



UNIVERSITY OF ZULULAND

**EXPERIENCES OF TEACHERS IN THE FULL-SERVICE PRIMARY SCHOOLS’
IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE VHEMBE EAST DISTRICT**

by

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DECLARATION

I **TAKALANI MICHAEL TSHIOVHE**, declare that:

Experiences of Teachers in the Full-service Primary Schools' Implementation of Inclusive Education in Vhembe East District

is my own work and that it has not been submitted for any degree or examination purpose at any other institution or university, and that all sources I have used and quoted have been indicated and acknowledged by means of complete references.

TSHIOVHE

Signature:

Date: 02 December 2021

Tshiovhe TM

DEDICATION

This dissertation is dedicated to my wife, Takalani Elizabeth Tshiovhe, my sister, Ms Manyuwa Marandela, and my children, Shonisani, Dakalo, Makhadzi and Phalanndwa, for their support and encouragement during the course of my study.

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LIST OF ACRONYMS

CSN	:	Children with Special Needs
DoBE	:	Department of Basic Education
DoE	:	Department of Education
EFA	:	Education for All
EWP6	:	Education White Paper 6
FET	:	Further Education Training
FSCS	:	Full-Service Community Schools
FSS	:	Full-Service Schools
IE	:	Inclusive Education
IET	:	Inclusive Education Teams
ILSTs	:	Institution-Level Support Teams
LoLT	:	Language of Learning and Teaching
LSN	:	Learners with Special Needs
MoE	:	Ministry of Education
NDP	:	National Development Plan
NZCF	:	New Zealand Curriculum Framework
SBST	:	School-Based Support Teams
SE	:	Special Education
SEN	:	Special Educational Needs
SEND	:	Special Educational Needs and Disability
SGBs	:	School Governing Bodies
SIAS	:	Screening, Identification, Assessment and Support
SMTs	:	School Management Teams
UHDC	:	University Higher Degree Committee
UK	:	United Kingdom
UNESCO	:	United Nations
UNICEF	:	United Nations International Funds
USA	:	United States of America

ABSTRACT

The development experienced by a substantial number of teachers in the full-service schools and the other important policies aimed to help the implementation of Inclusive Education are the Screening, Identification, Assessment and Support (SIAS), and the Draft National for Resourcing an Inclusive Education System. These policies were created to form a practical guide for teachers for Full-service schools on what Inclusive Education is and how it is implemented. The aim of the study was to investigate experiences of teachers in the full-service primary schools about the implementation of Inclusive Education in the Vhembe East District. The study adopted the qualitative approach, and the individual interviews were conducted to collect the data from the two principals and 10 teachers in the full-service primary schools. The interview schedule was structured and used to collect the data from the participants. Purposive sampling was used to select the participants of the study. The data collected was analysed thematically. The study revealed that teachers highlighted that they use the policies such as the Screening Identification Assessment policy when they implement inclusive education. The participants indicated that they are not well trained on the implementation of inclusive education and as a result some of them develop a negative attitude when they are teaching an inclusive classroom. The study recommended that teachers in the Full-service primary schools should be trained as Inclusive educators.

Key Concepts: Barriers to learning, Full-Service School, Inclusive Education, School-Based Support Teams (SBST)

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This chapter discusses the background of the study, statement of the problem, intended contribution for the knowledge, objectives of the study, summary of research methodology and chapter outline.

1.2 BACKGROUND OF THE STUDY

From 1994, one of the most important points of transformation from discrimination in South Africa has been the introduction of inclusive education (Lomosky & Lazarus, 2001). The White Paper 6 (2001) on Education and Training in South Africa talks about the legal imperatives that deal with children with disabilities in learning in all schools and force mainstream schools to enroll children and teach learners without discriminating them (Stofile, 2008). Inclusive Education (IE) means developing schools that include all the needs of the learners, regardless of their disabilities (Landsberg, et al., 2005; Lebona, 2015).

These systems encourage real action for learners with handicaps, who benefit from a full-service school. Full-service schools are public schools that are surrounded with necessary facilities to benefit all learners regarding their teaching and learning demands, which demand that all children must learn together despite their difference (DoBE, 2010; (UNESCO, 1994; Haug, 2016). The White Paper 6 also mentions disabilities to the education system which is provided for all learners (Department of Education (DoE), (1995).

Inclusive Education (IE) came about because of a World Declaration on Education for All (EFA), which was adopted by the Daka Framework in 2000. All countries committed to present learners free and compulsory education by 2015. The

Education White Paper 6 mentions that all children can learn and need to be supported (DoE, 2001).

According to Lawson (2005), and Kang (2018), IE indicates the involvement of all learners. Lawson (2005), and Kang (2018), are of the view that IE means the participation of all learners in education to their full potential.

Makoelle (2012), argues that inclusive education in South African schools is not up to standard. Stofile (2008), indicates that when the inclusive education policy was piloted in South African schools, educators resisted because of their lack of knowledge was a challenge in understanding the full-service schools (Modisi, 2019; Wheeler, 2019). Educators indicated that they are not qualified to teach learners with disabilities to learning. Educators believe that learners with handicaps should be taught by specialised educators.

Stofile (2008), indicates that teachers saw inclusive education as an extra workload which should be part of the curriculum as they did not believe that it should be part of the curriculum. Experiences in the other parts of the world have shown that educators need to support the policy of inclusive education (Christie, 2008; Chimwaza, 2015).

According to Nxumalo (2019), attitudes towards the learners in the full-service schools also influence the policy. A positive attitude influences the educator to enjoy teaching in a comprehensive school. He discovered that positive attitudes by educators improves the learning of learners. Educators who have knowledge of special education do not resist when it is implemented. Educators who teach in the full-service schools must address the difficulties that exist in every learner as all schools in South Africa must implement inclusive education so that educators must cater diversity.

Wheeler (2019), believes teachers in the full-service schools have a challenge as their schools are not supported financially. It is difficult for teachers to implement inclusive education in the rural areas.

Another challenge is that teachers are experiencing overcrowded classrooms. The ratio of 1: 40 or 45 per teacher contributes to ineffectiveness of inclusive education in the full-service schools and prevents educators from participating effectively in learning (Wheeler, 2019).

1.3 PROBLEM STATEMENT

The implementation of Inclusive Education occurred when there were many fundamental changes on education. These include the redistribution of education in the provinces, and the review of RNCNS (DoE, 2010a). The transformation process in the Limpopo Province involved the formation of further districts and circuits and changes in the curriculum content. This involved changing curriculum policies and the involvement of the new districts and curriculum. According to Zungu (2016), primary teachers realised that those teaching in the intermediate and FET phases struggle to implement IE. Educators special and mainstream schools do not feel comfortable in dealing with these types of learners (DoBE, 2015).

While the vision of the Education White Paper 6 is to strengthen support services, teachers still struggle to implement inclusive education (Department of Education, 2001). Some research reports claim challenges and successes at the end of the process (DoBE, 2010a). There is still no extensive literature on the implementation of inclusive education in the Vhembe East District which is situated in a rural context. Thus, this study will focus on the following research questions:

- How do teachers in full-service primary schools implement Inclusive Education in the Vhembe East District?
- What are challenges that teachers in the full-service primary schools' experience in the implementation of Inclusive Education in the Vhembe East District?
- Which strategies can teachers utilize in the full-service primary schools to implement Inclusive Education in the Vhembe East District?

1.4 AIM OF THE STUDY

The study sought to investigate experiences of teachers in the full-service primary schools in the Vhembe East District.

To attain the main aim of the study, the following objectives are investigated:

- To explore how teachers in full-service primary schools implement Inclusive Education in the Vhembe East District.
- To investigate challenges facing teachers in full-service primary schools in the implementation of Inclusive Education in the Vhembe East District.
- To explore the strategies that teachers can utilize in the full-service primary schools to implement Inclusive Education in the Vhembe East District.

1.5 OPERATIONAL DEFINITIONS

The following concepts are defined in the study:

1.5.1 Inclusive Education

According to White Paper 6, (2001) Inclusive Education is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. Inclusive education has a number of different definitions (Dyson (1999, Green, 2001; Lawson, 2005; Stofile, 2008; Miles & Singal, 2010; Ngcobo & Muthukrishna, 2011). This means inclusive education could mean different things to different people. Armstrong et al. (2011), claim that that it might end up confusing the reader. Green (2014), postulates this lack of a common definition surrounds the framing of IE and therefore it is necessary to explore some of the views of IE in literature. This section explores some of the definitions of IE that can be found in literature.

Daniels (2000), and Nind, et al. (2007), agree that IE has to do with the teaching and learning of all children. Pandor (2004), is of the view that IE has to do with different cultures and also welcomes individual needs. Barton (2005), and Clough and Corbett

(2006), see inclusive education as a process of allowing all learners to participate in the curriculum. Miles, et al. (2008), view IE as involving and improvement of all learners in schools, especially those learners with at risk of being excluded from education. Booth (2008), sees IE as relating to the principles of involving schools to respond to learner differences and more involvement by all learners.

Apart from sustaining the availability of the children in schools, it improves their involvement (Barton, 2003; Department of Education, 2005). Barton (2003) further indicates that IE is about the rights of every learner. In this study, Inclusive Education means all learners are taught in one classroom. Inclusive education is responding to all learners even though they may differ from each other in one way or another, for example children who are generally slow in doing certain activities.

1.5.2 Barriers to Learning

According to GenesisAdmin (2014), disability to learning blocks a child from benefiting from education. Barriers to learning prevent children from participating in learning and that prevents the child from concentrating (IEdunote, 2021). A learner may come across difficulties in learning in education, for example, poverty, abuse, impairment, attitude, inflexible curriculum and unsafe environment, and having special disabilities to learning. In this study, barriers to learning are difficulties that are faced by learners in teaching and learning and they affect the teachers who teach them when implementing inclusive education polices.

1.5.3 School-Based Support Teams (SBST)

The concept of School Based Support Teams is developed to help schools to solve problems (Creese, et al., 1997). The support teams are class teachers coming across teaching difficulties in special educational (Engelbrecht, et al., 1999). These teams are important in delivering support to learners in their schools and communities (UNESCO, 2001). The model emphasizes that individual teachers would seek support from other members of the staff.

The Education White Paper 6 uses the term Institutional Level Support Teams for the SBST (Department of Education, 2001). The composition of these teams is outlined in the Conceptual and Operational Guidelines for the implementation of IE: District Based Support Teams (DBST) (Department of Education, 2005). School-based support teams have a key role in providing support to teachers and learners through consultation on classroom strategies, case management, referrals and decisions regarding resources within the school with the aim of identifying and addressing barriers to learning. These guidelines include teachers who are qualified in dealing with special knowledge for children with disabilities. However, there are some teachers who are part of team because of their interest and a parent of the child with learning barriers. The SBSTs are assisted by the DBSTs that assist teachers in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They also provide illustrative learning programmes, learning support materials and assessment instruments. In this study, the school-based support team members must also include the principal, deputy principals and heads of departments who are expected to be part of the team which will assist the teachers of full-service schools in implementing of inclusive education.

1.5.4 Full-Service School

Full-Service Schools (FSS) are mainstream education schools that provide quality education to all learners by providing all learners' needs. FSS achieve access, equity, quality and social justice in education at the same time promoting a sense of belonging to all learners, staff and families in order experience the importance of learning in their schools (Conway, 2017).

Full-service schools refer to schools that offer education to all learners in the community (Dryfoos, 1993). These aims were originally published in the USA, and the main reason was to promote inclusion of all stakeholders who would contribute to the learning needs of all children. In supporting learners who experience barriers to learning and promoting capacity building of educators, a full-service school therefore integrates different community services (Dryfoos, 1993). This means that both the school and the community would become partners in promoting inclusive education.

This was based on the reason that all relevant stakeholders in education will help them to develop a shared vision to improve the inclusion of all learners. A full-service school improves the lives of families by parenting classes and parenting centres. This can be done by managing the classroom and the entire centre in which learners with barriers to learning are taken care of. Full-service schools create a social climate and make the atmosphere in the school conducive for teaching and learning (Knonick, 2002).

In the United States, full-service schools are considered to be the full-service community schools (Knonick, 2005). In the full-service community schools, the quality of education is made by the provision of health, mental, and social support and the community. The education system, community agencies, principals and the community school's coordinator work together and provide financial support in order to implement the vision of the institution (Hanaoka, 2009). Full-service schools are responsible for streamlining access to services by locating those services to schools.

Full-service schools have been established with the aim of addressing social, mental problems and the ability to well in schools (Dryfoos, 1993). The field believes that full-service schools come with a clear vision of society which is based on the United Nations Declaration of Human Rights (SA 2005). Such schools adopt a holistic and flexible approach in teaching. This philosophy is based on the belief that everyone in the site of learning is responsible for education of each learner, and should meet the needs of all learners in a unified system of education and that all learners should benefit in the mainstream schools (Knonick, 2005). In this study, all learners are accommodated irrespective of their learning barriers and the teachers are to teach them without discriminating them.

Comprehensive schools achieve access, equity, quality and social justice in education, and must also promote a sense of belonging in all learners (Conway, 2017). In this study, full-service schools are mainstream education institutions that provide quality education to all learners by providing a range of learner needs.

1.6 INTENDED CONTRIBUTION TO THE STUDY

The main focus of conducting this study was to investigate the implementation of inclusive education. It is envisaged that the findings of this study will inform further development of inclusive education policy in the Vhembe district, pre-service training of teachers by Higher Education Institutions and the roll-out plan for the implementation of inclusive education. The aim is to give a better understanding of how participants view IE.

1.7 SUMMARY OF RESEARCH PARADGIM, DESIGN AND METHODOLOGY

This study was underpinned by a constructivist approach. Constructivism is based on the belief that learners should be guided when constructing knowledge that is meaningful and useful in their own lives (Gravett, 2005). I employed a qualitative approach in this study. The rationale for a qualitative approach is that it makes sense of opinions, experiences, social situations, or phenomena as they occur in the real world. I used phenomenology to explore the experience of teachers in the full-service primary schools in the Vhembe East District. This is discussed in detail in chapter 3.

1.8 PRELIMINARY CHAPTER DIVISION

Chapter 1 presents the background of the study, the aims, research questions, clarification of concepts and a summary of the research methodology.

Chapter 2 reviews the literature relevant to the study, by discussing the experiences that teachers in full-service primary schools face in the implementation of IE globally and in South Africa.

Chapter 3 describes the research paradigm, research approach, research methodology, in this study. It also elucidates the sampling method that was used, the characteristics of participants, data collection methods and procedures, data analysis and ethical considerations.

Chapter 4 presents and discusses the data analysis and interpretations.

Chapter 5 provides the major findings, conclusions and the recommendations of the study based on the study findings.

1.9 SUMMARY

This chapter discussed the introduction, background of the study, the purpose, research questions, and the outline of the study

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the implementation of inclusive education by full-service primary schools, challenges that are faced by teachers in full-service primary schools and the strategies that can be employed to assist the teachers of full-service primary schools with the implementation of Inclusive education.

The literature reviewed answers the following research questions:

- How do teachers in full-service primary schools implement Inclusive Education in the Vhembe East District?
- What are the challenges that teachers in the full-service primary schools experience in the implementation of Inclusive Education in the Vhembe East District?
- Which strategies can teachers utilize in the full-service primary schools to implement Inclusive Education in the Vhembe East District?

This section presents theoretical framework and literature review on the experiences of full-service schools.

2.2 THEORETICAL FRAMEWORK

The theory that was used is the social constructivism theory. The social constructivism theory was developed by Vygotsky (1978). Social constructivism is a term that is often used interchangeably with constructivism. Social constructivism acknowledges the role that society plays in the construction of knowledge. The meaning of 'social' in this context is usually restricted to the nature of the interactions between the novice and the expert (Brook, 2002). Brook further indicates that social constructivism extends the meaning of social to include the cultural and historical aspects of the social context. This implies that when School-Based Support Teams,

principals and teachers work together, an Inclusive Education policy (IE) will be appropriately implemented.

Individual learning that takes place when learners interact in groups is called Social Constructivism. This is generated by philosophical constructivism (Christie, 2005), which teachers in the full-service schools will put into practice what they have learnt into their own classrooms.

The way in which the classroom situation is being experienced such as activities, interactions, and relationships between the children and how the educators view the classroom situation such as instructional materials, organisations, strategic methods, and the number of learners in the classroom in relation to the implementation of Inclusive education is theorised hereunder (Mpya, 2007). The classroom is conceived as the social situation for learning where the child can acquire knowledge and skills through interaction with other children and educators. Iurea (2015) indicates that the environment within the classroom must stimulate communication between learners and teachers. This means that the organization of seating patterns and relations where learners can communicate freely with each other and value norms of cooperative learning is discouraged (Christie, 2005).

In this situation, every learner should feel accepted, be part of the group, and be motivated to contribute to learning. Vygotsky (1978), discusses the structure for proper inclusive education in the classroom. This discourse emphasizes that teaching and learning is a way of making sure that the learner and the teacher help each other. This can only happen when there is a capable teacher and willing learners. This means that the learners learn from the known to the unknown with the teacher who knows the subject matter. Teaching takes place when help is provided where learners need help. According to Gagnon and Collay (2006), learning can be facilitated, and learners will be able take responsibility for their own learning. There must be a clear indication of what the learners have learnt and what they are learning (Rowkands, 2006).

2.3 INCLUSIVE EDUCATION

Inclusive Education in South Africa is associated with building a democracy based on social justice, specifically by eradicating exclusionism in education. The policy document, the White Paper 6 describes inclusive education as being on the ideals of equity and equality and as a result recognizing and respecting learner and learning differences within mainstream schools (DoE, 2001). It is acknowledged that IE has its foundation in the discussion on disability and the justification for including those with disabilities in mainstream education (Dreyer, 2017). As pointed out in the policy document, this means identifying and removing challenges in the education system to make sure that the range of different learning needs are catered for in mainstream classrooms. This means that learners and teachers must be supported. This also means that financial and human resources must be provided, for example, teachers must be trained, books must be provided, and classrooms must be reduced to manageable levels where individual attention is also possible. (Engelbrecht, 2018).

Miles (2000); Daniels (2000); Clough and Corbett (2006), indicate that IE involves teaching and learning of all learners. Pandor (2004), believes that IE is to diversify the school culture which has differences and individual needs, so that we identify and minimize challenges to learning. Barton (2005), and Nind, et al. (2007), add that inclusive education reduces the exclusion of the child from the curricula. Ainscow, et al. (2008), believe that IE improves the involvement and development of learners with disabilities who can be excluded from the mainstream curricula. Booth (2008), says IE is a process which includes the principles to improve learner diversity and enhance involvement learners in school activities.

Inclusive education responds to learners with individual differences that might be hazards to other learners and teachers (Barton, 2003; Department of Education, 2005). Taylor and Parsons (2011), state that IE contributes to the realisation of an inclusive school and society.

In South Africa, legislation and policies on inclusive education ever since 1994, place a strong emphasis on equity and equality (Smit, et al., 2020). Because of this, a White Paper on building on inclusive education and training system was published in

2001. Engelbrecht (2018), acknowledges the failure of the education system to cater for the problems of learning and development experienced by learner because of their socioeconomic background for example, language and gender.

Ainscow (1999), defines IE as the way we engage with all learners in schools. The concept of IE was founded in the United States during the declaration of Human Rights in 1948 (UNESCO, 2005), and it indicates that, "Everyone has the right to education". Education is compulsory and free at elementary and fundamental levels. Personal development encourages respect for human rights and freedom. It promotes understanding, tolerance and friendship amongst teachers and learners which also believes that all learners can learn and that they only need support from all stakeholders in schools (United Nations ,Article 26- Universal Declaration of Human Rights). Differences in children because of various reasons are respected.

Darling-Hammond (2019), indicates that IE is about how we deal with difference in a constructive way which means that learners who have a certain disability must be provided with facilities to learn. This means promoting education by providing facilities which help those with handicaps and using different teaching and learning strategies (Rlwana-Mnatwana, 2014). The Education White Paper 6, on 'Special Needs Education: Building an Inclusive Education and Training System', gives a clear definition of IE (Department of Education, 2001). This paper defines Inclusive Education as promoting access and the involvement of learners in schools, and reducing their exclusion from education. There are misunderstanding among people about what IE means. Green (2001), identifies, " a) the commitment to building a more just society; b) a commitment to building a more equitable education system; and c) a conviction that extending the responsiveness of public ordinary schools to learner diversity as commonalties in the way people describe IE". In an attempt to describe IE, Ainscow, et al. (2006), developed a typology of six ways of thinking about IE: Inclusion as a concern with disabled students and others categorised as 'having special educational needs'; inclusion as a response to disciplinary exclusion; inclusion in relation to all groups seen as being vulnerable to exclusion; inclusion as developing the school for all; inclusion as 'Education for All'; and inclusion as a principled approach to education and society. Ntombela and Raymond (2013), assert that it is assumed that it refers to a small group of learners

with severe disabilities. Different scholars define IE differently but, removing learning difficulties seems to be common in their conceptualization.

This study adopts the concept presented by Bogdan and Biklen (2011), who assert that inclusive education is: (a) about all learners rather than just about handicapped learners), (b) about making all learners benefiting with inclusive schooling, and (c) concerned with aspirations for democratic and socially just education, and therefore concerned with interrogating the cultural practices of schooling (rather than follow prescribed procedures. This means that full-service schools are prepared to explore and address the challenges of everyday schools' life through capacity building among educators and on-going institutional development aimed at changing the whole school (Darling-Hammond, 2019).

In addition, the Department of Education established the district-based support teams to support principals and educators with the process of applying inclusive practices in their classrooms but little support on how to effectively implement the White Paper 6 in practice is a challenge to full-service schools (Donohue & Bornman, 2014).

As a teacher in a school for special needs, I experienced that the full-service schools are unable to implement inclusive education policy. This experience prompted me to do research with principals and teachers experiences of full-service school in implementing IE. The interest in this topic is also triggered by the research reports that claim that inclusion had been relatively successful in some schools and less so in other schools (Department of Education, 2002; Makoelle, 2012).

2.4 RERVIEW OF THE EXPERIENCES OF TEACHERS OF FULL-SERVICE PRIMARY SCHOOLS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

This section discusses the perspectives of teachers of full-service primary schools globally, African and South African perspectives.

2.4.1 Global View

● New Zealand

New Zealand has provisioned special education for learners with special disabilities, impairments or difficulties and not all children were seen to benefit from it. There were factors such as geographical location of the child, the nature and severity of the need are factors that influenced the special educational provisions (Millar & Morton, 2017). New Zealand also considered the Education Act of 1989, Human Rights Act (1993), the National Education Guidelines and the NZCF, because all have statements that make provision to include children with disabilities. The government introduced its policy on Special Education 2000 (SE, 2000; MoE, 1996) with the aim of achieving over to the next decade a world class inclusive education system that provides equal learning opportunities to all children.

Hornby (2008) indicates that New Zealand has less than 1% of learners educated in special schools. In the year 2000, the Ministry of Education (MoE) came out with a policy bringing about mainstreaming for all learners called special education. This policy has been more radical than most developed countries such as United States of America (USA) and England. This was done to educate all learners with disabilities in mainstream schools (Milla & Morton, 2007 and Hornby, 2008). There are some sharing deficiencies between England, USA, and New Zealand. This shows the weaknesses in the New Zealand system (Hornby, 2011).

● United Kingdom

In the UK, the principle of integration is the paramount aspect in accommodating learners with special needs in the mainstream schools, social interactions to functional integration (Norwich & Avramidis, 2002). With the advocacy, of integration movement, the placement the placement of learners was functionally integrated. This means that integration was seen as whether the learner can benefit

The development of integration of learners with disabilities involved a series of stages in responding to the needs of children with special needs. In the UK teachers

are also confused as to what should be done. (Ainscow & Cesar, 2006). According to Avramidis and Norwich (2010), teachers' attitudes are strongly influenced by the nature and severity of the difficult child-related variables and less by educator-related variables. Educators' role in the full-service primary schools should be able to identify learners with special needs. Learners should be placed in proper places so that they feel comfortable in the classroom and should be involved in all class activities. Teachers should also prepare educational media which will help the learners with special needs. Schools should also involve parents through counselling, guidance and public awareness programmes and this should be done in collaboration with medical and physiological experts, social workers, parents and special teachers who in turn will assist in providing remedial instruction to the learners who require it (Tyagi, 2016).

- **Australia and Singapore**

In countries like Australia and Singapore, inclusive education was implemented since 1984 and the Integration in Victorian Education policy document was released (Sharma, et al., 2003). The aim of this policy was to accommodate all learners including those with disabilities in normal schools. The Ministry of Education recommended that, the teacher training programmes should be reformed, because of the new roles and responsibilities in this change (Sharma, et al., 2003). Australian teachers are well seen to be in favour of including learners with barriers into the regular classrooms compared to those of Singapore. They were concerned that in Singapore there was no special education legislation that requires inclusion of learners with barriers to learning into an inclusive classroom (Anderson & Boyle, 2015).

2.4.2 African View

- **Zimbabwe**

The Zimbabwe Education Act, 1996 revised in 2006, indicates that there should be inclusion of Learners with Special Needs (LSN) into normal schools (EA, 1997). The Nziramasanga Report of 1999, which investigated the education of Zimbabwe, points

out that the quality of education for the child with disabilities should reflect the same standards with that of general education. The Ministry of Education, Sports, Arts and Culture adopted the concept of inclusive education called for the integration of Children with Special Needs (CSN) in all subject areas including physical education (Director Circular No. 1 of 2004). The school principals are instructed to enroll learners with disabilities in the same school with their peers (Charema,2019). The Department of Education in Zimbabwe designed enough policies to meet the needs of learners with special needs (Abubakar, 2020).

Regarding teacher trainings, the teachers in Zimbabwe undergo training of special needs obtaining degrees. The Zimbabwe Open university is responsible for offering a qualification of special needs in education. Mutepa, et al. (2012), found that teachers in Zimbabwe are turned away from schools because they are perceived as untrained and in-equipped to implement inclusive education. Some of the schools received support in the form of resources and this developed a positive attitude towards the implementation of inclusive education. They also get support from resource centres and teachers who provide instruction for helping with special needs in an inclusive classroom. This indicated that teachers needed to be trained to implement of inclusive education (Mutepa, et al., 2012).

● **Malawi**

In Malawi, Montfort College is the only teacher training institution that develops primary school teachers in special needs education (Chimwaza, 2015). This college does not have enough experts to train teachers for children with special needs. Teachers in Malawi do not have skills of teaching special needs learners. Therefore, they are failing to meet the expectations of learners with special education needs. Therefore, learners with special need are excluded in the learning process (Chitiyo, et al., 2019).

According to Avramidis and Norwich (2002), the teachers' attitudes are negative because they perceive them as incapable of doing normal tasks. Individuals with disabilities have largely been stigmatized in the community because of their conditions and because of this individual with disabilities occupied status in the

society. Thus, awareness programmes of inclusive education should be seen as important (Ntombela, 2011).

Research by Stofile (2008), indicates that teachers have negative attitudes towards children with disabilities. Teachers in some schools have been in the forefront, discouraging learners with disabilities from accessing education in the same manner as those without disabilities through their comments and attitudes toward such learners. Teachers behave somehow to learners with disabilities when they approach them if they need some help (Itimu & Kopetz ,2008). Chimwaza (2015), indicates that peers in schools, are a contributing factor to the implementation of inclusive education, as children without disabilities tend to discriminate against children with disabilities. The implementation of inclusive education can also be affected by negative attitudes of some individuals from the general society, school or home (Adewuni & Masito, 2019) .

Chimwaza (2015), is of the opinion the concept of inclusive education is necessary to all those involved in education. This is expected because inclusive education was advocated recently in Malawi and some teachers and parents who have taught for long do not fully understand inclusive education. This implies that there is need for teacher training and curriculum reform so that special needs courses be made available in teacher training institutions.

2.4.3 South African View

Zulu, et al. (2019), indicate that Inclusive Education (IE) has become popular in most developing countries. Westernised countries became inclusive in the early 1970s. In South Africa, inclusive education came about in 1994 as the government tried to change the traditional education systems of marginalizing disabled learners. In their study, they indicated that educators of full-service primary teachers have a negative attitude towards the inclusion of mentally challenged learners in the mainstreaming education. The attitudes of teachers play a critical role in the successful implementation of inclusive education (Adewuni & Masito, 2019). Furthermore, in South Africa the work of the environment has an impact on the attitudes of the primary school educators (Boyle, et al., 2020)

The guidelines for full-service schools (DoE, 2010) state that a learner who experiences barriers to learning, either physically or intellectually, is equal to two learners who do not have barriers. That means if there are four children who experience barriers to learning in one classroom, and the total number of all the learners is forty, and then the actual total number would be forty-eight learners which contradict with the learner-teacher ratio of 1:35. The guidelines for full-service schools (DoE, 2010) state that if a full-service school has an enrolment of more than 500 learners, it qualifies for a full time learner support educator who will assist class teachers in case learners with disabilities need special attention. Initial teachers training programmes are offered at South Africa universities. After obtaining the degree, they are equipped by universities such as Witwatersrand and Johannesburg. If inclusive education is not practically implemented, it put teachers under stressful situations when teachers face those learners with learning problems (Motitswe, 2014).

In provinces like the Western Cape, teachers are facing the challenge of the language of learning and teaching in the school. However, other home language speaking learners, for example, Setswana, are not learning in their home language but in their second language (Lebona, 2013). Limited funding is made available by the provincial government for a ramp for learners in wheelchairs to access classrooms but there are at present facilities to assist learners (Chimwaza, 2015; Engelbrecht, et al., 2016).

2.5 IMPLIMENTATION OF INCLUSIVE EDUCATION BY TEACHERS OF FULL-SERVICE PRIMARY SCHOOLS

This section discusses how inclusive education is implemented by teachers in the full-service primary schools. Having discussed how ordinary schools were converted into full-service schools, the following information indicates the practises of the establishment of the full-service schools.

2.5.1 Use of Education White Paper 6 and SIAS Policies

In 2001 South Africa issued a framework policy document, the Education White Paper 6 (EWP6), which is the guideline for the implementation of inclusive education and training (DoE, 2001). The other important policies that aim to help implement Inclusive Education are the Screening, Identification, Assessment and Support (SIAS) (2014), and the Draft National paper for Resourcing an Inclusive Education System (2018). These policies were created to form a practical guide for teachers for full-service schools on what Inclusive Education is and how it is implemented (DoBE, 2014; 2018).

It is a mainstream school that is functioning as a full-service school. The schools are currently implementing SIAS policy to bring about Inclusive Education within the school. The rationale for the SIAS policy was to provide an outline for full-service schools of the process to identify, assess and offer interventions for all learners within the school environment (DoBE, 2014). The SIAS policy emphasises the management appropriate support for learners with barriers to learning.

Full-service schools should provide proper support because the system will include the learners with barriers to learning in the school environment without the need to be placed in a special needs school. The SIAS policy demands a change in difficult parts of the education system. The policy makers, teachers and parents within the full-service school's environment need to understand that the implementation of Inclusive Education is a process, because it is an international process (United Nations Children's Fund (UNICEF), 2003). Therefore, those learners will be able to participate equally within a typical environment (DoBE, 2018).

2.5.2 Physical Structure

The school clinics aim at supporting and counselling learners who are intellectually challenged, sexually abused, visually impaired, hearing impaired, physically disabled and those who experience poverty are few (Knonick, 2002). This should take place before the implementation of inclusive education, the school clinics where

established. Some mainstream schools were supported to become full-service schools.

The DoE indicates that the point of departure for ordinary schools converted into full-service schools was mainly to engage in the process of inclusion (South Africa, 2002). It was therefore important to identify mainstream educational schools that will be able to provide education to all learners by supplying the full range of learning needs in an equitable manner, whilst striving to achieve access, equity, quality and special justice in education (South Africa, 2001). The DoE made a publication that stated the objective of full-service schools as allowing everyone to learn and participate fully (South Africa, 2005b). To achieve this, the development of the physical structures in the schools is essential for the implementation of inclusive education.

2.5.3 Resources

The full-service school would be prepared to explore and address the challenges of everyday school life through capacity building among teachers and on-going institutional development aimed at transforming the whole school. Resources such as toilets, sanitation, electricity and running water should be available in schools, but they are inadequately distributed among the learners (Lomofsky & Lazaruss, 2001). The aim is to create a safe and supportive environment in which teachers would be motivated and supported in their work, thus, learners would feel a sense of belonging and engage in the learning process (DoE South Africa, 2005b). According to Mgozo and Mtantato (2018), the change influenced by the implementation of Inclusive Education made a call for efficiency of resources that are used across the education system which in turn calls for the management, technical and capacities of teachers.

2.5.4 The Formation of District and School Based Support Teams

According to the Conceptual and Operational Guidelines, non-teaching support staff or care-taking staff and learner represent particularly from the senior phase in primary school, and in secondary schools should be included in this team. In terms

of the roles and responsibilities of these teams (Department of Education, 2005). UNESCO (2001) indicates that they are expected to provide direct support to the class teachers and indirectly to the learners to avoid the need to refer students outwards to specialist services. In addition, these teams are supposed to provide a facility for teachers to exchange ideas, air feelings and work on problem solving around issues relating to the educators work in the classes. In South Africa, the main functions of these members of support systems in schools is to identify the school's needs and learners who have disabilities, to develop the corrective strategies with the aim of addressing the needs and those barriers. In addition, the teams will identify and organize the resources that are needed for the school. The implication is that there is need to monitor and evaluate the intervention strategies to be implemented by the schools (Department of Education, 2005).

The Department of Education (2001), sees the support in full-service schools as one of the key strategies to reduce barriers to teaching and learning. Support in full-service schools is about developing learning through interaction with various support providers (Department of Education, 2005a). Stainback and Stainback (1992), are of the view that for learners experiencing barriers to learning should succeed, teachers should be supported in their efforts to enhance learner success and positive interdependence in the classroom.

2.6 THE CHALLENGES THAT TEACHERS OF FULL-SERVICES PRIMARY SCHOOLS FACE IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Research shows that there are challenges confronting teachers involved in Inclusive Education. A study conducted by So, in Macao (2005), indicates that teachers have great interests towards IE and are comfortable that their classes have learners who need special training. Full-service schools are unable to implement inclusive education due to general lack of support and resources, as well as the prevailing negative attitudes toward disability (Donohue & Bornman, 2014). In addition, the absence of support which are outlined in the policies to ensure successful implementation of inclusive education contributed to the development of negative attitude towards the implementation of Inclusive Education Policies (Materechera,

2018). The challenges that teachers of full-service primary schools face in the implementation of inclusive education are discussed hereunder:

2.6.1 Training of Teachers

The teachers' training programmes offered in most of Higher Education institutions do not offer the degree in inclusive education. Wehbi (2006), indicates that teachers therefore lack knowledge of dealing with different types of disabilities, consequently unable to implement inclusive education. The teachers are equipped on IE after the programme and a certificate is awarded. Although they have been trained on the implementation of IE, they still encounter problems in the teaching of the learners with learning barriers. Teachers are even not trained to work hand in hand with specialists (Khoaeane, 2012). Therefore, there is a need to workshop the aforementioned stakeholders together.

Opoku (2021), indicates that lack of experience, lack of professional development and lack of inspiration are the challenges hampering the implementation of inclusive education. Lack of necessary skills and confidences to guide learners with special disabilities is another challenge (Chu et al., 2020). The challenge is that teacher development programmes do not provide professional development information which is relevant on inclusion (Zulu, et al, 2019). Nxumalo et al. (2019), recommend that professional development of teachers should be provided to those who teach in the full-service schools. Monitoring policies should be available to provide guidance to teachers. Parents need to pay special attention to the education of their children.

Teaching learners with disabilities to learning in an inclusive atmosphere is not easy. The necessary changes in educational practices require support beyond the classroom and the local school (Oppong-Boateng, 2020; Taye, 2020). This brings teachers back to apartheid system where trained teachers are responsible for teaching learners who are perceived as disabled, having special education need (Nel, et al., 2016; Moges, 2020). Therefore, the success of inclusive education may be contracted by teachers who need training in Inclusive Education.

The Full-Service Schools (FSCS) model has been implemented to increase the educational chances disadvantaged populations. Some of the full-service schools are committed to strengthening learners and families by using community resources (Galindo et al., 2017). Sanders et al. (2018), found that teachers in some full-service school struggle to attract highly qualified teachers. Half of its teachers are inexperienced, and teacher and turnover is high. Moreover, its community partnerships offered limited enrichment activities, and instructional resources and supports for teachers. This means that human capital knowledge of cultural should be responsive cultural issues.

This is further explained by El, et al. (2016), when they say that the lack of professional development focused on inclusive education is another constraint. Since inclusive education is new to many educators in the study, they see the need for training as a chance of learning educational theories (Paulsrud & Nilholm, 2020). Teachers are not satisfied with the knowledge are provided with at workshop because of its theoretical nature they are not able to apply it (Themane & Thobejane, 2019). However, teachers support inclusive education, but they say inadequate training is needed.

2.6.2 Financial Support

According to Bornman and Rose (2010), financial support creates confusion in full-service schools in South African schools in the implementation of inclusive education. This is because the government is reluctant to allocate adequate funds to strengthen inclusive education by restricting mainstream schools, teacher training and enhancing the capacity of already practicing teacher through continued professional development courses (Chimwaza, 2015). Learning support material for learners with disabilities and especially equipment for learners with physical disabilities are not provided by the department and due to limited budget to school are unable to acquire this (Mutekwe, 2020). This suggests that a policy of inclusive education may be challenging to implement.

2.6.3 Availability of Resources

Lebona (2013), indicates that there are no proper physical facilities and there is a shortage of learning and teaching material at the full-service schools. Lack of learning and teaching support materials was also highlighted as a serious challenge, especially printed materials such as books and other resources. Structurally, the buildings are in a bad state (Nell, et al., 2016). In so far as safety hazards are concerned, the full-service schools do not meet facility safety requirements and consequently do not provide a safe learning environment for learners. Classrooms are not big enough for the numbers of learners and this leads to overcrowded classes (Adewuni & Masito, 2019). Large classes and lack of training can also be a challenge for educators in that they feel that time is limited. Educators also complain that teacher knowledge is inadequate (Aouad & Bento 2020).

Themane and Thobejane (2019), indicate that educators are not ready to implement inclusive education for various reasons, including lack of resources. Woodcock and Hardy (2017), indicate that teachers can make a difference despite lack of resources. The lack of physical resources slows down the implementation of inclusive education (Walton, 2011).

Themane and Thobejane (2019), concludes that teacher education institutions need to accept pedagogies that will improve the communities than to that work in isolation. The current practices that train teachers to work as loners in their remote classrooms to address adversities such as exclusionary practices are inadequate or undermine community resilience by being highly individualised and disabling.

2.6.4 Learners Chronological Age

Donohue and Bornman (2014), indicate that South Africa has up to 70% of children of school-going age with disabilities who are out of school. Of those, most are still in separate, 'special' schools for learners with disabilities. Teachers in the full-service schools face a challenge of learners who are overage due to different illnesses which they encountered as they are growing. These learners fail to attend school regularly

due to their medical conditions. This affects their schooling as they cannot be well assessed on time.

2.6.5 Support from District-based Support Teams

In the Eastern Cape province of South Africa, education officials were of the view that the National Department of Education was not committed to the implementation of the inclusive policy and had tried to relegate their responsibilities to others (Stofile, 2008). The very same study found that school officials reported having received no support or funding from the Department of Education to help sustain any progress they had made in the implementation of some of the broad strategies mentioned in the White Paper. Without support and recognition, it is difficult for teachers of the Full-service schools to make inclusion a reality (Wildeman & Nomdo, 2007). Training programmes that educate teachers how to accommodate and teach learners with disabilities are generally a week or two long, but teachers still experience challenges of teaching learners with disabilities because at the district level the support team is ineffective when it comes to the implementation of inclusive education (Stofile, 2008).

2.6.6 Sources of Stress for Educators

South African teachers experience a challenge when it comes to the application of Inclusive Education and SIAS policy in full-service schools. They find the implementation of EWP6 and SIAS stressful (Signal & Raise, 2003). The challenges to implement inclusion in the classrooms are a source of stress for educators. These include the outcomes-based curriculum, the socio-economic challenges and the cultural and language factors which make teaching ineffective. It is a challenge for teachers who are required to develop high standards of excellence in traditional academic subjects while still embracing an inclusive agenda (Ladbrook, 2009). Other stressors include the lack of parent support; family break down; single parents and working mothers which result in learners receiving inadequate guidance and support (parents ignore their responsibility and hand responsibility over to after care facilities); child headed families (many children grow up in homes without parents) and the lack of education and resources of parents (Nel, et al., 2016). Mgozo &

Mtantato, (2018), indicate that classroom teachers consider that the contradictory values found in a generation gap bring about conflicting goals in education between teachers and learners and their parents. Teachers consider lack of parent involvement as stressful. Parenting skills for an increasing amount of families are considered deficient and parents are believed to be in need of guidance. In addition, this can result to teachers neglecting learners with barriers in the classrooms (Mgozo & Mtantato, 2018). This implies that the frustration and negativity do not provide for happy teaching environments or proactive teaching and learner support (Adewumi & Masito, 2019).

Zulu, et al. (2019), are also of the view that educators' attitudes should be monitored as this will improve successful implementation of inclusive education in South Africa. Teachers must be taught about different categories of mentally challenged learners, they would be motivated to accept mentally challenged ones, and learn how to handle such learners in class (Savolainen & Malinen, 2020). It is believed that through workshops, attitudes of teachers can be changed for better. This implies that teachers in the full-service schools need to be trained as to do away with the negative attitude.

Mfuthwana and Dreyer (2018), found that classroom support as one of the challenges that educators are facing during the implementation of inclusive education. This is because some of the teachers in other schools have specific skills in dealing with learners with barriers to learning while others do not. In addition, the Inclusive Education Teams (IET) and Institution-level Support Teams (ILSTs) do not visit the school in order to support them, and their responsibility is to support mainstream teachers taking into consideration local steps. (Boyle et al., 2020). It was also indicated that the ILST are not skilled enough to support educators. ILST only provided a platform to educators to mourn about the learners at the expense of addressing challenges facing implementation of inclusive education.

2.6.7 Providing Access for All

According to Engelbrecht, et al. (2016), classrooms in the primary full-service school are overcrowded and there are no plans to build new and larger classrooms.

Maciver, et al. (2017), indicate that teachers find it difficult for them to provide access for all learners because of the limited physical space available for learning and teaching, there are not enough classrooms for all the learners, and this leads to overcrowding. The problem is that the school gives the first preference to the dominant language speaking because of limited space of learning and language preferences which then compels the teachers of the full-service schools to focus mainly on the predominant language. Therefore, overcrowding of classrooms obstructs the learning environment in a classroom (Maciver, et al., 2017).

2.6.8 Language of Teaching and Learning

Lebona (2013), found the medium of instruction as one of the challenges that teachers of the Full-service schools experience in the implementation of inclusive education. It is not only a barrier but a challenge because learners are not exposed to printed materials in their own language. Most of the available reading materials are written in English. It is, therefore, not easy for parents to support their children at home due to the limited number of books available in their home language at the Full-service schools (Zungu, 2014). As a multicultural nation, learners find themselves in classrooms where the language of learning and teaching is not the home language for all the learners (Makhalemele & Payne-van Staden, 2017). This results in language of teaching and learning barriers because some learners cannot understand the curriculum.

Maciver, et al. (2017), indicate that the Language of Learning and Teaching (LoLT) is one of the barriers to learning because learners come from different cultural backgrounds. It was indicated that learners come from different ethnic groups such as Nguni, Tsonga and Sotho. The LoLT in the Foundation Phase is Setswana, which causes a barrier to learning for most learners. It is apparent that the School Governing Body (SGB) do not understand the language policy so that they are able to choose the language predominantly used in the community as the LoLT of the school. Maciver, et al. (2017), support that the Language of Learning and Teaching (LoLT) is one of the barriers to learning because learners come from different cultural backgrounds and also from different ethnic groups. The LoLT in the Foundation Phase is Setswana, which causes a barrier to learning for most learners.

It is apparent that the School Governing Body (SGB) do not understand the language policy so that they are able to choose the language predominantly used in the community as the LoLT of the school. According to Walton (2015), the nature of disability is known as the child -related variable. This are the categories of the learners with special educational needs. The disabilities of learners vary, and teachers are do not have knowledge to accommodate them. And the district staff supporting schools are far from the schools. These head teachers who have a negative attitude towards the implementation of inclusive education. Some teachers do not support the integration of inclusive education as they have ranked their learners. Therefore, they are forced to favour different types of learners incorrectly according to their emotional difficulties.

2.6.9 Parental Involvement

Lack of parental recognition and involvement was indicated as a barrier to the teachers in implementing of IE process in the full-service schools. The parents find it difficult to help their own children who are experiencing barriers to learning because they themselves have not been skilled (Zungu, 2014). Parents are uninformed because the curriculum has changed from what they knew when they were at school. Teachers find it difficult to progress in their daily activities in the classroom context (Adewomu & Mosito, 2019). This means that there is a need for parental training and information sessions to make them aware of the government strategy for implementing inclusive education in the Full-service schools (Ladbrook, 2009).

A study by Zungu (2014), indicates that teachers in the full-service schools are discouraged by parents who are not fully involved in the education of their children. Parents and community non-involvement are considered as a barrier to successful operation of full-service schools. This is because those parents are not willing and committed to pay some of the fees that are required at those schools and this becomes a barrier that needs to be addressed. Furthermore, parents are not even interested in attending meetings invited by School Management Teams (SMTs) to see their children's performance and progress (Conway, 2017).

Mokala (2017), is of the view that lack of parental involvement is one of the challenges they face daily. Parents are not interested in their children's education especially those whose children experience barriers to learning (Cele, 2018). This poses as a challenge because active involvement of parents in the teaching and learning process is paramount to effective learning, while negative attitudes towards involvement contribute to inadequate parental involvement in education

2.6.10 Poverty

Poverty is seen as one of the factors contributing to the challenges teachers of full-service school are experiencing the implementation of inclusive education. According to Motitswe (2014), high unemployment rates in the areas where full-service schools are located makes it problematic to the parents to transport their children to the different full-service schools. Depending on the learner's circumstances and school, some government schools do not demand fees from the learners as they are funded by the government, whereas some of them demand the fees from the learners. The challenge is that those full-service schools that are funded by the government are under-resourced and because of this situation, parents are forced to support their children (Nuttall, 2017).

The findings by Zungu (2014), indicate that parents are not interested in their children's education, especially those whose children experience barriers to learning, and therefore do not want to be involved in the teaching and learning process, causing a barrier to teachers in terms of finalizing the intervention process. In addition, Motitswe (2014), indicates that poverty contributes towards barriers to learning, because most of the learners come from extended families and depend on their grandparents' grants. Some of these learners are orphans and are not well cared for. This implies that poor living conditions, undernourishment, lack of proper housing and unemployment have negative impact on all learners.

2.6.11 Administrative Work

According to Zungu (2014), it is apparent from the findings that the teachers in the Full-service schools' experience challenges that also create a barrier to them in

teaching. It was revealed that educators are overloaded with administrative work, which hampers effective teaching and learning. In addition, teachers who are members of the Institutional Level Support Team (ILST) have to attend meetings, workshops, address barriers to learning and provide support to the learners and the educators, whilst also having to be in their classrooms full-time, because they teach all the subjects. All these factors confirm that they are overloaded with work and therefore need support in their classrooms in teaching learners, especially in terms of specific activities that need more attention for learners who experience barriers to learning. Based on the statement by the National Development Plan (NDP), it is mentioned that if a full-service school has more than 500 learners it must have a full-time learner support educator who is trained to support learners; and that teacher assistants need to be appointed at those schools with clearly identified roles (DoE, 2016). This implies that there is a need for a teacher assistant and remedial educator to assist learners who experience barriers in reading, spelling and writing (DoE, 2019).

2.7 STRATEGIES TO ASSIST TEACHERS FOR FULL-SERVICE PRIMARY SCHOOLS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

According to Davis (1995), a full-service school has a wide range of services that are available to children and families who might be considered to be at risk. Priorities in full-service schools will include training in new roles for educators, a focus on multi-level classroom instruction, co-operative learning and teaching and the development of learners' strengths and competencies, instead of focusing on their shortcomings (DoE, 2001). Full-service schools should respond to the calls for providing appropriate education for the needs of all learners (DoBE, 2010a). Full-service Community Schools (FSCSs) are introduced to provide historically disadvantaged children with equal educational experiences with other learners. Teachers in some schools share their expertise, and prepare lessons to others. They should work together with their communities in order to decide on important issues (Sanders, et al., 2018).

This section presents the strategies that are employed to assist full-service primary school teachers to implement inclusive education.

2.7.1 A Variety of Teaching Methods

Teachers should be encouraged to develop themselves as skilled helpers in order to guide the learners and understand them at schools (Kottler, 1993). UNESCO (2001) concurs that educators need more than just content knowledge; they should know how learners learn. According to the Department of Education (2005b), classroom teachers of full-service schools should have content knowledge to ensure the success of all learners. In order to respond to the diverse learning needs, the differentiated teaching strategies should be used.

Motitswe (2014), Lebona (2013), and Zungu (2014), indicate that using a variety of teaching methods means that teachers consider the resources, strategies of presentation and giving activities in the classroom. In this regard, educators can choose different strategies of teaching that they can use to teach in inclusive classrooms, such as storytelling using puppets and big books, songs and rhymes, dramatization, games, cooperative learning and making projects, group work and individual assignments.

Maciver, et al. (2017), recommend that teachers of full-service schools should be capacitated in the different teaching strategies, lesson planning and assessment should be done continuously and not only for intervention purposes. This will enhance teachers' skills so that they could accommodate learners who experience barriers to learning. The use of different teaching strategies such as differentiation, learner-centred and teacher-centred are challenges that primary educator face in the implementation of inclusive education. The main reason for using several teaching strategies is to address all learners and to avoid making multiple planning.

Mokala (2017), also indicates that educators make a mistake of excluding rather than including, in an attempt to include learners that experience learning problems. In some cases, teachers did not include certain learners because according to them they did not belong in the schools. Some teachers are willing to teach all learners

and they go the extra mile in adapting their teaching approaches to accommodate them. This confirms that some of the teachers are confused in terms of what constitutes inclusion.

By nature, inclusive schools are diverse, hence there is a need to vary the teaching strategies (Mfuthwana & Dreyer, 2018). According to Themane and Thobejane (2019), teachers lack the necessary knowledge and pedagogical skills to work with learners in inclusive classrooms; our experience is that there are some teachers who are willing and ready to implement inclusive education in their classrooms, if given the opportunity.

2.7.2 Teacher Training Development

According to Paulsen (2004), implementing an inclusive education at a full-service school demands that heads of schools and teachers on these schools should be empowered to understand the concept of inclusive education. Paulsen (2004), argues that principals have a major role in implementing the inclusive education and should assume transformed roles.

Chimwaza (2015), indicates that there is a need to change curriculum, especially that of teacher training. Teachers need to get some general forms of education at the higher institutions so they can deal with varied cases of children in mainstream schools. Special needs courses should be included in teacher training curriculum and be made compulsory. More important, there needs to be more concerted efforts in raising community awareness regarding disability and the right to quality education. Individuals with disabilities need to be empowered to stand and defend themselves by giving the quality education.

2.7.3 Language and Communication

Teachers can also use older learners who speak the same language to explain to the others what is being said, which relates to Vygotsky's theory of the Zone of Proximal Development that a learner can do better with the help of capable others, such as peers or teachers (Gagnon & Collay, 2006). Teachers in the Full-service

primary schools should address the language barrier by code switching between Setswana, Tshivenda, Xitsonga, IsiZulu and English, and also using pictures and concrete objects to explain what they are teaching so that the learners can understand better (Motitswe, 2014). Code switching is seen as a way of addressing the barriers to learning because the language of learning and teaching simplifies understanding of the concepts. This also means that the teachers have to use all the resources they have to support every learner in their classrooms.

Zungu (2014), suggests that educators can allow children to tell their stories in their own home language and the other learner who speaks or knows the language to explain the story to the whole class afterwards. In addition, the teachers can label all the objects in the classrooms in both home languages and English and explain them in the learners' home language. This means that the language of learning and teaching should be based on language that is predominantly used in the community. The SGB and school management team (SMT) should be informed by the language policy to decide on the LOLT (Motitswe, 2014).

2.7.4 Addressing Diversity through the Curriculum

The curriculum can address the diverse learning needs of all learners by modifying, adapting and varying their teaching strategies and the learning content. This is in line with what UNESCO (2005) explained that an inclusive classroom, that teachers need to make sure that the curriculum is accessible and relevant to all learners in terms of what is taught (content), how the teachers teach it, how the learner learn best and how it relates to the environment in which the learners are living and learning. The teachers need to know and understand the different learning environment to accommodate all the learners in the classrooms, especially those who experience barriers to learning (Lebona, 2013).

Motitswe (2014), is of the view that teachers on Full-service schools can introduce a target concept to the whole class first. Throughout the presentation of the concept during the lesson, the teachers can then simplify the instructions to accommodate all the level of abilities and to arouse the learners' interest. The activities should be differentiated according to their level of ability, interest and proficiency of language

skills. Educators should be able to understand the way learners who experience barriers should be assessed to provide them with activities that suit their level of abilities (Zungu, 2014). This means that those learners can be provided with alternative assessment, but that provides learners with alternative assessment can be done for intervention purposes (DoE, 2016).

2.7.5 Organisation and Management of an Inclusive Classroom

According to the DoE (2002), the class sizes should range between 35 and 45 in each grade. The teachers can use the number of learners in their classrooms to create seating arrangement that will be conducive to teaching and learning in terms of accessing the resources and free movement during group work. The learners who struggle to see what is written on the chalkboard may be placed at the front in order to be able to read easily (Lebona, 2014; Motitswe, 2014). Learners with hearing challenges can seat where they could see the teachers' face, lips and gestures when speaking. Hornby (2015) indicates that learners who experience physical disabilities should be considered when making seating arrangement. Learners who use wheelchairs can be allowed to sit comfortably and access the resources. This means that seating arrangement should be conducive to teaching and learning, with sufficient space for free movement during group activities, and also for both the learners and teachers to access the resources easily .

Hornby (2012), suggests that schools must at the same time ensure that they are able to identify children with Special Educational Needs and Disability (SEND) and ensure that the teaching strategies and techniques that they use are based on sound practical guidelines (Hornby, 2015). Teachers must also use evidence-based practices such as cooperative learning and peer tutoring to facilitate the optimal learning of all children, including those with SEND. In order for this to become a reality, all teachers must have thorough training in teaching children with SEND as part of their initial training, and ongoing professional development relevant to this throughout their careers. In inclusive special education, there is a major focus on effectively educating as many children as possible in mainstream schools. In order to achieve this, it is essential for mainstream school teachers to have a sound

knowledge of the different types of SEND and the practical teaching strategies needed to teach them effectively in mainstream classrooms.

2.7.6 Collaboration between Full-service Primary Schools and Resource Centres

According to Ekins (2012), in inclusive education there are two roles that the special schools play which is to provide special education for children who have more severe levels of SEND whose needs cannot be met effectively in mainstream schools and they also provide guidance and support to assist mainstream schools to effectively educate children with more moderate levels of SEND (Hornby, 2015). Special schools are well placed to fulfil this second aspect of their role because they have specialist staff who have expertise in dealing with the higher levels of SEND that mainstream schools typically do not have. The collaboration between special and mainstream schools is a key factor in ensuring the effectiveness of education for children with SEND in mainstream schools and is an important element of the philosophy and practice of inclusive education (Ademumi & Mosito, 2019). Therefore, emphasis is placed on teachers developing the inter-personal skills necessary for effective consultation including counselling and assertiveness skills and facilitating the development of colleagues and parents of children with SEND (Hornby, 2015).

2.7.7 Keeping the Learner at the Centre

Maciver, et al. (2017), emphasise that teachers of full-service schools can keep learners at the centre by understanding learners and showing them respect as individuals whilst considering their individual views, feelings, challenges, wishes, needs and interests. In addition, the learner-centred practice as a key element of an inclusive school should be considered. This implies that full-service schools should be provided with learner support teachers, without considering the number of learners in a school, because there are cases that need special attention for learners who experience barriers to learning.

2.8 SUMMARY

This chapter discussed that in social constructivism, educators in the comprehensive schools put into practice what they have learnt into their own classrooms. Full-service schools are the central point of delivery, single community hub for whatever education, health, social, human have been determined locally to support a child's success on a school and in the community. Challenges such as teaching strategies, inadequate training of teachers, physical structure and instructional resources and funding are obstacles in the implementation of inclusive education.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research paradigm, design methodology, qualitative approaches, population and sample, research methods, data collecting procedure, research instrument, measures of quality control, data analysis ethical considerations and conclusion.

3.2 RESEARCH PARADIGM

A paradigm is referred to as a system or a complex of beliefs and values or it can be referred to as a world view that researchers uphold that influences the researchers' nature of approach or design and conduct of research (Kuhn, in Antwi & Hamza, 2015; Guba & Lincoln, in Elshafie, 2013). This study was underpinned by the constructivist research paradigm.

Constructivism means that learners should be guided when constructing knowledge that is useful in their lives (Gravett, 2005). Learning is regarded as an active process of constructing meaning. For this reason, constructivists explain learning as individualized, social and occurring within the context, and knowledge is acquired through construction and reconstruction of learning. According to Amineh and Als (2015), constructivism is also regarded as an educational theory in mind which involves dramatic change in the focus of teaching and puts the learner's own efforts to understand at the educational enterprise. This means that in constructivism, teachers and learners can interact with each other, interpret and construct hidden knowledge.

3.3 RESEARCH METHODOLOGY

Research methodology refers to a process whereby the researcher collects and analyses data (Henning, et al, 2004). According to Creswell, et al. (2016), research

methodology is the tools that researchers use to collect data and these tools enable the researcher to gather data about social reality from individuals, groups or any other media and depends on the nature of data to be collected and the nature of the problem of research. For this investigation, I used a literature review and qualitative methods such as interviews to collect the data.

3.4 RESEARCH APPROACH

A research approach is a plan and procedure that consists of the steps of broad assumptions to detailed method of data collection, analysis, and interpretation (Creswel, 2009). According to Mouton (2009), a research approach is the blue-print of the research project that precedes the actual research process. I employed a qualitative approach in this study. A qualitative approach analyses opinions, experiences, social situations as they occur in the real world. In this study I approached and engaged with the respondents in a transparent way.

3.5 RESEARCH METHODS

Research methods refers to techniques that are used to acquire and analyse data to create knowledge (Stew, et al, 2012). Creswell et al. (2016) define research methods as the tools that the researcher uses to collect data. These tools enabled me to gather data about social reality from individuals.

In this study, I used the qualitative multi-case study method to collect the data from the participants as I have selected only three full-service primary schools. According to McMillan and Schumacher (2006), a case study is the research design is the study of an in-depth information of a group of people. A case study was used because it allowed me to collect a great deal of information and collect information on the experiences of two full-service primary schools' teachers in the implementation of Inclusive education which is an unusual case. Johnson and Johnson and Christensen (2017) define a multi-case study as the attempt to shed light on a phenomenon by studying real cases of selected organisations. In this study, my focus was on two full-service public primary schools' teachers in the Vhembe East District.

I collected data from the participants through individual interviews. According to McMillan and Schumacher (2010), an interview is a conversation with a goal, and it is particularly useful for getting the story behind a participant's experiences. An interview was used because it gives the participants a chance to give their opinions and clarify misunderstandings. Face to face interview was used in some instances, but due to Covid-19 regulations I also used the telephone interview. Telephone interview was used because the relevance of the interview in the context of the parameters of this study lies in its capacity to facilitate an in-depth understanding of the principals and teachers' experiences of full-service primary schools in implementing IE in Vhembe East District. The population and sampling procedures are discussed hereunder:

3.6 POPULATION AND SAPLING

This section discusses the population and sampling methods used.

3.6.1 Population

A population is a group of people with one or more characters that is interested in and from which a sample is drawn (Hanslam & McGarty, 2003). According to De Vos, et al. (2011), a population means taking into consideration the totality of persons, events, organisations, or other sampling units with which the research problem is concerned. The population of the study comprises of all principals and teachers of full-service primary schools in Vhembe East District.

3.6.2 Sampling Procedure

I have used purposive sampling procedure to select the principals and teachers on full-service primary schools. Purposive sampling refers to the use of the researcher's knowledge of the population to meet the research goals (Creswell, et al., 2016). The reason for using purposive sampling is that it enabled researchers to select a sample based on the purpose of the study and knowledge of a population.

3.6.3 Sample Size

The qualitative sample comprised of 2 principals of full-service primary schools because, they support teachers and manage the implementation of Inclusive Education and 10 teachers of full-service primary schools because, they implement and practice Inclusive Education in their classrooms.

3.7 RESEARCH INSTRUMENT

This section discusses the research instrument that were used and the procedures that were followed when developing it.

3.7.1 Interview schedule

I have used an interview schedule to collect data from the participants. According to McMillan and Schumacher (2010), an interview schedule is the guide an interviewer uses when conducting an interview. From the qualitative perspective, which could be described as a phenomenological one, I have explored the experience and perceptions of the primary principals and teachers of full-service schools who were the participants in the study by means of interviews that was conducted (Macmillan & Schumacher, 2001). The interview schedule was designed to enable the participants to answer in the presence of the interviewer. The interview schedule was carefully structured to obtain relevant information. The interview schedule comprised of questions based on the objectives of the study.

3.8 DATA COLLECTION PROCEDURES

I made an appointment with the principals and teachers that were interviewed. I personally visited the schools to collect data from the respondents. Prior to collection of data, the I undertook to communicate the reasons to the respondents for undertaking the study. The interviews were conducted after taking into consideration the availability of the principals and the teachers. The principals and teachers were initially put at ease by engaging in a small talk, which progressed to an explanation of the study. Initially I had planned to conduct face to face interview, but due to covid-19 pandemic, some of the participants were interviewed telephonically and

they were recorded during the process. I only took 45 minutes in the process of the interview. Individual interviews that were conducted did not interfere with the smooth running of the schools. The covid-19 rules were considered when conducting an individual interview with those participants I visited at schools.

I focused on the research questions and not to interfere in any manner to integrity of data and the study as a whole. Participants were assured that there would be no unpleasant in the individual setting (schools).

3.9 QUALITATIVE DATA ANALYSIS

I used thematic analysis to analyse data. Thematic analysis is a means to gain insight and knowledge from data gathered (Creswell, 2012). Thematic analysis was used because I was able to develop a deeper appreciation for the participants and the themes emerged from the data that was gathered.

3.10 PILOT STUDY

Pilot studies refer to mini versions of a full-scale study and feasibility pre-testing of a particular research instrument (Struwig & Stead, 2013). I have conducted the pilot study to have an insight about the main research project, on how the research protocols may be followed, or whether proposed methods or instruments are inappropriate or too complicated. I have conducted the pilot study to rectify mistakes in the research instrument, and develop and test adequacy of research instruments and assess the time to be spent when conducting the interviews and the feasibility of the study.

3.11 TRUSTWORTHINESS OF THE STUDY

Trustworthiness refers to the way data are acknowledged to be true, applicable, consistent, and unbiased (Nel, 2010). Thomas (2010), defines trustworthiness as a term used in qualitative research as a measure of the quality of research. To ensure trustworthiness in the execution of the study, the interview schedules were used to get more information on the experiences of both principals and teachers on the

implementation of Inclusive Education. This encompasses measuring the accuracy of the qualitative findings. Guba and Lincoln (1998), believe that trustworthiness of qualitative research can be established by using four strategies, namely; credibility, dependability, confirmability and transferability. This study cross-validated data sources, to ensure trustworthiness. In the study, the data collected from member-checking was done, to increase the trustworthiness of the study.

Makhubela (2005), cautions that all research must respond to problems within a particular place. These canons can be phrased as questions to which all must respond. It is for this reason that I used multi- methods, to increase the value of the findings. Trustworthiness is ascertained through credibility, transferability, dependability, and confirmability (Bloomberg & Volpe, 2008). Each of these aspects is discussed below:

3.11.1 Credibility

Credibility refers to the researcher's confidence regarding the findings and whether the data gathered are a true reflection of the situation (Shenton, 2004). To determine methodological credibility, In the proposed study, credibility was ensured through prolonged engagement in the field and member-checking. Participants were also requested, to complete consent forms, to ensure that data collection involves only those willing to take part in the study.

3.11.2 Transferability

Transferability refers to the probability that the research findings have meaning when compared with others in similar situations (Stahl & King, 2020). To ensure transferability, the richness of the descriptions included in the study and the amount of detailed information provided was assessed.

3.11.3 Dependability

Dependability refers to the probability of producing similar results should the study be replicated (Creswell, 2009). I used individual interviews and the participants were given enough time to answer questions based on the research objectives. Finally, I also used the purposive sampling and establishes the tested method of data collection.

3.11.4 Confirmability

Confirmability indicates the neutrality (unbiased nature) of the research (Cope, 2014). In this study, I avoided being biased, by encouraging the participants to be free when providing information and also explaining the purpose of the study. I also properly selected the participants that provided rich information for the study, such as the principals and teachers in full-service schools.

3.12 DELIMITATION OF FIELD

The study was conducted in full-service primary schools in the Vhembe East District. This is multi-case study in which I have identified two full-service primary schools wherein teachers are experiencing challenges in the implementation of inclusive education. The district has piloted few primary schools to serve as full-service.

3.13 ETHICAL AND SAFETY ISSUES

Ethical considerations protect all persons involved in a piece of research (Black, 2002). On the other hand, Schwandt (1997); Abed, (2015) contends that ethical considerations are concerned with the ethical principles and obligations, including the articulation of professional codes, governing conduct in the field and writing up accounts of fieldwork. As this study is highly sensitive, the following important ethical considerations were considered in the study.

All participants in the study remained anonymous and were treated respectfully. Their consent was also sought before their participation. The research was also

done according to the University Higher Degree Committee (UHDC) members requirements, in order to prevent any harm on the side of the participants or interviewees.

Ethical considerations stipulate that social science researchers are required to do their best in order to avoid situations where their research practices violate the fundamental human basic rights of their subjects; namely, the participants who take part in their research projects.

3.13.1 No Harm to Subjects

In some experimental studies participants are potentially exposed to harm; for example, interviewing them under harsh weather, which can expose them to illness (Khan, 2015). This was avoided at all costs, especially where subjects are children and cannot demand protection of the human rights.

3.13.2 Informed Consent

The participants first provided the researcher with permission to participate in studies before they actual take part (Liamputtong & Ezzy, 2005; Fleming, 2018). I required the participants to complete the informed consent form as a process to inform them about the study and for them to show their willingness to take part in the study. I also asked for their consent or refusal to participate in the study.

3.13.3 Anonymity

It entails the ability of researchers to hide the names and biographical characteristics of the research participants, by, using codes only known in order to identify them (Black, 2002; Abed, 2015). I allowed the participants to respond to the interviews anonymously. Then I ensured that the principals and the teachers are interviewed without mentioning their names.

3.13.4 Confidentiality

Confidentiality means that no one or no institution should be identifiable from the research reports, unless there is good reason to reveal institutional origins and permission secured (Fleming, 2018). The data was treated with confidence, and it was not revealed to unauthorized persons.

3.13.5 Interpretation and Presentation of Data

The participants were influenced by the researcher's own view, but they were allowed to give their own expressions.

3.14 SUMMARY

The purpose of this chapter was to describe how data was collected and analysed. The research paradigm, design and the research methodology were also discussed. The qualitative approach was discussed. Research aspects such as the population, sample, and sampling procedures, were also highlighted. In addition, research instrument such as the interview and the way it was compiled was highlighted. The pilot study was conducted to test the instrument and to check if it was appropriate.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents the data on the experiences of the full-service primary school teachers in the implementation of inclusive education in the Vhembe East District. This chapter presents the quantitative data gathered from the comprehensive primary schools principals and teachers. The qualitatively data was analysed thematically.

Four themes emerged from the objectives of the study:

- To explore how teachers in full-service primary schools implement Inclusive Education in the Vhembe East District,
- To investigate challenges that teachers in full-service primary schools experience in implementing Inclusive Education in the Vhembe East District,
- To explore the strategies that teachers can utilize in the full-service primary schools, and
- To implement Inclusive Education in the Vhembe East District.

Research findings are discussed, presented, analysed and interpreted in detail in this chapter.

4.2 BIOGRAPHICAL INFORMATION

This section discusses the biographical information of principals and teachers from the Full-service primary schools that were selected. Their gender, ages, highest qualifications, professional qualifications and their teaching experience are discussed.

4.2.1 Personal Information of Principals

Table 4.1 shows that one (1) female and one (1) male principal were interviewed in the full-service primary schools in the Vhembe East District. One of the participants is 57 years and the other participant is 52 years. This means that the full-service schools are managed by participants who are between 50 and 60 years.

In Table 4.1, the highest qualifications of the principals is an Honours in a Bachelor of Education while their professional qualifications is primary teachers diploma. Furthermore, the teaching experiences of the principals is 32 and 28 years respectively. This means that the principals are qualified and have experience to teach at the primary schools.

Table 4.1: Biographical Information of Principals of Full-service Primary Schools

	P1	P2
Gender	Female	Male
Age	57yrs	52yrs
Highest Education Qualification	Bed Hons	Bed Hons
Professional Qualification	Primary Teachers' Diploma	Primary Teachers Diploma
Experience of teaching	32yrs	28 yrs

4.2.2 Personal Information of Teachers

Table 4.2 shows that nine (9) females and one male (1) teacher of the full-service primary schools in the Vhembe East District were interviewed. There are two (2) teachers who are between 40 and 50 years, seven (7) teachers are between 50 and 60 years, while one (1) teacher is above 60 years. This means that majority of staff in the full- service schools are about to retire.

Table 4.2 also shows that four (4) teachers of the full-service primary schools have obtained an Honours in Bachelor of Education, one (1) has Bachelor of Education in Foundation Phase, three (4) teachers have Primary teachers Diploma, one (1) has a Junior Primary Teachers Diploma as their higher qualifications. This means that the majority of the teachers at the full-service primary schools are highly qualified.

Table 4.2 also shows that two (2) teachers in the full-service primary teachers have teaching experience of between one (1) and ten (10) years, one (1) teacher has been teaching between eleven (10) and twenty (20) years, six (6) have been teaching between twenty (20) and thirty (30) years, while one (1) teacher has been teaching for more than thirty (30) years. This means that the majority of the teachers in the full- service primary schools have been teaching for many years.

Table 4.2: Biographical Information of Teachers of Full-Service Primary Schools

	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Gender	F	F	F	F	F	F	F	F	F	M
Age	50yrs	53yrs	63yrs	48yrs	50yrs	49yrs	54yrs	51yrs	55	52
Highest Education Qualification	Bed Hons	Bed Hons	Junior Primary teachers Diploma	BEDTF	Primary teachers Diploma	Primary Teachers Diploma	Bed Hons	Bed Hons	Primary Teachers Diploma	Primary Teachers Diploma
Professional Qualification	Junior Primary Diploma	Junior Primary Teachers Diploma	Junior Primary Teachers Diploma	BedTef	Primary Teachers Diploma	BedTef	Primary Teachers Diploma	BedTef	Primary Teachers Diploma	Primary Teachers Diploma
Experience of teaching	24yrs	25yrs	35 yrs	12yrs	22yrs	9yrs	28yrs	8yrs	28yrs	28yrs

4.3 CONTEXTUAL QUESTIONS

This section discusses the presentation and analysis of the data collected from the teachers from the full-service primary schools in the Vhembe East District. The presentation will be done taking into account the themes which were formulated from

the objectives of the study. Contextual questions asked to the participants were formulated taking into account the research questions. The participants are coded as, principals as (P) and as (T).

4.3.1 How do Teachers in Full-Service Primary Schools of Vhembe East District Implement Inclusive Education?

4.3.1.1 Use of IE policy documents

In response to how the full-service schools implement inclusive education, the principals and teachers highlighted that when implementing inclusive education, they use the baseline assessment in order to identify the learners who might be having challenges in their learning. The participants also indicated that they use the SIAS policy when they screen those learners, and the screening process is done at the beginning of each year in order to know how they can assist those learners with barriers to learning. The participants also indicated that the learner profile is used as a tool to identify their strong and weaknesses in their learning. And that after the learners have been screened, they develop an assessment programme that accommodated all the learners. The participants added by indicating that they admit all the learners regardless of the abilities to learn, and they do all these because they make use of the policy documents such as the White Paper 6.

This is what the principals said:

P.1: Ok thank you the bottom line is they do baseline assessment and check those learners that are struggling that's why that's what we tell them because these learners that are struggling, they need to be identified by their subject teachers for the class term and for them to do that they need to the baselines assessments to identify this learners that are struggling. (See Appendix D, line 9)

P.2: So, in the classroom educators are to screen the learners, to identify the learning problems, to assess in order to determine the kind and level of support that is required, and also to provide support to the learner. When it comes to screening, the learner profile is the first tool that is used to screen learners and they are

able to use it, and once the learners are identified they know how to develop the individualized support program which is aimed at supporting a learner with a particular need. (See Appendix D, line 14)

To support the above views, some of the teachers said this regarding how they implement inclusive education:

T.1: Here in this full-service school, we do implement the inclusive education in this way: Usually the beginning of the year we ensure that those Learners who have just progressed to the next grade they are being supported by the grade educators, or we can call them the class educators. The SBST sit down, and they hold a meeting wherein they agree upon that we are going to support these learners. After that they draft a Plan which indicates how they are going to work the whole year So the beginning of the year they also draft SIAS's implementation plan. So, the beginning of the year immediately when we start, we make sure that the Q piece learner who has progressed or the needy learners they are being supported. (See Appendix E, line 60)

T.5: First, we screen the learners when the learner came for admission, we screen the learners then the learners it's admitted in the classroom I must first grade my learners identify assess and support the learners who have different barriers such as intellectually impaired but not we don't have only intellectual behaviour others is behaviour 'attentive' disorder. (See Appendix E, line 77)

T.7: Ok thank you all children regardless of their ability or disabilities blend together in the same page appropriate classroom as we know that all children are unique individuals in other words all children's valued equally and deserve access to the same opportunities. (See Appendix E, line 82)

The above findings is supported by DoBE (2018), which indicated that the SIASA policy should be used when all the learners are screened at the beginning of the year in order to identify those who will need individual attention for them to be supported throughout the year. The school-based support team together with the teachers is responsible for identifying the learners with barriers to learning. The apply the Screening Identification Assessment and Support policy (SIAS).

4.3.2 Physical Structure

The participants showed that the physical structure of the full-service schools are also restructured before implementing inclusive education, they said they do this by ensuring that there are ramps around the classroom and that the classrooms that they can use for teaching are conducive for learning. Furthermore, they indicated that they have other extra classrooms that they use for individual attention to those learners with barriers to learning. One of the teachers said that with regard to the above finding:

T.10: So, we are also implementing the ramps, the rails that all learners are accommodated. (See Appendix D, line 91)

Another thing, our classrooms we are trying to make them user-friendly to all learners. (See Appendix D, line 92)

The current study found that the full-service schools should prepare their schools to be able to accommodate all the learners, including those with disabilities. The above finding was supported by Knonick (2002), who showed that the physical structures of the comprehensive schools should prepare the ramps around the classrooms and should also have the school clinics that are aimed at supporting and counselling learners who are intellectually challenged, sexually abused, visually impaired, hearing impaired, physically disabled and those who experiencing poverty should established in the implementation of inclusive education.

4.3.3 Resources

With regard to resources, the participants indicated that the full-service schools are provided with the materials that assist them with the teaching and learning of their learners. The problem is that those teaching materials are not provided to the full-service schools. Some of the teachers had this to say:

T.4: The challenges are such that we don't have the full support from the department by full support I mean that we don't have them necessary equipment and materials that we should be using to do like for example there are those learners who are supposed to be trained on AAC on autism in my class I have two so before I was going to this training I was not knowing what to do in class to help those learners but up to so far I know what I'm supposed to do to help those learners to feel being included in class. (See Appendix E, line 115)

T.6: We have lack of resources like the learning programs that these learners might use to assist them so those are just some of the experiences that that I can talk about. (See Appendix E, line 119)

T.10: And we also have a media centre in our plan is to take some of the learners to the media centre. Some teachers will take some of these learners to the media centre to work with them individually. (See Appendix E, line 152)

Literature supports the current finding by highlighting that resources such as reading materials that can assist the teachers to teach well should be provide the DoE (South Africa, 2005b). Learners should be provided with resources that help them to learn effectively (Mgozo & Mtantato, 2018).

4.3 4 The Formation of District and School Based Support Teams

The principals and teachers where asked if they were getting support from the District and the School-based Support Teams, and they indicated that, they get support from the district, but the district has only one coordinator who sometimes fail

to meet their needs. The district coordinator supports the full-service schools by monitoring and conducting some organised workshops. The challenge is that there is no District- based support team, and the school-based support team provided support by conducting the workshops and sharing ideas on how they can work with learners with barriers. This is what the principals said with regard to the above finding:

P.1: We do have school-based workshops we do have school- based teams we do have their structures in place we were also trained by the province. (See Appendix D, line 26)

P.2 Like I have indicated that the majority of these educators have been trained. Every year I organize a workshop on SIAS, in that Workshop we refresh the educators on the implementation of the SIAS policy, and also on how to provide differentiated supports to these learners who experience learning difficulties. We organize workshops that are held at the school. Sometimes we also organize workshops that we conduct outside the school, especially at the end of the year when we do the planning for the coming year in our program. (See Appendix D, line, 27)

The above view was supported by some of the full-service primary teachers who said that:

T.1: Our principal is so supportive and always encourages us even to hold our own Workshop. Like now, we are preparing a workshop wherein we can take two or three days, maybe wherein people will be trained about the, about how to fill the forms, the learner's profiles and so on. (See Appendix E, line 137)

T.2: Yes, our principal most of the time she provides training and support to be implemented in the classroom and to monitor the situation. Sometimes she makes us to be aware of the program and together with the parents, as majority of them are not aware of the problem their children are facing and how to help them (See Appendix E line 139)

T.4: Yes, we get full support she supports us just because she trained us to have confidence upon ourselves and then she also trained us to have a

system of trust so that when you're in class you feel that you are being supported through, she even go to other schools to help with the learning materials so that we can help those learners. (See Appendix E, line 142)

T.6: The principal allows us to have school based workshops in the school and normally we do it once a term we have a school based workshop where we are we are identify educators come with proposals that we need to workshop on this area of need then we share topics then we go and prepare and then we have a school based workshop another thing that the principal does she monitors the test process that is done the one that is done at the beginning of the year most of the progress of these learners with various barriers to learning on quarterly basis finished a report to see how this learners are progressing. (See Appendix E, line 146)

Literature findings by UNESCO (2001) shows that the District and School-based Support Teams must support to class teachers and to avoid learners to be referred to outside specialists. Furthermore, these teams provide to teachers to view their feelings with regard. These teams should assist with the coordination of learner, teacher and curriculum development and support in schools which will identify the school needs and learners who have challenges to learning, to develop the intervention strategies with the aim of addressing the needs and those barriers (Department of Education, 2005). There is a need for the District Based Support Team to be organized as there is only one coordinator who monitors the full-service schools.

4.3.5 What are the Challenges that Teachers in the Full-Service Primary Schools experience in Implementing Inclusive Education in the Vhembe East District?

In this section, the challenges that the full-service primary school teachers are faced with regard to implementation of inclusive education are presented hereunder:

4.3.5.1 Training of teachers

Participants indicated that they were not well trained in the implementation of inclusive education and as they develop a negative attitude when they are teaching an inclusive classroom. As teachers sometimes they end up being confused and not knowing how they can teach those learners. They added by indicating that the newly appointed teachers lack knowledge on dealing with learners with barriers to learning because they were not taught about inclusive education from the higher institutions of learning. One of the teachers supported the above finding by saying that:

T.2: Okay. Sometimes we've got challenges concerning some of the teachers who are not aware of the inclusive education because they need extra workshop. They are from the university without being told about inclusive education. Sometimes we can find that the teacher or the educators interject, when we talk about inclusive education, to him or her is a burden, that's why we have got a lot of challenges. (See Appendix E, line 106)

T.4: I was not knowing what to do in class to help those learners but up to so far, I know what I'm supposed to do to help those learners to feel being included in class. (See Appendix E, line 115)

T.6: It is not easy to implement in overcrowded classrooms like we normally have in our full-service schools that we have got high enrolment, so you find that maybe in 11 classroom we've got more than 70 - 90 so to implement it it's a bit challenging. (See Appendix E, line 119)

T.10: And then due to the fact again that teachers do not have qualifications or thorough training in the educational special needs, teacher's attitudes towards these implementations of inclusive education is very low so, they are having that attitude that they are not qualified to this. But there are some qualified teachers even in inclusive education qualifications, maybe they know for themselves. (See Appendix E, line 131)

Findings by Wehbi (2006), indicate that teachers lack knowledge of dealing with different types of disabilities, as a result they are unable to implement inclusive education. The teachers are equipped on IE after the programme and a certificate is awarded. Although they have been trained on the implementation of IE, they still encounter problems in the teaching of the learners with learning barriers.

4.3 5.2 Financial support

The respondents indicated that they get full support from the school, especially when they want to buy some of the facilities that may assist them to teach the learners better. One of the teachers said that to support the above finding:

T.10 she simple approves anything, approved the funds maybe do anything in connection with inclusive education, like for example, we were having a project of making rails, it was the simple thing that the principal approved. Our classrooms are now having white boards and we are on the process to purchase these overhead projectors as I am speaking now, we are having ten. (See Appendix E, line 151)

Research findings by Bornman and Rose (2010), indicate that financial support, contribute to the general confusion in Full-service schools in South African schools in the implementation of inclusive education. This is because the government is not willing to provide enough budget to strengthen inclusive education by restricting mainstream schools, teacher training and enhancing the capacity of already practicing teacher through continued professional development courses (Chimwaza, 2015).

4.3.5.3 Availability of resources

The respondents indicated that the schools lack facilities and resources as they have few classrooms whereas they have admitted many learners. They further said that when the resources are inadequate it becomes difficult for the teachers to teach. One of the principals said that:

P.2: The challenges that we experience are first of all in a full-service school, the teacher learner ratio it is bit higher, which means that we might find that the educator is having a challenge with regards to time

for providing support to particular learners having problem in the class.
(See Appendix D, line 23)

The above view was supported some of the teachers who said that:

T.10: In our plan is to take some of the learners to the media centre. Some teachers will take some of these learners to the media centre to work with them individually. (See Appendix E, line 152)

The above finding was highlighted that the buildings are in a bad state. In so far as safety hazards are concerned, the full-service schools do not meet facility safety requirements and consequently do not provide a safe learning environment for learners (Nel, et al., 2016). However, classrooms are not big enough for the numbers of learners and this leads to overcrowded classes

4.3 5.4 Learner's chronological age

In response to the experiences that the full-service primary schools are faced with regard to the implementation of inclusive education, the principals and the educators indicated that, the age of the learners is a challenge, these learners come from the mainstream schools being old to be accommodated in the levels they are admitted in. They further confirmed that the age make them to struggle with their school work and they repeat one classes many times and this creates a problem to the educators who are assisting them. This is what one of the principals said with regard to the above finding:

P.1: We do because most of them maybe you find the learner has failed so many times the Learner is supposed to be in Grade 5 and the learner is still in Grade 2 or the learner is still in Grade 4 and the learner is struggling, we normally do not consider their age because it cannot be one-size-fits-all. (See Appendix D, line 22)

To support the above view, one of the educators said this:

T.3: These learners some of them are eager to learn and some of them when they find that ... when they don't know something in the in the class, they withdraw themselves where you as a teacher or myself as a

teacher I must intervene very early so that that learner teach her or him that hey you are also accommodated. (See Appendix E, line 112)

4.3.5.5 Success of stress of teachers

Teachers who participated confirm that they feel stressed about the attitude of the learners with barriers to learning they are teaching as most of them do not concentrate and withdraw themselves in the process which frustrates the teachers. This is what some of the teachers raised:

T.1: This learner come to school every day, but this learner is not gaining anything even though you can let the learner come nearer to you after teaching the other while the other are writing, you are teaching him or her you might find out that there is no use, because some of them they are not staying with their parents maybe they are left with their brothers or sisters. (See Appendix E, line 105)

T.7: Yaa, the challenge that we have is that as teachers we feel stressed because we are expected to teach all these learners and produce best learners out of this regardless of the learners that we might be teaching. Some of these learners with barriers to learning do not have parents, and they don't have families to take care of them. (See Appendix E, line 122)

The findings above were supported by Ladbrook (2009) who said that cultural and language factors make teaching and learning ineffective. It is a challenge for educators who are expected to reach high standards. Other distributing factors are arental support, family break down, single parents and working mothers cause learners to receive poor guidance and support from parents.

4.3.5.6 Providing access for all

In response to the experiences that the full-service primary schools are facing, the principals and teachers highlighted that they admit all the learners regardless of their ability and barriers, but the challenge they are facing is overcrowding of classes with more than 70 learners. Furthermore, the participants indicated that there are educators who are unwilling to teach children with barriers to learning because of

negative attitude they have developed towards learners with learning barriers. To support the above finding, the principals said that:

P.1: *We do because most of them maybe you find the learner has failed so many times the Learner is supposed to be in Grade 5 and the learner is still in Grade 2 or the learner is still in Grade 4 and the learner is struggling. We normally do not consider their age because it cannot be one-size-fits-all. (See Appendix E,line 22)*

P.2: *A full-service school is required to admit learners with moderate barriers to learning and development, so which means after the identification of these learners. (See Appendix D, line 17)*

Some of the teachers concurred with the above view when they said:

T.2: *Okay, thank you. All children regardless of ability or disability learn together in the same age-appropriate classroom. In other words, all children are valued equally and deserve the access to the same opportunities. (See Appendix E, line 67)*

T.6: *It is not easy to implement in overcrowded classrooms like we normally have in our full-service schools that we have got high enrolment, so you find that maybe in 11 classroom we've got more than 70 - 90 so to implement it it's a bit challenging. (See Appendix E, line 119)*

T10: *Ya, the challenges that we are facing as a full- service is that learners having problems relating to these disabilities, barriers to learning, they feel shy, they do not want to associate themselves with other learners. Yes, it is still a challenge, what we normally do is to encourage these teachers to bring those learners next to them. for example, if they want something, they send those learners for to feel that they are welcomed. (See Appendix E, line 130)*

Findings by Maciver, et al. (2017), are in line with the above statements by the participants above who indicated that teachers encounter some difficulties because of the limited physical space available for learners and this leads to overcrowding.

4.3.5.7 Language of teaching and learning

The participants responded by raising that they are experiencing some challenges regarding the language of medium as some children who have learning disabilities are unable to read and write which makes it difficult for teachers to engage them fully in the classroom environment. It becomes difficult for the teachers to assess them. Some of the teachers supported the above finding when they said that:

T.2: Okay. Sometimes we've got challenges concerning some of the teachers who are not aware of the inclusive education because they need extra workshop. They are from the university without being told about inclusive education. (See Appendix E, line 106)

T.7: As teachers we struggle also by a lot of writing, because these learners who have barriers and some of them cannot write because most of the teaching materials are written in English, which may have a negative impact to the learner who have barriers. And these alone cannot interpret and understand the content thereof. We have to prepare assessment maybe outside the classroom for them to well assessed than writing.at the same we have to attend meetings, workshops address these learners with barriers, and they attended to sometimes individually. (See Appendix E, line 125)

The findings in paragraph 4.3.5.7 are in line with findings by Lebona (2013), who confirms that language of teaching and learning is one of the challenges that teachers of the full-service schools experience in the implementation of inclusive education.

4.3.5.8 Parental influence

According to the participants, most parents do not support to their children and teachers as these parents do not give themselves time to work with the teachers and assist their children at home with schoolwork. Mostly they rely on teachers for their

children support. This, therefore, creates a gap between teachers and parents. Some of the teachers said that:

T.2: Another challenge we experience is the cooperation from the parents, because sometimes when you need the parent the parent is not available, the parent is not ready to work with the teacher and sometimes the parents also hide the information that is required for the educator to know the learner better, so that educator can provide the necessary support to the learner. (See Appendix D, line 24)

T.8: When the learner has challenges or barriers because some learners come from the school environment some from communities or families as a whole so when you contacted parents to work with you some you'll find that they're not supportive and it makes our work difficult because our aim is to help the learner if the parents are not cooperating there's nothing that we can do some of the parents will find that they don't cooperate. (See Appendix E, line 128)

According to Zungu (2014), lack of parental involvement was indicated as a stumbling block to the teachers in the implementation of IE process in the full-service schools. The parents find it difficult to help their own children who are experiencing problems to learning because they themselves been to school. Parents are uninformed because the curriculum has changed from what they knew when they were at school.

4.3.5.9 Poverty

Teachers who participated confirmed that most of the learners with barriers to learning, come from poor background which is a challenge regarding their education. Furthermore, some of the parents are unable to assist their children with money to pay for their transport to school on a daily basis. One of the teachers said that:

T.7: The other thing is that there are learners who came from bad background, their parents do not work therefore they struggle to get money to pay for transport and to buy school better uniform, and some of them lack transport to come to schools because they come far from the school, and this is only school that can accommodate them around

here. They end up dropping out since there is no transport to take them to school. (See Appendix E, line 124)

Literature by Motitswe (2014), indicates that poverty contributes towards barriers to learning and that high unemployment rates in the areas where Full-service schools are located makes it problematic to the parents to transport their children to the different full-service schools.

4.3.5.10 Administrate work

There is too much administrative work done by the teachers which affects their daily teaching in the Full-service schools. The participants further indicated that they attend the departmental meetings, workshops and seminars, on the other hand they are supposed to be teaching in class and assisting learner with barriers. As a result, they are unable to attend to learners' educational needs individually. One of the teachers said that:

T.7: As teachers we struggle also by a lot of writing, because these learners who have barriers and some of them cannot write, we have to prepare assessment maybe outside the classroom for them to well assessed than writing.at the same we have to attend meetings, workshops address these learners with barriers, and they attended to sometimes individually. (See Appendix E, line 126)

According to Zungu (2014), it is clear from the findings that educators in the full-service schools come across challenges that create teaching and learning. It was revealed that they discovered burden with administrative work, which interferes with effective teaching and learning. In addition, educators who are members of the Institutional Level Support Team (ILST) attend meetings, workshops, address barriers to learning and provide support to the learners and the educators, whilst also having to be responsible for their classes because they teach all the subjects.

4.3.6 What Kind of Support do you Get from the District-based Support Team (for Teachers)?

Teachers were asked if they get any support from the District-Based Support Teams and in response they indicated that in the Vhembe East District there is no District Based Support Team, but there is only one coordinator who monitors and provide workshops for them. They further indicated that the support they are getting from the coordinator was not enough because they still need to learn a lot with regard to the integration of inclusive education. This is what some of the teachers have said:

T.2: Yes. I know only one district support team coordinator, only one to our district. (See Appendix E, line 168)

Yes, it is not enough, because as Vhembe district, you can find that sometimes he can come only once in three months which is not enough. (See Appendix E, line 169)

T.4: Yes, I'm getting full support from the district just because they send me to school this year so that I can be trained on AAC see on alternative autism.

No. I'm attending a school at the university of Pretoria. Yes, they are supporting us and up to so far just because we started in January then we drop out in March when as from July we were there and they were giving us apart trying to showing us how to do teach those learners who have problems the speech problems. (See Appendix E, line 172)

T.5: Yes, we can say that we do get it's very minimal because they organise workshops and trainings for us and also, they come to schools to monitor the program of inclusive education that is all the support that we can say we get from the district it's not much. (See Appendix E, line 176)

T.7: In our district, there is only one coordinator who sometimes is invited at the school when we have our meetings. (See Appendix E, line 177)

T.10: Not, we don't have the district-based support team. I don't think he has it, because the only person I see even in the workshops is him alone. (See Appendix E, line 182)

According to Stofile (2008), the Department of Education is not providing enough support to help the teachers sustain any progress they had made in the implementation of some of the broad strategies mentioned in the White Paper. Therefore, without support and recognition, it is difficult for teachers of the Full-service schools to make inclusion a reality (Wildeman & Nomdo, 2007).

4.3.5 Which Strategies can Teachers Utilize in the Full-Service Primary Schools to Implement Inclusive Education in the Vhembe East District?

4.3.5.1 A variety of teaching methods

The participants suggested that before they teach the learners, they should modify the curriculum that can suit all the learners in the classroom. They further highlighted that they use a number of teaching and learning strategies that is suitable for all the learners including those with disabilities to learning and teaching. Two of the teachers said that:

T.2: When we modify the curriculum in this way sometimes, we have to differentiate the curriculum so that we can reach the strategy to suit all learners regardless of their way of learning. Sometimes we involve processes of modifying, changing, adapting, extending, and varying teaching methodologies, teaching strategies, assessment in order to meet the content of the curriculum. (See Appendix E, line 71)

T.7: We cannot say that the teaching strategies we are using are suitable, but we just try we just try to accommodate these learners. (See Appendix E, line 121).

The finding above is in line with what Maciver, et al. (2017), recommend when they state that educators of full-service schools should be capacitated in the different teaching and learning strategies, which should be done continuously and not only for

intervention purposes because this will enhance teachers skills so that they could accommodate learners with disabilities to learning. According to the Department of Education (2005b), classroom teachers of full-service schools should have knowledge of using different teaching and learning methods to ensure the success of all learners.

4.3.5.2 Teacher Training development

The participants highlighted that the teachers of the full-service primary schools should be trained through workshops and at the time they can also upgrade themselves by enrolling inclusive education at the higher institutions of learning. Teachers can do this to ensure they practice the implementation of inclusive education effectively. Principals and teachers further indicated that the higher institutions that train student teachers, must ensure that they are producing teachers who understand and have the knowledge of the SIAS policy which is the core when implementing inclusive education. One of the principals said that:

P.2: An educator in order to be effective in his or her practice must be a lifelong learner, so if educators to take it upon themselves to always capacitate themselves instead of waiting say for the school or the department. So if educators to take it upon themselves to always capacitate themselves instead of waiting say for the school or the department, it does not assist. (See Appendix D, line 41)

To support the paragraph 4.3.5.2, some of the teachers confirmed by saying that:

T.1: In order to implement this inclusive education effectively. I think it's high time even the these the qualities of the University that are training teachers to ensure that all the teachers the new teachers they are producing must be have the knowledge of the SIAS's policy. In other words, they should understand about the SIAS's implementation, which is the core policy of the inclusive education so that when they come to the school there won't be have problem on how to do it. (See Appendix E, line 184)

T.2: I think that like the department of education now is trying to train us. They took two educators in a year and they send them to school to the university so that they can train them a more about inclusive education, but it is not enough because we used to go there during the weekends only, what about if they can send two educators for the whole year to learn more about inclusive education. (See Appendix E, line 186)

According to my understanding, it is not enough when we are being workshopped maybe two times, maybe two times from January to June, you can be trained for only two times. It is according to my own understanding, that it will be much important if the department of education give more effort, we as a full-service school to help us to train more educators to have more knowledge and understanding concerning that inclusive education, so then they can plant the knowledge to the learners. (See Appendix E, line 188)

T.5: Teachers must be trained enough and the resources must be here so that we can help learners and the department also is failing why because we teach learners curriculum is the same and the time when we write examination the time is the specified time but when we come to the examination form those learners who have barriers as it becomes a problem because those learners are slow to write. (See Appendix E, line 195)

According to Paulsen (2004), implementing an inclusive ethos at a full-service school demands that principals and teachers of these schools should be empowered to have an understanding of the concept of inclusive education. Chimwaza (2015), indicates that there is a need to change curriculum, especially of teacher education. Teachers need to get some general forms of education at the higher institutions so they can deal with varied cases of learners in mainstream schools. Special needs courses should be included in teacher training curriculum and be made compulsory.

4.3.5.3 Language and communication

Participants believed that if teacher can use the language that learners with barriers to learning could understand, assist and teach those learners to be at ease. The

participants showed this because the teaching materials are written in English. Teacher can also use the pictures and objects in teaching in order to simplify the content they will be teaching to the learners. This is what two of the teachers said to support the above view:

T.8: The other thing is that teachers should code switch to the language that learners understand, this is because most of the teaching materials are written in English. Because we have older learners in our classrooms, we should work with them to assist other learners who might be having challenges in their learning. (See Appendix E, line 200)

T.9: When teaching in the classroom, I think as teachers we can also use things like pictures, objects and tell stories for the learners to understand better. (See Appendix E, line 201)

The above finding is in line with Molitswe (2014), who indicated that teachers in the Full-service primary schools should address the language problem by code switching to the language that the learners can understand, they can use pictures, tell stories in their family background and real things to explain what they are teaching so that the learners can understand better. Code switching helps learners to understand things in their background because their home language simplifies difficult concepts (Gagnon & Collay, 2006).

4.3.5.4 Addressing diversity through the curriculum

The participants said that the curriculum should be flexible so as ensure that different assessment techniques are used to all the learners. The learners who cannot read and write can be assessed outside the classroom. Learners with barriers to be given extra time when they write their activities. Some of the teachers supported the above finding when they said:

T.4: I apply it inclusive education in such a way that I give support to all those learners and then I do assessment differentiation by assessment differentiation I mean that with learners of barriers I don't assess them the way I assess who are doing well at school and so I apply feat training identification assessment and support and then so when I apply inclusive education. (See Appendix E, line 194)

T.5: We teach learners curriculum is the same and the time when we write examination the time is the specified time but when we come to the examination form those learners who have barriers as it becomes a problem because those learners are slow to write. Curriculum coverage is important...it's failing because when I assess my learners it's not good to assess the learner who has barrier and the learner who did not have barriers. Uses same time it's impossible. (See Appendix E, line 195)

T.7: We have to prepare assessment maybe outside the classroom for them to well assessed than writing. (See Appendix E, line 199)

T.8: Yes, we accommodate them because you'll find that they are slow if we find that the learners are slow like that, we need to give them more time to finish the test that we are was given if it was an activity that was done in the class. (See Appendix E, line 200)

The curriculum can address the different learning needs of all children by modifying, adapting and varying their teaching strategies and the simplifying learning content. This is in line with what UNESCO (2005) indicated that in an inclusive classroom, teachers need to make sure that the curriculum is accessible and relevant to all learners in terms of what is taught (content). The activities should be made different according to learners ability according to their level of ability, interest and proficiency of language skills. They should be able to understand the manner in which children who experience difficulties should be assessed to provide with activities that suited learning their mental and physical abilities (DoBE, 2018).

4.3.5.5 Organisation and management of an inclusive classroom

The participants indicated that the classrooms can be manageable if the teachers-learner ratio is taken into consideration. This is because the schools have a large number of learners and teachers struggle to teach all those learners in one classroom. Furthermore, they highlighted that it could be better if the physical structures are conducive for teaching all the learners including those with difficulties.

Classrooms arrangements should be available to learners who experience physical disabilities and visually impaired. The principal supported the above finding when he said that:

P.1: If they could give us more educators were in there the classes are manageable that would be better because in terms of the enrolment the ratio per educator it's not even different from the one in in the mainstream schools it's the same these learners are weighted the same way as these learners, and they need more time. (See Appendix D, line 40)

The department needs to resolve the school to modify even the environment the physical resources and the human resources everything should be available the support staff the classrooms the materials that these learners need. (See Appendix D, line 47)

Three of the teachers agreed with paragraph 4.4.5.5 p1 when they said that:

T.6: The thing that I think can help us much is the number of learners in the classrooms can be reduced to the learner people ratio from the app should be reduced from the abnormal ones maybe if you can have 40 - 45 learners in a class in that way maybe we can be able to give more attention to these learners so by doing this it means the department needs to build more classrooms. (See Appendix E, line 197)

T.7: To add on this, the schools and the classrooms should be prepared in a manner that they can accommodate some of these learners, for example those that use wheelchairs for them have accessibility in all areas of the school. (See Appendix E, line 199)

T.9: The most important thing that should be done to and also one other issue is about our schools I'm in our classrooms our classrooms overcrowded meaning that working with learners with this different disabilities classroom should not be overcrowded and also our school infrastructure needs new buildings. (See Appendix E, line 201)

According to the DoE (2002), the class sizes should be between 35 and 45 in each class. Educators can use different children in class to create seating arrangement which are relevant to new teaching strategies that allow free movement. Hornby (2015), indicates that learners who experience physical disabilities should be considered when making seating arrangement and those who use wheelchairs can be allowed to sit comfortably and access the resources.

4.3.5.6 Collaboration between Full-service primary schools and resource centres

The principals and teachers at Full-service primary schools indicated that they have good relationship with the schools for learners with special needs, and they emphasised that these schools should work together as resource centre to them. The participants also confirmed that they visit these schools in order to see how those schools operate. One of the principals said that:

P.2: Our relationship with special schools has always been good. When we started implementing inclusive education, we also had several meetings with Tshilidzini special school which is our resource center as a full-service school, because they were better equipped to assist us when we started this program. We also have a school, Fhulufhelo, for the mentally disabled learners. We have a good relationship with the school, we have also visited the school to see how they are assisting the learners. (See Appendix D, line 43)

Teachers confirmed when they said that:

T.3: We have Tshilidzini special school as our resource centre Tshisaulu service so if we come across something which we don't understand those people who are from Tshilidzini resource Centre they help us with here and there I think that can help us as a full service. (See Appendix E, line 74)

T.10: Ya, what I can say is that our special schools are said to be our resource centres, but there is still a gap between special schools and full-service schools. Because what was supposed to be done is that if

we have workshops, we have to invite people from special schools so that they can come and help us. (See Appendix E, line 206)

The above finding is in line with the findings from literature which indicated that the collaboration between special and mainstream schools should work hand-in-hand to ensure that learners with SEND will practice of inclusive education properly. Emphasis should be on educators to develop interpersonal skills (Hornby, 2015).

4.3.5.7 Keeping the learner at the centre

Educators who participated are of the view they should interact with children with disabilities, as they need to be taught by educators willing to work with them. When teaching in an inclusive classroom, the teacher must know that all learners should be treated equally at the same time changing their negative attitude towards those children with disabilities. Some of the educators supported the above finding when they said:

T.3: You know what firstly as educators we must first love our jobs if you don't have that love and think about even you as an educator once upon a time you were a problem to other educators. (See Appendix E, line 191)

T.8: First, they need to love the children and be able to be ready to help at all times because teachers who are called towards learners you need to deal with learners individually with the problem different from other learners and then aiming to help the learner and then teaching confidentiality to all you're doing because they are parents that are involved there. (See Appendix E, line 200)

T.10: Like number 1 to change the attitude of the teachers so that they become, they need to become inclusive teachers, they need to become positive. They need to understand that the classroom they are to teach is an inclusive classroom, it has got all kinds of learners, if we change the attitude of the educators, I think inclusive education will be well implemented. (See Appendix E, line 202).

Research by Maciver, et al. (2017), is in line with the above finding when it states that teachers at full-service schools can keep children at the centre. This means that the learner-centred approach is important to inclusive education.

4.3.6 What else can you add Regarding Inclusive Education in Full-Service Schools?

In response to what else they can improve with regard to inclusive education, principals and teachers indicated that as full-service schools need more training and that the curriculum should be modified and that they still have challenge of overcrowding. The teacher-learner ratio is a concern to them. The participants suggested that the parents and community should be informed about inclusive education as most of them do not understand that there are full-service school and inclusive education exists. They further suggested that these schools should have health professionals that will assist them when they encounter problems with children with disabilities to learning. Principals said that:

P.1: They need to come up with the strategies they are being trained they need to implement what they have been trained but they need to before time they need to adapt their curriculum, they need to modify the curriculum. (See Appendix D, line 45)

P.2: We need support from the Department in areas like teacher learner ratio, so that those learners who are having problems they are waiting to be affected in order to have the numbers that are manageable in the classroom so that educators who have got learners with challenges in the class they also have the privilege of having the total number of learners reduced so that they can have the time to assist the few learners in the classroom that they might be having challenges. (See appendix D, line 49)

I think if we can do that it will assist, and also as full-service schools, we are still having challenges with applying for concessions for the learners who might qualify for concessions, but it is this one area that we are addressing at the moment. (See appendix D, line 50)

Some of the teachers added by saying that:

T.1: I think another thing is that as we realized that in our school we don't have health professionals, I will suggest that it is better if though there are in some of the school there are Paliotic School is already designated as full service school, the designated full service school must have health professionals, so that this process shouldn't take long because you might find that for learner to be placed to the relevant place it takes time. (See Appendix E, line 208)

For it not to take time I think is better if at school put health professionals so that they can help us quickly. (See Appendix E, line 209)

T.2: I need them to develop their full potential irrespective of their background or culture or disabilities. It is important as a community, more especially in rural areas that they don't hide their children, instead they must have that knowledge to send their children to inclusion education, so that they can get education like other children without barriers to learning. (See Appendix E, line 210)

Yes. There is a need for the community to know about the full- service school. When we have Local gatherings such as "Khoru", some of the parents they didn't come to the "Khoru" and they are not aware of what is happening in their local community. There are still people that hide their children because of a particular disability, it is then that as a teacher from a full-service school, I think it is my responsibility to take that particular chance to teach the community about inclusive education so that parents don't hide their children but in fact to expose them so that they can get education like others. (See Appendix E, line 211)

T.7: The information about inclusive education should also be known by the community at large for parents to know that those children with mild barriers can be taught well in a full-service school. (See Appendix E, line 217)

T.6: I think what I have said this thing of reducing the number of learners in the classrooms that is the one that that I think is killing us maybe if we can have fewer class learners in classrooms maybe we can be able to implement inclusive education better. (See Appendix E, line 216)

T.8: Yes, inclusive education is very demanding to implement it I wish it could be service to all schools in other words all schools should be full service apart from the school that we have because they are learners from public schools that you can see that this learners needs to be treated and supported the way that we support learners in a full-service school but because that is not classified as inclusive education that learners will just be there and even end up dropping out from school if all schools can implement inclusive education I think it will help learners to learn effectively all over. (See Appendix E. line 218)

T.10: Yes, according to what I have said , as I have indicated that teachers work effectively when they know that at the end of the day there is someone who is going to monitor who is going to moderate what they have done, so, I think if the department employs the curriculum advisors specially for inclusive education or full-service schools who will work hand in hand with the district coordinator, the implementation of this inclusive education will be easier, and another thing is the formation of these school-based support team, circuit-based team and district -based support team, and practice their roles and responsibilities effectively , so I think if those things can happen, inclusive education will be practised or implemented well. (See Appendix E. line 222)

All the participants understand that there are still some gaps that need to be bridged, and there are activities that the department need to address in order to implement education effectively.

4.4 SUMMARY

This chapter found that the Full-service primary school teachers use the white paper 6 and the Screening identification Assessment policy when implementing inclusive education. The SIAS policy is the core, as it helps the educators to identify the children who have disabilities to learning and the procedure is done at the beginning of the year. The principals and teachers further confirmed that they are experience challenges such as the learners who drop out of schools because of their age, the parents who resist to accept that they have to educate children with disabilities to learn teach learners with disabilities to learning, newly teachers who do not have the expertise and to work with learners with barriers to learning, insufficient support that the teachers and principals are getting from the District-based support team as there only one coordinator in the Vhembe East District and that the teachers are unable to adapt to changes because it is long that they are in the system. Teachers and principals suggested that the department should ensure that the schools and classrooms they use for teaching are conducive to accommodate all learners in the full-service schools.

CHAPTER 5

MAJOR FINDINGS, CONCLUSION, RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 INTRODUCTION

This chapter presents the overview of the study, major findings, conclusions, recommendations on the experiences of full-service primary educators in the implementation of inclusive education.

5.2 OVERVIEW OF THE STUDY

Chapter 1 focused on the statement of the problem and aim of the study. Chapter 2 presented a critical study of literature review, and this formed the basis for an empirical study. Chapter 3 presented the research design and methodology of the study. Chapter 4 focused on the presentation of quantitative and qualitative data. This was followed by the analysis thereof.

The aim of the study was to investigate the experiences of full-service primary teachers in the implementation of inclusive education in the Vhembe East District to improve teachers' instructions when teaching learners with barriers. The basic research question for this study reads as follows: "What are the experiences of full-service primary school teachers in the Vhembe East District?"

The research sub-questions were as follows:

- How do teachers in full-service primary schools implement Inclusive Education in the Vhembe East District?
- What are the challenges that teachers in the full-service primary schools experience in implementing Inclusive Education in the Vhembe East District?
- Which strategies can teachers utilize in the full-service primary schools to implement Inclusive Education in the Vhembe East District?

5.3 MAJOR FINDINGS PERTAINING TO THE EMPIRICAL STUDY

This section discusses major findings pertaining to quantitative and qualitative study. The major findings are categorised according to the research questions as stated in Chapter 1 (See Section 1.2). The major findings pertaining to the study are discussed hereunder:

5.3.1 Major Findings on Research Question No.1 (How do teachers in the Full-service Primary Schools Implement Inclusive Education?)

Educators indicated that they use the policies such as the Screening identification Assessment policy when they implement inclusive education. The learners are screened by using the baseline assessment and this process is conducted at the beginning of each year. The screening process is done in order to identify learners with disabilities as the educators will know how they will assist those learners. The process helps the teachers to develop the programme they will use in throughout the year (cf section 4.3.1).

The physical structures of the full-service schools are restructured before they implement inclusive education. The ramps are constructed around the classroom to make it easy for learners with barriers to access the classrooms at ease (cf section 4.3.2).

With regard to the teaching resources, teachers indicated that the teaching materials to support the learners with barriers were not provided to their schools (cf section 4.3.3).

Teachers also confirmed that the support they are getting support from the district coordinator, but the problem is that the district has only one person who comes from the district to support them. As a result, the support that they get from the district is not enough since the district does not have district-based support Team. Furthermore, teachers agreed that the schools -based support Teams are formed, and they support them on how they can teach children with learning learning (cf section 4.3.4).

5.3.2 Major Findings Pertaining to Research Question No.2 (What are the Challenges that Teachers in the Full-service Primary Schools' Experience in the Implementation of Inclusive Education in the Vhembe East District?)

Teachers said that they were not training properly in the implementation of Inclusive Education. The newly appointed teachers also have a challenge of implementing IE as they were not conversant with the concept at the Higher Education Institutions (cf section 4.3.2.1).

Financial support was also seen as a challenge because the schools could not be able to buy and construct some of the facilities and resources they can use when teaching learners who have barriers to learning (cf section 4.3.2.2).

Teachers who participated said that the resources that they receive from the Department of Education are not adequate. There is lack of resources especially to schools that are in the rural areas to teach the children with disabilities to learning (cf section 4.3.2.4).

Teachers confirmed that the age of learners with barriers to learn is a challenge to them as they are old to be accommodated in the levels they are admitted. The chronological age makes those learners struggle with school-work and as result they repeat the classes many times (cf section 4.3.2.4).

Teachers highlighted that they are feel stressed when teaching learners in the Full-service schools because, these learners with barriers do not concentrate in the classroom and as a result it frustrates the teachers which at the end, they develop negative attitude towards these learners (cf section 4.3.2.5).

Overcrowding was raised as a serious challenge in the full-service schools, as they admit all the learners regardless of their abilities. This made some of the teachers to be reluctant to teach in the classrooms with learners who have learning disabilities (cf section 4.3.2.6).

The medium of instruction was seen as a challenge to the teachers in the Full-service primary schools as most of the learners who had barriers to learning had dyslexia as a result teacher were unable to assess them. On the other newly appointed teacher struggle to appropriately teacher these learners because they are not conversant with the differentiated methods that they are to implement when they implement inclusive education (cf section 4.3.2.7).

Teachers highlighted that some of the parents show denial in accepting that their children have barriers to learning as such parents become reluctant to assist their children and shift the responsibility to educators (cf section 4.3.2.8).

Some of the learners come from poor background and different areas which lead to their parent's inability support them financially in as far as transport and school uniform because most of these parents are unemployed (cf section 4.3.2.9).

Teacher indicated that there is lot of paper-work when teaching in full-service primary schools that make is difficult to assist the learners who need individual support. This is because there are a lot of meetings and workshops they attend. These according to them deny them enough time of teaching the learners (cf section 4.3.2.10).

5.3.3 Major Findings Pertaining to Research Question No.3 (Which Strategies can Teachers Utilize in the Full-service Primary Schools to Implement Inclusive Education in the Vhembe East District?)

Teachers suggested that the curriculum must be modified so as to include all the children they teach. They also indicated that different teaching strategies can be used in order to accommodate all the learners (cf section 4.3.5.1).

Teachers also suggested that they should be trained in order to be knowledgeable about an inclusive classroom. They further indicated that they need more developmental workshops and training in order to be more knowledgeable in the

integration of Inclusive Education. The higher institutions should produce teachers who will be able to understand SIAS policy (cf section 4.3.5.2).

Participants suggested that teachers may use the language that learners, could understand as it will make it easy for the learners to understand the content. To simplify the content, teachers may also use pictures, objects and storytelling (cf section 4.3.5.3).

Teachers suggested that they can address diversity by making sure that the curriculum is inclusive to all children as they will be able to use different assessment strategies. The curriculum should also accommodate learners with dyslexia and should be given extra time for writing the assessment tasks such as examinations and tests (cf section 4.3.5.4).

Teachers suggested that overcrowded they should be provided with extra classrooms and be given more class assistance in order to solve the problem of teacher-learner ratio. Classrooms should be conducive to learning and accessible so as to accommodate learners who are visually impaired, wheelchair users and those with crutches (cf section 4.3.5.5).

The participants indicated that there be good relationship between the Full-service primary schools and resources centres so as to see how the resource centres are operating since, they may have experts (cf section 4.3.5.6)

Teachers need be passionate to educate children with learning disabilities as all learners should be treated equally. Teachers should develop positive attitude towards the learners with barriers to learning (cf section 4.3.5.7).

5.4 CONCLUSIONS

In order to implement Inclusive Education effectively, the Full-service primary teachers should use the Screening identify Assessment Support policy and undergo different types of development as well as attending workshops and training. Teachers believed that learners who are older than their levels struggle to learner,

and this discourages as they have to produce the best learners. Overcrowding was seen a challenge to the teachers of the full-service primary schools because classes are not viable if they are overcrowded. The learners with Dyslexia struggle to learn and their parents lack support of assisting their children to complete their activities. Some of the parents whom their children attend at the Full-service primary schools, experience poverty as such they are unable to support their children financially. Teachers highlighted there is a lot of administrative work which prevent them from teaching and assisting learners with barriers to learning.

5.5 RECOMMENDATIONS

Recommendations pertaining to the major findings of the study are discussed hereunder:

5.5.1 Recommendations Pertaining to Research Question No 1 (How do Teachers in Full-service Primary Schools Implement Inclusive Education in the Vhembe East District?)

I recommend that teaches in the primary schools should use the SIAS policy in order to integrate inclusive education effectively. The SIAS policy will help the teachers to screen the learners to identify their weaknesses and to develop individual support plan, which will assist the to attend to the challenges of the individual learner. The department of education should provide the full-service primary schools with enough classrooms and appoint enough class assistance so as to solve the problem of overcrowding. I also recommend that the classes of the primary schools should be conducive and accessible to all learners. The full-service primary schools should have necessary resources and assistive devices in order to reduce some of the challenges that the learners might experience. The School Based stakeholders should be comprised properly. I also recommend that Vhembe East District should have a well-established District Support Team which will be comprised of all the required members to provide support to all primary school teachers.

5.5.2 Recommendations Pertaining to Research Question No 2 (What are the Challenges that Teachers in the Full-service Primary Schools' Experience in the Implementation of Inclusive Education in the Vhembe East District?)

I recommend that all learners be admitted to the Full-service primary schools irrespective of their age, abilities and background because they have the right to be educated. Teachers should develop positive attitude towards the children with disabilities as this help them to mutual understanding with the learners and their parents. I also recommend that Full-service primary teachers should code switch to the language that the learners with barriers to learning could understand. Parents should be supportive to their children's activities by helping the teachers to complete some of the tasks. The information with regard to Inclusive Education should go across the community so the community may understand the kind of the learners to be admitted at the full-service primary schools. I recommend that each circuit in Vhembe East District should have at least one or two full-service primary so that the schools should be near to the learners with barriers to learning. And this will be easy to the parents to transport their children. More class assistance should be employed for the comprehensive primary schools to reduce the administrative activities that the teachers are performing.

5.5.3 Recommendations Pertaining to Research Question No 3 (Which Strategies can Teachers Utilize in the Full-service Primary Schools to Implement Inclusive Education in the Vhembe East District?)

I recommend that teachers should undergo different workshops and training because inclusive education is here to stay and that they should be conversant to the different strategies that they can apply when implementing Inclusive education. The higher institutions should introduce Inclusive Education module so that new teachers who are trained by the Higher Education Institutions should be well-informed about implementation of Inclusive Education. I recommend that the curriculum should be accommodative so that all learners should benefit. I also recommend a strong relationship between the full-service primary schools and resources centres so that

teachers from full-service primary schools benefit from the resource centres since the resources centres have teachers with enough knowledge.

5.6 LIMITATIONS TO THE STUDY

As a visually impaired student I should have been provided with the necessary resources, that would have made it easier for me to get the information which was relevant to my studies because I had to rely on sighted people who could assist me in collecting the data. As I came across some of the participants who did not want to provide information because they were not well informed about the implementation of inclusive education. Due to the pandemic disease, Covid 19, I found it very difficult to get the participants of my study in time because schools were on and off due to Covid-19 pandemic rules and some of the participants had comorbidities and they were working from their different homes.

5.7 RECOMMENDATIONS FOR FURTHER STUDIES

For further studies I recommend that studies on the following topics can be researched:

- Experiences of the parents who have children with disabilities to education in the implementation of inclusive education.
- The impact of unemployed parents with children who have disabilities to learning in the full-service primary schools.
- Understanding of the community with regard to Inclusive Education in the full-service Primary schools.

5.8 CONCLUDING REMARKS

Inclusive Education was introduced to accommodate all different children and their abilities irrespective of their abilities and background. Full-service primary school teachers should be involved and dedicated in the implementation of Inclusive Education because they should have good understanding of the type of the children that they deal with in their everyday lives.

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APPENDICES

APPENDIX A: CONSENT FORM

CONSENT FORM

Tel. 082 300 4913

School of Education
University of Zululand
P/bag X1001
KwaDlangezwa
3886

13 October 2020

Dear Principal/teacher

I am currently conducting research into the experiences of full-service primary school teachers in the implementation of inclusive education. Kindly grant us permission to conduct the study.

1. An interview will be conducted, and it will take approximately 30 minutes.
2. There is no known risk involved in the research.
3. There are no costs involved.

You are assured that your identity and responses to this interview will be kept confidential at all times and that your responses will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me.

Tshiovhe

.....
Michael Takalani Tshiovhe

Cell No: 082 300 4913

CONSENT

In terms of the ethical requirements of the University of Zululand, you are now requested to complete the following section:

I, have read this letter and understand the terms involved.

On condition that the information provided by me is treated as confidential at all times, I hereby (MARK the appropriate section).

Give consent

Do NOT give consent that the results may be used for research purposes.

Signature:

APPENDIX B: INTERVIEW SCHEDULE

INTERVIEW FOR PRINCIPALS OF FULL-SERVICE PRIMARY SCHOOLS ON EXPERIENCES OF TEACHERS

Biographical Information:

1. Gender: _____
2. Age in years: _____
3. Highest Education Qualification: _____
4. Professional Qualification: _____
5. Experience of teaching: _____

I am Takalani Michael Tshiovhe, a student at the University of Zululand. I am investigating on the experiences of Full-service Primary School teachers in the implementation of Inclusive Education in Vhembe East district, as part of my master's degree. Your anonymity is absolutely guaranteed. By filling in the consent form, it is assumed that you have agreed to participate in this study.

Contextual Research Questions

1. How do teachers in full-service primary schools of Vhembe East District implement inclusive Education?
2. What are the experiences of teachers in the implementation of inclusive education in the full-service primary schools of the Vhembe East District?
3. How did you capacitate teachers in the implementation of Inclusive Education?
4. Which strategies can teachers utilize in the full-service primary schools to implement Inclusive Education in the Vhembe East District?
5. What else can you add regarding Inclusive Education in full-service schools?

Thank you, I hope the information that you gave me will help me to complete my studies. After completing this study, a copy will, however, be made available to your school.

APPENDIX C: INTERVIEW SCHEDULE

INTERVIEW FOR FULL-SERVICE PRIMARY SCHOOLS TEACHERS ON THEIR EXPERIENCES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Biographical Information:

1. Gender: _____
2. Age in years: _____
3. Highest Education Qualification: _____
4. Professional Qualification: _____
5. Experience in the field of teaching: _____

I am Takalani Michael Tshiovhe, a student at the University of Zululand. I am investigating on the experiences of Full-service Primary School teachers in the implementation of Inclusive Education in Vhembe East district, as part of my master's degree. Your anonymity is absolutely guaranteed. By filling in the consent form, it is assumed that you have agreed to participate in this study.

Contextual Research Questions

1. How do teachers in full-service primary schools of Vhembe East District implement inclusive education?
2. What are the experiences of teachers in the implementation of inclusive education in the full-service primary schools of the Vhembe East District?
3. What support do principals provide in the implementation of inclusive education?
4. What support do you get from the district -based support team?
5. Which strategies can teachers utilize to implement Inclusive Education in the full-service primary schools in the Vhembe East District?
6. What else can you add regarding Inclusive Education in full-service schools?

Thank you, I hope the information that you gave me will help me to complete my studies. After completing this study, a copy will, however, be made available to your school.

	<p>form and then there is also the white paper 6 the education white paper 6 that's the most document that informs us on what to do.</p> <p>All admission we just start meet then that's after admission that's where during the assessment that's where we are going to identify them however they are there are those other learners that come from the mainstream schools who maybe parents have just heard about us and referred them to our school as a full-service school then there are those learners that we don't admit those who have severe barriers but those with mild barriers those are the ones that we admit.</p>	
Principal 2	<p>Let me start of by indicating that the majority of the educators have been trained with regards to the implementation of inclusive education, they are aware of education White Paper 6 of 2001, they have been trained on the implementation of the policy on SIAS, that is screening and indication assessment and support.</p> <p>So, in the classroom educators are able to screen the learners, to identify the learning problems, to assess in order to determine the kind and level of support that is required, and also to provide support to the learner. When it comes to screening, the learner profile is the first tool that is used to screen learners and they are able to use it, and once the learners are identified they know how to develop the individualized support program which is aimed at supporting a learner with a particular need, so It's only the educators who have just joined us who are having challenges because they have not yet been trained on how to implement this policy, otherwise with the rest of the educators they know that once they identify the learners.</p> <p>They must develop support programs for them which when they implement, they also take the parents on board, so that parents are aware of the kind of support that is being provided to the learners and also the parents are engaged so that they know what is going on with the learning of their children.</p> <p>A full-service school is required to admit learners with moderate barriers to learning and development, so which means after the identification of these learners, they are assessed by the educators and those who require further assessment by the health professional are referred to the professional so that they can provide their own findings to the school.</p>	<p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p>

	So which means those who are found to be having severe learning problems cannot be accommodated in the full service school and therefore the way of assist from the districts base support team they are found or they are placed in suitable schools that will be able to provide adequate support to them, and in this case this case the schools are the special schools and we only remain with those with moderate challenges.	
Question 2		
I	What are the experiences of teachers in the implementation of inclusive education in the full-service primary schools of the Vhembe East District?	19
Principal1	<p>I really cannot exactly tell cause I normally do not ask them their experience but my observation is that there is a reluctant amongst the educators because these learners they need the educators time they need because the educator needs to have an individual support plan for each and every learner and it can only be done by someone who has a passion in that end instantly you find that these educators they just teach like one size fits all and it's not supposed to be like that they don't apply these strategies to help to support this line is most of them but there are others that are supportive.</p> <p>We do monitor because those learners that that are struggling are our focus so each and every time after profiling and indicating those learners that but maybe didn't make it in each time so the educator has to come with their improvement plan and individual support plan for each learner that did not make it then we also monitor the recent work the feedback that the learners are getting from the educators because you just find that learner is maybe struggling to write and the educator put a very big cross indicating that may be the learner did not write then maybe you find that the learners book there is no feedback that the learner has been given which is informative which could help the learner maybe to improve on what or she is doing.</p> <p>We do because most of them maybe you find the learner has failed so many times the Learner is supposed to be in grade 5 and the learner is still in grade 2 or the learner is still in grade 4 and the learner is struggling, we normally do not consider their age because it cannot be one-size-fits-all.</p>	20 21 22

Principal 2	The challenges that we experience are first of all in a full-service school, the teacher learner ratio it is bit higher, which means that we might find that the educator is having a challenge with regards to time for providing support to particular learners having problem in the class. Another challenge we experience is the cooperation from the parents, because sometimes when you need the parent the parent is not available, the parent is not ready to work with the teacher and sometimes the parents also hide the information that is required for the educator to know the learner better, so that educator can provide the necessary support to the learner.	23 24
Question 3		
I	How did you capacitate teachers in the implementation of Inclusive Education?	25
Principal 1	We do have school- based workshops we do have school- based teams we do have their structures in place we were also trained by the province.	26
Principal 2	Like I have indicated that the majority of these educators have been trained. Every year I organize a workshop on SIAS, in that Workshop we refresh the educators on the implementation of the SIAS policy, and also on how to provide differentiated supports to these learners who experience learning difficulties. We organize workshops that are held at the school. Sometimes we also organize workshops that we conduct outside the school, especially at the end of the year when we do the planning for the coming year in our program we always include the training on fears, that is what I do as the principal, is making sure that the educators are capacitated and sometimes even during our staff meetings when I see that there are difficulties, some educators are raising challenges based on the information that I get from them. I also during the meeting in the agenda also insert an item on inclusive education if say we find that educators are raising challenges regarding how to provide differentiated support for how to develop individual support plan. I would like to make sure that we have got an item on the agenda of the staff meeting so that we address the problem instead of waiting for an organized Workshop.	27 28 29
Principal 1	Maybe if the class was maybe with our school our classes are very	30

	<p>crowded once the learners are not coping they get to become frustrated and they just write them off those learners that are struggling however if it was a manageable class and also have support stuff like nurses psychologist maybe that could work and normally we don't have these people.</p> <p>And our classes are just overcrowded like the mainstream schools ok is there no anything that there the department can do in order to assist you yes maybe if they could support us with the support stuff maybe if they could give us more educators were in there the classes are manageable that would be better because in terms of the enrolment the ratio per educator it's not even different from the one in in the mainstream schools it's the same this learners are weighted the same way as these learners and they need more time.</p>	31
Principal 2	<p>An educator in order to be effective in his or her practice must be a lifelong learn, so if educators to take it upon themselves to always capacitate themselves instead of waiting say for the school or the department, it does not assist.</p> <p>I always encourage my educators to always make sure that if there is something that they don't understand that is giving them a challenge, they must raise it up. If we can address it at the school level will do it, and sometimes I also engage the district coordinator to come and assist us where we are having a problem to assist the educator's and once I see that there is this one area that is challenging the educators and I also see that I'm also not well conversant with the item or in that area.</p> <p>I will engage the district coordinator. We have engaged him several times when we organized workshops that are held out of school his always there, like we also intend to do this year during the reporting days when we close, the two last days we're going to have a workshop in which he will be there to assist to the educators, but basically I also encourage the educators to take it upon themselves to learn on their own.</p> <p>They have got the skills development programs that they implement in the schools, so we took it upon ourselves to go there to see for ourselves so that when we talk to parents who are having learners who are having problems, learners who are being referred to a special</p>	32 33 34 35

	<p>school.</p> <p>We are in a position to talk to them to alleviate the fears, uncertainties that they might be having about the learners being referred to a special school.</p> <p>So, we do communicate with the special schools whenever we have got a challenge, whenever we got issues of learner admissions, we communicate with our special schools so that we can assist each other.</p>	36 37
Question 4		
I	Which strategies can teachers utilize in the full-service primary schools to implement Inclusive Education in the Vhembe East District?	38
Principal 1	<p>Maybe if the class was maybe with our school our classes are very crowded once the learners are not coping, they get to become frustrated and they just write them off those learners that are struggling however if it was a manageable class and also have support staff like nurses and psychologist maybe that could work and normally.</p> <p>We don't have these people and our classes are just overcrowded like the mainstream schools ok is there no anything that there the department can do in order to assist you yes maybe if they could support us with the support staff maybe if they could give us more educators were in there the classes are manageable that would be better because in terms of the enrolment the ratio per educator it's not even different from the one in in the mainstream schools it's the same this learners are weighted the same way as these learners and they need more time.</p>	39 40
Principal 2	<p>An educator in order to be effective in his or her practice must be a lifelong learner, so if educators to take it upon themselves to always capacitate themselves instead of waiting say for the school or the department, it does not assist.</p> <p>I always encourage my educators to always make sure that if there is something that they don't understand that is giving them a challenge, they must raise it up. If we can address it at the school level will do it, and sometimes I also engage the district coordinator to come and assist us where we are having a problem to assist the educator's and</p>	41 42

	<p>once I see that there is this one area that is challenging the educators and I also see that I'm also not well conversant with the item or in that area, I will engage the district coordinator.</p> <p>We have engaged him several times when we organized workshops that are held out of school his always there, like we also intend to do this year during the reporting days when we close, the two last days we're going to have a workshop in which he will be there to assist to the educators, but basically, I also encourage the educators to take it upon themselves to learn on their own. Our relationship with special schools has always been good. When we started implementing inclusive education, we also had several meetings with Tshilidzini special school which is our resource center as a full-service school, because they were better equipped to assist us when we started this program. We also have a school, Fhulufhelo, for the mentally disabled learners. We have a good relationship with the school, we have also visited the school to see how they are assisting the learners.</p>	43
Question 5		
I	What else can you add regarding Inclusive Education in full-service schools?	45
Principal 1	<p>They need to come up with the strategies they are being trained they need to implement what they have been trained but they need to before time they need to adapt their curriculum, they need to modify the curriculum.</p> <p>I mean the content in the classroom there's not more that I can say except for maybe about the before the school is declared a full-service school. The department needs to resolve the school to modify even the environment the physical resources and the human resources everything should be available the support staff the classrooms the materials that these learners need.</p>	46 47
Principal 2	<p>Yes, the only thing I can say is that as the full-service schools, we are still having challenges, we still need to be capacitated so that we can effectively implement inclusive education. We need support from the Department in areas like teacher learner ratio, so that those learners who are having problems they are waiting to be affected in order to have the numbers that are manageable in the classroom so that</p>	48 49

	<p>educators who have got learners with challenges in the class they also have the privilege of having the total number of learners reduced so that they can have the time to assist the few learners in the classroom that they might be having challenges.</p> <p>I think if we can do that it will assist, and also as full-service schools, we are still having challenges with applying for concessions for the learners who might qualify for concessions, but it is this one area that we are addressing at the moment, but I think with the help of the district we shall be able to address it. Otherwise like I said, we are learning every day and I think things will be okay as we move forward.</p>	50
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Thank you for your contribution

APPENDIX E: INTERVIEW WITH THE TEACHERS OF THE FULL-SERVICE PRIMARY SCHOOLS

Good day?		51
Good day		52
How are you?		53
I am fine, thank you, and, how are you?		54
I am fine		55
I hope you ready we can start with our interview		56
Yes, we can start		57
Question		
1		
I	How do you in full-service primary schools of Vhembe East District implement inclusive education?	58
Teacher	Here in this full-service school we do implement the inclusive education in this way: Usually the beginning of the year we ensure that those Learners who have just progressed to the next grade they are being supported by the grade educators, or we can call them the class educators.	59
1	The SBST sit down and they hold a meeting wherein they agree upon that we are going to support these learners. After that they draft a Plan which indicates how they are going to work the whole year. So the beginning of the year they also draft SIAS's implementation plan. So the beginning of the year immediately when we start we make sure that the Q piece learner who has progressed or the needy learners they are being supported.	60
	The educators write an individual plan in order to support those learners and they ensure that they do have evidence of what they are doing and everyone knows about these individuals support plans and how it works.	61
	We also inform the parents of the learners so that they can help the learners at home because we are a primary school wherein some learners need to be supported also by their parents, they need to be taught how to read, they need to be taught how to write even at home. So when these learners are being supported at the end of the quarter we want to know what happened if there are learners who have progressed during the	62
		63

	<p>support group period or if there are learners which need further additional support is then that we maybe we ask the parents if there is something that is maybe that can help us when we are supporting these learners.</p> <p>If we are failing, we also request the district coordinator to help us. In some of the learners we realize that some of the learners they have been assist by the professionals, is just that it maybe the parents they were not giving us, at the end of the day when they give us we talk with the parents the parents when she or he understand is then that we ask the district coordinator to help us because we are not supposed to, we are not supposed to let or to refer or to talk about the placement of the learner that “A ri ngo tendelwa uri ri ri nwana hoyu o puleisiwa ngafhi” even though the recommendation of the assessment report indicate that this learner must be placed in a special school where there is vocational skills. Ourselves we are not supposed to say “go there”, we ask the district coordinator to help us with that.</p> <p>Yes, we do consult the White Paper 6, we also consult this the SIAS policy.</p>	<p>64</p> <p>65</p> <p>66</p>
<p>Teacher 2</p>	<p>Okay, thank you. All children regardless of ability or disability learn together in the same age-appropriate classroom. In other words, all children are valued equally and deserve the access to the same opportunities. We as a full-service school, that has broadened its mission and vision to meet the needs of all its learners by providing integrated services, mental health, social, or human services.</p> <p>Yes, we do admit all learners regardless of disabilities. We do admit learners with minor disabilities, maybe shortsighted learners or learners who walk with crushes, or learners with minor disabilities, so that we can help them, but if the disabilities are not minor, it's then that we get assistance from the department of education, like the district.</p> <p>The district support team is the one who we used to refer our learners when we can't help them.</p> <p>No, we are guided by the policy of education when implementing inclusive education. We know that as a full-service school, we need to include all learners. In other words, we have something concerning the curriculum,</p>	<p>67</p> <p>68</p> <p>69</p> <p>70</p>

	<p>like curriculum modification.</p> <p>When we modify the curriculum in this way sometimes, we have to differentiate the curriculum so that we can reach the strategy to suit all learners regardless of their way of learning. Sometimes we involve processes of modifying, changing, adapting, extending, and varying teaching methodologies, teaching strategies, assessment in order to meet the content of the curriculum.</p>	71
Teacher 3	<p>The implementation of inclusive education we in full- service schools is that way we educate all learners in the same class all the way although we all know that learners learn differently according to their abilities, but they are in the same class at the same time.</p> <p>We consult the policies because if you can look at the government, they have already given us the <i>white paper 6</i> which all the which all the schools should follow all the things which are there and that paper 6 because that ward paper 6 indicated that learners should learn in the same school.</p> <p>when we come to the admission we will find that some of the learners before they come to school even when they have a certain barrier they will consult a doctor and those doctors will refer them to our school as a full-service school or the doctor will indicate in their forms that this lender is supposed to be in the special school a particular special school like for example in our school we have Tshilidzini special school as our resource centre Tshisaulu service so if we come across something which we don't understand those people who are from Tshilidzini resource Centre they help us with here and there I think that can help us as a full service</p>	72 73 74
Teacher 4	<p>Ok the first let me first explain what inclusive education means inclusive education this implies that all learners are being included irrespective of whether the child has barriers or is not doing well at school and so I apply it inclusive education in such a way that I give support to all those learners and then I do assessment differentiation by assessment differentiation I mean that with learners of barriers I don't assess them the way I assess who are doing well at school and so I apply feat training identification assessment and support and then so when I apply inclusive education.</p> <p>I also involve the parents so that I can get the full view of the child by that I mean that I want the parents to put themselves in their learner education</p>	75 76

	<p>and then I avoid discrimination I treat all learners the same way and then I avoid intolerance which means that I tolerate each and every situation, but I come across and then I make each and every learner in my class to be included thank you</p> <p>Yes, I consult papers and the government policies</p>	
Teacher 5	<p>First, we screen the learners when the learner came for admission, we screen the learners then the learners it's admitted in the classroom I must first grade my learners identify assess and support the learners who have different barriers such as intellectually impaired but not we don't have only intellectual behaviour others is behaviour 'attentive' disorder.</p> <p>Yes, we do consult the policy document.</p>	77
Teacher 6	<p>We implement inclusive education by teaching all the learners in in the same classroom this means that we combined learners Who experience various learning and those who don't experience it to avoid discrimination and it is stipulated by white paper number 6 learners are subjected to the says project which starts at the beginning of each year which is screening and identification assessment and support screening is done at the beginning of the year it is done by teachers it is done formally and informally learners are screened by using their work that they write problems and challenges that are picked up from the learners written work by the teachers they show us the gaps or the type of the barrier that the learner might be having learners are also screened during breaks when they are interacting with one another to see if they interact or not learners can also be screened during extra-marital activities to see if they've got physical barriers or physical disabilities.</p> <p>As a full-service school we only admit we are only allowed to admit the low and the moderate ones the high-level ones are supposed to go to a Tshildzini special school</p> <p>For now, in the previous years we had learners with albinism those with low vision and we also have learners that use spectacles during classes but those that need brail we do not admit them. Because we don't have a teacher that are trained for that.</p> <p>Yes, we do what kind of policy do we use where have the policy document we have white paper number 6 we have another one that is called guidelines to inclusive learning what were both program support and we also have a file which we have been given by the department.</p>	78 79 80 81

9	<p>range too many because they've got different learners who have got learning barriers some are partially sighted which means that they cannot see clearly but in order to accommodate those learners meaning that for an example a learner with poor eyesight as I've told you before they should sit right in front meaning that in front next to the chalkboard so that they must see clearly what is written on the chalkboard and also they cater on the other side or on the other hand we must make it a point that whatever he or she is writing on the chalkboard must be clearly visible so that the learner must not struggle to read or to see whatever is written on the chalkboard thank you .</p> <p>Yes, we do but the problem is that ma'am you can ... can you repeat the question come again</p> <p>We do consult the policy when we implement inclusive education, but the problem is that ma'am I want to be clear with you can also consult the policy documents but on the other hand if the educator is not fully in sync or unskilled seven if you can consult the policy here or there the educator will account some difficulties Mam</p> <p>At our school we have just admitted them but there is someone who has been well trained that person just give us a clue that those learners must be screened meaning that whenever the learners are being screened is then that you can be able to identify the different barriers to learning</p>	87 88 89
Teacher 10	<p>So as a Full-service teacher, of which what I can say that we are making something to happen. In other words when talk of inclusive education we are talking about this type of education where all learners with disabilities or any other challenge are not supposed to disadvantaged anymore. In our case in our school this education is implemented even though is not hundred percent, we encourage out teachers to prepare the lessons which are flexible.</p> <p>Those lessons that can accommodate all learners having the different disabilities or mild disabilities. in connection with the policies, we have tried to implement some like Education white paper 6, we try to workshop our educators for them to understand how inclusive education works. And since our educators are not qualified for that matter. Eee, as I earlier indicated on, we are implementing it, but not hundred percent. So, we are also implementing the ramps, the rails that all learners are accommodated.</p>	90 91

	<p>Another thing, our classrooms we are trying to make them user-friendly to all learners, basically if for example, we have one learner who is having this challenge of albinism and then we make it a point that he must be available or next to the windows inside the classrooms.</p> <p>Not all learners for the learners having that mild or who are controllable sometimes challenges, not all learners, there are some for example the learner is a blind person or unable to see. We don't have teachers who are qualified or with braille may be, and it will a problem to the school.</p> <p>Yes, for example if we know that this learners , I don't how to put it, maybe is a slow learner in other words, the lesson preparation of this teacher must clearly indicate that when giving other learners work, he/she will be attending to that particular learner who is having challenges.</p>	92
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Question 2		
I	What are the experiences of teachers in the implementation of inclusive education in the full-service primary schools of the Vhembe East District?	95
Teacher 1	<p>The experiences that we are facing is just that some of the parents they are being supportive, some teachers also they do have a rude attitude towards this implementation, some of them they are not, and one thing is though I have not done the research I realized that those who may be who are left with some few years to retire, they don't take it serious about this implementation of inclusive education, but the younger ones since we encourage them that the inclusive education is here to stay, some of them they are willing, their attitude is changing.</p> <p>We do have teachers who have negative attitudes and teachers who have good attitude towards this implementation, and those parents who have good attitude, some are still believing "Vhari mini? Vhanwe vha kha di sedza kha mafhungo a uri, vhari mini? Ezwi zwa u vha Siteriothaiphii uri nwana ane avha uri ha itisi zwavhudi na mini na zwothe" though we try by all means that we explain in such a way that they understand us.</p> <p>I still remember I have got one week now I was having, I called parents to grade 5, I was explaining to them that if say for instance that I was giving them an example: A child is being referred to a special school where they offer vocational skills. I told them that when you look at the Fhulufhelo,</p>	96
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	<p>other people they know Fhulufhelo as a place where “vha dzhia vhana vhane vha a penga” mentally disturbed, but that is not the case, even these learners “Dzine vha vha hu nori vha needer vocational skills vha funa iya hangei fhethu and zwiamba zwauri are nwana wavho hu khou pfi u khou isiwa Fhulufhelo vhone sa mubebi vha khou tea uru vha kone u kondelela pressure ine idoda kha vho ngauri vha khou itela vhumatshelo ha nwana wavho.</p> <p>Lune zwibva kha vhone mubebi uri vha nga ima phanda ha progress ya nwana wavho kana, vha ita uri progress ya nwana wavho iye phanda ngauri asi vhothe vhane vhadu la nga pfunzo vhanwe vha khou nyaga dzi skills. Vha khou zwi vhona thi?, but kha vhabebi vhothe vhane vho vha vho da ndo wana vha tshi khou understand nga maanda. So, ndi a pfesesa mafhongo a uri Mudzimu vha tshi vhuya vha amba uri “vhathu vhanga vha khou lovha ngau shaya ndivho” zwi amba zwori u shaya ndivho zwiya ita uri zwithu zwisi tshimbile zwavhudi lune ara muthu ana ndivho u kona u dzhia, the right decision.</p> <p>So, hafha no ni zwi tshi da kha mafhongo a experience ya implementation ya this inclusive education” it is tough of course, because if we were maybe say for instance we have a new educator, it is not easy maybe to go through all the things that we have been taught.</p> <p>It needs time and when we realize that though it needs time we need to have workshops and all those stuff and we realized that sometimes when we seek for workshops at the second level or district we are not granted such chance and we don't have time so that we can do that, because during the quarter we are busy with the learners.</p> <p>The challenge that maybe we can talk about when it comes to the experience with these learners with learning barriers as a full-service that is like taking learners who's having moderate learning barriers, the barrier that we have is that if we have taught them so many things they don't know some of them they can't even write their own names and you may find that the parent is denying what her child or his child to be in a full service hide the information that can help with the child.</p> <p>I don't know how the department can convince the parents, so that the parents understand this program. We realized that this program helps to so many learners, there are so many learners who we have helped “A fhedza thanwe o phasa kha grade 12 ra vha vhudza uri vha si ngo muisa</p>	<p>99</p> <p>100</p> <p>101</p> <p>102</p> <p>103</p>
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	<p>secondary kha vha muise hafha tsini na Senate, vha khou hu vhona? ono swika kha gireidi 7 vha wana munwe ana 15-16 years.</p> <p>So, they can take him/her ha fha tsini na Senate. Vha hu vhidza mini opposite to this vha ri mini? Vha shuma zwithu zwa zwanda hu vhudzwa u pfi mini? Opposite to. tshi pfi mini tshi la tshikolo tshi noya vhana vha gireidi 12 vha si ngo phasaho (Afha Tshisahulu?), ya hanefha Tshisahulu (Mvelaphanda?), Mvelaphanda”. There are so many learners who went there, I remember this other guy, there is a certain boy. I don’t know him anymore by the name. This boy he was not writing anything, when he writes he would just get 1,2 or whatever but this guy now as I am speaking he is fixing electricity to the houses, and the other one is just that I didn’t record the names of these learners.</p> <p>Usually so many of them they come to school regularly, you might find that what the learner is having is moderate is not that severe, is only that sometimes it affects the academic performance. This learner come to school every day, but this learner is not gaining anything even though you can let the learner come nearer to you after teaching the other while the other are writing, you are teaching him or her you might find out that there is no use, because some of them they are not staying with their parents maybe they are left with their brothers or sisters. That’s the problem also.</p>	104
Teacher 2	<p>Okay. Sometimes we've got challenges concerning some of the teachers who are not aware of the inclusive education because they need extra workshop. They are from the university without being told about inclusive education. Sometimes we can find that the teacher or the educators interject, when we talk about inclusive education, to him or her is a burden, that's why we have got a lot of challenges.</p> <p>That's why we need intervention from the department of education to come to our school and do more extra workshops so that they can instill the love to include all learners, regardless of barriers to learning.</p> <p>We have a lot of challenges. The first one is when we have screened a learner and found out that the learner has got learning barrier, we do call the parent and we can find out that most of the parents are in denial. He or she can say that when I am at home teaching my learner she can read and write, but it is to my surprise, you will see that my child is not doing well at school. Most of the parents are in denial. Sometimes we stuck, when we call them to our school so that we can work hand in hand to</p>	106 107 108 109

	<p>inclusive education but up to so far we are being trained I have been attending so many workshops and then up to so far I know when we talk about inclusive education I know what am I supposed to do with it thank you.</p> <p>The challenges are such that we don't have the full support from the department by full support I mean that we don't have them necessary equipment and materials that we should be using to do like for example there are those learners who are supposed to be trained on AAC on autism in my class I have two so before I was going to this training I was not knowing what to do in class to help those learners but up to so far I know what I'm supposed to do to help those learners to feel being included in class</p>	115
Teacher 5	<p>Parents because it involves in parents, other parents is difficult for us to have full information they had some things if you intervene the parent that's where we find problems and then another problem the workshop is not enough and the class that I'm having now if I'm having that learner is too big to implement inclusive education. We are facing challenges because parents are not supporting them.</p> <p>The learners are some are ok but some it's difficult for them to accomplish maybe the work I gave them. The principal is supportive he buy for us resources, And then he organised a workshop inside the school teachers we help each other inside the school.</p>	116 117
Teacher 6	<p>Yes, with the experiences we have the positive and the negative the positive as a full-service Who inclusive education is good because it allows all the learners irrespective of the barrier to learning to learn in the same class or in the same environment it promotes also unity and togetherness it makes learners with learning barriers to feel that they are also like I was there also important so with regards to the negative attitude.</p> <p>It is not easy to implement in overcrowded classrooms like we normally have in in ours full service schools that we have got high enrolment so you find that maybe in 11 classroom we've got more than 70 - 90 so to implement it it's a bit challenging so we also experienced and negative of lack of parental involvement so parents are reluctant even if you after screening you call them maybe to tell them that they need to take their child's maybe Tshilidzini in the hospital for screening maybe by</p>	118 119

	<p>professionals some of these parents do not come some they come they do not when they come they do not take their learners day and also we have lack of resources like the learning programs that these learners might use to assist them so those are just some of the experiences that that I can talk about.</p> <p>It is the same but these learners have different types of learning so you find that some of these learners although that we are using them the same curriculum there are certain things that you can you can adopt curriculum adaptation you are dropped maybe you can adopt a lesson to suit a particular type of a learner by considering the type of barrier that the learner is experiencing.</p> <p>We cannot say that the teaching strategies we are using are suitable, but we just try we just try to accommodate these learners.</p>	120
Teacher 7	<p>Yaa, the challenge that we have is that as teachers we feel stressed because we are expected to teach all these learners and produce best learners out of this regardless of the learners that we might be teaching. Some of these learners with barriers to learning do not have parents, and they don't have families to take care of them.</p> <p>As a teacher I feel that this learner cannot perform well if they are not taken care of. When they come to school as a teacher, I have to teach them regardless of their conditions.</p> <p>The other thing is that there are learners who came from bad background, their parents do not work therefore they struggle to get money to pay for transport and to buy school better uniform, and some of them lack transport to come to schools because they come far from the school, and this is only school that can accommodate them around here. They end up dropping out since there is no transport to take them to school.</p> <p>As teachers we struggle also by a lot of writing, because these learners who have barriers and some of them cannot write, we have to prepare assessment maybe outside the classroom for them to well assessed than writing. At the same we have to attend meetings, workshops address these learners with barriers and they attended to sometimes individually.</p>	122
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Teacher 8	<p>Yes, some are good in that we can be able to support the learners to find the challenge that the learner is facing and you can be able to help that learner to learn effectively and then sometimes it's useful for you to work with the pirates especially when the learner has challenges or barriers</p>	126

	<p>because some various come from the school environment some from communities or families as a whole so when you contacted parents to work with you some you'll find that they're not supportive and it makes our work difficult because our aim is to help the learner if the parents are not cooperating there's nothing that we can do some of the parents will find that they don't cooperate in that and another thing is that the classes if the class is overcrowded it's not easy to make inclusive education in the class they are learners that you need to focus more on than the others even though their barriers are different so the classes need to be normal so that you can focus on learners without any challenges and have time to focus on learners that have challenges and then learners hopefully will not be left out because the class is normal and then you can assist all learners at all the time.</p> <p>The learner you can easily communicate with the and that sent the work at home and parents at the spare time at home can also help the learner to achieve because you can find that the learner cannot learn in the same time as other learners.</p>	127
Teacher 9	<p>Ok the experiences that we are facing is that meeting the needs of both the children with disabilities and some with the less challenged learners in the regular classroom in the same classroom is a problem because we don't know how to accommodate them in the same classroom and we don't know how to meet those challenges that each learner is having.</p> <p>That one is difficult for me to answer mam because we have not yet accommodated such learners in our school thank you.</p>	128 129
Teacher 10	<p>Ya, the challenges that we are facing as a full- service is that learners having problems relating to this disabilities, barriers to learning, they feel shy , they do not want to associate themselves with other learners, so, in other words we need to make our educators have that skill to identify them in the respective classrooms and make them feel comfortable and even to accommodate them in the preparation of the lesson preparation, as I have said earlier on.</p> <p>And then due to the fact again that teachers do not have qualifications or thorough training in the educational special needs, teacher's attitudes towards these implementations of inclusive education is very low so, they are having that attitude that they are not qualified to this. But there are</p>	130 131

	<p>some qualified teachers even in inclusive education qualifications, maybe they know for themselves, but we are encouraging as a school, we are encouraging them to implement it. And then on the other challenge that we have is that there no effective monitoring from both district or school-based team or the circuit-based support team. So, educators sometimes need to be monitored, they want to work knowing that at the end of the day are going to be monitored or get rewarded on that, so these are some of the challenges that are facing the full-service in order to implement this inclusive education properly.</p> <p>Yes, but the school-based support team is not doing anything to support the teachers, it's not functioning well. It is just that, there are times maybe if the district says, they want something, then that you will see that there is a school-based support team.</p> <p>Yes, it is still a challenge, what we normally do is to encourage these teachers to bring those learners next to them. for example, if they want something, they send those learners for to feel that they are welcomed.</p>	132
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Question 3		
I	What support do principals provide in the implementation of inclusive education?	136
Teacher 1	Our principal is so supportive and always encourages us even to hold our own Workshop. Like now, we are preparing a workshop wherein we can take two or three days, maybe wherein people will be trained about the, about how to fill the forms, the learner's profiles and so on. Because isn't that the teacher is supposed to fill learners profile and then to fill this support need assessment form 1, and also the individual support plan, because if you realize that the learner profile is supposed to be updated regularly. Because you can find that a child maybe loses her parent, so it must be indicated that the parent or the mother of this child has passed on, on this date. So that we know how to support such child.	137
		138
Teacher 2	Yes, our principal most of the time she provides training and support to be implemented in the classroom and to monitor the situation. Sometimes she makes us to be aware of the program and together with the parents, as majority of them are not aware of the problem their children are facing	139

	<p>and how to help them. That's why most of the time the principal together with the SGB we used to call the parents so that they can be taught about inclusive education.</p> <p>The school base support team, we do have a lot of meetings as the school base support team, but you can find that the school base support team consist of some stakeholders outside from the school, like nurses, social workers, and then police. When we invite them to come to the school to assist us, they won't show up, but we as a school, as educators we try our level best to work together with the school base support team so that they can uplift the standard of those learners with barriers to learning.</p> <p>Most of the time you can find that we've got extra classes or remedial classes to help those learners with difficulties, and in other words we give them extra time, and then the school base support team they are trained their level best to assist or to work hand in hand with educators most of the time.</p>	140
Teacher 3	<p>You know what our principal always organised some what can I call them we attend some meetings whereby the district will come to our school and encourage us to implement this inclusive education and our teacher our principal also supports us in such a way that we are involved some of us here we do have this inclusive education we have honours about this inclusive education with the support of our principal.</p>	141
Teacher 4	<p>Yes, we get full support she supports us just because she trained us to have confidence upon ourselves and then she also trained us to have a system of trust so that when you're in class you feel that you are being supported through, she even go to other schools to help with the learning materials so that we can help those learners.</p> <p>Yes, there is an SBT team which is comprised of teachers the ST and then the there was a social worker who was helping those learners with screening and identity because we as the teachers we are not allowed to do such things.</p>	142 143
Teacher 5	<p>Everyday I'm in the classroom but only once in a year and the time is very little time.</p> <p>Yes, they do encourage us to do that. Some help we get from special schools such as Tshilidzini special school.</p>	144 145

	organised by the principals those workshops when the principal organise them he asked the district coordinator to provide the person personnel that are relevant to what we needed as a school so that because the District will be giving us a maybe psychology and anybody.	
Teacher 9	Not yet ma'am. No, we are not getting support from the principal.	150
Teacher 10	Yes, what I can say is our principal is supporting us, mostly when coming to the implementation of this inclusive education, she simple approves anything, approved the funds maybe do anything in connection with inclusive education, like for example, we were having a project of making rails, it was the simple thing that the principal approved. Our classrooms are now having white boards and we are on the process to purchase these overhead projectors as I am speaking now, we are having ten. And we also have a media centre. in our plan is to take some of the learners to the media centre. some teachers will take some of these learners to the media centre to work with them individually. She even goes to an extent that she organises the internal workshops for inclusive education where she invites people from outside to come and make us aware of inclusive education. We organise in-service workshops here in the school, wherein the district coordinator prepares to come. so that is the support that we got from the district coordinator.	151 152 162
Question 4		
I	What support do you get from the district -based support team?	163
Teacher 1	Yes, the district-based support team it supports us, because even when we have problems, we phone him, call him and sometimes when we call him, he says "no no, I will come tomorrow early in the morning let me see you people. So that I can help you". He's supportive, even now not long we were having a workshop there about education White Paper 6. You need to also be talking about this: learner profile, SMA 1 and this application of concisions, exam concisions, because let say that it is very much important because some of the learners they need more time to complete their task, some of the learners they can't see where in a normal question paper which is being typed in a normal way. So, we should apply for exam concisions for these learners with learning	164 165

	<p>us apart trying to showing us how to do teach those learners who have problems the speech problems.</p> <p>We are about 60 teachers who went for training. And we are attending in groups of two you mean from the district or from our school. From the school, we are two. The first two were sent for inclusive education and we were sent for AEC.</p>	174
Teacher 5	Training but it's not enough because they can train us once in a year.	175
Teacher 6	<p>Yes, we can say that we do get it's very minimal because they organise workshops and trainings for us and also they come to schools to monitor the program of inclusive education that is all the support that we can say we get from the district it's not much but at least they organise like last week they ran a workshop which was at <i>Muratho</i> I think 11 educators went there to be workshops about ...what was it about... it also included these conversations that I was talking about and what white paper number 6 they work shopping them about that. We are. They do because as our school actually our resource centre is still in a special school.</p>	176
Teacher 7	In our district, there is only one coordinator who sometimes is invited at the school when we have our meetings. I have seen any District support team in our school, only the coordinator we also meet him at the workshops.	177
Teacher 8	The team comes to school it's only that the district coordinator is the one that coordinates the school with the district-based team okay because you heard me saying about the social worker and the psychologist those are in the district support team.	178
Teacher 9	<p>Nothing has been done. It's only one educator who have been taken for a training I think it was only for a day or two if I'm not mistaken but the rest nothing is being done.</p> <p>I was saying that the department should consider the training of educators should also consider the environment meaning that the building of the school.</p> <p>And the teaching and learning support material should also be provided to the school or to my school. Financially okay I'm not quite sure about that one whether the department is supporting the school financially or not I'm not quite sure maybe the principal who's aware about whether the</p>	179 180 181

	department is supporting our school financially.	
Teacher 10	Not, we don't have the district-based support team. The district has only one coordinator for inclusive education. I don't think he has it, because the only person I see even in the workshops is him alone.	182
Question 5		
I	Which strategies can teachers utilize to implement Inclusive Education in the full-service primary schools in the Vhembe East District?	183
Teacher 1	In order to implement this inclusive education effectively. I think it's high time even the these the qualities of the University that are training teachers to ensure that all the teachers the new teachers they are producing must have the knowledge of the SIAS's policy. In other words, they should understand about the SIAS's implementation, which is the core policy of the inclusive education so that when they come to the school there won't have problem on how to do it. Because I realized that all the time when we attend the workshop, they indicate that inclusive education is here to stay, and they are gonna make all the school to be inclusive in education. So, if the new teachers which have being produced they got this knowledge of inclusive education it will be better. Even though the one which are in schools they should be workshopped regularly (they should be a continuous process), Yes yes and again they should also be advocacy on the community that the schools are being found so that people understand what they mean about inclusive education and why are they doing inclusive education in school.	184 185
Teacher 2	I think that like the department of education now is trying to train us. They took two educators in a year, and they send them to school, to the university so that they can train them a more about inclusive education, but it is not enough because we used to go there during the weekends only, what about if they can send two educators for the whole year to learn more about inclusive education. According to my understanding, it is not enough when we are being workshopped maybe two times, maybe two times from January to June, you can be trained for only two times. It is according to my own understanding, that it will be much important if	186 187 188

	<p>the department of education give more effort, we as a full-service school to help us to train more educators to have more knowledge and understanding concerning that inclusive education, so then they can plant the knowledge to the learners.</p> <p>I need to further my studies, to have more knowledge concerning inclusive education. I need more workshop maybe the department or the circuit do prepare workshop for us to train us, to guide us, to provide us with information concerning inclusive education, because sometimes we have lots of problems, maybe you are teaching a down syndrome learner and you are experiencing that problem for the first time, and sometimes you are not aware of how you're going to assist that particularly learner.</p> <p>And then when you are being taught, it is then that you will have skills, you will have strategy to assist that particular learner.</p>	189 190
Teacher 3	<p>You know what firstly as educators we must first love our jobs if you don't have that love and think about even you as an educator once upon a time you were a problem to other educators that is why you'll find yourself as I can give you an example for an example myself I attended school as a young girl I didn't attend most of the classes fully because I was very sick but those educators tried by all means to make me attend school by giving my parents parental support do you understand which means even we as the educators we must support those parents we must encourage them we must let them know that even their learners that children can go somewhere do you understand ok the issue of parental involvement and the issue of parents again see that they are important that can be done is there any other thing that you can say that can assist with regards to this implementation of inclusive education.</p> <p>I think what I can see the issue of advocacy because some of the parents they don't even know about this inclusive education which means that by talking to the radios by going to the meetings even at the funeral whereby a small group of people will be gathered this means that talking with the parents can help very well.</p>	191 192
Teacher 4	<p>I think that the SBT and the DBT must work hand in hand they join hands so that they can send us too many workshops so that we can be familiar with this inclusive education just because as you can see this nowadays lots of learners have difficulties and some of them have barriers and so if</p>	193

	<p>we have been trained I think it will be easy for us to implement the inclusive education and then I also feel that the department must support us with funds so that we can be able to get those urgent and needed information that can help the learners .</p> <p>Yes, there is another way so that just because so like I'm being trained now I hope that this principal can give me a slot or can you give me those learners so that because they say that practice makes perfect just because I can go to school this year if I'm not given the slot without implementation I can no longer remember anything that I've been trained about. I apply it inclusive education in such a way that I give support to all those learners and then I do assessment differentiation by assessment differentiation I mean that with learners of barriers I don't assess them the way I assess who are doing well at school and so I apply feat training identification assessment and support and then so when I apply inclusive education.</p>	194
Teacher 5	<p>Teachers must be trained enough, and the resources must be here so that we can help learners and the department also is failing why because we teach learners curriculum is the same and the time when we write examination the time is the specified time but when we come to the examination form those learners who have barriers as it becomes a problem because those learners are slow to write.</p> <p>Curriculum coverage is important...it's failing because when I assess my learners it's not good to assess the learner who has barrier and the learner who did not have barriers. Uses same time it's impossible.</p>	195 196
Teacher 6	<p>The thing that I think can help us much is the number of learners in the classrooms can be reduced to the learner people ratio from the app should be reduced from the abnormal ones maybe if you can have 40 - 45 learners in a class in that way maybe we can be able to give more attention to these learners so by doing this it means the department needs to build more classrooms and also employ more educators so that we can spread them into a lot of classrooms in that way I think it might be easy to implement inclusive education another thing would be maybe the department can finance educators to register and study for inclusive education so that they can go and learn and come back and practice what they learnt.</p>	197

	learners to understand better.	
Teacher 10	<p>I think we need to come with the strategies in order for us to utilise this implementation of inclusive education in our full - service schools. Like number 1 to change the attitude of the teachers so that they become, they need to become inclusive teachers, they need to become positive.</p> <p>They need to understand that the classroom they are to teach is an inclusive classroom, it has got all kinds of learners, if we change the attitude of the educators, I think inclusive education will be well implemented.</p> <p>By, teaching them, workshopping them in order to understand, it better , the problem is , these people they see inclusive education as something from far not inside the school they are working in , but if you put inclusive education in the particular school that they are working , and use to tell them what inclusive education is , I think their attitude will change and they must also be taught about the teaching plans that they do , that they must know how they must plan those teaching to accommodate all these learners .</p> <p>So, it must be in such a way that it encourages education of such learners. They must also encourage learners to participate actively involved in their own learning.</p> <p>What I am saying is that we need to have someone who knows more about this and workshops us on the how to plan to accommodate these learners, how can we plan and assess, so that these educators can plan well to accommodate all learners.</p> <p>Ya, what I can say is that our special schools are said to be our resource centres, but there is still a gap between special schools and full-service schools. Because what was supposed to be done is that if we have workshops, we have to invite people from special schools so that they can come and help us.</p> <p>But to this far because of time and because this inclusive education increases the workload of the teachers, so, because of time and the work that the educators have, we don't have that chance to fill that gap between the special schools and the full-service schools, so, I think something needs to be done to fill that gap.</p> <p>Mm, maybe the structured formation, structural formation for full-service and special schools wherein they will plan maybe a year plan or</p>	<p>202</p> <p>203</p> <p>204</p> <p>205</p> <p>206</p> <p>207</p> <p>208</p> <p>209</p>

	workshops or whatsoever, because the only challenge is that of implementing, if we don't start, we will be doing something.	
Question 6		
I	What else can you add regarding Inclusive Education in full-service schools?	210
Teacher 1	<p>Like I said the in-service training should make sure that teachers who are being produced have a knowledge about inclusive education, they have knowledge about education white paper 6 and SIAS's policy. I think another thing is that as we realized that in our school we don't have health professionals, I will suggest that it is better if though there are in some of the school there are Paliotic School is already designated as full service school, the designated full service school must have health professionals, so that this process shouldn't take long because you might find that for learner to be placed to the relevant place it takes time.</p> <p>For it not to take time I think is better if at school put health professionals so that they can help us quickly so that the process can move quickly because if we send the parent to go to the Tshilidzini and let the learner be accessed it take a lot of time and long, because the parent when she reaches there or they reaches there you may find out that maybe they are still taking care of other people who are not coming directly from the school and all the stuff, this process take long and it is delaying the child to get the correct thing. So, I think it is better if we have professionals, it is good.</p>	211 212
Teacher 2	<p>Yes, I know that full-service schools are ordinary schools that are inclusive and the welcoming of all the learners in terms of their cultures, and then polices, practices, such schools increase participation and reduce exclusion by providing support to all learners. I need them to develop their full potential irrespective of their background or culture or disabilities. It is important as a community, more especially in rural areas that they don't hide their children, instead they must have that knowledge to send their children to inclusion education, so that they can get education like other children without barriers to learning.</p> <p>Yes. There is a need for the community to know about the full- service school. When we have Local gatherings such as "Khoru", some of the</p>	213 214

	<p>parents they didn't come to the “Khoru” and they are not aware of what is happening in their local community. There are still people that hide their children because of a particular disability, it is then that as a teacher from a full-service school, I think it is my responsibility to take that particular chance to teach the community about inclusive education so that parents don't hide their children but in fact to expose them so that they can get education like others.</p> <p>It is my responsibility because now I've got little knowledge, I've got something to tell my community, but sometimes you can find that our school is in not in a rural area, whereas I am coming from rural area, there's little bit difference between the schools in the rural areas and the one in town or cities.</p>	215
Teacher 3	It's very much important for them to understand about this inclusive education.	216
Teacher 4	There is nothing more I hope I think that I have set a mouthful.	217
Teacher 5	I can say it is good because other learners would we are helping them we discovered the barriers early so that we can transfer them to the special school it is good, but the time is very restricted the problem is the time the curriculum differentiation that is a problem.	218
Teacher 6	I think what I have said this thing of reducing the number of learners in the classrooms that is the one that that I think is killing us maybe if we can have fewer class learners in classrooms maybe we can be able to implement inclusive education better	219
Teacher 7	Yaa, what I can say is that is high time that teachers and parents should work hand in hand because these inclusive educations is here to stay, teachers should understand that they in they have to teach learners with barriers to learning. The information about inclusive education should also be known by the community at large for parents to know that those children with mild barriers can be taught well in a full-service school.	220
Teacher 8	Yes, inclusive education is very demanding to implement it I wish it could be service to all schools in other words all schools should be full service apart from the school that we have because they are learners from public schools that you can see that this learners needs to be treated and supported the way that we support learners in a full-service school but	221

	<p>because that is not classified as inclusive education that learners will just be there and even end up dropping out from school if all schools can implement inclusive education I think it will help learners to learn effectively all over.</p> <p>Some are not aware in that way because if they're doing it at school it will be just a part you know when you are learning sometimes you may feel that you were just doing it's so that you can finish your course but when we engage with them telling them how to deal with the learners in a full-service school they come to realise that it's better to implement inclusive education because it helps you to know learners better to know learners needs and to be able to can help that learner.</p> <p>No, they're just doing it as a part they not doing it enough because the student teachers need to know how to teach in a full- service schools.</p>	<p>222</p> <p>223</p>
Teacher 9	There is nothing ma'am. No, I don't have nothing, but my concern is only about training the educators.	224
Teacher 10	Yes, according to what I have said , as I have indicated that teachers work effectively when they know that at the end of the day there is someone who is going to monitor who is going to moderate what they have done, so, I think if the department employs the curriculum advisors specially for inclusive education or full-service schools who will work hand in hand with the district coordinator, the implementation of this inclusive education will be easier, and another thing is the formation of these school-based support team, circuit -based team and district-based support team, and practice their roles and responsibilities effectively , so I think if those things can happen, inclusive education will be practised or implemented well.	225

Thank you very much

APPENDIX F: APPLICATION LETTER TO CONDUCT RESEARCH

Tel. 082 300 4913

School of Education
University of Zululand
P/bag X1001
KwaDlangezwa
3886

20 October 2020

Dear Principal

APPLICATION TO CONDUCT RESEARCH

I am currently conducting research into the experiences of full-service primary school teachers in the implementation of inclusive education. Kindly grant us permission to conduct the study.

4. An interview will be conducted, and it will take approximately 30 minutes.
5. There is no known risk involved in the research.
6. There are no costs involved.

You are assured that your identity and responses to this interview will be kept confidential at all times and that your responses will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me.

T Shiovhe

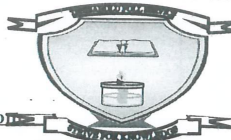
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Michael Takalani Tshiovhe

Cell No: 082 300 4913

PERMISSION TO CONDUCT RESEARCH FROM FULL-SERVICE SCHOOLS

TSHISAHULU FULL SERVICE SCHOOL

Cell: 079 549 9340
: 071 448 1547



P.O. Box 395
SHAYANDIMA
0945

Email: tshisahulufss@gmail.com

Circuit: Vhembe

EMIS NO: 930320162

District: Vhembe

27/11/2020

To: Mr Tshiovhe TM

PERMISSION TO CONDUCT RESEARCH

1. This serves to inform you that your request to conduct research on the topic: Experiences from teachers of Full Service Primary School in implementation of Inclusive Education in Vhembe East District has been accepted.
2. We hope that your endeavour will assist the department in addressing the challenges in the implementation of Inclusive Education.
3. Wish you well.

 27/11/2020
Principal



TSHILUVHI FULL SERVICE SCHOOL

ENQ: SCHOOL MANAGEMENT

TEL.0159691089

CELL NO: 0822266732

Location: Thohoyandou P. East opposite Mvusuludzo Taxi Rank



Tshiluvhi Primary

PRIVATE BAG X2180

SIBASA, 0970

25 NOVEMBER 2020

Attention : TSHIOVHE TAKALANI MICHAEL

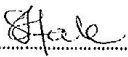
**COLLECTION OF DATA FROM EDUCATORS AT TSHILUVHI FULL SERVICE
PRIMARY**

The above stated matter refers

We hereby accept your request to conduct interviews with the educators at Tshiluvhi Full
Service Primary.

Thank you.

Yours in service

.....Date.....

NEFALE SHUMANI JOYCE (PRINCIPAL)



APPENDIX G:

APPENDIX H: PERMISSION LETTER TO CONDUCT RESEARCH FROM PROVINCE

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: MAKOLA MC

FROM: DR T MABILA

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH COMMITTEE (LPRC)

DATE: NOVEMBER 2020

SUBJECT: EXPLORING EXPERIENCES OF TEACHERS IN THE FULL-SERVICE PRIMARY SCHOOLS' IMPLEMENTATION OF INCLUSIVE EDUCATION IN VHEMBE EAST DISTRICT

RESEARCHER: TSHIOVHE TM

Dear Colleague

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

Decision: The research proposal is granted conditional approval pending the input made above.

Regards

Chairperson: Dr T Mabila

Secretariat: Ms J Mokobi

Date: 24/11/2020

Editors Letter

Dr Catherine Hutchings Freelance Editorial Services

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To whom it may concern.

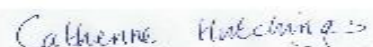
I hereby confirm that I edited **TAKALANI MICHAEL TSHIOVHE's**

Thesis entitled,

**EXPERIENCES OF TEACHERS IN THE FULL-SERVICE PRIMARY
SCHOOLS' IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE
VHEMBE EAST DISTRICT**

in February 2022.

I wish this student well in their endeavours.



Dr Catherine Hutchings
