

**AN EVALUATION OF THE
IMPLEMENTATION OF INCLUSIVE
EDUCATION WITHIN MAINSTREAM
SCHOOLS.**

2003

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3. All the principals who granted me authorization to conduct my research in their respective schools.
4. To all the School Management Teams (SMTs) who have responded to this study.

(ii)

DECLARATION

I HEREBY DECLARE THAT:

**AN EVALUATION OF THE IMPLEMENTATION
OF INCLUSIVE EDUCATION
IN THE MAINSTREAM SCHOOLS**

is my own work. All the sources I have used or quoted have been indicated and acknowledged by means of complete references.


.....
S.G.DLADLA

January 2004

DEDICATION

I DEDICATE THIS WORK TO:

1. My husband, *Dladla Mandlakayise* who has made a tremendous contribution in my life by supporting me in all times even when the things were going other way round.
2. To all my children who gave me morale support, not forgetting my *one (1) year old daughter Fanelesibonge* who sacrificed a lot during this study.
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ABSTRACT

This study was influenced by the White Paper 6 document on inclusive education. The document proposes non-discrimination of learners which is in line with South African Constitution, Act 108 of 1996 and South African Schools, Act 1996. All learners should be accommodated in the class without any discrimination against race, gender and disabilities so as to have opportunities to develop their capacities and potential, and make their full contribution to the society.

The empirical study, conducted at Ndwedwe Circuit in Kwa-Zulu Natal (KZN), attempts to evaluate the implementation of inclusive education in mainstream schools. Data has been solicited from a sample population of school management teams by means of questionnaires. Both open and close-ended questions were used.

The followings are reflected as key findings that emanated from the empirical study.

- There is a general lack of information from school management teams about new education document relative to Inclusive Education which has emerged recently such as Education White Paper 6 (2002).
- There is a lack of teacher development programmes to capacitate the educators to effectively implement inclusive education in the mainstream schools.
- There is also a shortage and/or inadequate infrastructure to support inclusive education within the mainstream schools.

- ▼ The study also reveals that not all the respondents have appropriate knowledge or adequate information about inclusive education and effective strategies for its successful implementation.

On the basis of the above findings, among others, the following key recommendations have been made.

- ▼ Every educator in the mainstream schools should be adequately trained to implement Inclusive Education at the level of the classroom.
- ▼ The department of education should provide meaningful and adequate support services to schools and school management teams (SMTs).
- ▼ The school governing body should play an active role to promote inclusive education and training.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Since 1994, the South African Government has been committed to transforming the educational policy to address the imbalances and neglect of the past and to bring the country in line with international standards of recognition of human rights which led to the movement towards inclusive education.

The National Constitution of RSA (Act 108 of 1996) founded the democratic state and common citizenship on the values of human dignity, the achievement of equality and the advancement of human rights and freedom. These values summon all citizens to take up the responsibility and challenge of building a humane and caring society, not for the few, but for all South Africans.

Educators have a special responsibility to implement democratic values and to ensure that learners, with and without disability, pursue their learning potential to the fullest. In building the education and training system the White Paper 6 provides a special challenge to society that give effect to the fundamental right to basic education for all South Africans. The National Constitution of RSA (Act 108 of 1996) commits the society to perpetuate the fundamental right to basic education, including adult basic education.

The fundamental right to basic education is further developed in The Constitution of (RSA Act 108 of 1996 sec.9) which commits the state to the

achievement of equality and also commits the state to non-discrimination. These clauses are particularly important for providing all learners, whether disabled or not with opportunities for accessing mainstream schools.

The predominant objective of an education system is one of providing quality education for all learners in order to enable them to realize their full-potential and thereby meaningfully contribute to and participate in society. The recognition that education is a fundamental right which needs to be fully available to all learners, underpins the notion that the education system should provide for and sustain qualitative learning for all learners (RSA Constitution, Act 108 of 1996:14). According to Hall and Engelbrecht (1999:19), inclusive education promotes a single system of education dedicated to ensure that all learners are empowered to become caring and competent citizens in an inclusive, changing and diverse society.

Inclusive education is a new way of thinking about specialized education. The shift from special education to inclusive education signals a dramatic philosophical change. It is a belief in the inherent right of all persons to participate meaningfully in society. Inclusive education implies acceptance of differences and making room for persons who would otherwise be excluded. The practice of educating children who have disabilities together with their non-disabled peers means creating learning communities that appreciate and respond to the diverse needs of its members (Engelbrecht, Kriegler and Booysen, 1996:7)

It is however; clear that within the overall international and national movement, a number of groups remain vulnerable - not least children with disabilities but also those others who, for a different reason experience barriers to learning within existing arrangements.

Education and training are basic human rights. The State has an obligation to protect and advance these rights, so that all citizens irrespective of race, class, gender, creed or age have the opportunity to develop their capabilities and potential, and make their full contribution to society (White Paper 6, 1996 : 21).

1.2 BACKGROUND OF THE STUDY

Apartheid education in South Africa promoted race, class, gender and ethnic divisions and has emphasized separateness rather than common citizenship and nationhood. The apartheid education produced a dual system of education which included a mainstream and special education component. Separate education system (special and ordinary) were in existence over a century until the inclusive education policy has published.

These components were also characterized by racial disparity resulting in large numbers of learners being excluded from the mainstream education (Naicker 2000, vol 14:1). The RSA Constitution, Act 108 of 1996 emphasizes respect for the right of all with particular emphasizes on the recognition of diversity. This implies an inclusive approach to education in

the sense that all learners are entitled to appropriate education in an inclusive and supportive learning environment (Prinsloo, 2001:258).

1.3 STATEMENT OF THE PROBLEM

The school management teams and educators are the key role players in determining the effective implementation of any new education policy which includes the new policy of inclusion (Fullan 1993: 127). Too often change in education has failed because insufficient attention had been taken of the current practices and needs of those who are expected to put it into effect (Wermouth, Edward and Richmond 2000: 36).

According to Wermouth , Edwards and Richmond (2000:40) it appears that the empowerment related to training of educators is once again neglected in the South African policy document on inclusive education. If according to Wermouth, Edward and Richmond (2000:40) the implementation of changed policies fail in a so-called developed country such as Britain where educators are generally adequately trained, that could also be true of South Africa, where a large percentage of educators are insufficiently trained. The implication is that current practices and needs of inadequately trained educators such as in South Africa deserve serious consideration in implementing new policy.

1.4 OPERATIONAL DEFINITIONS

1.4.1 INCLUSION

Inclusion is recognizing that we are one even though we are not the same. Inclusive may be defined as fighting against exclusion and all of the social ills which exclusion gives rise to, for example discrimination , prejudice etc. Inclusion also involves ensuring that all support systems are available to those who need such support (Jenkins and Sileo, 1994: 84)

According to Wessels, (2002:15) Manual 1 '*inclusion*' is defined as a warm and embracing attitude accepting and accommodating learners with special education needs, unconditionally.

In this study, the concept '*inclusion*' refers to the enrolment of a learner with special education needs in mainstream schools.

1.4.2 MAINSTREAMING

According to Wessels, (2002:15) mainstreaming is defined as a technique in trying to make the embracing possible, but only accepting the learner with special needs in the mainstream on condition of the context to which he can be made to fit in . However in this study the researcher believe that it mean a change for the whole process for example, the school policies, the teacher's attitudes and behavior, learners attitudes ,curricula and the environment so as to meet the need of all learners in school.

1.4.3 IMPLEMENTATION

The concept '*implementation*' refers to a process of putting policy into practice. Policy can only be implemented if it is acceptable, legitimate and negotiated by all stakeholders. Chetty (1998:29) cites McLaughlin (1987) who asserts that implementation is not about automatic transmission, but is a process of bargaining and negotiating between the various local and national actors. Where policies are viewed as unacceptable, illegitimate and have not been negotiated by all stakeholders, but are forced into practice by authoritarian managers, these policies are adopted rather than implemented. In this study '*implementation*' will be operationalised according to the definition cited by Chetty .(*ibid*)

1.4.4 INCLUSIVE EDUCATION AND TRAINING

Naicker (2000:42) cites Department of Education (2001) defines inclusive education and training as a system which accept and respect the fact that all learners are different in same way and have different learning needs which are equally valued and an ordinary part of our human experience.

1.4.5 INCLUSIVE EDUCATION

According to (Booth, Ainscow, Black- Hawkins, Shaw, and Vaughan (2000:12) inclusive education is the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organization and provision and

allocating resources to enhance equality of opportunity. Through this process the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils.

1.4.6 LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

According to Winkler, (1998:1) learners with special education needs learners are the children who will not cope with their school work unless they get extra help in the classroom.

1.4.7 SPECIAL EDUCATIONAL NEEDS

According to Wessels (2002: 1) learners with special needs are those who may seem to have difficulty in keeping pace with what is normally expected of them. They may:

- Be capable of higher performance than normally expected (gifted learners)
- Have impairing developmental delays
- Suffer some kind of deficit to physical, cognitive or emotional problems.

1.5 RESEARCH AIMS

The aims to this study are as follows:

- * To conduct the literature review on strategies for the effective implementation of inclusive education.
- * To conduct an empirical investigation on the implementation of inclusive education in mainstream schools.
- * To provide recommendations to the school management teams (SMTs) on strategies for the effective implementation of inclusive education.

1.6 RESEARCH QUESTIONS

This study seeks to address the following questions:-

- * Are mainstream schools effective in implementing the policy of inclusive education?
- * Are mainstream educators capacitated to facilitate inclusive education?
- * What are the factors that hinder/facilitate the implementation of inclusive education?

1.7 ASSUMPTIONS

For inclusive education to be effectively implemented in the mainstream schools, appropriate human and material resources are of the critical.

1.8 DELIMITATION OF THE EMPIRICAL STUDY

South African education system had been made to accommodate learners with learning difficulties in special schools for example with physical disability and learners with special education needs. These learners were separated and isolated from the normal schooling or mainstream schools, as a result of the document such as White Paper 6. Although special schools for learners with special education needs are still in existence, as mentioned above, the study focuses on the implementation of inclusive education only in mainstream schools. Inclusive education has now become the norm. In other words learners with special education needs may now attend mainstream schools.

1.9 LIMITATION OF THE STUDY

This study had been based on primary schools of Ndwedwe Circuit. The researcher's focus had been on three (3) wards namely, Insuze East and Central. The researcher randomly selected the primary schools from the above mentioned wards.

1.10 RESEARCH SURVEY

The research for this study will be conducted as follows:-

The questionnaires will be used as a research tool for this study. It is believed the respondent will have enough time to furnish the required information as respondents complete it during his / her spare time.

1.11 STRUCTURE OF THE STUDY

The next chapters will cover the following:-

Chapter two: will be a literature review on strategies for the effective implementation of inclusive education.

Chapter three: will be research methodology to be used by researcher in the study.

Chapter four: will present the analysis and interpretation of the data collected from the respondents.

Chapter five: the researcher will present findings and recommendations will be provided.

1.12 CONCLUSIONS

This chapter provides an orientation to the study, the background of the study, statement of the problem, operational definitions, Research aims, research questions, assumptions, delimitation of the empirical study and the research methods and also the conclusions. The research questions and aims of the research are essentials and value of the study. The structure of the research has been highlighted in this chapter which indicates the chapters and their contents.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Since a democratic dispensation was introduced in South Africa in 1994, the movement towards a more inclusive society has become stronger. Inclusive education policies such as White Paper 6 have evolved that stipulate that all learners irrespective of race, gender, class, religion, disability, culture or social preference have a right to access a learning environment, in a single system of education that values, respects and accommodate diversity.

The White Paper 6 outlines how the policy will systematically deconstruct segregation according to categories of disabilities. It also introduces the strategies and interventions that will assist the learners.

The movements towards inclusivity as well as human rights in South Africa spread to education, in particular special education policy documents on special education since 1997 reflected the inclusive ethos of a transforming society (Prinsloo 2001:213).

The White Paper Education Paper 1 on education and training (1995) acknowledges the importance of providing an effective response to learners with special education needs in mainstream schools.

The White Paper 6 acknowledges that all children / youth can learn and need support. It also acknowledges that learning is broader than formal schooling and also happens in the family and community. Empowering

learners by developing their strengths, and enabling them to participate fully and minimizing the barriers to learning.

The policy of an inclusive education and training system outlines the following shifts:-

- * Systematically move away from using segregation according to categories of disabilities as an organizing principle for institutions.
- * Place emphasis on supporting learners through full-service schools that will have a bias towards particular disabilities, depending on a need and support. It also directs on how the initial facilities will be set up, and how the additional resources required will be accessed.

White Paper 6 is primarily aimed at changes in the schooling sector but also serve as a policy framework to guide systemic changes in all levels of the education system. It more specifically outlines the Ministry of education's commitment to providing educational opportunities for those learners who have experienced barriers to learning or dropped out of learning because of the inability of the education system to accommodate their learning needs.

According to Department of Education, (2001: 6) this policy argues that attention needs to be focused towards addressing those barriers within each sector which limit access to educational provision and or which prevent particular learners from being able to participate equally in the learning process.

This involves putting in place appropriate support mechanisms that will equip the sector to meet the full range of learning needs and providing support to those who may require it. This policy is particularly concerned with addressing barriers and meeting the needs of those learners most vulnerable to the experiences (Department of Education, 2002:168).

In building the awareness needed to bring about these changes in the system, it is important to note that the legislative frameworks underlying White Paper 6 and the specific sectoral policies, including the Early Child Development (ECD) sector, provide non-discrimination in the delivery of education services, in line with the Republic of South African Constitution (Act. 108 / 1996). This includes non-discrimination of disability.

In some of the sectoral policies such as White paper 5 and White paper 6 it is taken through the specific emphasis placed on the accommodation of diversity. The White Paper 6 provides some pointers to key strategic area for systemic change across all the sectors that are flexibility of the curriculum, a coordinated and strengthened education support system, respect of diversity including advocacy and non-discriminatory policies and increasing access for previously disadvantaged learners, especially those with disabilities. 'The Draft Guidelines for the implementation of inclusive education' seeks to synthesize the key recommendations of White Paper 5 and White Paper 6 with a view to establishing guidelines for practitioners and other relevant users towards building an inclusive education system. The White Paper 5 and White Paper 6 both share the same social philosophy and principles of inclusive education.

2.2 PRINCIPLES UNDERPINNING INCLUSIVE EDUCATION

According to Naicker (2002 : 71) Curriculum 2005 is a powerful tool in developing practices for inclusion with its outcomes-based approach. According to curriculum 2005 guidelines and Education White Paper 6 principles any practice should be consistent with the following:-

- All learners can learn given the necessary support.
- OBE is learner-paced and learner-based.
- Schools create conditions for learners to succeed.
- Support for learners should be based on the levels of support needs for overcoming individual barriers to learning and development rather than on the categorization of learners according to their abilities or disabilities.

These principles imply that:

- The educator is a facilitator for learning- and that learning goes beyond memorizing.
- Outcomes count- what the learner becomes, understands.
- Learning has been active.
- Knowledge is integrated in the sense that it is relevant and connected to real-life situation.
- There is a focus on critical thinking, reasoning, reflection and action.
- The educator is a facilitator for learning- and that learning goes beyond memorizing.
- Comments and inputs from the community are sought and encouraged.
- Flexible time frames allow learners to work at their own pace.
- Learning programs are viewed as guidelines that educators can use in designing creative and responsive activities so that every learner can achieve to his / her potential. (Naicker, 2002:73).

All principles mentioned above are also promoting the implementation of inclusive education, such as outcome based education (OBE) emphasizes that all learners can learn given the necessary support to which is one of the most important principles of inclusive education. (ibid)

Therefore mainstream schools are to adhere to the inclusive education and training they should be in line with the above mentioned principles for effective implementation of the White Paper 6.

2.2.1 ALL LEARNERS CAN LEARN

Each child is born into the world with unique cognitive, social and physical characteristics. Wessels (2002:4), cites Soriano- Nagurski (1998) who emphasizes that , many parents and teachers seem to feel that a child that is mentally different should not be in the same class as '*normal*' learners. People often say things like: the child would only experience failure, he/she will not be able to keep up with the other learners. Teachers and other adults who put their focus on measurable skills often forget that '*inclusion*' is recognition that '*all children*' have special needs.

The idea behind inclusion is that learners are their own teachers that is to say, they learn from each other. Learners with exceptional learning needs might not be able to read and write as fluently as their peers, they might never grasp the intricacies of mathematics but they will along side be on the same age peers... learn to imitate typical behavior, typical mannerisms and typical work habits. (ibid)

An important aspect of these learners in ordinary classrooms is that they learn to socialize and form emotional bonds with their peers and also the peers learn to appreciate friendship and the importance of compassion cites Wessels, (2002:4) Diamond et al 1994. All learners need to feel accepted in their familial environment from the earliest possible age. In this respect learners with special needs are no different. These learners only require differentiated educational programs and receives to realize their potential. Like all learners, they will need a nurturing environment and as many different stimulating experiences as possible to establish positive attitudes and habit towards learning.

Many South African children find it difficult to do well at school. However, not all the children who struggle at school have special educational needs. Children with special educational needs are often clever, but because they have difficulties with learning they struggle to do well at school (Winkler, 1998 : 1). An educator needs to understand the behavior of each an every learner in the classroom so as to understand the individual needs (Wessels 2001: 88).

2.2.2 CONDITIONS FOR INCLUSIVE EDUCATION

The school system that fosters the development of inclusive education and support centers of learning is that which will enabled all learners to participate actively in the learning process, and ultimately enable them to participate as equal members of society (Wessels 2002:22).

According to Wessels (2002: 22) the schools that foster inclusive education should be inline with the following principles:-

- All system that is responsive to diversity.

- All learners should enjoy rights and have the right to quality education, and to be treated with dignity and respect.
- All learners must be given the opportunity to participate in their communities and must be provided with the widest social and educational opportunities.
- An education system must be organized in such a way that it is relevant and meaningful to the lives of all learners, and should prepare them for both work and life.
- All learners are entitled to participate in and have access to the common education curriculum (Wessels 2002 : 22).

According to Wessels (2002 : 21) the school system must change to enable it to respond to the educational needs of all children, including those with special needs. Each school has to accept that it must cater to all the children in its community. This fundamental shift in school policy is to be accompanied by: curriculum reform ensuring access to all children; teacher education reform to equip mainstream teachers with appropriate knowledge and skills; and the building of a support system.

The school as a system should be structured in such a way that, irrespective of the learning context, opportunities for facilitating integration and inclusive of the learner in all aspects of life should be provided (Wessels 2002:22).

2.2.3 CHARACTERISTICS OF INCLUSIVE EDUCATION

According to Giangreco (1999 : 194) all students are welcomed in general education classes in their local schools to continue with their education thus asserts that :

- Students are educated in classes where the numbers of those with and without disabilities are proportional to the local population.
- Students are educated with peers in the same age groups available to those with disability labels.
- Students with varying characteristics and abilities participate in shared educational experiences with pursuing individually
- appropriate learning outcomes with the necessary support and accommodation.
- The education system should make provision for the protection of the rights of the handicapped child and his/her parents.
- Handicapped children should receive their education as far as possible together with the non- handicapped
- Free, appropriate public education with the necessary supportive services should be provided for every handicapped child. Such education should be based on every child's unique educational and teaching needs. (Giangreco 1999:194).

2.2.4 UNDERSTANDING GENERAL BARRIERS TO LEARNING

According to Naicker (2002: 131) barriers to learning can be located within the learner, within the centre of learning, within the education system and within the broader social, economic and political context. These barriers

manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners 'drop out' of the system or when the excluded become visible. Sometimes it is possible to identify permanent barriers in the learner or the system which can be addressed through enabling mechanisms and processes. The barriers may also arise during the learning process and are seen as transitory in nature. These may require different interventions or strategies to prevent them from causing learning breakdown or excluding learners from the system. The key to preventing barriers from occurring is the effective monitoring and meeting of the different needs among the learner population and within the system as a whole (Naicker 2002: 131).

2.2.4.1 SOCIO-ECONOMIC BARRIERS

The relationship between education provision and the socio-economic conditions in any society must be recognized. Effective learning is fundamentally influenced by the availability of educational resources to meet the needs of any society. In our own country there are inadequate numbers of centers of learning and other facilities to meet the educational needs of the population. In most cases, inadequacies in provision are linked to other inequalities in the society such as urban / rural disparities, as well as inequalities arising from discrimination on grounds such as gender, race and disability. Barriers result not only from the inadequacy of provision, but also from policies and practices which are designed to perpetuate these inequalities. (Naicker 2002: 131)

2.2.4.2 POVERTY AND UNDERDEVELOPMENT

According to Naicker (2002: 133) the most obvious result of poverty , often caused by unemployment and other economic inequalities, is the inability of families to meet basic needs such as nutrition and shelter. Learners living under such conditions are subject to increased emotional stress which adversely affects learning and development. Additionally, under nourishment leads to a lack of concentration and a range of other symptoms which affect the ability of a learner to engage effectively in the learning process.

According to Wessels (2002 : 5) poverty-stricken communities are also poorly resourced communities which are frequently characterized by limited educational facilities, large classes with high pupil / teacher ratios, inadequately trained staff and inadequate teaching and learning materials. Such factors raise the likelihood of learning breakdown and the inability of the system to sustain effective teaching and learning. Learners from families where one or more of the breadwinners are unemployed or poorly paid are also more likely to leave school as soon as possible to go out to work to supplement the family income. (ibid)

In considering the effects of poverty on the learning process and access to education, it is also important to recognize the link between poverty and disability. People with disabilities are often those most easily excluded from the education system and from the labour market and are therefore the most poverty stricken in any population. Related to these realities is the perception in many families who have a child with disabilities such a child is unlikely to be employed or to be in a position to contribute to the family income (Naicker 2002 : 124).

2.2.4.3 FACTORS WHICH PLACE LEARNERS AT RISK

According to Wessels (2001: 10) effective learning is directly related to and dependent on the social and emotional well-being of the learner. It is important to recognize that particular conditions may arise within the social, economic and political environment in which the learner lives which impact negatively on the learner's social and emotional well-being, thus placing the learner at risk of learning breakdown. Such factors either impact directly on the learner or on his/her family or community. In all cases the learner's emotional and social well-being and development are threatened. (ibid)

A child who is physically, emotional or sexually abused is not only emotionally and physically damaged, but such abuse may also lead to the learner being forced to miss school and eventually to 'drop out' of the system. Problems in families and abuse may also cause children to leave home and live on the streets. For young girls who fall pregnant while still at school, effective learning breaks down when the economic implications of having a child force the learner to leave to go out and work to earn money (Wessels 2002 : 12).

In many countries, our own being a case in point, young learners have been subjected to civil war and other forms of political violence which not only disrupt the learning environment but also lead to trauma and emotional distress. The nature of the centre of learning and its ability to provide a conducive teaching and learning environment is undermined when the surrounding environment is made unsafe by high levels of violence and crime (Wessels 2002: 24).

2.2.4.4 ATTITUDES

According to Naicker (2002: 136) negative and harmful attitudes towards difference in our society remain a critical barrier to learning and development. Discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, religion, ability, sexual preference and other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the educational system.

The negative attitudes towards different learners manifest themselves in the labeling of learners. Sometimes these labels are just negative associations between the learner and the system such as 'drop outs', 'repeaters' or 'slow learners'. While it is important to recognize the impact which this kind of labeling has on the learner's self-esteem the most serious consequence of such labeling results when linked to placement or exclusion. (ibid)

Sometimes learners are placed in a particular learning environment merely because they are labeled as belonging to a category of learners for which a particular kind of educational placement exist. Because the placement has occurred through the attachment of a label rather than through an appropriate assessment of the educational needs of the learner or what is required by the system to meet those needs, the placement may not only be inappropriate to the learner's needs but it may also result in the learner being marginalized. Therefore this also perpetuates the failure of the system to change or adapt to meet such needs (Naicker 2002 : 133).

Barriers resulting from fear and lack of awareness may arise from the feelings of parents or educators themselves. For example, learners with high ability are often regarded as a threat and therefore face denial of their significant abilities. For learners with disabilities, fear and lack of awareness about disability among some parents and educators remain a significant barrier to their learning and development. Such barriers may arise when the child is born. Many parents have difficulty in accepting a child with a disability. (ibid)

2.2.4.5 INFLEXIBLE CURRICULUM

According to Wessels (2001: 55) one of the most serious barriers to learning and development can be found within the curriculum itself and relates primarily to the inflexible nature of the curriculum which prevents it from meeting diverse needs among learners. When learners are unable to access the curriculum, learning breakdown occurs. The nature of the curriculum at all phases of education involves a number of components which are all critical in facilitating or undermining effective learning. Key components of the curriculum include the style and tempo of teaching and learning, what is taught, the way the classroom is managed and organized, as well as materials and equipment which are used in the learning and teaching process (Wessels 2001 : 55).

Sometimes educators, use teaching styles which may not meet the needs of some of the learners. An educator may teach at a pace which only accommodates learners who learn very quickly. Alternatively, the pace and styles of teaching may limit the initiative and involvements of learners with high levels of ability. What is taught or the subjects which learners are able to choose may limit the learner's knowledge base or fail to develop the

intellectual and emotional capacities of the learner. Such barriers arise when sufficient attention is not given to balancing skills which prepare the learner for work (vocational skills) and skills which prepare the learners for coping with life (life skills). (ibid)

Some learners are excluded from certain aspects of the curriculum as a result of ignorance or prejudice. For example, learners with physical disabilities are often prevented from playing sport or are not given the opportunity to do so. Similarly, male and female learners are encouraged or pressurized to take certain subjects which will equip them for jobs which stereotypically are undertaken by men or women. What is taught through the curriculum may often be inappropriate to the learner's life situation making extremely difficult and ultimately contributing to learning breakdown. For example, adults involved in literacy training may be taught with the use of examples which are unrelated to their particular life experience. Materials used for teaching and learning which constantly reflect only one culture or life experience, may lead to learners from other cultures and life experiences feeling excluded and marginalized. (Naicker 2002: 138).

One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they may need for learning to take place. Such barriers often affect learners with disabilities who do not receive the necessary assistive devices which would equip them to participate in the learning process.

The ability of the curriculum to lead to learning breakdown also occurs through the mechanisms which are used to assess learning outcomes. Assessment processes are often inflexible and designed to only assess particular kinds of knowledge and aspects of learning, such as the amount of information that can be memorized rather than the learner's understanding of the concept involved. The seriousness of such barriers is most obvious where there are large number of learners who are forced to repeat aspects of the curriculum, even if this means remaining in levels where the age gap between the learner and the other learners is significant. (ibid)

2.2.4.6 LANGUAGE AND COMMUNICATION

According to Naicker (2002 : 139) a further area of barriers arising from the curriculum, are those which result from the medium of teaching and learning. Teaching and learning for many learners takes place through a language which is not their first language. This not only places these learners at a disadvantage, but it also leads to linguistic difficulties which contribute to learning breakdown. Second language learners are often subjected to low expectations, discrimination and lack of cultural peers. Educators furthermore often experience difficulties in developing appropriate support mechanisms for second language learners (Naicker 2002: 139).

Such barriers can be particularly destructive for Deaf learners whose first language is Sign Language. Misconceptions with regards to the morphological, syntactic, discourse, pragmatic, 'phonological' and semantic structures of Sign Language, which are entirely equal in complexity and richness to that which is found in any spoken language, often lead to Deaf learners being forced into learning through the so-called 'oral' method, or having to learn through signed spoken languages (for example, signed

English or Tswana or signed exact English or Tswana). Being able to access Sign Language as the medium of teaching and learning enables these learners to develop bi- and multi-lingualism through Sign Language as the medium of teaching and learning. (ibid)

Communication is essential for learning and development in both formal and informal contexts. Learners who are non-speaking due to the severity of their physical, intellectual and/or mental disability experience enormous barriers to learning and development. These barriers arise from the general unavailability of augmentative and alternative communication (ACC) strategies to enable them to engage in the learning process, and more often than not find themselves totally excluded from learning and development experiences. ACC system could consist of alternative communications systems, supplements to vocal communication and communication through facilitators (Naicker 2002 : 139).

2.2.5 OVERCOMING GENERAL BARRIERS TO LEARNING

According to Bolani, Hndricks and Van Heerden (2003: xvi) many factors can prevent learners from making the most of the learning process. These factors can become barriers to learning and development, and may lead to a breakdown in the process of learning for individual learners or ground of learners. These factors could be, for example, a physical disability such as a hearing impairment, or they could be a factor related to the learner's family situation, such as poverty and hunger or HIV/Aids in the family, as well as many others. A barrier to learning and development, then, is any factor that prevents a learner from acquiring problem-solving skills, and from those developmental changes that will lead to him or her becoming a more successful person and reaching his or her full potential.

Sometimes these situations have caused learners to be excluded from the learning process. (ibid)

It is necessary to make sure that no learner is excluded from the learning process because of a barrier he or she may experience. This is what is known as inclusively the approach that brings all learners into the learning process. The Constitution of South Africa prohibits discrimination with regard to factors such as religion, language, physical disability etcetera (Bolani et al 2003 : xvi).

If the education system is to promote effective learning and prevent learning breakdown, it is imperative that mechanisms are structured into the system to break down existing barriers. Such mechanisms must develop the capacity of the system to overcome barriers which may arise, prevent barriers from occurring, and promote the development of an effective learning and teaching environment. (ibid)

In order to overcome barriers to learning and developing, there should be initiative aimed at providing for learners who have been excluded from the system by both the state and non-governmental organizations; innovative practices for recognizing and accommodating diversity; activities that advocate against discrimination and challenge attitude; processes towards the involvement of learners, parents, educators and community members in the governance of centers of learning; training programmers which equip educators to deal with diverse needs; curriculum restructuring; organization and development of teaching and learning environments ; as well as economic and political transformation supported by enabling and protective legislation and policy (Bolani et al 2003 : xvi).

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2.2.6 UNDERSTANDING BARRIES TO LEARNING WITHIN THE CLASSROOM

2.2.6.1 EYE-HAND- COORDINATION

According to Wessels (2001: 16) in eye-hand- coordination problem, learners are not able to do simple activities where the hand has to follow what the eyes see. The eye-hand coordination influences writing, as the hand does what the eye sees. This results in poor hand writing and weak control over other fine motor movements like cutting, colouring and threading. (Revised National Curriculum Statement, 2003:35).

Their characteristics:-

- Find it difficult to turn over the pages of a book, pick up small objects such as beads and to thread them, tie buttons, fasten shoes-laces, etc.
- Have difficulties with their pencil or pen grip
- Have a 'shaky' handwriting
- Find activities such as paper folding, cutting out, tracing, etc. very difficult (Wessels 2002: 6).

2.2.6.2 SPATIAL RELATIONSHIPS

According to Wessels (2002 : 8) learners are not able to perceive themselves or other objects in relation to each other. They do not realize where something is in relation to its surrounding area: this can lead to barriers such as rotating or reversing letters in reading and writing, and poor copying skills. In other words, the child must be able to see objects or symbols as being below each other, in front of each other, between, etcetera(ibid).

Their characteristics:-

- Have difficulty with tasks involving sequencing such as days of the week (which day comes before, after, etcetera).
- Read letters in a word in the wrong order, for example, **stirring** instead of **string**.
- Reverse letters, for example, **rid/ rib; pick/ quick** when reading or writing (the different parts of the letter, **I** and **c**, are not seen in relation to each other).
- Invert letters (read or write them upside down) for example, **pip** instead of **did**.
- Have writing problems because the size of their letters different.
- Find it difficult to write between lines.
- Space their words incorrectly (words are not in the correct relationship to each other), for example, The dog -s ar- e lyi -ng on the be- d.
- Write numbers incorrectly, for example, 75 instead of 57; 110 instead of 101 (Wessels 2001:16).

2.2.6.3 VISUAL AND AUDITORY DISCRIMINATION

According to Wessels (2001 : 17) learners are not able to discriminate between similarities or differences between colour, size, shape, letter, sounds and words. This creates difficulties in learning new words and results in inaccuracies in calculations, spelling and spoken language, and incorrect behavior in general. (ibid)

Their characteristics:-

In visual discrimination problems they confused letters, words and numbers that are nearly the same for example:-

- Numbers: 5/8; 6/9; 3/8; 12/21
- Letters (printed): a/o; a/d; b/h; r/n; I/L; E/F; D/O
- Letters (cursive): a/d; c/o; l/b; T/F; I/J; H/K
- Words: cot/cat; could/cold; hen/hem; were/where; through/though

In auditory discrimination problems they have difficulty with:-

- Telling whether sounds are the same or different, for example. **b/d; p/b; f/v; m/n; ng/nk.**
- Telling whether words are the same or different, for example **house/horse.**
- With spelling as they make mistakes such as writing **bat** instead of **pat.**
- With number concepts as they confuse words such as **thirty/thirteen** (Wessels 2001: 17)

2.2.6.4 AUDITORY MEMORY AND RECALL

According to Wessels (2002: 12) there are two types of auditory memory:-

1. Auditory short term memory - it is the ability to store an auditory message in the brain and to recall it after a very short time where pupils hear and remember an instruction and carries it out immediately.
2. Auditory long term memory - is the ability to store auditory information in the brain and to recall it after a long time where pupils must be able to remember rules or facts that were explained in previous lesson.

Their characteristics:-

Pupils in short term memory problems often:-

- Ask the question: 'What did you say?'
- Forget oral instructions or perform the instruction given incorrectly
- Have difficulty retelling a story or giving a message
- Spell incorrectly because they sound out a word but forget the details when writing it. (ibid)

Pupils with long term memory problems often:-

- Remember very few facts that were discussed in a previous lesson
- Have difficulty remembering combinations and table in mathematics
- Find it difficult to memorize poems, songs, rhymes, people's names, telephone numbers etcetera
- Have serious spelling problems because they cannot remember the sound represented by a symbol, for example, the sound made by symbols such as **th**, **ow**, **ng**, etcetera (Wesssels 2002 : 12).

2.2.7 INTERVENTION STRATERGIES WITHIN THE CLASSROOM

2.2.7.1 Eye -hand-coordination.

The teacher should do the following task for the learners with th eye -hand-coordination problem.

(a) Semi-concrete:

- join-the dots activities
- tracing pictures and geographical shapes
- chalkboard activities
- draw big circles on the board with one hand
- cutting and pasting activities

- pre-writing patterns (Wessels 2002 : 5).

(b) Abstract:

- tracing letters, numerals and words
- letter and numeral forming using play dough or clay

2.2.7.2 Spatial Relationship:

(a) Concrete

- The learner should build patterns using blocks or construction blocks such as Lego blocks
- String beads, seeds and buttons
- Build jigsaw puzzles
- The pupils should be taught on how to read a simple calendar. (ibid)

2.2.7.3 Auditory discrimination

(a) Concrete

- The teacher makes a recording of sound from the environment or in the home for example, 'The dog barks' (*'Inja iyakhonkotha'*), 'The sheep bleats' (*'Imvu iyakhala'*).
The learner must be able to identify the above mentioned sounds.
- The teacher bounces a ball on the floor then the pupil listens how many bounces he or she hears and then bounces the ball just as many times (Wessels 2002 : 5).

(b) Abstract

- The learner has to say whether sounds or words that are said by the teacher are the same or different for example, **B/d; m/n; j/y or pig/big; slip/sleep; chop/shop.**
- The teacher says a sentence or reads a paragraph. The learners are told beforehand which sound or words to listen for, for example, words starting with 'b' (Wessels 2002 : 20)

2.2.7.4 Auditory memory and sequencing:

The teacher will combine memory and sequencing exercises. This is because the ability to put things in a sequence depends on memory.

- The teacher gives instructions such as: "Fetch the red pen on my desk and then close the door, please."
- The teacher says a sequence and the pupil repeats it.
- The pupils are given a worksheet with shapes/pictures/letters/Numbers he must follow and instructions are given by the Teacher such as: "Draw a cross on the house and colour in the bird red and green.
- The learners must memorize rhymes, poems, songs and riddles.
- The learner must retell the story that the teacher told the Previous day (Wessels 2002 : 20).

2.2.8 DIMENSIONS OF INCLUSIVE EDUCATION

It might be useful to categorize inclusive education into three (3) dimensions for example,

- Culture

- Policies
- Practices

The rationale for the selection of these three above mentioned dimension are that culture is seen as the important issue in the implementation of inclusive education in the sense that in the mainstream school there comes learners with different cultures which need to be respected and be fully understood by all members in the institution. The policy is also taken into consideration in the sense that all the policies drawn in the school should cater for all learners. All practices in the mainstream school should accommodate all learners for example each an every learner should be taught according to their level of ability. Even to the sports all learners should be catered (Wessels 2002: 24).

2.2.8.1 CULTURAL SENSITIVITY

2.2.8.1.1 NON-DISCRIMINATION

The principle of non-discrimination requires that 'all educable children must be educated'. The principle of non-discrimination precludes any group, and the state, from denying anyone education on irrelevant grounds (Smyth, 1995 : 20). According to the constitution of RSA Act 108 of 1997 no person may unfairly discriminator directly or indirectly against anyone on one or more grounds. The bill of right is a cornerstone of democracy in South Africa. It enshrines the right of all people in our country and affirms the democratic values of human dignity, equality and freedom (Education ELRC 2003: 2).

2.2.8.1.2 NON-RACISM

According to Haralambos (1985) cited in Youngman (2000: 154) one important theoretical approach is that of functionalist sociology, which sees education as an objective mechanism for social selection and the allocation of role in adult life (Haralambos, 1985) argues that the objective measurement of educational attainment in schools ensures that achievement is based on ability and motivation; therefore individuals progress on merit.

Thus students advance as far as they are able, and their social background is rendered irrelevant because the same standards are applied to all students, irrespective of their class, gender, ethnic or racial group. This conception of education provides the basis for the view that education can redress social inequalities. If everyone has equal access to education, then all individuals have an equal opportunity to develop their ability. The idea that education can create a more equal society, and that equality of educational opportunity can lead to a more efficient use of the nation's human resources, has had a significant impact on educational policy in the advanced capitalist countries (Youngman 2000:154).

2.2.9 POLICIES THAT SUPPORT INCLUSIVE EDUCATION

2.2.9.1 ADMISSION POLICY

Before any educational institution decides to admit handicapped students the implications need to be considered and admissions policy devised.

(Hutchinson 1982: 20). A most important aspect of planning is staff and student attitudes which needs to be positive if the exercise of involving handicapped students in education is to be successful: hence full discussion

at all levels is essential. Once agreed, the policy should be given the maximum amount of publicity, both inside and outside the institution. (ibid)

2.2.9.2 TEACHERS CODE OF CONDUCT

South African Council of Educators at 31 of 2000 (SACE) emphasizes that every school should draw an educators Code of Conduct. An educator who registered provisionally with the South African Council for Educators should acknowledge that the attitude, dedication, self-discipline ideals training and conduct of teaching to the teaching profession determine the quality of education in South Africa.

The educator should respect the dignity, beliefs and constitutional rights of a learner and in particular children, which includes the right to privacy and confidentially and also should acknowledge the uniqueness, individuality and specific needs of each learner by guiding and encouraging each to realize his / her potentialities. An educator should strive to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa (SACE act 131, 2000 : e17).

The educator should exercises authority with compassion and avoids any form of humiliation, and refrains from any form of abuse, physical or psychological. The educator should refrains from improper physical contact with learners and should promote gender equality. An educator should refrain from any form of sexual harassment (physical or otherwise) of learners and refrains from any form of sexual relationship with learners at a school. An educator should uses appropriate language and behavior in his or her interaction with learners, and acts in such a way as to elicit respect from the learners. An educator should take reasonable steps to ensure the safety

of the learner and also not negligent or indolent in the performance of his or her professional duties. (ibid)

2.2.9.3 LEARNERS CODE OF CONDUCT

The school policies on discipline should accentuate the positive role of pupils in caring for themselves and others, at the same time indicating that negative behavior will not be tolerated. Allan (1999:120) cites (Sharp and Thomson 1997) who argues that all staff and students should be involved in the formulation of anti-bullying policies to ensure that all have an investment in its success. Anti-bullying strategies, aimed at sparing all pupils the 'oppression and repeated intentional humiliation implied in bullying' Allan (1999:120) cites Olweus, (1994), should avoid entrenching further the pupils' disabled identities. For the effective running of a school, the school governing body of a school must adopt a Code of Conduct for learners, that aimed at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools. The Code of Conduct must be subjected to the Constitution of the Republic of South Africa, 1996, the South African Schools Act 84, 1996 and provincial legislation which must reflect the constitutional democracy, human right and transparent communication which underpin South African society.

According to the Government Gazette (1998\18900) the content of the Code of Conduct should inform the learners the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society. In formulating a Code of Conduct as a consensus document, the governing body must involve the parents, learners, educators and non-educators at the school. The preamble should direct the Code of Conduct towards a culture of reconciliation, teaching, learning and mutual respect and the establishment of culture of tolerance in all schools. (ibid)

In terms of section 3, of the National Education Policy Act, Act no. 27 of 1996, the Minister of Education must determine national education policy for the control and discipline of learners at education institutions. The code of conduct must prescribe behavior that respects the right of learners and educators.

Learners must understand that action may be taken against them if they contravene the Code of Conduct. When action is taken against learners they should be informed why their conduct is considered as misbehavior or misconduct and why they are to be disciplined or punished. The punishment must suit the offence. Government Gazette, (1998 : 4 no. 18900).

2.2.9.4 EVOLVING CO-PARTNERSHIP WITH SCHOOL GOVERNING BODIES

According to Engelbrecht (1999 : 55) an important aspect of building an inclusive school is the development of good school- community relations, which includes the development of positive and creative partnership with parents, as other community resources such as non-government organizations (NGOs), neighboring education institutions including those providing specialized programs relevant government departments and local government, and relevant specialists in the community. (ibid)

2.2.9.5 PRACTICES TO SUPPORT INCLUSIVE EDUCATION

2.2.9.5.1 CAPACITY BUILDING FOR ALL STAFF AND VARIOUS STAKEHOLDERS

Staff training needs may result from a current problem or may arise from the introduction of a new system or process, a new curriculum, or a need that will occur in the future (Steyn, 1999:207). The researcher agreed about the above mentioned statement because so as to implement effectively the new policy school management teams and educators need to be work shopped/ trained as we all know that every new dispensation in South Africa requires different approaches to meet its needs.

Educators need to be trained in pre-service and in-service programs to focus on the strengths of learners and to regard the different cultural and ethnic backgrounds of learners as having the potential to stimulate a richer learning environment. They also need to understand the diverse needs of the learners in their classrooms, to identify their problems and to be able to give support to all their learners in order for them to learn and develop optimally.

The challenges facing many South African educators is that they have not been trained to cope with this changes. Although Dr. Gordon Poster who was a world leader in the field of inclusive education maintained that all teachers have skills to teach all learners-if they want. (Bothma 2000:200).

Naicker, (2002 : 61) emphasizes that one of the most crucial steps towards developing full-service schools is to plan on-going in-service training, accompanied by a regular assessment of the types and content of capacity building needed.

Full-service institutions are encouraged to support full-service schools. However, full-service institutions are encouraged to develop their own plan for on-going development, based on the demands of their particular context. It is strongly recommended that the needs and the focus of the development work are prioritized, so that the goals to be achieved can remain realistic. Capacity building as a part of the transformation process takes time and all stakeholders will need time to put in practice 'inclusivity' so as to master them (Naicker 2002 : 62). Institution development requires a review and reflection of current policies, practices and cultures, and staff training, as well as awareness raising and training of various stakeholders. (ibid)

According to Naicker (2002: 62) training of various stakeholders should be based on the following principles:

Staff development activities need to aim at facilitating and moving schools towards becoming inclusive schools for all learners and focuses on overcoming barriers to learning and development, and should be undertaken within current initiatives so that issues related to 'barriers will form an integral part of any staff training. For example, curriculum training should be directly linked with addressing diversity in learner population.

The staff training should ensure portability of qualifications, multi-skilling, sustainability, addressing of functional barriers and optimum use of human resources and also developing activities must be set in the context of whole school improvement in order to achieve the goal of quality education for all learners. The programmers should aim to develop skills enabling the personnel to make the institution responsive to the diversity of learners. Teacher education colleges and other agencies working with teacher education, school clusters and individual schools need to network to maximize resources. (ibid)

Naicker, (2002: 63) emphasized that some activities should be targeted to all staff, including care takers , volunteers, educators, school management, lunch providers ,etc. as indicated before, the whole school needs to be transformed in terms of cultures, policies and practices if it is to accommodate and respond to diversity. Therefore, it is essential that all staff and various stakeholders will work out a common understanding of inclusion and principles for policies (for example, for discipline, code of conduct, etc.). The school Development Needs Assessment/ situational analysis, facilitated by the district support teams, could be part of this exercise.

The institutional level support team, consisting of experienced educators who show willingness to pursue their skills development, will need training in a range of issues. (ibid)

These include collaboration and co-operation; sharing and support; communication skills and multidisciplinary work; some essential knowledge of common disabilities and learning difficulties; behavior management; multilingual issues; the effects of poverty and social deprivation; and the skills to identify all the above by means of assessment processes. Their training would not aim at making educators 'specialist' but rather a 'resource' for other educator's .The site- base support team is responsible for the completion of learner profile (Naicker 2002 : 66).

According to Nacker (2002 : 67) emphasis should be on determining both the strengths and the weaknesses of a learner in order to plan the type and nature of support which should be developed by the class teacher. The document is to be filled in early the year and reviewed on a quarterly basis.

Initially it will mainly be used to determine support needs of learners who are considered to be at risk. Schools that have the capacity can use it to determine the support needs of all learners. Eventually it should become part of the learner profile of each learner. When the support needs of a learner have been determined, the site-based support team will assist educators in developing support in the classroom. Learners who have moderate and/or high levels of support needs are eligible to attend sites where such support is available under the conditions mentioned above. (ibid)

2.2.9.5.2 SENSETIZING LEARNERS

According to Allan (1999: 117-118) the mainstream pupils' suggested a commitment to the welfare of pupils with special needs and an engagement with inclusion. The teacher's ethical work, therefore, might work towards greater self consciousness of their governmental regime, focusing on its positive aspects and on the avoidance of activities which promote exclusion. The antagonism which may emerge through resentment of the other can be converted to 'agonistic respect', in which each party comes to appreciate the extent to which its self-definition is bound up with the other and ... opponents can become bonded together, partially and contingently, through an enhanced experience of the contestability of the problematic each pursues most fervently' (Allan 1999 : 117).

Respect is, thus, more far-reaching than mere liberal tolerance - 'a passive letting the other be' and opens up the space for negotiating difference 'by identifying traces in the other of the sensibility one identifies in oneself and locating in the self elements of the sensibility attributed to the other. (ibid)

On the other hand, it could be seen as reconfiguring the already there governmental regime, in which the mainstream pupils had determined their own responsibilities with regard to inclusion. The very positive aspects of the mainstream pupils' regime, such as their pedagogic involvement with pupils with special needs, could be reinforced, encouraging them to examine their responsibilities towards pupils with special needs and to push the limits of these responsibilities still further (Allan, 1999:117-118).

2.2.9.5.3 TRANSFORMING MAINSTREAM SCHOOLS INTO INCLUSIVE EDUCATION INSTITUTION

According to Bolani et al (2003 : xvii) in order to include learners with a variety of educational needs, school committees will need to adopt a philosophy of inclusion, which may necessitate changes in the following areas to make schools and classrooms accessible to all:

- *Attitudes:* There need to be a long-term commitment to the process of inclusion; a caring attitude and an expectation that learners with special educational needs will take part in the activities offered and not be excluded or segregated.
- *Physical structures:* These include ramps for wheelchair users, handrails for learners with physical disabilities, modification of toilets, etcetera.
- *Curriculum:* Curriculum content should encourage positive attitudes and values, and not marginalize any learners.
- *Assessment:* Tasks may need to be graded and adapted so that the same outcomes can be achieved in different ways, so as to maximize a learner's potential, for example, oral versus written presentation by the

- learner. Some learners may simply need more time, for example, if they are not using their home language at school.
- Presentation: The teacher's method of presentation may need to be adapted, for example, teachers may need to enlarge texts for learners with visual impairment.
- Language of instruction: The language of instruction should comply with the language policy of the South Africa Schools Act and not discriminate unfairly against any learners.
- Cooperative learning: Cooperative learning using a peer "buddy" system can facilitate inclusion.
- Training: Teachers may need additional training.
- Parents: Parents and caregivers should be part of the process of inclusion and of the support system for the school.
- Support: Support should be given to schools, including physical resources such as adapted furniture and appropriate technology, as well as human resources such as Educational Support Services and professional consultants (Bolani et al, 2003 : xvi).

2.2.10 INSTITUTIONAL RESPONSIBILITIES FOR THE PROMOTION AND ENHANCEMENT OF INCLUSIVE EDUCATION.

2.2.10.1 MANAGEMENT SUPPORT FOR INCLUSIVE EDUCATION

Inclusion needs to be in the heart of the development process and permit all policies, so that they provide a frame work for enhancing the learning and participation of all stakeholders in the school community. The school management teams have to see to it that all the department inclusive policies are circularized to all staff members. Naicker (2002 : 26) support this view that all the institutional policies formulated cater for all learners

within the school irrespective of race, gender, economic background etcetera. (ibid)

2.2.10.2 ORGANIZATIONAL SUPPORT

Several tasks for school governing bodies of which probably the most important one is of ensuring that quality education is provided to all learners at the school. The school management teams should ensure that leadership and management displays a vision and sense of purpose to promote and enhance learning and teaching. One of the outcomes expected from School Management Teams within the Tirisano framework, is a commitment to develop a school culture that engenders and promotes a common vision of quality learning and teaching, sets high standards and expectations for all learners and educators and creates a climate that is conducive to learning and the professional growth of the educators. (Naicker 2002 : 60) cites (Tirisano Implementation Plan,2000).

2.2.10.3 PROFESSIONAL SUPPORT

According to Robson et al (1988 : 8) growing recognition that every teacher deserves and needs is a positive plan for professional development, and that the school itself must in future play a more active role in mobilizing the resources needed to provide this. In the past, professional development has largely been set in terms of opportunities to attend advanced courses, often in distant colleges and universities. Although there is still a key role for higher education within a total training strategy, the emphasis now is more on school-focused, including school-based, in-service training, supplemented by local courses organized through Teachers' Centers, or provided through the support services.

Such courses are clearly well placed to identify and meet local needs, whether within a single school, a network or cluster of schools, or a local community. Higher education has an important contribution to make to these local developments but will need to experiment with new methods of 'delivery', such as distance teaching. Similarly support services and other local authority staff including heads and serving teachers have an important role in courses provided by training institutions. (ibid)

2.2.11 CONCLUSION

This chapter provides a literature review on the implementation of inclusive education. The next chapter will provide the methodology employed by the researcher for the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the methods the researcher employed to obtain data from respondents. The research design, which includes the research method used, research tool, the size of the sample, the sampling procedure, method, of data analysis will be discussed.

3.2 PERMISSION TO CONDUCT REASERCH

In line with the principles mentioned by Van Dalen (1979: 154) which suggests that before undertaking and administering research, the researcher should obtain the permission from the highest authority in each unit to contact respondents. The researcher heeded to these principles.

Letters appendix B,C,D were sent to the authorities, namely, the Circuit Managers and to the Ward Managers and also to the school principals in their jurisdictions to request permission to conduct a research. The researcher mentioned in the letters the importance of the study, the purpose of the study, time envisaged to complete the study, guarantee for confidentiality and guarantee for strictly and anonymity of respondent. Permission was granted in appendix D by school principals on October 2003.

3.3 SELECTION OF THE RESPONDENTS

The study was conducted within Ilembe District in Kwa-Zulu Natal (KZN), because it was financially feasible for the researcher as resides in the area. The study was mainly conducted in Ndwedwe Circuit. The researcher's main focus would be in the Wards , namely Central , East and Insuze which made 60% of the whole population of targeted school management team members. The researcher selected the above mentioned wards because they are sharing the same characteristics because they are geographically disadvantaged.

Central Ward had twenty (20) primary schools, East Ward has twenty four (24) primary schools and Insuze Ward has twenty six (26) primary schools. In each Ward the researcher randomly selected 50% of the total schools. In Central Ward the researcher randomly selected ten (10) primary schools which had made 50% of the researcher's population. In Insuze Ward the researcher randomly selected (13) primary schools which had made 50% of the researcher's population.

In East ward the researcher randomly selected eleven (12) primary schools which had made 50% of the researcher's population. The researcher received the following statistics from the senior administrative clerk of Ndwedwe Circuit by receiving the lists of all the schools within Ndwedwe Circuit.

The table below reflects the three (3) wards in Ndwedwe circuit, the number of schools per circuit, the number of schools selected, the number of the school management teams per circuit and also the number of respondents per circuit.

Ndwedwe Circuit

WARDS	NO.OF PRIMARY SCHOOLS PER WARD	NO.OF PRIMARY SCHOOLS SELECTED	NO. OF SMT MEMBERS PER WARD	NO.OF RESPONDENTS PER WARD
Central	20 Primaries	10 primaries 50%	51 SMTs	46
East	24 Primaries	12 Primaries 50%	57 SMTs	51
Insize	26 Primaries	13 Primaries 50%	60 SMTs	53
TOTAL:3	70 primaries	35 Primaries	168 SMTs	150

The researcher did the simple random sampling in selecting the schools which would be used to collect data. The researcher selected 50% in each Ward so as to give equal chance to every ward to be represented in the study.

3.4 SAMPLING METHOD USED

There are various methods of sampling that could be utilised to select a representative sample. Brewer and Hunter (1989:111) cite the random samples as the following types namely, the simple random, cluster, systematic and stratified sampling. The researcher used simple random sampling as the sampling method to the study. The researcher felt that simple random sampling is the one which best suits the researcher's study. Sax (1979:183), Brewer and Hunter, (1989:112) and Ary et al. (1990:163) recommend simple random method of sampling for its simplicity, unbiased

nature and its closeness to filling the major assumption of probability that is, each element in the population stands an equal chance of being selected. No element of the population is either deliberately or inadvertently excluded from the selection except by chance. Fitting the major assumption of probability that is, each element in the population stands an equal chance of being selected. No element of the population is either deliberately or inadvertently excluded from the selection except by chance.

3.4.1 CHOICE OF SAMPLE

The researcher decided to conduct the research in Ndwedwe Circuit because it is the area that the researcher is familiar with, as the researcher stays and work in Ndwedwe. The researcher targeted the school management teams of these area because the effective implementation of any Government policies lies within them as there are the school managers as they manage the schools. Their schools are geographical disadvantage compared to schools which are in semi-rural areas.

3.4.2 SAMPLE SIZE

As Ndwedwe Circuit is divided into five (5) wards namely, Insuze, West, North, East and Central. The abovementioned wards are scattered all over Ndwedwe area. The researcher decided to conduct the study within three (3) wards namely, East, Central and Insuze which made 60% of the population.

The researcher obtained the lists of five (5) wards within Ndwedwe Circuit. Then the researcher rewrote all the primary schools in which wards especially in those wards which were selected for the research study namely, Insuze, East and Central. It is sometimes recommended that one should select 12% -20% of accessible population for representative sample (Ary et al, 1990:167).

The researcher wrote the names of the schools within the wards of concern and assigned them with numbers. The researcher put them in the container and mixed them well. The researcher selected 50% of the schools in each ward. And researcher counted the number of the schools selected according to the percentages of population. The schools within Central Ward were twenty (20) in all; the researcher selected ten (10) schools which make up 50%.

The schools within East Ward were twenty four (24) in all, the researcher selected twelve (12) schools which makes up 50%. The schools within Insuze Wards were twenty six (26) in all, the researcher selected twelve (13) schools which makes up 50%. The researcher used the same procedure in selecting the schools for conducting the research study(Sax, (1979 :180)

Agrees with Ary as stated that to be a representative of the population the sample should have all known characteristics of the population as the researcher deed in selecting the population (schools).

According to Babbie, (1989:181) who conceptualizes sampling as intended to select from the population a set of elements in such a way that descriptions of those elements accurately portray the characteristics of the total population. He further asserts that a properly drawn sample provides information appropriate for describing the population elements.

3.5. QUESTIONNAIRE AS A RESEARCH TOOL

A questionnaire is a printed list of questions that respondents are asked to answer. (Goddard and Melville 2001:47). It is furthermore stressed that the effectiveness of a questionnaire requires a planning before hand thus ensuring that the data collected through the questionnaire can be objectively analyzed then.

The researcher used the questionnaire as a research tool because it is the tool that is mostly supported by many authors as the effective tool in collecting data as it is given to many people simultaneously, that is to say that a large targeted population can be reached easily.

Cohen and Manion, (1989 : 97) refers survey as the gathering of data at a particular time with an aim of describing the nature of existing conditions can be compared and determining that exists between specific events. The survey therefore became relevant to this study since it enabled the researcher to obtain data on the implementation of inclusive education.

Because it permits the respondents sufficient amount of time to consider answers before responding to the questions. Behr (1983:155) defines the questionnaire as a document that is normally distributed to the respondents by the post or personally delivered.

The questionnaires are completed by the respondent in their own time. On occasion questionnaires were completed by the respondent under the supervision of the researcher. Questionnaire continues to be one of the best available instruments for obtaining data from widely -spread sources if properly constructed and administered.

3.5.1 FORMULATION OF THE QUESTIONNAIRE

The first part of the questionnaire gave clear guidelines for the completion of the questionnaire. The respondents were assured of anonymity and confidentiality and they had to respond as honestly as possible. The questionnaire comprised of three (3) sections namely, Section A, Section B and Section C. Section A comprised of six (6) questions, section B comprised of seventeen (17) questions and section C comprised of six (5)

questions. The entire questionnaire comprised of twenty eight (28) questions. A structured three point -scale response format in the form of Likert scale was used throughout the questionnaire. The likert scale is a type of composite measure of attitudes that involves summation of scores on a set of items (statements) to which respondents are asked to indicate their degree of concern (Polit and Hungler, 1987:439). The school management teams were asked to rate their responses according to the following scale.

RATING SCALE

Statement	Yes	No	Unsure

3.6 ADMINISTERING OF THE QUESTIONNAIRE

3.6.1 PILOT STUDY

Before the actual fieldwork was undertaken, it was essential to engage in pilot work or pre-test. Pilot study is a small scale version, or trial run, done in preparation for a major study. According to Polit and Hungler, (1987:442) it is necessary in the pilot stage to find out the best means of identifying and accessing respondents for the purpose of working out potential problems before the main study started.

The sample of the pilot study was selected from Central Ward. The researcher administered the questionnaires to the school management teams of the selected schools. The researcher sent three (3) questionnaires in each school, for example. one for the Principal, one for the Head of Department (senior), and one for the Head of Department (junior).

The selected schools were randomly chosen to represent primary schools in central ward. In the entire researcher sent nine (9) questionnaires for the pilot study. The result of the pilot study revealed that the questions were well phrased and there was no need for restructuring them. This served to affirm the researcher of well structured and well - phrased questions, resulting in increased level of confidence in the questionnaire's ability to measure the desired criteria. The nine (9) questionnaires that were sent out were all returned timorously. This meant that the questionnaires were ready for distribution.

3.6.2 ACTUAL STUDY

The researcher requested the assistance from the Ward Managers of the respective wards in distributing the questionnaires to the school principals as they are the constituents of the school management teams (SMTs) of the selected schools to give questionnaires to other members of their SMTs. The respondents were requested to send the questionnaires to their ward managers. The researcher put a box in each ward manager's offices for the respondents to put their responses inside.

The researcher collected the questionnaires from the ward manager's offices. The questionnaires were sent to the schools at the beginning of October 2003. In addition to the distribution of the questionnaires by the ward managers the researcher did a follow up by telephoning the school management teams (SMTs) of the selected schools. The returning rate was very high which was 89, 3% that makes easy for the researcher to do analysis.

3.7 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

There are two concepts that are of critical importance in understanding issues of measurements in social science, namely validity and reliability (Huysamen, 1989:1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way. In other words, do items sample a significant aspect of the purpose of the investigation? Terms must be clearly defined so that they have the same meaning to all respondents (Cohen and Manion, 1989:111-112).

3.7.1 VALIDITY OF THE QUESTIONNAIRE

Van Rensburg, Landman and Bodenstein (1994:560) defined validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine in general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure.

Behr (1988:122) regards validity as indispensable characteristics of measuring devices. The validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude, or prevailing situation that the researcher can identify and characterize. If the ability or

altitude is itself stable, and if a respondent's answer to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990 : 158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipated the potential arguments that sceptics might use to dismiss the research Dane (1990:148-149). The researcher employed the questionnaire as an indirect method to measure an evaluation of the implementation of inclusive education in the mainstream schools. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is, however, convinced that the questionnaire to a great extent, did measure that for which it was designed.

3.7.2 RELIABILITY OF THE QUESTIONNAIRE

According to Mulder (1989:209), Van Rensburg, Landman and Bodenstein (1994:412) reliability is a static concept and related to consistency and dependability of obtaining the same relative answer when measuring phenomena that have not changed. A reliability measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. In essence, reliability refers to consistency does not guarantee truthfulness. The reliability of the question is not proof that the answers given reflect the respondent's true feeling. Dane (1990:256). A demonstration of reliability is necessary but valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error.

3.8 PROCESSING OF DATA

The researcher used descriptive statistical analysis in processing data for this empirical study; a brief account of this type of statistical application will be given.

3.8.1 DESCRIPTIVE STATICAL ANALYSIS

According to Best and Kahn, (1986) as cited in Chetty (1998:143) descriptive statistical analysis limits generalization to the particular group of individuals observed. No conclusions are extended beyond this group, and any similarity to those outside the group cannot be assumed. The data describe one group and that group only. Descriptive analysis provides valuable information about the nature of a particular group of individuals. Descriptive statistics is the most fundamental way to summarize data, and it is indispensable in interpreting the result of quantitative research. (*ibid*)

After the researcher had collected the questionnaires the important task was then to reduce the mass of data obtained to a form suitable for analysis. The school management teams (SMTs) responses were coded. Coding is a process of transforming raw data into standardized form, for data processing and analysis (Polit and Hungler, 1987: 433).

The descriptions were presented in the form of frequency tables where necessary, as well as giving brief summaries and personal interpretation. The raw data were converted into percentages. The responses from the school management teams (SMTs) were analyzed and interpreted.

3.9 LIMITATIONS OF THE RESEARCH STUDY

The study concentrated mainly on implementation of inclusive education. The study focused on the school management teams (SMTs) of primary schools within Ndwedwe Circuit as the primary source of information. It may present a bias to the study as other stakeholders cannot verify the information collected from the school management teams (SMTs) but the researcher's focus was on the schools in the following wards namely, Central, Insuze and East.

Questionnaires do not provide flexibility of interview. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the questions. If questions asked are interpreted differently by the respondents the validity of the information obtained is jeopardized.

The researcher experienced the problem with the questionnaires as it was very expensive to print it - even to make copies was expensive as the price has risen. The researcher was running short of money (bankrupt) as the researcher was expected to send many questionnaires as possible. The researcher knew that some might not return as it is one of the disadvantages of the questionnaire (Kidder and Judd, 1986 : 223-224).

3.10 ETHICAL CONSIDERATIONS

The matter of ethics is an important one for education researchers, hence the researcher engaged in ethical practices at all times. Research intentions were communicated clearly and honestly in order to gain access to the school and obtain School Management Teams (SMTs) trust and co-operation. The following ethical considerations were taken into account: the respondent's

right to privacy or non-participation, the right to remain anonymous and the right to confidentiality. The researcher had to ensure that the line function or protocol as stipulated by KwaZulu-Natal Department of Education were adhered to. Prior to embarking on fieldwork it was essential to request permission from the Circuit Manager of Ndwedwe Circuit, to the Wards Managers and also to the Principals of respective schools to conduct a research. Grim and Wozniak (1990:245-246) assert that various disciplines and professional associations have written codes of ethic outlining the behavioral standards that researcher should follow as they conduct research. These ethical codes relate to the four (4) basic principles namely:

- * right to privacy.
- * Objectivity and honestly in reporting.
- * Informed consent to participate.
- * Promise of confidentiality and anonymity of participant.

The Researcher complied with all the above mentioned principles.

3.11 CONCLUSIONS

This study described the research instrument to conduct the survey used in this study. The research instrument which was used to collect data was described. It also outlined the relevant data collection and analysis procedures as well as some of the ethical issues that require consideration when conducting research in the educational context. Analysis and interpretation of the data will be done in the next chapter.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter analyses and interprets data, gathered from the School Management Teams (SMTs) through the use of a questionnaire. The questionnaire consisted of twenty one (21) closed-ended items and five (5) open-ended items.

4.2 ANALYSIS AND INTERPRETATION

SECTION A

CLOSED- ENDED QUESTIONS

Table 4.1 : Frequency distribution of schools having learners with special education needs (LSEN) in schools.

RATING SCALE	FREQUENCY	PERCENTAGE
YES	100	66,7%
NO	20	13,3%
UNSURE	30	20%
TOTAL	150	100%

Question 1 sought to find out whether the mainstreams schools do have learners with special education needs (LSEN). Only sixty seven percent of the respondents do have learners with difficulties in learning. Twenty percent of the respondents were not sure whether they do have learners with difficulties in learning. Thirteen percent of the respondents do not have learners with difficulties in learning. It is evident from table 4.1 that most of the schools under investigation do have learners with special

education needs. As a result of this it is imperative to the schools to develop policies on implementation of inclusive education so that the needs of all the learners are appropriately addressed. Both 13% and 20% of the schools under the investigation indicated very clearly that not all mainstream schools do effectively implement inclusive education, which proved that the school management teams do not perform their roles for the perpetuation of inclusive education in their schools. It is also indicated that they do not fully capacitate with the characteristics of a learner with special education need.

Table 4.2 : Frequency distribution according to whether in their schools they have physically challenged learners .

RATING SCALE	FREQUENCY	PERCENTAGE
YES	10	6,7%
NO	140	93,3%
UNSURE	0	0%
TOTAL	150	100%

Question 2 sought to find out whether the schools do have physically challenged learners in their schools. Approximately 7% of the respondents said they do have learners who are physically challenged. Only ninety three percent of the respondents do not have learners who are physically challenged. It is evident from the table 4.2 that most of the schools under investigation do not have physically challenged learners in their schools. As a result of this it is important for schools to develop policies for example non-discriminatory, non-sexism and non-racism for effective implementation of inclusive education so that all learners needs are addressed appropriately (SACE act 31, 2000 : e17).

Table 4.3 Frequency distribution according to the extent to which departmental document on LSEN are circularized in schools.

RATING SCALE	FREQUENCY	PERCENTAGES
Yes	100	66,7%
No	40	26,7%
Unsure	10	6,7%
TOTAL	150	100%

Question 3 and 4 sought to find out whether the Departmental document on inclusive education is circularized to all schools. Only 67% of the respondents have received the departmental document. Only 27% of the respondents had not yet received this document. Approximately 7% of the respondents were not sure whether they have received this policy. It is evident from table 4.3 that the department has sent the policies to schools, this has been proven by table 4.3 because 67% of respondents do have policies. Only 7% of the respondents who did not receive the department policies. As a result of this the school management teams (SMTs) lack the information pertaining the implementation of inclusive education as 27% of the respondents is a large number of schools in Ndwedwe. This proved that there are some barriers in implementing inclusive education which is one of the researcher's questions in chapter one of this study.

Table 4.4 Frequency distribution according to the number of educators to reflect the size of the school.

RATING SCALE No. of Ed. in schools	FREQUENCY	PERCENTAGES
2-10	0	0
11-19	10	6,7%
20-28	40	26,7%
29 and above	100	66,7%
TOTAL	150	100%

Question 5 sought to find out how big the school is, because the size of the school can help in determining which schools have the learners who are physically challenged. About 67% of the respondents have agreed that they do have learners who are physically challenge learners whom their school educators are ranging from 29 and above . Only 27% of respondents have agreed that that do have learners who are physically challenge. It is evident from the table 4.5 that the bigger schools have a possibility of enrolling the learners who are physically challenged. It is proven that the Government needs to do more for the effective implementation of this policy.

Table 4.5 Frequency distribution according to the number of the learners in the school.

RATING SCALE	FREQUENCY	PERCENTAGES
<-600	10	6,7%
601-900	40	26,7%
901 and above	100	66,7%
TOTAL	150	100%

Question 6 sought to find out the number of the learners in a particular school. Approximately 67 percent of the respondents have indicated that their school learners are ranging from 901 and above. Only 27% have indicated that their school learners are ranging from 601-900. Schools which have more learners have a possibility to enroll learners with physically challenged learners.

Table 4.6 Frequency distribution according to the number of schools that have White Paper 6

RATING SCALE	FREQUENCY	PERCENTAGES
YES	90	60%
NO	55	36,3%
UNSURE	5	3,3%
TOTAL	150	100%

Question 1 sought to find out whether school do have White Paper 6. Sixty percent of respondents do have White Paper 6 from the Department of Education. Only 36% of the respondents did not receive White Paper 6 which is a large percentage of schools number because this findings can be a barrier to the effective implementation of inclusive education. The department should do something so as to make all the schools mentioned in table 4.6 to have these policies. As a result of this it has proven that the school management teams are lacking their responsibility roles as an instructional leadership.

Table 4.7 Frequency distribution according to the level in which the school management teams cascade information about white paper 6 to educators.

RATING SCALE	FREQUENCY	PERCENTAGES
YES	5	3,3%
NO	145	96,7%
UNSURE	0	0%
TOTAL	150	100%

Question 2 sought to find out whether the school management teams do cascade the information to the educators through workshops. About 97% of the respondents did developmental workshop on White Paper 5 policy. It is evident from table 4.7 that most of the school management teams under investigation keep information to themselves . As a result of this, it is imperative that the department of education to invite all the stake holders in their workshops so that all the stakeholders are let known of their policies.

Table 4.8 Frequency distribution according to the timorous distribution of departmental document

RATING SCALE	FREQUENCY	PERCENTAGES
YES	90	60%
NO	55	36,3%
UNSURE	5	3,3%
TOTAL	150	100%

Question 3 sought to find out whether all the department policies do reach all schools timorously, which could contribute to the effective implementation of policies. Sixty percent of the respondents did receive the White paper 6 policy from the Department of Education. Only 36% of the respondents did not receive White Paper 6 policy from Department of Education. It is evident from the table 4.8 that most of the schools under investigation had not received the department policies during the study. Only 36 of the respondents had not received the departmental policies during the study. As a result of this it is difficult for the schools to be in the same level with others in the implementation of the departmental policies. It is therefore the duty of the managers (wards) to see to it that all the schools under each and every ward manager do receive on time all the relevant policies.

Table 4.9 Frequency distribution according to the support by department of education to schools

RATING SCALE	FREQUENCY	PERCENTAGES
YES	40	26,6%
NO	110	73,3%
UNSURE	0	0
TOTAL	150	100%

Question 5 sought to find out whether the Department of education give support to the schools for the implementation of policies.

Seventy three percent of the respondents indicated that they do not receive resources from the Department to cater for learners with special education needs. Only 27% of the respondents indicated that educators in their schools have received training from the department on dealing with learners with difficulties in learning since these schools have been selected for pilots. As a result of this, most of the schools are showing failure in implementing the inclusive education. According to White Paper 6 (2001:23) the schools will receive special attention from the district support teams so that they can become beacons of evolving inclusive education system.

Table 4.10 Frequency distribution according to whether the school management teams have capacitated their educators on the implementation of inclusive education.

RATING SCALE	FREQUENCY	PERCENTAGES
YES	40	60%
NO	110	73,3%
UNSURE	0	0
TOTAL	150	100%

Question 6 sought to find out to find out from the SMT members that the educators from their school are capacitated to implement inclusive education. About 73% of the respondents who are SMT members indicated that the educators are not capacitated to implement inclusive education. Only 60% of the respondents who are SMT members agreed that the educators are capacitated to implement inclusive education. It is proven from table 4.10 that most of educators in the schools under investigation are not capacitated in implementing inclusive education policy. As a result of this they are experiencing problems in handling all learners in their classrooms . The department of education should organize more in-service

training on inclusive education. According to Naicker (2002: 64) senior staff and school management including the school governing bodies, need to be trained on their roles in the developmental process.

Table 4.11 Frequency distribution according to the training given by school management team members to educators on dealing with LSEN learners.

RATING SCALE	FREQUENCY	PERCENTAGES
YES	50	33,3%%
NO	92	61,3%
UNSURE	8	5,3%
TOTAL	150	100%

Question 7 sought to find out from SMT members that their educators are skilled in teaching learners with difficulties in learning. Approximately 61% of the respondents have indicated that their staff members were not yet skilled in teaching learners with difficulties in learning. Only 33% of the respondents were skilled in teaching learners with difficulties in learning. It has been proven from the table 4.11 that most of the school management teams in the schools under investigation are not skilled in teaching learners with difficulties in learning. As a result of this it is imperative to the department to organize more workshops for the school management teams and their educators in order to put them in line with inclusive education. Prinslos (2001:345) emphasized that teachers need to be trained in pre-and in-service programmers to focus on strengths of learners and to regard the different cultural and ethnic backgrounds of learners. According to Bothma (2000:200) emphasizes that all teachers have skills to teach all learners-if they want.

Table 4.12 Frequency distribution according to the SMts workshop on Inclusive Education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	90	60%
NO	55	36,7%
UNSURE	5	3,3%
TOTAL	150	100%

Question 8 sought to find out whether the school management teams have attended a workshop on inclusive education. 60% of the respondents did attend a workshop on inclusive education. Only 37% of the respondents did not attend an workshop on inclusive education. It has been proven from the above table 4.12 that some of the school management teams under investigation have attended the workshop on inclusive education. As a result of this, 37% respondents which is a large number of school management teams didn't attend a workshop. It is imperative to the department of education to organize more workshops so as to build capacity on SMTs as they are the key role player in managing the implementation of department policies. There is a need for a school management teams to be well informed about new things because even their behavior need to change so as to cope with that particular thing especially inclusive education where they have to display an elements of tolerance, empathy and compassion.

Table 4.13 Frequency distribution according to the capacity building of educators concerning with inclusive education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	80	53,3%
NO	62	41,3%
UNSURE	8	5,3%
TOTAL	150	100%

Question 9 sought to find out from the SMT members whether their educators themselves had attended an in-service training on inclusive education. Only 53% of the respondents did attend an in-service training on inclusive education. Approximately 41% of the respondents did not attend an in-service training on inclusive education. It is evident from data collected from the table 4.13 that most of the educators from the schools under investigation did attend the workshop on inclusive education. About 41% is a large number of educators who didn't attend a workshop. As a result of this, it is very important for the Department of Education to organize some more workshops for their educators, so as to make them ready for a change. Although Bothma (2000:200) stressed that all teachers have skills to teach all learners-if they want to, I strongly disagree with this author because if there is something new it means most of things must be new for example methodology etcetera.

Table 4.14 Frequency distribution according to the support available from the Department of Education for the implementation of inclusive education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	40	26,7%
NO	110	73,3%
UNSURE	0	0%
TOTAL	150	100%

Question 10 sought to find out whether is there any support available from the Department of Education for the implementation of inclusive education. About 73% of respondents did not receive support from Department of Education. Only 27% of respondents did receive support from Department of Education. It has been proven from table 4.14 that most of the schools under investigation that there is no support available from the Department of Education for the implementation of inclusive education. As a result of

this it is very difficult for the schools to implement inclusive education yet. According to White Paper 6 (2001; 22) the schools would receive the support which will include physical and material resources, as well as professional development for staff.

Table 4.15 Frequency distribution according to the support from the community concerning with inclusive education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	80	53,3%
NO	70	46,7%
UNSURE	0	0%
TOTAL	150	100%

Question 11 sought to find out from the school management teams whether they receive any support concerning the inclusive education from the community member etc. Approximately 53% of the respondents are supported by the community member etc. Only 47% of the respondents are not supported by the community member's etcetera. It has been shown from table 4.15 that is the majority of the schools under the investigation are supported by community members. Although 47% of the respondents do not receive support. As a result of this the school management teams from the investigated schools are de-motivated in implementing inclusive education because they find themselves being on their own, therefore the school

management teams (SMTs) have an effective role to play that is to market their schools to the community that their schools are fostering the implementation of inclusive education and also engaging themselves in the activities which will also encourage parental involvement. The support by communities is strongly supported by some authors such as Engelbrecht (1999:55) who emphasizes that some aspects of building an inclusive school is the development of a good-school-community relations.

Table 4.16 Frequency distribution according to structures/ committees who promote the effective implementation of inclusive education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	70	46,7%
NO	80	53,3%
UNSURE	0	0%
TOTAL	150	100%

Question 12 sought to find out from the school management teams whether their schools do have bodies who efficient the implementation of inclusive education. Approximately 53% of the respondents indicated that their schools do have bodies (structures) who efficient the implementation of inclusive education in their schools. Only 47% of the respondents indicated that their schools do have bodies (structures) who efficient the implementation of inclusive education in their schools. It is evident from the table 4.16 that most of the schools under investigation do not have structures (school development team) who efficient the implementation of inclusive education. As a result of this the effectiveness of the implementation of inclusive is very poor in schools. It is imperative that the schools to develop the above mentioned structures to promote effective implementation of inclusive because this structure can help them on how to overcome teaching and learning barriers in their schools. Engelbrecht (1999-49) stressed that there should be a subcommittee that would serve the role of monitoring and facilitating inclusive education practices at school.

Table 4.17 Frequency distribution according to the level in which the school management teams cascaded the information on inclusion to parental component (SGBs).

RATING SCALE	FREQUENCY	PERCENTAGES
YES	5	3,3%
NO	145	96,7%
UNSURE	0	0%
TOTAL	150	100%

Question 13 sought to find out whether the school management teams have cascaded the information on inclusive education to the school stakeholders for example, School governing bodies (SGBs) as they are involved in the governance of the schools. Approximately 97% of the respondents did not cascade the information on inclusive education to the school governing bodies. Only 3% of the respondents do cascaded information on inclusive education to the school governing bodies. It is evident from table 4.17 that the school management teams under the investigated school, especially the principals as instructional leadership do not cascade the information to the school governing bodies (SGB). As a result of this it is imperative to the school to workshop the school governing bodies together with the parents about inclusive education so that all the stake holders know of the service delivered in their school as we all know that the school is not for the school management teams (SMT) and educators but the school is for the community. According to Davidoff and Lazarus (1997:156) real leadership is about capacity building to develop and provide a vision that can shape the future and provide a sense of direction.

Table 4.18 Frequency distribution according to networking of the educators in their schools with other educators to discuss the barriers in their teaching.

RATING SCALE	FREQUENCY	PERCENTAGES
YES	110	73,7%
NO	10	6,7%
UNSURE	30	20%
TOTAL	150	100%

Question 14 sought to find out from the school management teams whether the educators in their schools do network with other members to discuss barriers to teaching. Seventy three percent of the respondents did meet with others to discuss the barriers to teaching. Only 7% of the respondents did not meet with others while 20% of the respondents were unsure. It is evident from the table 4.18 that most of the SMT members under investigation do network other members to discuss the barriers to teaching.

As a result of this there are many learners who are staying in a phase more than one because they end up being neglected by their educators instead of being treated as unique. Therefore it is a duty of the school management teams to organize other staff members from neighboring schools to meet with the educators within their schools to discuss the intervention strategies they can use to overcome their barriers to teaching.

Table 4.19 Frequency distribution according to the resources the school has for the implementation of inclusive education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	70	46,7%
NO	80	53,3%
UNSURE	0	0%
TOTAL	150	100%

Question 15 sought to find out from the school management teams whether their schools do have resources for the implementation of inclusive education. Approximately 53% of the respondents indicated that they do not have the resources for the implementation inclusive education. Only 47% of the respondents do have resources for the implementation inclusive education. It is evident from the table 4.19 that most of the school management team members under investigation that their schools do not have resources for the implementation of inclusive education as 53% of respondents is a large number, as a result of this it is clearly indicated that there would be no effective implementation of inclusive education yet, as we all know that for the effective teaching, the educators and learners should have adequate resources. Therefore for the implementation of inclusive education the Department of Education and schools should provide the adequate relevant resources.

Table 4.20 Frequency distribution according to the school physical structure to support inclusive education

RATING SCALE	FREQUENCY	PERCENTAGES
YES	0	0%
NO	150	100%
UNSURE	0	0%
TOTAL	150	100%

Question 16 sought to find out from the school management teams whether their school physical structure is appropriate to accommodate the learners with disability. About 100% of the respondents says that their schools physical structure not ready to accommodate learners with disability. It is evident from the table 4.20 that the schools under investigation they do not have infrastructure to accommodate learners with severe disability. As a result of this it is imperative for the school physical structure to be ready to

accommodate learners with disability that is the toilets, classrooms etc. Therefore for the effective implementation of inclusive education the school needs to change its structure by the Department of Education. The physical environment of any school is of the most importance which includes the surrounding terrain, school buildings, classrooms and equipment. All of these are important to consider in terms of whether they constitute a barrier or opportunity for learning and development. (Engelbrecht 1999:49)

SECTION B

OPEN ENDED QUESTIONS

This section consisted of open-ended question which were aimed at giving the respondents an opportunity to express their own views on the implementation of inclusive education in the mainstream schools. There were five (5) questions in this section. Out of one hundred and fifty (150) respondents who had respond to the administered questionnaires, only one hundred (100) respondents responded to this section (open-ended), the other fifty (50) respondents left these question unanswered.

What the researcher had concluded about those who did not respond to the open ended question, is that perhaps the respondents were unsure about what inclusive education meant or alternatively they may have been too busy to answer the open ended questions. Sometimes it could be that they have not attended a workshop on inclusive education.

Table 4.21 Frequency distribution according the question on what SMTs learnt at workshop on implementation of inclusive education at schools

ITEM	FREQUENCY	PERCENTAGE
Non-discriminatory policy.	40	40%
Changing of attitudes and behavior.	30	30%
Working in partnership with the social workers and.	30	30%
Meet diversity needs of all learners.	10	10%

(i) Learned by school management teams (SMTs) on implementing inclusive education at schools?

Only 40% (forty) respondents understand an inclusive education as it is a non-discriminatory. Thirty percent of the respondents felt that there is a need for educators and school management teams of changing of their attitudes and behavior in order to efficient the white paper 6. Thirty percents of the respondents felt that there is a need for working in partnership with social workers and nurses as the white paper 6 is about non-discriminatory whether is gender, race and of disability (White Paper 6). Ten percents of the respondents mention about meeting the diverse needs of all learners which is the most important issue of the white paper 6.

Table 4.22: Frequency distribution according to the question: What things have done by SMTs to promote inclusive educations?

ITEM	FREQUENCY	PERCENTAGE
Orientating educators about policy.	50	50%
Professional Development.	20	20%
Code of Conduct of learners.	10	10%
Changing school policy.	20	20%

(ii) What does the School Management team do to promote the above mentioned policy in their school?

Fifty percent (50) of the respondents mentioned that they did orientate their staff so as to familiarized them inclusive education and training policy. Only 20% (twenty) of the respondents had conducted a developmental programs. Another 10% (ten) of the respondents mentioned that even they have formulated their learner's code of conduct in line with South African School Act 31 of 1996 as to promote inclusive education and training in their schools. Only 20% (twenty) of the respondents mentioned the changing of school policies which need to be inline with the principles of inclusive education. (South African Schools Act 31 of 1996)

Table 4.23 Frequency distribution according to the question: What challenge faces the School Management Teams?

ITEM	FREQUENCY	PERCENTAGE
Motivation of educators.	55	55%
Improvement of physically structures	48	48%
Changing educators attitudes and behavior towards learners.	35	35%
Formulate different policies.	20	20%

(iii) What challenges face the School Management Teams to promote effective implementation of inclusive education?

Seventy five percent (75) of the respondents had mentioned that the educators need to be motivated as some of them had negative attitudes towards this policy. Only 70% of respondents have mentioned the improvement of the existing building, so as to cater all learners. About 45% of the respondents felt changing of educator's attitudes as the big challenge of the SMTs, because the learner learn by exemplary from their educator for example if the teacher's attitudes is bad

towards a learner in the class even the other learner practice that towards that particular learner. Other 20% (twenty) of the respondents mentioned the formulation of different school policies which enforster the inclusive education. The responses indicated that too much emphases should be base on motivation as Bothma, (2000:200) emphasize that every teacher can teach, there is no special skills needed.

**Table 4.24 Frequency distribution according to the question:
What support your school need?**

ITEM	FREQUENCY	PERCENTAGE
Capacity building of all Stakeholders.	90	90%
physically Structure.	70	70%
Relevant resources.	40	40%

Ninety percent of the respondents indicated that there is a need for a workshop all stakeholders to effectively practice the policy of inclusion. Seventy percents of the respondents they felt that there is a need for the improvement of physically structure by Department and also by school Governing bodies to accommodate all South African Learners. Forty percent of the respondents mentioned resources as an important issue to be considered. Fifty percent of the respondent felt that they need funds to efficient the inclusive education. The ninety percent proved that the Department should organize workshops as most of the respondents indicated that they need capacity building for all stakeholders so as to efficient the implementation of inclusive educators . Forty percent of the respondents indicated that there is a lack of resources so as to cater all learners in one class for example LSEN and ordinary ones.

4.23 CONCLUSION

The researcher has analyzed and interpreted the questionnaire items. The overall impression that the investigator made out of data gathered was that most of the school management teams are incapacity about the policy of inclusive education (White Paper 6). Therefore the assumption posed in chapter 1 namely, there is a need for teachers training so as to implement inclusive education, it is true as it is indicated in section c, question 4 where many of the respondents highlights the need for teachers training.

CHAPTER FIVE

In this chapter the researcher will make findings from the study and recommendations.

5. FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study sought to evaluate the implementation of inclusive education in mainstream schools, what follows are summary of the findings and recommendations emanating from the empirical investigation pertaining to the effective implementation of inclusive education are provided.

5.2 FINDINGS

5.2.1 MAINSTREAM SMTs HAVE NOT ADEQUATELY BEEN TRAINED TO IMPLEMENT INCLUSIVE EDUCATION.

The workshops and also in-service training programs are very scarce to equip educators with required information. According to the data very few workshops are provided for inclusive education. Further more principals have not develop innovative in-service training programs to facilitate inclusive education, educators skills need to be developed in this respect in-service training programs becomes imperative, furthermore the attitudes of educators towards diversity should reflect one of tolerance, non-discriminatory, non-sexism.

5.2.2 MEMBERS OF THE SCHOOL MANAGEMENT TEAMS AND EDUCATORS HAVE NOT FULLY CONCEPTUALIZED WHAT INCLUSIVE EDUCATION ENTAILS.

According to the data from table 4.10 very few school management teams understand what inclusive education is all about yet. That is all learners can learn given the necessary support, and also support for learners should be based on the levels of support needs for overcoming individual barriers to learning and development rather than on the categorization of learners according to their abilities or disabilities. Inclusive education and training is about accepting and respecting that all learners are different in some way and have different learning needs, which are equally valued and an ordinary part of human experience. That is all about empowering learners to participate critically in the process of learning by developing their individual strengths.

5.2.3 SCHOOLS DO NOT RECEIVE ADEQUATE SUPPORT FROM THE DEPARTMENT OF EDUCATION TO IMPLEMENT INCLUSIVE EDUCATION.

According to data it is indicated that there is also a shortage of resources for effective implementation of inclusive education, and there is also a need for more in-service programs for educators pertaining with inclusive education by Department of Education and Culture. Furthermore for effective implementation of any policies there is a need for adequate resources and also the expert personnel of that particular field / department.

5.2.4 SCHOOLS DO NOT HAVE THE INFRASTRUCTURE BOTH HUMAN AND PHYSICAL, TO EFFECTIVELY IMPLEMENT INCLUSIVE EDUCATION.

There is a lack of expert to work with learners with special education needs because to do every work effectively need to have relevant skills so as to be confident and feel proud of that particular job. Policies make it difficult

access psychological personnel to evaluate and council learners with special educational needs.

5.2.5 MOST OF THE SCHOOLS DO NOT RECEIVE THE DEPARTMENT DOCUMENTS ON INCLUSIVE EDUCATION TIMEOUSLY.

Data from the open-ended questions revealed that more schools didn't receive the above mentioned document. For the effective implementation of the policy by all institutions there is a need for all schools to receive the relevant policies on time.

5.3 RECOMMENDATIONS

On the basis of the findings the following recommendations are suggested.

5.3.1 EVERY EDUCATOR IN THE MAINSTREAM SCHOOLS SHOULD BE ADEQUATELY TRAINED TO IMPLEMENT INCLUSIVE EDUCATION AT THE LEVEL OF THE CLASSROOM

Building programs to empower educators need to be developed in terms of knowledge and understanding of inclusive policy. All school stakeholders should have access to the policy documents. The educators skills need to be developed in this respect in-service training becomes imperative, furthermore the attitude of educators towards diversity should reflect one of tolerance, non-discriminatory, non-sexism and non-racial.

The school-based capacity building programs to empower staff members should be incorporated in the schools year plan so that the school based policy officers have sufficient time to familiarize themselves about relevant policy documents and school-based capacity building workshops.

The above recommendation is consisted with the literature review, that once a policy is formulated, it should not be regarded as an end in itself proactive steps by the school management team need to be taken, to ensure that everyone is familiar with the content of inclusive policy, is comfortable with the new vision and receives sufficient guidance and support in understanding the new initiatives.

Although it is acknowledged that there are some capacity building courses for educators that sponsored by Department of Education and Culture but not all educators have attended the courses because it is not known by everybody, they need to be announced over the media. It is recommended that the Department of Education and Culture should provide more LSEN courses and provide bursaries for those who are equipping themselves in this course so as to motivate educators as most of them are now reluctant to further study themselves as they are not paid by Department of Education and Culture.

5.3.2 UNDERSTANDING OF DEPARTMENT POLICY

The findings 5.2.2, confirm the need of capacity building programmes for the members of school management team so as to fully understanding of what inclusive education is about. The members of the school management team as a key role players in schools in seeing to it that the government policies are correctly implemented, they need to understand each an every aspects in that particular document as it is them who have to organize workshops programs in their schools, and it is them whom have to provide guidance to educators provide clarity for certain concepts that are found in the documents.

It is recommended that the Department of Education and Culture should organize more workshops for school management teams so as to have a clear understanding of what the inclusive education policy entails as they are the key role players for the effective implementation of the government policies. Because if the school management teams are not clear about policy, it means its implementation will be a failure and wrongly implemented. Therefore capacity building for the school management teams should site-based because policy changes occur regularly.

5.3.3 THE DEPARTMENT OF EDUCATION SHOULD PROVIDE MEANINGFUL AND ADEQUATE SUPPORT SERVICES TO SCHOOLS AND SCHOOL MANAGEMENT TEAMS (SMTs)

The Department should assist schools by giving them more money so as efficient the implementation of inclusive education because in terms of this policy the money is of utmost important because some existing buildings need to be improved so as to accommodate all learners as it is stipulated in the Constitution of South Africa. The psychological personnel to evaluate and council learners with special educational need should be made available and well known to everyone in a particular area.

It is recommended that the Department of Education and Culture must see to it that all schools do receive policies timorously by giving their District Managers a duty to distribute all relevant policies to schools as they are immediate people to all schools.

5.3.4 THE SCHOOL GOVERNNING BODY SHOULD PLAY AN ACTIVE ROLE TO PROMOTE INCLUSIVE EDUCATION AND TRAINING.

The School Governing Body members are critical co-partners in the promotion of quality public education in South Africa.

As the co-partners the SMTs should involve the SGB in facilitating Inclusive Education. The SGB involvements in the promotion of inclusive education should be reflected in them voicing their needs about the type and quality education required to develop excellent citizens among the youth.

5.4 CONCLUSION

This study is about an evaluation of the implementation of inclusive education in the mainstream schools. It sought to find out if Inclusive Education exists only in theory or if schools are engaged in the effective implementation thereof. Whilst findings indicated that mainstream schools are grappling with the implementation of Inclusive Education, it is the researcher's view that with effective training of managers and practitioners, coupled with the provision of appropriate infrastructure by the Department of Education, Inclusive Education can be implemented successfully in mainstream schools.

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APPENDIX A

RESEARCH QUESTIONNAIRE

The purpose of this questionnaire to do "An evaluation of the implementation of the inclusive education within the mainstream schools". The research is the part of my M.ED degree offered at the University of Zululand in the Department of Educational and Management under the supervision of Prof. R.P.G. Ngcongco and Dr. M.K.K. Chetty.

You are assured of the anonymity and confidentiality of the information gathered. I have compiled three (3) sections to be completed by school management teams (SMTs). There is no right or wrong answer. The aim of the questionnaire is only to get your views with regard to the topic of discussion.

SECTION A

Kindly complete the questionnaire below by placing a cross (x) in the space provided that will indicate your response.

OPEN ENDED QUESTIONS

STATEMENT	YES	NO	UNSURE
1. Do you have learners with special education needs in your school (LSEN)?			
2. Is your school located in urban area?			
3. Is your school located in a rural area ?			

4. Number of teachers in your school?

2-10	11-19	20-28	29 and above

5. Number of learners in your school?

40-150	151-200	201-300	301-600	601-900	901 and above

Kindly complete the questionnaire below by putting a cross (x) in the box that represent your response.

KNOWLEDGE OF CURRENT POLICY DOCUMENT

	YES	NO	UNSURE
1. Has your school received White Paper 5 from the Department of Education?			
2. Did you conduct a workshop to your educators to familiarize themselves with White Paper 5?			
3. Has your school received White Paper 6 from the Department of Education ?			
4. Did you conduct a workshop to your educators to familiarize themselves with the White Paper 6?			
5. Have your educators received the resources from the Department of Education to cater learners with Special Education Needs?			

	YES	NO	UNSURE
6. Are your educators capacitated to implement inclusive education?			
7. As the school management team, have you attended a workshop on inclusive education?			
8. Did the educators in your school attend workshop on the implementation of inclusive education?			
9. Does your school receive support from Department of Education concerning the Implementation of inclusive education?			
10. Have you received support from other resources e.g. NGO's, Community members in implementing inclusive education?			
11. Does your school have the committee/ structures who efficient the implementation of inclusive education?			
12. Have you discussed the policy of inclusive education with the School Governing Body (SGB) as the parents representative within the school?			
13. Do educators in your school do meet with other members to discuss the barriers to teaching?			
14. Does your school have resources for the implementation of inclusive education?			
15. Is the physical structure in your school ready to accommodate the learners with special education needs (LSEN)?			
16. Is there any budget made available for the resourcing programs related to the implementation of inclusive education?			

SECTION B

IMPLEMENTATION OF THE INCLUSIVE EDUCATION

1. As the school management team, from the workshop you have attended, what have you learnt about the implementation of the inclusive education in the mainstream schools? Give at least Four (4) things you have learnt.

- (a) _____
- (b) _____
- (c) _____
- (d) _____

2. Being a key role player in the implementation of Government Policies. List *three* (3) things that you have done in your school which promote the Implementation of inclusive education.

- (a) _____
- (b) _____
- (c) _____

3. What challenges do you think you are faced with as SMT as you promote implementation of inclusive education in your school. Give three (3).

- (a) _____
- (b) _____
- (c) _____

4. In your opinion what do you think are the barriers that hinder the implementation of inclusive education. Mention *three* (3) at least.

- (a) _____
- (b) _____
- (c) _____

5. What support do you think your school needs so as to implement inclusive education? Give *three* (3) points.

- (a) _____

- (b) _____

- (c) _____

**THANK YOU VERY MUCH FOR THE SUPPORT YOU HAVE
RENDERED BY COMPLETING THIS QUESTIONNAIRE .**

APPENDIX B

ENKWAMBASE P.SCHOOL
P.O BOX 1368
TONGAAT
4400
22 OCTOBER 2003

THE CIRCUIT MANAGER
THE DEPARTMENT OF EDUCATION & CULTURE
PRIVATE BAG 532
NDWEDWE
4342

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently engaged in M.ED dissertation, on the project titled "**an evaluation of the implementation of inclusive education in the mainstream schools**" with special reference to the schools within Ilembe District, especially in Ndwedwe Circuit, with special references to the schools within the following wards namely: Central, East and Insuze.

I am requesting an access to some of the schools in your circuit. In order to carry out an investigation regarding the above topic. You are assured that the study will not in any way interfere with the normal running of the school. The school management team will be requested to complete the questionnaires during their own time.

Thanking you in advance.

Yours faithfully



DLADLA S.G.

APPENDIX C

PROVINCE OF KWAZULU-NATAL	ISIFUNDAZWE SAKWAZULU – NATAL	PROVINCE OF KWAZULU-NATAL
ETHEKWIN REGION		ETHEKWIN REGION
NDWEDWE CIRCUIT		NDWEDWE CIRCUIT
department of education and culture	umnyango wemfundo namasiko	department van onderwys en kultuur

address : ikheli : adres:	private bag: P/bag x 532 isikhwana seposi: Ndwedwe privaatsak: 4342	telephone: (032) 533 1015 ucingo: (032) 533 4017 telefoon:
Enquiries imibuzo : ZWANE J B. navrae:	reference: inkomba: verwysing:	Date: Usuku: 2003-10-24 Datum:

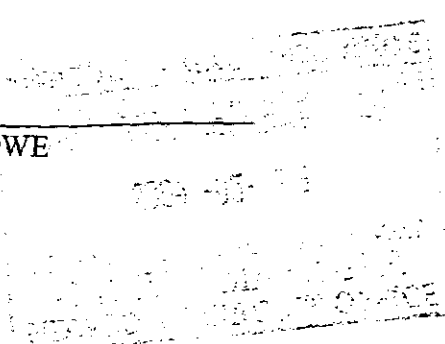
DLADLA S G
P.O. BOX 1368
TONGAAT
4400

PERMISSION TO CONDUCT RESEARCH

1. Receipt of your letter dated 17 October 2003 on the above-mentioned subject is acknowledged.
2. Permission to conduct research is obtainable from the Regional Office – Ethekwini Region
3. Contact Mr S.P. Govender in the examination section, room 701.
4. I would advise that you first contact him for an appointment at Telephone 031-3606247.

[Signature]
CIRCUIT MANAGER – NDWEDWE

JBZ/pm



APPENDIX D

ENKWAMBASE P. SCHOOL
P.O BOX 1368
TONGAAT
4400
22 OCTOBER 2003

THE WARD MANAGER
THE DEPARTMENT OF EDUCATION & CULTURE
PRIVATE BAG 532
NDWENDWE
4342

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently engaged in M.ED dissertation, on the project titled "**An evaluation of the implementation of inclusive education in the mainstream schools**" with special reference to the schools within Ndwedwe Circuit. The main focus will be on following wards, namely: Central, Insuze and East.

I am requesting an access to some of the schools in your ward . In order to carry out an investigation regarding to the above topic. You are assured that the study will not in any way interfere with the normal running of the school. The school management teams will be requested to complete the questionnaires during their own time.

Thanking you in advance

Yours faithfully



DLADLA S. G.

APPENDIX E

P.O BOX 1368
TONGAAT
4400
23 OCTOBER 2003

THE DEPARTMENT OF EDUCATION & CULTURE
PRIVATE BAG 532
NDWEDWE
4342

The Principal

I am presently engaged in MED dissertation, the project titled "**An evaluation of the implementation of inclusive education in the mainstream schools**" with special reference to the schools within Ndwedwe Circuit, the main focus will be on the schools on the following wards, namely: East, Central and Insuze.

Therefore your school is among those which have been selected to gather the information related to the above mentioned topic. The information gathered will be only used for the purpose of the study and strictly confidentially.

NB: Kindly distribute the questionnaires to your school management team members.

Yours faithfully



DLADLA S.G.

APPENDIX F

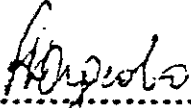
ENKWAMBASE PRIMARY SCHOOL
P.O. BOX 267
TONGAAT
4400
25 OCTOBER 2003

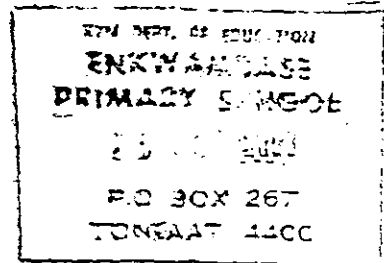
Dear Mrs. S.G. Dladla

We received your letter requesting to conduct research in our school. We are willing to help you succeed in your research. We shall cooperate because we have a feeling that your research will benefit us as well in one way or another. We further request you to give us your recommendations after finishing your research.

Thank you

Yours faithfully
R.N. Ngcobo (Principal)


.....
Signature



School Stamp