A. K., & Desimone, L. M. (2018). Teacher implementation of college-and career-readiness standards: Links among policy, instruction, challenges, and resources. *Aera Open, 4*(4), 2332858418806863.

Editage Insights. (2020, May 24). *Research Ethics.* Retrieved November 25, 2020, from Editage Insights: http://www.editage.com/insights/why-are-ethical-considerations-important-in-a-research

Emmer, E., & Stough, L. (2001). The challenge of Classroom Leadership and Management Facing Newly Appointed Teachers. *Educational Psychology, 36(2):103-112.*

European Agency for Development in Special Needs Education. (2012). *Key principles of promoting quality in inclusive education.*

European Union. (2017). *Inclusive education for learners with disabilities.* European Union.

Evertson, C., & Emmer, E. (2009). *Classroom management for elementary teachers.* Boston: Allyn and Bacon.

Eze, M. O. (2017). I am because you are: Cosmopolitanism in the age of xenophobia. *Philosophical Papers*, *46*(1), 85-109.

Fani, T., & Ghaemi, F. (2011). Implications of Vygotsky's Zone of Proximal Development (ZPD) in Teacher Education: ZPTD and Self-scaffolding. *International Conference on Education and Educational Psychology*, *1549-1554.*

Franck, B., & Joshi, D. (2017). Including students with disabilities in Education for All: Lessons from Ethiopia. *International Journal of Inclusive Education, 21(4):347-360.*

Galdas, P. (2017). Revisiting Bias in Qualitative Research: Reflections on Its Relationship with Funding and Impact. *International Journal of Qualitative Methods, 16,1-2.*

Garcia, B., & Fernandez, M. (2016). The inclusive education in Europe. *Universal Journal of Educational Research 4(2):383-391*.

Gibbons, J., & Thorpe, S. (1989). *A Useful Part of the Community: Family Projects in Local Areas, Report to the Joseph Rowntree Memorial Trust.* London: National Institute for Social Work.

Gichuru, M. (2017). The Interpretive Research Paradigm: A Critical Review Of Is Research Methodologies. *International Journal of Innovative Research and Advanced Studies (IJIRAS), 4()1-5.*

Gilili, C., & Desk, M. D. (2020, February 7). *The grim reality of education: The poor get poorer schooling.* Retrieved from Mail & Guardian: https://mg.co.za/education/2020-02-07-the-grim-reality-of education-the poor-get-poorer-schooling

Given, L. M. (Ed.). (2008). *The Sage encyclopedia of qualitative research methods.* Sage publications.

Goe-Jaja, M., & Azaikis, S. (2010). *Economic growth without human security and quality education in the Niger Delta: The question of inadequacy of policy.* Sense Publishers.

Goundar, S. (2012). Chapter 3–Research Methodology and Research Method. *Book: Cloud Computing. Available at: https://www. researchgate. net/publication/333015026_Chapter_3_-_Research_Methodology_and_Research_Method.*

Grant, C., & Onsanloo, A. (2008). Understanding, selecting and integrating a theoretical framework in dissertation research: creating the blueprint for your "house". *Administrative Issues Journals: Connecting Education, Practice And Research, 4(2).*

Greenbaum, T. L (1998). *The Handbook for Focus Group Research.* SAGE.

Gsiroonian, D. (2017). *Inclusive sustainable development.*

Gujjar, A., & Naoreen, B. (2009). A study of the Attitudes of the Teacher Educators towards Secondary School Teacher Education Programme in Pakistan. *Journal on School Educational Technology, 5(2).*

Haug, P. (2017). Understanding inclusive education: ideals and reality. *Scandinavian Journal of Disability Research*, *206-217*.

Hay, J., Smit, J., & Paulsen, M. (2001). Teacher preparedness for inclusive education. *South African Journal of Education, 21(4).*

Hayes, A. M., & Bulat, J. (2020). Disabilities inclusive education systems and policies guide for low-and middle-income countries.

Henricson, C. (2002). *Reaching Parents: Producing and Delivering Parent Information Resources.* London: NFPI.

Hinz, A. (2010). A word of difference: Inclusive education in Canada and Germany. *Education Canada, 46(1).*

Hornby, G. (2015). Inclusive special education: Development of a new theory for the education of children with special educational needs and disabilities . *British Journal of Special Needs, 42(3).*

HSRC. (2005). *Emerging Voices: A report on Education in South African Rural Communities.* Cape Town: HSRC Press.

Human Rights Watch. (2015, September 18). *Complicit in Exclusion.* Retrieved from hrw.org: https://www.hrw.org/report/2015/08/complicit-exclusion/south-africas-failure-guarantee-inclusive-education

Jansen, D. (2020, April 16). *What (Exactly) Is A Literature Review?* Retrieved from Grade coach: https://gradcoach.com/what-is-a-literature-review/

Jansen, O. (2020). *The use of scaffolding in the game design classroom to increase student engagement.*

Johnson, R., Kording, K., Hargrove, L., & Sensinger, J. (2017). Adaptation to Random and Systematic Errors: Comparison of Amputee and Non-Amputee Control Interfaces with Varying Levels of Process Noise. *PLoS ONE, 12(3) e0170473.*

Kabir, S. (2016). Methods of Data Collection. *Basic Guidelines for Research*, 202-*276.*

Kapinga, O. (2012). *Professional development among educators pursuing a B.ed. programme in special education in Tanzania: A study of motives and perceived outcomes (doctoral dissertation).* Turku Finland: Abo akademi University Press.

Kelso Public Schools. (2018). *School plan 2018-2020.*

Kirschner, S. (2015). *Inclusive Education.* Sage.

Kollosche, D., Marcone, R., Knigge, N., Penteado, M., & Skovsmose, O. (2019). *Inclusive Mathematics Education: An Introduction.*

Kotzé, T., Van der Westhuizen, M., & Barnard, E. (2017). Teaching strategies to support isiXhosa learners who receive education in a second/third language. *South African Journal of Education*, *37*(3).

Krueger, R. (1994). *Focus groups: A practical guide for applied research (2nd ed.).* Thousand Oaks, CA: Sage Publications.

Kurniawati, F., de Boer, A., Minnaert, A., & Mangunsong, F. (2017). Evaluating the effect of a teacher training programme on the primary teachers' attitude knowledge and teaching strategies regarding special educational needs. *Educational Psychology, 37(3)*:287-297.

Ladbrook, M. (2009, February). *Challenges experienced by educators in the implementation of inclusive education in primary schools in South Africa.* Retrieved from Institutional Repository challenges experience: http://hdl.handle.net/10500/3038

Langos, S. (2014). *Research Methodology: Data collection method and research tools.* ResearchGate.

Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Art-Based and Community-Based.*

Leung, C., & Mak, K. (2010). Training. *International Journal of Inclusive Education, 14(8).*

Leung, C., & Mak, K. (2010). Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong. *International Journal of Inclusive Education, 14(8).*

Liamputtong, P. (2011). *Focus Group Methodology Principles and Practice.* London: Sage.

Linder, S., & Peters, B. (1987). A design perspective on policy implementation: the fallacies of misplaced prescription. *Review of Policy Research,6(3):459-475.*

Lindsjö, K. (2018). Contextualizing the quality of primary education in urban and rural settings: The case of Iringa Region, Tanzania. *Norwegian Journal of Geography, 72(4):234-247.*

Ludago, T. (2020). Practices, challenges and opportunities of inclusive education implementation in Kambata Tambaro Zone, Ethiopia. *Open Access Library Journal, 7(2).*

M, D., & Poon-McBrayer, K. (2013). Inclusive education in China: Conceptualisation and Realisation. *Asia Pacific Journal of Education 24(2):143-156.*

Mackenna, H. (1999). Establishing the credibility of qualitative research findings: the plot thickens. *Journal of Advanced Nursing, 30(2):374-380.*

Mader, J. (2017, March 1). *How teacher training hinders special needs students.* Retrieved from The Atlantic: https://www.theatlantic.com/ education/ archive/ 2017/03/how-teacher-training-hinders-special-needs-students/518286/

Maguir, M., & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars.*. *AISHE-J -Volume, 3 (Autumn 2017).*

Majoko, T., & Phasha, T. (2018). *The state of inclusive education in South Africa and the implications for teacher training programmes.* Roodepoort: Britich Council.

Makhanya, L. (2020, February 19). *School without running water for three weeks.* Retrieved from News24: https://www.news24.com/news24/ southafrica/local/ maritzburg-fever/school-without-running-water-for-three-weeks-20200212

Marais, P. (2016). "We can't believe what we see": Overcrowded classrooms through the eyes of student teachers. *South African Journal of Education, 36(2):1-10.*

Mayo Clinic. (2017). *Dyslexia.* Retrieved from Diagnosis: https://www.mayoclinic.org/disease-conditions/dyslexia/diagnosis-treatment

McLeod, S. (2019). *What's the difference between qualitative and quantitative research?* Retrieved from SimplyPsychology: https://www.simplypsychology. org/qualitative-quantitative.html

McMillan, S., King, M., & Tully, M. (2016). How to use the nominal group and Delphi techniques. *International Journal of clinical pharmacy, 38(3).*

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook.* sage.

Miller, C., Smith, S., & Pugatch, M. (2019). *Experimental and quasi-experimental designs in implementation research.* Retrieved from pubmed: https://pubmed.ncbi.nlm.nih.gov/31255320/

Misener, L., McPherson, G., McGillivray, D., & Legg, D. (2018). *Leveraging disability sport events: Impacts, promises, and possibilities.* Routledge.

Mitchell, D. (2015). Inclusive education is a multifaceted concept. *Center for Educational Policy Studies Journal, 5(1):9-30.*

Mitchell, W., & Sloper, P. (2008). The integrated children's system and disabled children. *Child & Family Social Work, 13(3):274-285.*

Mncube, V. (2010). Parental involvement in school activities in South Africa to the mutual benefit of the school and the community. *Education as Change, 14(2): 233-246.*

Mnyanyi, C. (2014). Developing teacher's work for improving teaching and learning of children with visual impairment accommodated in ordinary primary schools. *European Journal Research Journal, 8(2).*

Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European Journal of Special Needs Education, 35(1):100-114.*

Mohajan, H. (2017). Two Criteria for Good Measurements in Research: *Annals of Spiru Haret University, 17(3)*:58-82.

Motha, S., & Ramadiro, B. (2005). Education rights of migrants in the inner city of Johannesburg, South Africa. *Johannesburg: Wits Education Policy Unit, Johannesburg.*

Murphy, C. (2018). Transforming inclusive education: nine tips to enhance school leaders' ability to effectively lead inclusive special education programs. *Journal of Educational Research and Practice, 8(1).*

Muta, E., Korenaga, K., Kuorelahti, M., & Sovalainen, H. (2019). Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European Journal of Special Needs Education, 35(1).*

Muthusamy, N. (2015). *Teachers' experiences with overcrowded classrooms in a mainstream school* (Doctoral dissertation).

Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education, 14.*

Nasvaria, I., Pascoe, M., & Kathard, H. (2011). It's not just the learner, it's the system!' Teachers' perspectives on written language difficulties: Implications for speech-language therapy. *South African Journal of Communication Disorder, 58(2).*

Ndlazi, S. (1999). *An investigation of parental non–involvement in the governance of a Duncan Village school and its implications for the management of the school: A case study.* Unpublished Master's Treatise. Rhodes University. Grahamstown.

Ndopu, P. (2015, October 18). *Complicit in Exclusion - South Africa's Failure to Guarantee an Inclusive education for Children with Disabilities.* Retrieved from hrw.org: https://hrw.org/report/2015/08/18

Nijhawan, L., Janodia, M., Maddukrishna, B., Bhat, K., Bairy, K., Udupa, N., & Musmade, P. (2013). Informed consent: Issues and challenges. *Journal of Advanced Pharmaceutical Technology and Research, 4(3):134-140.*

Noble, S., Spann, M., Tokoglu, F., Shen, X., Constable, R., & Scheinost, D. (2017). Multifactorial Assessment of Measurement Errors Affecting Intraoral Quantitative Sensory Testing Reliability. *Cerebral Cortex, 27(11):5415-5429.*

Noth-West University. (2021). *Inclusive education short courses.* Retrieved from education nwu.ac.za: https://education nwu.ac.za/education/qualifications

Nowell, L., Norris, J., Deborah, E., & Moules, N. (2017). Thematic Analysis: Striving to meet the Trustworthiness Criteria. *SAGE Journals.*

Ntlhare, L. A. (2015). *Challenges Faced by Foundation Phase Educators in the Implementation of Life Skills Curriculum in Teaching Learners about HIV/AIDS and Sexuality Education in the Primary Schools in Motheo District in the Free State* (Doctoral dissertation, Bloemfontein: Central University of Technology, Free State).

Ntombela, S. (2011). The progress of inclusive education in South Africa: Teachers' experiences in a selected district, Kwazulu -Natal. *Improving Schools, 14(1):5-14.*

Nyirabarera, R. (2018). *Attitudes of primary teachers on inclusion of learners with disabilities in primary schools in Ngoma District -Rwanda.* Retrieved from University of Rwanda: dr.ur.rw/handle/123456789/345

Ontario Ministry of Education. (2005). *Education for All.*

Onwu, G., & Stoffels, N. (2005). Instructional functions in large, under-resourced science classes: Perspectives of South African teachers. *Perspectives in Education, 23(3).*

Ozel, T. (2018). *Special Education Services Regulations T.C Official Gazette.*

Pantic, N., & Florian, N. (2015). Developing teachers as agents of inclusion and social justice. *Teacher Education Policies and Development in Europe, 6(3).*

Peters, S. J. (2007). "Education for all?" A historical analysis of international inclusive education policy and individuals with disabilities. *Journal of disability policy studies*, *18*(2), 98-108.

Potter, L., Hellens, L., & Nielsen, S. (2010). The Practical Challenges of Case Study Research: Lessons from the field. *5th Conference on Qualitative Research in IT .* Brisbane.

Press Academia. (2018, July 09). *Definition of Case Study.* Retrieved from PressAcademia: https://www.pressacademia.org/definition-of-case-study

Pressman, J., & Wildavsky, A. (1973). Implementation. Berkely.

psud43. (2012, November 25). *Advantages and Disadvantages of Case Studies.* Retrieved from psud43: https://psud43.wordpress.com/2012/02/19advantages-and-disadvantages-of-case-studies

Rajasekar, S., Philominathan, P., & Chinnathambi, V. (2013). *Research Methodology.* Tamilnadu, India.

Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education–a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 1-17.

Ratha, D., Mohapatra, S., & Scheja, E. (2011). *Impact of Migration on Economic and Social Development: A Review of Evidence and Emerging Issues.*

Republic of South Africa. (1996). *South African Schools Act.* Cape Town: President's office.

Republic of South Africa-Government. (1996). *Republic of South Africa-Government Gazette.*

Ridder, H. (2017). The theoretical contribution of case study research designs. *Open Access 10, 281-305.*

Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher education. *Education in the North*, *16*(1), 6-13.

Ruguru, I., Madrine, K., Wangila, E., & Thuranira, S. (2020). Policy Strategies for Effective Implementation of Inclusive education in Kenya. *International Journal Journal of Educational Administration and Policy Studies, 12(1):28-42.*

Sabatier, P., & Mazmanian, P. (1983). Implementation and Public Policy. *Policy Sciences, 17(1):95-97.*

Kabir, S. M. S. (2016). Basic guidelines for research. *An Introductory Approach for All Disciplines*, 168-180.

Saloviita, T. (2019). Teacher attitudes towards the inclusion of students with support needs. *Journal of Research in Special Educational Needs, 20(2).*

Sanchez, E., & Rodriguez, L. (2019, June 14). *4 ways the Venezuela crisis is affecting children's education.* Retrieved from Global Citizen: https://www.globalcitizen.org/en/content/venezuela-crisis-childrens-education

Sansour, T. (2018). Special needs education and inclusion in Germany and Sweden. *European Journal of Disability Research, 12(3).*

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development, (3)4. *English Language Teaching, 237-248.*

Sharma, U., Forlin, C., & Deppeler, J. (2013). Reforming Teacher Education for Inclusion in Development Countries in the Asia-Pacific Region. *International Journal of Inclusive Education, 1(1):3-16.*

Shatri, K. (2017). The use of Visualisation in Teaching and Learning Process for Developing Critical Thinking of Students. *European Journal of Social Science Education, 4(1).*

Shinawatra University. (nd). What is Sampling? *Essential Academic English.*

Showkat, N., & Parveen, H. (2017). *Non-Probability and Probability Sampling.*

Shulman, L. (2005). Pedagogies. *Liberal education, 91(2):18-25.*

Singh, J. (2016). *Inclusive education in India - concept, need and challenges.*

South African Government. (2013). *South African Government Inclusive Education.*

Spaull, N. (2011). *A Preliminary Analysis of SACMEQ III South Africa.*

St. Michael Elementary. (2021, 16 April). *The Curriculum.* Retrieved from st-micheals: https://st-micheals.weebly.com/the-curriculum.html

Stake, R. (2005). Qualitative Case Studies. In Y. S. Denzin, *Qualitative Case Studies* (pp. 443–466). Sage Publications Ltd.

Steber, C. (2017, January 23). *In-depth interviews: Data collection advantages and disadvantages.* Retrieved from Communications for research: https://wwwcnfric.net/cfrblog/i-depth-interviewing

Stephanie. (2015, June 26). Probability Sampling: Definition,Types, Advantages and Disadvantages.Retrievedfrom:https://www.statisticshowto.com/probabilitysamplin/

Suranga, J. M., & Kalsi, G. S. (2015). The importance of qualitative methods in an exploratory business research: a case study from Punjab, India. *International Journal of Advanced Research in Management and Social Sciences*, *4*(2), 85-96.

Swart, E., Engelbrecht, E. I., & Pettipher, R. (2002). Implementing inclusive education in South Africa: teachers' attitudes and experience. *Acta Academica 34(1):175-189.*

Talbot, D. (2015, July 14). *The importance of qualitative research and the problem of mass data gathering.* Retrieved from linkedIn.com:

https://www.linkedin.com/pulse/importance-qualitative-research-problem-mass-data-gathering-talbot

Temesgen, Z. (2017). *Challenges to implementing inclusive education in Ethiopia.*

Thaver, T., & Lim, L. (2014). Attitudes of pre-service mainstream teachers in Singapore towards people with disabilities and inclusive education. *International Journal of Inclusive Education, 18(10):1038-1052.*

The Arc. (2018). *Together we're Better.* Retrieved from Inclusive education Campain: https://www.thearcmd.org/programs/twb/

The Constitution of the Republic of South Africa. (1996). *The Constitution of the Republic of South Africa.*

The SAGE Online Dictionary of Social Research Methods. (2006). *Social Research Methods.*

Then, K., Rankin, J., & Ali, E. (2015). Focus group research: what is it and how can it be used. *Cabadian Journal of Cardiovascular Nursing, 16-22.*

Thomas, D., & Hodges, I. (2010). *Developing research Aims and Objectives.* Sage Publications.

Thorne, S., Stephens, J., & Truant, T. (2016). Building qualitative study design using nursing's disciplinary epistemology. J*ournal of Advanced Nursing, 72(2):451:460.*

Tomlinson, C., & Strickland, C. (2005). *Differentiation in practice: A Resource Guide for Differentiating Curriculum, Grade 9.*

Trachoma, & William, M. (2006). *Sampling.* Retrieved from Social research methods: http:// www.socialresearchmethods.net/kb/sampling.php

Tuswa, N. (2016). *Barriers to learning in the Foundation Phase in Umzimkhulu, KwaZulu Natal Province.* UNISA.

U.S Department of Health and Human Services. (2018, August). *Data Collection Methods for Evaluation: Document Review.* Retrieved from Evaluation Research Team: http://www.cdc.gov/ healthyyouth/evaluation/index.htm.

UKEssays. (2018, November). *definition of inclusion and how it defers to integration.* Retrieved from UKessays: https://www.ukessays.com/ essays/ education/inclusion-and-how-it-defers-to-integration-education-essay.php?vref=1

UNESCO. (1994). *Inclusion in education.* Retrieved from UNESCO: https://en.unesco.org/themes/inclusion-in-education

UNESCO. (2007). *Sub-Education Policy Review Report: Inclusive Education.*

UNHCR. (2010). *Somali Refugees in Africa: patterns, challenges and way forward.*

Unianu, E. (2012). Teachers' attitudes towards inclusive education. *Procedia- Social and Behavioural Sciences, 33, 900-904.*

UNICEF. (2017). *Social Inclusion.* UNICEF.

Valeeva, L. (2015). The Current State of Special Needs Education in Russia: Inclusive Policies and Practices. *Social and Behavioral Sciences, 191, 2312-2315.*

Van Meter, D., & Van Horn, C. (1975). The Policy Implementation Process: A Conceptual Framework. *Sage Journals.*

Verenikina, I. (2003). *Understanding Scaffolding and the ZPD in Educational Research..*

Vygotsky, L. S. (1934). Thought and language (Myshlenie I rech', Trad.). *Cambridge MA: MIT Press.[Original publicado em russo, em 1934] Sheldon, SB, & Epstein, JL (2005). Involve ment counts: Family and community partnerships and mathematics achievement. The Journal of Educational Research*, *98*(4), 196.

Vygotsky, L. (1986). *Thought and Language.* Cambridge: MIT Press.

Walsham, G. (1993). Interpreting Information Systems in Organizations. *Open Journal of Leadership, 7(4).*

Warford, M. (2010). The zone of proximal teacher development. *Teaching and Teacher Education, 27*, 252-258.

West, J., & Meier, C. (2020). Overcrowded classrooms - The Achilles heel of South Africa. *South African Journal of Childhood Education, 10(1).*

Westwood, P., (2003). Inclusion of students with special needs: Benefits and obstacles perceived by teachers in New South Wales and South Australia. *Australian Journal of Learning Difficulties*, *8*(1), 3-15.

Winkler, D. (2021, February 23). *What is the zone of proximal development?* Retrieved from how stuff work: https://lifestyle.howstuffworks. com/family/ parenting/parenting-tips/zone-proximal2.htm

Winter, S. C. (2012). Implementation perspectives: Status and reconsideration. *The SAGE handbook of public administration*, 265-278.

Sit, C., Xiao, L., & Chunxiao, L. (2019). Cultural factors currently affecting inclusive practice–Asia. In *Inclusive Physical Education Around the World* (pp. 186-204). Routledge.

Yell, M., Katsayannis, A., & Bradley, M. (2017). *Handbook of Special Education 2nd Edition.* Routledge.

Yin, R. (2014). *Case Study Research Design and Methods (5th ed.).* Sage.

Younus, M. (2015). *Research Methodology. In Vulnerability and Adaptation to Climate Change in Bangladesh: Processes, Assessment and Effects (Springer Theses). Springer, pp. 35–76.* Retrieved from springer: Available at: http://link.springer.com/10.1007/978-94-007-5494-2_2

Zaitsev, D. (2003). Integrated dducation as the way to modernize the education system in Russia. *Integration of Education, 4*, 26-30.

Zill, N. (2020, July 8). *How Do the Children of Immigrant Parents Perform in School?* Retrieved from Family Studies: https://ifstudies.org/blog/how-do-the-children-of-immigrant-parents-perform-in-school

APPENDIX A
CONSENT FORM

I…………………………………………………………… Agree to be an interviewee on the interviews, which will be conducted by Simon Mfula Ndlovu, for his study, titled**: Enablers and inhibitors of the implementation of inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province: Implications for inclusion.** I am fully aware that participating in the study is voluntary and that there will be no negative consequences if I should decide to decline to participate in this study and that I can terminate my participation for any reason even after signing this consent form; no financial benefits will be incurred due to participating in this study.

Signature………………… Signed at: ……………………………. On this day ………….. of……………… 20……

APPENDIX B
PERMISSION LETTER TO THE DEPARTMENT OF EDUCATION

Po Box158

Kwa-sibhejane

1357

Date……………………

Limpopo Department of Education

The Head of Department

Biccard St, Polokwane Central

Polokwane

0699

Dear Sir/Madam

REQUESTING FOR PERMISSION TO CONDUCT A RESEARCH PROJECT IN CAPRICORN DISTRICT.

I am writing to request permission from your good office to conduct data collection. I am a Master student at the University of Limpopo. My research project is titled: **Enablers and inhibitors of the implementation of inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province: Implications for inclusion.** The findings of this study may help the department of education and inclusive education policies developers to consider the conditions of the schools and their geographic locations. Most importantly, I will ensure that no school activities shall be disrupted. I will also make sure to conduct the interviews when the participant has no class. Post gaining permission from your honourable office, I will also request permission from school principals as well. You can contact my research supervisor (Prof M.J Themane, University of Limpopo, Email: mahlapahlapana.themane@ul.ac.za. Tell: 0152682928. Cell: 0822006042 in case there is more information required about the researcher.

Regards.
Ndlovu, SM (The researcher)
Cell: 0826321387

Email: ndlovusmr@gmail.com

Signature: ………………….

<div style="text-align:right">

Po Box158

Kwa-sibhejane

1357

Date……………………

</div>

The principal

…………………………..

………………………….

……………………………

………………………..

Dear Sir/Madam

REQUESTING FOR PERMISSION TO COLLECT RESEARCH DATA AT YOUR SCHOOL.

I am writing to request permission from your good office to conduct data collection within your school on Foundation Phase teachers. I am a Master student at the University of Limpopo. My research project is titled**: Enablers and inhibitors to implementing of the implementation of inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province: Implications for inclusion.** The findings of this study may help the department of education and inclusive education policy developers to consider the conditions of the schools and their geographic locations through the views of teachers. Most importantly, I will ensure that no school activities shall be disrupted. I will also make sure to conduct the interviews when the participant has no class. Post gaining permission from your honourable office, I will also request permission from Foundation Phase teachers as well. You can contact my research supervisor (Prof M.J Themane, University of Limpopo, Email: mahlapahlapana.themane@ul.ac.za. Tell: 0152682928. Cell:

0822006042 in case there is more information required about the researcher or this research.

Regards.

Ndlovu, SM (The researcher)

Cell: 0826321387

Email: ndlovusmr@gmail.com

Signature:

APPENDIX D

INTERVIEW GUIDE FOR TEACHERS

1. How can you describe the term *inclusive education*?
2. As a Foundation Phase teacher, which inhibitors do you think are more relevant regarding the implementation of inclusion?
3. Does the geographic location of the schools impact the implementation of inclusion?
4. Do you think the current enablers to the implementation of inclusive are efficient in catering for inclusion in rural areas?
5. Do you think Foundation Phase learners are more at risk on some inhibitors?
6. Do you think the support received from the department is sufficient to succumb to the inhibitors?
7. What advice would you give to the department of education and policy developers regarding inclusive education in rural schools?
8. Is there any information would you like to add about the topic?

APPENDIX E

UNIVERSITY OF LIMPOPO ETHICAL CLEARANCE

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

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 10 December 2020

PROJECT NUMBER: TREC/399/2020: PG

PROJECT:

Title: Enablers and inhibitors of the implementation of inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province: Implications for inclusion

Researcher: SM Ndlovu
Supervisor: Prof MJ Themane
Co-Supervisor/s: N/A
School: Education
Degree: Master of Education in Curriculum Studies

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

Note:
i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX F

APPROVAL FROM LIMPOPO PROVINCIAL RESEARCH ETHICS

CONFIDENTIAL

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

Online Review Date: 10th – 18th October 2021

Project Number: LPREC/106/2021: PG

Subject: Enablers and Inhibitors of the Implementation of Inclusive Education in the Foundation Phase Classrooms of Capricorn District, Limpopo Province: Implications for Inclusion

Researcher: Ndlovu SM

Dr Thembinkosi Mabila

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038.**

Note:

i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)

ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.

iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.

iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

APPENDIX G

APPROVAL FROM LIMPOPO PROVINCIAL RESEARCH COMMITTEE (LPRC)

CONFIDENTIAL

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: DR MC MAKOLA

FROM: DR T MABILA

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH COMMITTEE (LPRC)

ONLINE REVIEW DATE: 10th – 18th NOVEMBER 2021

SUBJECT: ENABLERS AND INHIBITORS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE FOUNDATION PHASE CLASSROOMS OF CAPRICORN DISTRICT, LIMPOPO PROVINCE: IMPLICATIONS FOR INCLUSION

RESEARCHER: NDLOVU SM

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Committee (LPRC). The committee is satisfied with the methodological soundness of the proposal

Decision: The research proposal is granted approval.

Regards

Acting Chairperson: Dr T Mabila

Secretariat: Ms J Mokobi

Date: 25/11/2021

APPENDIX H

APPROVAL FROM THE LIMPOPO DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
CONFIDENTIAL

Ref: 2/2/2   Enq: Makola MC   Tel No: 015 290 9448   E-mail:MakolaMC@edu.limpopo.gov.za

Ndlovu SM
Private Bag X 1106
Sovenga
0727

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: "ENABLER AND INHIBITORS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE FOUNDATION PHASE CLASSROOMS OF CAPRICORN DISTRICT, LIMPOPO PROVINCE: IMPLICATIONS FOR INCLUSIVE "

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 School concerned.

3.3 The conduct of research should not in 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.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : NDLOVU SM   Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

APPENDIX I
TURN-IT-IN REPORT

Master Dissertation

APPENDIX J

LANGUAGE EDITOR'S REPORT

LANGUAGE EDITING CERTIFICATE

Registered with the South African Translators' Institutes (SATI)
Reference number 1000363

SACE REGISTERED

23 January 2022

TITLE: Enablers and inhibitors to implementing inclusive education in the Foundation Phase classrooms of Capricorn District, Limpopo Province: Implications for inclusion

This serves to confirm that I edited substantively the above document including a Reference list. The document was returned to the author with various tracked changes intended to correct errors and to clarify meaning. It was the author's responsibility to attend to these changes.

Yours faithfully

Dr. K. Zano

Ph.D. in English
kufazano@gmail.com/kufazano@yahoo.com
0631434276