Challenges of and guidelines for the implementation of inclusive education: Experiences of full-service school educators

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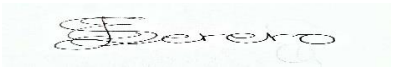
DECLARATION

I, Lebogang Ivy Esther Serero, hereby declare that the writing CHALLENGES OF AND GUIDELINES FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION: EXPERIENCES OF FULL SERVICE SCHOOL EDUCATORS submitted to obtain PhD (Learner support) at the North West University (Vanderbijlpark) is my own work. I further declare that this thesis has never been submitted at any other faculty and university.



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LETTER FROM LANGUAGE EDITOR

CERTIFICATE OF EDITING

I, C Vorster (ID: 710924 0034 084), Language editor and Translator and member of the South African Translators' Institute (SATI member number 1003172), herewith declare that I did the language editing and formatting of a thesis written by Ms LIE Serero from the North-West University (student number 10918248).

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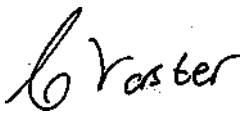

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ABSTRACT

The research set out to explore challenges experienced by educators during the implementation of Inclusive Education (IE) at an Full Service School (FSS) in the Free State province. The research followed a qualitative single case study research method. Fifteen educators were purposefully selected and agreed to form part of the research. Data were assembled though interviews, observations and document analysis which resulted in rich and in-depth findings. An inductive thematic data analysis was applied and the findings revealed that the following factors were found to be impacting on the successful implementation of IE in an FSS. Educators understood IE in various ways which included: understanding that IE was about all learners; diversity; fair treatment; bonding of all learners; respect for all learners; different methods of teaching; and changing the school environment. Furthermore, the reported challenges educators experienced were diverse. They included a lack of time to implement IE; learners' behavioural problems like bullying and drug and alcohol abuse; the lack of parental involvement during the implementation of IE; the lack of ramps and toilets needed by CWDs; lack of resources such as hearing aids and Braille material; parents' denial that their children are experiencing barriers to learning; overcrowded classrooms; and educators' lack of training and skills. Based on these findings a guideline document was compiled on how to implement IE more effectively in an FSS.

KEY WORDS: Inclusive Education, Full Service Schools, inclusive schools, diversity of learning needs, range of learning needs and educator/teacher challenges with regard to IE.

OPSOMMING

Die navorsing het ten doel gehad om uitdagings te ondersoek wat opvoeders ervaar tydens die implementering van inklusiewe onderwys (IO) by 'n Voldiens Skool in die Vrystaat Provinsie. Die navorsing het 'n kwalitatiewe gevallestudie navorsingsmetode gevolg. Vyftien opvoeders is gekies en het ingestem om deel uit te maak van die navorsing. Data is versamel deur middel van onderhoude, waarnemings en dokument-analise. 'n Konstante vergelykende data-analise is toegepas en die bevinding het aan die lig gebring dat die volgende faktore 'n invloed het op die suksesvolle implementering van IOE in 'n VDS. Opvoeders verstaan IO op verskillende maniere, wat insluit: hulle verstaan dat IO alles gaan oor die leerders; diversiteit; billike behandeling; binding van alle leerders; respek vir alle leerders, verskillende maniere van onderrig en om die skoolomgewing te verander. Verder is ook aangedui dat die uitdagings wat onderwysers ervaar het uiteenlopend was. Dit het ingesluit die gebrek aan tyd om IO te implementeer; leerders se gedragsprobleme soos boelies en dwelms en alkoholmisbruik; die gebrek aan ouerbetrokkenheid tydens die implementering van IO; die gebrek aan opritte en toilette wat nodig is vir kinders met gestremdhede; tekort aan hulpbronne soos gehoorapparate en Braille materiaal; ouers se ontkenning dat hul kinders hindernisse tot leer ervaar; oorvol klaskamers en opvoeders se gebrek aan opleiding en vaardighede. Op grond van hierdie bevindinge is 'n dokument saamgestel met riglyne oor hoe om IO meer effektief in 'n VDS te implementeer.

SLEUTELWOORDE: Inklusiewe Onderwys, Volledige Diens Skole, inklusiewe skole, verskeidenheid van leerbehoeftes, reeks leerbehoeftes en opvoeder-/onderwyser-uitdagings met betrekking tot IO.

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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION AND PROBLEM STATEMENT

Prior to 1994, specialised education and support were provided to a small percentage of learners with disabilities within ‘special’ schools and classes. Subsequent to the introduction of the democratic government, the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) began a process of investigating the field of special education and identified the need to integrate the separate systems of education to form a single comprehensive system to meet the needs of all learners (Department of Education (DoE), 1997). The combined findings of the NCSNET’s and NCESS’s report indicated that only a small percentage of special needs learners benefited from special education and support, which was mainly provided on a racial basis, with the best human, physical and material resources reserved for white children (DoE, 1997). The Screening, Identification, Assessment Support (SIAS) (Department of Basic Education (DBE), 2014) policy reiterated this finding. The report displayed an image of ‘Quality Education for All’ (DoE, 1997) and also revealed that most learners with special needs are excluded from any education or mainstreamed ‘by default’, resulting in early school leaving through failure or by dropping out (Ladbrook, 2009). In order to streamline how education should best be offered to learners with special needs, the NCESS and NCSNET report recommended that the separate system, which existed in the previous political system as 'special and ordinary’, must be integrated to provide one system of education, which is able to recognise and respond to the diverse needs of the learner population (DoE, 1997).

In response, the Department of Education (DoE) released the *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* (*EWP6*) (cf.2.4.2.1.5) in 2001 (DoE, 2001). EWP6 introduced an IE system to bring about transformation and accommodation of the full range of learning needs in one education system. The IE system, which EWP6 advocated, is linked to Article 26 of the Universal Declaration of Human Rights, which the League of Nations adopted in 1948. The Article proclaims the right of every citizen to an appropriate education regardless of gender, ability, race, socio-economic background, colour and religion (United Nations (UN), 1949). In South Africa, this fundamental right to basic education found meaning in Section 9 (2) of the Constitution, Act Number 108 of 1996a (Republic of South Africa (RSA), 1996a). The Constitution commits the state to the achievement of equality and Sections 9 (3), (4) and (5) covers the subjects of non-discrimination. These clauses are particularly important for protecting all learners at schools, whether disabled or not. South Africa accepted IE in order to give equal educational opportunities to all children. Meaning that all learners have the right to be part of mainstream schools (RSA, 1996a). EWP6 outlines how the education and training system should transform itself to contribute to establishing a caring and humane society, as well as how the education system must accommodate all learners’ diverse learning needs. It also explains the mechanisms that should be put in place to achieve this. Moreover, EWP6 emphasised that these objectives had to be achieved through a realistic and effective implementation process that moved responsibly towards the development of a system that accommodates and respects diversity. This process required a phasing in of strategies which were directed at departmental, institutional, instructional and curriculum transformation. It also mandated the vigorous participation of all social partners, such as communities, non-governmental organisations (NGOs), educators’ unions e.g. the South African Democratic Teachers Union (SADTU) and School Governing Bodies (SGBs). This was important so that social exclusion and negative stereotyping of certain learners can be eliminated (Kalenga *et al.*, 2014) and

the rights of learners who experience barriers to learning can be addressed (Gross *et al.*, 2015).

One of the strategies to achieve a more IE system was the introduction of FSSs (cf. 2.5). These schools were initially created as part of a pilot project for the DBE working with provinces to investigate ways of raising the capacity of educators in primary schools for the early identification and support of learners who experience barriers to learning (DoE, 2001, DBE, 2010). As an interim measure, a few primary schools in each district office from all nine provinces were designated to be FSS. In the Free State Province, primary schools which were designated as FSSs began with school districts that formed part of the National Schools District Development Programme (NSDDP) (Mathopa, 2007). This was done in partnership with the Provincial DBE.

DBE (2010) asserted that FSSs would be equipped and supported to provide for a broad range of learning needs. As needs and barriers to learning vary, the implication is that FSSs have to develop the capacity and potential of all role players (such as educators, support personnel and the community) involved with these schools (Mariga *et al.*, 2014). Although an FSS may not necessarily have all forms of learner support in place, it should have the potential and capacity to develop and provide them (DBE, 2010). According to DBE (2010), support should come in the form of:

- Educators meeting regularly to discuss and find solutions to various problems which learners may be experiencing;
- Educators working together as a team;
- Educators, school management and parents working together to address barriers to learning and teaching;
- All educators receiving on-going training and classroom support to address barriers to learning and teaching; and
- Educators knowing and understanding how to get different forms of support from both in and outside the school.

However, since the publication of the EWP6 in 2001, which outlines how IE will be rolled out, educators are still struggling to implement IE (cf.2.6) (Dreyer, 2017; Donohue & Bornman, 2014). Furthermore, researchers (e.g. Adewumi *et al*., 2019; Phala, 2019; Mobara, 2019; Mncube & Lebopa, 2019; Mnguni, 2017; Engelbrecht, 2013; Walton, 2010) assert that the designated FSSs have insufficient resources and schools' infrastructure is yet to be adapted accordingly to accommodate all learners. A lack of appropriate mentoring and monitoring, as well as confusion associated with how to adapt curricula contribute to these schools not functioning fully yet. Therefore, with these prevailing conditions, it is evident that educators in classrooms are faced with challenges, which may hamper them to teach inclusively and this raises many concerns. One of the key reasons for this could be that from 1997 the DoE (and consequent DBE) introduced many curricula, as well as support structure changes, which resulted in educators being overloaded with administrative tasks as pressure is put on them to present evidence of their competence and functionality to teach and support all learners (Mfuthwana & Dreyer, 2018). Feldman (2014) and Timmons (2010) postulate that educators were rushed and obligated to implement curricula that they perceived as compromising effective teaching and learning; and ultimately, the learners. In addition, educators consistently seem to feel that IE has resulted in placing new demands on the teaching profession, since in many contexts, classrooms now contain a more heterogeneous mix of diverse learners from different backgrounds and with different levels of ability and disability (Engelbrecht *et al.*, 2015). Moreover, educators also assert that they do not have the knowledge and skills needed to teach in classrooms that represent diverse learners and learning needs (Walton *et al.*, 2014; Mangope *et al.*, 2013; Eloff & Kgwete, 2007). In this regard, Walton *et al.* (2014)

proclaim that educators' capacity to respond with appropriate pedagogies to diverse learning needs, as well as learners who experience different barriers to learning are vital in order to enact IE successfully.

Giangreco *et al.* (2020:251) acknowledge that, although classroom educators are not expected to have all the answers or undertake the task of IE alone, they must realise that, while the foundational principles of teaching and learning do not change, they may need to be applied differently or used more systematically. In addition, Miles and Singal (2010) uphold that, even when children with disabilities do attend mainstream classrooms, educators do not always regard them as their primary responsibility. This view of educators contradicts the guiding principle sustaining IE that schools should accommodate all learners, regardless of their physical, intellectual, sensory, emotional or other special needs (Florian & Black-Hawkins, 2011). Consequently, Waitoller and Artilles (2013), Engelbrecht (2013), as well as Mangope *et al*. (2013) emphasise that educators should have appropriate skills and be innovative and creative in their participation in and learning from policy implementation processes, especially given the inadequacy of staff development in schools.

A literature review on recently completed national and international studies regarding the implementation of IE maintains that the implementation of IE is faced with challenges (cf. 2.6). To be precise, literature puts it that:

- Educators seem to continue to have negative attitudes towards IE (Adewumi *et al.*, 2019; Phala, 2019; Cassells & Weber, 2018; Dreyer, 2017; Mnguni, 2017; Srivastava *et al.*, 2017; Morelle, 2016; Andrew, 2015; Shevlin *et al.*, 2013; Savolainen *et al.*, 2012);
- Educators still exhibit poor skills development and training and systematic application of IE (Ojageer, 2019; Mfuthwana & Dreyer, 2018; Abongdia *et al.*, 2015; Feldman, 2014; Walton *et al*., 2014; Mangope *et al*., 2013; Mahlo, 2011; Nel et al., 2011; Mkhuma, 2012; Motloung, 2011);
- Support structures which are supposed to support IE implementation are weak (Mfuthwana & Dreyer, 2018; Nkambule & Amsterdam, 2018; Motha & Frempong, 2013; Geldenhuys & Wevers, 2013; Makhalemele, 2011); and
- There appears to be in a continuous need for training on different aspects of IE (Mncube & Lebopa, 2019; DBE & United Nations Children's Emergency Fund (UNICEF), 2015; Abongdia, *et al*., 2015; Walton *et al.*, 2014; Amod *et al.*, 2013;).

In addition to the aforementioned studies, a few studies were found that focus specifically on educators' challenges to implement IE in an FSS (Phala, 2019; Mncube & Lebopa, 2019; Simalalo, 2017; Morelle, 2016) and how it is managed (Mobara, 2019). Although research specifically indicates great concerns around the training of educators on the implementation of IE in South Africa and internationally (Walton *et al.,* 2014), it is not clear whether the mentioned gap between policy and implementation could contribute to a rejection of policy or a superficial implementation of policy. A lack of research clarifying this uncertainty, prompted me to explore the issue further, which specifically focus on the primary school level and more in particular an FSS, which is supposedly an inclusive school. At the initiation of the study, only six studies could be located that reveal some successes on the implementation of IE in the North West Province (Motitswe, 2012), the Western Cape (Conway, 2017; Barratt, 2016) and the management of IE in the Free State Province schools (Kgothule & Hay, 2015; Botha, 2014; Lebona, 2013; Mathopa, 2007). These studies recommended that IE can be achieved by adapting teaching methods but it requires the crucial involvement of parents.

There is currently a steep increase in the number of primary schools being transformed into FSSs and the number of learners with disabilities enrolled in them (DBE, 2015)

and it is thus important to explore if these schools are ready to function as inclusive schools. Based on the above discussion, as well as my own observations and experience, it appears as if the educators in these schools are not adequately prepared for the demands of an FSS as required by policy (cf. 2.4.2.1.5; 2.4.2.1.8) (DBE, 2010). In order to overcome new educational changes, many global reform initiatives focus on the quality of classroom teaching and more specifically on the educators as key to improve learner performance. Florian and Pantić (2017) assert that the effectiveness of school reform initiatives depends on the quality of educators and on educators' motivation to participate in training, as well as to implement innovations. Accordingly, educators must be: able to implement new curriculum initiatives to focus on the inclusion of the full range of diverse learning needs (Mfuthwana & Dreyer, 2018) in an FSS; able to understand the wide range of barriers to learning and development experienced by the majority of learners in their classrooms (Morelle & Tabane, 2019; DOE, 2001;) and possess essential knowledge of common disabilities and learning difficulties as well as skills to identify, assess and support them (Themane & Thobejane, 2018).

Besides the scientific motivation for this research I was also motivated to embark on this study because of my own awareness. I have been an educator in the area where this study was conducted for many years. Thus, I attend meetings and workshops with other educators, especially where IE, learner support and the functioning of FSS are discussed. At these meetings and workshops educators continuously mentioned various challenges and express their frustration about not being able to implement IE successfully, especially at an FSS. As a member of the School Based Support Team (SBST) at my school (cf. 2.5.3.4) I identified that educators struggle to appropriately complete the Learner Profiles, as well as the documents required for the Screening, Identfication Assessment and Support (SIAS) process (cf. 2.4.2.1.8). Therefore, it was critical for me to pursue this study, identifying the challenges that educators experience to ultimately generate guidelines that educators could apply in their classrooms.

1.2 PURPOSE STATEMENT

Based on the above and the fact that little empirical evidence could be found, after an extensive literature search, indicating how IE can be implemented successfully in an FSS in the Free State Province, my aim was to *explore educators' challenges of implementing IE in an FSS,* specifically in this province. The main purpose of this study was to use the literature review (see chapter 2) and, moreover, the empirical part of the study (see chapter 3 and 4) to develop guidelines on how to implement IE more effectively in an FSS (see Appendix M). The emphasis of the study was to explore the challenges the participants were experiencing and then attempt to provide guidelines to specifically address these challenges. However, this does not imply that the participants' strategies to address these challenges were ignored as it was integrated into the guidelines, with their permission. Furthermore, this study is located within the EWP6 parameters of identifying, designating and establishing FSS and the guidelines for establishing FSS (DBE, 2010).

1.3 RESEARCH QUESTIONS

This study pursued to address the following primary research question and secondary questions:

1.3.1 Primary research question

The primary research question of this study was: *What challenges do FSS educators experience in implementing IE*?

1.3.2 Secondary research questions

In order to fully explore the primary research question, the following secondary questions were addressed:

- What does IE entail in the South African context?
- What is an FSS?
- What are required of educators in FSSs?
- What do educators report as challenges to implement IE successfully at an FSS?
- What guidelines can be developed to enhance the implementation of IE in FSSs?

1.4 AIMS OF THE STUDY

The aim of the study was to explore what challenges FSS educators experience during the implementation of IE.

The secondary questions are translated into the following research objectives:

- To explore what IE entails in the South African context;
- To explore what is an FSS;
- To probe what is required of educators in an FSS;
- To determine what educators report as challenges to implement IE successfully at an FSS? and
- To develop guidelines that can be used by educators to enhance the implementation of IE in FSSs.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Literature review

A literature review was conducted in order to gain a comprehensive view and understanding of the topic under investigation. This also enabled me to critically engage with my own research and furthermore assisted me in making sure that I avoided duplication of similar research already done. The following databases were used to conduct the literature search: Google Scholar, Eric, EBSCOHOST, SABINET and Dialogue. The key words and phrases, that were used to conduct a literature search included the following terms and phrases: IE; FSS; inclusive schools; diversity of learning needs; range of learning needs; and educator/teacher challenges with regard to the implementation of IE.

1.5.2 Research paradigm

A research paradigm is a blueprint used by researchers to organise observations and reasoning (Babbie, 2010). According to Nieuwenhuis (2016:52), a paradigm is expectations and convictions about the fundamentals of reality and this leads to a certain view that a person holds. It is a way of explaining the basic beliefs that a researcher has and how these beliefs influence the way the researcher assumed a research study (Bertram & Christiansen, 2016). As this was a qualitative study, an interpretive paradigm was applied. Within an interpretivist approach, my focus was on participants' construction of the challenges of the implementation of IE in their FSS (Creswell, 2009). According to Merriam (2009), this approach is inductive, the results are descriptive and the meaning is resolved through the researcher herself, as an instrument in the invention and analysis of qualitative data by taking participants' individual experiences and interpreting the meanings that they attach to these experiences. The research paradigm is addressed in more detail in Chapter 3.

1.5.3 Research method

In line with the research paradigm (i.e. interpretivism) (cf. 3.3), I employed the qualitative research method, also described as naturalistic inquiry (Merriam, 2009). According to Rahman (2017) and Merriam (2009), a qualitative method should incorporate multiple forms of investigation, to assist the researcher to comprehend and clarify the meaning of social phenomena, in this case, the challenges to implement IE in a FSS. A qualitative approach holds some of the following features: i) it relies on the researcher as the first instrument of data collection and analysis. This implies spending much time doing information-gathering (Merriam, 2009); ii) its findings are produced by data assembled through words and images (Rahman, 2017); and iii) It allows the researcher to use multiple sources of data collection techniques such as observation, document analysis and focus group/single interviews (McMillan & Schumacher, 2010).

Given these features of the qualitative research method, a qualitative research approach situated within an interpretive paradigm was used, which concentrated on the denotations that the FSS educators attached to their observed and experienced challenges when they implement IE (Terre Blanche *et al.*, 2006).

1.5.4 Strategy of inquiry

The strategy of inquiry used in this qualitative study was a single case study. A single case study is an in-depth exploration of a bounded system (a case) based on extensive data collection (Cohen *et al.*, 2011; McMillan & Schumacher, 2010; Babbie, 2010). The single case study matched the research because the aims were to perform a detailed study of a single case (one semi-urban FSS) and examine the educators' experiences (i.e. their challenges) concerning the implementation of IE (Yin, 2014). I was aware that one key disadvantage of a single case study was that it would link to a single case and thus, the provision of a general conclusion was incapacitated (Niewenhuis, 2007). The aim was not to generalise, but to donate familiarity into the underlying forces of a *specific* FSS. In this case, the aim was to identify some of the challenges experienced by FSS educators during the implementation of IE in a specific FSS and not to make a generality about other FSS in the Free State Department of Education (FSDoE).

1.5.4.1 Participant selection

In the study, participant selection was purposeful and convenient. In order to collect rich data in the single case study required me to collect data through several data collection methods, including four group interview sessions, four observations and several document review activities. This required that I visited the site many times and therefore convenience sampling played a role. However, purposeful sampling was important for this research and is a process of handpicking information-rich participants who can help the researcher to explore data that is central to the purpose of inquiry (Leedy & Ormrod, 2014; Cohen *et al*., 2011; Henning *et al.*, 2011). Purposeful sampling requires the election of specialised people who are knowledgeable and can supply the researcher with the data needed to respond to the research questions (Creswell, 2009: 30). Furthermore, it is personal because the researcher decides who to select and participate in his/her study (Creswell, 2014:228). The details of the participants are described in Chapter 3.

1.5.4.2 Research site

The study was conducted at an FSS, which is situated in the Free State province (cf. 3.5.1). This FSS was selected because it was nearer to my workplace during the time of the study and therefore, regular visits to the school could be made to meet the participants and collect data. The school was accessible because there was a main

public road nearby, which was used by local taxis to ferry passengers in and around the school's location. An informal settlement is near to the school. The local municipality built Reconstruction and Development Programme (RDP) houses, a clinic and a sports centre in this informal settlement.

The FSS that was selected employed 45 educators of whom 40 had more than 5 years of teaching experience in a primary school. Furthermore, the provincial and district officials from the IE unit trained these educators on how to implement IE in their school. Consequently, educators were conversant with the contents of the EWP6. Most importantly, the specific FSS was selected because it was one of the first two primary schools within the district that was selected and designated as an FSS jointly by the FSDoE and Fezile Dabi District Office of Education (FDDOoE). Extra details about the chosen research site are discussed in Chapter 3.

1.5.4.3 Data collection methods

In this case study data collection methods involved focus group interviews, observations and document analysis (Creswell, 2009; Ivankova *et al.*, 2011). These methods enabled me to venture into the experiences, perceptions and views of the participants (cf. Table 4.1) in relation to their challenges experienced during the implementation of IE in their school. These data collection methods are explained in Chapter 3.

1.5.4.4 Data collection process

Data collection process is a way in which the researcher obtains information to answer the research question (Henning *et al*., 2011). The primary data for this qualitative study was collected from the field (i.e. from the FSS). The process for collecting data was scheduled earlier, which incorporated a sequence of steps. This process included the following broad steps: i) creating the limits of the study; ii) gathering data by using tools such as observation, interviews (unstructured, semi-structured or open-ended interviews) and iii) resolving the procedure that was followed to collect information (Creswell, 2003). The detail of these steps is presented in Chapter 3 (cf. 3.5.2; Table 3.1).

1.5.4.5 Data analysis and interpretation

The data analysis and interpretation were shaped by the interpretivistic paradigm (cf. 3.7). The primary research question "What *challenges FSS educators experience in implementing IE"* directed the lens through which the data was looked at. An inductive thematic data analysis method was used to analyse all the data that was assembled (Merriam, 2009) using inductive content analysis (Creswell, 2009). This means that the data collected from the observations, document analysis, as well as the transcribed content of the focus-groups were analysed and then all of these were constructed into themes and sub-themes which related to the topic. This method led me to acquire a deeper understanding of the challenges experienced by FSS during the implementation of IE (see Chapter 3 for a full description).

1.5.4.6 Quality criteria

Quality criteria in a qualitative study is covered by crystallisation, credibility, transferability, dependability and conformability (Tracy & Hinrichs, 2017). These attributes are discussed in detail in Chapter 3 (cf.3.7).

1.5.4.7 My role in the study

My role in study began immediately when I visited my supervisor where we discussed and agreed on the topic for my study up until the writing of the final thesis, which

contains the recommendations of how to implement IE in a FSS (Merriam, 2009). In Chapter 3, I elucidate other features about my role in this study.

1.6 ETHICAL CONSIDERATIONS

It was my responsibility to protect participants from any unfair criticism that may have resulted from their participation in the study (McMillan *et al., 2006*). To this end, permission was requested from the North-West University Ethics Committee to conduct the study (see Appendix A). After receiving approval from this committee, permission was requested to pursue the study in the identified FSS from the FSDoE (see Appendix B). Upon receiving approval from the FSDoE (Appendix B), permission from the local district office was granted. Thereafter, the research process was discussed with the school principal who gave her consent to conduct the research at the school. The participants were requested to give consent in writing, indicating that they had agreed to be interviewed and observed during data collection processes (see Appendix F). In order to keep the participants' details confidential, codes were used to replace their real names and identities when the interviews were transcribed. More details on ethical considerations are discussed in Chapter 3.

1.7 CHAPTER DIVISION

Chapter 1 covered a discussion on the introduction and background, the aims of the research and the research methodology retained in the study.

Chapter 2 presents a discussion on the literature review pertaining to IE. It includes a clarification of the theoretical aspects of inclusion and also entails an analytical comparison of the study phenomenon with relevant and similar studies already in the research domain on inclusion.

Chapter 3 presents a discussion on the empirical research methodology for the study. It also entails a discussion of how the research was conducted, especially the case study, which describes matters pertaining to the paradigmatic orientation, design, strategy of research, data collection and analysis, quality standards and ethical measures. An analysis and interpretation in terms of the qualitative data are provided and it entails the use of qualitative data narratives, a discussion of the findings and implications.

Chapter 4 discusses the study findings, conclusions and recommendations.

Chapter 5 offers the guidelines for the educators, mainstream schools and the DBE for enriching the implementation of IE in a FSS. This is grounded on findings in Chapter 4.

Chapter 6 closes my study by offering the summary, findings and recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the main bodies of existing knowledge and literature on IE. In order to provide a deep understanding of IE, it is critical to understand basic theories that influence this approach first. The chapter begins by exploring IE within the bio-ecological, socio-cultural and constructivist framework. Then the concept of IE, as well as different approaches to IE are explained. A brief historical perspective on IE is provided and the challenges of implementing IE are addressed as reported in different research studies. Thereafter, an FSS is conceptualised.

2.2 THEORETICAL FRAMEWORK

A theoretical framework for an empirical study is essential as it can provide a set of organised principles that together with contextual knowledge can generate insights into specific situations (Geldenhuys & Wevers, 2013; Donald *et al.*, 2010). It is needed to explain, predict and understand phenomena, but also to challenge and extend existing knowledge within the limits of critical bounding assumptions (Smit *et al.*, 2020; Okeke, 2014). According to Tudge *et al.*, (2009), the main role of a theory is to describe, explain and predict behaviour. Thus, in order to understand what is involved when an IE approach is implemented, it is necessary for me to provide a brief background regarding IE's appropriate philosophical paradigm and theoretical framework.

Bronfenbrenner's bio-ecological systems model (Bronfenbrenner, 1995) (cf. 2.2.1) is the theoretical framework which shaped how I conceptualised and understood what is entailed in guiding educators to successfully implement IE in an FSS in the study. Also, I explored the educators' own socio-cultural history (Vygotsky, 1979) (cf. 2.2.2) and the way in which they constructed or created their own knowledge within their social context (Piaget, 1953) (cf. 2.2.3) as adjunct theories, which offered additional dimensions to how the participants understood IE.

2.2.1 Bronfenbrenner's bio-ecological systems model

The bio-ecological systems model was originally termed the ecological model by Bronfenbrenner to explain how human development occurs, focusing predominantly on the impact of context. This model asserts that the inherent qualities of educators (e.g. behaviour/personalities/attitudes and the characteristics of their environment (e.g. their links with learners/parents/principals/neighbours) connect to influence how educators will grow and develop (Rosa & Tudge, 2013). Bronfenbrenner conceptualised the ecological environment as *"a set of nested structures, each contained in a Russian doll"* which are related to each other (Bronfenbrenner & Morris, 1998). Within these nested structures, Bronfenbrenner contends that various immediate and distant forces affect individual development (Bronfenbrenner's , 1979, 1977). These layers are separate entities, but also part of different systems such as home and school. They are dynamic, but can operate differently in an interrelated manner. Consequently, different layers apply a reciprocal influence on one another (Bronfenbrenner, 1979). Thus, educators' behaviour, experiences and actions cannot be fully understood if the different contexts in which they function are not considered.

Bronfenbrenner's (1986, 1979, 1977) bio-ecological systems model was advanced as an important model to take note of in the South African IE system (Herselman *et al.*, 2018; Mfuthwana & Dreyer, 2018; Swart & Pettipher, 2016; Donald *et al*., 2010). Most researchers in South Africa (e.g. Engelbrecht *et al.*, 2015; Tshifura, 2012; Walton & Nel, 2012) adopted Bronfenbrenner's model as their lens to justify that various factors located at different levels of the environment, influence educators' implementation of

IE in FSSs. Subsequently, Mobara (2017) emphasised that studies on the challenges that educators experience with regard to IE, should move away from studying it only from an individualistic approach, but should rather apply the bio-ecological approach, which involves viewing educators within their psychosocial context, as well as trying to understand their challenges in relation to a range of inter-connected levels of influence. EWP6 (DBE, 2001) also emphasises that IE and barriers to learning should be viewed from an individualistic perspective, but more so from a systemic viewpoint. Bronfenbrenner's bio-ecological systems model (1979) was relevant for the study because IE focuses on a systems theory (Nel *et al*., 2016: 17). This model emphasises the interaction between educators and the systems within their social context, which was an important aspect of the study. Furthermore, effective collaboration and interaction between stakeholders, such as parents, officials from the local municipality, DoE, police officers and various government departments to provide a supportive structure for the educators who implement IE are essential. Figure 2.1 displays an example of Bronfenbrenner's bio-ecological systems model.

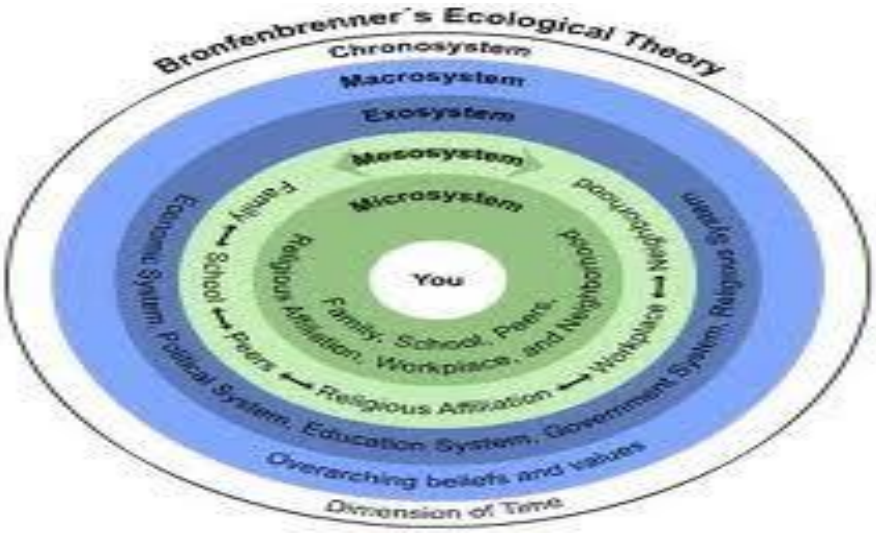

Figure 2. 1: An example of Bronfenbrenner's bio-ecological systems model
(Adopted from Herselman *et al.,* 2018)

In the next section, the Bronfenbrenner bio-ecological model as depicted in Figure 2.1 is discussed.

2.2.1.1 The nested systems

2.2.1.1.1 Microsystem

According to Figure 2.1, the microsystem is the inner layer of Bronfenbrenner's bio-ecological model. It marks the reciprocal interplay between individuals and their immediate setting, i.e. all the activities and interpersonal relations that exist in the immediate physical and social environment, as well as the community (Bronfenbrenner & Morris, 2006; Bronfenbrenner, 1994). For example, FSS educators as a microsystem are in direct interaction and can be influenced by other microsystems such as the school, the principal and the School Management Team (SMT), learners in their classroom and their parents, the SBST and colleagues at the school (Herselman *et al*., 2018). In the microsystem context, a good deal of time is spent on engaging in teaching and learning (Haywood, 2014; Rosa & Tudge, 2013). The interactions that FSS educators have in their microsystem can influence their cognitive, social, emotional, moral and spiritual development (Donald *et al.*, 2010). However, FSS educators are not merely the recipients of other microsystem influences and therefore not at the mercy of what they encounter in the microsystem (Ebersohn & Bouwer, 2015). Through their background knowledge and unique personal characteristics, they too, are able to influence the interactions in different microsystems, which also interact with each other (Bronfenbrenner, 1979).

2.2.1.1.2 Mesosystem

The mesosystem is the second inner layer of the bio-ecological model and is depicted in Figure 2.1. It refers to the interaction between two or more microsystems and how this interaction impact on a specific microsystem (Herselman *et al*., 2018). Like the microsystem, mesosystem events are bi-directional and allows (or ought to allow) the back and forth movement of representatives involved (Ebersohn & Bouwer, 2015). Events occurring or values established in the educators' families or peer groups can impact their workflow. Vice versa what happens at work can influence educators' emotions and consequently impact on their home circumstances. For example, an educator who grows up in a family where there is a particular value system, expectations for behaviour, discipline style, etc., which he/she will most probably transfer to the classroom. However, when the FSS educator enters the classroom with a specific value system he/she can then be confronted by demands to adapt this value system, which can be challenging.

Research has found that many educators believe that learners with special needs should rather be in a special class (Malahlela, 2017; Florian & Black-Hawkins, 2015; Donohue & Bornman, 2014; Nel *et al*., 2014; Geldenhuys & Wevers, 2013; Lalvani, 2013; Dreyer *et al.*, 2012; Hay, 2012; Florian & Rouse, 2010; Sharma *et al.*, 2009), but in a FSS these learners need to be included into the mainstream class (DoE, 2001; DBE, 2014). Therefore, it could be challenging for the educators to implement an inclusive approach in an FSS without paying attention to the development of relationships between the different microsystems impacting on their microsystem.

2.2.1.1.3 Exosystem

The exosystem is the third layer of the bio-ecological model (cf. Figure 2.1). It includes the connection between social settings in which educators as such do not always have an active role (Bronfenbrenner, 1994). New education laws, social unrest (e.g. protests about poor service delivery) and parents' work schedules are a few examples of exosystem contexts that can affect educators' ability to enact and maintain effective IE practices, even though they may not be in direct interaction with them (Herselman *et al.*, 2018; Donald *et al.*, 2010). For example, parents who are unable to attend school meetings because of their work schedule will not be able to implement meeting resolutions such as helping their children with homework. It is therefore important to consider the indirect events of the exosystem when implementing IE in an FSS.

2.2.1.1.4 Macrosystem

The macrosystem is the fourth layer of the ecosystemic model. It encircles the micro, meso and exosystem as depicted in Figure 2.1. It refers to societal and cultural belief systems, lifestyle options and patterns of social interchange (Herselman *et al.*, 2018; Lemmer, 2012). In other words, this layer is determined by sets of values and beliefs that form within people based on their unique set of personal experiences that serves as a filter or lens through which they interpret future experiences (Bronfenbrenner, 1993). A particular cultural group may share a set of values but for any particular value system to have any influence on a developing person it has to be experienced within one or more of the microsystems in which that person is situated. A good example of this is the African culture, named '*ubuntu*'. *Ubuntu* is a Southern African concept that refers to 'human-ness', translated as 'humanity towards others' and relating to a belief that all humanity is connected by a universal bond. Also translated, as 'people are people through other people (Phasha, 2016; Letseka, 2013;). Furthermore, Diale (2010) states that the macrosystem disseminates societal factors such as ideology, laws and policies to the other levels of the system that could affect educators' life positively or negatively. For example, a policy on IE was introduced in 2001 (DBE,

2001) by the government and consequently FSS's were instituted as part of this policy. This required that teaching and classroom practices had to be revised and adapted. Educators play a central role in the implementation this policy, which has a significant impact on how they approach and practice teaching (Lemmer, 2012). Additionally, macro systemic contexts that include factors such as socioeconomic status, poverty and diverse ethnicities can create obstacles and opportunities for educators' ability to implement IE in an FSS.

2.2.1.1.5 Chronosystem

The chronosystem refers to the developmental periods that travels through all the other systems over time (Herselman *et al*., 2018; Donald *et al.,* 2010) (cf. Figure 2.1). In the context of this study, it includes environmental events and transitions over the life of educators, as well as their socio-cultural and historical circumstances (Bronfenbrenner, 1979). For example, the adoption of IE with EWP6 (DBE, 2001) resulted in several developments and transformations of the education system that transitioned and progressed over time into new policies and systems come into place. However, these developments also resulted in the possible transformation and/or enhancement of educators' own socio-cultural and historical circumstances in that the educational developments required them to re-look these circumstances (Engelbrecht *et al*., 2013). Furthermore, time as a dimension of Bronfenbrenner's model observes duration and nature of periodicity (Rosa & Tudge, 2013). It checks what happens over the progression of an activity, interactions and historical time (Rosa & Tudge, 2013). It constitutes the *micro-time* (e.g., what is occurring during the class time), *meso-time* (e.g., the extent to which activities and interactions occur with some consistency in an educators' environment (e.g., class schedules) and *macro-time* (e.g., the chronosystem where interactions between systems (cf. 2.2.1) influence the educator' development) (Bronfenbrenner & Morris, 1998). To put time within the framework of this study, micro-time can refer to the educators' interactions with learners over the period of a day in a FSS, while meso-time can refer to the process of implementing the Screening, Identification, Assessment and Support (SIAS) (DBE, 2014a) (cf.2.1.2.8). Lastly, macro-time can refer to a change in expectations in the larger society, both within and across generations, affecting the educators' perception of learners who experience barriers to learning in an FSS.

The full model of Bronfenbrenner deals with the interrelations among the four concepts called Process, Person, Context and Time (PPCT) (Nel *et al*., 2016; Swart & Pettipher, 2016), which are discussed next.

2.2.1.2 Four dimensions of the Bio-ecological system model

Figure 2.2 below depicts Bronfenbrenner's bio-ecological Process, Person, Context and Time (PPCT) model (Tudge *et al.*, 2009; Bronfenbrenner & Morris 1998), which offered me an inclusive background imitating both the systemic and developmental dimensions, making this model useful for the identification and classification of challenges experienced by FSS educators during the implementation of IE correlated to the person–context interaction (Griffore & Phenice 2016). Hence, the PPCT model functioned as a theoretical framework based on which the various conceptions in the study were explained and qualified. This framework enabled the systemic explanation of the complex reciprocal interactions and proximal processes between the educators and the layers of systems involved during the implementation of IE (Smit *et al.*, 2020).

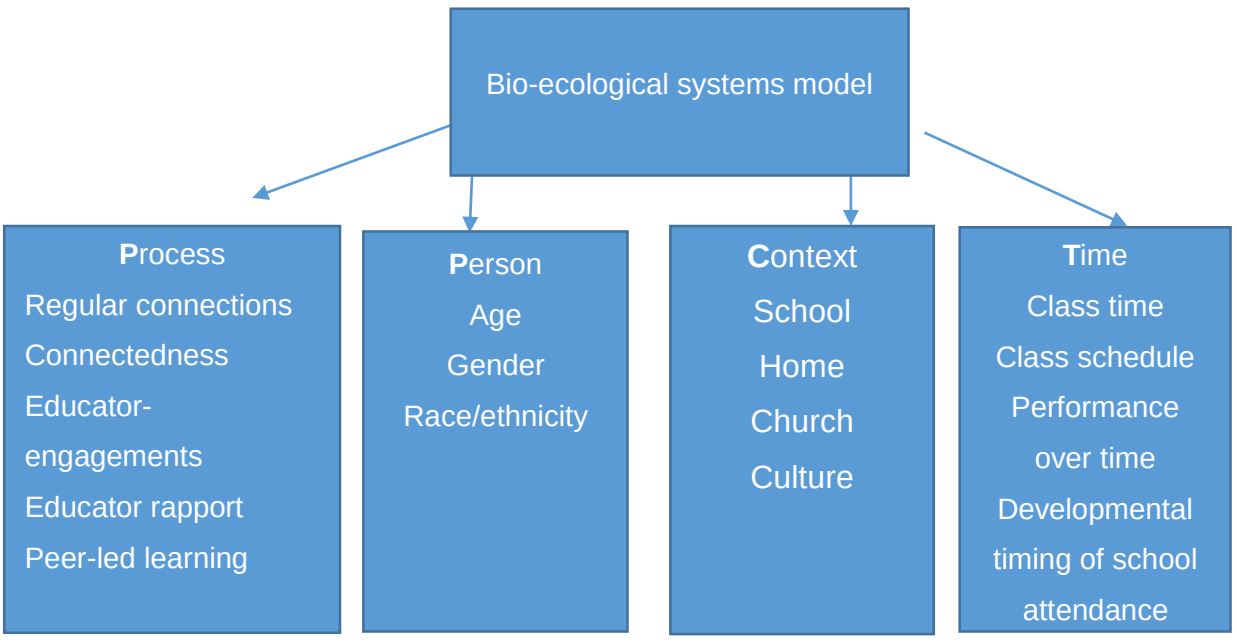

Figure 2. 2: Four dimensions of the Bio-ecological system model
(Adopted from Walls, 2016)

2.2.1.2.1 Process

The process dimension as depicted in Figure 2.2 focuses on patterns of *interactions* between the educators and their immediate environment (Nel *et al*., 2016). It embraces the regular connections (e.g. culture of educators), connectedness (e.g., educators' compassions in IE), educator-engagements (e.g., IE workshops for educators), educator rapport (e.g., the SBST support to the educators) and peer-led learning (e.g., educators learning from each other) (Walls, 2016). These process activities are the building blocks of educators' continuous developmental processes (Bronfenbrenner, 1995). In this dimension, the interactions between educators and their environment must therefore be acknowledged since these relations influence how educators implement IE. For instance, educators who have Children with Disabilities (CWDs) themselves can probably be more able to adjust and cope with the daily processes that are involved in supporting learners with disabilities in schools (Alli *et al.*, 2015).

2.2.1.2.2 Person

The person (*individual*) dimension focuses on *behavioural* patterns of educators (Walls, 2016**;** Nel *et al*., 2016). Swart and Pettipher (2016) elaborate that the person dimension focuses on the biopsychosocial characteristics that influence proximal processes and their developmental outcomes. These qualities can be regarded as the source of educator development (Bronfenbrenner & Morris, 2006). Following Figure 2.2, the person dimension focuses on, for example, educators' age, race and gender, which can influence how they implement IE.

The person dimension splits into three types, namely *demand, resource* and *force* (Swart & Pettipher, 2016; Tudge *et al.*, 2009). The *demand type* refers to personal attributes of educators such as age, gender, skin colour and physical appearance. These attributes may influence initial interactions between people because of the expectations (e.g., the belief that educators will be experts on how to implement IE that are formed immediately (Tudge *et al.,* 2009). Vaz *et al.* (2015) and Prakash (2012) for example found that female educators seemed to be more tolerant in implementing IE. Contrarily, a study conducted by Chopra (2008) uncovered that male educators' attitudes are more positive towards IE compared to their female counterparts and that it might be due to the reason that the male educators are more aware about IE than their female counterparts. The *resource type* relates partly to mental and emotional resources such as past experiences, skills and intelligence and also to social and material resources (access to good food, housing, caring parents, educational opportunities appropriate to the needs of the particular society and so on) (Tudge *et al.*, 2009:200). It differs with demand types because it features are not immediately visible. Themane and Thobejane (2018) found that some educators were able to use

their experience to implement IE despite the hardships they encountered in an FSS. The *force type* conveys the differences in temperament, motivation and persistence (Rosa & Tudge, 2013; Tudge *et al.*, 2009). For example, Payne-van Staden (2015) reported that many South African FSS educators seem to suffer a lack in drive and dedication to implement IE.

2.2.1.2.3 Context

The context dimension refers to near *connections* in the educator's environment that could modify an educator's behaviour (Walls, 2016**;** Tudge *et al.*, 2009). It delivers the nested system, which is explained in Bronfenbrenner's bio-ecological theory (cf. 2.2.1.2) (Smit *et al*., 2020). The political climate around the school, IE policies and the attitudes are some of the contextual examples of influences on the proximal process, which can have an impact on educators (Christensen, 2016).

2.2.1.2.4 The time dimension

Time as a dimension of Bronfenbrenner's model watches duration and nature of periodicity (Rosa & Tudge, 2013). It checks what happens over the course of an activity, interactions and historical time (Walls, 2016**;** Rosa & Tudge, 2013). It constitutes the *micro-time* (e.g. what is occurring during the class time), *meso-time* (e.g. the extent to which activities and interactions occur with some consistency in an educators' environment (e.g. class schedules) and *macro-time* (e.g. the chronosystem where interactions between systems (cf. 2.2.1.1) influence the educator' development) (Bronfenbrenner & Morris, 1998). This is depicted in Figure 2.1. To put time within the framework of this study, micro-time can refer to the educators' interactions with learners who experience barriers to learning over the period of a day in a FSS, while meso-time can refer to the process of SIAS (DBE, 2014a) as experienced by the educators. Lastly, macro-time can refer to a change in expectations in the larger society, both within and across generations, affecting the educators' perception of learners who experience barriers to learning in an FSS.

When applied to this study, Bronfenbrenner's bio-ecological systems model provided the foundational theoretical framework, which helped me to understand the interaction between educators of an FSS and the contexts in which they function as well as with different stakeholders (cf. 2.5.3) that should provide the support needed to them in enacting a successful FSS. In accord with Bronfenbrenner (1979), Vygotsky argues that a person's life (in this case FSSs educators) cannot be understood by a study of individuals only. Instead, the researcher must also examine the external social world in which individuals' function (Vygotsky, 1978). Linked to this theory is Vygotsky's socio-cultural theory which is discussed next.

2.2.2 Vygotsky's socio-cultural theory of learning

Vygotsky's socio-cultural theory of learning is based on the belief that learning is a social process in which educators and learners form a supportive scaffolding interaction by which the learner can gradually master new knowledge and skills (Vygotsky, 1978). This theory stresses the fundamental role of social interaction in the development of cognition (Vygotsky, 1978) and asserts that people's development cannot be separated from their social and cultural context (Vygotsky, 1998). According to Vygotsky (1978), educators' professional development is heavily depended on social interaction and cultural artefacts (which can include technical tools that act on the environment; psychological tools, which are tools for thinking and language tools which involve thought and speech) that surround them, as well as through their interactions with knowledgeable peers and other role players linked to their professional environment. In essence, Vygotsky argued that, "learning is a necessary

and universal aspect of the process of developing culturally organized, specifically human psychological function" (Vygotsky, 1978:90). In other words, social learning tends to precede (i.e. come before) the development of thinking.

There is correspondence between Bronfenbrenner's and Vygotsky's theories in that social structures are implicated in learning in both theories, which include *"family, social, political, religious groups and organizations representing social structure"* (McInerney & McInerney 2010:54). Furthermore, Bronfenbrenner's bio-ecological systems model stresses that educator-learner-parent interactions should be a reciprocated process, while acknowledging that it is affected by a range of environmental influences (as mentioned above), from immediate interactive settings to broad cultural values and systems (Bronfenbrenner, 1979). However, Vygotsky's (1978) sociocultural theory takes a closer look at social relationships that foster development. This feature is important for this study as educators are reliant on others who have a better knowledge and understanding of a specific field called the More Knowledgeable Others (MKOs).

In this study, MKOs were for example SBSTs and District Based Support Teams (DBSTs), which could include learner support educators (LSE), the IE facilitators in the education district offices, various health professionals such as Psychologists, counsellors and occupational- and speech therapists, as well as welfare workers, NGO's focusing on IE and learning support, educators from Special Schools as Resource Centres (SSRCs) and various learning-support personnel. SSRCs provide particular expertise and support, especially professional support in curriculum, assessment and instruction, as part of the district support team to neighbourhood schools (DoE, 2001: 29). However, various research studies have shown that education support services continue to struggle to function successfully within an IE environment due to factors such as limited resources and a large task load (Adewumi *et al.*, 2019; Organisation for Economic Co-operation and Development (OECD), 2017; Makhalemele & Nel, 2015; Du Toit *et al.*, 2014; Sharma *et al.*, 2009;). These findings, in the context of this study, means that various MKOs could find it challenging to provide adequate guidance and support to educators in an FSS, possibly impeding the implementation of a fully functional FSS.

Parents are also MKOs because they are generally better knowledgeable about their children who experience barriers to learning. Constructive interactions between educators and MKOs may lead to educators acquiring better understanding on how to support learners in FSSs and ultimately minimising the challenges they experience. However, as the relationship and interaction develop between parents, learners and educators, knowledge and skills could be enhanced to accommodate specific learning needs. In this relation the educator can therefore also play the MKO role (Pitt *et al.*, 2013).

Although applied to the development and learning of children Vygotsky's (1978) concept of 'Zone of Proximal Development' (ZPD) can be integrated in the type of interaction that involves MKOs. The ZPD is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (Vygotsky, 1978:86). This zone symbolises "the functions that have not yet been learned' and can be described as the "buds" of development, not the "fruits" of development" (Wertsch, as cited in Turuk, 2008:247). The "fruits" referring to already learned knowledge that exists in the *zone of actual development* (Churcher *et al.*, 2014: 35). In brief, in the context of this study the ZPD denotes what educators are able to do in collaboration with others today and will be able to do independently tomorrow (Vygotsky, 1978). For example, educators who are

unable to identify learners with hearing impairments rely on the appropriate guidance from an Audiologist. This could be a temporary help given to educators. After mastering the skill, support diminishes and educators must be able to identify learners with hearing impairments on their own, in order to refer them for further testing. Thus, in the ZPD educators' comprehension of the support needs of learners who experience barriers to learning can be facilitated by means of practical activities, workshop discussions and exercises that are done outside and inside classrooms by the MKOs. In the case of learners who have severe hearing impairments, for instance, learning activities can include the learning of sign language by educators. As educators continue to practice, they will be able to use sign language self-sufficiently in activities that were previously performed with assistance. This progressive development of knowledge and skills help educators to find a way of attempting to solve the problems that they were unable to solve previously with assistance. A visual representation of this zone of proximal development can be seen underneath.

Figure 2. 3: The Zone of Proximal Development
(Adopted from Caruso, 2015)

The 'not too easy' as depicted in Figure 2.3 represents the area in which educators are struggling to implement IE effectively. During this stage, educators for example, are unable to identify, teach and support learners who experience barriers to learning. However, with mediation, facilitation and support in the ZPD they can gain knowledge and skills where it will then become easier to teach and support learners who experience barriers to learning (Shambani *et al.*, 2010). Through such interactions, educators can learn and internalise new concepts and skills (Shambani *et al.*, 2010). Integral to this developmental process is the ability to self-reflect on development as it is essential for the internalisation of these knowledge and skills learned (Motitswe, 2012). I integrated Vygotsky's socio-cultural theory in this study since it acknowledges that educators have their own principles, views and knowledge that influence their actions and that their development and learning are therefore situated within a culturally contextualised environment, which entails their own beliefs, language and culture (Rosa & Tudge, 2013). IE requires shifting from a set of embedded assumptions, values, customs and practices that encourages maintenance of the status quo (e.g. segregated education for learners' experiencing barriers to learning) to one that promotes reform, including building a commitment for change and providing support that promotes and maintains change (Florian & Pantić, 2017). However, in this transformation process it is important that the educators' socio-culture, as well as the school community's (i.e. an FSS) socio-culture contexts, are taken into consideration in order to ensure a common understanding of IE by all role-players involved in a FSS. This is necessary since educators can hold different interpretations and perspectives about IE (Lalvani, 2013) because of their own historical background and social experiences. A social constructivist's viewing lens for the researcher affords an opportunity to acknowledge how people make sense of their world and how facets of their own culture, histories, time and place influence them as well as how local and national education contexts influence their experiences (Ültanır, 2012). Hence, constructivism is discussed in the following section.

2.2.3 Constructivism

Ültanır (2012) and Stake (2010) see the constructivism as the continuous construction of knowledge by different people's perceptions. Ültanır (2012:195) defines constructivism as a learning or meaning-making theory that offers an explanation of the nature of knowledge and how human beings learn. Pelech and Pieper (2010: 8) concur that: *"*constructivism is a philosophy that views knowledge as a subjective that is shaped and structured by one's experience*"*. Irby *et al.* (2013: 171) assert that: *"*No behaviour, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and therefore amounts to assimilating new elements to already constructed structures*"*. Piaget is regarded as one the main pioneers of constructivism. His ideas originated from the psychological stages of development of children where the basis of learning is discovery or finding (Woolfolk, 2010; Donald *et al*., 2010). Piaget believed that people cannot be simply given information, which they will immediately understand and use. Instead, they must be guided to construct their own knowledge enabling them to apply it in different contexts and to solve problems (Piaget, 1970). This theory therefore suggests that people construct their own meaning of reality. In this study's context, it means that educators 'construct' their own views of how to implement IE, which can be subjective and determined by experiences relative to their personal history and social network (Kenny, as cited in Henderson, 2014). According to Porcaro (2010), the cognitive grounds on which Piaget's theory is founded, communicate to cognitive constructivism. This implies that educators in an FSS can construct their reality with those belonging to their social circle such as other educators, parents, members of the community and health professionals like Psychologists. In accord with Piaget's theory, educators cannot be only given knowledge, which they are expected to immediately understand and integrate in their teaching; instead, they must be given the opportunity to construct their own knowledge and learn at their own pace as they rely on their previous experience gained from observing their surroundings (Piaget, 1952). FSSs educators should therefore be enabled and allowed to construct their own lesson plans and assessment tasks, rather than only implementing prescribed ones, because they know their learners' individual strengths and weaknesses (Groeneveld, 2016). This could improve the autonomy of the educators, as well as their creativity in implementing IE and result in more confident and enabled educators.

The above discussion outlines the relevant theories which were used as a lens for the study. The social-cultural theory of Vygotsky was adopted because it provided guidance on how people's (in this case FSSs' educators) learning experiences and reflections are closely linked to their social, historical and cultural contexts. In addition to Vygotsky ideas, the study embraced Piaget's theory of constructivism (1952) because it helped to explain that educators do not only absorb objective ideas given to them. They rather construct their own ideas through experience and cumulatively build new knowledge upon existing ones. Their cognitive development was therefore influenced by social experiences, or learning from others (Woolfolk, 2010). The study was based on the assumption that the reality of educators' experiences challenges during the implementation of IE in FSSs should be constructed by listening to their experiences, emotions and the meaning they attach to the process (Woolfolk, 2010).

As discussed in paragraph 2.2.2., Vygotsky (1978) affirms that people construct knowledge through interactions with more knowledgeable peers in the ZPD. Pelech and Pieper (2010) confirm that during constructivism, knowledge and therefore learning, does not occur passively from one person to the other, but people interact continuously during the construction of new knowledge based on their experiences and reflections (Donald *et al*., 2010). In other words, educators' knowledge and insight of IE is created, they are not born with IE knowledge, but also do not acquire it

passively. IE concepts need, therefore, to be mediated and facilitated to them so that they can discover it themselves in a constructive manner (Moyo, 2013; Eggen & Kauchak, 2013; Berk, 2010; Vygotsky, 1978).

With this view in my mind, I therefore realised that knowledge and experience were not constructed solely in the microsystem but were also constructed through interactions and engagements with their wider social contexts in different ecological systems. Therefore, FSSs educators should be allowed to implement IE by following their own experiences, but also be given the necessary support by education support personnel within district support services (DoE, 2001). As this study focused on the implementation of IE, this is deliberated next.

2.3 INCLUSIVE EDUCATION

2.3.1 Background to the development of IE

The goal of this section is to briefly discuss key international developments with regard to IE that laid the foundation for IE systems, including South Africa's. To this end, the discussion focuses on prominent meetings and conventions, which initiated the introduction of IE internationally and how they influenced the development of IE in South Africa.

2.3.1.1 Education for All (EFA)

The Education for All (EFA) programme is a global initiative that was launched at the World Conference on EFA in Jomtien, Thailand, in 1990. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) led it, in partnership with governments, development agencies, civil societies, NGO's and the media. All delegates from 155 countries adopted the World Declaration on *EFA* and the Framework for Action to Meet Basic Learning Needs (Block & Swadener, 2009; UNESCO, 1990). The significance of this conference is that it acknowledged that large numbers of vulnerable and marginalised groups of learners were excluded from education systems worldwide. It also presented a vision and agenda of where education was recognised as being more than just access to education, but also about addressing the basic learning needs (such as knowledge, skills, values and attitude) of all children, youth and adults (Miles & Singal, 2010). This required radical changes to education systems and in the values and principles of the people involved in delivering education, to ensure that the most vulnerable and disadvantaged children are to gain access to their local school (Miles & Singal, 2010). Furthermore, the EFA programme affirmed the need for societies to develop and for countries to prosper through lifelong learning (Miles & Singal, 2010). However, 10 years later in 2000 at the Dakar World Conference the international community acknowledged that many countries were far from reaching the goals adopted at the Jomtien World Conference on Education for All (UNESCO, 2000; Block & Swadener, 2009) and consequently reaffirmed their commitment to achieving EFA by adopting the Dakar Framework for Action, which identified six key measurable education goals namely (UNESCO, 2009). To:

- Expand early childhood care and education.
- Provide free and compulsory primary education for all.
- Promote learning and life skills for young people and adults.
- Increase adult literacy by 50 per cent.
- Achieve gender equality by 2015.
- Improve the quality of education.

Nevertheless, most countries, including South Africa, are working hard towards the goals of the EFA programme (UNESCO, 2015) and various partners have committed

to continuously promote the goal of social inclusion (UNESCO, 2009). Learner enrolment from Grade R to Grade 12 has increased enormously (Dreyer, 2017; DBE, 2013; Modisaotsile, 2012). However, even though South Africa's school enrolment rates are high, up to 70% of children of school-going age who have disabilities are still out of school (Donohue & Bornman, 2014; DBE, 2013). In addition, most of those who do attend, are still in separate, "special" schools for learners with disabilities (Donohoue & Bornman, 2014: 1).

In my view, unless special efforts are being made, South Africa will not attain 100% primary access with good quality education very soon. This is because though more than 98% of South African children have enrolled in school, less than 80% complete the primary education cycle (Weybright *et al.*, 2017; Branson *et al.*, 2013). Many learners' dropout of school because of the inability of the system to recognise and accommodate the diverse learning needs of the learner population (Weybright *et al.*, 2017).

2.3.1.2 Salamanca statement

In 1994 the World Conference on Special Needs Education: Access and Quality was held in Salamanca, Spain under the auspices of UNESCO. The meeting constituted of more than 300 participants representing 92 countries and 25 international organisations. South Africa was part of this conference (UNESCO, 1994). All delegates endorsed IE with the adoption of the Salamanca Statement and Framework for Action on Special Needs Education (SSFASNE) as a new framework of action for the implementation of IE. The Statement also emphasised the guiding principle, which asserts that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994). The Statement advocated for the establishment of IE in schools. This view finds expression in its definition of IE that says schools are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving EFA.

Moreover, IE schools could provide effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994: ix). In addition, the Statement alluded that "child-centred schools are, moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings" (UNICEF, 1994: 7). Through this definition, the statement called on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes such as ensuring that organisations of disabled people, along with parents and community bodies, are involved in the planning and decision-making (UNESCO, 1994: ix).

From the onset, the Salamanca Statement encouraged the world to provide more effective educational responses to the implementation of IE, but within the general education provision (Materechera, 2014). The Statement affirmed the 'development of inclusive schools' in relation to the international goal of achieving education for all (Miles & Singal, 2010: 9). South Africa endorsed the Salamanca Statements through IE policies (e.g. DBE, 2014; DBE, 2001) and also by establishing FSSs as inclusive schools (DBE, 2010).

2.3.1.3 Incheon Declaration and Framework for Action

Recently, under the objectives of the Convention on the Rights of People with Disabilities (CPRD) (cf. 2.3.1.4), the World Education Forum was organised in Incheon, the Republic of Korea in 2015. The meeting was organised by UNESCO joined by UNICEF, the World Bank, United Nations Populations Fund (UNFPA), United

Nations Development Program (UNDP), United Nations High Commissioner for Refugees (UN Women and UNHCR) and over 1,600 participants from 160 countries attended (UNESCO, 2015). The aim of this conference was to ensure that countries implement inclusive and equitable quality education and promote lifelong learning for all.

At this conference, all delegates reaffirmed the vision of the worldwide movement for EFA initiated in Jomtien in 1990 and reiterated in Dakar in 2000. Delegates also reaffirmed the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights such as inclusion in education (UNESCO, 2015). However, it was recognised with great concern that many countries, including South Africa, were still far from having reached the EFA goals (UNESCO, 2015: 6).

Consequently, the conference adopted the Incheon Declaration for Education (IDE) 2030 with a 15-year vision to transform lives through education by emphasising the following values: human rights and dignity, social justice principles e.g. more equal distribution of resources and providing equal opportunities to marginalised individuals and groups, inclusion, protection, cultural, linguistic and ethnic diversity; and shared responsibility and accountability (UNESCO, 2015).

2.3.1.4 Convention on the Rights of People with Disabilities (CPRD)

According to UNICEF (2015), from the perspective of CWDs, one of the most significant of all international instruments to which South Africa is signatory is the CRPD. South Africa signed and ratified the CRPD and its Optional Protocol in 2007 and is obligated under this convention to fulfil its commitments in terms of implementation and reporting about the provision of quality education to all learners, including CWD (UNICEF, 2013). The Convention is an International treaty that articulates the rights of persons with disabilities. More specifically, states that undersign the Convention agree to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity (UN, 2008:1). The Convention has been seen as a paradigm shift in approaching disability, i.e. moving away from a model where persons with disabilities are treated as objects of medical treatment, charity and social protection to a model where persons with disabilities are recognised as subjects of human rights, actively involved in the decisions that affect their lives and empowered to claim their rights. This approach views the societal barriers – such as physical obstacles and negative attitudes – confronting persons with disabilities as the main obstacles to the full enjoyment of human rights (UN, 2008:1). Consequently, in so far as confirming equality, the CRPD articulates with the South African Constitution in that it 'includes the full and equal enjoyment of all rights and freedoms' (SA, 1996a). According to UNICEF (2015), the CRPD affirms that no child can be discriminated against in accessing his or her human rights on the grounds of disability.

Defining IE is a very complex process depending on which context it is regarded. According to Smyth *et al.* (2014), IE is internationally viewed in two ways: firstly, as a concept that primarily focuses on the inclusion of learners with different kinds of disabilities (also called special needs) and secondly, as a societal issue (also called social inclusion) (Booth, 2011; Nel, 2018). Each of these IE contextualisations is discussed in the next sections.

2.3.2 Perspectives on IE

2.3.2.1 Perspective one: Including children with disabilities (CWD)

This perspective mainly focuses on children with disabilities (CWDs) who can be described as those: *"*who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others*"* (United Nations (UN), 2006: 3). EWP6 extends the definition of CWDs to "not only [with] physical, mental or neurological impairments, but also those experiencing learning difficulties as a result of socio-economic deprivation" (DBE, 2001: 16). By the definition supplied by the UN alone, CWDs are defined and judged by what they lack rather than what they have (UNICEF, 2013). People advocating this perspective assert that in most instances CWD's isolation and hiddenness contribute to their vulnerability, denying them respect for their dignity, their individuality and even their right to life itself (UNICEF, 2013: 4). In this case, IE is seen to be implemented to endorse the rights of CWDs that is protected by the Convention on the Rights of People with Disabilities (CRPD), which is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity*"* (UN, 2006: 3). With regard to CWD's in South Africa they are safeguarded by EWP6 and the subsequent IE policies and guidelines (e.g. DBE, 2010; 2014; DBE, 2010) which endorse IE practises. In addition to mainstream accommodation of CWDs, South African inclusion practice includes SSRCs (cf.2.2.2) that cater for learners with severe disabilities, as well as an FSS (DBE, 2010) (cf.2.5.1). However, at present, the reality is that CWDs are usually placed in SSRCs (Hall & Theron, 2016).

CWD's are a vulnerable population (UNICEF, 2013). It is therefore critical that there is a distinct focus on including them in the education system. In the 2011 Census 6 types of disabilities were reported on (Department of Social Development (DSD), Department of Women, Children and People with Disabilities (DWCPD) & UNICEF, 2012). This includes disabilities related to sight and hearing where over 100 000 children (23% of all disabled children) were reported to be blind or to have a severe visual limitation, while another 92 500 children (21% of all disabled children) were reported to be deaf or profoundly hard of hearing. The two least prevalent types of disabilities reported were emotional and communication disabilities: 43 000 children (10% of all disabled children) were reported to have behavioural or psychological disabilities, while another 22 000 children (5% of all disabled children) were reported to have speech impairment. In addition, one in 10 children were reported to have multiple disabilities, with seven percent reporting two disabilities and just three percent reporting three or more. Overall, the average number of disabilities reported was 1.17 per child with disability (DBE, 2015; DSD, DWCPD & UNICEF, 2012).

According to a Human Rights Watch report (SA, 2017), CWDs are still excluded and being discriminated against in many instances in South Africa, despite the inclusion and support asserted for them in EWP6. For example, schools, including FSSs, SSRCs and ordinary mainstream schools can decide if they have the capacity to admit these children. Consequently, if they lack relevant resources such as ramps and appropriate learning and teaching materials they state that they are not prepared to accommodate learners with certain disabilities. Furthermore, CWDs' parents have to pay extra fees, for example, to cover their hostel accommodation and assistants, as well as transport if they stay far from a school (Human Rights Watch, 2015).

2.3.2.2 Perspective two: Social Inclusion

Social inclusion means the development of every learner's competency to participate in a diverse and increasingly interdependent society, which implies more than physical presence (Ainscow, 2014; Booth, 2011). Nel (2018) refers to social inclusion as a process encouraging social interaction between learners with different socially relevant attributes and opening access to participation in all spheres of social life. The goal of social inclusion is to conquer major social, economic and political barriers to achieve meaningful involvement of all learners in society, including those who experience barriers to learning (Koller *et al.*, 2017). Moreover, social inclusion is a societal and systemic issue, which addresses the marginalisation of learners as a result of factors such as poverty, abuse, racial discrimination, limited proficiency in the Language of Learning and Teaching [LOLT], poor quality of teaching, ineffective support systems, insufficient infrastructure, inadequate policies, disability and more recently immigrant status (Nel, 2018, Ainscow, 2014). The Collins Online Dictionary defines social inclusion as follows: "(sociology) the provision of certain rights to all individuals and groups in society, such as employment, adequate housing, health care, education and training etc." (http://www.collinsdictionary.com/dictionary/english/social-inclusion).

In contemporary South Africa not all people in our society have access to the aforementioned (i.e. employment, adequate housing, quality health care, education and training). Thus, this results in many people (and children) living in poverty, causing barriers to learning, which must be taken into account by educators in an IE system (Ebersöhn, 2017; Timaeus *et al.*, 2013). Social inclusion as approach in the South African context is embedded in the National Development Plan (NDP) (SA, 2011) (cf.2.4.2.1.6), the supposed policy blueprint for social improvement. It emphasises a "capabilities" approach to development and active citizenship and participation in the economic, civic and social norms that integrate society, which are the integral components of social inclusion (Cardo, 2014).

The study is inclined towards IE as social inclusion as it encompassed the Education for All (EFA) principles (UNESCO, 2015; UNICEF, 2013: 23 (cf. 2.3.1). These principles include:

- Everyone needs support. However, learners who experience barriers to learning may need more support than others.
- Everyone can learn. This value also emphasises that learners who experience barriers to learning are human beings, they grow and change and make mistakes, but they are capable of learning.
- Everyone can contribute (we need to recognise, encourage and value each person's contributions, including children who experience barriers to learning.
- Everyone can communicate (not using words does not mean children who experience barriers to learning do not have anything to say).
- Everyone is ready. It means that none of us must pass a test or meet a set of criteria before we can be included. In addition, it also implies that *together we are better,* but acknowledge that we cannot have a world where everyone is like us, but that difference is our most important renewable resource.
- Social inclusion emphasises the following (UNESCO, 2015): A process of engaging all children in school activities, as well as developing and maintaining relationships and a sense of belonging for them.
- Ensuring that CWDs have access to quality IE practices in the classroom.
- Adapting the school to meet the needs of all learners.
- Ordinary classroom is adaptive and supportive.
- Educators adopting new teaching strategies such as curriculum differentiation.

- Assessing the teaching/learning factors.
- Emphasizing collaborative problem solving.
- Emphasizing good quality teaching.

Therefore, social inclusion establishes a basis for overall well-being but is also a critical component of moulding children who experience barriers to learning to be valued and contributing members of the school community (Mässe *et al.*, 2012; UNESCO, 2005: 15) (cf. 2.3.1). However, despite the strongly stated position on the socially constructed nature of difference and the resultant possible extrinsic contextual barriers, EWP6 (DBE, 2001) seems to be still depended on a medical approach (cf.2.3.3.2.1) when support for diverse barriers to learning is proposed (Engelbrecht *et al*., 2015).

2.3.3 IE approaches

In considering approaches to IE, a distinction is made between IE typologies and models.

2.3.3.1 IE typologies

Using IE typologies can help researchers to better understand certain conditions or factors. For example, the evolution of IE can be better understood when approached by looking at various similar IE approaches with common traits rather than by broadly attempting to compare all IE concepts simultaneously. Ainscow *et al.* (2006) and Göransson and Nilholm (2014) developed six typologies of IE. Each IE typology is deliberated briefly next with the intention to make it applicable to FSSs.

2.3.3.1.1 Inclusion as a concern with the disabled learner and others categorised as ‘having special educational needs’.

In this typology, advocates for IE are concerned about children being categorised as having ‘special needs’ in a mainstream school and who are still excluded (Ainscow *et al*., 2006). This implies that IE is related to Learners with Special Educational Needs (LSEN), who are placed in remedial classes or in special classes for seemingly maladjusted children. This typology of IE urges that accommodating learners in need of special support, should not be segregated within separate learning environments because something extra and different is being offered to them (Wang, 2009). This discourse is usually applied when a mainstream school asserts that it is not able to meet the needs of learners requiring special support (Brodin & Lindstrand, 2007). The reason for this given is that specially trained educators and often additional, health professionals such as Psychologists and Occupational Therapists are needed to focus their attention on ‘disabled’ or ‘special needs’ learners (Isaksson *et al.*, 2010). This typology has the notion of not identifying and acknowledging all the other ways in which participation for these learners may be impeded or enhanced (Kumar, 2013).

Strydom *et al.* (2012) postulate that educators find this type of IE more beneficial as the curriculum can be formulated specifically for special needs learners. Moreover, Wang *et al*. (2009) assert that there is a belief that learners in these classes benefit not only because of an apparently more appropriate curriculum, but also the thought of attending classes with classmates having the same disabilities which appears to enhance their confidence or self-esteem as well. This is against the principles of an inclusive school (i.e. an FSS) where all learners should be educated in one classroom (UNESCO.1994). This typology can enforce the medical deficit model (cf. 2.3.3.2.1) where the focus is more on fixing the learner who supposedly has a special need, resulting in labelling and stereotyping learners (Swart & Pettipher, 2016).

2.3.3.1.2 IE as a response to disciplinary exclusion

In this IE discourse, IE is engaged to accommodate learners excluded from the classroom / school because of challenging behaviour (Hatton, 2013; Kesälahati & Väyraynen, 2013; Martin & White, 2012). According to Marais and Meyer (2010), learners who often present challenging behaviours include among others, the learners who are diagnosed with Autism, Emotional and Behavioural Disorders (EBD), Learning Disorder (LD), Attention-Deficit/Hyperactivity Disorder (ADHD) and Physical Disabilities (PD). Therefore, the adoption of this IE approach is to ensure that CWDs that result in disciplinary challenges are not excluded from the benefits of formal education (Kesälahati & Väyraynen, 2013). South African education policy, documents, such as EWP6, advocate for the elimination of disciplinary exclusion of any learners. In other words, this IE approach can be applicable to FSSs.

2.3.3.1.3 IE is about all groups vulnerable to exclusion

This typology is more focused on "social inclusion" (Kesälahati & Väyraynen, 2013) by especially addressing discrimination against vulnerable and marginalised learners (Ainscow *et al*., 2006). It focuses mainly on, but is not limited to, learners who have disabilities (Hackney Learning Trust, 2015) and who have historically been and in many instances who are still termed LSEN (DBE, 2001). In this approach, the basic didactic and psychological belief is that there is no difference between the educational needs of learners who have disabilities and the 'other' learners (Human, 2010).

The focus of this typology is to help vulnerable children to overcome discrimination against them by their social ecologies such as their economic, ethnic, cultural, gender backgrounds (Kock *et al.*, 2012) as well as abuse (Reiter *et al.*, 2007). The global systems of education advocate for this IE model (UNESCO, 1994). Correspondingly, EWP6 (cf. 2.4.2.1.5) and subsequent guidelines (e.g. DBE, 2010a) endorse the adoption of this IE model in FSSs. However, South African studies such as Babedi (2013) and Mwoma and Pillay (2015) revealed that Orphans and Vulnerable Children (OVC) (including learners who have disabilities) seem to continue to experience low levels of social integration. Because of many prejudices held by abled people towards these learners.

2.3.3.1.4 Inclusion as the promotion of the school for all

This typology advocates the idea that a mainstream school should accommodate all learners (Ainscow *et al*., 2006). In this case, the school development process is towards a common school for all (Kesälahati & Väyraynen, 2013: 13). According to Brodin and Lindstrand (2007), this IE approach cultivates a mutually sustaining relationship between schools and communities. It recognises diversity and adheres to inclusive values such as changing the schools so that all learners can participate and learn in a mainstream school (Brodin & Lindstrand, 2007). This approach to IE seems to be in line with South African legislation and EWP6's emphasis on converting mainstream schools to accommodate all learners. Nevertheless, a study by Dreyer (2017) reported that the vision of a 'school for all' is yet to be achieved in South Africa because learners who have disabilities are kept on long waiting lists to be placed in special schools and classes.

2.3.3.1.5 IE as 'Education for All'

The EFA discourse represents an international commitment, which ensures that every child and adult receives basic education of good quality (Kesälahati & Väyraynen, 2013) (cf.2.3.1.1). Bloch and Swaner (2009) assert that its focus is on the growth of human capital through better child development, early education and primary education. In this discourse, education commitment is based both on a human rights

perspective and on the generally held belief that education is central to individual well-being and national development (Nel *et al*, 2011; Miles & Singal, 2010). In other words, in this approach IE is viewed as being generally having a broader focus than just disability. It is based on the six EFA goals, which are articulated in paragraph 2.3.1.1.

UNESCO's Salamanca Statement (cf. 2.3.1.2) can be aligned with this IE typology as it advocates for the mainstreaming of learners with disabilities in the following statement: "We, the delegates of the World Conference on Special Needs Education hereby reaffirm our commitment to Education for All, recognising the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system and further hereby endorse the Framework for Action on Special Needs Education, that governments and organisations may be guided by the spirit of its provisions and recommendation" (UNESCO.1994: 9).

Within the South African context, a joint report by the NCSNET and NCESS envisaged the EFA approach to education and the development of inclusive and supportive centres of learning (DBE, 2001). Hence, this approach to IE is in line with South African legislation and vision for education. The Constitution of South Africa (SA, 1996a), the Schools Act (1996b) as well as EWP6 affirm the EFA discourse.

2.3.3.1.6 IE as a principled approach to education and society

In this approach, the society agrees about what IE means to them in their specific context (Ainscow *et al.*, 2006). According to Meltz (2013), a school that adopts this IE typology should adhere to a particular social category e.g. religion. In other words, the school curricular subscribes to a particular societal religion's values, practices and policies (Kesälahati & Väyraynen, 2013: 14). EWP6 endorses the adoption of this IE discourse on condition that the typology is cognisant of and bound by the Constitution of South Africa (Independent Schools Association of Southern Africa (ISASA, 2002) by not practicing and allowing any discriminatory actions. The study by Meltz (2013) revealed that community values impacted on the implementation of IE. In this study, the Jewish community were proponents of the special education approach and viewed inclusion as having special classes attached to a mainstream school. The inconsistencies in the above-mentioned IE typologies indicate how differently IE is viewed. Perhaps much more explicit and relevant to the global consensus of what IE means are the different models impacting on the implementation of IE.

2.3.3.2 Models of disability

Several different models of disability exist and are seen as tools or frameworks from which disability can be defined. The two main models of disability, namely the medical model and the social model of disability are discussed below. These two models offer a general conception of the inclusion of CWDs, which can lead to how it is interpreted (Meltz, 2013).

2.3.3.2.1 The Medical-deficit model

The medical-deficit model utilises the patient-diagnosis-treatment sequence. In this model, CWDs are considered defective (genetically) or deficient (cognitively, socially, or behaviourally) (Cox *et al.*, 2016). It perceives disability as a medical problem, a defect, lying within the individual (Sullivan, 2011). Consequently, the CWD is seen as a "patient", needing a diagnosis and treatment and with the diagnosis primarily being made by health professionals (Nel, 2013). Alternative names given to the medical-deficit model are the individualistic intervention model, the psycho-medical or the deficit model (Sullivan, 2011; Meltz, 2013).

The medical-deficit model is of great value in the field of medicine, where the focus is on diagnosing a problem and ensuring that the person receives the appropriate treatment. However, when applying the medical-deficit model to identifying, assessing and supporting learners who experience barriers to learning, it can lead to learners being singled out, because the focus is mainly on what is wrong and how to treat it, while not taking into account all the external factors that could lead to this learner not being able to perform well: e.g. socio-economic disadvantages (Terzi, 2010). Consequently, there are negative connotations and stereotypes linked to this model. According to Goering (2016), this model could be regarded as the root of most negative attitudes held towards CWDs as they are seen as defective and dependent and in need of cure or rehabilitation. People with disabilities often report feeling isolated, undervalued, pressured to fit in a physical world that is adapted for them.

In 1997, the NCSNET and NCESS report pointed out that the education system strongly emphasised the medical approach to special needs education and learners with disabilities (Engelbrecht *et al*., 2015). In response, the DBE published EWP6 (cf. 2.4.2.1.5) and a number of guidelines (cf. 2.4.2.1.7) that are supposed to guide schools and educators on how to implement IE within the socio-ecological model confinements. Yet, the medical-deficit model is still evident in the education practice as learners continue to be referred and placed in special education (Nel *et al*., 2014; Engelbrecht *et al.*, 2013).

2.3.3.2.2 Socio-ecological model

The socio-ecological model relies on a relatively sharp distinction between impairment and disability (Sullivan, 2011). The model, which emerged from the disability rights movement sees disability as stemming from societal and environmental barriers. CWDs are seen not as defective, but rather as valued, “normal” members of society (Goering, 2015). According to Nel (2018), the socio-ecological model is interrelated to the diversity model because it acknowledges that a diversity of learning needs exists that result from individual, as well as environmental, societal and systemic factors.

The socio-ecological model recognises the multifariousness of influences, interactions and interrelationships between learners who experience barriers to learning and several other systems (Nel *et al.*, 2016; Swart & Pettipher, 2016) (cf.2.2.1). These systems can be in direct (e.g. parents, educators and peers) or indirect (e.g. community, socio-economic circumstances, parents’ work circumstances, education policies) interaction with the learner (Nel, 2018). In the socio-ecological model, contextual factors and influences, which have an impact on the lives of learners, are investigated and taken into consideration during the assessment and learning support process. To this end, different stakeholders (cf.2.5.3) must work together in collaborative partnerships (Nel, 2018).

IE policies (cf. 2.4.2.1) place emphasis on the socio-ecological, community-based collaborative approach to learning support in which contextual factors and influences are investigated and taken into consideration with learners who experience barriers to learning. This is in relation to the bio-ecological system of Bronfenbrenner (cf.2.2.1), which emphasises that there is a complexity of influences, interactions and interrelationships between the individual (learner) and multiple other system.

The socio-ecological model advocates for the elimination of obstacles within society and the system (such as exclusionary attitudes, limited resources, inefficient support structures and poor-quality teaching) that impact on the implementation of IE (Goering, 2016). Within a human rights and social justice perspective the socio-ecological model is thus the more appropriate model for implementation of IE locally (Nel, 2018). In the

next paragraphs, the development of the IE system in the South African context is discussed.

2.4 THE DEVELOPMENT OF IE IN SOUTH AFRICA

The development of IE in South Africa has taken a relatively long time to realise. While many Western countries began to dismantle separate special education systems from the 1970s onwards (Walton & Lloyd, 2011), South Africa traces its history of IE only as far back as 1994, with the advent of democracy. The next sections present IE as it shadows two phases namely the era before 1994 and after 1994.

2.4.1 Before 1994

Prior 1994, the South African education system was segregated along racial lines, as well as disabilities (Walton & Lloyd, 2011). Learners with different forms of disabilities were placed in special schools and special classes. These children were categorised according to their disability and then placed into the relevant special class or schools (Mahlalela, 2012). Furthermore, there were many special schools for whites and few for Black children with disabilities. A large number of white learners with special needs had access to well-resourced special schools as well as special and remedial classes linked to a mainstream school. Schools for black children were characterised by vast disparities in terms of funding, resources, educational rights, opportunities and expectations (Walton & Lloyd, 2011).

The medical deficit model (cf. 2.3.3.2.1) influenced the process of placement in these schools (cf. 2.3.3.2.1). The consultation approach with individualistic intervention roles allocated to mainly health professionals was prominent (Nel *et al*., 2014). In this process learners were labelled according to the source of their disabilities; they received a LSEN number, as well as a weighting based on their medical/biological conditions and/or cognitive disability (Conway, 2017; Swart & Pettipher, 2016; Nel *et al*., 2016; Asaram, 2014; Meltz *et al.*, 2014).

During the afore-mentioned process, the deficiencies in the system, such as non-parental involvement, lack of proper infrastructure and resources, were ignored. The causes of deficiencies were consequently seen as within the child (Swart & Pettipher, 2016). In special schools, health professionals provided treatment and rehabilitation (Haywood, 2014; Dunbar-Krige & Van der Merwe, 2010). In other instances, like in the case of a learning disability, there was a pull out system at primary schools where they were drawn from their mainstream classes during the school day and received remediation for a certain period in a separate room (Pather, 2011). This also resulted in stereotyping these learners.

Many black learners who were born with disabilities were regarded as a bad omen. In many instances they were killed or hidden away (Blackie, 2014). Blackie (2014) reveals that an unusual birth among black communities (e.g. being born with a set of unfamiliar teeth, having albinism or a physical deformation), or the death of the mother during childbirth, branded the child a ‘witch baby’. Conversely, if these children survived they were included into mainstream school by default or simply did not attend school (Walton, 2011). Consequently, in general, many black children with disabilities had no access to education (Pather, 2011).

In a few public schools where support was available, it was provided by certain humanitarian organisations, which primarily focused on basic reading and writing education, as well as training in vocational skills (Meltz, 2013). In cases where special education was available for black children, it was usually far away from home, which led to these learners not being near their families (Hodgson & Khumalo 2016). This is unfortunately currently still the scenario in especially many rural areas (Bantwini, 2010;

Mkhuma, 2012). Furthermore, according to Morake (2017), it is still a phenomenon for black parents to hold negative perceptions about so-called unusual children, specifically those who suffer from ADHD and mental illnesses such as schizophrenia (Mohangi & Archer, 2015; Topkin & Roman 2015; Symons, 2015). Being uninformed about these disabilities can be seen as the main reason for these perceptions (Mohangi & Archer, 2015; Topkin *et al*., 2015; Symons, 2015). After the dismantlement of apartheid in the early 1990s and after the Salamanca statement, calls were made for the establishment of a single South African IE system.

2.4.2 Post -1994

In 1994, the African National Congress' (ANC) led a government that introduced democracy, which resulted in the unison of segregated education departments into a single National Department of Education, which is currently called DBE (DBE) (Govender & Fataar, 2015). Consequently, new policies and legislations were also introduced to guide the new democratic approach to education (Mahlalela, 2012). All education policies are grounded in the Constitution and especially the Bill of Rights (RSA, 1996a), as well as the South African Schools' Act 84 (SASA) of 1996b. Based on these two acts access to education is emphasised as a human rights issue to maintain social justice. This means that public schools should admit all learners and fulfil their specific educational needs without discriminating against them in any way. This mandate finds expression in all policies following the School Act.

2.4.2.1 Policies and guidelines that influence the development of IE in South Africa

Several policy and guideline documents influence the development of IE locally. This includes the South African Constitution (SA, 1996a), SASA (1996b), White Paper on Integrated National Disability Strategy (WPRPD) (SA, 1997 and 2015); NCSNET/NCESS (1997b); EWP6 (2001); NDP (SA, 2011); SIAS (DBE, 2014a), the guidelines on FSSs (2005c, 2009a & 2010a). A brief discussion on how each policy document and guideline influences the implementation of IE in South Africa follows in the next paragraphs.

2.4.2.1.1 The Constitution

The South African Constitution is regarded as the 'mother' of all policies (Makhalemele, 2011; Perold *et al.*, 2010). This Act expresses the fundamental values on which the country should be build, namely non-racialism and non-sexism, the rule of law, human dignity, equality, as well as human rights and freedom to access education. The Bill of Rights (SA, 1996a) establishes the pace for the implementation of IE with clauses such as (SA, 1996a: 12):

- Everyone has the right to a basic education;
- There may be no discrimination against any person on the grounds of his race, gender, age, disability, religion, or language.

This implies that all learners should be given the opportunity to pursue their learning potential to the fullest and there may be no discrimination of any type against anyone with a disability, nor may they be refused access to education (SA, 1996a:14).

2.4.2.1.2 South African Schools Act (SASA) of 1996

In terms of SASA of 1996b, IE development in South Africa is accommodated in section 5(1) (SA, 1996b: 6), which states that public schools 'must admit learners and serve their educational requirements without unfairly discriminating them in any way'. This implies that all mainstream schools should admit and cater for the needs of

learners who experience barriers to learning. In this way, compulsory exclusion is abolished (SA, 1996b). The shift to address all learner's needs suggest a system of education, which recognises that there are children who experience barriers to learning and that these barriers go beyond disabilities (Du Plessis, 2013). This idea was discussed under the socio-ecological model in paragraph 2.3.3.2.1.

Section 5 of SASA also asserts that public schools may not administer any admission tests. This assertion correlates with the SIAS stipulation, which affirms that "assessment does not refer to assessment of learner scholastic achievement, but it refers to assessment to assess to determine barriers to learning, level of functioning and participation to determine support needs" (DBE, 2014a: 8) (cf.2.4.2.1.8). The rights and wishes of parents must also be taken into account (RSA, 1996b), which implies that parents of children with 'special needs' have the right to a choice of placement (Xaba, 2015; Du Plessis, 2013).

2.4.2.1.3 White Paper on an Integrated National Disability Strategy (WPRPD)

The White Paper on an Integrated National Disability Strategy (WPRPD) (SA, 2015) is intended to accelerate transformation and redress with regard to full inclusion, integration and equality for persons with disabilities. This WPRPD (SA, 2015: iv):

- Updates the South Africa's 1997 WRPRD.
- Integrates obligations of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and in the Continental Plan of Action for the African Decade of Persons with Disabilities (both of which South Africa has signed), with South Africa's legislation, policy frameworks and the NDP 2030.
- Endorses a mainstreaming trajectory for realising the rights of persons with disabilities.
- Provides clarity on and guides the development of standard operating procedures for mainstreaming disability.
- Guides the review of all existing and the development of new, sectoral policies, programmes, budgets and reporting systems to bring these in line with both Constitutional and international treaty obligations.
- Stipulates norms and standards for the removal of discriminatory barriers that that perpetuate the exclusion and segregation of persons with disabilities.
- Broadly outlines the responsibilities and accountabilities of the various
- stakeholders involved in providing barrier-free, appropriate, effective, efficient and coordinated service delivery to persons with disabilities.
- Guides self-representation of persons with disabilities.

The general principles of the WRPRD (2015:39) include the following:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices and independence of others.
- Non-discrimination.
- Full and effective participation and inclusion in society.
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.
- Equality of opportunity.
- Accessibility.
- Equality between men and women.
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The above stipulations seem to indicate that the WPRPD supports the shift from the medical model of IE (cf. 2.3.3.2.1) to the socio ecological model (cf.2.3.3.2.2).

2.4.2.1.4 National Commission on Special Needs in Education Training (NCSNET) and the National Committee on Educators Support Services (NCESS)

In 1997, the NCSNET and NCESS released their combined report, which recommends that the South African education system must "promote holistic and integrated learner support through inter-sectoral collaboration and community-led support systems focusing on preventative and developmental approaches" (DBE, 2001:7). The two commissions were established by the then Minister of Education Professor Kadar Asmal, two years after the introduction of democracy and were mandated to develop a policy required for successful implementation of IE. Their report, entitled Quality Education for All: Overcoming Barriers to Learning uncovered inequalities such as that special education and support services were provided on a segregating racial basis; and the education system, including the curriculum, had failed to meet the diverse needs of learners which caused a high failure rate as well as learners dropping out of school (DBE, 1997a).

In addition, NCSNET and NCESS identified discriminatory practices against learners based on the following systemic barriers (DBE, 1997a: 11 - 17):

- Poor socio-economic circumstances;
- Negative attitudes towards learners experiencing barriers to learning;
- An inflexible curriculum;
- Language and communication blocks;
- inaccessible and unsafe built environments;
- Inappropriate and inadequate provision of support services; lack of parental recognition and involvement in the support for educational provision to learners;
- Lack of human resource development, including education and training of educators and other relevant role players; and
- Lack of protective legislation and policy to support the development of IE.

The report emphasised that learning needs resulting from the above-mentioned barriers, should be met in an IE system if effective learning and development was to be sustained (DBE, 1997a: 44). This report therefore recommended that "the education system should change in order to promote education for all and foster the development of inclusive and supportive centres of learning" (DBE, 2001). Based on these findings and recommendations, EWP6 was developed.

2.4.2.1.5 Education White Paper 6 (EWP6)

EWP6 emphasises that the disparities and inequalities of the apartheid education system (Meltz, 2013), including the exclusion of learners with disabilities (Engelbrecht *et al*., 2015), must be addressed in an IE system. Such a system must accept and embrace the principles and values, which are contained in the Constitution of South Africa, namely "observing human rights and social justice for all learners, participation and social integration, equal access to a single, IE system, access to the curriculum, equity and redress, community responsiveness and cost-effectiveness" (DBE, 2001: 5). The adaptation of learning programmes and materials as well as assessment procedures are seen as central in ensuring that the curriculum is made accessible to all learners, while accommodating the diversity of learning needs in order to ensure that all learners learn successfully (Koekemoer, 2016). Accordingly, IE is defined as follows in this policy (DBE, 2001:6):

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

- Accepting and respecting the fact that all learners are different in some way and have different learning needs, which are equally valued and an ordinary part of our human experience.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledges and respects difference in children, whether due to age, gender, ethnicity, language, class, disability, Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) status, etc.
- IE is broader than formal schooling and acknowledges that learning occurs in the home, the community and within formal and informal modes and structures
- Changing attitudes, behaviours, methodologies, curricula and environments to meet the needs of all children.
- Maximizing the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimizing barriers to learning.

The policy asserted that, in order to make IE a reality, there needed to be a conceptual shift regarding the provision of support for learners who experience barriers to learning (Dalton *et al.*, 2012). To this end, the following strategies for establishing an IE system were identified (DBE, 2001:7):

- Improvement of existing special schools and the conversion of some special schools to resource centres (cf.2.5.5.3.1).
- Conversion of some mainstream primary schools into inclusive FSSs (cf. 2.5).
- Orientation of the staff in mainstream schools to the tenets and practices of IE, as well as how to identify children who may experience barriers to learning early.
- Establishment of DBSTs (cf. 2.5.3.6) and SBSTs (cf. 2.5.3.4) to help support educators with the process of implementing inclusive practices in their classrooms.
- Implementation of a national advocacy campaign to orient South Africans to the ideas of IE and the inclusion and participation of people with disabilities in society.
- Overhauling of the process of identifying, assessing and enrolling learners in special schools and its replacement by one that acknowledges the central role played by educators, lecturers and parents.
- Mobilization of out-of-school disabled children and youth of school-going age

It is evident that the development and the growth of IE in South Africa is centred around EWP6 as this demonstrates the government's commitment towards the development of an IE system that can enable all learners to realise their potential (Nel & Grosser, 2016). In achieving the objectives of IE, the NDP (SA, 2011) (cf. 2.4.2.1.6), as the strategic framework with the mandate to identify issues affecting the long-term development of the country. The vision of the NDP in relation to the development of IE is discussed in the next paragraph.

2.4.2.1.6 National Development Plan

The NDP (SA, 2011) aims to ensure that all South African citizens attain a decent standard of living through the elimination of poverty and reduction of inequality. It advocates for social inclusion, which can be attained through education (Cardo, 2014). In its vision for education, the National Planning Commission states that "all children can access and benefit from high quality education" through flexible services such as curriculum delivery and inclusive classroom practises, which are available, accessible and responsive to the needs of children and that "specific consideration will be given to the most vulnerable children – those who live in poverty or with disabilities" (SA,

2011:264). The NDP affirms that the core elements of a decent standard of living include quality education and skills development. The NDP also emphasises the link between the quality of an educational system and the quality of its educators (SA, 2011). It is therefore essential that educators in a FSS be allowed to implement IE effectively by being capacitated and enabled (Engelbrecht *et al*., 2015).

2.4.2.1.7 Conceptual and Operational Guidelines for the implementation of IE: Full Service Schools

In 2005, the DBE released the Conceptual Guidelines for the implementation of IE: FSSs, which emerged out of the EWP6. This policy was revised in 2009 and 2010 mainly to guide the Schooling 2025 plan of the DBE, which is intended to strengthen the implementation of IE and to ensure greater access for all learners, especially the poor, to educational support in their local neighbourhood schools (SA, 2010). It provides details regarding definitions and developmental issues as well as the key roles of a FSS (DBE, 2010, 17–23, 43) (cf.2.5). Despite these guidelines, the successful implementation of IE in FSSs seem to remain elusive (Walton *et al*., 2014) (cf. 2.4.2.2).

2.4.2.1.8 Screening Identification Assessment Support (SIAS)

In 2014, DBE published the final SIAS policy, which outlines the screening, identification, assessment and support process, which must be applied with regard to learners who experience barriers to learning (Nel & Grosser, 2016). The SIAS procedure is an attempt to assess the level and extent of support required by identified and referred learners in a school in order to optimise their full participation in the learning process (DBE, 2014a). It is asserted in this policy that information gained from external assessments (such as psychological testing) should serve only to enhance the understanding of the interventions needed and should not be central in decision making around support (Nel, 2016).

The SIAS is also aligned with the nine priority areas, within the Care and Support for the Teaching and Learning (CSTL) Programme (DBE, 2014) which include nutritional support, health promotion, infrastructure for water and sanitation, safety and protection, social welfare services, psychosocial support, material support, curriculum support and co-curricular support (DBE, 2014). Moreover, the CSTL programme intends to prevent and mitigate factors that could have a negative impact on the enrolment, retention, performance and progression of vulnerable learners (cf.2.3.3.1.3) in schools by addressing barriers to learning and teaching areas of support needed by learners who may be experiencing barriers to learning (DBE, 2014: 21).

During the implementation of the SIAS, collaboration (cf. 2.5.4) is key in that classroom educators, the SBST, parents and the DBST should reach consensus about which necessary and appropriate support within a school should be provided (Engelbrecht & Muthukrishna, 2019). Support can be provided or facilitated at a low, moderate or high level in one or more of the following areas: sight (blind/severe visual limitation), hearing (deaf, profoundly hard of hearing), intellectual (serious difficulties in learning), physical (e.g. a child needs wheelchair, crutches or prosthesis), multiple (combination of physical and intellectual or more), emotional (behavioural, psychological), communication (speech impairment) (DBE, 2014: viii). The IE approach, advocated in the SIAS, is where learner support should not focus only on the diagnosis and remediation of deficits in the individual learners and through individual attention by specialist staff (cf.2.3.3.2.1). The focus of support is shifted to a holistic approach where a whole range of possible barriers to learning that a learner may experience need to be explored. This can include extrinsic barriers in the home, school or

community environment (e.g. poverty) or intrinsic barriers related to disabilities such as Autism, Schizophrenia and ADHD (cf. 2.3.3.2.2). The holistic support programmes should enable learners to gain access to learning opportunities in an FSS (DBE, 2014).

However, it seems that educators do not fully understand their roles and responsibilities throughout the SIAS strategy and implementation due to a lack of effective and structured in-service training programmes (Mncube & Lebopa, 2019; Walton *et al*., 2014). Abongdia *et al.* (2015) found that educators lack training in terms of understanding, skills and willingness on how to approach the identification of barriers to learning, as well as the operational meaning of what creates learning difficulties or disabilities.

I concur with these findings because as an SBST member, I recognise that the lack of training on SIAS instigates class educators not to follow SIAS protocol. They complete SNA 1 forms without the involvement of parents/caregivers of the learner being assessed. In many instances, educators then construct their decisions based on the physical appearance of learners. As also reported in a study by Abongdia *et al*. (2015), they seem to follow the medical deficit model or their intuition to identify learners who experience barriers to learning. It also appears that they do not consult past records of learners because they are unavailable in the SBST and the learner profile files. Therefore, she has the impression that assessments rather reflect educators' views and not a true reflection of the barriers the learners' experience.

Despite the enabling policy framework described in this section, the implementation of IE in South Africa faces insurmountable challenges (DBE, 2015). The reasons for this are numerous and relate to problems that affect educators (cf. 2.4.2.2). To ascertain why this may be the case, I carried out a review of the literature and a plethora of dissertations/thesis and articles addressing the topic. Based on the results and conclusions of these research studies, I identified eight reasons, which I believe contribute towards why educators in FSSs' are experiencing challenges during the implementation of IE. These reasons are deliberated next.

2.4.2.2 The current situation on the implementation of IE in South Africa (post-apartheid era, 2001- 2017)

The current situation on the implementation of IE locally is distinguished by various challenges that persist after the introduction of EWP6 in 2001 (Donohue & Bornman, 2014). Researchers (e.g. Phahlamoka, 2017; Abongdia *et al*., 2015; Donohue & Bornman, 2014; Walton *et al*., 2014; Makoelle, 2012; Stofile, 2008) reveal that while IE is believed to be the appropriate strategy for addressing the diverse needs of learners in South Africa, the implementation thereof is complex. Challenges include, among others, shortage of fully functioning FSSs, IE policies that lack clarity, problems with IE terminology and poorly trained educators on IE practises and knowledge to accommodate learners experiencing barriers to learning. These challenges are elaborated on in the following paragraphs.

2.4.2.2.1 Shortage of fully functioning FSSs

There is not sufficient functioning FSSs in South Africa (Conway, 2017) because the transformation of primary schools into FSS is slow (Hall & Theron, 2016; Maguvhe, 2015; Walton, 2014). Therefore, many children who experience barriers to learning remain in mainstream schools that are not capacitated to support their unique learning needs. During the time of the study, 48 FSSs out of 198 primary schools were designated in FDDOoE (Mweli, 2017; Mweli, 2015). The repercussions of having few FSSs in a district include the following: *Firstly*, insufficient FSSs discontinue the vision of a fully IE system (cf.2.4.2.1.5) (Walton & Lloyd, 2011). Many children with disabilities

are denied access to schooling (Stofile, 2008) because special schools are few and full, with long waiting lists (Dreyer, 2017). This could be regarded as a violation of the Constitution of the Republic of South Africa since they are being denied access to quality education. *Secondly*, it contributes towards a high percentage of dropped out learners who experience barriers to learning and who struggle to gain access to mainstream schools and SSRCs (Makhalemele & Nel, 2015). Many of these out of school learners can suffer from health, psychological, physical, social and economic problems (Lamb & Markussen, 2011). *Thirdly*, scarcity of FSSs advance overcrowding in the newly designated FSSs (Hodgson & Khumalo, 2016) as parents insist on placing their children who experience barriers to learners in these schools. Overcrowded classes can make it very difficult for educators to address diverse learning needs and support learners who experience barriers to learning (Adewumi *et al.*, 2019; Garrick *et al.*, 2017; Engelbrecht *et al.*, 2017; Marais, 2016). *Lastly*, schools and district offices have a shortage of support professional posts (Molla & Lazarus, 2014). During the time of the study, six support professionals such as Psychologists, speech and occupational therapists from the district office supported a very large number of learners who were experiencing barriers to learning in the FDDOoE. The SIAS policy states that "the development of norms and standards for resourcing an IE and training system is an immediate requirement for the successful implementation of the policy" (DBE, 2014:20). These norms are required to cater for the particular post-provisioning needs of schools. In the continued absence of such norms, the problems detailed above could continue.

2.4.2.2.2 IE policies that lack clarity

Research has found that IE policies such as EWP6 (cf. 2.4.2.1.5) and the SIAS (cf.2.6.3.8) can be confusing in what it aims to achieve as the outlining of implementation strategies is vague (Donohue & Bornman, 2014). For example, EWP6 defines a FSS as '*a school that would have a bias towards particular disabilities depending on the need and support*' (DBE, 2001: 10), while in other sections it is defined as '*a school that will provide for the full range of learning needs among all learners'* (DBE, 2001:22). The guidelines for FSS describe an FSS as '*an ordinary school that is specially resourced and orientated to address a full range of barriers to learning in an IE setting*' (DBE, 2010a: 7). Another example is that support professionals (such as Psychologists, speech and occupational therapists) within and outside of the education system seem to be unclear about what their roles and responsibilities are within an IE system (Meltz, 2013; Sonday *et al.*, 2012). A key strategy of EWP6 is the '*The mobilization of out-of-school disabled children and youth of school-going age'* (DBE, 2001:8). However, it does not clearly delineate the process that should be followed to organise access to schools for the multitudes of CWDs who are of school-going age but not currently in school (Donohoue & Bornman, 2014). Barrat (2016), as well as Geldenhuys and Weavers (2013) assert that the SIAS policy (cf.2.4.2.1.8) increases class educators' administrative work adding to their already demanding workload, but very little practical guidance is evident. This could result in educators simply not completing these forms for learners experiencing barriers to learning and consequently they do not get the appropriate support. In addition to this the SIAS compels classroom educators to support learners even if they do not know or have the required skills to implement the strategies needed. For instance, educators are required to differentiate learning content, for which many are not trained and would thus rather avoid doing it (Abongdia, *et al.*, 2015) or they must teach learners with Autism even though they are ill-prepared for this (Ngara, 2014).

2.4.2.2.3 Lack of capacity to implement IE at various levels of the education system

Various levels of the environment (cf. 2.2.1) as identified by Bronfenbrenner, seem to lack the capacity to implement IE effectively (Walton & Lloyd, 2011). Capacity relates to the resources required to give effect to IE policy implementation (Egbo, 2011). This can include human and financial, physical and technological resources (Hausiku, 2017). Schoeman (2012) reports that the DBE's national and provincial offices, which is located at the *macrosystem,* has a scarcity of officials and finances. This is critical as it is the starting point for capacity building of provincial district officials with regard to the implementation of IE programmes such as how to modify the curriculum and assessment, as well as develop plans of actions needed when a learner is experiencing a barrier to learning. According to Makhalemele and Nel (2015), the DBST, which are located at the macrosystem, experience various challenges. For example, they struggle to assimilate the staff of SSRCs as support resource for neighbouring schools.

At school level (microsystem), the SBST and principals seem to lack the means and capability on how to support educators who must adapt to teaching in inclusive classes (Masango, 2013). The reported reason for this is that they do not get sufficient support from the district and they also feel that they have not been adequately trained and therefore lack knowledge and skills (Muthwana & Dreyer, 2018; Nkambule & Amsterdam, 2018; Rulwa-Mnatwana, 2014; Geldenhuys & Wevers, 2013; Tshifura, 2012) Consequently, it appears that although EWP6 made the provision that, the department will build structures and strategies on how to implement IE critical difficulties are experienced by support structures with the ability to implement the developed policies (Jama, 2014).

2.4.2.2.4 Problems with IE terminology

The use of terminology within IE is one area that seems to especially pose difficulties for educators and related practitioners like Psychologists and speech therapists to fully understand what IE entails, not only in South Africa but also, worldwide (Abongdia *et al*., 2015; O'Rourke, 2015). The reason for this is that terminology differ from one discipline (e.g. educators, academics and therapists) to the other (Moolla & Lazarus, 2014). A key concern with regard to use of terminology of IE is that various researchers have drawn attention to the persistence of a normative assumption of the traditional provision of special education that continue to shape and drive policy implementation (Ngcobo & Muthukrishna, 2011). Pather (2011) claims that there is a predominant focus on the term 'disability', synonymously used with 'impairment', which aggravates the failing to recognise systemic barriers, which could lead to disabilities Moreover. the category of special needs education has become a catch phrase for a range of learner 'issues' - from 'special needs', learning and behavioural challenges, to diagnosed and undiagnosed syndromes such as ADD and Autism (Dada *et al.*, 2009). In SSRCs, when referring to 'accommodating the needs of special learners', it includes learners with emotional, social, neurological or physical problems. Therefore, the term special needs education needs to be more clearly defined if it is to be targeted more meaningfully in an IE system (Strydom *et al.*, 2012).

Mkhuma (2012) and Meltz (2013) report that in IE workshops, education department officials use terms like learners with "special" education needs, learners with barriers to learning, remedial, the deaf, the blind, the physically disabled, the mentally retarded, Severely Mentally Handicapped (SMH), slow learners, or even sufferers when referring to *learners who experience barriers to learning.* This continue to occur despite the NCSNET and NCESS report, as well as EWP6, emphasising that these terms, resulting in labelling and stereotyping, should not be used as it is connected to

the medical model (cf. 2.3.3.2.1), which was used to diagnose children's limitations against developmental and functional norms (Meltz, 2013; Mkhuma, 2012).

The use of deficit-focused terminology in IE indirectly sends a message to educators that when they identify learners they should underline the disability/deficit, e.g. for "slow learners", "deaf", "blind", "physically disabled", "mentally retarded", "SMH-Severely Mentally Handicapped" and "sufferers", which is in contrast with the principles of the EWP6 that all learners can learn and need support (DBE, 2001:6). Therefore, it is important that all role players such as parents, NGOs focusing on IE and learning support, educators from SSRCs across the education system should advocate the use of more appropriate terminology such as "learners who experience barriers to learning". It is vital to use people first terminology. For example, people who are blind, children with hearing loss, people with HIV/AIDS, people with an intellectual disability, Down's syndrome, autism, physical disability, mental illness etc., which was declared acceptable in IE settings (Mkhuma, 2012). The continued use of medical-deficit terminology hampers the realisation of the vision of a truly IE system in South Africa (Engelbrecht *et al*., 2015) and as a result, IE educators remain uncertain about what constitutes an inclusive philosophy in the South African context (Makoelle, 2012).

2.4.2.2.5 Poorly trained educators on IE practises and knowledge to accommodate CWDs

Insufficient educator skills and knowledge to especially accommodate CWDs can be to blame for the poor implementation of IE (Themane & Thobejane, 2018; Hall & Theron, 2016). In 2015, DBE and UNICEF commissioned a study on CWDs from birth to four years old. Researchers reported that educators were generally ill-equipped to deal with CWDs, which they contributed to a lack of training (UNICEF, 2015). Amod *et al.* (2013) conducted a study where it was determined that the educators were not sufficiently trained regarding ADHD. It appeared that they did not fully understand the influence of comorbid factors, hence often confused the identification of ADHD. According to the study, it was stated that some of the educators felt that ADHD was influenced by many myths or misconceptions, for example they believed that ADHD was a result of food additives, biological abnormalities or poor parenting skills (Amod *et al*., 2013). These perceptions of ADHD's causes and symptoms imply that an incorrect diagnosis can occur. The results of a study by Hall and Theron (2016) went so far in finding that some educators and/or fellow-learners label and bully learners with disabilities. As a result, CWDs stay away from school (Donohue & Bornman, 2014; Geldenhuys & Wevers, 2013; Obiakor *et al.*, 2012 Ngcobo & Muthukrishna, 2011). When CWDs leave school, they promote towards high South African statistics of 8% of seven to 15-year-olds and 33% of 16 to 18-year-olds with a disability being out of school (DBE, 2013). Furthermore, research asserts that educators lack knowledge and skills to identify, support and teach learners who experience a range of barriers to learning (Abongdia *et al*., 2015). Consequently, they continue to prefer applying the medical-deficit model (cf. 2.3.3.2.1) where these learners are rather referred and placed in special education (Nel *et al.* 2014). Geldenhys and Wevers (2013) conducted a study on the ecological aspects such as the school policies the SBST and parents influencing the implementation of IE in mainstream primary schools in the Eastern Cape, South Africa. They argued that there is evidence that educators do not fully understand their roles and responsibilities regarding the SIAS strategy, which is an integral feature of the implementation of IE (cf.2.4.2.1.8). Their findings affirmed that this was due to the lack of effective and structured in-service training programmes, resulting in negative outcomes on the implementation of IE due to non-compliance with the SIAS strategy. Maghuve (2015) investigated the transformation and human rights agenda in IE school, in four South Africa's provinces, namely Limpopo, Gauteng, North West Province and the Free State. He found that educators

lacked transformative training to elevate IE to the level of a human right and as a result they believe that CWDs should be taught separately in special education. Critically, educators appear to lack the expertise/preparedness to adapt school and classroom environments as well as lessons, assignments and assessment to suit every CWD's learning needs (Donohue & Bornman, 2014; Kalenga *et al*., 2014; Geldenhuys & Wevers, 2013).

In the previous sections a background to IE was provided in an attempt to create an understanding of what IE entails, as well as what the reality is regarding the implementation thereof. As FSS is a key implementation strategy of IE and the focus of this study, it is discussed in the following section.

2.5 THE DEVELOPMENT OF FSSs WITHIN THE SOUTH AFRICAN IE SYSTEM

One of the primary strategies towards inclusion that is located within the *microsystem* is the development of FSSs. This advancement within the South Africa IE system is a response to NCSNET/NCESS's (DBE, 1997) and EWP6's (DBE, 2001) recommendations (cf. 2.4.2.1.5).

2.5.1 Defining an FSS

Internationally countries have similar schools as FSS but are named differently. For example, in the United States of America (USA) an FSS is called a Full-Service Community School (FSCS) (Dryfoos & Maguire, 2019). This type of school emphasizes equity and an unstreamed school system (i.e. learners are not divided into groups or streams according to ability) where all learners, regardless of their academic and socio economic status are enrolled in the same age group school and study together (Dryfoos & Maguire, 2019). In Sweden it is known as Comprehensive Schools or Common Schools for All (Giota & Emanuelsson, 2018). As with the USA, these schools in Sweden are also typified by equity and inclusion as it focuses on the acceleration of fairness, adaption and individually focused teaching (Giota & Emanuelsson, 2018). In the United Kingdom an FSS is named the Extended School and Services (ESS) and also affirm equity, as well as an integrated and unstreamed school system aim to (Giota & Emanuelsson, 2018; Cameron, Moss, Owen, Petrie, Potts, Simon & Wigfall, 2009). In Botswana an FSS is known as a Regular School which accommodates learners with disabilities to study side by side with their peers in order meet the educational needs of every one (Mangope, Kuyini, Musaruwa, Major, Bramwell, & Tiny, 2018).

In South Africa an FSS is regarded as a school "that will be equipped and supported to provide for the full range of learning needs like numeracy, knowledge, skills, values and attitudes among all our learners" (DoE, 2001:22). It is an ordinary mainstream school, which should be able to accommodate learners with low, moderate, high or very high support needs (DBE, 2010a:24). Moreover, it should provide all-inclusive services to meet the numerous challenges encountered by children who originate from poor family backgrounds and culturally diverse children and families, which can cause barriers to learning (Sanders *et al.*, 2018). In addition, an FSS should provide additional support to learners with special educational needs in areas such as communication and interactions, cognition and learning, social, emotional and mental health and sensory and/ physical needs (National Council for Special Education, 2014). This is to be achieved by means of accommodating teaching methods which facilitate transformation of the curriculum and within the school itself, as an institution.

An inclusive school, such as an FSS, should integrate academic and non-academic (such as health and social) support to all learners (Biag & Castrechini, 2016; Campbell-Allen *et al.*, 2009). Alternative names for a FSS could be a Single-

Stop/Community School/Inclusive School/Community School (Walton, 2014; Oakes *et al.*, 2017; Sanders & Hembrick-Roberts, 2013). This implies that an FSS provides a range of integrated support services and programmes to learners and their families while taking into consideration the existence of the different interactive contexts in the nested system (cf. 2.2.1.1) (Galindo *et al.*, 2017; Blank *et al.*, 2012). It also offers wraparound services acting as a 'one-stop-shop', which can improve access to vital services to all learners and community members (Biag & Castrechini, 2016; Momeni, 2015:16; Daniel & Snyder, 2015; Walton *et al*., 2015; Cambell-Allen *et al.*, 2009;). Thus, it affords comprehensive academic, social, mental and physical education services to meet learners, family and community needs (Campbell-Allen *et al*., 2009). According to Simons (2011), an FSS can operate *as a centre of learning excellence.* As a centre of learning excellence, a FSS provides services (social and therapeutic) in the school and in conjunction with private institutions such as Braille South Africa (Simons, 2011). Other mainstream schools can also benefit, from these services. Meltz (2013) and Conway (2017) conducted their studies in FSSs, which operated as a centre of learning excellence where learners and members of the community enjoyed social and therapeutic services (e.g. counselling sessions) provided by the school. However, it is important to note that no FSSs will function the same as it must respond to the various needs of local communities (Lawson, 2010), as well as the diverse needs of their learners.

Originally, EWP6 envisioned that 30 mainstream schools in 30 selected districts should be piloted for developing inclusive systems where after 500 mainstream primary schools should be converted to become FSSs over a period of 20 years (DBE, 2010). For the selection, of these schools, particular attention was paid to the recruitment of community and parent participation so that all social partners and role players can become part of the process in developing these schools. However, the designation and transformation of primary schools into FSSs have not been easy (Hall & Theron, 2016) due to a variety of challenges which are discussed later in this section (cf. 2.6).

2.5.2 Characteristics of an FSS

In the South African context, a document called the Guidelines for Full Service/Inclusive Schools outline the characteristics of an FSS (DBE, 2010a:7-8). These characteristics are discussed, integrated with several other assertions, views and research findings. An FSS seeks to embrace the vision of a society for all, based on the United Nations Declaration of Human Rights and the CRPD (DBE, 2010) (cf.2.3.1.4). It is therefore essential that every role-player linked to a FSS understand that each learner is unique and that knowing his or her individual differences is critical. This include respect along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, dis/ability, religious beliefs, political beliefs, or other ideologies (Biag & Castrechini, 2016). An FSS nurtures a philosophy that is underpinned by inclusion principles like all children have the right to receive a public education in a mainstream school, which exerts an atmosphere and culture of respect for all people in the school and the community (including parents/care-givers). Consequently, learners who experience barriers to learning (including CWDs) are valued in the classroom and treated like all others. An FSS recognises that all learners have the potential to learn, where the abilities, talents and aspirations of all learners are equally valued (DBE, 2010). It creates opportunities for every child to develop consciousness of their potential and to equip them to act on it. In the classroom and outdoors, all children are encouraged to be their best (Walton, 2014). Prejudice and all forms of discrimination about particular educators or learners must be actively addressed by the school. Moreover, an FSS should embrace diversity through recognizing potential, increasing participation, overcoming and reducing systemic

barriers and removing stigmatization and labelling (DBE, 2010). The principle of inclusion can thus be summarised as the promotion of access, equity, quality and social justice in education while promoting a sense of belonging (Themane & Thobejane, 2018).

These schools should strengthen the implementation of IE by ensuring greater access opportunities in local neighbourhoods for all learners, including those who experience barriers to learning and especially those who are from poor socio-economic backgrounds (Momeni, 2015; Motshega, 2012). An FSS must adopt a holistic, flexible and accommodative approach to development of teaching and learning and uphold a spirit of collaboration among all members of the school community as well as reaching out to various stakeholders (cf. 2.5.3) around the school. This requires that a FSS's educators should have skills and knowledge that they can use to support and collaborate with one another in ensuring the success of all learners (DBE, 2010). A FSS is therefore responsible for the education of each learner irrespective of learning needs and is committed to introducing measures of reasonable accommodation in keeping with the goals of full inclusion (DBE, 2010). Reasonable accommodation entails making adjustments to meet individual needs (Abongdia *et al*., 2015).

In order to achieve the above-mentioned holistic, flexible and accommodative approach and in support of educators, learners and the community, a functioning SBST (cf. 2.5.3.4) with a capable coordinator is essential (DBE, 2010a). The SBST should have knowledge and skills to provide dynamic and differentiated case management in order to connect a learner to a wide range of support programmes and services, including the following (Daugherty *et al*., 2016):

- Screening and application – assessing learners for appropriate support services.
- Counselling – preparing a learner to deal with a disability (e.g. low vision) or difficult home circumstances.
- Case management and referrals to wraparound support services (e.g. support services offered by the department of health).
- Identifies training needs of educators and organises ongoing staff development and joint planning of support (DBE, 2010a).
- Furthermore, an approach of designating FSSs with the vision of minimizing exclusion and addressing barriers to learning is consistent with a learner-centred approach to teaching and learning (DBE, 2010a). This idea recognises that developing learner strengths and enabling and empowering them to participate actively and critically in the learning process involves identifying and overcoming the *causes of their learning difficulties* (DBE, 2010a). "*This approach is also consistent with a systemic and developmental approach to understanding problems leading to action planning*" (DBE, 2010a:4).

The current South African IE framework (DBE, 2001, 2005, DBE, 2010) highlight a socio-ecological, community-based collaborative approach to learning support in which contextual factors and influences are investigated and taken into consideration when IE is implemented. Each stakeholder' supposed collaborative roles and responsibilities in a FSS are discussed in the next paragraphs.

2.5.3 Stakeholders in an FSS

For IE to be successful and sustainable, different stakeholders must be fully involved (Kaur *et al.*, 2016), including community partnerships (Themane & Thobejane, 2018). A 'stakeholder' in the school context is anyone or an organisation with a stake or interest in the welfare and success of a school and its learners regardless (Nthontho, 2017). In this study, stakeholders can include educators, parents, SBSTs, Principals

and SMTs and DBSTs as depicted in Figure 2.4. Each stakeholder may be different from the other in terms of culture, home background and perhaps be of different ages and interests. However, it is critical to value each other's difference equally as long as it contributes towards greater inclusion (Maguvhe, 2015).

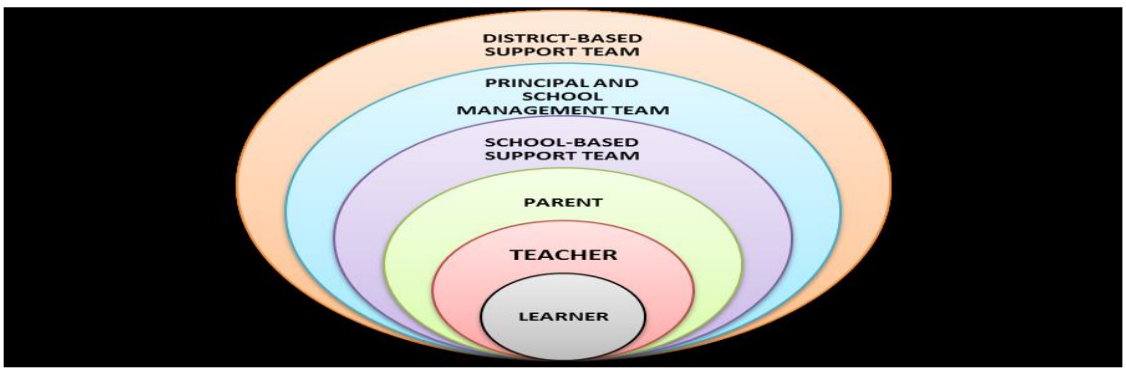

Figure 2. 4: Stakeholders in a FSS
(Adopted from Koekemoer, 2016)

2.5.3.1 Learner

Figure 2.4 asserts an understanding that a learner has a stake in a school. Article 12 of the 1989 United Nations Convention on the Rights of the Child (UNCRC) and the Salamanca's statement (cf.2.3.1.2) endorse this view. The SASA policy (cf. 2.4.2.1.2) also affirms that they should have a presence in a school's decisions making. Furthermore, every other role-player in the school community should acknowledge their presence and value them as an equal member (DBE, 2005a:14).

Drawing from the bio-ecological model, a learner is located in the *microsystem,* (Bronfenbrenner, 1977) which means that he/she may interact with various stakeholders who are located in and outside the microsystem. The learner's responsibilities, as a stakeholder emerges in various ways. For example, a learner should engage in collaborative learning with a diversity of peers (Mukhopadhyay *et al*., 2018; Hall & Theron, 2016). To this end, classroom educators should expose all learners to interactive strategies (e.g. group work, peer tutoring, peer-mediated learning and cooperative learning (Frantz, 2015; Tshifura, 2012;). In addition, when a learner has been identified as experiencing barriers to learning he/she should take an active role in the support programme as far as possible (Masango, 2013). Every learner who is 18 years and older (with low, moderate or high-level support needs including being orphaned or leaving under poor socio-economic conditions), must give consent and avail himself/herself to assess his/her experienced challenges (DBE, 2014:37). In case an assessment involves a younger learner, or may be experiencing a high level of a disability (e.g. Autism, Blind, Physical Impairment or Diabetes), which is chronic, a parent must sign a consent form and assist a child to recommend solutions (SA, 2005). However, in many instances vulnerable learners are marginalised in inclusive schools as they are not consulted when a school design support programme meant to assist them (Khanare & De Lange, 2017).

2.5.3.2 Educator

According to Figure 2.4, an educator is a stakeholder in an FSS. Policies that influence the implementation of IE (cf. 2.4.2.1.5) articulate that an educator have a central stake in an FSS. EWP6 emphasises the educator's critical role as a stakeholder in the IE system. It states that: "Classroom educators will be our primary resource for achieving our goal of an IE and training system… and (they will) focus on …. the development of learners' strengths and competencies rather than focus on their shortcomings" (DBE, 2001:18). This statement is particularly true for educators who educate learners

who are experiencing barriers to learning where the success of the educational process depends on their knowledge and skills (Magare *et al.*, 2010).

Following Bronfenbrenner's bio-ecological systems model (Bronfenbrenner & Morris, 2006) (cf.2.2.1) an educator is also located in the *microsystem*. He/she is in direct contact with a learner who may need support. An educator has the opportunity to see a learner in a broad perspective within the school and classroom environments and as impacted by various systems (such as the child's peer group and family) and to influence his/her development. This thinking finds support in a body of research that confirms the importance of the educator-learner relationship in children's psychosocial and intellectual development (Babedi, 2013). The roles of an educator as a stakeholder unfolds in various ways. Mthwethwa (2015) declares that inclusive educators should fulfil the following roles in a classroom:

- Collaborate with others in preparing lessons and compiling Individual Support Plan (ISP). The ISP is also called the Individual Education Plan (IEP) or Individual Learning Plan (ILP) (Tichá, Abery, Johnstone, Poghosyan & Hunt, 2018) or the Individual Learning Plan (ILP) (Walton, 2012).
- Perform at a high level that in cooperates multitasking.
- Identify learners who experience barriers to learning early.
- Comprehend each learners' skills, interests and abilities.
- Understand learners' interests and motivation in a specific content.

Loreman *et al.* (2010:37) stress that: "Teachers need to be highly skilled and motivated to be successful" as inclusion "demands such high levels of teaching competence and organisational changes" in order to promote effective learning. They should therefore be able to foster cultural diversity in a classroom, differentiate curriculum and identify learners who experience barriers to learning via the SIAS process. Consequently, an educator must teach lessons, which are adapted to suit different learning needs, with flexibility and inclusion of all learners. Thus, an inclusive educator has to be capacitated in using a variety of learner-centred teaching methods (such as co-operative learning) (Gill & Kusum, 2017), focusing on the development of each learner's strengths and competencies rather than focusing on the learner's shortcomings only (DBE, 2001:19). Themane and Thobejane (2018) assert that an educator's agency is key during IE. This requires that each educator should work within a team with other stakeholders and act purposefully and constructively to make a difference in the educational achievements and other social needs of all learners. Together with other stakeholders, an educator helps a school to acknowledge and accommodate the presence of diversity in various cultures, ethnic and language groups, sexuality, gender identity, different socio-economic backgrounds and religious beliefs (Erasmus, 2011). It is important that all educators should use these differences as a resource when planning and presenting lessons.

An inclusive educator is responsible for the facilitation of rights-based education towards transformative action, which is premised on human rights and democracy. Thus, it is incumbent upon each of them to endorse the development of a sense of respect and responsibility towards others, to inspire learners to uphold human rights and to promote democratic values and practices in schools (Coetzee & Mienie, 2013). In addition, Mwoma and Pillay (2015) suggest that with an increase in the number of vulnerable children in mainstream schools, educators should be able to provide psychosocial support to all learners (Mwoma & Pillay, 2015). Psychosocial support refers to the care and support provided to influence both the learner and his/her social environment, with a view to enhancing his/her psychological and social well-being (Mwoma & Pillay, 2015). It addresses physical, social, spiritual, psychological and emotional developmental needs of especially vulnerable children (Huni, 2010). The

one aspect of psychosocial support that each educator should provide is authentic caring (Nel, 2016). This refers to a learner-centred caring, focused on the individual as well as collective needs, interests, capacities and cultures of youth (Maullicci, 2009:629). During this process, an educator must not label a learner, but motivate him/her to succeed in learning and allow each to experience sense of belonging and well-being (Nel, 2016). An educator should not make assumptions and judgements based on observable behaviour and achievement of learners in the classroom. Instead, an educator need to be systematic and make time to understand their learners' learning barriers, but also learn about the contexts of learners who experience barriers to learning (i.e. educator should be familiar with learners' backgrounds, home situations, communities, cultures, etc.) (Nel, 2016).

As authentic caring develops, educators should in cooperate learners as individuals in a supporting, communally respectful and caring relationship (Maullicci, 2009). In the microsystem, authentic caring demonstrates itself through the nature of social interactions and curricular structures (e.g., Curriculum Assessment Policy Statement (CAPS) that are responsive to learners' needs, interests and cultures. Curricular content should explicitly allow educators to attend to caring and school cultures should enable the fostering of respect, solidarity and learning (DBE, 2011). Sometimes authentic caring may be a challenging idea to educators especially when they lack an understanding of how to care for learners who experience barriers to learning, which may not be similar with their expectations or whose backgrounds are ethnically, linguistically and culturally different from their (Garza *et al.*, 2014). Consequently, educators may not be able to attend to the particular needs of CWDs when their needs are beyond classroom teaching (Garza *et al.*, 2014. According to researchers (e.g. Mahlaphahlapha & Thobejane, 2018; Dalton *et al*., 2012; Magare *et al*., 2010), there are generally progress in terms of how educators implement IE:

- Educators respond to current social and educational problems by accessing and working in partnerships with professional services to deal with issues such as violence drug abuse, poverty, child and women abuse, HIV/AIDS and environmental degradation and
- Educators support learners in need of assistance with social or learning problems.
- Educators demonstrate caring, commitment and ethical professional behaviour when dealing with the protection of vulnerable children and their development.
- Educators understand key community problems, with particular emphasis on issues of poverty, health, environment and political democracy.
- Educators understand the impact of class, race, gender and other identity-forming forces on learning.
- Educators promote 'community citizenship' and 'ubuntu' (cf. 2.2.1.1.4).
- Educators are resilient in the face of lack of resources to implement IE.
- Educators do their best despite lack of capacity to implement IE.
- Educators show willingness to effect change.
- They realise when they collaborate with others, they achieve more.

Contrariwise research also found that many educators lack the skills (cf.2.6.3) and willingness to adapt school and classroom environments and tailor lessons, assignments and assessment to suit every child's abilities. Furthermore, they seem to find it problematic to collaborate with other stakeholders, such as parents (cf. 2.5.3) (Sanders *et al.*, 2018; Donohue & Bornman, 2014; Kalenga *et al*., 2014; Geldenhuys & Wevers, 2013; Sonday *et al*., 2012).

2.5.3.3 Parent/caregiver

SASA (1996b) (cf. 2.4.2.1.2), which is the fundamental policy for facilitating school reformations, emphasises that parents should be permanent stakeholders in every public school (cf. Figure 2.4). As stakeholders, parental involvement may occur as follows: the basic obligations of parents as care-providers; schools communicating with parents about school programmes; parents volunteering at school; parental involvement in home learning; the parent as decision-maker; and parental involvement as community collaboration (Bokhorst-Heng, 2008). Parents' involvement in education has been associated with a variety of positive educational outcomes (Moles & Fege, 2011). This is evident in that positive parental involvement in schooling leads to learners' improved academic achievement and socio-emotional development (Redding, 2011). This results in parents and educators enjoying reciprocal support and satisfaction in achieving positive changes in learners (Lemmer, 2013). When parents collaborate with educators, they can share their knowledge about the learner, which could improve understanding of possible leaning difficulties, which can effect in learners to feel more supported during interventions reflecting in a greater measure of inclusivity (Mohangi & Archer, 2015).

Parents are located within the *microsystem* (cf. 2.2.1.1.1) as they spend most of their time with their children and therefore have an immediate effect on them. Whilst parents/caregivers maybe aware of the needs of their children who experience barriers to learning, they have the responsibility to share their views and understanding regarding their child's progress (DBE, 2014). When choices must be made about the learner's enrolment into a school where additional support is available, parents/caregivers need to have full information about all options so that they can make informed choices (DBE, 2014). Therefore, parents/caregivers should at all times be involved in the identification, assessment and support processes involving their child and should be regarded as equal partners in this process (DBE, 2014).

The above discussion affirms that to establish the successful implementation of IE in a FSS, parents should collaborate effectively with educators (Donald *et al.,* 2010). Collaborative relationships with parents mean the co-construction of an enabling inclusive learning environment (Magare *et al*., 2010). This implies that they should make contributions towards how a school must promote authentic caring, provide ideas on how should a school code of conduct effect positive change in reducing all stakeholders' inappropriate behaviour towards CWDs and utilise the school code of conduct as the vehicle for addressing inappropriate learner verbal and physical behaviour to their peers and educators (Mogale, 2017; Nyama, 2014). In the ethos of inclusion, it is important to recognise that every parent/caregiver can offer support to educators and therefore their roles must be acknowledged and developed, both within the FSSs and within the community (Serero, 2016). In the study by Makgopa and Mokhele (2013), educators affirmed that parents were of great help to them because they influenced certain aspects of the learners' lives to which they did not have access.

However, it is common knowledge that parents/caregivers are not always available or knowledgeable to make informed choices or to provide information to educators about the learner. It is often up to the educator to decide what kind of support is needed for a learner (Koekemoer, 2016). The following obstacles have been identified by research to obstruct collaboration between educators and parents (Selolo, 2018). These factors can improve but can also impact on parental involvement in education. They are not limited to the following:

- *Differences in backgrounds*: Parents and educators may originate from different cultures, languages and socio-economic status resulting in possible

misunderstandings and obstacles in communicating key experiences, ideas, or issues that relate to a learner experiencing barriers to learning (Oswald, 2007).

- *Different philosophies between parents and the educators*: This refers to when the school views the learner's learning and development differently than the parents do (Oswald, 2007). For example, there may be different opinions between educators and parents on how to handle the learners' behavioural issues. In one such instance, Morake (2017) found that parents' cultural beliefs influenced their perceptions on the causes of mental illnesses, especially schizophrenia, as communication from ancestors or witchcraft.
- *Poverty* and unemployment: Parents who experience low socio-economic status seem to generally participate less in school activities and their children's learning than their higher socio-economic counterparts (Juma, 2016; Motala & Lexumo, 2014; Timaeus *et al*., 2013).

Many parents who are working complain about lack of time and work commitments that make it difficult for them to make any contribution to the school. This is because most of the time they will be at work. These parents do not have time to collaborate with the school or engage in the child's schoolwork (Jama, 2016).

2.5.3.4 School Based Support Team (SBST)

Figure 2.4 shows that the SBST forms part of the school's stakeholders. EWP6 (DBE, 2001) and the SIAS policy (DBE, 2014) endorse SBSTs as a stakeholder in all schools. The SBST can be regarded as the '*steering committee*' consisting of educators who should provide guidance on key issues that are related to the implementation of IE such as school IE policy and objectives, IE school budget control, advocacy programmes, resources allocation and essentially the identification, assessment and support process of learners who experience barriers to learning (DBE, 2014). It is the responsibility of the principal to establish the SBST and ensures that the team is functional and supported (DBE, 2014:29). In a FSS with few educators, the SBST is formed by the principal, the heads of departments and senior educators, whereas in schools with many educators, it will consist of the school principal, deputy principal(s) and the heads of department (Nel *et al*., 2016). Although appointed in the district office, the Learning Support Educators (LSEs) are also part of the SBSTs (DBE, 2014a) and the DBST (Nel *et al*., 2016:4). SBSTs should facilitate consultations with parents and educators to ensure all learners succeed; to support educators' growth and facilitate support programmes in schools (DBE, 2015; DBE, 2010a;). Within the Bronfennbrenner's model, the SBST is located within the *microsystem* (cf. 2.2.1.2.1). The strategic functions of the SBST include the following (Nel *et al*., 2016; Landsberg, 2012; DBE, 2010a:21-22):

- Offering a structured approach towards implementing the SIAS and Guidelines for Inclusive Learning Programme.
- Guiding educators to develop and implement ISPs and effective curriculum differentiation.
- Supporting the teaching and learning process in the school.
- Coordinating all learner, educator, curriculum and institutional development support.
- Collectively developing strategies, address barriers, to develop educators and consult parents on all support decisions related to their child.
- Supporting class teachers to develop support programmes for the learners' ISPs.
- Developing strategies for collaboration.
- Ensuring parental involvement.
- Referring to the DBST.

- Monitoring progress of learners.

The functions of the SBST with regard to the SIAS policy entail the following (DBE, 2014):

- In consultation with class educators, the SBST is responsible for the completion of SNA 2 form of a learner being discussed.
- The SBST may decide on the type of support (low, medium or high) that is needed by the learner discussed, which case the DBST is asked to assist.
- In consultation with other stakeholders, it develops and inclusive ISP of a learner being discussed
- It should assist the educators, who are teaching different subjects to develop their lesson plans and work schedules.

It is obvious that the SBST plays a crucial role in the management, implementation and maintenance of IE. However, research indicates that SBSTs are struggling (Waltons, 2014), because they report to not being adequately trained and they also do not sufficient support from the School Management Team and the district offices (Masango, 2013). Mfuthwana and Dreyer (2018) and Morelle and Tabane (2019) reported that SBST were not holding enough IE workshops for educators because they themselves, lacked skills of how to handle CWDs.

2.5.3.5 Principal and SMT

The principal and the SMT have a stake in a school (cf. Figure 2.4). Walton and Lloyd (2011) emphasise that although the successful execution of IE depends largely on the educators, the principal and SMT also have a key role to play in the adoption of an inclusive approach by nurturing understanding among staff members. Their attitudes and actions can determine how a school adopts an inclusive approach (DBE, 2010). Following Bronfenbrenner's model, the Principal and the SMT are located in the *microsystem* (cf. 2.2.1.2.1). Their proximity to all learners is vital in managing the paradigm shift that is necessary to transform schools into being inclusive. They can facilitate the development of inclusive cultures and practices through a wide variety of strategies. They should focus on the promotion of social justice, on redressing wrongs and on ways to intervene in educational processes to ensure equitable use of power and widespread empowerment (Parr, 2010). Gous *et al.* (2014) found that inclusion to most principals is a human rights and equality issue. SASA (SA, 1996b) states that a school Principal and SMT are accountable for overseeing the education programs for all learners. They should challenge the medical model approach (cf. 2.3.3.2.1), attitudes and policies that compromise the education processes of all learners. Consequently, they should ensure that the school is organised to provide the needed resources and support on site. As a management team, they are compelled to run a school democratically by consulting all stakeholders during decision-making in a collaborative manner (Parr, 2010). This view is endorsed by Nel *et al*. (2011), reporting that principals can foster a climate of collegiality and collaboration among educators. They should approve all scheduled SBST meetings and encourage the SMT, including some SGBs members to attend these meetings because a lack of institutional capacity in both administrative systems and suitable leadership may destroy a culture of support and care towards all learners. This team should ensure that learners' ISP are developed, implemented and reviewed with appropriate revisions (Walton, 2012). However, research done by Jama (2014) reported that it was difficult for principals to establish shared vision of IE because they were not trained in IE and struggled therefore to monitor its implementation. They also mentioned that they lacked clarity on what was expected of them. Contrariwise Koekemoer (2016) found that the principal and the SMT used professionals in the community in a constructive manner. The SBST of the school also compiled a policy for the FSS, in which all information

regarding supporting learners who experience barriers was included. This helped educators to understand what their responsibility was when identifying a learner who experience barriers to learning and what the learner support process entailed.

2.5.3.6 District Based Support Team

Following Figure 2.4, the DBST is a key school stakeholder. EWP6 (DBE, 2001:29) affirms DBSTs as stakeholders in an FSS. The members of DBSTs should include Psychologists, specialised and general counsellors, therapists and other health and welfare workers employed by the DBE, NGO's or Community-Based Organisations (CBOs); various learning-support personnel; 'special needs' educators; department officials providing administrative, curricular and institutional development support at district levels; specialist support providers; and educators from Special Schools as Resource Centres (SSRCs). Members of the school/education institution community are also included in these teams as part of the SBST. This involves educators, other members of staff (administrative and support) and the learners themselves, who can provide peer support to one another (DBE, 2005).

Subsequent to Bronfenbrenner's model, the DBST is located in the *mesosystem* (cf. 2.2.1.1.2). Its fundamental support services include the following (Makhalemele & Nel, 2015; DBE, 2014):

- Coordination and distribution of resources (e.g. assigning Psychologists to a cluster of schools).
- Handling the identification, assessment and addressing of barriers to learning (e.g. casework related to learners who experience barriers to learning).
- Collective decision-making and problem-solving.
- Shared responsibility for decisions taken.
- Providing supportive environment to all learners and educators.
- Cooperation towards shared outcomes as well as accountability for outcomes.

The DBSTs should lead the reconceptualisation and restructuring of the education support system away from the conventional consultation and referral approach to a collaborative approach (Conway, 2017). They are responsible for offering organisational support, including specialised learner support where necessary; provide education support to schools' and educators by assisting them to identify and address barriers to learning and promote effective teaching and learning. However, Makhalemele and Nel (2015) have found that many DBSTs are dysfunctional due to the following reasons:

- Lack of collaboration between SBSTs and DBSTs.
- Lack of proper infrastructure such as equipment, physical and human resources.
- Unsatisfactory training, support and collaboration with various levels of the DBE to implement IE policies.
- Lesser awareness of the role the DBST can play in school communities.

2.5.4 Collaboration in an FSS

The Oxford English dictionary (2010) defines collaboration as the act of working with another person or group of people to create or produce something. Molla and Lazarus, (2014) describe collaboration as '*working together*', or partnerships developed between professionals and other role players. Collaboration is a shared process, which brings together diverse segments, to accomplish plans for common goals as well as to generate solutions for complex problems. Bouillet (2013) and Jones (2014) assert that collaboration entails the following:

- Collaboration is not an end in itself but rather a catalytic process used in interactive relationships among all partners working together towards a mutually defined concrete outcome.
- Collaboration is a dynamic and on-going process.
- Collaborative teaming requires sharing ideas and working together across settings within an atmosphere of mutual respect and support, trust and open communication, consensual decision-making and joint ownership.
- The foci and outcomes are multiple, with learner outcomes being only one important outcome, the others being adult and systems/organizational outcomes.
- Involvement of co-equal parties in collaboration does not imply that the individuals enter into the relationship holding the same sets of experiences, knowledge, or skills. It means that each brings unique perspectives, experience bases and personal belief systems that hold equal weight and value.
- The collaboration itself should be inclusive, encompassing educators, principals, administrators, parents, learners and professional support personnel.

Collaboration in a FSS should promote social cohesion (Burns *et al.*, 2018). Collaborations can keep the school community united and harmonised. It can stimulate stable democracy and greater stakeholder participation; better quality of learners, greater inclusivity and tolerance and better health outcomes (Burns *et al*., 2018). Working in a team builds a sense of belonging and forms a crucial network of support in which accountability and those working in partnership to address the many challenges faced in a FSS share responsibility (Ju *et al.*, 2014). When partners collaborate, they share and promote school values and show an appreciation of working together as well as caring about each other (Laluvein, 2010). An FSS' community is a communal resource and should collectively see the value of delivering a high quality and appropriate education for the learners (Laluvein, 2010).

Research (i.e. Makhalemele & Payne-van Staden, 2018; Barratt, 2016; Mohangi & Archer, 2015; Abongdia *et al*., 2015; Makgopa & Mokhele, 2015; Nel *et al*., 2013; Geldenhys & Wevers, 2013;) explored educator-stakeholder in IE schools within various contexts. The key findings were that collaboration between Bronfenbrenner's micro and mesosystems was lacking and in the end, the implementation of IE was affected. Contrary to the latter finding, researchers (i.e. Themane & Thobejane, 2018; Conway, 2017; Pather, 2011) found that educator-stakeholder in some FSSs existed and consequently the implementation of IE was more obvious. This was evident in that learners, educators, parents and staff members participated in school activities, which predestined to support learners who were experiencing barriers to learning. All stakeholders were familiar with how to create an inclusive environment conducive to learning. Moreover, parents participated in the school's admission policy, the school curriculum, educator support and knowledge of disability, collaboration between mainstream and special schools, peer support and environmental modifications. Themane and Thobejane (2018) found that the main reason for educators being able to implement IE amidst the challenges faced by schools, was that educators understood that all learners can learn, they adjusted their pedagogy to accommodate them in their teaching and they realised that their agency made a difference in the implementation of IE.

In an FSS, collaboration should occur between learners, educators, parents and schools in the neighbourhood cluster (DBE, 2005a, 2010). It resonates with discourses on democracy and social transformation because every partner is expected to contribute in throughout decision-making (Nel *et al.*, 2011). This immediately implies initiating a process of re-culturing learning and teaching, whereby former values,

customs and practices that used to encourage the maintenance of the status quo like not admitting CWDs, are replaced by ones that promote reform, including building a commitment for change and providing support that promotes and maintains change (Jama, 2014). To this end, every stakeholder needs to be trained on his/her roles and functions, which are necessary to implement IE in a FSS (Frankel *et al.*, 2010). Partners need to understand the diverse needs of all learners in order to help educators to identify, care and support them. Bronfenbrenner (1979) argued that collaboration across educational support systems influences learners' educational outcomes positively.

2.5.4.1 Collaboration between educators

In order to implement IE effectively, educators should adopt an effective team approach towards learning support and curriculum planning (Bouillet, 2013; DBE, 2010). This requires educators to convene and discuss problems and solutions about their learners (Abongdia *et al*., 2015).

During collaborative partnerships, educators share their expertise, diverse specialised knowledge and skills to the benefit of all learners (DBE, 2010). They develop ISPs, adapt curricula and instruction, assessment and evaluation and discuss classroom management and behaviour of learners experiencing barriers to learning (Radić-Šestic *et al.*, 2013). Team discussions can result in expanding their collection of teaching methods for teaching diverse needs, thus accommodating learner diversity (Voutsas, 2011). Collaboration between educators relies strongly on communication and interpersonal professional relationships (Makhalemele & Nel, 2015). Effective communication between educators ensures that they achieve their aims and objectives.

2.5.4.2 Collaboration between educators and parents

EWP6 (DoE, 2001) states that the active involvement of parents in an educator-parent collaboration in the teaching and learning process is fundamental to effective learning and development. Several research studies have emphasised the benefits of educator-parent partnership in an inclusive school as it enhances learning in a classroom (Mohangi & Archer, 2015; Molla & Lazurus, 2014; De Vries *et al.*, 2013; Pitt *et al*. 2013; Makgopa & Mokhele, 2013; Mahlo, 2011). Importantly in an inclusive FSS is that in an educator-parent partnership, educators should value parents as equal collaborators in the facilitation of their children's social and emotional well-being, as well as their learning (Engelbrecht *et al*., 2015). Educator-parent collaboration can amplify the level of creativity or new ideas on how to solve IE challenges (Bouillet, 2013).

Educator-parent partnerships as a two-way communication allow parents to help educators to find the exact nature of the barriers that a learner experiences and on the other hand, educators can advise parents on how to support their children at home (Magare *et al*., 2010). Furthermore, parents need to communicate their cultural and social backgrounds to educators which will assist in providing a better holistic background to the assessment and learning support process (DBE, 2014).

2.5.4.3 Collaboration with schools in the neighbourhood and cluster

According to the guidelines for FSS (DBE, 2010:17): "not *only do full-service schools need to network and collaborate with the nearest special school resource centres (if there are any) but also with the other schools in the neighbourhood*. The DBE emphasises a cluster-based school collaboration, which entails a decentralisation reform, relating authority and responsibility for managing the implementation of IE to

school principals and educators in the neighbourhood and cluster (Jita & Mokhele, 2014).

Collaboration with schools in the neighbourhood and cluster can be classified as Professional Learning Communities (PLCs) (Brodie, 2013). PLCs can be described as a learning space in which "teachers work together and engage in continual dialogue to examine practice and student performance and to develop and implement more effective instruction practice teachers learn about, try out and reflect on new practices in their specific context, sharing their individual knowledge and expertise" (Wei *et al.*, 2009:61). While those schools that have converted to FSS status have more freedom and autonomy over their own operations, there are still varying degrees of collaboration with other mainstream schools (Amstrong, 2015).

PLCs can be used to assist educators to shift from the medical deficit model (cf. 2.3.3.2.1), which is often found in schools, to a socio-ecological model because discussions focus on the process (on how educators teach learners) as well as the product (on the learning process) (Brodie, 2013). When educators in the neighbourhood and cluster collaborate, they can gain extra insight they would most probably not have been able to achieve individually. Effective collaboration has been found to lead to improvements in an inclusive school climate and staff development opportunities (Geldenhuys & Wevers, 2013).

2.6 THE EXPERIENCES OF FSSs EDUCATORS ON THE IMPLEMENTATION OF IE

There have been several attempts to identify educator concerns about IE in South Africa. The literature review yielded a number of research articles that attempted to identify educators concerns about inclusion in South Africa. These research studies indicate commonality of the challenges that classroom educators are facing with regard to the assimilation of inclusive practices in their classroom. For example, I found two literature sources on studies that were conducted in rural schools in the Eastern Cape Province (Abongdia *et al*., 2015; Geldenhys & Wevers, 2013). Three studies in semi-rural and urban schools in the Free State Province (Makhalemele & Nel, 2015; Lebona, 2013; Strydom *et al*., 2012). One study that was conducted in an independent Jewish school (Meltz, 2013) and six studies that were conducted in urban schools in Gauteng province (Phahlamoka, 2017; Groeneveld, 2016; Matlala, 2015; Mwoma & Pillay, 2015; Feldman, 2014; Ladbrook 2009). Four studies were conducted in mainstream schools in the KwaZulu-Natal province (Tuswa, 2016; Skrebneva, 2015; Muthusamy, 2015; Mkhuma, 2012;). Two studies were conducted in the rural school in Limpopo Province (Themane & Thobejane, 2018; Tshifura, 2012), two studies were conducted in the rural schools in Mpumalanga Province (Zungu, 2014; Molope, 2007), two studies were conducted in the rural schools in North West Province (Koekemoer, 2016; Roberts, 2011) and three studies were conducted in the urban schools in the Western Cape Province (Conway, 2017; Rulwa-Mnatwana, 2014; Sonday *et al*., 2012). Although the contexts of these studies were not identical the findings led to a similar conclusion that South African educators experience challenges during the implementation of IE.

2.6.1 Large classes

John (2013) and Hodgson and Khumalo (2016) highlighted that educators in South Africa are confronted with overcrowded classrooms. These two publications reported that in the Eastern Cape, some schools had more than 130 learners squeezed into one classroom and educators were obliged to present lessons with their backs pressed up against the blackboard. DBE also acknowledged that about 15% of public schools (both primary and secondary) had more than 50 learners per class (SA,

2010b). This trend was also common in schools that accommodated learners who experience barriers to learning. Mwoma and Pillay (2015) found that in Gauteng province, educators were teaching a large number of learners in a single classroom.

The maximum recommended learner-educator ratio for South African primary schools is 40:1 and for secondary schools is 35:1 (Masipa, 2012). Abongdia *et al*. (2015), as well as Geldenhuys and Weavers (2013) studied the challenges of educators in identifying learners with learning barriers and the ecological aspects influencing the implementation of IE in South Africa respectively. They, as well as Engelbrecht and Muthukrishna (2019) and Engelbrecht *et al.* (2015) reported that educators were concerned about teaching large classes because overcrowded classrooms hindered the identification and teaching processes. Marais (2016) explored educators' challenges of teaching overcrowded classrooms and found that these educators believed this contributed to disruptive behaviour of learners such as screaming, fighting, chaos and destruction in the classroom, vandalizing resources, bullying, not paying attention, not participating in activities, no respect for educators and other learners, unmotivated and lazy learners and no time for proper lesson presentation and classroom assessment (Marais, 2016). Similarly, Muthusamy's study (2015) revealed that educators were worried about classroom supervision in general and classroom discipline particularly. It seemed that educators spent more time executing discipline than teaching learners. Moreover, Muthusamy (2015) and Garrick *et al.* (2017) assert that many educators who taught large classes were habitually tired, stressful and burned out. In contradiction to these afore mentioned findings, Motitswe (2012) explored teaching and learning methods in inclusive classrooms in the foundation phase and she reported that educators who taught large classes never complained about teaching large classes. They arranged their classrooms to accommodate all learners, including learners with disabilities in one classroom. Educators' teaching large classes is regrettably part of the South African education system and "*will remain a part for the immediate future, and perhaps even for the long-term future*" (Marais, 2016:1).

2.6.2 Unfavourable school climate

South African educators experience unfavourable school climate (Engelbrecht et al, 2015). The Minister of Basic Education, Angie Motshekga confirmed this outlook. She said: "*There are tens of thousands of schools countrywide whose conditions are bad, lacking educational facilities and funds to provide adequately for learners' basic needs. Poor conditions and backlog in reparations in many schools are an inheritance from the apartheid government*" (Masipa, 2012).

School climate refers to how safety in schools, academic environment, community participation, which contribute hugely towards learners' learning climate as well as the educators' working climate evolves (Thapa *et al.*, 2013). This includes the common beliefs and shared experiences between colleagues and school authorities; a school's psychological environment and its physical features, as well as educators' social interactions with learners in classrooms and within the school as a whole (O'Brennan *et al.*, 2014). A school climate can facilitate or deter educators as they attempt to satisfy their needs at work (Pretorius & De Villiers, 2009).

O'Brennan *et al*. (2014) assert that a negative school climate can develop when the SMT and stakeholders focus more on added activities (e.g. fundraising activities), instead of focusing on support needs of educators and learners). In an inclusive school a positive school climate can emerge when a school is appealing and fitted with, for example, ramps for physically disabled learners, when there are enough and relevant resources for all learners and educators, when educators and stakeholders are able

to collaborate with each other, or when a school supports educators morally, physically and educationally (O'Brennan *et al*., 2014).

Drawing from the socio-ecological model, the school environment is an important element of the microsystem that influences how educators' implement IE (Bronfenbrenner, 1979). It is important therefore, that the microsystem be governed by a positive school climate since this level is crucial for the implementation of IE in the classroom. (cf. 2.2.1.2.1).

Ladbrook (2009), Nkuna (2017), Bester and Du Plessis (2010), Rulwa-Mnatwana (2014), as well as Strydom *et al.* (2012) studied the school climate of different schools and in all these studies educators reported that they were concerned about a negative school climate that was caused by disorderly learners and limited resources. In most of these studies educators mentioned that many learners arrived late at school, vandalised school property, used drugs at school and there was a high teenage pregnancy.

2.6.3 Poor educator training

Poorly trained educators who lack in-depth knowledge and skills on teaching diverse educational needs is evident in most research on IE (e.g. Morelle & Tabane, 2019; Engelbrecht *et al*., 2015; Luningo, 2015; Payne-van Staden, 2015; Walton *et al*., 2015; Feldman, 2014; Zungu, 2014; Lebona, 2013; Meltz, 2013; Tshifura, 2012). These studies found that IE workshops lasted for a short period and lacked practical examples and follow up. Educators in these studies reported that they came back from workshops still not completely knowing how to identify and support learners who experience various barriers to learning as they were given 'practical examples per learning area'. They suggested that they needed 'practical, not theoretical training; a video or demonstration of how it can be done all in a day' (Walton *et al.*, 2015:326). As a result, they continue to experience feelings of inadequacy, frustration and guilt around not being able to provide support to vulnerable learners. Abongdia *et al*. (2015) concur that inadequate training of educators resulting in not being able to meet the needs of all learners contribute towards them holding negative attitudes towards IE and its implementation. Training', for example, speaks to a technical or skills orientation to educators' knowledge and work (Walton *et al*., 2015).

2.6.4 Educators' negative attitudes towards IE

Attitudes are tendencies to react positively or negatively towards a certain object, be it with other people, an idea or situation (Nel *et al*., 2011). Thus, educators' thinking/opinions, emotions and developmental processes have the potential to develop negative or positive attitudes around the implementation of IE. Researchers (e.g. Skrebneva, 2015; Geldenhys & Wevers, 2013; Savolainen *et al.*, 2012; Nel *et al.*, 2011) found that educators held negative attitudes towards IE, because EWP6 seems confusing; they believe that learners who experience barriers to learning require specialised support which they cannot provide, they need more practical training on the implementation of IE and more efficient support from SBSTs and DBST. Mutungi and Nderitu (2014) assert that if educators have positive attitudes about IE they will value all children, whatever their needs and interact with them accordingly. A comparative analysis in the study by Savolainen *et al.* (2011) indicated that South African educators were less concerned regarding including children with disabilities in their classes than their Finnish counterparts. They disclosed no difference in the general idea of inclusion and the concrete idea of recognising human rights by including children with disabilities in their own classrooms. On the contrary, Feldman (2014) studied educators' experience of transformation and change in an FSS. Participants in that study cited that they felt indifferent towards the shift towards being

a FSS because they are not able teach learners with disabilities. In the study by Meltz (2013), educators viewed IE as separate from mainstreams. They cited that all learners who experienced barriers to learning should be referred to remedial schools even though their school had a SBST, which was established to support such learners. In this study, many educators aligned their understanding of IE to the medical model.

2.6.5 Diverse classroom

South African educators struggle to teach and manage diverse classrooms (Skrebneva, 2015; Walton *et al*., 2014). They seem to lack skills in how to teach learners with different learning rates, skills, interests, motivations, expectations and needs. Erasmus (2011) explored the role of the educator in a class of diverse learners where the participants struggled with adjusting to teaching in two languages such as Afrikaans and English. In a study by Skrebneva (2015), who researched curriculum adaptations to support deaf learners in inclusive secondary schools, educators mentioned that they were scared to teach deaf learners as they do not know how.

2.6.6 Lack of resources

Researchers (e.g., Jacobs & Govender, 2020; Smith *et al*., 2020; Phala, 2019; Mcube & Lebopa, 2019; Nkosi & Mkhize, 2016; Matlala, 2015; Materechera, 2014; Lebona, 2013; Engelbrecht, 2013; Geldenhuys & Wevers, 2013) have established that educators were not ready to implement IE due to the lack of teaching and learning resources. The term ‘resources’ as used within the context of inclusive schools include books, chalkboards, writing materials, Braille equipment, sign language interpreters, availability of therapists, hearing devices, communication technology and specialised educators (Mestry, 2016; Neethling, 2015; Ladbrook, 2009;). A variety of teaching found in the laboratories or classrooms, even though some may not be suitable for visually impaired learners (e.g., microscopes), which are used to conduct experiments forms part of resources (Morelle, 2016).

Phahlamoka (2017) studied the challenges of IE in a multicultural public primary school. Participants affirmed that the school lacked the budget to procure comfortable desks, Braille equipment and suitable toilets to learners with wheelchairs. Studies on the use of resources in inclusive schools (e.g. Buthelezi, 2014; Jama, 2014; Gous *et al*., 2014; Serero, 2011) reported that without relevant and enough resources, it was difficult to implement IE. This is especially applicable to FSS which were promised resources to ensure their successful functioning (Engelbrecht *et al*., 2015).

2.6.7 Lack of parental/caregivers’ involvement

Poor parental involvement in the education of their children is a general challenge in South African schools (Xaba, 2015; Manilal, 2014; Pitt *et al*., 2013; Makoelle, 2012). According to Meltz *et al.*, (2014), parents shy away from schools because they do not understand IE and its practices. They are also not involved in the education of their children because they are unable to procure relevant educational equipment such as hearing aids or magnifying glasses as needed by their children (Mestry, 2016). This could be as a result of parents’ poor socio-economic conditions.

The systems’ theory emphasises collaboration between parents and educators as critical in order to give importance to the interconnectedness and interdependence of all the elements in a school system. Distributed collaboration among parents and educators, the shared responsibility for nurturing the development of children and making certain that their needs are met is a critical element of IE (Ladbrook, 2009). Without the collaboration between educators and parents, it will be difficult to implement IE in FSS.

2.7 SUMMARY

The purpose of this chapter was to provide an extensive and thorough context to IE and FSS. This was important in order to inform the interpretation of the findings and the development of the guidelines. In addition, the theoretical frameworks deemed relevant to ensure that the research in this study was sound and based on well tested theories were also presented. The next chapter discusses the research methodology, which was used in the study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In Chapter 2, the main bodies of existing knowledge and literature on IE were highlighted. In this chapter, the purpose of the study, the research paradigm, the research method, the strategy of inquiry, the research site, participant selection and data collection are outlined and the details about my role in the study are given. Furthermore, detail about how the data collected was analysed is also provided in this chapter. The chapter concludes with an explanation of how the quality criteria issues and ethical considerations were covered.

3.2 PURPOSE OF THE STUDY

The purpose of the study was to explore educators' challenges of implementing IE in an FSS. By understanding what challenges FSS educators experience, guidelines were recommended to improve current IE practices in FSSs.

3.3 RESEARCH PARADIGM

Terre Blanche and Durrheim (2010) describe a paradigm, as a common-sense understanding of science, emphasising it as an all-encompassing system of interrelated practices and thinking that defines the nature of the enquiry for researchers. The study is rooted within an interpretivistic paradigm (cf. 1.5.2). Interpretivism was used since it is the set of assumptions or beliefs about fundamental aspects of reality that give rise to a particular worldview (Nieuwenhuis, 2011). Interpretivism was appropriate for the study as it allowed me to ask open-ended questions, observe and spent time with the participants in their natural social context. According to Terreblanche and Durrheim (2010), the interpretative paradigm connects to the internal reality of subjective experience, while for Myer (2010), interpretive researchers assume that access to reality is through social constructions such as language, consciousness and shared meaning. As asserted by Babbie and Mouton (2007), the interpretivistic paradigm aims to understand people. Thus, the purpose of the research was to understand and interpret everyday happenings (events), experiences and social structures, as well as the values educators attach to the implementation of IE in a FSS (Rubin & Babbie, 2010). The interpretivistic paradigm is also discernibly linked to qualitative research (Cresswell, 2009).

3.3.1 Ontological and epistemological assumptions

The paradigm of my qualitative study were influenced by clear ontological and epistomological assumptions. These assumptions can be delineated as explanatory clarifications which were used to comprehend the challenges experienced by FSS educators during the implementation of IE.

3.3.1.1 Ontological assumptions

Ontology is concerned with the nature of reality and its features (Creswell & Plano-Clark, 2010). The ontological assumptions of this study are my interpretations of the qualities of my study and include my viewpoint on the world and knowledge pertaining to the topic. My experiences as an SBST member and as a peer educator in the area where the study was conducted informed the ontological assumption of my study. I wanted to understand the challenges experienced by educators at an FSS who I continuously met at meetings and IE workshops that were organised by the local district office of the DBE. I carried out my study at an FSS that is located within the education district office where I was employed during the study.

3.3.1.2 Epistimological assumptions

According to Nieuwenhuis (2011) the epistemological view is supported by a constructivist view (cf. 2.2.3). It refers to the idea of constructing and building knowledge from the research findings in order to ensure that they are acceptable. Thus, it was important to apply a sound scientific research methodology to ascertain that the knowledge built from this research are valid and not based only on opinion and beliefs (Creswell & Plano-Clark, 2010).

3.4 RESEARCH METHOD: QUALITATIVE RESEARCH METHOD

A qualitative research method (Creswell, 2013) was used since it is descriptive in nature and seeks to present the participants' reality from their own viewpoints (Henning *et al*., 2010). The qualitative research method entails the exploration of the meaning individuals ascribe to a social phenomenon by using emerging procedures and inductive data analysis and interpretation in order to arrive at a critical understanding of such a phenomenon (Creswell, 2009). A qualitative research approach befitted the study because the implication of the participants' conveyed feelings and experiences about their challenges of implementing IE in their school was explored. Throughout, the data collection it was identified that the participants' feelings and experiences have many dimensions and consequently I relied on my skill to interpret and make sense of what I understood. However, an asserted attempt was made to ensure that my understanding is echoed by considering the participants' views in the contexts of their own lives and also by acknowledging that different participants project different viewpoints which could deliver various understandings. To this end, the process of data gathering was driven via focus group interviews, document analysis and observations with the intention to assemble exhaustive information regarding the participants' feelings and experiences of implementing IE in an FSS. As a result, multi data collection techniques were employed (cf. 1.5.3.4).

3.4.1 Strategy of inquiry

I opted for an exploratory single case study (Cohen *et al*., 2011). An exploratory case study tries to understand a phenomenon by acquiring new understanding into what occurs within a case that has no clear, single set of outcomes (Black-Hawkins, 2010). The single case study strategy of inquiry enables the researcher to closely study the data within a specific context and focuses on a small number of people or a small geographical area (Zainal, 2007). Furthermore, a case study can be distinguished from other strategies of inquiry since the concentration of the study is within a bounded system or case (Hyett et al, 2014). The qualitative approach of this case study explored the research problem with an in-depth data collection involving multiple sources of information (Creswell, 2013). Given these definitions, I contemplated that a single case study approach should be adopted as it connected with the research aim of the study. The exploratory single case study enabled access to the participants' rich and deeper understanding of the challenges they experienced in an FSS with the implementation of IE (Cohen *et al*., 2011). It further enabled me to focus on a real-life situation of how FSS educators implemented IE (Creswell, 2013). I did not have an interest in building a theory which could be used in all FSSs in South Africa. Instead, I had a deep-rooted interest in understanding the FSS educators' challenges of implementing IE and the goal was thus to develop a better understanding of the challenges that FSS educators experience in the implementation of IE as a case (Creswell, 2013).

3.4.2 Participant selection

The site and participants were selected purposively considering their appropriateness and suitability (Creswell, 2009). With purposeful sampling, the aim was to identify and

select individuals who were knowledgeable or experienced about the implementation of IE in an FSS (Cresswell & Plano Clark, 2011). Through convenience sampling, the specific FSS in the FDDOoE was selected as it was logistically an easier school to reach, I know the area and the school voluntarily agreed to partake in the research. The participants in the school were firstly selected based on the fact that they had worked for more than 5 years at the identified FSS. Secondly, they volunteered to participate in the study and thirdly, they were willing to provide details about their qualifications, as well as their experiences. Lastly, they were recognised from past IE workshops and meetings, which were organised by the local district office of education. At these workshops, they presented themselves as being knowledgeable and experienced through the comments made and questions asked by them. Prior to the selection of the aforementioned participants, I visited the school and held a short meeting with the school principal to ask permission to conduct the research at the school. After the principal's approval, I met with the selected participants where I explained to everyone present the aim of the study, possible contributions and details of the data collection, the planned activities with the participants and duration needed to collect data. All the ethical issues (cf. 3.9) connected to the study were also discussed. In the end, all selected participants agreed to participate, including the SBST coordinator. The SBST coordinator is a person who is selected democratically by members of the team. His/her role is to find out from the teachers about the training needs of teachers and to arrange continuous staff development training or workshops based on the needs identified (DBE 2014(a):23). The agreement included participation in the focus groups and four of the participants agreed that they can also be included in the observations and document analysis data collection methods. Table 3.1 below shows the number of participants in the study.

Table 3. 1: Number of participants who took part in the research process

FSS	Focus group 1	Focus group 2	Focus group 3	Focus group 4	Observations and Document analysis
	4 participants	4 participants	4 participants	3 participants	4 participants

A total of 15 educators, who came from the single FSS, participated in the study and were divided as follows: Focus group 1, 2 and 3 comprised 4 participants and focus group 4 included 3 participants. Four participants volunteered to participate during the observations and document data collection processes. It was important to gather information on the background and biography of all the participants since I needed to use that information during data analysis. The background information covered the following: The participants' gender, grades taught, age, qualifications and teaching experience. This data is summarised and displayed in Table 3.2.

Table 3. 2: Biographical data of participants

	Participant	Grade taught	Observations	Gender	Age of participant	Qualifications	Years of experience
FSS	FG1P1	1		F	55	PTD	25
	FG1P2	3		F	53	PTD	21
	FG1P3	3		F	40	B.Ed.	5
	FG1P4	3	X	F	39	B.Ed.	8
	FG2P1	1		F	56	PTD	28
	FG2P2	2		F	58	PTD	15
	FG2P3	4		F	30	B.Ed.	5
	FG2P4	7	X	F	48	B.Ed.	12
	FG3P1	2	X	F	59	PTC	29

	FG3P2	2		F	57	PTD	33
	FG3P3	2		F	49	PTD	11
	FG3P4	4		F	53	PTD	30
	FG4P1	6	X	F	54	SPTD	28
	FG4P2	6		F	46	PTD	20
	FG4P3	2		F	50	PTD	25

Only female participants were involved in the study. Ten participants were teaching in the Foundation Phase, covering Grades R to 3 and four participants taught in the intermediate phase, covering Grade 4 to 6. One participant taught in the senior phase, covering Grade 7.

Nine participants held a Primary Teachers Diploma (PTD), one participant held a Senior Primary Teachers Diploma (SPTD), four participants had a Bachelor of Education (B.Ed.) degree and only one participant held a Primary Teachers Certificate (PTC). During the time of the study, no participant had a formal qualification in IE. The least experienced participant joined the DBE 5 years ago and the most experienced participant was in her 30th year of teaching.

3.4.3 Research site

The school in which the research was conducted was situated in an informal settlement area of the Free State province during the time of the study. The school had electricity, running water and was accessible through a tarred road that headed to other small informal settlements. At some time, gangsters from the informal settlement entered the school premises without permission threatening learners and educators. As a result, the school gates are locked most of the time. The school was fairly newly built compared to other schools in the vicinity. However, the infrastructure is not well taken care of. The school also lacked signposts. It is, therefore, difficult to locate ablution facilities and classrooms are not clearly marked with regard to grades and educators. Most of the educators stay in the nearby bigger towns and commute to school daily. This school was one FSS among forty-eight in the same district. It has an enrolment of more or less 1000 learners from diverse social-economic backgrounds. Some learners originate from child headed families and only a few of the learners' parents are working or had a stable income. The greatest number of learners survive by social grants and/or pension provision from their grandparents. According to the SBST coordinator, most learners collect their morning and afternoon meals from the schools' feeding scheme. Many learners were observed going to school bare feet. During the time of the study, 45 educators were employed in the FSS. None of them had a formal qualification in IE but the SBST coordinator informed me that she was pursuing a postgraduate diploma in special needs education. Consequently, all educators' knowledge about IE was dependent on workshops provided by the DBST, which according to the SBST coordinator were very few.

3.5 DATA COLLECTION

The following data collection methods were employed.

3.5.1 Data collection methods

The data collection methods that were employed in the study incorporated focus group interviews, classroom observation and a document analysis (Creswell, 2009). How each data collection method was used is discussed next.

3.5.1.1 Focus group interviews

The data collection process was commenced by conducting semi-structured focus group interviews with the selected participants. A focus group interview is a strategy

for obtaining a better understanding of a problem by interviewing a purposeful sampled group of participants together (Babbie, 2010; McMillan & Schumacher, 2010). In order to make sure that the composition of the group was optimally varied to gather 'rich and thick' data from participants, it was assured that each focus group comprised of participants who taught learners in different grades. Various participants donated information on how they implemented IE in their respective grades, which comprised learners who experienced different types of barriers to learning.

A discussion on their experienced challenges was prompted during the implementation of IE, aiming to draw from their personal experiences, beliefs, perceptions and attitudes through a moderated interaction (Cohen *et al*., 2011). I never interfered or changed their responses, but allowed them to speak freely. The focus group interviews offered me the opportunity to gather rich information because the participants were stimulated by comments of their co-interviewees which they then expanded on (Koshy, 2010). During the interviews, the participants provided examples of how they implemented IE in their school and the challenges they experienced. These examples prompted other members of the group to add on to these examples or provide new relevant ones. This resulted in rich data as the focus group interviews promoted sharing and comparing of ideas and understanding a variety of experiences (Cohen *et al*., 2011; Ary *et al.*, 2010). During the interviews, I facilitated the discussion among the members of each focus group and not between myself and the participants. I also observed the non-verbal interactions and how it impacted on the group and then infused these observations in my discussions and findings (c.f. Chapter 4).

Prior the real interviews, a pilot study was conducted with a group of educators from a population who were not part of the actual study. "Pilot studies are preliminary studies on small samples that help to identify potential problems with the design, particularly with the research instruments" (Van der Riet & Durrheim 2010:94). Yin (2014) attests that the preceding stage for data collection is the running of a pilot study. Likewise, Oliver (2010) underlines that when designing a research study, it is often good practice to conduct a short, preliminary study in order to examine different potential ways of carrying out that research and to test the research instruments' reliability. For the study's purpose, a small sample of ten educators was selected, who were from the neighbouring FSS within FDDOoE who were not part of the actual study, to test the interview questions for clarity and suitability before the actual study was conducted. Since I am a novice researcher, this allowed me to acquaint myself with the principles of interviews, enhancing the effectiveness of the interaction between the interviewer and the participant before conducting the focus group interviews. Reflections with my promoter were also done. The pilot study helped me to refine my skills to become a better interviewer.

In order to hold effective focus group interviews questions for the interviews were carefully formulated and sequenced in consultation with my promoter and experts in the field of study (such as district officials working in the field of IE). The interview schedule of the group interviews was semi-structured (Creef, 2011) (see Appendix G). This technique allowed for an open response in the participant's own words rather than a '*yes* or *no*' type of answer. (Longhurst, 2010). Focus group interviews helped me to gain information on the perceived social norms e.g. discriminatory norms against learners who experience barriers to learning (Torgbenu *et al*., 2018). It was ensured that the interview schedule not only contained a list of interview questions, but also the procedures to be followed throughout each interview session, including prompts for reminding me of the important information to ask for during the interviews and scripts of what would be said before and after an interview session.

The major themes of the questions covered (a) participants' response to understanding IE, (b) the challenges experienced during the implementation of IE, (c) what is needed to ensure that all educators at their school understand and implement IE practices in the classroom, (d) the participants' level of readiness and competency, as well as the school's, on including learners experiencing barriers to learning and (e) inclusive practises in the identified school. To enable subsequent verbatim transcription of data all interviews were audio-recorded with prior permission of participants (Kumar, 2011). All interviews took place in the afternoon to limit possible interruptions and to comply with conditions laid down by the FSDoE in this regard (Appendix B).

During the interviews, field notes were captured for non-verbal responses. Field notes are records of observational work (Brown & Gibson, 2009). Cohen *et al*. (2011) attest that field notes are an attempt to reproduce as clearly as possible what happened during interviews. The field notes consisted of non-verbal clues such as gestures, facial expressions, tone of voice, body language and other social interaction that gave clues as how the participants felt, guided by the constructivist approach that realities or interpretations may be different because of different presumptions of different people (Kim, 2009).

On the day and prior to the beginning of each interview, a written poster saying INTERVIEWS - PLEASE DO NOT DISTURB was positioned outside the door of the classroom in which the interviews were held. The idea was to notify any possible intruders about was happening in that particular classroom. Before each session, educators were permitted to occupy a chair that made each of them feel comfortable. The interview began by introducing myself using English and each group was reminded about the study topic and the purpose of the study. In the beginning of each focus group interview, I informed the participants that the discussions, including their names would remain confidential. However, the only person who would have access to the recorded discussions and transcribed notes would be my supervisor. Code names would be used to represent each participant in each group. All group members were informed that they could depart the interview anytime they wished when they felt uncomfortable with the proceedings of our discussions. (None of the participants left the interviews). Thereafter, each participant was given a consent form to read and sign. All signed forms were collected and stored in a locked cabinet at home. Participants in the focus groups were seated in a circle format. This was to ensure that the participant could see each other during the discussion. I was part of the circle and made sure that the questions were audible. The participants were also requested to speak in an audible manner for recording purposes. Each interview took more or less 30 - 45 minutes and was done from 15h00pm to 15h45pm. In some instances, the interviews went up to an hour.

During the interviews, the participants' responses were probed, prompted and questioned by asking them questions such as "can you tell us more about that", or "can you add more to your answer" or "is there any other person who wants to say something about what she said" (Gill *et al*., 2009). Questions of encouragement like these enrich and expand the way the participants react or give feedback (De Vos *et al*., 2002:290). The same interview schedule was used for all interviews, but probing questions differed in some instances to clarify certain aspects of individuals' responses.

Prior each interview session, a code of conduct was agreed upon. All the participants in each focus group agreed on the following: A participant would raise her hand to show that she wanted to say something; no participant would speak while a colleague was busy answering; vulgar language was to be avoided at all costs; real names of

learners, educators would not be revealed and everything that aspired during interviews would be kept confidential. Laughing to any response from the participant was prohibited. Although all interviews were conducted in English, they were given the freedom to switch to their own mother tongue whenever they wished to clarify some statements. They were all first language speakers of Sesotho, Sepedi or Zulu, which I am conversant with. However, English was their first additional language. Although, at first all the participants decided to use English during the interviews in some instances a few of the participants found it problematic to speak in English and then they switched to Sesotho. After the transcription of the interviews I interpreted and reflected with the participants to confirm that what they said during the interview was a true transcription. On the day of the interviews, the participants were provided with refreshments at my expense, as these interviews were held after school. Subsequent to the handling of focus group interviews, I conducted observations of lesson presentations and SBST meetings.

Although individual interviews were considered as a data collection method the data collected from the focus groups and the other data collection methods provided an abundance of rich data. In addition, I did ask the participants if they would prefer an individual interview also, but they declined and felt that they shared all their experiences during the focus groups.

3.5.1.2 Observations

The observations included four lesson presentations in classrooms and one SBST meeting. During all the observations (i.e. in the classroom and SBST meeting), I kept a low profile and took down copious notes. In other words, I spent more time as an observer than as a participant (Creswell, 2014). No form of videotape was used to record the observations as this could have made the participants and the SBST members uncomfortable (Leedy & Ormrod, 2005).

In order to make sure that the observations would yield valid and trustworthy data, I assumed the complete observe status (Nieuwenhuis, 2007; Leedy & Ormrod, 2005;). The complete observe status is where the researcher occupies a non-participant observer position looking at the situation from a distance (Nieuwenhuis, 2007). It is the least interfering form of observation, where the researcher does not become engaged in the situation. A complete observer will watch what happens in and around the classrooms from a distance only, without being involved and not influencing the dynamics of the classroom setting (Nieuwenhuis, 2007). I assumed the role of a non-participatory observer as I did not interact with the classroom and the SBST activities. I tried to remain as unobtrusive as possible (Nieuwenhuis, 2007). However, although it was clearly explained that my presence was for research purposes only and that I should be ignored, it was noted that my presence in each classroom and in the SBST meeting caused a little discomfort, because the staff and learners did not know me. For example, during classroom observations, the participants showed an uneasiness when learners gave wrong answers during assessment, but it did not deter them from continuing. During the SBST meeting, some members of the team also appeared to display nervousness when they communicated with the referring educator since it was for the first time they saw me sitting in that session. However, the meeting was not disrupted and was completed fully. Furthermore, during observations, no time was wasted observing trivialities, such as the use of English language to explain concepts, during teaching whilst central entities to the research question could be overlooked (Leedy & Ormrod, 2005).

3.5.1.2.1 Classroom observations

Classroom observations were commenced after the interviews with the voluntary participants teaching diverse groups of learners in various grades and field notes were taken. This data collection method was employed to add richer findings. Observations permit the researcher to assemble participants' experiences of happenings and processes articulated in their actions, feelings, thoughts and beliefs (De Vos *et al.*, 2009). Cohen *et al.* (2011) claim that observations can be a powerful research tool for gaining insight into situations. In comparison with interviews, observations take place in the setting where the phenomenon of interest naturally occurs (Merriam, 2009). In this case, all the observations took place at the research site (cf. 3.4.3). They happened three weeks after the interviews had been completed as the findings of the interviews added key information for the categories of behaviour of FSS classrooms that could be observed. The data that was assembled during all the observations was used to inform the development of a guideline document (Appendix M). Observations, as part of the data collection methods were important since the aim was to gather authentic data from the natural setting, i.e., the classrooms, rather than relying only on the interviews (Cohen *et al.,* 2011). A participant who taught Mathematics (Grade 3), a second participant who taught English First Additional Language (Grade 7), a third participant teaching Life Skills (Grade 2) and lastly a participant who presented a Natural Science lesson (Grade 6) were observed. The recording of the observations was qualitative in nature but structured according to different categories. The field notes I took were guided by the research questions (cf. 1.3.2). Each observation session lasted for about 30 minutes.

During the time of the study, I was aware that the South African Democratic Teachers' Union (SADTU) resisted any form of observing educators presenting a lesson in a class and in front of learners. Nevertheless, the participants provided the opportunity to observe a single lesson per day so as not to disrupt the normal routine of the classroom. All four observation sessions afforded me with the opportunity to record data of interest (Rolfe & Emmett, 2010).

3.5.1.2.2 SBST meeting observation

Observations were also extended to school activities like the SBST meeting, which took place during a long break on a day when I was on site. The SBST meeting lasted for about thirty minutes. There was a concern about the time limits of the SBST meeting since in my view, the SBST co-ordinator who acted as the chair of the meeting, did not give the referring educator enough time to clearly articulate to the team the type of learning barrier that a learner was experiencing. Instead, the SBST co-ordinator rushed to a stage where an incomplete Individual Support Plan (ISP) for the learner was developed. An ISP is a plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and the SBST (DBE, 2014; Walton, 2012). Tichá *et al*. (2018) explain that the ISP is a means for outlining educational goals for children with special education needs (Tichá *et al*., 2018:86). It records how the needs of learners who experience barriers to learning are been met at a school. Generally, the ISP is supportive since it helps the class educator to remain focused on the individualised learning goals and the adaptation a class should make, for example, how the learner will learn, what type of support (e.g. the use of Braille is needed) and the time spent on particular activities such as reading or writing. The SBST meeting observation guide was used, which was adapted from Matlala's (2015) study (Appendix I). This helped to gather first-hand data on the activities carried out during the SBST meeting in order to understand the nature of these activities. It was critical to observe these actions since in my view, the

proceedings of the SBST meetings can facilitate how classroom educators support all learners, including the learners who experience barriers to learning.

3.5.1.3 Document analysis

In order to augment the data that was collected through the interviews and observations and to crystallise data, a document analysis process was embarked on (Maree, 2010). A document is any substance that gives information about the investigated phenomenon in that it could elicit meaning and empirical knowledge to discover insights relevant to the research problem (Bowen, 2009). Thus, a document analysis is the study of existing documents to understand its content or to illuminate deeper meanings within the documents (Strydom & Delport, 2013).

In this study, the participants' whose lesson presentations were observed were analysed. This was done during site visits. I received these four plans prior to all the observation sessions because in order to familiarise myself with what was contained in each lesson plan. This enabled me to see how each participant delivered her lesson and how each one attempted to implement IE practises. While some sensitive documents were difficult to access due to the confidentiality of the information (e.g. learner profiles), I managed to review four of the learner profiles through the permission of the SBST coordinator and the school principal, who acted in loco parentis. This principle means that educators act in the place of a parent by carrying out legal responsibilities and functions in line with the Fundamental Rights of children in the Constitution of the Republic of South Africa (Mampane, 2018; SA, 1996a). The learner names and any other identifiable information were not recorded or reported in any mean or form. Each learner profile contained the learners' background information and the type of learning barrier (e.g. ADHD or LD or PD), which the learner experienced. Each learner profile was accompanied by an ISP, which was analysed and provided data on how the educators supported individual learners' experiencing barriers to learning.

The SBST coordinator and principal were asked permission to work through the SBST file. The SBST file enclosed memos from the FDDOoE, which invited educators to IE workshops. Copies of letters to parents/caregivers who were invited to the school for a discussion session about their child who experienced a barrier to learning were also obtained. The file further housed workshop materials such as the facilitators' presentations and name lists of learners who were experiencing barriers to learning and were waiting for placement at a SSRC. The DBST minutes and reports of learners who experienced barriers, who were evaluated through the SIAS process and were receiving support at the school were found and analysed. The mission and vision statement of the school were also in the file, which give the school strategic direction (SA, 1996b) with regard to the future of the school. The document analysis was used to add to the data collected through the focus group interviews and observations.

3.5.2 Data collection procedure

The data collection unfolded through the following procedure, which is summarised in Table 3.3 below.

Table 3. 3: An overview of the data collection process

Steps in data collection process:	Data-collection procedure:
Step 1:	• Literature review
Step 2:	• Prepared ethical documents for submission at FSDoE and the NWU ethics committee.

	• Applied and received approval from the FSDoE and the NWU ethics committee to continue with the study. • Held the meeting with school principal, presented ethical approvals, presented information about the study and asked permission to collect the data at the school. • Attended a scheduled staff meeting and addressed staff members about the details of the study.
Step 3:	• Conducted pilot study on focus group interviews. • Convenience and purposeful sampling of participants was conducted at the selected site. • Fifteen purposive selected participants agreed to participate in the study. • All fifteen participants signed consent forms. The participants were met with at the selected site on the agreed upon date and time. A meeting was held with them where I presented the following: the purpose of the research; all activities and research methodologies to be done. They were reminded of the ethical issues involved. • Dates and times for the interviews were agreed upon.
Step 4:	• Conducted and recorded focus group interviews with sampled participants.
Step 5:	• Completed observations sessions (with four participants, one observation was held per day). • Conducted document analysis.
Step 6:	• All audio-taped-data gathered during steps 4 and 5 were verbatim transcribed.
Step 7:	• Analysed and interpreted the data gathered.
Step 8:	• Based on the findings, a document with guidelines to enhance the implementation of IE in a FSS was compiled.

3.5.3 My role in the study

The role of the researcher is defined as “a relationship acquired by and ascribed to the researcher in interactive data collection” (McMillan & Schumacher, 2006:344). This role is also subjected to “critical self-examination ... throughout the entire research process” (McMillan & Schumacher, 2010:12) which is very critical to the validity of qualitative research (Lichtman, 2013:25). The following activities were performed in the study:

- I chose who to study and what to study, assembled the data, analysed and interpreted it and based on the research results reached conclusions and made guidelines.
- I developed observation guidelines (for both the classroom and the SBST meeting) and personally wrote field notes (cf. 3.5.1.1).
- I ensured that all protocols (Appendix B) were followed when I gained access to the research participants (Creswell, 2009).
- I was particularly thoughtful with regard to safe-guarding of the rights and the welfare of the participants in all respects by conducting the research in an ethical responsible manner. With regard to the data analysis and interpretation, the results could emerge naturally by eliminating my assumptions. (Plano Clark & Creswell, 2010). To this end, I embarked on member checking and regularly consulted my supervisor who provided her expertise in this regard.

3.6 DATA ANALYSIS AND INTERPRETATION

Data analysis is the “process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others” (Ary *et al*., 2010:480). Babbie (2010) asserts that qualitative data analysis is the non-numerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships. It includes the process of transcribing collected data, fracturing it into units of meaning and capturing the understanding of the data in writing (Henning *et al.*, 2010). In a qualitative study, data analysis is based on an interpretive philosophy

that is aimed at examining meaningful and symbolic content of qualitative data (Maree, 2010; Creswell, 2009; Nieuwenhuis, 2011). It is an ongoing and interactive process (Creswell, 2007). In other words, data collection, processing, analysis and reporting are connected. During this research stage, the voluminous data are broken down into smaller units and then reassembled to call attention to patterns, themes and concepts. In the study, the data consisted of field observations, interview scripts and document analysis.

An inductive thematic analysis was applied to crystallise and to confirm empirical findings. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data (MacMillan & Schumacher, 2010). It can be described as an expressive presentation of qualitative data (Anderson, 2007). While conducting the various focus group interviews, observations and document analysis and again while transcribing the interviews certain themes started to emerge from the raw data, thus for the purpose of this research study, it was decided to use a thematic analysis approach for analysing the data.

The varied approach of using different data collection methods (cf. 3.5) applied in this study originated from the importance to crystallise data gathering in order to enhance the quality of the subsequent data analysis and maximise the credibility and trustworthiness thereof (Tracy, 2010). Multiple data production methods provided me with the deepened, complex and complete understanding of the challenges experienced by FSS educators during the implementation of IE in an FSS. Creswell's (2009) method was adopted to analyse data and the following six successive phases were incorporated:

3.6.1 Phase 1: Organise and Prepare the Data for Analysis

After assembling data via the procedures that were discussed earlier (cf. 3.5.1), the data was organised, arranged and prepared systematically aiming to perform data analysis. This step requires that data be classified into themes and categories (Creswell, 2009). The four focus group interviews were transcribed verbatim from the audio recordings and followed up with member checking to ascertain if the transcriptions were a true reflection of the participants' statements (Forrester, 2010).

3.6.2 Phase 2: Read through the data repeatedly

After the assembled data was organised and prepared, all the transcripts and field notes were repeatedly read through to acquire a general feel for emerging themes or topics that may arise during data analysis (Creswell, 2019). By reading through the data repeatedly I immersed myself with the data to such an extent that the 'the strange became familiar and the familiar strange' (Terre Blanche *et al*., 2006:321). A set of data from the transcripts of the focus groups were absorbed first, then the data was collected from the observations and lastly, document analysis was performed. Initial ideas were noted down, i.e. the generation of an initial list of ideas about what is in the data from reflections, what is interesting about each of them and then moved on to linking all relevant ideas. In this way, a better understanding of the participants' challenges of implementing IE in a FSS began to emerge.

3.6.3 Phase 3: Coding

After reading all the raw data repeatedly, the process of coding began. Data analysis process was launched using information assembled from interviews, field notes collected from classroom and SBST meeting observation to organise content relevant the research focus (Garza *et al*., 2015). Stake (2010) attests that coding entails arranging all data sets according to topics, themes and issues, important to the study. Similarities, differences and unique findings are identified and categorised in order to

develop themes and categories (Creswell, 2009). Coding was inductive in nature and allowed the themes to emerge from the grouped codes. The interview transcripts were scrutinised first and preliminary categories were created with narrative statements. The narrative statements included language gleaned from the interview transcripts. This technique was then detachedly repeated with the field notes. The following three steps ensued to accomplish coding (Creswell, 2009): Firstly, small segments of data were created that were coded line by line (various colours were used to identify the codes) and then wrote the codes in the margin of the text, to subsequently categorise and summarise each piece of that data. This process is called “open coding” (Nieuwenhuis, 2007:105; Schurink *et al.*, 2013), which is defined as taking initial data, breaking it into pieces, comparing the pieces and assigning it into groups that address the same themes (Boeije, 2010). Secondly, it was crucial for me to reduce and eliminate redundant codes, which did not match the themes (Creswell, 2012). To this end, the data was revised and codes that did not answer the research questions were removed. This strategy led to the third step, which gave birth to the different themes that emerged for each research question while the codes were compared with one another. Similar codes were grouped into emerging themes (Creswell, 2009). Through coding, I managed to organise, structure and condense the raw transcribed data (Nicholas, 2011).

3.6.4 Phase 4: Themes of data

The common themes that emerged from the data (from focus group interviews, observation and document analysis) were used to produce a detailed description of the challenges experienced by FSS educators during the implementation of IE and how IE implementation can be improved. Phase 4 contributed during the presentation of the findings through themes and sub-themes that answered each research question.

3.6.5 Phase 5: Interpret the meaning of themes

In phase 5, the meaning of the data was interpreted. The meaning of the data may or may not lead to further questions and research (Creswell, 2009). In Chapter 5, the findings were related to the literature study conducted prior to the investigation, as recommended by Creswell (2009). In the findings, I checked if there were any contradictions or similarities to what other researchers had found previously.

3.7 QUALITY CRITERIA

“Quality criteria” means the steps taken to ensure the trustworthiness of the research process and the resulting findings (Nieuwenhuis, 2007:113). Quality criteria serve as indicators to demonstrate that the research was conducted in a responsible manner (Maree & Van der Westhuizen, 2012). Koshy (2010) highlights that reliability and validity form the cornerstones of any research should always be considered. With reference to qualitative research, Maree and Van der Westhuizen (2012) claim that instead of referring to reliability and validity, qualitative researchers prefer the concepts “soundness” or “trustworthiness”. Maree and Van der Westhuizen (2012) and Sikolia *et al.* (2013) further maintain that the trustworthiness of qualitative research can be increased by attending to credibility, transferability, dependability and conformability.

3.7.1 Credibility

Credibility refers to how much the collected data accurately reflects the different realities of the challenges experienced by FSS during the implementation of IE (Sikolia *et al*., 2013). Credibility can be established through lengthy engagement with the participants (Mertens, 2010). The research problem, the research aim, the research questions and objectives, the literature study, the research design, (which includes the

sampling procedures, the data collection instruments and the data collection process), endorsed the credibility of the research. Furthermore, credibility of the study was enhanced through the following strategies:

- Engagement in the data generation: I continued with data generation until saturation occurred. 'Saturation is the point in data collection when no new or relevant information emerges with respect to the newly constructed theory' (Creswell, 2009:175-176). There was no need for me to generate any further data because during focus groups, especially the last two sessions, the participants cited aspects that where said earlier by the participants who were in the first and the second group interviews. During observations and the document analysis, I realizsed that the lesson presentation style and the SBST file was cross-cutting among the aforementioned participants. During that time, the school relied on a single SBST. Hence, data generation was stopped.
- 'Member checks': During focus group interviews, information was restated or summarised and the participants (in each focus group) were then questioned further in order to determine the accuracy of their understanding. Member checking took place near the end of the study when the analysed data and report were given to the participants for review. The idea was to allow the participants to check whether an authentic representation was made of what they conveyed (Creswell, 2007). All the participants were offered the chance to review the transcribed scripts.
- Crystallization: During data analysis, the data that was assembled was compared through multiple data collection methods, namely focus group interviews, observations and document analysis (Maree & Van der Westhuizen, 2012).

3.7.2 Transferability

Transferability is the degree to which research findings can be transferred to other contexts (Bertram & Christiansen 2016; Ary *et al.*, 2010). This is determined by the reader, who compares the specifics of the research with other research they are familiar with. In situations where the specifics are significantly comparable, the original research is considered more credible (Cohen *et al.*, 2011). Through crystallisation (Maree & Van der Westhuizen, 2012) a qualitative researcher can enhance the transferability of the research results. To provide the capacity of transferability in the study, the following criteria identified by Ary *et al*. (2010) were followed:

- Thick descriptions. The findings were based on more than one source of data collection, namely interviews, observation and document analysis, which contributed to a rich database.
- Transferability in a qualitative study depends on similarities between sending and receiving contexts. Enough detailed explanatory data in relation to the context of the research was assembled in order to allow judgments about transferability to be made by the reader (cf. Table 4.1). The participants were purposely (cf. 3.4.3) selected in order to obtain specific information related to a specific group of participants and described some background detail, which might allow for some degree of transferability to other FSS educators having similar background detail.

3.7.3 Dependability

Dependability in qualitative research raises the question as to whether the research findings would be the same if repeated with the same participants in the same context (Ary *et al.*, 2010; Bryman & Bell, 2007). Dependability ensures that outcomes of the research are stable and that they can be accurately recited over time. In this study,

multi-methods were used to collect qualitative data (Merriam, 2009). To ensure dependability in the study, the theories relevant for the study (cf.2.2) were explained as well as my position with the group being studied (cf. 1.5.2), the basis for selecting the participants and their description (cf.3.4.3) and the social context from which the data was collected (cf.3.5).

3.7.4 Conformability

Conformability refers to the degree to which the results can be confirmed by others (Brink *et al.*, 2012). To allow for conformability, the emerging results were exclusively relied on by "clearing any researcher bias" (Maree & Van der Westhuizen, 2012:38) that could interfere with the collection or analysis of the data. It was ensured that the data endorsed the general findings and led to implications. I engaged myself in extensive cross-confirmation with other similar studies.

3.8 ETHICAL CONSIDERATIONS

"A credible research design involves not only selecting informants and effective research strategies, but also adhering to research ethics" (McMillan & Schumacher, 2010:338). In the study, ethical guidelines defended against any possible harmful effects of research (Mertens, 2010). This includes gaining ethical approval from the ethical committee at the North West University (see Appendix A) and FSDoE (see Appendix B). Permission was sought and received from the principal of the participating school and informed consent was gained from the participants, including consent for the interviews to be audio-recorded. The consent forms outlined issues such as confidentiality, data storage and protection, how the results would be presented and their right to withdraw from the study at any time (see Appendix F). Some time was spent with participants at the beginning of the interview, explaining what the research entailed, verbally and in written form. The universal right to privacy and public right to know were acknowledged, by giving the participants consent forms to read and sign. The participants were also given full explanations about all the procedures of the research study, for example, voluntary participation and withdrawal from the study at any time. A rapport was created, so that the participants were able to trust me and could feel free and comfortable to talk. Confidentiality was assured to all participants. Pseudonyms were used for the names of the participants. Audio-recordings of interviews were stored on an encrypted computer and deleted from the recording device following transcription. Participants were given an opportunity to ask any further questions and they were also provided with my contact details in case they wished to contact me after the interviews, or wanted to request feedback on my observations and document analysis process. However, in cases where pitfalls were found, the names of the participant(s) would never be disclosed.

3.9 SUMMARY

Chapter 3 has provided the reader with the research methodology and design of this study as to how various methods were used. The data collection methods adopted and explained in this chapter indicated that in-depth and rich data was gathered to answer the research questions. Chapter 4 presents the study's findings.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The aim of the study as discussed in Chapter 1, was to answer the question what challenges do FSS educators experience in implementing IE. Chapter 4 presents the results of this empirical study in terms of categories, themes and sub-themes, which were identified inductively throughout the data-analysis. This is followed by a discussion and an interpretation of the findings. Crystallisation was used since the product of the analysis depended on how different sets of data supported or contradicted the theoretical arguments (Maree, 2010).

4.2 RESEARCH FINDINGS

Several integrated categories, themes and sub-themes emerged from the interviews, observations and document analysis and are presented in Table 4.1. In the presentation of the findings verbatim quotes of the participants are given as evidence. During the explanations of categories, the number of participants out of a total of 15 is addressed. This is specified underneath:

- some refers to between one and three participants;
- many refers to between four and seven participants; and
- most refers to between eight and eleven participants.

In Table 4.1, a summary is provided of the categories, themes and subthemes identified during the analysis. There are some repetition of themes and subthemes under the different categories. However, it was important to divide the quotes to resort under the appropriate categories, themes and subthemes. This resulted in the same headings but are relevant to that specific category.

Table 4. 1: Thematic findings

Categories	Themes	Sub-themes
Category 1: Defining IE	**Theme 1**: All learners	
	Theme 2: Diversity	
	Theme 3: Fair treatment	
	Theme 4: Bonding of all learners	
	Theme 5: Respect for all learners	
	Theme 6: Different methods of teaching	
	Theme 7: Changing the school environment	
Category 2: The challenges experienced by the participants during the implementation of IE	**Theme 1**: Lack of time	**Sub-theme 1**: Inability to cover curriculum
		Sub-theme 2: Overcrowded classrooms
	Theme 2: Learners' behavioural problems	**Sub-theme 1:** Bullying
		Sub-theme 2: Drug and liquor abuse
		Sub-theme 3: Gangsterism
	Theme 3: Lack of parental involvement	**Sub-theme 1:** Lack of learners' background information
		Sub-theme 2: Delays in finishing the work in time
		Sub-theme 3: Educators are frustrated and depressed
	Theme 4: Lack of ramps and toilets	
	Theme 5: Lack of resources	
	Theme 6: Parents' denial	
	Theme 7: Overcrowded classrooms	
	Theme 8: Lack of training and skills	

Category 3: Requirements for implementing IE	**Theme 1:** Workshops needed	**Sub-theme 1:** Practical training on implementation of IE
	Theme 2: Resources	
	Theme 3: Parental involvement	
	Theme 4: Bursaries to study for a formal IE qualification	
Category 4: IE practises	**Theme 1:** Baseline assessment	
	Theme 2: Teaching values, responsibilities and how to follow instructions	
	Theme 3: Individual Support Plans	
	Theme 4: Consult former educators	
	Theme 5: Collaborations with others	
Category 5: Readiness to implement IE	**Theme 1:** Not ready to implement IE	**Sub-theme 1:** Not ready for learners with disabilities
		Sub-theme 2: Unavailability of professionals
		Sub-theme 3: Lack of referral information
		Sub-theme 4: Lack of care by helpers
		Sub-theme 5: Lack of equipment

In order to ensure ethical consideration, participants are assigned prefix letters and numbers. For example, the prefix letter FG1P1 is assigned to Focus Group, Participant Number 1, Participant number 2 in Focus Group 2 is FG1P2 and Participant 3 in Focus Group 4 is FG4P1 and so on.

4.2.1 Category 1: Defining IE

The first question, which guided the study was “give me your general understanding of IE”. This question is discussed in terms of seven themes, which emerged as described by the participants (cf. Table 4.1).

4.2.1.1 Theme 1: All learners

Some participants in the focus groups defined IE as all learners being given a chance or opportunity to learn in any school:

All learners must be given a chance or opportunity to learn in any school (FG1P1).

Some participants defined IE as all children studying together in one school:

All children study together in one school (FG4P2).

I agree with all what the colleagues have said that inclusive education means that all learners are taught together (FG4P3).

All learners must be included in the system was a definition cited by some participants: *What do I understand is that all learners must be included in the system* (FG2P3).

All learners are different and should not be discriminated was how some participants defined IE:

I think inclusive education means all learners are different. We are not supposed to discriminate learners (FG3P3).

This theme was also illuminated during all the classroom visits. I noticed that all learners learn together because the mildly disabled learners, such as visually impaired, and the non-disabled learners were receiving education in one classroom.

However, during the lesson presentations, it was observed that the participants seem to ignore the different needs and contexts of all the learners when they only taught visually impaired learners. They also primarily used the educator centred direct teaching method, as they mostly taught and gave explanations to their learners.

During the document analysis, it was noted that the four lesson plans appear to lack information on how the participants intended to accomplish modified assessment methods, differentiated curriculum, alternative teaching method(s) and the use of Learning, Teaching and Support Materials (LTSMs) (resources) to accommodate all learners. The participants' personal files contained abundant information on learners' mischiefs, poor performers, regular late comers, supposed drug abusers and bullies, but lacked information on for example, gifted learners who could have been present in each respective class.

The SBST file (cf. 3.5.1.3) mainly had documents that contained information on teaching and learning equipment, which the school can procure for learners with disabilities. For example, catalogues from businesses, which market wheelchairs, specialised desks, hearing aids, just to mention a few. It also contained the DBST reports and the name lists of learners who originate from child headed families and those who were waiting for placement in a SSRC. The memos and workshop materials, which were found in the file, indicated that, during the time of the study, the FDDoE IE unit workshopped educators mainly on the contents of EWP6 and SIAS requirements.

4.2.1.2 Theme 2: Diversity

Valuing and accommodating diversity was how some participants defined IE:

What I meant or said something about diversity I was actually meaning that we as people we are coming from different culture, religion, beliefs so we must all accommodate no we must all consider all those background of different learners (FG1P4).

Y*es, I am speaking about diversity all learners must be combined together* (FG2P2).

A*ll learners regardless of their background, regardless their home yes background culture all learners must be included in the system* (FG2P3).

During the observations, it was noticed that the abovementioned participants taught learners who demonstrated diversity in race, age, gender, home language in their respective classrooms. During one of the classroom visits, Learners were overheard communicating with each other in Zulu, Sesotho and Peli. However, from these observations, it was realised that there were some learners who still undermined other learners' culture. For example, one learner mentioned that "wearing Zulu attire is not pleasing at all in this era".

This theme was to some extent, noted in the document analysis. The SBST file stored copies of letters to parents/caregivers who were invited to the school for a discussion session about their child who experienced a barrier to learning. These were written in English and translated into Zulu, Sesotho or Peli by either the school SGB chairperson or a classroom educator.

4.2.1.3 Theme 3: Fair treatment

Some participants understood IE as fair treatment of all learners:

Inclusive learning is that all the learners within the premises of the school must be treated fairly irrespective of their colour, their race and their background, I would say (FG1P3).

W*e must accommodate and treat them fairly all of them* (FG4P1).

During the classroom visits, the observation was made that the abovementioned participants treated all their learners positively. One participant (FG1P4) reprimanded a group of boys who teased and laughed at the boy who did not wear school attire.

4.2.1.4 Theme 4: Bonding of all learners

Some participants described IE as the bonding of learners who are experiencing challenges together with learners who are performing well:

I think inclusive education is where we bond learners with challenges together with those who are performing well. You must not discriminate them. You must view them all as school children (FG4P2).

During all the classroom visits, I noticed that CWDs and learners without disabilities interacted sparingly with each other during group work tasks.

4.2.1.5 Theme 5: Respect for all learners

Respecting all learners was how most participants understood IE:

Treat learners with respect regardless of their physical or mental ability (FG1P1).

W*e do not look at their home background, race, where do they stay, we treat them the same. It looks on how these children think, we consider their disabilities, their ideas are taken into consideration, I think inclusive education means that* (FG3P3).

I agree with Mam that all learners must be treated with respect regardless of their physical or mental ability according to our education program (FG1P4).

One participant was noticed apologising to a learner who experienced severe reading difficulties after she refused the learner to read to the entire class. Similarly, she also apologised to a learner who has given the wrong answer after screaming at him. However, during the next classroom visit, it was noticed that the same participant did not show respect to a learner who used vulgar language in her class. She chastised and sent him home and instructed him to come back to her class only when he was accompanied by the caregiver.

Respect for learners who experience barriers to learning was evident when I the document analysis was needed to be done. The aforementioned participants did not want to allow me access to the learners' profiles as they informed her that learner profiles contained confidential and private information about the life of children. However, after reminding them about the confidentiality of the study regarding sensitive and private matters that were related to learners and educators, they permitted her to view four learner profiles. One learner's profile contained health records of the learner who had dyslexia. Other learners' profiles contained information, which was related to their poor performance, writing skills and unsatisfactory health conditions.

4.2.1.6 Theme 6: Different methods of teaching

Some participants recognised IE as different methods of teaching learners who experience barriers to learning: *The methods that we are going to use with concerned to different learners that we are going to meet during the implementation of inclusive*

*education (*FG1P2). *I think inclusive education means that the methods that we are going to use on each individual child who is admitted* (FG2P1).

However, during classroom observations the opposite of these statements were noted. The participants did not appear to use different methods for individual learners. They mostly relied on the textbook, writing on the chalkboard and employing the lecture method to teach all learners. The classroom activities observed were not differentiated. All the learners were expected to do exactly the same. Likewise, the theme was not identified during document analysis. It seemed that the lesson plans were not developed based on the needs and strengths of learners who experienced barriers to learning. The four lesson plans which were analysed, did not reflect how and when they would use media/materials/resources during their teaching to address different learning needs.

4.2.1.7 Theme 7: Changing the school environment

Some participants conceptualised their understanding of IE as changing the school environment in order to accommodate certain needs of the learners:

The alteration of school environment in order to accommodate the specific needs of the learners (FG2P4).

This theme was noted during all the observations. I noticed that, in all the classrooms which she visited, the learners' desks were positioned in small groups (2-4 desks per group). Learners, including those who were experiencing barriers, were able to learn together and had the chance to collaborate and discuss. Classrooms were clean and tidy with no litter in sight. However, the same classrooms lacked white boards and overhead projectors. There was no correct lighting to minimise the glare for learners who experience visual impairments. Old charts from the department of education, which still present Outcome Based Education (OBE) principles and posters from the department of environmental affairs on the theme 'how to save water' decorated classrooms' walls. The playground was not accessible to physically impaired learners, as it was sandy and not accessible for a wheelchair.

4.2.2 Category 2: The challenges experienced by the participants during the implementation of IE

The second question, which guided the study, required the participants to outline their challenges experienced during the implementation of IE in their school. In this category, five themes emerged and a summary thereof is presented (cf. Table 4.1). Under some themes, a number of sub-themes emerged, given that there were many different individual remarks made that I felt are important to emphasise. Each theme is discussed, followed by its sub-theme, in the following sections.

4.2.2.1 Theme 1: Lack of time

Lack of individual attention and support to visually impaired or deaf learners and to differentiate the curriculum according to their specific educational needs was linked to lack of time by some participants:

It becomes an issue of time, hmm there is not enough time to support them even if now you have the learner that is partially blind or cannot hear you need to make sure that he is settled in you slow down according to his pace while others are moving to his pace while the others are moving forward and how do you, you don't have time to really differentiate your curriculum according to his specific needs (FG2P4).

There is not enough time to support them even if now you have the learner that is partially blind or cannot hear you need to make sure that he is settled in you slow down

according to his pace while others are moving to his pace while the others are moving forward and how do you, you don't have time to really differentiate your curriculum according to his specific needs (FG2P4).

The lack of time appeared to be a general problem among most of the participants as is affirmed in the following statements:

A*n issue of time, hmm there is not enough time to support them you slow down according to his pace while others are moving to his pace while the others are moving forward* (FG2P4).

We pay attention to those who are struggling and tend to neglect those who are coping well. By the time you try to focus on them (those who are performing well) time is no longer on your side (FG4P2).

Some participants associated lack of time with repeatedly reprimanding misbehaving and violent learners:

The teaching is hampered in the classrooms and there is a waste of time concentrating on the bad behaviour (FG1P1)

The teaching is hampered in the classrooms and there is a waste of time we are attending to uncontrollable learners (FG1P 1).

Some participant linked lack of time with the school's pace-setter, which instructed them to cover a certain amount of work according to due dates:

We are *unable to reach all learners because of the pace-setter* (FG3P4).

There is a due date to be met at the end of the term, at the end of the month at the end of the week (FG2P4).

During all the observations, I noticed that the duration of teaching periods was only thirty minutes. The aforementioned participants did not begin their lessons immediately because they had to silence and wait for learners to settle down. Thereafter there was little time left explaining a concept and giving an activity. The SBST meeting which was observed lasted for only thirty minutes as it was during break time. The lack of time resulted into two sub-themes, namely inability to cover the curriculum and the lack of individual attention and support.

4.2.2.1.1 Sub-theme 1: Inability to cover the curriculum

Some participants mentioned they did not cover the curriculum because of the lack of time:

A*s a teacher you have one hour in a class so you cannot cover all the curriculum, you are delayed to finish your work* (FG1P4).

The participant cited that due to lack of time, she was unable to differentiate the curriculum:

You don't have time to really differentiate your curriculum according to his specific needs (FG2P4).

4.2.2.1.2 Sub-theme 2: Overcrowded classrooms

Some participants associated lack of individual attention and support with overcrowded classrooms:

Teachers cannot reach the child special needs because he/she is the only within a class of more than 40 learners (FG4P3).

Y*es, we have great numbers in our classrooms and it makes it difficult to concentrate on those learners who have learning problems* (FG1P1).

They mentioned that due to overcrowded classroom, they were unable to execute individual teaching:

If they are overcrowded, we don't have that individual teaching. They need individual teaching and if they have problem with eyesight, hearing and physical disability (FG2P1).

During the observations, I observed that four participants did not implement the ISP of any learner, which the DBST prepared for them during the time of the study. The reason for this seems to be that the educators only had thirty minutes' periods. Furthermore, in a classroom where the participant stayed for an hour, the first thirty minutes were used for teaching and the remaining time were used for administration work such as controlling a large number of learners' workbooks.

4.2.2.2 Theme 2: Learners' behavioural problems

Most participants reported that learners' behavioural problems and lack of discipline is difficult to control. It is reflected in to following quotes:

S*ometimes the behaviour itself, they behave badly, so you cannot control them it's become difficult to mentor them at some stage* (FG1P4).

Most of our learners lack discipline, they misbehave in classes and they disrupt our teaching (FG4P1).

We really wanted to help this learner but unfortunately the way they are also out of control and because they are out of control we cannot (FG1P4).

The abovementioned participant (FG1P4) connected the behavioural problems of the learners with their family background:

*If your class have that child who originates from a trouble family that he brings into a classroom, then you cannot control him (*FG4P1).

Some participants linked behavioural problem of learners with higher grades:

When we come to intermediate and senior please here we are experiencing behavioural problems (FG2P3).

In order to manage the behavioural problems of learners, one participant cited that they collaborated with stakeholders that manage misbehaving learners.

We also try to collaborate with stakeholders that handle misbehaving learners (FG3P4).

The participant cited the types of outside stakeholders, which collaborate with their SBST to solve problems of CWDs:

We have decided to collaborate with other stakeholders like Metsi-Maholo's social workers, social workers from child welfare, child protection unit the SAPS, health department and SANCA (FG2P3).

The observation was made that learners in Grade 7 disrespected one participant because they fought and used vulgar language in front of her. Furthermore, learners

in Grade 3 tossed some objects to each other and the participant ignored this and just continued with the lesson. It appeared as if the participant did not care whether the learners were listening or not. In Grade 6, learners were also seen fighting over the sharing of learning material.

It was noted that the participants' personal files were occupied with reports of learners who fought each other and used vulgar language during teaching and learning. They also recorded the names of learners who seem to lack concentration in class and performed poorly in the schoolwork which they linked to behaviour problems.

The DBST reports that were found in the SBST file, which the Psychologist from the local district office of education compiled, indicated that the school accommodated learners experienced barriers to learning. The difficult behaviour of learners, which participants reported to have experienced in the implementation of IE, can be divided into three sub-themes namely bullying, drug abuse and gangsterism.

4.2.2.2.1 Sub-theme 1: Bullying

Some participants conveyed that they were confronted by bullies:

We are challenged by learners who are bully (FG4P1).

This participant also asserted that bullies cause class disruptions and consume time as they must chastise them continuously:

These types of learners disturb the whole class. Bullies take most of our teaching times because we keep on reprimanding them (FG4P1).

During class observations, it became clear that the participants were not only the witnesses of learners being bullied but were also the victims of bullying themselves. The participants were verbally abused by their learners.

The personal files of the said participants were populated with reporting incidences of physical bullying among learners, which included punching, poking, strangling, beating, biting and vandalism.

4.2.2.2.2 Sub-theme 2: Drug and liquor abuse

Some participants reported that they were defied by learners who abuse drugs:

They smoke dagga too much we always find them with dagga (FG4P1).

As a result, they end up being drug users (FG4P3).

*They steal parents' liquor and come with it to school, we handle many cases of this nature (*FG4P1).

This theme was also evident in the analysis of documents. The participants' personal files contained the names and reports of learners who were found with dagga and cigarettes in their school bags as well of some boys who came drunk to school.

4.2.2.2.3 Sub-theme 3: Gangsterism

Some participants reported that there is gangsterism in their school:

They also form gangsters in our school (FG4P1).

During data collection, I realised that some parents / caregivers visited the principal's office during working hours. The SBST coordinator told me that those parents / caregivers came to school in instances where their children either fought others within

the school campus or came to school drunk. I also saw a caregiver that I taught in Grade 12 the previous year and apparently he was called to school to attend to a case of his nephew in Grade 7, who was found with a box of dagga in his school bag. This gave the impression that at this FSS, parents / caregivers attended school meetings when their children were to be suspended or faced criminal charges. One participant's (FG4P1) personal file contained reports on incidences of a group of boys who fought each other in a classroom because they belonged to rival gangs.

4.2.2.3 Theme 3: Lack of parental involvement

Lack of parental involvement was mentioned as the challenge experienced by most participants:

One of the challenges is related to the non-participation of parents, they do not come when called to school (FG4P2).

Our main challenge is the lack of parental involvement in our school (FG3P4).

You will find out that sometimes when we call parents to come and see what their children are doing parents do not come in terms of parents at home we really struggle because parents are not involved in their children's education (FG3P1).

Some participants linked lack of parental involvement to the prevalence of child-headed families, orphans due to parents dying of HIV/Aids, young parents and the parents' poor socio background:

Parent involvement itself when coming to the learners' education it's a problem because most of the learners outside there they are child-headed families they don't have parents themselves as their parents have died due to the epidemic of HIV/ AIDS and again that some of this parents they are young themselves (FG1P3).

Another participant specified that parents were not involved in school activities because children stayed with grandparents:

I think one of the challenges emanates from home. Kids stay with their grannies (FG2P2).

Letters written to parents were found in the SBST file (cf.4.3.1.2). These letters invited parents of learners who experienced barriers to learning to an afternoon meeting with the class educator and the SBST coordinator to discuss progress and other challenges experienced by a learner. However, as cited earlier, parents did not attend meeting that were called by the class educators or the SBST to come and discuss learning barriers which encountered learners, but parents visited the school only when their children faced suspension from school or were to handed to police officers for criminal transgressions. The lack of parental involvement resulted into three sub-themes, namely lack of learners' background information, work delay and educator frustration and depression.

4.2.2.3.1 Sub-theme 1: Lack of learners' background information

Some participants indicated that non-involvement of parents is a challenge when background information was needed:

I think one of the challenges is related to the non-participation of parents they do not come when called to school, and do not want to give full information about their kids. These are some of the challenges that we are experiencing (FG2P2).

I think, they do not want to give full information about their kids (FG4P2).

I am unable to know the background of each learner (FG3P3).

In some cases, where the parents were available when called by the educators, the participants assert that they did not disclose barriers to learning, which their children experienced:

Sometimes parents do not disclose to us when their children have some form of a barrier (FG3P4).

The participant connected the non-involvement of parents with learners' disciplinary issues:

When we invite their parents to come and help us with disciplinary issues, they do not come (FG3P4).

During the observations, I noticed that it seemed as if the aforementioned participants lacked information about learners' background. They did not use the right surnames and first names when they addressed their learners in class. Learners kept reminding the participants (educators) about their real first names and surnames. The participant who presented a lesson in Grade 6 seem not to know that a learner who was fighting over a pen originated from a child-headed family, and therefore lacked money to buy a pencil or a pen. The document analysis revealed that the learners' profiles that contained annexures A1 forms that accompany the SNA3 forms were many times not completed by the parents/caregiver. When I asked the participants about it they reported that the parent/caregiver many times did not to know the type of barrier to learning the learner experienced or simply did not want to complete it.

4.2.2.3.2 Sub-theme 2: Delays in finishing the work in time

Some participants indicated that if parents do not help with homework it delays the finishing of work in time:

If the parents are there to help you as they say this teaching thing is involving it's like a three pots things, it's a learner a teacher and a parent so if a parent doesn't take part, if you give a learner homework, class activity if at home they don't ask the learner or they don't support the learner to do the class work you can't not cover because the following day when you want to mark the work the work is not done. You have to give them another chance to finish the work then you will be you as a teacher you will be delayed to finish your work by time (FG1P4).

During observations, the aforementioned participants never attended to the learners' homework, even though their lesson plans indicated that this activity would be carried out after lesson presentation. Lesson plans revealed that teaching periods in this FSS lasted thirty minutes (one period) and one hour (double periods).

4.2.2.3.3 Sub-theme 3: Educators are frustrated and depressed

Some participants cited that lack of parental involvement in school activities frustrated and depressed them since they then must attend to the learners' problems:

We become frustrated as teachers because we have to attend to these learners when parents are not coming to school when we solve the problems of their children (FG3P4).

The participant linked their frustration and depression with not reaching visually impaired learners during assessment since they must read question papers for them which is time consuming.

Another thing is that it affects us negatively because we are always depressed by behaviour, depressed because we cannot reach all learners, depressed because we don't have that facilities like that learner who cannot see, you have to like when they write a common paper same question paper those who cannot read you must read for him or for her and that is time consuming its really frustrates us a lot (FG3P4).

During observation, it was noticed that the participants displayed frustration since the tones of their voices were regularly high when they reprimanded learners who misbehaved.

4.2.2.4 Theme 4: Lack of ramps and toilets

A lack of ramps and toilets were cited by some participants:

We don't have the ramps for learners who are moving with the wheelchairs, I can say infrastructure the school does not have those ramps (FG1P3).

Our *school had only one toilet for disabled learners and the toilet is near staff room* (FG2P3).

The participant added that the location of the toilet isolated CWDs:

Is difficult for them to go there they don't like to be excluded from others, they like to be near the others so if the toilet can be where learners can enjoy to be included (FG2P3).

During the observations, it was noticed that the school lacked ramps and modified toilets for CWDs. The only available toilets were meant for non-disabled learners and were located far from the classrooms. It was also realised that toilets that were available in the staff room did not cater for the needs of physically disabled adults.

4.2.2.5 Theme 5: Lack of resources

Most participants asserted that they do not have a problem with resources as the SGB provided them:

In terms of resources, the school make sure everything that we need we are given the resources. The school does not have any problem to assist us with anything that we need, yes regarding the resources is that the SGB they try to provide with the resources that we need (FG1P1).

Yet, another participant mentioned that resources are not enough because classes were overcrowded:

Our school is trying so hard to provide us with the resources but sometimes because the classes are overcrowded those resources they sometimes, resources are not going to be enough for them, let's say maybe you have ordered maybe 25 books then because of overcrowding then will have to you'll need another 25 books so that make us to run short of the resources (FG2P3).

Furthermore, most participants linked a lack of resources meant for learners with disabilities:

At our school we don't have, the resources that we don't have is for those specialised learners (FG2P3).

Regarding the resources is that for those learners who are having learning disabilities it's hard to get those resources (FG2P3).

Yes, I can say that we lack resources for disabled learners (FG4P1).

Children don't have spectacles (FG2P1).

We don't have maybe teachers or Braille equipment's for learners who are blind (FG1P3)

Some participants asserted that they do not have educators who are trained on the use of Braille and Sign language as well as professionals, such as occupational therapists and nurses who are in special schools to help them:

We don't have maybe teachers for learners who are blind, we don't have let's say teachers who have learned the sign language for those who cannot speak (FG1P3).

We *don't have those professionals who can helps us, maybe like in our school we eeh two learners who are mentally retarded, so as a school we don't have professionals who can help those learners or who can support those learners in the classroom* (FG2P3).

I think we also need professionals like the specials schools, they have the occupational therapist, they have the nurses, they have those professionals who can the learners with those machines or who are trained to support learners like those who are mentally retarded that we are having in our school (FG2P3).

During the classroom observations, it was noted that, even though most participants cited that they did not have a problem with resources, the classrooms which were visited during the observations, lacked appropriate furniture like special desks, tables and standing tables for CWD. The participants mostly used the chalkboard and learners had to share whatever resources (e.g. books) they had.

4.2.2.6 Theme 6: Parents' denial

Some participants mentioned that they were faced with parents who denied that their children are "slow" learners:

*Even the parent, sometimes even the parents they don't agree with what we are saying you can say a child is a slow learner then the parent say my child is not a slow learner therefore you are unable to help the learner because you are not even, the parent is not happy to sign the paper whereby the child will be tested to identify what are the problem with the child (*FG1P2).

4.2.2.7 Theme 7: Overcrowded classrooms

Overcrowded classrooms were already mentioned as a subtheme under a lack of time, but it has also been identified as a main theme challenging the implementation of IE in their FSS.

We have overcrowding (FG2P1).

Most participants emphasised that overcrowded classrooms make it difficult to concentrate on learners who have learning problems:

We have great numbers in our classrooms and it makes it difficult to concentrate on those learners who have learning problems (FG1P1).

One participant stated that overcrowded classrooms make it hard to reach all learners and they have behavioural problems and a lack of discipline:

Mam to add on overcrowding that Mam said is hard for us to reach all learners because sometimes we when people we have lot of learners in the classroom sometimes they start to have that behavioural problem and the discipline starts to be a problem to

discipline those learners if they are overcrowded and then sometimes, even to control the overcrowded class is a problem itself (FG2P3).

Some participants seemed to believe that because parents cannot afford the fees of crèches they bring their children to school even if they are not school ready. This makes the classroom numbers higher. They also asserted that because they are an FSS, the numbers must be limited.

Parents simply bring their kids who are not school ready to our school because they do not want to pay fees needed by local crèches. If they say we are an FSS, they (district office officials) must allow us to have a limited number of learners in a class (FG3P4).

One participant indicated that due to overcrowding, the school library was converted into a classroom:

We have divided the grades into large numbers therefore we have used rooms which were not supposed to be classrooms which were set to be media centres whereas they are now turned into classroom we are having problems with those media because it was supposed to be a media classroom not a classroom (FG1P2).

During classroom observations, it was noticed that the classrooms which were visited, were very small and learners were packed behind the desks. The learners did not have space for their bags and they were kept outside unattended. Classrooms did not have reading corners. The only thing that was present in the classrooms were the desks and chairs. The participants also were unable to walk around and monitor the activities or assist any of the learners.

4.2.2.8 Theme 8: Lack of training and skills

Most participants said that although they received IE training, it was for a short period:

What I can say training is there but it is not, I don't know how to put it but it is not, it is just for a short period (FG1P1).

We were trained for only one day. I can say a one-day training or two-hour training is not enough for us (FG2P3).

One participant cited that the short time for training frustrated them:

G*oing back to training, it is very short. Lack of training frustrate teachers* (FG3P4).

This participant cited that sometimes the scheduled IE trainings on how to implement SIAS did not occur:

Yes, to add on that SIAS training that District has promised us is still pending (FG2P4).

Another participant linked the absence of training with the lack of skills, which they needed to support learners:

We don't have skills that could help the learners in their classrooms (FG1P1).

One participant specified that they lacked counselling and support skills:

We are unable to counsel and support all the identified learners (FG3P4).

During observations, it was noticed that the aforementioned participants lacked IE skills and training because they all used a model of whole-class teaching of "one size fits all" to educate classroom that contained diverse learners (cf. 4.2.2.1).

4.2.3 Category 3: Requirements for the implementation of IE

The third category links to the question that the participants were asked to inform me what they require to implement IE successful in their school? In this category, four themes were identified and a summary thereof is presented in Table 4.1. Each theme and sub-theme are discussed separately in the next sections.

4.2.3.1 Theme 1: Workshops needed

During the interviews, most participants emphasised that they needed more IE workshops on how to implement IE:

We need them to support us with those workshops that provide with that information that we need to implement IE I think we can be functional (FG1P3).

Sometimes as teachers we need support through workshops and we must get supported even after workshops to tell us whether we are on the right path. Workshops will help me (FG4P2).

I think if we could be workshopped on inclusive education practices things will be easier (FG4P2).

I think if our school can organise someone or somebody who can workshop us, teach us about this inclusive and then teach us how to implement it every day in the class (FG1P4).

We are not going to be able to do anything about these learners or support them this year, we will see next year after the workshops have been conducted (FG2P4).

Some participants confirmed that they were exposed to IE workshops, however these IE workshops, which they attended, were offered after work when they were tired. These participants alluded that people who have not mastered the content overloaded them with information during those workshops:

It is just that they do workshops for us, most of the time the workshops are done after work, and we are tired they just overload us with information, as for workshops it is just information overload were we are given information without it been explain to us. Sometimes the workshops are presented by people who does not master the content to be presented, they read presentation word to word without explaining (FG2P2).

During observations, it was noticed that the participants could benefit from a workshop on, for example, how to use assistive devices for learners with hearing and visiual impairments. In the analysis of provincial memos which was located in the SBST file, it was discovered that the provincial office of education organised and invited educators to several IE workshops.

4.2.3.1.1 Sub-theme 1: Practical training on the implementation of IE

Most participants affirmed that they needed workshops that included practical training and exposure on IE:

Yes, we need something practically (FG2P4).

If we were exposed to this thing or see them happening, *like maybe we have similar school like us to go and see what is happening in those schools but usually it is not practical to us we just hear about it read about it but not experiencing what king of problems are there for us to learn from it* (FG1P1).

*Is their duty to take us to those schools to go and see these things done practically, all teachers they need to see this thing happening (professional) I mean practically (*FG2P3).

The participants stated that they need practical training on Braille and Sign Language:

Can I add on that for example if we have a child who can't see maybe a child who can't speak we don't have, we don't know the method, the Braille method we don't know it, we don't know the sign languages so that is why we say we are not ready for this because we don't have the facilities that one we are not training for that, we can't teach a child who can't see, who can't hear because we don't have that training we never received that (FG3P2).

One participant indicated that practical training, should be done by experts like speech therapists:

Y*es, professionals like speech therapists, those are the people that we need most. They must come and train us on quarterly basis* (FG4P1)*.*

During observations, it was noticed that the participants could benefit from workshops on practical application or 'real world activities' on IE. For example, how to use assistive devices for learners with hearing impairments, as well.

4.2.3.2 Theme 2: Resources

Some participants emphasised that they need resources:

Okay I can say as a school if we can be supplied with resources (FG3P4).

The participants specified that they needed resources like assistive devices and health officials:

The resources we were requesting are hearing aids, spectacles. The district office officials must bring health officials such as nurses to our school. Perhaps nurses will be able to assist you (FG3P2).

During all the classroom observations, it was realised that the participants and classrooms lacked a range of resources, which include TVs, computers, the internet, overhead projectors and white boards which could be used for CWD. This theme was not evident during the analysis of the SBST file (cf. 3.5.1.3).

4.2.3.3 Theme 3: Parental involvement

Some participants indicated that they necessitate the involvement of parents:

As I have already mentioned Mam, we need parental involvement, we tried all the methods on what can parents do...sometimes we called them to school and gave them workshops, but only a few parents will pitch up… if the district officials can inform us on how to attract these parents to school (FG3P3).

During observations, it was noticed that not a single parent/caregiver participated during the SBST meeting, even though document analysis showed that the SBST file contained letters inviting parents to the SBST meeting to discuss the challenges encountered by learners (cf. 3.5.1.3).

4.2.3.4 Theme 4: Bursaries to study for a formal IE qualification

Some participants asserted that they required bursaries from the department of education, which would help them to enrol and study for a formal IE qualification because they are unable to finance their own studies:

I wish that the Department of education must offer us bursaries, as educators we are burdened by credits. If the department can give use bursaries to study inclusive education further (FG3P3).

If they can give us that bursary because like other people was interested on studying occupational therapist because of financial problems I can't go there are some people who wants to go and study to be speech therapists but we don't have money to go and study if they can fund us maybe we can go and study and then we will know that we have those we will know that we have those kind of people in our school yard (FG3P4).

4.2.4 Category 4: IE practises

In this category, the participants were asked to inform me about IE practices at their school. Two themes emerged from this category (cf. Table 4.1) and they are referred to in the following paragraphs.

4.2.4.1 Theme 1: Baseline assessment

Most participants claimed that they execute baseline assessment:

During the first day when we reopen our school we let learners write a baseline assessment, we usually give them the baseline assessment, and from that we can see how did they perform and we have the portfolios whereby we check them when the learner is from another grade and see if maybe those learners have some problems and then we start it from there to help them now (FG1P1).

Before we admit a learner, we do baseline assessment to check school readiness and check if that Grade 1 learner is able to draw. We try to assess the level of skills and this help us to identify them and group learners according to their special needs (FG2P2).

Learners seem to be identified, screened and referred to a support teacher:

We identify them and we refer them to the teacher in class, we have support teacher who help us in classes (FG2P1).

We start with the screening. I think that way we the way we are working at the beginning of the year and every teacher make sure that she knows or he knows all learners in her classroom like we try to identify all learners who have barriers, we identify all learners' vulnerable learners in our classrooms and then after that we make programs (FG2P3).

The execution of baseline assessment could not be observed since data was collected from the first week of September (i.e. during the third term). They were already executed in January to February (i.e. during the first term) when the data collection processes were resumed. The document analysis revealed that baseline assessment was executed since SNA1 forms ere seen. However, some SNA1 forms lacked data such as *areas of concern* about a learner.

4.2.4.2 Theme 2: Teaching values, responsibilities and how to follow instructions

Some participants reported that they taught learners who experienced barriers to learning the values, responsibilities and how to follow instructions:

I have a learner in my class who is awaiting placement in a SSRC. She cannot write and read. I teach her values, responsibilities and how to follow instructions. Currently she is able to clean the classroom and chalkboard, she also try to express herself. I

am now focusing on her personal development because she cannot do anything in the class. My teaching helps her a lot because she is now taking care of herself, she is neat, she also tries to express herself even when she wants to go to the toilet (FG2P2).

During a classroom observation, it was noticed that one learner who was partly visually impaired raised her hand to seek the participant educator's and peers' attention. They then gave her space to walk towards the educator (participant) who spoke to her silently giving her permission to visit the bathroom. However, earlier when the other learners could leave the classroom for a bathroom break, this learner was left unattended.

4.2.4.3 Theme 3: Individual Support Plans (ISP)

Some participants maintained that they developed ISPs for learners:

After that we make programs. The programs are one of them is individual support team where teachers say how they are going to support those learners in their classroom, like Mam said she had that severe learner in her class now she has her own intervention to help that learners that's how we are working as a school (FG2P3).

One participant mentioned that she adhered to the ISP, which recommended that she must place the visually impaired learners closest to the chalkboard:

I place those who are visually impaired in front or next to the chalkboard (FG3P1).

Another participant said that the ISP indicated that she must organise games for the learners who struggle to speak in order to keep them occupied in her classroom.

Those who cannot speak I organise some games (e.g. word puzzles) to play with, so that they assist them with their speech. I also use them as messengers so that they use speech more often (FG3P1).

During the classroom observations, it was noted that no ISP, which was indicated in the SBST file, was implemented. For example, the visually impaired learner in a Grade 3 class remained unattended for the entire period.

4.2.4.4 Theme 4: Consult former educators

Some participants indicated that they consulted the previous educators to gather more background information about learners who needed support:

We consult previous educators so that we can get more information of the learner from the previous educator (FG1P2).

4.2.4.5 Theme 5: Collaborations with others

Some participants affirmed that they collaborated with others in order to implement IE in their school:

I am going to talk about collaboration. If any of our colleagues knows about an NGO, he/she comes and inform us about it (FG3P4).

Another participant asserted that learners without disabilities are encouraged to help learners with disabilities:

Collaborations at our school here and then another thing that we do is to these learners we have the one who is walking with a walking stick, there we have taught our learners to help other so the other kids they always help her / him to, if he wants to go to the class they will take the / his books they will help him, that way (FG2P3).

Collaboration with stakeholders and NGOs were also mentioned:

Another way we help their children especially like when we come to intermediate and senior please here we experiencing a behavioural problem that where we collaborate with the stakeholders (FG2P3).

As a school, we collaborate with other NGOs. If a teacher knows about any NGO, he / she informs the SBST and we use the services of that NGO (FG3P4).

For healing purposes, nurses come and support" them *and for "gangsterism"* the participants mention calling the *police to come and help* (FG4P1). In addition, they were *helped by the local preachers* (FG4P3).

4.2.5 Category 5: Readiness to implement IE

The last question that the participants were asked, searched for data on the participants' readiness to implement IE. Most participants cited that they were *not ready to implement IE* (4.2.5.1) in this FSS. They mentioned the following reasons: not ready for learners with disabilities, unavailability of professionals, lack of referral information, lack of care by helpers and the lack of equipment

4.2.5.1 Theme 1: Not ready to implement IE

Most participants declared that they were not ready to implement IE:

Yes, I am not ready (FG1P2).

I can say that we are not ready (FG3P4).

I think am not yet ready I am not ready to help them (FG2P4).

Even myself, I am not ready (FG4P1).

During the observations, it was noticed that most of the participants attempted to educate all learners in their classes (including learners with disabilities) even though they reported that they are not ready to implement IE. However, some challenges were noticed. For example, the participant who taught Mathematics to Grade 3 learners had a physically impaired learner in her classroom and she tried her best to include him while teaching, but she struggled to keep his attention because the learner fiddled with the calculator while she was teaching. In the Grade 7 English First Additional Language class the participant battled with the management of a noisy group of boys in an overcrowded classroom. The participant informed me that the noisy boys belonged to a local gang and was therefore afraid to reprimand them. The participant who was observed teaching a lesson on healthy living styles during a Grade 2 Life Skills lesson could not communicate effectively with the learner who had a hearing impairment. Furthermore, the participant whose mother tongue was Sesotho presented a Grade 6 Natural Science lesson and grappled to communicate homework instructions to learners whose mother tongue was Xhosa. It was also observed that educators organised extra lessons after school to assist learners who experience barriers to learning.

The document analysis showed the participants' willingness to comply with IE to a certain extent. They had records or lists of learners who experienced barriers to learning and endeavoured to fill the SNA1 forms for learners who experienced barriers to learning. The SBST file also contained letters to parents/caregivers who were invited to the school for a discussion session about their child who experienced a barrier to learning. There was also evidence of them attending workshops presented

by the FDDoE. However, their lesson plans missed information on educational aids required to educate learners who experience barriers to learning.

4.2.5.1.1 Sub-theme 1: Not ready for learners with disabilities

Even myself, I am not ready, my problem is with learners who are experiencing hearing problems, those with physical disabilities (FG4P1).

I am also not ready because I don't know how to handle that child if he is emotional or he or she emotionally needs support I don't know how to support that child. I only know how to support the child that has the understanding or can talk like me or can hear when I say something, if a child cannot speak I am not ready because I cannot translate in the sign language to teach the child or to try to speak to the learner, I am totally not ready (FG1P4).

4.2.5.1.2 Sub-theme 2: Unavailability of professionals

One participant mentioned that she would be ready if there were professionals on the school yard:

I can be ready if there are specialist, I can be ready if there are other professionals in the yard (FG1P2)

During the data collection process that took place at this school, no professional from FDDoE was observed visiting this FSS. The document analysis revealed that a psychologist availed her services to this FSS because she signed each learner profile and delineated the type of the barrier experienced by each learner.

4.2.5.1.3 Sub-theme 3: Lack of referral information

One participant asserted that she was unprepared to implement IE in this FSS because she lacks referral information about children. During member checking, this participant informed me that, by referral information, she meant data from a medical doctor. She said:

If I can get referral information about a child. I am ready if I can get information about a particular child (FG1P2)

During the document analysis, it was noticed that medical reports from medical personnel (e.g. paediatrician, optometrist, dentist), which was needed during the SIAS process was absent in each learner profile. This information is used by educators to apply for grants from the department of social development for learners who qualify.

4.2.5.1.4 Sub-theme 4: Lack of care by helpers

One participant noted that she was reluctant to support learners with problems as there should be helpers who can take care of children who need diapers or other problems. During member checking, she informed me that, by helpers, she meant parents. She said:

There are other helpers with regards to the diapers or who can take care of the children having problems (FG1P2).

4.2.5.1.5 Subtheme 5: Lack of equipment

The lack of equipment was cited by some participants:

Yes, I am not ready because there are no equipment (FG1P2).

During the observations, it was noted that the school, for example, lacked equipment needed to educate visually impaired learners, such as Braille equipment. In the next section, the findings are interpreted and discussed.

4.3 DISCUSSION AND INTERPRETATION

My study aimed at determining the challenges experienced by educators during the implementation of IE in a FSS, which is located in the Free State Province. In the following section, the findings under each of the five categories of questions, which were posed to the participants during the focus group interviews are discussed (see Appendix G).

The categories of questions are specified as: definition of IE; the challenges experienced by the participants during the implementation of IE; the requirements of the participants during the implementation of IE; the IE practises and the participants' readiness to implement IE at this FSS. The discussion of the findings in this study is also linked to the literature. Furthermore, it is important to emphasize at this stage that constructivism as theoretical framework influenced the discussion and interpretation (cf. 2.2.3). The reason for this is that constructivism supports the notion that a qualitative data collection process it is about the continuous construction of knowledge from different people's perceptions (Ültanır, 2012; Stake, 2010). Thus, the knowledge transferred to me as researcher can be seen as subjective and structured by the participants' experiences (Pelech & Pieper, 2010). Yet, I have incorporated literature and other research studies to support or contradict the findings of this research in order to construct an objective discussion and interpretation of the findings.

4.3.1 Defining IE

Although the participants provided different definitions of IE, these definitions correspond with each other, with the understanding that IE is about all learners (cf. 4.2.2.1) as a central theme. It also appeared as if policies that are constructed on a macrosystemic level have a major influence on how participants define IE on a microsystemic level (cf. 2.2.1). The participants' IE definitions mainly originate from EWP6 (cf. 2.4.2.1.5) and the SIAS policy (cf.2.1.2.8). Furthermore, their definitions agree with principles of the Constitution (RSA 1996a), the NDP (cf. 2.4.2.1.6) and education legislation such as EWP6 (cf. 2.4.2.1.5) (DoE 2001), which state that all learners should benefit from high quality education and that the needs of all learners should be addressed and responded to (Badat & Sayed, 2014). The reason for this could be that workshops on IE presented by the DBE are mainly based on these documents. Researchers (Murungi, 2015; Florian, 2014; Thomas, 2013; Phasha, 2010;) affirm that IE involves the education of all learners and not just those with disabilities. However, Timmons (2010) asserts that IE is the delivery of educational services to learners with disabilities in schools where their non-disable peers attend, in age-appropriate general education classes.

Globally, the Salamanca statement, as well as the EFA movement affirm a relationship between EFA and IE (cf. 2.3.3.1.5) (Miles & Singal, 2010) in the sense that they both focus on the inclusion of all learners. Moreover, Nel *et al*. (2013) emphasise that IE is the accommodation of all learners and providing them with chances to develop their full capacity in order to produce learners who are self-reliant.

The participants also described IE as *diversity* (cf. 4.2.1.2). The South African Constitution (SA, 1996a), Ngcobo and Muthukrishna (2011) as well as EWP6 affirm that diversity of learners should be welcomed in all South African public schools in one classroom. This includes learners who are non-disabled and disabled, who come from different cultures, religions, beliefs and home backgrounds (Engelbrecht *et al*., 2015;

Walton, 2011). Sedibe *et al.* (2014), as well as Walton *et al*. (2014) concur that educators are already teaching diversified groups of learners. Some researchers (e.g. UNICEF, 2017; Abongdia *et al*., 2015; Slee, 2011; Nel *et al.*, 2010; Masztal, 2009) further emphasise that, even if learners are from diverse contexts they are entitled to quality education in an inclusive and supportive learning environment. This is important for establishing and cultivating an equitable and supportive school environment. This notion is harmonious with Knauth's (2014) idea who argues that diversity is the mingling and inclusion is making the mingling work.

In addition, *fair treatment* (cf.4.2.1.3) and *respect for all learners* (cf.4.2.1.5) was reported by the participants as an important aspect of IE. The WPRPD (cf. 2.4.2.1.3) and literature sources (Väyrynen & Paksuniemi, 2020; SA, 2015; Tlale, 2013; Ngcobo & Muthukrishna, 2011; Phasha, 2010; DoE, 2001; DBE, 2001 SA, 1996a) acknowledge that fair treatment and respect for all learners are the core ingredients of IE implementation. These features of IE are underscored by the Constitution (cf.2.4.2.1.1), by acknowledging "human dignity, the attainment of equality and the development of human rights and freedoms" (Section 1(a)). Thomas (2013) concurs that equality and respect are critical elements of IE, which educators must consider during the schooling of all learners. According to Yacoob (2014) dignity, equality and freedom are intended to transform the society from one in which only the fittest survive, to one in which people care for and empower vulnerable people. Consequently, fair treatment and respect are an integral part of embracing dignity in an inclusive FSS (Currie & De Waal, 2013). When FSS educators understand that all learners have human dignity to the same extent, they will most probably furnish equal respect to all learners (Currie & De Waal, 2013) and promote values like caring, *ubuntu*, human dignity and equality (Phasha, 2016; Letseka, 2013).

IE was also articulated by the participants as the *bonding* of learners (or also defined as social integration) who are experiencing barriers to learning together with learners who are performing well (cf.4.2.1.4). This finding links to the socio-cultural theory of learning offered by Vygotsy which emphasizes that social interaction plays an integral part in learning and the development of cognition (Vygotsky, 1978) and therefore learning cannot be separated from people's social and cultural context (Vygotsky, 1998) (cf. 2.2.2). In the study by Malahlela (2017) social integration of so called "normal" (without disabilities) learners with those who have learning disabilities was upheld by educators who based their ideas on the fact that this will promote co-operative or shared learning, which could result in instilling a sense of self-confidence in learners with disabilities. One of the drivers of IE in schools is the promotion of social integration of all learners (Malahlela, 2017; Theron & Hall, 2016; Barratt, 2016; SA, 2015; Murungi, 2015:3168; Geldenhuys & Wevers, 2013; Geldenhuys & Wevers, 2013; Dyson, 2012; Javakhishvili, 2012; Javakhishvili, 2012; Bornman & Rose, 2010; DoE, 2001). Silver (2015) concurs that the social integration (bonding) of all learners is a critical and an interactive practice of increasing chances for social participation between learners with disabilities and learners without disabilities. Bonding of all learners can develop when learners who are disabled and non-disabled make friends with each other, share in common school festivals, cultural and sport activities, as well as having access to quality inclusive teaching and learning practices (Koller *et al*., 2017). When educators promote such interactive activities in a school, they allow for free communication and expression of individuality among learners (Javakhishvili, 2012). Moreover, it is important for educators to promote bonding (social integration) of all learners since social isolation of learners who experience barriers to learning may affect their social-emotional growth. This could result in low self-esteem, fear of failure, low self-confidence, fear to attend school, unexpected behaviour, lack of motivation, low performances on school tasks and result in negative effects like being bullied, school drop-out and eventually possible referral to SSRCs (Javakhishvili,

2012). Dyson (2012) examined social integration in primary schools and found that educators promoted the bonding of learners through the creation of a positive social environment (e.g. safety in schools), the promoting of positive attitudes toward learners with special needs (believing that CWDs can learn) and the implementation of cooperative learning techniques (e.g. using jigsaw to educate learners who experience barriers to learning). Contrarily, the observations and document analysis of this study did not find any evidence of the participants employing or encouraging social interaction between learners with and without disabilities. This could be due to the fact that there is a lot of pressure on educators to complete the curriculum in a given time (cf. 4.2.2.1.1) and consequently do not have time to focus on encouraging social integration per se.

Participants also mentioned that IE was *different methods of teaching* (cf.4.2.1.6). IE is always connected with the adaptation or modification of teaching methods to meet the needs of CWDs and learners who experience different barriers to learning (cf. 2.3.2.2) (Annie *et al.*, 2015; Engelbrecht *et al*., 2015; Moyo, 2013; DoE, 2001). Changing teaching methods can also be linked to curriculum differentiation (Morelle, 2016; DOE, 2011a). Curriculum differentiation implies that educators modify, change, adapt, extend and vary teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum to meet the needs of all learners, including CWDs (cf. 4.2.2.1.1) (Santangelo & Tomlinson, 2009). Nel *et al.*, (2011) agree that, in order to meet the needs of all learners during teaching and learning, educators must differentiate the curriculum.

This can include adopting the following teaching methods: scaffolding, splitting content into smaller steps, repetition, providing immediate feedback, practical and hands-on activities, providing visual stimulation, group activities, vocabulary development, visual literacy activities, as well as adapting the social and physical environment, e.g. enlarging worksheets and shifting furniture to accommodate wheelchairs (Groenewald, 2016) (cf.4.2.1.6). Through these various teaching styles, educators modify how learners access learning content in order to address their needs (Santangelo & Tomlinson, 2009). When educators use these variety of teaching methods, they acknowledge learners' aptitude levels, contexts and environments, which reflect the accommodation of learner diversity. Furthermore, varying teaching methods can encourage critical thinking and creativity among all learners (Santangelo & Tomlinson, 2009). However, Geldenhuys and Wevers (2013) reported that their research showed that educators were unable to employ various teaching methods to accommodate diverse learning styles of learners and provide equal development opportunities for all learners. Similarly, Groeneveld (2016) found that educators struggled to adapt their teaching methods to suit all learners because they lacked training on how to change their teaching methods, which are required to accommodate learners who experience barriers to learning. During observations, it was also noted that educators seem to predominantly rely on the direct teaching method (cf.4.2.1.1).

Changing the school environment (cf.4.2.1.7) was also asserted as a feature of IE by the participants. The participants in Morelle's (2016) study understood inclusion as changing the school environment or the classroom layout to accommodate learners with disabilities. EWP6 (DoE, 2001), the Guidelines for Responding to Learner Diversity in the Classroom (DBE, 2011a) and Nel *et al*. (2011) remark that changing the school's physical environment, e.g. installing an assortment of Information Communication Tools (ICTs) like televisions in each classroom, availing Braille readers, enlarging worksheets and fitting ramps are a necessity for the accomplishment of IE in every school since it can help educators to respond to the needs of diversified learners. Keeping in mind other factors, such as large classroom numbers (cf.4.2.2.1.2), behaviour problems (4.2.2.2) and poor involvement of parents

(cf.4.2.2.3) also impact on how the school environment is created and maintained for the inclusion of all learners (Adewumi *et al*., 2019, Michael & Masea, 2017, Engelbrecht, 2017, Engelbrecht *et al.*, 2016, Muthusamy, 2015, Nel *et al*., 2011). Where the classroom space is small, there is minimal interaction between an educator and learners and learners' disruptive behaviour seem to be high. Geldenhuys and Wevers (2013) affirm that the implementation of IE can be advantaged by features not only within the school environment, but also by features across the entire ecological system of education including for example, at the micro level (cf. 2.2.1, i.e. Bronfenbrenner's bio-ecological model), parents who are supportive, sympathetic and display a positive life style to their children who experience barriers to learning.

4.3.2 Challenges experienced during the implementation of IE

In this sub-section, the challenges as experienced by the participants during the implementation of IE are discussed. The discussion of findings in this sub-section addresses the study's secondary research question established in section 1.3.2 of Chapter 1, which reads: What do educators report as challenges to implement IE successfully at an FSS? An important observation with these findings is that all levels as described by Bronfenbrenner's bio-ecological model (cf. 2.2.1) are involved in the challenges. This includes, government (i.e. education departments) structures, systems, policies and practices, as well as societal attitudes and practices on a macrosystemic level (cf. 4.2.2.1; 4.2.2.1.1; 4.2.2.1.2; 4.2.2.4; 4.2.2.5; 4.2.2.7); learners' home circumstances and backgrounds, as well as problems in the community on exosystemic and mesosystemic levels (cf. 4.2.2.2.1; 4.2.2.2.2; 4.2.2.2.3; 4.2.2.3.1); the interactions between teachers and parents on a mesosystemic level (cf. 4.2.2.3; 4.2.2.6); and of course the teachers (i.e. participants) and learners experiences on a microsystemic level (cf.4.2.2.2; 4.2.2.2.1; 4.2.2.2.2; 4.2.2.3.3; 4.2.2.1.2).

It transpired from the findings that the participants in this FSS seem to feel that the implementation of IE as being difficult. The participants upheld that a *lack of time* (cf. 4.2.2.1) troubled them. It seems that the requirement of the DBE to *cover the curriculum* (cf. 4.2.2.1.1) was impossible because they taught classes, which were overcrowded (cf. 4.2.2.1.2) and contained learners who experienced barriers to learning. Also, *learners' behavioural problems* (cf. 4.2.2.2) were cited as another challenge experienced by the participants. Negative behavioural problems the participants experienced included *bullying* (cf. 4.2.2.2.1), *drug abuse* (cf.4.2.2.2.2) and *gangsterism* (cf. 4.2.2.2.3) by learners. They mentioned that a *lack of parental involvement* (cf. 4.2.2.3) was a huge challenge they encountered during the implementation of IE in this FSS. The participants asserted that unavailable parents caused them to *lack learners' background information* (cf. 4.2.2.3.1) and to experience *work delays* (cf. 4.2.2.3.2). Since the participants lacked information on learners' background they became *frustrated and depressed* (cf. 4.2.2.3.3). Other challenges, which the participants experienced during the implementation of IE comprised lack *of ramps and toilets* (cf. 4.2.2.4), *resources* (cf. 4.2.2.5), *parents' denial* that their children encounter barriers to learning (cf. 4.2.2.6), teaching *overcrowded classrooms* (cf. 4.2.2.7) and being exposed to *short training periods on IE* (cf.4.2.2.8).

The participants asserted that they were challenged by the *lack of time* (cf. 4.2.2.1) to adequately teach and support especially learners who experienced visual and hearing impairments. The reason for this seems to be that their periods lasted only thirty minutes and in some instances one-hour, which they felt was not enough. Other researchers (Booysen, 2018, Abongdia *et al*., 2015, Engelbrecht *et al*., 2015, O'Rourke, 2015) also found that a crucial barrier that disturbs the implementation of IE in an FSS seems to be time limitations. For example, educators report a lack of time

to prepare differentiated lessons (Walton *et al*., 2015), or not having time to prepare reading materials in Braille for learners who are visually impaired. Furthermore, participants mentioned that their teaching time is limited because they spend most of it chastising misbehaving learners (cf. 4.2.2.2). Adewumi and Adu (2019) found that primary school educators appear not to have sufficient time to educate classrooms that contained learners who misbehave and this also increased the stress level of educators. This was also evident in this research's findings (cf.4.2.2.2).

In addition, the participants reported that due to *lack of time*, they could not *cover the curriculum* (cf. 4.2.2.1.1) as they are not able to handle CAPS requirements and also apply curriculum differentiation. Research confirms that educators who are poorly trained on CAPS struggle to manage it and find problems to differentiate the curriculum (Booysen, 2018, Groeneveld, 2016; Maharajh *et al*., 2016; Walton *et al*., 2014; De Jager, 2013; Nel, Kempen & Ruscheinski, 2011; Molope, 2007). Furthermore, research (Van der Berg *et al.*, 2016; Moodley, 2013; Mahlo, 2011; Sonday *et al*., 2011; Smith, 2011; Mashau *et al.*, 2008; Wium & Louw, 2007). Walton *et al*. (2015) also found that educators who do not receive in-depth, appropriate and/or sufficient training (cf.4.2.2.8) on how to educate diversified learners, including learners who experience barriers to learning, struggle to cover the curriculum (cf. 4.2.2.1.1) because they lacked support from professionals like psychologists and speech therapists who are supposed to help them with how to employ curriculum differentiation and develop ISPs.

The participants also gave a lack of time as a cause of their inability to offer *individual attention and support to each learner* who experienced a barrier to learning (cf. 4.2.2.1.2). For example, they mentioned that learners who have problems with eyesight and hearing and were physically disabled needed more attention, but they had no time to support them. Bantwini (2010) also found that educators struggle to find time to offer individual attention and support to each learner who is experiencing barriers to learning, especially when a classroom is overcrowded (cf. 4.2.2.1.2). I found that the participants could not implement the ISP of visually and hearing-impaired learners as instructed by the DBST because their teaching periods lasted for only thirty minutes (cf. 4.2.2.1.) Moreover, the SBST meeting only took thirty minutes (cf. 3.5.1.2.2), which in my view, was too short a period to discuss aspects such as how to support the visually impaired learners and consequently draft these learner's ISP (cf. 3.5.1.2.2). It was also found that the lesson plans missed information on how the participants planned for extra time and modified assessment methods needed by learners who experience barriers to learning. Walton *et al*. (2009), as well as Mncube and Lebopa (2019) found the same in their research. Contrary to this, Pather (2011), as well as Bojuwoye *et al.* (2014) found that regardless of challenges such as mentioned in the findings (cf. 2.4.2.2) educators gave learners who experienced barriers individual attention and support. The result of this was seen in the improvement of learners' academic performances, social and emotional needs. However, what needs to be taken into consideration is that background contexts differ (cf.2.3.2).

Learners' behavioural problems and *lack of discipline* (cf. 4.2.2.2) during the implementation of IE seem to be difficult to handle by the participants. This includes learners being noisy and rowdy in class, as well as being bullies and/or gangsters (cf. 4.2.2.2.1). Other researchers (Abongdia *et al*., 2015; Babedi, 2013; Harricharan, 2011, Mahlo, 2011; Ladbrook, 2009;) have found that *learners' behavioural problems and lack of discipline* impact negatively on the implementation of IE. Marais and Meyer (2010) discovered that negative behavioural problems like disruptive behaviour in classrooms, fighting with each other, showing disrespect to educators, bullying, stealing each other's' pens or books, use of bad language and vandalising school

furniture impacted negatively on how an FSS implemented IE. Researchers (Tlale, 2013; Dlomo, 2013; Konishi *et al.*, 2010;) conducted research that reported bullying as a common phenomenon in South African schools (including FSSs) resulting in one of the fundamental causes of learners' behavioural problems. More critically, Babedi (2013), as well as Bester and Du Plessis (2010) found that educators who had to dealt with bullying in their schools were depressed and stressed, which was also reported by participants in this research (cf. 4.2.2.3.3). *Gangsterism* (cf. 4.2.2.2.3) seem to include learners misbehaving in class and using vulgar language. Keeping in mind that this is a primary school. Other researchers (Mlangeni, 2018, Babedi, 2013; Mcube & Madikizela-Madiya, 2014; Le Roux & Mokhele, 2011) also affirm that school children who are from the ages of eleven to eighteen years are members of rival gangs and abuse drugs. Bester and Du Plessis (2010) found that schools with gang members make educators feel unsafe in such an environment. It can be attested that learners who came from this FSS and enrolled at the high school where I was working during the time of the study belonged to violent gangs like the SVKs and MaRussia. Moreover, I saw learners disrespecting and bullying the participants during observations (cf. 4.2.2.2.1). In the participants' personal files, the name lists of learners who belonged to rival gangs and fought each in classrooms were reported (cf. 4.2.2.2.3).

Connected to *learners' behavioural problems* and *lack of discipline* were learners who *abused drugs and liquor* (cf. 4.2.2.2.2). The participants mentioned during group interviews that learners use dagga and come to school drunk as they stole their parents' liquor and drank it (cf. 4.2.2.2.2). Researchers (Engelbrecht & Muthukrishna, 2019; Van Rensburg *et al.*, 2018; Mogale, 2014; Majavu & Masondo, 2011) concur that the rate of learners who use dagga, cocaine and alcohol is rife in schools and on the increase. Mashau's (2011) and Mokwena *et al.*'s (2020) research found a link in the rise of drug abuse, such as dagga, in schools and a lack of parental involvement in their children's schooling. Furthermore, Walton *et al.* (2016) found that educators felt uncomfortable to form associations with learners who used drugs as they did not trust them.

The participants mentioned that the *lack of parent involvement* (cf.4.2.2.3) during the implementation of IE as a challenge. They reported that if they gave learners homework or asked for help with a class activity, many parents did not help or support their children to complete that work. Several research studies confirm this finding (Mestry, 2016; Xaba, 2015; Makgopa & Mokhele, 2013; Geldenhys & Wevers, 2013; Makoelle, 2012). Redding (2011) asserts that parents' absence in schooling facilitate learners' poor academic performance and social development.

Moreover, the participants felt that absent parents added to them experiencing a *lack on learners' background information* (cf. 4.2.2.3.1). In the observations and document analysis, it was also found that this seems to prevent the participants to fully complete SIAS documentation (cf.2.4.2.1.8). This includes a date of birth, /or whether their parents were employed or unemployed, as well as whether the child originated from a child-headed family or not. Van Wyk and Lemmer (2010) declare that a lack of partnership between parents and educators makes it difficult for educators to know the socio-economic status and cultural background of their learners which is essential information to support learners appropriately, including taking contextual circumstances into consideration.

Linked to the non-participation of parents in the FSS was *work delays* (cf. 4.2.2.3.2), which were experienced by the participants when they supported learners who experienced barriers to learning. Participants felt that parents who do not help their children with homework result in educators being forced to help during teaching time

and as a result some lessons need to be postponed to the next day (cf. 4.2.2.3.2). Ndanisa's (2016) research reported the same finding.

Parents' denial (cf. 4.2.2.6) was cited as a critical challenge experienced by the participants as they mentioned that parents denied that their children experienced learning barriers. It was reported that this also impacted on work delays. Meaning they could not cover the curriculum requirements (cf. 4.2.2.1.1). According to Mkhuma (2012), Xaba (2015) and Mahlo (2015), parents often ignore FSS educators who inform them that their children are facing challenges such as reading difficulties or intellectual impairments. In the studies by Mobara (2019) and Phala (2019) it was found that many parents deny that their children experience reading problems in class. Mahlo (2011) discovered that educator's report work delays because parents deny that their children are experiencing barriers to learning resulting in them not disciplining their children's poor behaviour at home and then expecting educators to carry out this task on their behalf. De Winnaar (2013) found that FSS educators experience work delays because they sometimes spend a long time attending to one learner who is for example experiencing reading problems and then neglect other learners in the classroom as a result. Furthermore, when I went back to the school for member checking (cf. 3.6.1), I discovered that some of the participants spent time sitting in the principal's office trying to resolve differences between rival gangs found in their FSS, which gave the impression that their work could be delayed as they left their classes unattended. Molope (2007) reported that educators discontinued some of their lessons because they felt unable to educate CWDs.

Moreover, absent parents in the current FSS seem to add to participants' feeling *frustrated and depress*ed (cf. 4.2.2.3.3). Geldenhuys and Wevers (2013) contend that educators usually experience frustration and depression when parents are not involved in inclusive schools. Phasha (2010) and Pieterse (2010) concur that educators are overwhelmed with frustration and anxiety which ultimately weaken their morale when parental involvement is minimal during the implementation of IE.

A *lack of ramps and toilets* (cf. 4.2.2.4) was mentioned as one of the key challenges experienced by the participants during the implementation of IE. Walton and Lloyd (2011) aver that one of the biggest challenges experienced by educators, is limited infrastructure (e.g. classrooms, water, toilets, light, libraries, labs and sports fields) found in an FSS, even though EWP6 promised to deliver on this mandate. The Development Bank of South Africa's (DBSA) report (2012) acknowledges that locally inclusive schools lack proper infrastructure and this situation encourages CWDs to drop out of schools (i.e. also FSS). Topkin *et al*. (2015) agree that even though democracy brought changes in the South African education system, FSSs operate without proper infrastructure. Inversely, Theron and Hall (2016) postulate that the education of learners who experience barriers to learning does not always depend on special infrastructure, but also rely on educators who provide a supportive, enabling environment such as giving them authentic caring.

Lack of resources (cf. 4.2.2.5) (in this case learning materials and equipment) were also reported as one of the challenges. For example, participants mentioned that their FSS did not have Braille equipment and visually impaired learners lacked spectacles. Ndinisa (2016), as well as Themane and Thobejane (2018:9), confirm that FSSs' educators face a scarcity of physical resources (e.g. classrooms, furniture and teaching aids) that are needed to implement IE. Many researchers assert that unavailable equipment such as Braille, hearing aids and a computer laboratory which are used to educate, for example, visually and hearing impaired learners, interrupt the successful implementation of IE (Conway, 2017; Mwoma & Pillay 2015; Lemmer, 2013; Geldenhuys & Wevers, 2013; Walton, 2011; Walton & Lloyd, 2011).

Contrariwise, researchers such as Conway (2017) and Rulwa-Mnatwana (2014) found that educators were supplied with enough resources (e.g. proper infrastructure like toilets facilities and support educators, wheelchairs, adapted computers recorders, intercoms and adapted computers). Ultimately, educators were able to support learners who experienced barriers because the school environment was suitable for IE implementation. The school walls were decorated with bright colors and sculptures decorated the school walls to create a welcoming and attractive environment. The physically impaired learners who were on wheelchairs were able to move around the school resulting in them accessing classrooms independently. Adewumi *et al*. (2019) found that educators were able to implement IE because they improvised, despite not having adequate resources and infrastructure. For example, they photocopied the contents of the prescribed books and gave them to learners who lacked such a book.

Overcrowded classrooms (cf.4.2.2.7 and 2.6.1) were asserted as disturbing participants' efforts to implement IE. For instance, a participant mentioned that she was unable to support a learner with a special need because the class contained more than forty learners. According to Marais (2016), schools in South Africa accommodate a huge number of diversified learners in a single classroom. John (2013) found in some FSS schools that there were more than four learners to a desk which was meant for two. During the observations, it was found that the participants were teaching classrooms, comprising more than forty learners (cf. 4.2.2.1.2). This made the possibility for educators to attend to individual learners who experience barriers to learning very difficult. Furthermore, overcrowded classrooms seem to make it difficult for educators to apply multi-level teaching, which is essential for a diverse classroom (Ndinisa, 2016). According to Florian and Linklater (2010), multi-level teaching is an approach, which adopts the principles of individualisation, flexibility and inclusion of all learners, irrespective of their personal skills levels.

A short time for training on how to implement IE (cf. 4.2.2.8) was also a challenge reported by the participants. For example, the participants mentioned that they were exposed to one-day training on IE only. Frankel *et al*. (2010) affirm that the poor implementation of IE globally is caused by limited training time. Research has revealed that FSS educators struggle to implement IE effectively because they are exposed to IE workshops, which last for a short time. It is also asserted in research that poor training lead to educators to focus on learners without disabilities and learning barriers most of the time (Themane & Thobejane, 2016; Tuswa, 2016; Engelbrecht *et al*., 2015; Walton *et al*., 2015; Makhalemele & Nel, 2015; Nel *et al.*, 2015; Tshifura, 2012). Consequently, educators show a constant desire for more knowledge and more training on IE (Themane & Thobejane, 2018).

4.3.3 Requirements for the successful implementation of IE in an FSS

The participants suggested several options, which FDDoE and DBE could consider for the successful implementation of IE. Thus, it seems generally that the participants feel that when IE is better supported from a macrosystemic level (cf. 2.2.1; 4.2.3.1; 4.2.3.2; 4.2.3.4) and on a mesosystemic level with more support from parents (cf. 4.2.3.3) the participants could report less challenges to implement IE on a meso and microsystemic level (cf. 2.2.1). This is evidenced in the following findings: They needed workshops (cf. 4.2.3.1), which embrace *practical training on the implementation of IE* (cf. 4.2.3.1.1). Furthermore, they required *resources* (cf. 4.2.3.2), *parental involvement* (cf. 4.2.3.3) and *bursaries* to study for a for a formal IE qualification (cf. 4.2.3.4). The participants stated that they needed *workshops* with regard to the practical training on implementation of IE (cf. 4.2.3.1). This finding is affirmed by several other research studies (Walton *et al*., 2015; Ndinisa, 2016; Themane & Thobejane, 2018; Tuswa, 2016; Geldenhuys & Wevers, 2013), where it is

reported that educators needed more workshops on how to implement IE. However, even if the participants asserted that they need workshops, it appears that the participants also felt that because the workshops were done after work (e.g. after school hours) they were tired and overloaded with work. This was also reported in research by Eloff and Kgwete (2007).

Moreover, the participants asserted that they need workshops that contain *practical training on the implementation of IE* (cf. 4.2.3.1.1) instead of the IE officials from FDDoE only reading from slides. In addition, the participants indicated that they wanted to visit the nearest SSRC or another FSSs locally where they can be given more practical demonstrations instead of only being given photocopies of slides and expecting them to read it on their own. The participants also wanted concrete training on how to use Braille equipment and South African Sign language, as well as seeing how a differentiated lesson is presented to a diversified group of learners. Other researchers seem to report the same problems where insufficient practical examples in IE workshops were identified as one of the key reasons for the poor implementation of IE in FSSs (Nel *et al.*, 2016; Walton *et al*., 2015). The lack of practical demonstrations during IE workshops could be linked to the short time in which it is presented (cf. 4.2.2.8), as well as presenters who are not skilled and experienced in teaching methods within an IE environment (Engelbrecht *et al*., 2015). A study by De Winnaar (2013) concluded that it appears that educators who received practical training on IE can better implement IE. Daniela (2019) asserts that this should already start at initial teacher education training level where practical demonstrations of how to implement IE realistically are needed.

The participants further recommended that workshops should be presented by professionals such as a speech therapist because these professionals will be able to give them demonstrations on how to, for example, give specialised support to a learner with ADHD. Research attest that workshops on IE must focus more on giving educators practical examples of curriculum differentiation within a lesson plan and how to collaborate with stakeholders such as parents and professionals like speech therapists or psychologist (Maharajh *et al*., 2016; Asaram, 2014; Feldman, 2014; Dalton *et al*., 2012).

The participants also expressed a need for *resources* (cf. 4.2.3.2). They insisted that the lack of resources such as audio-visual aids acted as a barrier towards the successful implementation of IE in their FSS (cf. 2.6.6) (cf. 4.2.2.5) (Adewumi & Mosito, 2019; Themane & Thobejane, 2018; Phahlamohlaka, 2017).

Parental involvement (4.2.3.3) was emphasised as an important source for the participants, which will allow them to be more successful in the implementation of IE. Parents' roles during the implementation can include for example, procuring their visually impaired children with reading glasses and paying school fees (Annie *et al*. (2015). They can also avail themselves during IE workshops where they will be trained on how to support their children who experience barriers to learning at home (Biag *et al*., 2016). According to De Winnaar (2016), parents' involvement during the implementation of IE is crucial, for example, their inputs during SBST or DBST meetings can help educators to shift and shape their prejudgments, exclusive attitudes and actions towards learners who experience barriers to learning.

Furthermore, the participants asserted that they required *bursaries to study for a formal IE qualification* (cf.4.3.4). According to Wildeman and Nomdo (2007), as well as De Winnaar (2013), FSS educators should be allocated funds, which will enable them to acquire more formal IE qualifications, because educators who are not properly qualified are associated with the challenge to implement IE successfully (Dreyer, 2017). One of the reasons for this could be that educators who do not hold a formal

qualification in IE seem to quickly revert to the default medical model (cf. 2.3.3.2.1) of IE implementation (Dreyer, 2017).

4.3.4 IE practices at the FSS

The findings with regard to IE practices in the FSS, which was the case study, appear to be on a more a microsystemic level (cf. 2.2.1; 4.2.4.1; 4.2. 4.2; 4.2.4.3; 4.2.4.4) as it was linked to what is happening in the classroom, at the school and between educators. However, on a mesosytemic level (cf. 2.2.1) collaboration with others outside of the school was also mentioned (cf. 4.2.4.5). The participants mentioned the following IE practises (cf. 4.2.4), which they apply in this FSS. These IE practises covered the execution of *baseline assessment* (cf.4.2.4.1), teaching *values, responsibilities and how to follow instructions* (cf.4.2.4.2), *ISPs* (cf.4.2.4.3), *consult former educators* (cf.4.2.4.4) as well as *collaboration with others* (cf.4.2.4.5).

The participants indicated that they *execute baseline assessment* (cf.4.2.4.1) on the first day of each academic year when their school reopens (i.e. during the first term of the year). These assessments were primarily aimed to gauge the quality of education, which the school and educators was supposed to provide to all learners. The SIAS (DBE, 2014a) policy requires educators to screen, identify and assess the cognitive, affective and behavioural aspects of learners in order to inform their support needs (Wildschut *et al.*, 2016). Also, in order to support the SIAS process, educators must analyse learners' portfolios since they may contain valuable data e.g. medical records (cf. 4.2.5.1.3), which may serve as evidence that a learner is experiencing a barrier to learning.

The participants mentioned that if the outcome of the baseline assessment and the learner's profile suggest that a specific learner encounters a learning barrier, that learner is sent to the supporting educator (i.e. LSE) (cf. 2.3.3.3.1) who assists individual learners in a class. This approach which is followed by the participants seem to contravene the SIAS process, where the class educator must also be involved in drafting and executing the ISP of a learner who is vulnerable or at risk (as pointed out in the Learner Profile) (DBE, 2014a). Mahlo (2013) has found that this kind of practise seem to occur when the SBST is not functional and then the LSE is regarded as an outcome (Mahlo, 2013).

I was unable to witness the implementation of baseline assessments at this FSS because I commenced with the data collection with group interviews in September and at that time, baseline assessments were already completed (in January and February) at this FSS. However, during document analysis, I found evidence that the baseline assessment was completed at this FSS because the SIAS support needs assessment (SNA) forms, although incomplete, were available in the learners' profiles. Eight learners' profiles were analysed (each participant submitted two learners' profiles) through the permission of the school principal and the SBST coordinator. Learners' profiles that were analysed did not have all the documents included, for example, immunisation records, admission forms and reports about parent meetings and reports from health professionals, such as medical doctors. These types of information in the profiles are essential in order to acquire a full profile of all learners, but especially learners who experience barriers to learning in an FSS (DBE, 2014).

One participant mentioned that they teach learners who experience barriers to learning *values, responsibilities and instructions* (cf.4.2.4.2). During member checking, the participant who made this specific statement was asked what she implied by teaching learners' *values, responsibilities and instructions.* She informed me that she meant teaching learners, for example, behaviour and social skills like respect and how to respond to commands on how to cut, paste, colour etc. EWP6 (cf. 2.4.2.1.5) and the

SIAS document (cf.2.4.2.1.8) affirm that teaching good behaviour and social skills among learners are essential in an IE environment (DBE, 2014a: 14, DoE, 2001: 32).

However, during the four classroom observations, some learners were noticed misbehaving violently (cf. 4.2.2.2.1), which could assumedly make teaching of values and responsibility very difficult. This was also reflected in the participants' personal and the SBST files which contained the name lists of learners who misbehaved regularly in their classes (cf. 4.2.1.1). This misbehaviour of the learners can be linked with many rival gangs and violence in and around this FSS since, during the time of the study, I was working near the FSS and saw and experienced how the wars between rival gangs affected the local schools.

The participants proclaimed that they *developed ISPs* for learners who experienced barriers to learning (cf.4.2.4.3, 3.5.1.2.2) as required by the SIAS policy (cf.2.4.2.1.8). During the four classroom observations, it seems as if the created ISPs for learners who experienced barriers to learning were not fully applied. The reason may be the lack of training that is experienced by the educators (cf. 4.3.5.5) or lack of resources (cf. 4.2.2.5). Furthermore, it seems that the educators still applied mostly direct teaching and very little modified teaching and assessment methods to accommodate different learning needs, as well as limited use of specialised equipment for learners who have visual and hearing impairments (cf.4.2.1.1).

Consulting former educators (cf.4.2.4.4) was mentioned by the participants as one of the IE practises in this FSS. This is an important action that this FSS's educators take as previous educators may add essential information about learners' development, barriers and background which must be taken into consideration when an ISP is developed or any support is provided (Gargiulo, 2012) (2.5.2.3). In the research conducted by Matlala (2015) it was found that consulting other educators as a strategy to ensure the successful implementation of IE in FSSs appear to be problematic. Although, the participants mentioned that they consult former educators the minutes of the SBST did not have any evidence that this practice occurred (cf.4.2.4.4).

Linking with the previous finding *collaborations with others* (cf. 2.2.1; 2.5.4; 4.5.4) was also mentioned as one of the key activities, which the participants embarked on in this FSS. They mentioned they collaborated with the officials from SANCA (South African National Cancer Association), Metsi-Maholo district municipality, social workers, child welfare, child protection unit and the health department. However, the SBST file, which was analysed lacked verification of collaborations with others. For example, there were no evidence in the minutes and the attendance registers of these meetings did not have confirmation of different stakeholders (such as health professionals and officials from the FDDoE) being involved in the school. The notion of collaboration with others in an FSS has been found as problematic in other research also (Rulwa-Mnatwana, 2014; Mkhuma, 2012; Tshifura, 2012; Sonday *et al*., 2012). According to Bronfenbrenner's bio-ecological model (cf. 2.2.1), supporting all learners depends on effective collaboration among stakeholders in the different systems, to which learners belong. Ojageer (2019) affirms that in a supportive environment teamwork among various stakeholders (cf.2.5.3) who assist educators, can minimise barriers to learning. Furthermore, Sonday *et al*. (2012) state that collaboration between team members such as the parents, the SBST, class educator, professionals like Psychologists and the learner who requires support is essential during the development and implementation of an ISP. Additionally, Nel *et al*. (2016) uphold that, for IE to work, the FSS together with other mainstream schools in the area should collaborate with local SSRCs and DBSTs by swapping knowledge and providing professional development to the educators in an FSS. In the process dimension (cf. 2.2.1.2.1) of the PPCT model

(cf. 2.2.1.2) collaborations between all the participants is affirmed as key to the achievement of IE in every FSS (Nel *et al.*, 2016).

4.3.5 Readiness to implement IE

The findings concerning the readiness of the participants to implement IE seem to be mostly on interactive micro and mesosystemic levels (cf. 2.2.1; 4.2.5.1). The participants emphasised that they were *not ready to implement IE* (cf. 4.2.5.1). They cited the following reasons: *not ready for learners with disabilities* (cf.4.2.5.1.1), *unavailability of professionals* (4.2.5.1.2), *lack of referral information* (cf. 4.2.5.1.3), *lack of care by helpers* (cf. 4.2.5.1.4) and *lack of equipment* (cf. 4.2.5.1.5) (cf. Table 4.1).

As evident in previous themes also, the participants mentioned that they were not ready to implement IE (cf. 4.2.5.1). A key reason for this could be that they are not adequately trained which was evidenced in previous findings (cf. 2.4.2.2.5; 4.2.2.8) and thus they still seem to depend primarily on the medical-deficit model (cf. 2.3.3.2.1). Another explanation could also be that classrooms have a considerable diversity of learners in their classrooms (cf.2.3.3.1.4; 4.2.1.2). This is reported in studies conducted in Zambia and Kenya respectively (Annie *et al*. 2015; Yalo *et al.*, 2013), where educators reported that they struggle to manage diverse classrooms in an IE environment. Equally so, in South Africa research by (Morelle & Tabane, 2019; Mahlo, 2017; Swart & Pettipher, 2016; Mhlongo, 2015; Maghuve, 2015; Mhlongo, 2015; Jama, 2014; Ladbrook, 2009) revealed that educators, although supportive of inclusion in principle, have reservations around IE implementation and a principal reason appears to be too large a diversity of learning needs in one classroom (cf. 4.2.1.2).

Furthermore, the participants indicated that they were unprepared to implement IE because they are not ready to teach learners with disabilities (cf.4.3.5.1). Mahlo (2017) affirms that educators are ill-equipped to educate learners who are visually-, hearing and physically impaired (cf. 2.6.6; 4.2.2.1), together in one classroom because they lack specific knowledge (e.g. teaching methods, classroom management or curriculum differentiation) and skills (e.g. lesson planning), which are needed to handle these diversities. In this study's case it also includes learners who are members of gangs who are in the same classes (cf.4.2.2.2.3).

The *unavailability of professionals* (4.2.5.1.2) was also reported by the participants as one of the key factors which contributed towards them not being ready to implement IE. Researchers (Smith *et al*., 2020, Payne-van Staden, 2015, Rulwa-Mnatwana, 2014, Moolla & Lazarus, 2014; Isaksson *et al*., 2010) concur that the unavailability of professionals (e.g. psychologists, speech and language therapists, occupational therapists) increase the educators' unpreparedness to implement IE. These professionals could support and assist educators on how to attend to the needs of learners who experience barriers to learning. During the time of the study the FDDoE appointed two Psychologists, one speech therapist and occupational therapist. However, there offices were located a long distance away from the FSS and moreover they were responsible for forty-eight FSSs, one hundred and fifty primary schools and two SSRCs. During the SBST meeting, it was noticed that not a single professional was invited to attend the meeting. The document analysis revealed that the psychologist visited the FSS occasionally, which was evidenced in that she signed the SNA3 forms that were found in the learners' profiles three months prior to the collection of data at this school. Researchers (Makhalemele & Nel, 2015; Engelbrecht *et al*., 2015; Mahlo, 2011) also discovered that educators struggled to support learners who experienced barriers to learning since the professionals from the local district office of education did not monitor schools regularly.

Furthermore, the lack *of referral information* (cf. 4.3.5.3) was mentioned as another reason for participants' feelings of not being ready to implement IE. Research by Mohangi and Archer (2015), as well as Irwin *et al*. (2018) confirm that educators are not able to meet the needs of learners' barriers to learning as they are not informed adequately about the background of learners. Having comprehensive background information provide context and will assist in dealing with learners' needs better (OECD, 2017). For example, educators who lack background data on the psychological factors of their learners (intellectual, mental and emotional factors) find it problematic to adapt their teaching and support learners appropriately (OECD, 2017). As an SBST member myself, I noticed educators submitting the SNA1 forms without completing the 'areas of concern'. This area requires educators to verify their findings of barriers to learning by discussing them with the parents/caregivers. Yet, it must be mentioned that when learners come from child headed households it will be difficult to complete. Moreover, parents/caregivers are in many instances apprehensive about sharing too much information about their children's' disabilities (e.g. blindness, schizophrenia, Down syndrome or autism) because they want to avoid stigmatisation (Ngara, 2014; McFadden, 2014; Morake, 2017).

The *lack of care by helpers* (cf. 4.2.5.1.4) seems to contribute to the participants struggling to implement IE. The participants reported that parents are not helping their children with learning and schooling (cf. 4.2.2.3). In the study by Makgopa and Mokhele (2013) educators who partook specified they required parents' support if they were to implement IE effectively. During the observations, it was noticed that some parents were keen to help educators, with for example the school's National School Nutrition Programme (NSNP). It was also noticed that a few parents were working in the schools' garden project. Parents' involvement in schools can help to improve learners' behaviour in classrooms, as having parents and educators communicate regularly assist learners to feel more motivated to learn and improve their grades (Engelbrecht *et al*., 2015).

The participants mentioned that the *lack of equipment* (cf. 4.2.5.1.5) hindered their endeavours to implement IE. Researchers (Adewumi *et al.*, 2019; Makhalemele & Nel, 2016; Du Toit, Eloff & Moen, 2014) found that the lack of resources was one of the key factors that facilitated the non-implementation of IE in public schools. Additionally, in the study by Morelle (2016) educators complained about the lack of equipment for learners with visually impairments (e.g. braille, counting boards, manipulative equipment, magnifying glasses), which was also evident in this study. Thus, in the absence of appropriate equipment, educators find it very difficult to implement IE (OECD, 2017) (cf. 2.6.6). During the observations, it was noticed that the classrooms that were visited lacked white boards, overhead projectors and screens and some televisions and laptops were stored in the principal's office and the sickroom respectively.

4.4 SUMMARY

This chapter reported the findings of the empirical part of the research and presented the feelings and experiences about the challenges of implementing IE in the participants' FSS school in categories, themes and sub-themes. Thereafter, I interpreted and discussed the findings by looking for possible clarifications and understanding. This was done by discovering links between the findings, as well as using literature and other research studies. Moreover, the theoretical frameworks (cf. 2.2), especially Bronfenbrenner's bio-ecological model (cf 2.2.1), were used to build my discussion and interpretations on. Based on the findings the following chapter, addresses the summary, conclusions and guidelines for the implementation of IE in an FSS.

CHAPTER 5: GUIDELINES FOR THE IMPLEMENTATION OF IE IN AN FULL-SERVICE SCHOOL

5.1 INTRODUCTION

The final research question that the study aimed to answer is: What guidelines can be developed to enhance the implementation of IE in FSSs? Thus, based on the literature review and the findings of the empirical study, I attempt to respond to this question in this chapter. Firstly, a summary of the main definitions of IE as identified in the literature and as reported by the participants of this study is presented. Thereafter, suggestions for strategies on how to implement IE in an FSS are provided, guided by the themes and subthemes identified in the empirical study and embedded in the nested systems of the Bio-ecological model of Bronfenbrenner, with an emphasis on the microsystem which in this case is an FSS (cf.2.2.1). It is important to mention that during the interviews with the participants they mentioned some strategies that they implement and with their permission it is integrated in the guidelines.

5.2 UNDERSTANDING IE

In order to implement IE effectively it is important that educators and all role players involved in an FSS understand what IE is all about.

5.2.1 Different concepts related to IE

From the findings of this research key concepts were identified that could be included in a description of what IE entails. This is summarised in the table underneath. In addition, brief narratives are also provided after the table.

Table 5. 1: Understanding IE

Understanding IE	Context
All learners	This includes learners with a diversity of backgrounds in terms of race, social class, ethnicity, religion, gender, dis/ability, etc. (Vitello & Mithaug, 1998). Furthermore, it also means that children with disabilities are educated with their peers in an ordinary classroom (DoE, 2001; Koller *et al*., 2017; UNESCO, 1994; Greene; 2017) (cf. 2.3.3.1.5; 2.4.2.1.5; 4.2.1.1)
Support	Fundamentally IE is about the provision of support for all learners and teachers (Nel *et al*., 2016). EWP6 (DoE, 2001) also asserts that all learners need support at some stage or another. In addition, support to CWDs should rather be provided within a socio-ecological approach (Greene, 2017; DoE, 2001; DBE, 2014; Mfuthwana & Dreyer, 2018; Makhalemele, 2011; Motha & Frempong, 2013; Geldenhuys & Wevers, 2013; Nkambule & Amsterdam; 2018) (cf. 2.3.2.2; 2.3.1.1; 2.3.3.2.2; 2.4.2.1.4; 2.4.1.4.5; 2.4.1.4.8).
Participation	Each learner's capability to contribute in a diverse and increasingly interdependent society is acknowledged and enhanced (Engelbrecht *et al.*, 2014; Booth, 2011; Nel, 2018; Ainscow, 2014; Booth, 2011; Nel, 2018) (cf. 2.3.2.1; 2.3.2.2; 2.4.2.1.6; 2.3.3.1.1)
Involvement	Every stakeholder (e.g. educators, parents, learners, community members, NGOs) should be involved in an inclusive FSS (Selolo, 2018; Nel *et*

	al., 2011; Armstrong, 2015) (cf. 2.5.4.2; 4.2.2.3; 2.5.4; 2.5.4.1; 4.2.4.5)
Diversity	Each learner is unique in terms of race, language, ethnicity, gender, sexual orientation, abilities and religion (Walton, 2011; Engelbrecht *et al.*, 2015; Ngcobo & Muthukrishna, 2011; Koekemoer, 2016; Nel *et al*., 2011) (cf. 4.2.1.2; 2.3.3.2.2).
Achievement	EWP6 (DoE, 2001) affirms that all learners can learn and achieve. Moreover, CWDs can produce improved performance in their academic performance and social life (Hattie, 2014; EADSNE, 2015; Hornby, 2015; Wild *et al.*, 2015) (cf.2.5.1)
Individuality	Within in IE environment teaching and learning is based on the individual needs and abilities of each learner (Javakhishvili, 2012; Moshe, 2017; Hornby, 2015; Bronfenbrenner, 1979; Lindner & Scwab, 2020) (cf. 4.2.4.3).
Social justice	Inclusive education is the belief that education is a basic human right and the foundation for a more just society (Ainscow, 2014). Schooling happens via the achievement of equity for all learners (UNESCO, 2015; Nel, 2018; Themane & Thobejane, 2018) (cf. 2.3.1.2)
Transformation	Transformation means that the school environment, including the curriculum, as well as teaching and learning methods, should be modified to suit the needs of all learners (cf.4.2.1.7).

Different researchers and literature sources offer different IE understandings, but essentially agree that IE is about including *all learners* into the education system (Al-Shammari *et al*., 2019; Haug, 2017; Nel *et al*., 2016; Walls, 2016; Murungi, 2015; Shyman, 2015; Florian, 2014; Lavlani, 2013; Thomas, 2013; Walton *et al*., 2011; Phasha, 2010; DoE, 2001). Moreover, educators should understand that IE is not only about learners being accommodated in a school or classroom, but it is about different learners acquiring quality education so that they can progress in life (Adewumi *et al*., 2019).

Scholars (Muthukrishna & Engelbrecht, 2018; Haug, 2017; Maguvhe, 2015; Shyman, 2015) also highlight that IE is about *support*. In the instance of this research it includes supporting learners who are part of gangs and/or abuse drugs and alcohol, who are hearing and/or visually impaired, who have ADHD, as well as gifted learners. Support to these aforementioned learners and learners who experience any other kind of barrier to learning should include differentiated and individualised support, which will enable them complete their learning tasks (cf.2.4.2.1.5; 2.4.2.1.8; *see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.2). Counselling from qualified and professional services for learners who are addicted to drugs and alcohol or who are part of gangs, or who have any behavioural and emotional challenge is essential (Mokwena *et al*., 2020). However, it is also critically important that educators receive support and training (e.g. training on braille or curriculum differentiation) that will enable them to educate learners who have hearing and visual impairments, who abuse drugs and alcohol and belong to gangs or experience any other kind of barrier to learning (Mahlo, 2017) (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.4). Furthermore, the SBST (cf. 2.5.3.4) and DBST (cf. 2.5.3.6) have been put in place to support educators and learners during the implementation of IE (DoE, 2001; DBE, 2014; Motitswe, 2014) (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.6.3). Essentially a socio-ecological approach towards support should be implemented, where all factors that could possibly influence

a learner's learning and progress are explored and taken into consideration when a support plan is devised (cf. 2.3.3.2.2).

Participation is regarded as an integral feature of IE (Engelbrecht & Muthukrishna, 2019; Muthukrishna & Engelbrecht, 2018; Simmons & MacLean, 2018; Austin & Starkey, 2016; Donohue & Bornman, 2014; Walton, 2011; EADSNE, 2011 & 2015; Forlin, 2010). The Salamanca statement (cf. 2.3.1.2), as well as EWP6 (DoE, 2001), emphasise that IE is about participation and that all learners must have access to and attend school. This can also be seen as social inclusion (Nel, 2018; Ainscow, 2014; Booth, 2011), where every learner's ability to participate in a diverse and increasingly interdependent society is enhanced. This affirms that every stakeholder (cf. 2.5.3) in a school has a role to play in the implementation of IE. Educators should understand that they need to work together with all stakeholders when the school IE or admission policies are designed. In addition, it should be acknowledged that the inputs of stakeholders are vital in order to design and implement a flexible curriculum that encourages all learners to access information and enjoy learning (Booysen, 2018) (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.5.1).

Many researchers (Moshe, 2017; Meltz, 2014; Miles & Singal, 2010) assert that *involvement* is fundamental to IE. In this case involvement refers to a situation where each stakeholder and/or community representatives (i.e. the SGB) donate their ideas when educators roll-out IE (Serero, 2016). For example, educators accept the inputs of parents/caregivers, peers and learners (if possible) when they design the ISPs (cf. 2.5.3.2). Likewise, involvement also means educators together with the SGB devising a plan on how to involve different stakeholders, such as parents and community members, in order to identify and support learners who are part of gangs and who are abusing drugs and alcohol. (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.3.2). Furthermore, in procuring resources fundraisers can be organised to make sure all learners with different disabilities have access to the appropriate education equipment (e.g. braille equipment or hearing aids) (Haug, 2017). (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.6.2).

Acknowledging and accommodating *diversity* are emphasised as a central feature of IE (Koekemoer, 2016; Engelbrecht *et al.*, 2015; Walton, 2011; Ngcobo & Muthukrishna, 2011; Nel *et al*., 2011). Educators should realise that IE represents the schooling together of learners who originate from different races, ethnicities and religions, socio-economic backgrounds, speak different languages and who experience barriers to learning (including disabilities), etc. (cf.4.2.1.2). IE is also realised when educators show respect to all learners and their diverse backgrounds and learning needs in order to ensure that they all achieve (Hornby, 2015; EADSNE, 2015; Wild *et al.*, 2015; Hattie, 2014; Hattie, 2014; Johannessen, 2010; UNESCO, 2009). Thus, IE focuses on the growth in the academic performance of each learner regardless of their background, barriers to learning and disabilities (Ainscow, 2015). This means that educators should acknowledge that IE is about helping all learners to make better progress in their studies so that they can live a better life after their schooling (Wild *et al*., 2015). Moreover, a fully inclusive school accomplishes equity, i.e., when all learners, including those who experience barriers to learning and have disabilities, gain freedom from discrimination (Johannessen, 2010). (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.1).

Furthermore, according to researchers (Lindner & Scwab, 2020; Moshe, 2017; Hornby, 2015; Bronfenbrenner, 1979), IE is about *acknowledging individuality*. Educators should understand that every learner is different. For example, when they compile the ISP (cf.2.5.3.5) or any other support activities and resources it must be

recognised that how an individual learner completes a task differs from one child to the other (Sharma *et al*., 2018). For example, one learner who is visually impaired will read better when he or she uses spectacles, while another learner who is also visually impaired will read better when he or she uses a braille reader (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.4).

Social justice is affirmed as integral in achieving successful IE (DoE, 2001; Hay & Beyers, 2011; Becker *et al*., 2015). Social justice can be understood as the enactment of fairness to ensure that all learners are treated equal with regard to dignity, individualities, capabilities, material resources, etc. (Hay & Beyers, 2011). Moreover, IE with social justice as a fundamental principle implies that all children, including CWDs, have the right to access and receive quality education. For example, hearing and visual impaired learners should have equipment (e.g. hearing aids, braille machines) that help them to access information so that they are able to develop to their full capacity. (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.4).

Transformation, in order to achieve an equitable and quality IE system, plays a critical role in implementing IE (Barratt, 2016; Becker *et al*., 2015; Asaram, 2014; Bouillet, 2013; DoE, 2001). Transformation should happen in and around schools where all role players (cf. 2.5.4) ensure that all learners are included in the education system and their learning needs are addressed (Frantz, 2015). Thus, transformation means the school environment, including the curriculum, as well as teaching and learning methods, should be modified to suit the needs of all learners. (cf.4.2.1.7). To this end, educators should transform or adapt their teaching methods, curriculum content and use different teaching and learning to accommodate barriers to learning tools. Transforming classrooms to be more inclusive is essential in that all classrooms have learners with diverse learning needs. Furthermore, in the identification and support of learners who experience barriers to learning educators should understand that a medical discourse, where the deficit-within the learner is emphasised, is no longer supported (cf.2.3.3.2.1). A move to a socio-ecological approach, where all factors that could impact on learning is taken into consideration, has been affirmed by EWP6 (cf.2.4.2.1.5). Thus, transformed attitudes of educators (cf.2.5.3.2) and parents/caregivers/caregivers (cf. 2.5.3.3) should embrace positive beliefs, values and attitudes towards all learners, but essentially those who experience barriers to learning in that these learners should be too easily referred for placement in special education. (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.6.4).

5.2.2 Understanding IE from an ecosystemic perspective

IE cannot be fully understood if it is not placed within a theoretical framework. The ecosystemic model has been supported by EWP6 (DoE, 2001) and several researchers as the most appropriate theoretical framework (cf. 2.2.1). The reason for this is that no individual or single system functions in isolation (cf. 2.5.4). Different systemic and environmental factors interact and influence each other which in the end also impacts on the individual (Boyle *et al*., 2011). Within the different ecosystemic levels it is also important to integrate the socio-cultural (cf. 2.2.2), as well as the contructivist theories (cf. 2.2.3). Both these theories emphasize that the social and cultural environment of participants (i.e. learners, educators, parents, community members, etc) in a teaching and learning environment must be considered and that all activities, as well as interactions, that take place must encourage constructive and active involvement of all participants.

On a *microystemic* level (cf. 2.2.1.1.1) the school and all role players (such as learners, educators, parents/caregivers and school managers etc.) within the school community should actively believe in and consequently apply the principles of IE. These principles

are reflected in the concepts discussed above (cf. 5.2). The management structures, such as the SMT (cf. 2.5.3.5) and SBST (cf. 2.5.3.4) should assume a leading role in ensuring that IE policies are understood and implemented by educators, parents/caregivers and learners. However, these structures also have a pivotal responsibility to encourage positive attitudes towards IE and the implementation thereof. Collaboration (cf. 5.4.1.3) between educators (cf. 2.5.4.1), as well as between educators and parents/caregivers, is critical in establishing, fostering and maintaining an inclusive mindset, as well as applying this mindset. Open channels of communication and functional support systems (cf. 2.5.4) within a school environment could make a valuable contribution in sustaining an inclusive education school environment.

On a *mesosystemic* level (cf. 2.2.1.1.1) effective and constant interaction (cf. 5.4.1.3) and partnerships between communities around the school, as well with the education district office, is essential. Collaborating with leading community members and NGOs (cf. 2.5.4) can assist in devising and implementing a plan to deal with gangsterism and substance abuse problems in a constructive, inclusive and supportive manner, as well as acquiring the necessary equipment and resources for learners with hearing and visual impairments (Bouillet, 2013). Furthermore, working with the district office to ensure that learner and educator needs are addressed through effective training (cf. 4.3.3) and support actions is important to maintain. The SMT and SBST should mainly, but is not limited to, take responsibility for these partnerships.

On an *exosystemic level* (cf. 2.2.1.1.3) occurrences such as gangsterism, substance abuse, poverty, unemployed parents/caregivers and violence (as is the case in this study) (cf. 4.2) can have a major impact on learners' wellbeing and academic progress. Even if learners themselves are not directly involved in any of these activities or circumstances the impact thereof on the community and households can be immensely destructive on the education of all learners. In these circumstances many learners are excluded from education and society, as well as get labelled as "problem children". Thus, it is critical that all role players like churches, health professionals, NGO's, NPOs on different levels collaborate (cf. 5.4.1.3) in an endeavour to transform the community and commit to a more inclusive approach to help learners who experience barriers to learning as a result of these adverse circumstances.

On a *macrosystemic level* (cf. 2.2.1.4) it is important to understand different cultures, ideologies, philosophies and experiences that form people's understanding and views on inclusive education. For example, in the school, which was part of the case study, learners from diverse cultural and language backgrounds attend. Consequently, it is important to involve parents/caregivers, the SGB and community members to inform and educate educators, as well as learners about the different cultures and languages. This is especially important where learners experience barriers to learning and support programmes must be devised, as well as teaching and learning methods need to be modified. In addition, policies and laws (cf. 2.4.2.1) which are developed by government and the DBE to guide the understanding and implementation of IE, should be scrutinised in order to direct the appropriate implementation thereof. Consultation (cf. 5.4.1.3.1) and collaboration with departmental officials on a district, provincial and national level can assist with this (cf.2.5.3.4). Furthermore, staying informed and up to date about research developments can help in understanding IE better (cf. 2.5.4) (*see paragraphs later in this chapter for some recommended strategies*) (cf. 5.4.1.4.1).

From the above discussion it is evident that care must be taken to fully understand what the concept IE means, as well as how a variety of factors and role players on different systemic levels impact on the perception, as well as the implementation thereof.

In the following paragraph, the importance of attitudes towards IE is discussed.

5.3 POSITIVE VERSUS NEGATIVE ATTITUDES

Although attitudes were not specifically singled out in the empirical findings, they were identified as important aspects during the literature review. The reason for this is that several researchers (De Boer & Pijl, 2017; Vaz *et al*., 2015; Donohue & Bornman, 2014; Mutungi & Nderitu, 2014; Bouillet, 2013; Savolainen *et al*., 2012) assert that attitudes of educators towards IE can facilitate or impede IE implementation.

Attitudes are an inclination to react positively or negatively towards something, which in this case refer to the acceptance or non-acceptance of IE (Nel *et al*., 2011; Hornby, 2010). Several studies (Donohue & Bornman, 2015; Urbach *et al.*, 2015; Cagran & Schmidt, 2011; Burke & Sutherland 2004;) discovered that educators' attitudes towards IE are often based on practical concerns about how IE can be implemented, rather than be grounded in any particular system. This affirms that although conceptualisation and theoretical grounding are critical aspects of any empirical study, it must be enhanced by practical strategies when the focus is on providing guidelines in order to enact an IE approach in an FSS.

As mentioned earlier attitudes towards IE can either be positive or negative (Yaraya *et al.*, 2018; Donohue & Bornman, 2015; Asaram, 2014; Nel, *et al*., 2011; Barnes, 2011; Bouilett, 2013). Positive attitudes are enabling factors, which generally propel educators to implement an inclusive approach towards education (Navaro-Mateu *et al.*, 2019, Savolainen *et al.*, 2012). Positive attitudes are influenced and sustained by supporting factors such as: availability of resources, learners exhibiting less behavioural problems, teaching small classes, receiving continuous support from the SBST, SMT and the DBST, formal qualifications in IE, regular training on IE and parent involvement during IE implementation (Selolo, 2018; Donohue & Bornman, 2015; Reynolds *et al.*, 2015; Payne-Van Staden, 2015; Stofile, 2008). Moreover, educators who hold positive attitudes towards IE seem to facilitate social integration of CWDs easier. This results in CWDs receiving high quality education, but also socialising constructively and positively with peer while becoming integrated in a school with their peers (Yaraya *et al*., 2018). As a result, these learners become comfortable with the idea that they are exposed to the same treatment as their peers. Research (Yaraya *et al*., 2018, Galeterou, 2017; Beyene, 2010; DeBoer & Pijl, 2010) found that more positive attitudes (supported by the afore-mentioned factors) result in educators being able to: manage diverse classrooms, prepare differentiated lesson plans, apply a differentiate curriculum and participate in collaborative partnerships more easily. Consequently, the more educators believe that they can teach diverse classrooms, including CWDs, the more positive their attitudes will be towards IE (Payne-Van Staden, 2015). Yaraya *et al.* (2018) discovered that the presence of appropriate conditions for CWDs at a school, awareness of educators about specific characters and needs of CWDs and the exact approaches and experience in IE implementation can escalate positive attitudes of educators towards IE, which is essential in an FSS.

Negative attitudes are disabling factors, which discourage educators to implement IE (Navaro-Mateu *et al*., 2019; Savolainen *et al.*, 2012). Disabling factors such as educators working in isolation, non-involvement of parents/caregivers in schooling, inadequate resources, educators' high levels of stress, emotional exhaustion, unhappiness, lack of confidence, motivation and purpose, lack of experience on teaching diverse classrooms, lack of formal IE qualifications and poor training on IE trigger educators' negative attitudes towards IE (Payne-Van Staden, 2015; Savolainen *et al.*, 2012; Nel *et al.*, 2011). Educators who hold negative attitudes towards IE can easily resort to expressing negative comments when they reprimand learners who display negative behaviour due to the barrier to learning they are experiencing and

also many times have an apathy and disinterest in teaching CWDs (Adewumi *et al.*, 2019; Phala, 2019; Cassells & Weber, 2018; Dreyer, 2017; Srivastava *et al.*, 2017; Morelle, 2016; Andrew, 2015; Shevlin *et al.*, 2013; Savolainen *et al*., 2012).

Attitudes of educators towards IE are impacted upon by factors at the level of educators, learners, school and the broader society. Table 5.2 summarises characteristics of educators' positive versus negative attitudes, which could influence IE implementation.

Table 5. 2: Positive versus negative attitudes

Positive attitudes (enabling factors)	Negative attitudes (disabling factors)	Suggested strategies to strengthen positive attitudes and change negative attitudes
Confident and comfortable to educate learners who experience barriers to learning, including CWDs	Feelings of doubts (e.g. struggling with curriculum differentiation)	• Attend IE trainings/conferences/ discussions etc. to acquire new information on how to educate learners who experience learning barriers. • Attend workshops/meetings/conferences, which sensitise educators with the belief that with adaptations and modifications all learners can learn, including learners who experience barriers to learning and have moderate to severe disabilities. • Visit the local SSRC and establish a learning partnership. Also, visit classes at the SSRC and observe peers on how they educate different CWDs.
Innovative to use ICT (e.g. overhead projectors/ power points presentation and specific designed technological programmes to educate learners who experience barriers to learning.	Unfamiliar and apprehensive to use ICT devices like talking calculators or phonetic spelling software that are meant to assist CWDs	• Attend training on different ICT programmes that could enhance the education of learners who experience barriers to learning. • Encourage parents/caregivers to learn new and innovative ICT strategies with the educators. If they work in a partnership to learn and apply these ICTs attitudes can change more positively.
Use various teaching methods to create a positive IE environment	Avoid IE trainings because does not believe in IE as workable	• Have conversations and collaborate with colleagues who use various teaching methods. • Visit SSRCs to observe teaching methods used for learners who experience barriers to learning. • Acquire additional training on teaching methods such as curriculum differentiation, cooperative learning and specific methods for CWDs, for example, where the different senses are incorporated such as visual, auditory, reading/writing and kinaesthetic. • Attempt to apply a variety of teaching methods and reflect with colleagues on what work and what needs improving.
Recognise different types of barriers to learning, including disabilities.	Indifferent about getting to know more about barriers to learning, including different types of disabilities.	• Regularly collaborate and consult with health and support professionals. • Request these professionals to empower educators on features and support needs of learners who experience barriers to learning. • Enrol for a formal qualification in IE and learning support. • Read up on different disabilities.
Open-minded and sensitive to the cultural beliefs and experiences of all learners, but specifically to learners who experience barriers to learning and their families.	Ignorant about local cultures	• Increase own understanding of other people's cultures by having sensitive conversations with learners, parents/caregivers and community members.
Love and care for all learners but specifically to learners who are vulnerable as a result of barriers to learning including disabilities	Dislike and avoid teaching classes that contain CWDs	Converse with CWDs and their parents/caregivers with the purpose to try and understand: • their circumstances; • the stereotypes (e.g. blind learners cannot study mathematics); and • prejudices (e.g. albinos are not human beings) that are many times associated with CWDs and other barriers to learning.

Collaborate with all stakeholders	Uncooperative and expect that external support from DBST and other health professionals mainly take care of learner support	• Be open to be an equal partner in a collaborative partnership with all role players in the learning support process. Educators have valuable insight and experience to contribute. • Attempt co-teaching where educators plan and try different teaching methods together where after reflection can be a learning experience to analyse what works best for learners who experience barriers to learning.
High level of empathy with learners who experience barriers to learning	Sympathetic towards learners who experience barriers to learning and their parents/caregivers, but still feel unable to teach and support these learners. Consequently, is very apprehensive to include these learners into their classrooms.	• Continuously appreciate and listen to learners and parents/caregivers when they inform educators about the support needs and challenges these learners experience. • Learn about barriers to learning to better understand the barrier.
Low level of anxiety to include learners who experience barriers to learning in their classrooms	High levels of anxiety to include learners who experience barriers to learning, especially CWDs.	• Talk to peers and health professionals about anxieties. Learn more about barriers to learning through reading, training and further qualifications. The more knowledge and insight are gained the lesser anxieties could be.

Understanding IE and displaying appropriate attitudes towards it are critical features of ascertaining that an FSS implement IE successfully. However, acquiring competencies to apply the IE approach in an environment where there are a diversity of learning needs and barriers to learning is as important.

5.4 COMPETENCIES NEEDED BY IE EDUCATORS

IE educators require certain competencies or skills, which can enable them to educate diverse learners (Majoko, 2019; Ainscow & Goldrick, 2010). Competencies can be described as sets of knowledge, skills, abilities and attitudes that are needed to carry out activities with a certain degree of quality and effectiveness, but essentially integrates knowledge, know-how and knowing how to act, in this case, the implementation of IE (Navaro-Mateu *et al.,* 2019: 3). Along with the different skills, which are needed to be good IE educators, the European Agency for Development in Special Needs Education (EADSNE) (2012 & 2015) developed a framework, which can be used to determine required skills for IE educators (cf. Table 5.3).

IE educators should be developed in the following *integrated* four core values that are connected with IE (EADSNE, 2012 & 2015): valuing learner diversity (cf. 5.4.1), supporting all learners (cf. 5.4.2), working with others (cf. 5.4.3) and personal professional development (cf. 5.4.4) (cf. Table 5.3) (EADSNE, 2012). Literature sources (Watkins & Donnelly; 2014; WHO, 2011; DoE, 2010; EWP6, 2010; Acedo *et al.*, 2009; UNESCO, 2008) affirm that the aforementioned four core values are a requirement for IE educators. Thus, it is important to address this in a guideline document where suggestions are made to improve the implementation of IE in an FSS.

Table 5. 3: Competencies needed by IE educators

(Adopted and adapted from EADSNE, 2012 & 2015)

Core value:	Area of competence:	Underpinning elements:
• Valuing learner diversity: learner difference is considered as a resource (EADSNE, 2015)	• Conceptualisation of IE • View of individuality	• Attitudes and beliefs • Key knowledge and understanding • Key skills and abilities
• Supporting all learners: educators have high expectations for all learners' achievement (EADSNE, 2015; Greene, 2017)	Promoting the academic, social and emotional learning of all learners • Effective teaching approaches in heterogeneous classrooms	
• Working with others: collaboration and teamwork are essential approaches for all educators (cf.5.3.3; EADSNE, 2015)	• Working with peers • Working with parents/caregivers • Support groups • Working with a range of other educational professionals	
• Personal professional development: teaching is about learning and educators take responsibility for their lifelong learning (cf.2.3.1.1; EADSNE, 2015	• Educators as reflective practitioners • Initial Teacher Education as a foundation for ongoing professional development	

5.4.1 Developing competencies to teach in an inclusive FSS

In this section, the different competencies as recommended by the EADSNE (2015) (see above table) are discussed as important aspects that must be addressed in making an FSS more inclusive. However, strategies to develop and improve understanding and applying IE will be integrated with these competencies.

5.4.1.1 Valuing learner diversity

In the context of the Socio-Cultural theory (cf. 2.2.2) valuing learner diversity is considered as a resource and an asset, as well as a fundamental principle of IE (Mahlo, 2017; Koekemoer, 2016; Engelbrecht *et al.*, 2015; EADSNE, 2012; Walton, 2011; Ngcobo & Muthukrishna, 2011). Consequently, in order to enact a truly inclusive classroom, educators should respect differences and variations such as with regard to age, gender, sexual orientation, culture and religion, as well as ability, displayed by their learners (Lindner & Scwab, 2020; Navarro-Mateu *et al.*, 2019; EASDNE, 2015; Meltz *et al*., 2014). This core value suggests that each learner is different, every learner is unique and every learner is valuable for who they are (Taole, 2020: 1270) (cf.5.3.1.2). Areas of competence relevant for this core value include conceptualisation of IE and a view of individuality.

5.4.1.1.1 Conceptualisation of IE

In order to enact IE, it is critical that educators and every role player in an FSS community have an in-depth knowledge and understanding of all concepts related to

IE. Also refer to paragraph 5.2. to gain a better understanding of what IE entails. Integral to being knowledgeable about and understanding the conceptualisation of IE is to be cognisant of different philosophies (cf. 2.3.2), typologies (cf. 2.3.3.1) and viewpoints (cf.2.2), as well as approaches to the implementation of IE. It is important to mention here that attitudes and beliefs could influence from which viewpoint IE is regarded and understood. Thus, being knowledgeable and having better insight of IE can impact attitudes and beliefs positively.

On a *microsystemic level* (cf. 2.2.1.1.1) this requires educators to empower themselves by, for example, reading publications (scientific and informal literature of IE), attending training opportunities, analysing and apprising themselves of policy requirements and conversing with different role players. Moreover, the school should create opportunities (e.g. provide training opportunities), which enable educators to fully understand IE principles and the implementation requirements. On a *mesosystemic level* (cf. 2.2.1.1.2) schools should converse with role players in school communities, such as churches, health professionals, NGO's, NPOs to create a common understanding about IE and the implications thereof for the FSS in their environment. On a *macrosystemic level* (cf. 2.2.1.1.4), the DBE and the Department of Higher Education and Training (DHET), as well as HEIs, have the responsibility to ensure that educators' on a pre-service and in-service level has a thorough understanding of IE and within the context of this study, specifically with regard to the FSS context.

5.4.1.1.2 View of individuality

Individuality within an IE environment requires a methodological shift from the traditional 'one-size-fits all' teaching model to more individualised teaching and learning, which underlines the principle of equity (Lidener & Scwab, 2020). Although this is not an easy endeavour in classes with large learner numbers it is still essential that learners' different learning experiences, aptitudes, interests, backgrounds and learning needs are taken into consideration when lesson planning and actual teaching are done (cf.2.2.3). Thus, the following attitudes and beliefs strengthen the competency to teach in an inclusive FSS: respecting, valuing and understanding learner diversity as a resource that enhances learning opportunities and adds value to schools, local communities and society; and listening to and valuing learners' voices. This is elemental as the educator is a key influence on learners' self-esteem and, as a consequence, their learning potential. Consequently, categorisation and labelling of learners should be avoided at all costs as it can have a negative impact on learning opportunities (DBE, 2011c:54; Florian, 2014).

Hence, this area of competence, requires the building and expansion of educators' critical analytical skills and abilities in order to analyse and understand the individuality of learners and their learning needs (Waxman *et al.*, 2013). Moreover, the ability to respond to their differences by incorporating curriculum differentiation during teaching and learning will be important.

5.4.1.2 Supporting all learners

Supporting all learners as a core value of IE is reinforced by the following areas of competence: promoting the academic, practical, social and emotional learning of all learners and the employment of effective teaching approaches in diverse classes (Gill & Kusum, 2017; EADSNE, 2012) (cf. Table 5.3).

5.4.1.2.1 Promoting the academic, social and emotional learning of all learners

This area of competence is reinforced by educators' attitudes and beliefs that all learners are able to learn and develop, while recognising that learning occurs through social interactions and that all learners' academic, social and emotional learning should be addressed in an integrated manner (cf. 2.5.4, 4.2.4.5). Educators' should therefore acknowledge every learners' accomplishments in order to nurture their development of self-confidence and self-esteem (cf.2.3.3.1.1). Within a Constructivist approach (cf. 2.2.3) an important strategy here is that educators should encourage and ensure all learners' participation and allow them to be part of decisions during their own learning and assessment activities (cf. 2.3.1.4). Integral to this is cooperation with parents/caregivers who can provide insight into learners' developmental background, including social and communication skills (Van Wyk & Lemmer, 2010; Bloch & Swane, 2009) (cf. 2.3.3.1.5). In addition, educators need to be knowledgeable about cognitive, social and developmental theories of learning, such as cognitivism (cf. 2.2.2), constructivism (cf. 2.2.3) and behaviourism (cf. 2.2.1) and how they apply to learners in their classroom (Geldenhuys & Oosthuizen, 2015). The following aspects are also important in the development of competencies with regard to promoting the academic, social and emotional learning of all learners:

- With regard to communication skills, educators should attempt to understand and be able to respond to verbal and non-verbal communication skills of learners who experience barriers to learning (Rabi *et al.*, 2020). This will assist in gaining a holistic picture of learners which in turn could let learners feel that educators really care.
- A critical suggestion made by the participants asserts that educators should know the importance that language plays in learning. For example, during a Maths lesson, some learners might be unable to follow their educator's explanations and instructions because the level of language the educator is using is too difficult for them to understand. In the case of second language learners this can be even more complex. Thus, it means that the educator's certain way of communication can exclude some learners from active learning or participation. Translating difficult or complex concepts from English to Sesotho or Isizulu or Sepedi, which are the learners mother tongue language can assist in this regard.
- Assessing and then developing 'learning to learn skills' in learners in an endeavour to encourage learners to take risks and responsibility for their own learning and achievement, i.e. self-regulated learning (Crick *et al*., 2014). This encourages the development of independent and autonomous learners who can actively engage in the learning process.
- The use of co-operative teaching and learning strategies, which motivate social interaction and teach learners how to help each other in various ways. Examples of cooperative teaching and learning strategies can include educators using a jigsaw, where each learner is needed to investigate one section of the material and teach it to peers in a group. Or learners asking each other questions based on the topic of the day, which an educator presented in a classroom.
- The ability to implement positive behaviour management approaches (e.g. praising good behaviour, presenting choices to learners, listening and encouraging), which can support learners' social development, interactive skills and self-esteem.
- The capability in using assessment for learning approaches as they take account of social and emotional, as well as academic learning of all learners in the process of learning (Akgün, 2011; Florian, 2012). In assessment for learning the process is assessed while working towards an outcome or product. This

means there is continuous monitoring and reflection during the assessment task (Nel, 2015).

5.4.1.2.2 Effective teaching approaches in teaching heterogeneous classrooms

One of the biggest challenges reported by educators is that they are not able to teach a wide range of diverse learning needs and include learners who experience barriers to learning (cf. 2.6.5; 4.2.5). However, in an inclusive FSS, educators should believe that they can educate learners who are experiencing barriers to learning, including CWDs. Therefore, educators' need to acquire the competence to apply relevant teaching approaches with which diversity in classrooms can be dealt with effectively (cf.4.2.5.1.1; 4.2.1.6) (Donohue & Bornman, 2014). Thus, developing competencies with regard to effective teaching approaches to educate diverse classes are important and the following aspects should be focused on (Lake, 2010; Pöggler, 2016; Lee & Paul, 2019):

- Educators should empower themselves with various teaching methods, which are used to educate diverse classrooms in order to address the various learning needs of all learners, while keeping exceptional needs of each learner in mind. This should already start with lesson planning (Motloung, 2011). Thus a learner-centred approach which include the active involvement of learners in their own learning, continuous reflection and feedback, as well as guided discovery, should be the main foci when teaching inclusive classrooms (Nel, 2016; DBE, 2010a).
- Knowing and analysing the advantages and disadvantages of each teaching method, as well as the strategies within the different teaching methods to educate diverse leaners are important. The afore-mentioned necessitates that educators always reflects, gauge and revise the usefulness of strategies and methods they use in teaching and assessment.
- Integral to choosing and applying appropriate teaching methods is the ability to apply positive behaviour and classroom management approaches during teaching. It is advisable to avoid punishing learners who misbehave during teaching and learning as this consumes teaching time (Lake, 2010). Rather deal with the learner after class time or during breaks. This does not mean that classroom management should not entail disciplining behaviour so that teaching and learning can progress. Moreover, create a welcoming, comfortable and inclusive classroom where the following are key features: positive interaction and encouragement; no labelling and categorisation are applied; and strengths of learners are highlighted.
- Acquiring knowledge and skills on how to manage the physical and social environment of the classroom to support learning for all learners can contribute to a positive classroom environment where conducive learning is encouraged (Magare *et al*., 2010). For example, plan for group work in advance so that a short time of the lesson is used to divide learners into the group. Alternatively, dividing learners into groups can be part of the learning already.
- Selecting appropriate assessment approaches that respond to the needs of diverse learners are critical to ensure that learning takes place. These assessment approaches should not only have the goal to determine if a learner failed or passed an assignment, test or exam. It should primarily be used to determine strengths, weaknesses and gaps in the learners' learning, but must also allow for reflection to analyse if the teaching methods selected and applied were appropriate (Nel, 2015).

5.4.1.3 Working with others

Constructive collaboration between all stakeholders who are involved in an FSS can be described as a uniting action (Oswald, 2007) (cf. 2.5.4) and is key to ensure that effective teaching, learning and support take place (Barratt, 2016; DBE, 2014; Sonday *et al*., 2014; Nel *et al*., 2013; Bronfenbrenner, 1995, Vygotsky, 1978) (cf. 2.2.2, 4.2.4.5). Thus, educators should focus on the following aspects (Sapon-Shevin 2010; Scorgie 2010; Nel *et al.,* 2014):

- Open and sharing communication with all stakeholders. For example, in the FSS of this case study, where there are children who belong to gangs, the psychologist from correctional services could share his/her findings about gangsterism in the community with the SBST, class educators and parents/caregivers. Furthermore, he/she should give each role player advice on how to manage gangsterism. Likewise, educators should update the psychologist and the SBST on whether the learner who belongs to a gang is improving or regressing in his/her schoolwork or display unruly behaviour. This is important so that support strategies can be continuously revised. Upholding confidentiality in these collaborative practices are of course essential.
- Respecting every member in the collaborative team as an equal partner who have essential knowledge and expertise to contribute.
- Valuing every stakeholder's contribution. For example, accepting parents/caregivers' input on how to communicate with their child in the classroom who has a visual or hearing impairment.
- Sharing responsibility through collective decision-making and problem-solving. For example, involve parents/caregivers who volunteer to assist in the classroom with certain tasks.
- Resources for learners with specific disabilities, such as hearing and visual impairments, are usually scarce in FSS. Thus, sharing resources as a cluster of schools is important (cf. 2.5.4.3). For example, loaning braille books and audio-visual materials from the SSRC (or a public library) on behalf of CWDs for their usage in a classroom.

Working with peers can be an extremely valuable asset in making sure that IE is successfully implemented in an FSS.

5.4.1.3.1 Support from peers

In most professions support from peers (cf. 2.5.4) is at the crux of facilitating a strong framework for quality working (Brock, 2014) and it is no different when related to IE implementation in an FSS. Educators cannot work in isolation when they support learners who experience barriers to learning (cf. 2.5.4) (Boyle *et al.*, 2011). Seeking advice from peers can improve educators' understanding and implementation of IE (Gibbs & Miller, 2014). It should not be seen as a weakness to ask a peer for advice on, for instance, how to educate an overcrowded class or learners with visual/hearing impairments (cf. 2.5.3). This type of support from colleagues can unfold via support groups (e.g. subject departmental meetings) that are formed by educators working in a single school or from a cluster of schools in the neighbourhood or from PLCs (cf. 2.5.4.3). Furthermore, the following strategies can be applied:

- As bullying and substance abuse were specifically reported in the findings consulting other colleagues could help as they may have successfully addressed the bullying situation and can suggest which tactics worked in their classes. In addition, NGOs with a specific focus on issues such as substance abuse (e.g. South African National Council on Alcoholism and Drug Dependence) can be consulted for more information or invited to partner with

the SBST and train educators and how to supervise substance addicts. Information gained from such sessions and trainings could add broader and valuable information for strategies to apply. Maintaining frequent contact with peers by exchanging information on a weekly or monthly basis provide a consistent and organised opportunity to communicate about challenging situations or learners who experience barrier to learning. Experience or new information about teaching, learning and assessment methods and strategies can be shared and analysed. This frequent contact could help educators realise that IE is a shared responsibility.

- Also, frequent personal dialogues with peers on an individual level could add to educators not feeling isolated (Haug, 2017; cf. 4.2.1).
- Support from peers can also occur when educators observe an experienced colleague teaching a class that contains learners who have barriers to learning (Goodman & Burton, 2010; UNICEF, 2013). For example, how to handle aggression and tantrums with learners who have autism and behaves in socially inappropriate ways; or learners who are hyperactive as a result of ADHD.
- Also, a video clip of an experienced colleague teaching a diverse classroom can be made where after watching it during a constructive session can ensue to discuss strengths and weaknesses of that lesson demonstration (Kelly & Antonio, 2016).
- Team-teaching can be applied. For example, where classes are overcrowded and contains learners with behaviour problems, educators seek help from colleagues who are free to come and help with the supervision of learners with autism or ADHD while educators focus on teaching.

5.4.1.3.2 Working with parents/caregivers

The above areas of competence can be reinforced by educators' attitudes and beliefs that collaborating with parents/caregivers is key in schooling (cf. 2.2.1; 2.5.4.1; 4.2.3.3). Thus, advancing competencies with regard to working with parents/caregivers is eminent and educators could focus on the following aspects (Selolo, 2018; Lemmer, 2015; Mohangi, 2015; Jantzi, 2014; Okeke, 2014; Meier & Msila, 2012):

- Do not discriminate against or judge parents/caregivers. For example, even if they are from poor socio-economic environments or do not have formal education, they still have important knowledge about their child and can make a critical contribution to their education and support.
- Involve experts in parent meetings to provide information about the teaching and support of children with disabilities and what parents can do at home to further support their children.
- Share teaching and learning planning and activities with parents/caregivers, which they can continue with at home.
- Present reports (non-verbal and verbal) to parents/caregivers regularly. Inform parents/caregivers about learners' progress in academic achievement, as well as social and emotional wellbeing.
- Involve parents/caregivers when designing an ISP (cf. 2.5.3.2). During this process educators could realise that parents/caregivers do not understand English and/or have no electricity at home. Thus, expecting them to help with homework could be very challenging. Rather try to avail resources for a learner to complete his/her homework at school where community members can maybe assist.
- Communicate with parents/caregivers constantly through their preferred modes of communication, for example emails, text messages and/or written letters. Keep the language preference into consideration. For example, in the instance

of this case study, it includes Sesotho, English, Zulu, Peli and Zulu. Local church meetings or local ward meetings can also be used to converse important notices about school meetings and activities.

- Plan and embark on home visits where possible. You may see and comprehend some of the causes of learners' barriers to learning.
- To encourage educator-parent/caregiver partnerships initiate parent-educator indigenous game days (e.g. parents/caregivers versus educators on the game Morabaraba). This game could enhance skills on educating Mathematics (Mosimege & Nkopodi, 2017).
- Ask parents/caregivers who have knowledge of indigenous education to do presentations to educators and learners during school holidays. One can learn more about Ubuntu and traditional initiations (Letseka, 2013). Through these dialogues knowledge and understanding about societal norms and cultures, can help to implement IE better (Mosimege & Nkopodi, 2017; Phasha, 2016).
- Organise parents/caregivers' evenings in collaboration with them. For example, ask the SGB chairperson or ward counsellor to also suggest agenda items. Ideas on how to handle gangsterism and substance abuse or to curb school vandalism can be discussed.
- Arrange class debates on topics like the effects of gangsterism in a school and invite parents/caregivers to be judges and audiences.

5.4.1.3.2.1 Handling parents/caregivers in denial

Constant communication with educators-parents/caregivers' is crucial to ensure that IE is successfully implemented in an FSS (Lemmer, 2012). Educators should inform parents/caregivers about the problems they encounter with their children. However, in many instances when educators identify barriers to learning and discuss it with parents/caregivers they are reluctant to believe that their children have problems and instead blame educators' inaccurate evaluation or poor teaching skills (cf. 4.2.2.6) (Khanyi, 2018; Ujianti, 2018). The following recommendations are made to educators regarding dealing with parents'/caregivers' denials:

- Communicate with parents/caregivers face to face with compassion and a proper amount of hope for the learner and parents/caregivers. To this end, invite parents/caregivers to have a meeting in the absence of the learner. At times when parents/caregivers and the learner are in the same room and participating in a discussion, parents/caregivers may want to protect their child, which is understandable. In addition, the child may be defensive and interject in a disruptive and unproductive way because he/she wants to defend himself against the feeling of "failure". It is essential to address parents/caregivers in a calm environment.
- Have concrete evidence ready (e.g. classwork and tests books, incidents' reports, class register to show number of days absent) to show parents/caregivers that their child possibly experiences a barrier to learning. Parents/caregivers may be in denial since they could report that they have not observed the barrier or the consequence of the barrier (e.g. poor behaviour and achievement) themselves. The learner may not misbehave at home (or parents/caregivers may simply ignore the child's behaviour) and they may feel that it is the educators' word against the child's. Thus, having detailed evidence is very important. However, this evidence should not be used to emphasise that parents are wrong or have neglected their child it should only be used to make a case for support strong.
- Be very careful to be a diagnostician. An educator can only report what he/she observes as problematic. A collaborative team, with all role players (such as educators, parents, SBST, DBST and health professionals) can provide an

informed description of the barriers (including disabilities) the learner is experiencing.

- Pay attention to parents/caregivers while speaking to them. Let parents/caregivers give educators' first-hand information, which may be unknown to them that could explain the learner's behaviour.
- Try to determine the possible level of adjustment by the parents/caregivers with every conversation and assess what they have been able to internalise and understand regarding what have been discussed.
- Know the resources (e.g. SBST, DBST and health professionals) available which can be contacted to assist the child and parents/caregivers.
- Offer possibilities for solutions. Educators should carefully clarify to parents/caregivers what they think needs to be done and what they can do to help. Give them several options and allow them to respond to and evaluate each one. Make sure that parents/caregivers agree with them on what should be done.
- Ask parents/caregivers what types of communication (e.g. phone calls, text messages and written letters) they find helpful in cases educators wish to make follow-ups with them after the initial meeting.
- The SBST could build a network (i.e. support groups) of parents/caregivers who have children with similar challenges and barriers to learning. This support group can serve as a forum for parents/caregivers to exchange information about activities, support professionals and education programs which can be helpful for their children in addition to sharing their experiences of raising and supporting their children.

5.4.1.3.3 Working with other educational professionals

Developing and improving competencies with regard to working with other educational professionals are very important: (Böhm-Kasper *et al.*, 2016; Mohangi, 2015; Moolla & Lazarus, 2014). Educators could embark on a joint and continuous exchange of resources and information with other educational or health professionals. For example,

- The psychologist from correctional services (or any other institution) and/or the social worker/s can assist with learners, who belong to gangs or abuse substances, through information and training sessions with educators, learners and parents/caregivers, as well individual intervention sessions; and
- Health professionals (such as doctors, speech-, occupational- and physiotherapists) can advise and assist with learners who have disabilities.

During the SIAS (cf. 2.4.2.1.8) and ISP (cf. 2.5.3.2) process it is essential that input and support from these professionals are requested.

5.4.1.3.4 Support groups

Support groups can also help and support educators who struggle with IE implementation (Hummel & Engelbrecht, 2018). Usually, a support group is community-based and is a group of informal, self-governing people with similar experiences, who intervene when learners exhibit various challenges, which educators cannot handle alone (e.g. drug and alcohol abuse, autism and ADHD) (cf. 4.2.2.2.2) (Worral *et al.*, 2018). It can be used to support educators and learners with teaching and learning ideas and strategies. It is important that the members discuss their practise and problems without being criticised, defamed or segregated (Worral *et al.*, 2018). These support groups can among others, provide emotional support, devise advocacy programmes, give information about psycho-education, professional counselling and assistance in making decisions within a caring role (Tumwikirize *et al.*, 2015). By working with a support group, educators will feel less deserted as these

support groups can offer hands-on, individualised and appropriate practical advice on how to implement IE (Tumwikirize *et al.*, 2015) (cf.4.2.2).

Support groups can be initiated by educators themselves, the SBST, the SMT, a cluster of schools, etc. However, Worral *et al*. (2018) suggest the following protocols concerning such a support group:

- Before launching a support group, discuss with the relevant stakeholders (cf. 2.5.3) the size of the support group. It is best to have a support group, which is large enough (but not too large) so as to accommodate people with various skills who will be required to answer the needs and challenges of educators and learners that are constantly changing.
- Check which support groups are already in existence in the district and find out how these groups can collaborate or maybe integrate how and when necessary (Hummel & Engelbrecht, 2018).
- Schools can establish school-based support groups in order to address the specific context and needs.
- Involve other professionals on a permanent or needs basis.
- Select a support group leader or facilitator who should be tasked with chairing the support group meetings, as well as a scribe to take minutes.
- Deliberate whether the support group will meet for only a determined time as the need arises or an indefinite period of time. Support groups meetings can be run for a very long time or can be needed for only a brief period. For example, pastors who are in a support group can avail themselves at the school and offer counselling sessions over a two-week period to educators who were abused by a learner.
- Set up a consistent time and venue for support group meetings. Choosing the right venue and time for support group meeting are important. Use school facilities, local church buildings, public library to hold support group meetings over weekends.

5.4.1.4 Personal professional development

Educators should be well-informed about new developments relevant to IE. It is therefore important to continuously engage themselves in lifelong learning for their own professional and personal growth and development (Loreman *et al.*, 2010). The following can be kept in mind with regard to professional development:

- Acquire relevant formal qualifications, which includes developing competence in IE, is recommended (Geldenhuys & Oosthuizen, 2015).
- Every educator should engage himself/herself in Continuous Professional Development (CPD) opportunities, not only to improve one's own competence, but also to comply to the South African Council for Educators (SACE) requirements.
- Attending and participating in IE workshops, conferences and skills development courses should be an integral developmental strategy throughout a teaching career (Schoeman, 2012). In these forums, educators can share and acquire new strategies on how to implement IE and consequently support all learners who are experiencing barriers to learning in an FSS more appropriately.
- It is also important to be conversant with policies, which drive the implementation of IE (cf.2.4.2.1).
- Acquiring more knowledge by reading literature on IE. Learning more about different IE typologies (cf. 2.3.3.1) and approaches (cf. 2.3.3) (Kesälahati & Väyraynen, 2013) is important. Knowing and understanding that there are

different typologies and approaches could enable educators to modify practices in order to accommodate all learners' diverse learning needs during teaching and learning.

- Learning about the values of Botho/Ubuntu. Having information on humanness (i.e. treating all learners equally), interdependence (sharing ideas and resources) and communalism (being supportive to each other as peers) will enhance educators' knowledge and skills to implement IE in culturally appropriate way (Dart *et al.*, 2018; Phasha *et al.*, 2017; Phasha, 2016; Geldenhys & Oosthuizen, 2015).
- Learning about personal and cultural home backgrounds in the South African and the FSS context. This information will help to understand the origin and causes of some learning barriers (Koopman, 2018).
- Enrolling for a formal post graduate degree or diploma in learner support (Donnelly, 2015). Theories and philosophies about IE add to better insight on strategies for supporting learners who experience barriers to learning. Thus, registering for a formal post graduate IE qualification will enrich educators' theoretical perspectives of IE, but also increase the ability to apply teaching support strategies better and more appropriately (Al-Shammari *et al.*, 2019).
- Learning about the standards set by SACE (SACE, 2011), which include the acknowledgement, upholding and promotion of basic human rights, as embodied in the constitution of South Africa. This is a requirement that will facilitate a clear understanding of the needs of all learners, including those with barriers to learning.
- Interacting with other educational professionals regularly in order to acquire inter-personal skills like responsibility, accountability, coordination, communication, cooperation, assertiveness, autonomy and mutual trust and respect. They are essential skills for understanding and implementing IE (Collin *et al.,* 2010; Donnelly, 2015).
- Educators should inform the SBST about the types of professional workshops and training they need (cf. 4.2.3), where after the DBST, NGOs and HEIs can be requested to present these trainings or provide bursaries. The findings indicated that educators complained about the quality of many of the workshops presented by departmental officials and NGOs (cf. 4.2.3.1). Thus, it is important that expert presenters are requested who can clearly and distinctly convey information and knowledge, but who can also demonstrate practical strategies. For example, presenters can be requested to communicate an idea with the aid of visuals such as video clips, flip charts, posters, power point, etc., as well as allowing attendees to practice strategies. In this case study participants specifically recommended that they need concrete training on how to use braille equipment and South African Sign language, as well as seeing how a differentiated lesson is presented to a diverse group of learners.
- In addition, educators of every FSS should acquire training (formal or informal) to gain knowledge and skills on different barriers to learning (cf. 2.4.2.2.5; Walton *et al*., 2015; Table 5.3). The following recommendations are offered to educators regarding a lack of training:

    - Identify and acknowledge one's own challenges, strengths and weaknesses with regard to different barriers to learning, especially disabilities, gangsterism and substance abuse.
    - Acquire training on how to use different physical resources for different learning barriers. This could include overhead projectors, ICTs and education equipment for learners with visual or hearing impairments.
    - Know stakeholders such as parents, officials from the local municipality, DBE officials, police officers and various government departments who are

involved in the school community so that they can be contacted in case educators need training and support to differentiate curriculum or apply support strategies.

- Avoid generic trainings and rather attend training opportunities which are focused and in-depth on specific topics. In these cases, it is usually experts who present the training and as result educators will acquire in-depth knowledge and skills in how to handle barriers to learning.
- Studying case studies, in a confidential manner of course, could also help to know and understand barriers to learning better, as well as put the learners' behaviour, who experience barriers to learning, into context.

Areas of competence relevant for this core value highlight the significance of educators as reflective practitioners, as well as initial teacher education as a foundation for ongoing professional development (EADSNE, 2012).

5.4.1.4.1 Educators as reflective practitioners

Practicing reflective teaching is one of the key personal qualities associated with a good IE educator (Barrett & Green, 2009). The process that allows educators to learn from past experiences and finally progress with new knowledge is known as reflection (Paterson & Chapman, 2013). For example, reflecting on the failures, as well as the values, of using the medical deficit model (cf.2.3.3.2.1) to support learners and evolving to the socio-ecological model (cf. 2.3.3.2.2) could lead to a more equitable implementation of IE. This area of competence is underpinned by attitudes and beliefs like acknowledging that IE implementation is a continuous problem-solving process, which requires regular and systematic planning, evaluation, reflection and modified action (Payne-Van Staden, 2015). Furthermore, educators need to develop a research attitude in order to handle the unknown with better knowledge and understanding. This could result in being able to reflect more purposefully (i.e. designing lesson plans to suit the needs of learners who experience barriers to learning) and gain knowledge of real contexts (e.g. acquiring coping skills) (Rodrigues, 2009).

5.4.1.4.2 Initial teacher education as a foundation for ongoing professional development

The gateway to educators' professional lifelong learning process begins with initial teacher education. It is the entry point into the teaching profession and can play a determining role in the professionalism of educators (Mussett, 2010). The policy on the Minimum Requirements for Teacher Education Qualification (MRTEQ) (SA, 2015: 61) mentions the following minimum set of competencies required for newly qualified educators which can also be applied for in-service educators. Moreover, all these competencies are applicable to educators in FSS. "Educators must:

- have sound subject knowledge;
- know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs;
- know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly;
- know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning;
- have highly developed literacy, numeracy and Information Technology (IT) skills;
- be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, to plan and design suitable learning programmes;
- understand diversity in the South African context in order to teach in a manner that includes all learners and they must also be able to identify learning or social

problems and work in partnership with professional service providers to address these;

- be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
- be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning;
- have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession;
- be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances".

5.5 RECOMMENDED STRATEGIES FOR FSS EDUCATORS TO ADDRESS THE CHALLENGES EXPERIENCED DURING IE IMPLEMENTATION

The literature review (cf. 2.4.2.2) and findings (cf. 4.3.2) highlighted various challenges, which educators reported they experience during IE implementation (cf. 2.4.2.2; 4.2.2). Therefore, it is important to address the following aspects that have been identified by them: a lack of time; an inability to cover the curriculum, teaching overcrowded classrooms, learners' behavioural problems like bullying, drug and alcohol abuse, as well as gangsterism; the importance of learners' background information; dealing with the lack of ramps and toilets; and dealing with a lack of resources.

5.5.1 Addressing a lack of time

A fundamental principle of IE is flexibility with regard to curriculum implementation, which includes time, in order to accommodate the needs of learners who experience barriers to learning (Nel *et al*., 2016). Learners who experience barriers to learning usually need more time (and space) with most tasks (Majoko, 2019). Consequently, the following strategies can be considered (Mathew, 2015; Mathew, 2015; Booysen, 2015; Stols, 2013; Dednam, 2013):

- Prepare LTSM in advance. For example, organise in good time, suitable spaces for desks and chairs, computers, writing materials etc., which learners who experience barriers to learning are going to need during a lesson or assessment tasks.
- Break up classroom tasks into smaller tasks (e.g. first communicate to learners' procedures on how to complete a task; second, allow learners to ask questions if they do not understand the procedures on how to complete a task; and lastly allow learners adequate, but realistic, time to complete a task). Even if extended time is given for the completion of a task and the learner still struggles, think of an alternative assessment task.
- Do not use too much time to reprimand unruly learners during teaching time. Rather do this after school or during break time in private.
- Write down notes and guidelines on the chalkboard to help solve problems for learners to copy or give it as homework. Even if that could consume teaching time as some learners write very slow or may not hear clearly it could make sure that learners have the correct info. However, it is suggested to rather make photocopies of homework and give to learners. Voice notes of the same homework can also be recorded for visually impaired learners who have cell phones. Alternatively arrange with the local librarian to loan audio tape recorders on behalf of visually impaired learners who do not have a recording device to listen to the recorded voice notes.

- Prepare in advance for the visual and hearing-impaired learners who need alternative equipment (e.g. braille or large prints) or sign language.
- Delegate ordinary tasks (e.g. collection and dissemination of classwork books to learners, cleaning the chalkboard, connecting the overhead projector) to learners without them missing out on teaching and learning. This also teaches responsibility and shows trust in a learner.
- Apply for concessions (i.e. assessment modifications) for CWDs so that they can complete tasks/classwork/tests (Nel *et al*., 2016). Ask unemployed parents/caregivers to help with the supervision of afternoon sessions where possible. However, it is important to ask the DBST to train parents/caregivers on how to supervise concessions. By retaining concessions as an alternative of letting CWDs complete their work could enable educators to accommodate the needs of CWDs.
- Together with parents/caregivers organise extra classes for CWDs to catch up with work, which could be done after school, during school holidays, weekends or special holidays.

5.5.2 Covering the curriculum

One of the challenges that participants complained about is that the curriculum (i.e. CAPS) needs to be covered in prescriptive times, which does not always take their classroom's diverse needs into consideration (cf. 4.2.2.1). The CAPS (DBE, 2011) prescribe the curriculum content, what should be covered each day and for how long (Wahl, 2017; Moodley, 2013;). Although this is not always within the flexible curriculum principle (cf. 2.5.2), educators are usually pressurised to follow instructions from departmental officials (cf. 4.2.2.1.1). Thus, in order to cover the curriculum, the following strategies are recommended (Stols, 2013 and participants):

- Developing, but also implementing ISPs are essential. However, the SBST should make sure that all role players, such as parents, classroom educators and the learner (where possible) participate when the ISP is planned and implemented. The participation of the parent is essential to ensure that the plan is not only implemented in a classroom, but also at home. In this way, curriculum coverage can be assisted.
- It is critical that educators are in their classroom always to ascertain that teaching time is used purposefully.
- Being fully prepared for lessons (including teaching, learning and assessment strategies as well as LTSM), but also being flexible to accommodate the unexpected could assist in covering the curriculum for all learners' needs. In this regard it is essential that educators know and understand learners' backgrounds and circumstances, as well as their barriers to learning.
- Planning together as grade teachers and even in a phase, could avoid duplication and ensure integration and progression across subjects. This could ensure that time is saved and learners' needs are addressed in all classes and learning is linked across the curriculum.
- Differentiating the curriculum. This includes preparing alternative (modified) learning and assessment strategies, as well as LTSM for learners who experience barriers to learning. For example, making recordings of presentations, explanations and instructions so that the learner can revisit lessons; having large prints ready; allowing learners to create/build something instead of writing an activity; and giving shorter tasks. Learners themselves can also record lessons themselves if they have devices available. Having learners work in groups to revisit lessons, where they can reflect together on how they understand topics and instructions can also be helpful.

- If learners have access to online sources, it can also be used as a resource for learners to work on their own time. However, this must be carefully planned and security issues must be dealt with to ensure that learners use online sources appropriately.
- It takes a village to raise a child (Rabe, 2017). Thus, educators should allow parents/caregivers, university students who completed matric or unemployed or retired educators to visit the school in the afternoon or during weekends to help learners with difficult subject topics (Pitt *et al*., 2013).
- Additional resources such as the freely acquired and downloaded materials from the South African Broadcasting Cooperation (SABC) learning channel, can assist in enriching and remediating certain topics which learners struggle with.
- A buddy system can be applied where gifted learners can help educators to assist peers in groups. Use feedback effectively as an integral part of learning, whereby learners are provided constantly with feedback on their progress. This could prevent that learners keep on asking questions when they do not understand and the educators having to explain repeatedly. This will assist the educator in identifying learner needs which could be prepared for proactively.
- During school meetings, educators should encourage parents/caregivers to send learners to school and learners should attend classes. Absent learners compel educators to repeat topics that are already done in class.
- Educators should be aware that how they communicate can be inclusive or exclusive for different learners (Lemmi et al, 2019). In order to teach an inclusive classroom, eduators should use inclusive pedagogical strategies to ensure that all learners, including learners with disabilities who struggle to communicate, are attended to.
- The use of code switching can help learners to understand complex concepts easier. This means that if the LoLT is English these concpets can be translated and explained in learners' mother tongues to help them understand better. However, care must be taken that learners do not get too dependent on code switching as assessments are in the LoLT.
- Classroom routines and a code of conduct, where the learners were involved during the compilation, can assist to make the flow of teaching and learning more structured, as well as constructive.

5.5.3 Tackling overcrowding

Educators require skills, which can enable them to teach classes that are overcrowded and diverse (Prins *et al.*, 2019; Cheng & Cheng, 2018). The following suggestions are made (Meador, 2019):

- Encourage collaboration among learners because peers many times understand each other's challenges better than the educators. Thus, they can help and turn to each other for support which can even deepen their learning.
- Apply flexible group work among learners. For example, place learners who are experiencing barriers to learning in different groups where their abilities and different learning paces for a specific task can be accommodated best.
- Educators' relationship with their learners play a key role in learning and achieving learning outcomes. While it is difficult to connect with each learner in an overcrowded classroom, educators should find creative ways to establish a connection with them. A suggestion is to have small group sessions with learners during breaks or after school to discuss certain topics. However, be careful to have discussions on personal topics for which learners and parents do not give permission. When learners feel recognised they would usually cooperate better in a classroom.

- In an FSS where there are learners with disabilities educators can for example attend to the needs of a visually impaired learner, while letting the rest of the class watch a video clip on the topic of the day, with a task attached to it.
- Keeping the whole class busy in an overcrowded classroom can be challenging. Develop a creativity list relevant to the topic of the lesson which learners can complete in a class (e.g. a word puzzle) can help. in addition, on the educator's behalf, ask learners to assemble old OBE books and old magazines stored in cupboards and instruct learners who complete class tasks on time to cut pictures from these sources and paste them on the charts to be used in the next period.
- Educators will be able to reach many learners in an overcrowded when lessons are enticing, energetic and fun.
- Educators can raise their voice tone when they teach a class that is overcrowded but should not scream. This could avoid unnecessary repetition of explanations and instructions.
- Use ICT to educate an overcrowded class and embark on the following:
    - Use a combination of a television, video and colourful pictures.
    - Use an overhead projector with slides to display classroom tasks on the white/black board. Then learners can control their own progress.
    - Provide photocopies of class tasks / homework to learners who work slower, who are hearing-and/or physically impaired and who are absent as a result of sickness or other reasons. Voice recordings can be used for visual impaired learners. They can then work through it on their own time. Visual impaired learners will usually need enlarged print if photocopies are made for them.
- Design a seating chart that suits all learners' needs but be careful to label learners by grouping them according to abilities/disabilities. Mainly take mobility issues into consideration when planning for the seating.
- Educators could ask parents/caregivers or other volunteers from the community to help them with the invigilation of classroom assessments. This will allow time for the educators to assist learners who experience barriers to learning.

5.5.4 Dealing with learners' behavioural problems

Educators should be enabled to control behavioural problems (UNESCO, 1994). The challenge to deal with behavioural problems occur mainly when they have overcrowded classes (cf. 4.2.2.3) (Marais, 2016). Furthermore, it becomes difficult for educators when they teach learners who present behavioural problems that they themselves cannot understand and deal with, which in this case study included poor behaviour as a result of gangsterism and substance abuse (Morake, 2017). The following aspects need to be focused on:

- The relationship between educators and other stakeholders is very important. Educators cannot know everything around the management of learners with behavioural problems. Thus, engaging with the SBST, social workers, the child protection unit of the South African Police Services (SAPS), the health department and psychologists is essential to gain knowledge and strategies about behaviour problems and especially different disabilities with their specific comorbid behaviour problems.
- Teaching values, responsibilities and instructions are fundamental in dealing with behaviour problems. This can incalcucate honesty, working hard, respecting others, cooperation and forgiveness among all learners and including learners who experience barriers in all activities.
- Educators' relationship with learners is very important. Finding the right balance especially with learners who present behavioural problems is vital. Thus,

educators should attempt to be understanding and approachable without being an easy target. In some instances, their approach to learners needs to change with different classes, with some learners requiring a firmer approach and others less so.

- Educators should set clear rules (i.e. a code of conduct) about what behaviour is acceptable and what is not. This can be done in collaboration with the learners so that they take responsibility for their own behaviour. However, these rules should be applied consistently and fairly with clear described consequences when rules are broken. Contrary, positive feedback should be given when learners keep within the rules and display good behaviour. This can have a positive influence on learners with behavioural and emotional difficulties.
- It is in many instances learners who struggle academically that display behaviour problems. Provide short achievable tasks for learners with behavioural problems so that they can succeed throughout the lesson.
- Develop a flexible teaching style and recognise when learners lose interest in the lesson. The ability to sense learners' mood and level of motivation can help control disruptive behaviour.
- Differentiation is a good strategy to manage learners' behaviour. This could result in better achievement for the learner who is experiencing a barrier to learning as differentiation allows for a focus on individual learning, progress and achievement. This can sometimes require specific, directed and individualised teaching for a learner who is struggling. To this end, educators should apply alternative teaching, learning and assessment strategies. However, be very careful to let learners feel labelled and stereotyped because they are receiving "different" teaching.
- ICT could be a great resource for learners with behavioural problems. For example, videos, audio and other forms of media can enable educators to present new information in a variety of ways. Teaching reading and writing through multi-sensory approaches (auditory, visual and kinaesthetic) can also help by giving the learner a variety of pathways to accomplish successful learning.
- It is important to not lose control and start shouting at a learner who misbehaves. Avoid using sarcasm even if learners think it is funny. Be a good role model by behaving in a way that educators want their learners to behave. If educators are constantly late to class, their learners will do the same too.
- Order and structure are important for learners who are experiencing barriers to learning to focus and learn effectively. For example, have a set time for certain activities such as breaks to drink medicine, visit ablution facilities plus a checklist for activities in class to help the learner who misbehaves get organised.
- Learners may misbehave due to feeling frustrated when they struggle with tasks. Be prepared to adapt their learning material so that it is less busy and more accessible. For example, take out background pictures and transfer the text onto a plain background. Also think about the colour of the paper and the font. It is a good idea to discuss with learners what works for them (or ask for some advice from an expert).

5.5.5 Managing bullying

Learners who experience bullying usually perform poorly academically and encounter depression (Woudstra *et al*., 2018; Mushambi, 2016; Konishi *et al.*, 2010). The signs to look out for when bullying is suspected can be the following (Setti, 2019: 46 – 47):

- "Learners become hostile and bad-tempered;

- They deny to talk about what is wrong;
- They usually have mysterious bruises, cuts, scratches, predominantly those appearing after breaks;
- Learners look frightened or insecure;
- Learners experience mental health conditions like increased social isolation, depression and isolation; and
- Other learners maybe harmful to their peers (e.g. violent behaviours to other learners, carrying weapons and becoming an offender of bullying behaviours."

It must be kept in mind that learners who bully in most instances also use this as a mechanism to cope with unresolved issues, over which they have no control, in their own lives. Thus, it is important to not only support the learner who is being bullied, but also intervene to find out why the bullying is occurring. The so-called bullies could most probably also experience barriers to learning (Rigby, 2016).

Thus, educators should acquire particular competencies (cf. 5.4.3) in order to manage bullying. The following recommendations are made regarding the management of bullying at schools (Kohli *et al.*, 2018; Unlu, 2017; Goodman & Burton, 2010):

- The SBST should device a school policy where guidelines and strategies on how to deal with bullying are clearly outlined. However, it is important to train educators and most probably learners also, how to implement it and moreover to implement it consistently.
- The SBST could ask unemployed parents/caregivers to visit the school and regularly monitor toilets, the tuck shop, sports field etc. to keep an eye on the areas where bullying can occur.
- Psychologists can be asked to organise role-plays or group therapy, as well as individual therapy, for victims of bullying, as well as the bullies themselves which can be done during extra-mural periods or weekends.
- It is important that the SBST is trained on how to deal with bullying in order to assist victims of bullying, as well as the bully him/herself. They should also enable educators at the school with knowledge and skills.
- Involve parents/caregivers of bullies and victims and assist them to seek professional help. Furthermore, ask them to volunteer in school and community programmes against bullying.
- Together with colleagues, convey the dangers, effects and consequences of bullying in class or with different awareness campaigns.
- Apply the method of cooperative learning where bullies are encouraged to develop a caring mindset and where a sense of affinity and comradeship are fostered. This could possibly make them feel that they are not simply ignored or rejected but are cared for and belong in the classroom.

It must be mentioned that educators can also be bullied by learners and should seek professional help in dealing with the consequences of this.

5.5.6 Managing substance abuse

Educators are expected to report to the SBST when they suspect learners abusing substances, as this can result in learning barriers such as learning impairments (Mokwena *et al*., 2020). Signs to look out for to identify when learners are abusing substances can be the following (Ololade & Mndzebele, 2017: 122):

- "Stealing parents' and learners' belongings like watches and calculators respectively;

- Missing school work and providing educators with awkward excuses of why school work was not done;
- Displaying aggressive behaviour to peers and educators;
- Using weapons like knives, blunt objectives and some carry guns to school; and
- Always or most of the time are under the influence of alcohol or drugs".

In the management of substance abuse the following aspects can be focused on:

- The SBST and educators should familiarise themselves with the National Policy on Drug Management in schools of 2002 (SA, 2002) (Mokwena *et al*., 2020) and develop a school drug abuse management policy.
- It is important that educators educate themselves about different substances as many of them can be available in and around the school. This can enable them to identify and support learners who abuse substances.
- Prescribe a specific SBST member the role of taking responsibility for the management of substance abuse in the school. This member can run substance abuse prevention and support programmes in the school, as well as support individual learners if he/she is able to.
- When an educator suspects that a learner in class has used substances, he/she should remove that specific learner from class and take him/her to the sick-room, where someone can take care of the learner while the appropriate SBST member is contacted to assist in informing the parents and plan a way forward.
- Educators can infuse topics on the effects of substance abuse during lessons. For example, the Life Skills educator in cooperation with the biology class educator can discuss the effects of dagga or alcohol on the brain and the nervous system and the negative results thereof on one's life. Such lessons may discourage learners to use drugs.
- The SBST can perform a situation analysis in cooperation with the SAPS, of the most common substances used by learners in the school. The focus should be on the prevalence of substances, substances used by learners and ages of learners using substances. Thereafter, the SBST should work with the SAPS and DBST to device an intervention and support plan. They can also advise educators on what to do within government policies and laws regarding substance abuse in a school.

5.5.7 Handling gangsterism

Gangsterism affect the lives of learners, educators and the community negatively. Gangsters often drop out of school in their early ages of their life, loose concentration in classrooms and ultimately perform poorly academically. Also, they experience depression and bunk classes (Gxubane & Mguzulwa, 2019; Le Roux & Mokhele, 2011; Ncontsa & Shumba, 2011). Thus, the following recommendations are offered to educators regarding the management of gangsterism (Mlangeni, 2018; Mcube & Madikizela-Madiya, 2014; Le Roux & Mokhele, 2011).

- Appoint an SBST member who is specifically responsible for learners who display behaviour problems as a result of belonging to gangs. If it is suspected that a learner belongs to a gang report it to the SBST member. The SBST could then arrange for the necessary interventions (e.g. request support and advice from the SAPS or DBST) (Mlangeni, 2018).
- If the learner who belongs to a gang displays violent behaviour towards educators and other learners request the SBST to put procedures in place for possible temporary suspension until the situation can be resolved and

intervention processes have been initiated. It is important that educators do not take matters in their own hands.

- Learners who belong to gangs may use the opportunity to act out in classes which are unattended. Therefore, educators should attend all their teaching periods.
- Teach with a purpose, which means be goal-directed, alert and disciplined. Learners who belong to gangs may then be enticed by educators' lessons and remain in class for a longer time.
- Build good relationship with local churches and NGOs (e.g. National Institute for Crime and the Reintegration of Offenders (NICRO), Love Life and the SAPS) and ask them to assist in dealing with learners who belong to gangs. The SBST can invite well-known but rehabilitated ex-prisoners or gangsters in the area to come and speak to learners about their anti-social behaviours and what the implications thereof can be.
- The SBST and SGB (involving parents/caregivers) should compile and apply a code of conduct for the school on violence and gangsterism. The consequences of violent and gangster behaviour should be clear, but within policy guidelines.
- A plan should be in place where steps are outlined on how to initiate support and possibly rehabilitation for a learner who belongs to a gang. It is essential that parents/caregivers and knowledgeable community members (e.g. social workers, the SAPS and churches) collaborate with the school.
- Providing positive cultural and sport activities, while inviting the learner who belongs to a gang to take part in these activities. This could help them feel that they belong. One of the biggest reasons for learners to become a gang member is that it creates a sense of belonging even if it results in negative behaviour (Le Roux & Mokhele, 2011).

5.5.8 The importance of learners' background information

With any of the above-mentioned behaviour problems, such as bullying and gangsterism, as well as when any kind of barrier to learning has been identified it is very important to gather background information on the learner. No problem or barriers can be fully understood and supported if the whole context of the learner is not taken into consideration.

The following recommendations are made to educators on how to assemble learners' information background (DBE, 2014 and participants):

- Having conversations with learners about their home and social environments can add a better understanding about the learner. However, it is important to remember that these are confidential conversations and should not be shared with other learners or colleagues. When a learner needs to be referred to the SBST or DBST the necessary information can be shared while still respecting confidentiality and permission clauses.
- In order to complete the SIAS protocol when educators refer learners who experience barriers to learning to the SBST and DBST, educators should have data on learners' background such at their ages, chronic illnesses (if any), family doctor etc. (DBE, 2014). This data is used to determine the level and of support that should be provided.
- The learners' profiles should be kept updated in collaboration with the parents/caregivers and all involved educators to make sure a holistic picture of the learner can be given when support is planned.
- Educators should not that their perceptions and possible judgments about the parents/caregivers' beliefs, attitudes, behaviour, socio-economic

circumstances and level of education influence their reporting of learners' background.

- In the case of orphans and child-headed households, social workers and community workers should be requested to assist in gaining as much as possible background information on these learners while upholding ethical conduct.

5.5.9 Dealing with the lack of ramps and toilets

Ramps and adapted toilets are crucial for learners, educators and parents/caregivers with disabilities with physical disabilities (Themane & Thobejane, 2018; DBE, 2010). Thus, in an FSS, the SBST should carry out an audit of the building and school grounds (DBE, 2010), where after the following aspects can be attended to:

- When class educators realise that physically and visually impaired learners are obstructed to access the classrooms and toilets, they should inform the SBST. Together with the SMT and the DBST ramps and more modified toilets should be procured, which are accessible for physically impaired individuals (Slater *et al.*, 2018; DBE, 2014). Fund raisers with the involvement of the community can also be held; and
- During the building of the ramps and toilets architects and builders who have adequate knowledge and experience on the specifications should be involved.

5.5.10 Dealing with a lack of resources

Every FSS should have ample LTSMs to address learners' diverse needs, especially learners who experience barriers to learning in an FSS (cf. 2.4.2.1.5; Mestry, 2016; DoE, 2001). The following recommendations are made regarding improving a lack of resources:

- For learners with certain disabilities specific education equipment could be needed. Thus, the educators, parents, SBST and experts on education equipment should discuss what is needed and who will fund the equipment. As soon as the equipment is required it is important that the service provider trains all the relevant role players on how to use the equipment appropriately.
- Ask learners to share resources where possible.
- While adhering to the copyright law make copies of a few pages on the topic of the day from a textbook and enlarge them for learners with visual impairments. Normal size copies can also be given to learners with hearing impairments. Also, record voice notes for visual impaired learners. Encourage all learners to file every photocopied material distributed since the same copies can be used by other learners in future.
- Use flip-charts to write down important notes. Educators can carry them into the next class and present the same topic of the day.
- Different types of board games are not so expensive. For example, word puzzles can be used to strengthen vocabulary, develop and practice expressive language like requesting something, as well as receptive language like following directions.
- All classrooms have chalkboards, which can be used to write summaries of the topic of the day (with different colours to highlight important issues to remember). Allow learners to access these notes in the afternoon if period time was not enough.
- Use computers if available. Ask the local librarian or DBE subject advisors to load them with learning content which learners can watch and listen to on a regularly basis.

- Educators can acquire and download teaching and learning content freely from the South African Broadcasting Cooperation (SABC) learning channel. Download you tube videos on various topics and load them on to the schools' computers and allow learners to use them for learning purposes.
- Arrange and loan scarce and expensive resources (e.g. projectors and screens or braille machines) from neighbouring SSRCs or the library.
- Parents/caregivers can also be asked to contribute where possible.

5.6 RECOMMENDATIONS FOR THE FSS TO IMPROVE THE IMPLEMENTATION OF IE

The SMT of the school has a leading responsibility to ensure that teaching, learning, assessment and any other school related activities are applied and practiced in an inclusive manner. Following are some suggestions to ascertain an IE approach in an FSS.

5.6.1 Induction of newly appointed educators

Many educators who graduate from HEIs and enter the teaching profession in an FSS as a novice educator have not always been trained on or exposed to learners who experience barriers to learning (Oswald, 2007). Consequently, the SMT should organise good induction and mentoring programmes for newly appointed educators to further their knowledge, skills and understanding of IE (DBE, 2014; DoE, 2009b). Moreover, the foundation should be laid for a mindset to be lifelong learners and continue the process of professional development throughout their careers (Musset, 2010). The SMT can do the following (DoE, 2009b: 6 – 9 and participants):

- Consulting former educators of learners who experiences barriers to learning in order to gather more information about the learner is essential. However, it is important to keep in mind that there could have been conflict or a disagreement between the educator and the learner and/or the parents which may have influenced the opinion of the eduator. Thus, the current educator needs to consider the information from the former educator, but then with all the information gathered from different sources form their own opinion.
- Familiarise new educators with all the relevant government policies (cf. 2.4.2.1) and circulars that provide guidance with regard to IE implementation in an FSS.
- In addition, new educators need to know school policies or guideline documents and how it should be applied. These policies can pertain to the code of conduct for educators and learners, teaching, learning and assessment, learning support and parent involvement, etc.
- Inform them about available resources and LTSM and how it should be used, especially for CWDs, such as visually and hearing-impaired learners.
- Since substance abuse and gangsterism have been reported by educators of the FSS, which was part of the study, safety is key. It is therefore important that new educators are guided on how to deal with situations and learners if violent behaviour or bullying occurs.
- New educators should be informed of the guidelines on modes and processes of communication with all stakeholders in and outside the school. For example, when a learner who experiences barriers to learning is identified what is the referral procedures (i.e. SBST, DBST, other professionals) to ascertain support for the learner.
- Inform them of in-service training opportunities, conferences, workshops, etc. and allow them to attend.

- New educators should also be orientated about classroom management, lesson planning and management of breaks, as well as concessions for CWDs. During staff meetings, update them on strategies that can be used to discipline learners.

5.6.2 Organising continuing professional development and support

In an ever-changing world new insights, knowledge and skills evolve every day. Thus, in order to ensure that teaching, learning and support are applied appropriately continuous professional development (CPD) is essential (EASDNE, 2015; Musset, 2010). The following actions are recommended (EASDNE, 2015):

- Continuously organise presentations and workshops for educators where educators can acquire more knowledge, skills and confidence to educate diverse classrooms (UNICEF, 2013). For example:
    - Invite psychologists, social workers, prison warders from local correctional services to present workshops on how young offenders are rehabilitated and how educators can be involved or how learners who belong to gangs or who are abusing substances can be supported.
    - Invite the South African Sign Language Interpreting National Centre (SASLNC) to train educators on South African Sign language, as well as experts on how to teach learners with hearing impairments.
    - Invite professionals who are knowledgeable about teaching strategies for learners with visual impairments to train and assist educators with for example how to enlarge script or use braille.
    - As curriculum differentiation is an important strategy in a diverse classroom within an FSS it is critical that educators are updated on new developments on this topic.
    - Invite officials from disability groups/associations and other support structures (e.g. READ, JET, National Education Collaboration Trust), which operate as NGOs to visit the school and present practical workshops (e.g. how to use braille and the development of teaching and learning material for CWDs), which educators need to implement IE.
    - Researchers and lecturers from the nearest HEI can provide information on new developments with regard to IE and the teaching and support of learners who experience barriers to learning.
    - Encourage educators to apply for bursaries, which will enable them to enrol for post graduate studies in different fields of IE. Researching IE part time while working at an FSS is advantageous since what educators learn in theory can be tested in a classroom (Payne-Van Staden, 2015).
    - Invite education department officials to train and update educators on policies and laws.

5.6.3 Maintaining a functional SBST

In order for an FSS to function successfully as an inclusive school SBST members should show commitment towards their allocated duties (cf.2.5.3.4). It should lead the processes (e.g. baselines assessments, teaching values and responsibilities, consultations with former educators) in identifying ‘at risk’ and vulnerable learners to support them appropriately (Nel *et al.*, 2016). The following recommendations are made with regard to maintaining a functional SBST:

- The principal (or the deputy principal) should be available and participate in every SBST meeting since they are the *ex officio* members of every committee established in a school (SASA, 1996a). Their attendance at SBST meetings

can sustain its functionality as SBST members will feel that the SMT regards the SBST as an important committee.

- It is vital that knowledgeable and experienced educators are appointed in the SBST. This could ensure that an SBST functions well which will result in other educators having confidence in the SBST.
- Allowing time for the SBST to meet regularly, as well as applying formal meeting procedures and record keeping (which must be kept confidential), will assist in ensuring that this team functions well.
- Continuous training opportunities for SBST members should also be created and allowing time for the SBST members to inform and train educators at the FSS can be significant in developing a sustainable support and implementation policy and practice at the school; SBST members should also collaborate with the DBST for training and support (Mfuthwana & Dreyer, 2017). However, the SBST should not only rely on the DBST, but also collaborate with other educational professionals and NGOs (cf. 5.6.4) to learn about how to deal with barriers to learning and providing support to learners, educators as well as parents/caregivers (Payne-Van Staden, 2015).

5.6.4 Increased parent involvement

As a lack of parental involvement was specifically reported in the findings (cf.4.2.3.3) linking with all learners' parents/caregivers is important (Tonyan *et al.*, 2017). The SGB is mandated to represent parents/caregivers in school operations and therefore including them to assist in keeping contact with all parents could be helpful. The following recommendations are made to increase parental involvement:

- Use parent's/caregivers' skills, experience and interests in the school to assist educators and learners. For example, allow parents/caregivers to teach learners indigenous games during extra-mural activities periods. This act could aid educators and learners to apply Ubuntu during IE implementation.
- Arrange parents'/caregivers' meetings and let them choose their preferred venues (e.g. church building, community hall). During parents'/caregivers' meetings, let the SGB chairperson address them and enlighten them about their specific roles in the school (e.g. curbing late coming and poor behaviour such as bullying and making sure that their children attend school). This could make the educators' job a little easier to not constantly deal with learners who display poor behaviour.
- Allow parents/caregivers to ask questions and make recommendations during school meetings using their mother tongue. Actively listen to parents/caregivers' views and proposals and appreciate their inputs.
- Discourage parents/caregivers from using school meetings for political gains. The focus should be on how to address the wellbeing of their children and how collaboration with educators can assist to improve teaching and learning circumstances.
- The school building can be used for community meetings and activities, which could encourage parents/caregivers to take ownership with the school staff to take care of the building.

5.7 RECOMMENDATIONS FOR THE DBE TO ENHANCE THE IMPLEMENTATION OF IE IN AN FSS

The literature review (cf. 2.4.2.2.4; 2.5.3.4) and the findings (cf. 4.2.3.1) revealed that the current workshops on IE conducted by DBE officials are many times not adequate and do not always address educator needs. One of the important

critiques was that educators need to acquire more practical skills. Thus, it essential to focus on the following:

- DBE officials should conduct surveys and determine which workshop educators need before organising and inviting them to a session. Workshops can take the following structure (Chigonga & Mutodi, 2019; Hunziker, 2011):
    - plan them to address the needs and interests of educators and the schools;
    - make the content, strategies and activities relevant and authentic to the context of the FSS;
    - allow workshop attendees to practice new learned skills;
    - allow active participation by educators; and
    - create a welcoming and inviting atmosphere where attendee's inputs are acknowledged and respected.
- DBE officials should support the applications of social benefits such as child support and disability grants for CWDs and other learners who experience learning barriers.
- Supporting schools and parents to obtain proper education equipment as well as infrastructure for CWDs at schools are critical. In cooperation with the department of social welfare support can also be given to adapt housing infrastructure or even to provide proper housing for these children.
- The cascading model should not be applied. This model is used to train a number of educators who are from different schools, in for example SIAS and they in turn go to their schools and train their colleagues on the same (Barratt, 2016). It is recommended that different workshops are held over time to train all educators first-hand by the relevant experts.
- Do not organise last-minute afternoon workshops when educators are tired (Eloff & Kgwete, 2007). Instead schedule them during holidays.
- Allow enough time for each workshop where educators can learn more effectively (Payne-Van Staden, 2015).
- During workshops, include practical demonstrations. For example, demonstrate to educators how to use power point presentation in a large classroom or how to seat various CWDs in a classroom (Gravett & Jiyane, 2019).
- Interact with educators during presentations instead of reading from the manual (Chigonga & Mutodi, 2019; Oswald, 2007). This can ensure that DBE presenters understand different FSS contexts better which in turn could help in presenting more appropriate workshops.

5.8 PERSONAL WELFARE

South African educators are working in difficult and challenging circumstances. Some schools are riddled with violence and the diversity of learner needs are many times overwhelming (Tlale, 2013; Dlomo, 2013; Konishi *et al.*, 2010). As a result, they suffer high levels of stress and depression (cf.4.2.2.2). Consequently, educators' personal welfare is vital to ensure that they have a successful teaching career (Payne-Van Staden, 2015). The following proposals are made regarding educators' personal welfare (King, 2020; Tait, 2008; Mansfield *et al.*, 2016; Ihsanat & Indartono, 2019):

- Develop positive attitudes regarding IE implementation (cf. 5.2) and attempt to understand learners' needs better.
- Newly appointed/inexperienced educators should collaborate with experienced educators who understand IE implementation and can support the value of what educators do, as well as offer insight into various options available for dealing with a variety of teaching situations (e.g. teaching CWDs). Thus, a mentoring

and support group (cf. 5.5.1.2 and 5.6.3.1) can create opportunities to address uncertainties and support each other in a safe environment.

- Establish a positive working relationship with parents /caregivers as far as possible.
- The SMT should endeavour to provide constructive feedback on educators' performance and progress. Receiving positive feedback can increase educators' willingness to remain in the teaching profession (Ruhland & Bremer, 2002).
- Be open to change and transformation to improve teaching and learning practices for learners who experience barriers to learning.
- Develop an attitude to be a life-long learner, which could boost self-confidence and self-esteem.
- Establish positive friendships with peers who understand the circumstances of an FSS. Supportive friendships are good for personal well-being and can help deal with feelings of depression and frustration.
- If feelings of frustration and depression remains and educators struggle to deal with them, it is very important that professional help is pursued.

5.9 SUMMARY

Based on the findings of the literature review and the empirical research this chapter offered recommendations, for an FSS to become more inclusive while dealing with the challenges they experience. It is acknowledged that every FSS have unique circumstances which were probably not addressed in this study. However, some of the general recommendations provided can possibly be adapted to each school's context. In the next chapter, the final conclusions towards answering the research questions are presented. In addition, the limitations, contribution of the research and recommendation for further research are provided.

CHAPTER 6: SUMMARY, LIMITATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The rationale behind my study was to explore the challenges experienced by FSS during the implementation of IE and then provide guidelines that could be used to transform the FSS into a more inclusive functioning school. The literature review (cf. Chapter 2) and the empirical findings (cf. Chapter 4; cf. Table 4.1) assisted me to respond to my primary research question (cf. 1.3.1). Consequently, chapter 6 focuses on a decisive summary of the literature review and the empirical study. Recommendations for further studies are made and the limitations and contributions are highlighted.

6.2 SUMMARY OF THIS STUDY

In Chapter 1, I presented an introduction and background, the aims of the research and the research methodology employed in my study.

In Chapter 2, I provided a discussion on the literature review pertaining to IE. It incorporated a clarification of the theoretical aspects linked to IE and also entailed an analytical comparison of the study phenomenon with relevant and similar studies already in the research domain on IE.

In Chapter 3, I furnished a discussion on the empirical research methodology for the study. It entailed a discussion on how the research was conducted by using a case study. It also described matters pertaining to the paradigmatic orientation, design, strategy of inquiry, data collection and analysis, quality criteria and ethical measures.

In Chapter 4, I discussed my study findings, conclusions and recommendations.

In Chapter 5, I recommended guidelines for educators in this FSS and relevant stakeholders to enhance the implementation of IE in a FSS. The possibility to adapt the guidelines for different FSS contexts is likely. This was substantiated by my findings in Chapter 4.

With Chapter 6, I close my study by offering a summary of the findings, highlighting the contribution and limitations, as well as make recommendations for further research.

I present a summary of the findings from the literature review and empirical study in responding to my research aims in the following section with the intention to show how each aim was accomplished.

6.3 AIMS OF THE STUDY

Aims of my study (cf. 1.4) and how I accomplished them are depicted in Table 6.1 below.

Table 6. 1: Aims for this study

Aims	Attainments
To explore what IE entails in the South African context.	I attempted to present a thorough literature review on the main bodies of existing knowledge and literature on IE. This was done in order to provide an in-depth understanding (cf. 5.2) of IE and the basic theories (cf. 2.2) that influence the IE approach. This literature review was discussed in Chapter 2. I subsequently conducted an empirical research and compared my findings with the literature review. I therefore verified how IE is explained by literature and other researchers, as well as how

	the participants, in this case FSS educators, view and understand IE. This aim was also included in Chapter 2.
To explore what is an FSS.	Furthermore, I conducted a thorough literature review to investigate what an inclusive school is, such as a FSS (cf. 2.5.1). I discovered that a FSS embraces certain specific qualities (cf. 2.5.2) and requires the collaboration (cf. 2.5.4) of various stakeholders (cf. 2.5.3) (on and off the school premises) that could jointly contribute during the implementation of IE. This was also covered in Chapter 2.
To probe what is required of educators in an FSS.	I studied various literature sources to understand this aim. I discovered that FSS educators should display certain competencies (cf. 5.4) or skills that enable them to educate diverse learners. I also learned that it appears as if educators do not possess all the required competencies and skills needed to educate diverse classrooms. These empirical findings are discussed in Chapter 4.
To determine what educators report as challenges to implement IE successfully at an FSS?	The literature sources that I studied together with my empirical findings report that educators encounter enormous and varied challenges during the implementation of IE. These challenges are discussed in Chapter 2 and 4.
To develop guidelines that can be used by educators to enhance the implementation of IE in FSSs.	From the empirical findings, I recognised the needs of educators in order to implement IE in a FSS. I addressed these needs in guidelines to educators in the FSS which was included in the case study. However, although these guidelines addressed some contextual issues, it can be adapted for different FSSs. These guidelines are presented in Chapter 5.

6.4 THE CONCLUSIVE SUMMARY FROM THE LITERATURE REVIEW AND EMPIRICAL STUDY

In this section, the focus is on key research findings from the literature review and empirical research questions as cited in Chapter 1 (cf.1.3.2).

6.4.1 Findings from the first research question: What does IE entail in the South African context?

Table 6. 2: Findings from the first research question

LITERATURE REVIEW	EMPIRICAL STUDY
In South Africa, IE entails the promotion of the full personal, academic and professional development of *all learners* without any form of discrimination, aiming to provide them with resources and to support their needs (Morelle & Tabane; 2019; Materechera, 2014; EWP, 2001)	IE (cf. 2.3) involves attending to the needs of all learners (cf. 4.2.1.1), diversity (cf. 4.2.1.2), fair treatment (cf. 4.2.1.3), bonding of all learners (cf. 4.2.1.4), respect for all learners (cf. 4.2.1.5), different methods of teaching (cf. 4.2.1.6) and changing the school environment (cf. 4.2.1.7).

6.4.2 Findings from the second research question: What is an FSS?

A FSS can be summarised as:

- An ordinary mainstream school, which should be able to accommodate learners with low, moderate, high or very high support needs (DBE, 2010a:24; cf. 2.5.1).
- A school that provides all-inclusive services to meet the numerous challenges encountered by children who originate from poor family backgrounds and culturally diverse children and families, which can cause barriers to learning (cf. 2.5.1).
- A school that provides additional support to learners with special educational needs in areas such as communication and interactions, cognition and learning, social, emotional and mental health and sensory and/ physical needs (cf. 2.5.1).
- A school that integrates academic and non-academic (such as health and social) support to all learners (cf. 2.5.1).

6.4.3 Findings from the third research question: What are required of educators in FSSs?

The following can be regeards as required competencies for FSS educators:

- Valuing learner diversity (EADSNE, 2012 & 2015; cf. Table 5.3; cf. 5.4.1.1).
- Supporting all learners (Gill & Kusum, 2017; EADSNE, 2012 & 2015; cf. Table 5.3; cf. 5.4.1.2).
- Working with others (EADSNE, 2012 & 2015; cf. Table 5.3; cf. 5.4.1.3).
- Personal professional development

6.4.4 Findings from the fourth research question: What do educators report as challenges to implement IE successfully at a FSS?

6.4.4.1 The ecosystemic factors (cf. 5.2.2) presently challenging educators to implement IE in a FSS

The ecosystemic factors that I discuss in the following paragraphs can be grouped under the microsystem (cf. 2.2.1.1.1) of the Bronfenbrenner's bio-ecological systems model (cf. 2.2.1), given that it necessitates non-stop relations between the educators and particular factors that impact on them during the implementation of IE. In my study, the participants named several environmental and systemic factors within a FSS that challenge them to implement IE, such as: a *lack of time* (cf. 4.2.2.1) that restricts them to cover the curriculum (cf. 4.2.2.1.1) and to offer individual attention and support to each learner, especially CWDs. Overcrowded classrooms (cf. 4.2.2.1.2; 4.2.2.2) and learners' behavioural problems as well as lack of discipline (cf. 4.2.2.2) that include bullying (cf. 4.2.2.2.1), drug and liquor abuse (cf. 4.2.2.2.2) and gangsterism (cf. 4.2.2.2.3), compromise the implementation of IE. Furthermore, a lack of ramps and toilets (cf. 4.2.2.4), absent equipment (cf. 4.2.5.1.5) and a lack of IE training and skills (cf. 4.2.2.8) are all factors that appear to constrain educators to implement IE.

6.4.4.2 The ecosystemic factors (cf. 5.2.2) presently challenging educators to implement IE in a FSS

The ecosystemic factors that I discuss in the following paragraphs can be grouped under the mesosystem (cf. 2.2.1.1.2) that refers to the interaction between two or more microsystems and how this interaction impacts on a specific microsystem. In my study, a *lack of parental involvement* (cf. 4.2.2.3) and participants' consequent *lack of learners' background information* (cf. 4.2.2.3.1), as well as experiencing *work delays* (cf. 4.2.2.3.2) were identified as challenges affecting IE implementation in a FSS. Additionally, since the participants lacked information on learners' background, they *developed frustration and depression* (cf. 4.2.2.3.3). Supplementary challenges, which the participants mentioned, covered a lack *of ramps and toilets* (cf. 4.2.2.4), limited *resources* (cf. 4.2.2.5), *parents' denial* that their children encounter barriers to learning (cf. 4.2.2.6), teaching *overcrowded classrooms* (cf. 4.2.2.7) and being exposed to *short training periods on IE* (cf.4.2.2.8).

6.4.5. Findings from the fith research question: What guidelines can be developed to enhance the implementation of IE in FSSs?

As FSS are a key strategy of the DBE to transform schools into inclusive education environments it is essential that research inform and contribute to this conversion. Moreover, it is important to listen to the educators who are central roleplayers in this transformation process. Consequently, informed by the literature review and the findings of the empirical study guidelines are suggested to address the challenges educators are experiencing and enhance the implementation of IE at a FSS. As both these resources provided an in-depth and rich base of data a thorough understanding

of what IE is all about could be given and a range of strategies to better implement IE could be suggested. Understanding IE is a fundamental requirement before it can be implemented and therefore this was an important starting point. An important challenge reported by the participants was that they needed more practical ideas and thus an array of strategies was suggested to respond to the literature review and empirical findings.

6.5 RECOMMENDATIONS FOR FURTHER RESEARCH

- The transformation of ordinary mainstream schools into FSS is a key goal of EWP6. However, since the introduction of EWP6 of 2001 (DoE, 2001), the successful implementation of IE remains challenging (Adewumi *et al.*, 2019; Mobara, 2019; Mncube & Lebopa, 2019; Phala, 2019; Mfuthwana & Dreyer, 2018; Simalalo, 2017; Morelle, 2016). Educators are the custodians of IE in each FSS (DoE, 2001). Thus, it is critical that the educators fully understand what IE in a FSS entails. My study was a single case study that identified challenges experienced by educators during the implementation of IE. I therefore recommend that it is crucial that my study be extended to more FSSs in different locations and contexts in order to gain a broader view and consequently provide more extensive guidelines.
- Exploring educators' knowledge and application of Ubuntu during IE implementation in FSSs should also be a key focus in further studies. Ubuntu in the South African setting is realised as the act of being human, caring, sympathetic, empathetic and any value that include humanness towards others, especially CWDs who have been and continue to be discriminated against.
- I also recommend that more research studies are done on how pre-service and in-service training can be improved to provide educators with more knowledge and practical skills to deal with a diversity of needs, especially CWDs and learners who are in gangs and/or children who abuse substances.
- Further studies on how to adapt my study's recommendations for other FSSs can ensure that contextual issues are addressed and learners' different needs are addressed.

6.6 LIMITATIONS AND CHALLENGES

- Because my study was a qualitative, single case study in a specific context, the findings cannot be generalised. However, looking at other studies on FSS, some of the guidelines could be adapted for different contexts.
- My study relied on all the participants' continuous participation and I depended on their willingness and free time. This was challenging in many instances, as appointments and times had to be changed. However, I communicated with them regularly. This resulted in their cooperation which assisted me in collecting rich data with which I could compile guidelines.

6.7 CONTRIBUTIONS MADE BY MY STUDY

Despite the aforementioned limitations and the fact that other research studies on IE might have been conducted around the Free State, this is the first study that seems to focus on the challenges experienced by educators during the implementation of IE in an FSS. With the help of the participants, rich data was collected. This assisted in compiling guidelines for the enhancement of understanding IE better, as well as the implementation of inclusive practices in a FSS. The proposed guidelines can be applied by educators and departmental officials. As these guidelines address a range of challenges, it is hoped that, when future policies and guidelines are adapted and developed by the DBE, these guidelines can provide insight and strategies.

6.8 CONCLUSION

To comprehend FSS educators' concerns about the implementation of IE, their voices should be heard and pursued. They will feel respected, armoured and in the end, find it much easier to implement IE in a FSS.

Moreover, the following values, as expressed by archbischop Desmond Tutu, should be integral to ensure that a FSS functions fully inclusive:

"We are made for goodness. We are made for love. We are made for friendliness. We are made for togetherness. We are made for all of the beautiful things that you and I know. We are made to tell the world that there are no outsiders. All are welcome: black, white, red, yellow, rich, poor, educated, not educated, male, female, gay, straight, all, all, all. We all belong to this family, this human family, God's family" Archbishop Desmond Tutu (Available at https://www.azquotes.com/quote/440791).

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APPENDIX A: NORTH WEST UNIVERSITY CLEARANCE CERTIFICATE

Private Bag X6001, Potchefstroom,
South Africa, 2520
Tel: (018) 299-4900
Faks: (018) 299-4910
Web: http://www.nwu.ac.za
Institutional Research Ethics Regulatory Committee
Tel: +27 18 299 4849
Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Basic and Social Sciences Research Ethics Committee (BaSSREC) on 15/06/2017** after being reviewed at the meeting held on **08/06/2017**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Project title:

Challenges of and guidelines for the implementation of Inclusive Education: Experiences of full-service school educators

Project Leader/Supervisor: Prof Mina Nel

Student: Lebogang Ivy Serero

Ethics number:	**N**	**W**	**U**	**-**	**HS**	**-**	**2**	**0**	**1**	**7**	**-**	**0**	**0**	**5**	**2**
	Institution Year				Project Nu mber										

Application Type: Single Study

Commencement date: 2017-06-15 **Expiry date**: 2020-06-15 **Risk:** **Low**

Special conditions of the approval (if applicable):

x Translation of the informed consent document to the languages applicable to the study participants should be submitted to the BaSSREC

(if applicable).

x Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the BaSSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

x *The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via BaSSREC:*

- *annually (or as otherwise requested) on the progress of the study, and upon completion of the project*
- *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
- *Annually a number of projects may be randomly selected for an external audit.*

x *The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the BaSSREC. Would there be deviated from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*

x *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via BaSSREC and new approval received before or on the expiry date.*

x *In the interest of ethical responsibility the NWU-IRERC and BaSSREC retains the right to:*

- *request access to any information or data at any time during the course or after completion of the study;*
- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.*
- *withdraw or postpone approval if:*

  · any unethical principles or practices of the project are revealed or suspected,

  · it becomes apparent that any relevant information was withheld from the BaSSREC or that information has been false or misrepresented,

  · the required annual report and reporting of adverse events was not done timely and accurately, ·
  new institutional rules, national legislation or international conventions deem it necessary.

x *BaSSREC can be contacted for further information or any report templates via Charmaine.Lekonyane@nwu.ac.za or 018 210 3483.*

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or BaSSREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Digitally signed by

Prof LA Du Plessis

Du Plessis Date : 2017.06.23

07 :35:18 +02'00 '

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX B: FREE STATE DEPARTMENT OF EDUCATION
NOTIFICATION OF RESEARCH

education
Department of
Education
FREE STATE PROVINCE

Enquiries: BM Kitching
Ref: Notification of research:
Tel. 051 404 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

The District Director
Fezile Dabi District

Dear Mr Chuta

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY LIE SERERO

1. The abovementioned candidate was granted permission to conduct research in your district as follows:

   Topic: Challenges and outcomes for the implementation of Inclusive Education: Experiences of full service educators.

   Schools involved: Theha Setjhaba and Nelson Mandela Primary schools in Fezile Dabi District.

   Target Population: 45 Grade R-7 educators.

   Period: From the date of signature of this letter until 30 September 2017. Please note the department does not allow any research to be conducted during the fourth term / academic quarter of the year nor during normal school hours.

2. **Research benefits:** The researcher intends designing or formulating an approach which can be used in full service schools while implementing inclusive education.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely

DR JEM SEKOLANYANE
CFO

DATE: 13/01/2017

APPENDIX C: FREE STATE DEPARTMENT OF EDUCATION

APPROVAL LETTER TO CONDUCT RESEARCH

education
Department of Education
FREE STATE PROVINCE

Enquiries: BM Kitching
Ref: Research Permission: SERERO L.I.E
Tel. 051 404 9283 / 9221 / 082 454 1519
Email: berthakitching@gmail.com and B.Kitching@edu.fs.gov.za

Mrs LIE Serero
10 Long Tom Street
Welgelegen
VAALPARK, 1948

083 300 3429 / 083 488 2216

Dear Mrs Serero

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

   Research Topic: Challenges and outcomes for the implementation of Inclusive Education: Experiences of full service educators.

   Schools: Theha Setjaba and Nelson Mandela Primary Schools in Fezile Dabi District.

   Target Population: 45 Grade R-7 educators.

2. **Period of research**: From the date of approval of this letter until 30 September 2017. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.

3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.

4. The approval is subject to the following conditions:

   4.1 The collection of data should not interfere with the normal tuition time or teaching process.

   4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.

   4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.

   4.4 The attached ethics documents must be adhered to in the discourse of your study in our department.

5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 13/1/17

APPENDIX D: LETTER OF INFORMED CONSENT FOR EDUCATORS

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the observation, interviews and documents analysis (insert specific data collection method).

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

_____

Participant Signature Date

_____ _____

Researcher's Name & Surname (please print)

_____

Researcher's signature Date

_____

APPENDIX E: SEMI-STRUCTURED INTERVIEW QUESTIONS SCHEDULE

1. Please give your general understanding of inclusive education?

2. Which challenges are you experiencing that prevent your school to be fully inclusive?

3. What do you think it's needed to ensure that all educators at your school understand and implement IE practices in the classroom?

4. Give your opinion on level of readiness and competency of yourself as well as your colleagues on including learners experiencing barriers to learning?

5. Explain to me the way in which inclusive practices have been implemented at your school?

APPENDIX F: **Observation checklist of educators and their implementation of IE in the classroom situation**

Male educator / Female educator	Yes	No
Classroom chairs and tables are arranged to accommodate diverse needs of learners - (mobility of wheel chair is easy and educator can walk between chairs and tables?)		
Classroom arranged to encourage independent reading – is the mobile library or reading corner available Can each learner access a reading material		
Various types of reading and teaching materials are available in the classroom (is the whiteboard, overhead projector and screen, Television, Braille equipment present in a classroom?)		
Is the educator able to offer supplementary support to learners who experience barriers in accordance with the SIAS policy		
Are the learners sharing during lesson presentation?		
Is the educator able to accommodate diverse learners during his/her lesson presentation?		
Did the educator succeed to identify learners who experience barriers to learning during his/her lesson presentation		
Did the educator employ differentiated teaching methods, e.g. multi-level teaching, scaffolding or designing down, flexible grouping, etc.		
Did the educator employ differentiated methods of assessment (assessment approach that is flexible enough to meet or accommodate various learner needs		