EDUCATORS' PERCEPTIONS ABOUT THE LEARNERS WITH BARRIERS TO LEARNING AND DEVELOPMENT

MAGISTER EDUCATIONIS

GUIDANCE AND COUNSELLING

by

LLOYD DANIEL NKOLI TLALE

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LLOYD DANIEL NKOLI TLALE

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Supervisor: Dr T.E.B. Assan

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DECLARATION

I hereby declare that this minor-dissertation is my own original work, except to the extent indicated in the text, the acknowledgements and bibliography. It is submitted for partial degree of Masters in Guidance and Counseling at the North West University. It has not been submitted before to any university partially or in its entirety for the purpose of obtaining a degree.

Tlale Lloyd Daniel Nkoli
December 2007

CERTIFICATE OF ACCEPTANCE

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Tlale Lloyd Daniel Nkoli

Supervisor: Dr. T.E.B. Assan

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This minor-dissertation is dedicated to:

My mother and late father, Mojaesi and Molise Tlale, who told me to never underestimate the power of knowledge and to never stop studying.

ABSTRACT

The introduction of Inclusive Education in South Africa was part of the democratisation of the country and was in line with international trends. Based on the Constitution, the South African government produced a policy document aimed at meeting the needs of learners with barriers to learning, the underlying principle of which was inclusion. The South African Schools Act was passed, clearly stating that a public school must admit learners and serve their educational requirements, without unfairly discriminating in any way. Based on the rights that all learners have, including those with barriers to learning, no learner can be turned away from a public school based on any discrimination. Previously teachers referred learners with barriers to learning to special schools, as they did not see them belonging to the mainstream.

The purpose of this study was to identify the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. The survey method was used to identify the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. More detailed information on the essential aspects for successful implementation of inclusive education was collected through the use of questionnaire and interviews. Fifty eight participants were chosen randomly and four special school educators and ten education regional officials were purposively included as participants. The participants completed the questionnaires, and interviews were used to obtain response clarity or additional information.

The collected data were analysed and categorised into themes. From the analysis of the data it became apparent that inclusive education requires new skills, knowledge and attitudes from the educators and, therefore, educator education and training should be revisited and designed to accommodate and support inclusion. Educators also agreed that there must be collaboration between the mainstream educators and specialized personnel such as therapists and education specialists from the Department of Education for successful inclusion to be able to address barriers to learning.

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INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The basic ideas of inclusive education can be found in many previous international policy documents. Some of the most prominent documents are the Convention on the Rights of the Child, the Jomtien World Declaration on Education for all, The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities and the Salamanca Statement and Framework for Action adopted at the World Conference on Special Needs Education (Savolainen and Alasuutari, 2000: 10).

The Convention on the Rights of the Child outlines the rights of all children and states that education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, for his or her cultural identity, language and values of the cultural background and values of others (Savolainen and Alasuutari, 2000: 10).

The Jomtien Declaration's basic principles for promoting "Education for All" emphasise the inherent right of a child to a full cycle of primary education, commitment to a child-centred education where individual differences are accepted as a challenge and not as a problem, improvement of the quality of primary education, recognition of the wide diversity of needs and patterns of development among primary school children's individual needs and commitment to an integrated and holistic approach. The Standard Rules of the Equalization of Opportunities for Persons with Disabilities also stated that education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization. The Salamanca Framework for Action also asserts that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions (Savolainen and Alasuutari, 2000 : 11 -12).

The turning point for all South Africans that occurred in 1994 as a result of Democratic Elections and significant educational reforms, took place, characterized by a spirit of democracy. The Constitution, (Republic of South Africa, 1996: 7) founded our democratic state and common citizenship on the values of human dignity, the achievement of equality and the advancement of human rights and freedoms (Section (9)). The Constitution, (Republic of South Africa 1996:7-14), Section 29(1) and 9 (2, 3, 4 & 5), further provide a special challenge to all of us by requiring that we give all learners the fundamental right to basic education addressing the imbalances of the past by focusing on the key issues of access, equity and redress.

Furthermore, all other policy documents and legislation that emerged, stressed the principles of social justice, quality education for all, the right to basic education, equality of opportunity and redress of past educational inequalities among those sections of the people who have suffered particular disadvantages or who are especially vulnerable, including street children, out-of-school youth, the disabled and citizens with special educational needs, illiterate women, rural communities and communities damaged by violence (South African Schools Act, 1996: 6). The current thinking on education for all means equal access to mainstream classroom activities.

1.2 STATEMENT OF THE PROBLEM

More than 130 million children are out of school and over 800 million adults are illiterate worldwide. Large portions of this illiterate population are also individuals who have various disabilities. It is known that more than 90% of all disabled children in Africa do not attend school. For the part of the population that is older than 20 years of age, this figure must be even more striking (Balescut and Eklindh 2002: 09).

Inclusive education is an approach that recognizes each learner to be unique and requires ordinary schools to be capable of educating all children in their community

regardless of physical, intellectual, social, emotional, linguistic or other differences. Inclusive education draws on a social model to understand educational difficulties, a model that shifts the attention from the personal tragedy of the individual towards the way in which social environments act to exclude individuals from full participation in society (Magrab, 2003: 08). This approach implies that, in part, learners experience difficulties in the educational system because of the barriers to learning, implicit in the system, not because of their individual impairments. Inclusive education is about removing barriers and increasing educational opportunities.

In addition, the results of decades of segregation and systematic underreporting are apparent in the imbalance between special schools that catered exclusively for white disabled learners and those that accommodated black disabled learners. It is, therefore, imperative that the continuing inequities in the special schools sector are eradicated and that the process through which the learner, educator and professional support service become representative of the South African population is accelerated (Department of Education, 2001: 07).

The problem to be investigated is to identify the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education.

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aims and objectives of this study were to identify the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. In order to accomplish these aims and objectives, the research focused on:

- The educators' attitude with regard to the inclusion of learners with special educational needs into the mainstream classrooms activities.
- The necessary skills and knowledge that the educators have regarding the

implementation of inclusive education.

- The professional support systems available for educators involved with inclusive education.

1.4 SPECIFIC RESEARCH QUESTIONS

With regard to the statement of the problem, literature studies and the aim of the research, the following research questions became the focus for the study:

- Do attitudes of educators towards inclusive education influence its successful implementation?
- Do educators' level of skills and knowledge pose barriers to learning in the successful implementation of inclusive education?
- Do educators have the necessary professional support systems for the implementation of inclusive education?

1.5 SIGNIFICANCE OF THE STUDY

The significance of this study is that it will provide baseline information regarding the challenges that have to be addressed in order to ensure the successful implementation of inclusive education.

This study hoped to reveal important information about the educators' attitudes that has to be taken into consideration by policy makers, who tend to focus more on knowledge, skills and practical support without giving much recognition to implicit needs and emotions.

Barriers to learning, in this study, were outlined and the strategies that could be used to overcome these barriers were highlighted. In addition, this research disclosed the benefits of the inclusion of mainstream learners and learners with learning disabilities in the same classroom.

This study also served as the basis for further research in inclusive education and educational research in general. Furthermore, this research provided an analysis of current research and services that support learning disabilities in order to facilitate

their participation and acceptance in the mainstream classrooms.

1.6 DEFINITION OF TERMS/CONCEPTS

1.6.1 Inclusive Education

Many definitions of inclusive education have developed gradually throughout the world. They vary from "extending the scope of ordinary schools so that they can include a greater diversity of children" (Clark, Dyson and Millward 1995:72) to a "set of principles which ensures that the learner with disability is viewed as a valued and needed member of the community in every respect" (Uditsky, 1993:88). Forest and Pearpoint (1992:68) see inclusion as a way of dealing with difference, and Rouse and Florian (1996:53) adopt an institutional perspective and focus on organizational arrangements and school improvement.

Sebba and Ainscow (1996:09) consequently describe inclusive education as the process by which a school attempts to respond to all learners as individuals by reconsidering its curricular organization and provision. Through this process, the school builds its capacity to accept all learners from the local community who wish to attend and, in so doing, reduces the need to exclude learners.

Inclusive education, within the context of this study, is referred to as the process of placing learners with special educational needs in regular school classrooms with their non-learning disabled peers. It is an education system that is responsive to the diverse needs of all learners.

1.6.2 Successful Implementation

In this study, successful implementation is defined as a means to put an attainment of something desired or planned into practical effect. It is an event that accomplishes its intended purpose.

1.6.3 Educator

Educator "means a person currently employed, whether temporarily or permanently, in a provincial or the national department of education, within the meaning of educator as defined in the Act" (South African Schools' Act 1996:1).

For the purpose of this research, an educator or teacher is the facilitator of learning not merely the person who imparts knowledge. Van der Horst and McDonald (1997: 231) further assert that the educator serves as a mentor who advises learners on their approaches to life and learning. Both educator and teacher terminologies are used concurrently in this study to mean the same.

1.6.4 Influence

In this study, influence means the power of one thing to affect another thing or a determining factor believed to affect certain characteristics.

1.6.5 Barriers to Learning

Barriers to learning, within the context of this study, are factors that can make it difficult to learn. These barriers can be located within the learner, within the learning site, within the education system itself and the broader social, economic and political environment. These barriers can also arise during the learning process and be temporary. Inclusive Education and Training is about addressing these barriers by identifying the causes of barriers and suggesting the intervention strategies within schools, districts and Department of Education (Department of Education 2001:07).

The terms "learners with barriers to learning" and "learners with special needs" are used interchangeably according to White Paper 6 (Department of Education, 2001:5). Barriers to learning may consist of disabilities or barriers created by personal circumstances, health conditions or other special reasons (NCESS 1997:46). Learners with special educational needs (LSEN) include learners with

barriers such as emotional and behavioural difficulties, physical, mental, visual or hearing challenges and those from diverse cultural backgrounds.

1.6.6 Learning Disabilities

Ramarumo (2004: 344) says that "a learning disabled child is a child of at least average intelligence whose academic performance is impaired by a developmental lag in the ability to sustain selective attention". The major factors associated with learning disabilities are structural damage to the brain, brain dysfunction, disorders of cerebral lateralization, cortical maturational lag and environmental deprivation (Jansen, 2003: 144).

For this study, learning disabilities means various disorders that are manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning and mathematical abilities. Learning disability may occur with other impairments such as sensory impairment, mental retardation, social and emotional disturbances.

1.6.7 Special Educational Needs

Van den Berg and Naicker (2005:24) state that special educational need "is understood to refer to a group of children who, because of physical, cognitive or other disabilities, require some form of specialized education intervention if they are to be effectively educated".

In this study, special educational needs refer to assistance for learner who requires additional educational help. This educational help or assistance includes education of learners with disabilities, additional programmes for learners who are at risk of becoming underachievers and the enrichment programmes for gifted, talented learners and children who are in conflict with the law.

1.7 LIMITATIONS

The scope of this study was limited to Bophirima Region, (Vryburg) of North West Province, South Africa. None of the other eight provinces were included in this study. Although the findings of this study may not be generalised, its recommendations may be useful even in other areas outside Bophirima Region, North West. The research involved only the primary school educators because the implementation of inclusive education is concentrated at the mainstream primary schools and special schools at the moment.

The study conducted utilized interviews for educators and education officials in one province. The study was limited to the area because the researcher could not afford to conduct more interviews because of financial constraints.

1.8 ETHICAL CONSIDERATIONS

Care was taken to make sure that all ethical considerations were met, at all times during the course of the study. All prospective participants in the study will be contacted to gain written permission for their participation. All the participants or respondents were assured with regard to their privacy. Participation of the respondents, in this research, was voluntary. The researcher made sure that all the information from the questionnaires and interviews were kept anonymous to ensure confidentiality.

1.9 RELIABILITY AND VALIDITY OF RESEARCH METHODOLOGY

Reliability and validity are essential to the effectiveness of any data gathering procedure (Cohen & Manion, 2002:209). Validity of measurement indicates the degree to which the test, or instrument, measures what it is supposed to measure. Thus the validity refers to the soundness of the interpretation of a test, the most important consideration in measurement. The validity of the research implies whether the research actually measures what it is supposed to measure (Creswell,

2003:146).

In this study the data collected was measured against the research questions that were formulated. The validity of this study is not to generalise findings, but to form a specific interpretation of events in selected primary schools in the Bophirima region. Accurate information from the data given by the respondents was recorded and presented. A conceptual framework for the research is enhanced by literature review in chapter 2 of this study. The questionnaire and interviews were used to obtain data from the subjects of study. The triangulation of the instruments also increases the reliability and validity of this research, as a result threats to both validity and reliability were controlled and eliminated.

Merriam (1998: 201) describes a number of strategies to enhance the internal validity of qualitative research and these were considered for this study. Using multiple sources of data (educators, and departmental officials) and multiple methods (interviews, observation and questionnaire) served to confirm emergent findings through a process of what Merriam (1998:196) refers to as triangulation.

In addition, data and the researcher's interpretations were returned to the participants who were asked to check the accuracy thereof. Thirdly, peer examination was used in that colleagues at work were involved in commenting on the emerging findings, given that the researcher had guaranteed anonymity and confidentiality to the participants. (Creswell, 2003:146).

1.10 CONCLUSION

In chapter 1 an attempt was made to outline the historical background of inclusive education. This study was based on the belief that Inclusive Education is a philosophy and practice, when planned and implemented properly, is beneficial for all learners and educators alike.

The benefits of Inclusive Education, in addition, are the feeling of belonging, the increase of self-esteem and a greater receptivity to learning.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Education for learners with barriers to learning, including learners with impairments, has experienced massive changes during the last decade in the world. The changes include major shifts in attitude and awareness. These changes not only benefit and enrich the lives of children with special educational needs, but also enhance the learning experiences of all children. In the last few years, attempts have been made to make education more accessible for all learners. In order for education system to promote effective learning for all learners, it is imperative that the system is well structured. The next section critically examines the literature on Special Educational Needs within the context of this study.

2.2 HISTORICAL BACKGROUND OF INCLUSIVE EDUCATION

2.2.1 International Developments in Inclusive Education

The inclusive education movement has become internationalized in the sense that developed and developing countries have adopted the rhetoric, though the movement towards inclusion may be attributed to different reasons (Dyson & Florin, 2004:24). Internationally, UNESCO has had a major influence on the development of inclusive education and has produced many documents for those seeking to develop more inclusive practices in schools. These materials are informed by research on an inclusive approach to school improvement. The emphasis in most UNESCO publications is on the need for system change and on the right to access quality education. The education of children from marginalized groups was seen as an issue of social justice and anti-discrimination, but also as an opportunity for education systems to embrace change (Dyson & Florin, 2004:25).

From 1975 education for people with impairments has received worldwide attention

and commitment, both as a result of United Nations' activities and initiatives endeavouring to bring about 'Education for All'(Smith-Davis, 2002:77). Furthermore, inclusive education became the subject of attention for educators, professionals, education specialists and policy makers all over the world after the United Nations declared 1981 as the International Year of the Disabled which assisted in bringing about a huge change in the attitude of the society and helped safeguard the interests and rights of people with disabilities.

In 1994, more than 300 representatives from 92 governments and 25 international organizations met in Salamanca, Spain, with the aim of promoting inclusive education for children, youth and adults with special needs. The Salamanca Statement on principles, policy, and practice in special needs education includes "the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. They provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire system" (UNESCO, 1994: 10). The Salamanca Statement of 1994 (UNESCO, 1994: viii) articulated the relationship between human rights and inclusive education, by reaffirming the education of all learners in the regular education system:

- It is believed that every child has a fundamental right to education.
- The unique characteristics, interests, abilities and learning needs of every learner must be recognized in the practice of education.
- Learners experiencing barriers to learning and development must have access to regular schools that should be made to accommodate them in a child centred pedagogy that will meet their needs.
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effective-ness of the entire education system.

World Conference on Education for All (EFA) was launched in Jomtien, Thailand in 1990. The conference concluded that educational opportunities were limited, basic education was limited to literacy and numeracy and certain marginalized groups were excluded from education altogether. An expanded vision was needed to achieve EFA by 2000. The Jomtien Declaration highlighted the need to universalize education and promote equity by ensuring that girls, women and other undermined groups gain access to education (Miles 2005: 08).

The Dakar Framework for Action: Education for All was adopted at the World Education Forum in Dakar, in 2000, with the aim of achieving worldwide education of all by 2015 (Smith-Davis, 2002: 77).

2.2.2 Inclusive Education in South Africa

Daniels and Garner (1999:1) argue that in some countries "processes of what may be seen as inclusion may be associated with large-scale political, economic and social change, as in the context of oppressed and disfranchised groups in countries like South Africa". Engelbrecht and Green (2003: 12) add to this by stating that "similarities (in special education reform) between two nations may be produced by different forces or might serve different functions." South Africa, as a developing country, has embraced inclusive education in its policy development since the 1994 democratic elections, because of certain reasons (Department of Education, 2002:6). Separate education for each of the various ethnic groups resulted in 17 different education systems running parallel to one another, all under one central government. Lack of access to basic services, related with poverty, place children at risk contributing to learning breakdown and further exclusion and marginalisation. The inequities evident in education prior to 1994 can be directly assigned to the social, economic and political factors that were central to the history of South African society during the years of apartheid (Du Toit 1996: 9).

Since the election of a new democratic government in 1994, political changes in South Africa have resulted in Bill of Rights (The Constitution of South Africa,

1996: 8-9), grounded in principles of democracy, equity and non-discrimination and a respect for the rights and dignity of all. The South African Schools Act (1996: 1-6) embodies the principles of the constitution and asserts every person's right to basic education and equal access to educational institutions. This act provided a comprehensive framework for the transformation process necessary to change a splintered education system into one single, non-racial, national system that will meet the needs of all learners. This can also be viewed as the first steps in the development of an inclusive education system. It is against this background, and with the aim of understanding not only special, but also mainstream education that the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) was appointed to investigate and make recommendations on all aspects of special needs and support services in education and training in South Africa (Department of Education, 2002: 5). A key finding of the Commission's investigation was the diverse range of needs that exists amongst the entire learner population and that the education system needs to be structured in such a way so that both diverse learner and system needs can be accommodated (Department of Education, 2001: 28).

According to the Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) (Francis and Muthukrishna, 2004:107), most African children in South Africa have been deprived of equal and appropriate education opportunities. During the apartheid era, support services that did exist functioned according to racial lines where there were distinct inequalities in provision to black and white learners. The most marginalised and discriminated against have been African rural learners with disabilities. Consequently current inadequacies in terms of provision for African children with disabilities are extreme. Despite the many changes that have occurred within the South African Education system since 1994, the education of students with disabilities continues to be a low priority in many Departments of Education in the country (Francis and Muthukrishna, 2004:107).

Research undertaken by the National Commission on Special Needs in Education and Training (NCESS) and the National Committee on Education Support Services (NCESS) showed that negative attitudes towards disability are rife among parents, educators and students. Discussion with parents showed that the birth of a disabled child often means ostracism from their immediate family as well. Such problems are reinforced by negative attitudes towards disability which are articulated in some religious teachings and traditional beliefs (Department of Education, 2002: 28).

In July 2001, the South African Department of Education officially accepted inclusive education as policy, thereby establishing the basis for the development of a single inclusive education and training system (Department of Education, 2001:27). The concept of inclusive education involves "the practice of including everyone – irrespective of talent, disability, socio-economic background, or cultural origin – in supportive mainstream schools and classrooms where all student needs are met" (Karagiannis, Stainback and Stainback, 1996:3). The movement towards inclusive education is closely related to the emergence of a new democracy in South Africa that strives towards the establishment of a caring, humane, egalitarian society for all its citizens. Therefore, the ultimate goal or purpose of implementing inclusive education is to contribute towards the development of an inclusive society in which respect for and valuing of diversity are active values and where all members have the opportunity to participate optimally and fulfill their potential.

In July 2001, the Ministry of Education released Education White Paper 6 entitled, Special Needs Education: Building an Inclusive Education and Training System. This White Paper reflects a major paradigm shift in education policy from a dual special education and general education system towards the transformation of general education so that the system is responsive to the diverse learning needs of all learners (Department of Education, 2001:27).

In other words, it recommends a shift in thinking about special needs and support services towards a commitment to the development of an inclusive education and

training system. Inclusive Education as defined in the White Paper 6 refers to the following:

- Acknowledging that all children and youth can learn and that all children and youth need support
- Enabling education structures, systems and learning methodologies to meet the needs of all children
- Acknowledging and respecting difference in children, whether due to age, gender, ethnicity, language, class, disability, HIV status, or other infectious diseases
- Broader than formal schooling, and acknowledges that learning occurs in the home, the community, and within formal and informal contexts.
- Changing attitudes, behaviour, teaching methods, curricula, and environment to meet the needs of all learners
- Maximising the participation of all learners in the culture and curriculum of educational institutions, and uncovering and minimising barriers to learning. (Department of Education, 2001:6-7).

Inclusive education clearly calls for a single education system that is tailored to respond to the diverse needs of learners (Dyson and Florin, 2004:19) and is about maximizing the participation of all learners in education and minimizing barriers to learning and development (Hay & Malindi, 2005:2).

The introduction of inclusive education in South Africa has been part of the democratization of the country after 1994. It is line with international trends but is also helping to eradicate the exclusionary practices of the apartheid era. Caution will just have to be exercised that the ideological thrust is not so strong as to ignore practical realities of a developing country. In this regard the teacher- learner ratio, scarcity of education support services, limited physical resources and limited trained teachers will have to be accounted for (Engelbrecht, Green, Naicker and Engelbrecht 2004:5-6).

2.2.3 Human Rights and Inclusive Education in South Africa

The attitude that a disabled child is not worth the effort required to advance his or her personal and/or social development leads to emotional abuse and feelings of isolation, low self-esteem, and worthlessness for the disabled child. Sometimes parental neglect is compounded by others in the community who encourage the family to ignore the disabled child. The tendency to hide persons with disability away from the rest of the community is an evidence of a rampant and systematic discrimination and breach of human rights strategy prevalent in our communities. From time in memorial, disabled persons have been viewed as a burden to society and family. As a consequence of this negation, many were brutally killed and continue to be exposed to all forms of abuses. It is increasingly evident therefore, that incidences on disability alluded to above are invariably, human rights issues. Drastic steps and strategies have to be identified and implemented to stop the blatant violations of the fundamental human rights of the disabled people (Rapp, 2003:3).

The voices of disabled people must be encouraged, listened to and taken seriously. Only then will the brokenness, poverty, sadness and self-hatred give way to the vast array of resources, gifts, skills and visions of disabled people. Only when the abilities of those with disabilities are acknowledged and incorporated into our churches, schools, and homes will our community be whole. The level of negation that is associated with disability complicates the overall socio-economic framework of the disabled people.

According to Disability Studies the public negation experienced by people with a disability is a consequence of discriminatory laws and practices based on fallacy and stereotypes (Gleeson, 2001:54 -75). Similar views have also been articulated by Power (2001: 94-95) who argues that a failure to embrace disability as a nation, has serious ramifications on the overall societal infrastructures.

A significant goal of inclusive education is to ensure that children with disability

are given an appropriate education. The basic principle of inclusive education is right to education, right to equality of opportunity and right to participate in society. Inclusive education encompasses an extremely complex social and conceptual system that is designed to assist all children and youth with special needs to reach their full potential (Winzer and Mazurek, 2002, p.vii).

The life and teachings of Christ are an exemplification of the process of developing human rights; especially the way in which He attended to the poor, the disabled and those in need. The historical events of the Renaissance and the Reformation furthermore heralded a new era for people whose rights had not enjoyed due recognition before, including those with disabilities. In the 17th century the English philosophers such as Thomas Hobbes and John Locke added their voices to those who promoted the idea that human beings have inalienable rights which should not be undermined by any government. Their work was incorporated into the American Declaration of Independence and in various other declarations (Hay and Malindi, 2005:3).

Gradually children's rights activists realized that it would not suffice to include children's rights under human rights, but that separate attention should be focused on their rights. In 1924 the General Assembly of the League of Nations endorsed the Declaration on the Rights of the Child that had been put forward by the non-governmental organization called Save the Children International Union (Hay and Malindi, 2005:3). This development was further strengthened by the adoption of The Universal Declaration of Human Rights by the United Nations on the 10th of December 1948, and even further entrenched by the UN Convention on the Rights of the Child of 1979. South Africa was and is also a signatory to the UN Convention on the Rights of the Child, but the irony was that the country did not have a good human rights record at the time of signing. Adult and children's rights could really only be effectively implemented after the promulgation of the Constitution of the Republic of South Africa in 1996 (Hay and Malindi, 2005:6).

It must be remembered that many of the stakeholders in policy development post

1994 never had the opportunity to be in managerial positions before, and therefore probably contributed to the policies in terms of the ideals that they had for the new country. This in itself is commendable, but implicitly carries with it the danger of being too idealistic. The issue of human rights featured very strongly in all policy development, against the background of pre-democratic human rights abuses and the happenings of the Truth and Reconciliation Commission. Transformation in South Africa implies a total break from the past, without the option of building on that which may have been good. This was probably also the case with the development of policy for learners experiencing barriers to learning and development (Engelbrecht and Green 2003: 4-5).

The right to education for learners experiencing barriers to learning and development has taken much longer to be established than for those not experiencing barriers. The initial phase of dual education provision has been gradually transformed to mainstreaming, integration and currently inclusive education provisioning (Hay and Malindi, 2005:6).

The Salamanca Statement of 1994 (UNESCO, 1994: viii) really articulated the relationship between human rights and inclusive education, by reaffirming the education of all learners in the regular education system:

- It is believed that every child has a fundamental right to education.
- The unique characteristics, interests, abilities and learning needs of every learner must be recognized in the practice of education.
- Learners experiencing barriers to learning and development must have access to regular schools that should be made to accommodate them in a child centred pedagogy that will meet their needs.
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they

provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effective-ness of the entire education system.

Proponents of inclusive education therefore view a system of inclusion as most beneficial to children's rights, including the rights to equality, human dignity and education.

2.2.4 From Apartheid Education to Inclusive Education

The inclusive education movement has become internationalised in the sense that developed and developing countries have adopted the rhetoric, though the movement towards inclusion may be attributed to different reasons (Dyson and Forlin 2004:24). Daniels and Garner (1999:1) elaborate on this by stating that in some countries "processes of what may be seen as inclusion may be associated with large-scale political, economic and social change, as in the context of oppressed and disfranchised groups in countries like South Africa." Engelbrecht and Green (2003: 12) add to this by stating that "similarities (in special education reform) between two nations may be produced by different forces or might serve different functions.

2.2.4.1 Reasons for South Africa to embrace inclusion

The reason why the educational authorities moved strongly in the direction of inclusion, was that South Africa disentangled itself from the isolation of the apartheid era, and thus had to align itself with international trends. During the international sanction years of the 1970s and 1980s South Africans were forced to rely on internal resources as well as on limited international exposure regarding various developments (Leach 1989:50). In some instances the isolation had positive effects for the country - a good example in this regard is the development of an efficient arms industry. In other respects South Africa was beleaguered, and did not progress in tandem with international developments. The behaviour of a beleaguered nation (in this instance the Afrikaners who were in power), tends to become overly rigid, clinging to known practices (Leach 1989:49- 50). New

developments are treated with some mistrust and are not easily accepted. Inclusion was viewed with suspicion, and did not really receive the attention it deserved within South African special and general education. Internationalization of the country after 1994 removed the isolation with regards to educational developments, and introduced inclusion as a forceful new thrust in special education.

One reason for embracing inclusion can be found in the large number of African National Congress exiles who returned from abroad, and brought with them the most recent educational ideas. Many of these South Africans spent decades in developed and developing countries and escaped the isolation of ideas that those residing in the country was exposed to. Many of them arrived with experience from other countries regarding education provision (Du Toit 1996:8- 9).

Another reason why inclusion was embraced had to do with the fragmented education system before 1994. South Africa had no less than 17 different departments of education answering to the National Department of Education before 1994 (Du Toit 1996: 9). The concept of inclusive education fitted neatly with the new policy of a unitary education system where racial classifications as well as disability are no longer used to differentiate departments. The 18 different departments were now reduced to 9 provincial education departments, all of which report to the National Department of Education. The governance of special schools was relocated to the provincial departments, and no longer administered through a separate, centralised department. After 45 years of apartheid, the democratically elected government was committed to transforming South African society from its exclusive nature into an inclusive society on all levels. Inclusive education was a perfect way of including all marginalised learners into education for all - that included disabled learners and learners of colour (Du Toit 1996: 9).

After 1994 a start was made to deliberately transform the South African society, not only reform, implying that the character of society had to be changed completely. Inclusive education was, together with Outcomes-based Education, the educational

vehicles to transform the face of South African education (Artiles and Larsen, 1998:6).

2.3 INCLUSIVE EDUCATION AND OUTCOMES BASED EDUCATION

Outcomes based Education (OBE) is a design for education which is learner-centred and orientated towards results or outcomes. It is based on the belief that all individuals can learn. In OBE the curriculum is designed to promote attitudes, values and skills which are needed by the learners and the society. In this way the learners are equipped with what they should know to be able to participate actively in society. It also includes a realization that learners differ and that assistance may be needed to enable them to reach their full potential (Department of Education, 2002: vii). OBE is a useful means of implementing inclusive education. One of the most important features of OBE is that it is concerned with "establishing the conditions and opportunities within the system that enable and encourage all learners to achieve those essential outcomes" (Spady, 2004: 2).

Inclusive education is to be achieved through the Outcomes-based Education (OBE) approach. The OBE approach replaced the content-based approach that governed South African education for the last hundred years. The OBE approach is in principle learner-centred and is ideal for the inclusive classroom. The introduction of OBE was accompanied by the introduction of a new curriculum commonly known as curriculum 2005 (C2005). Due to massive problems in the implementation of C2005, it was replaced with the Revised National Curriculum Statement (RNCS) as from January 2004. The introduction of the new Curriculum C2005 and currently NCS was intended to democratise education and eliminate inequalities (Koekemoer and Olivier, 2002: 34).

The implementation of OBE was problematic. The general perception created in the press suggests serious discontent among educators with regard to the implementation of OBE. Pithouse (2001:154), in an article dealing with the retraining of in-service educators, points out that the skills and knowledge

necessary to deal with OBE was dealt with on a very superficial level. The author further suggests that the ideological issues underpinning the approach were not discussed. She states that the notion that effective teacher development can be achieved through a brief retraining exercise left educators feeling insecure about their abilities to implement the new curriculum at such short notice (Pithouse 2001:154).

Although the focus of this study go beyond the debate on the feasibility of OBE as an approach, issues regarding the implementation thereof are relevant, as inclusive education takes place within the context of OBE. The principle of OBE that states that every learner can learn at their own pace implies a change in the kind of knowledge, skills and thus preparation educators need to be successful within an inclusive classroom. These complex changes in education took place at a time when the government still had to address the disparities caused by the apartheid policies of the previous government. The disparities resulted in a first world education system for the previously advantaged against a third world education system for the more disadvantaged communities. The disparities were especially evident in the provisioning of special education facilities for the different population groups (Geldenhys and Pieterse, 2005:3).

Spady (2004:28) further explains that time in an outcomes-based system is used as an alterable source, depending on the needs of the educators and learners. Within reasonable constraints, time should be manipulated to the best advantage of all learners. Some learners learn some parts of the curriculum sooner, while others accomplished those parts later.

Traditional curricula are controlled by time constrains, syllabi, timetables and year planners. Educators have to build enough flexibility into planning of time and their curricula to allow for every learner's needs (Department of Education, 2002:63). The principle of flexibility within the curriculum, therefore, has to provide for the learning styles, learning rates and different sensory modalities of all learners.

Learners have to make progress with regards to their own learning through learning at their own pace (Department of Education: 2002:45).

Kramer (1999:29) advises educators to have the following in mind regarding providing expanded opportunities relating to time:
*Revise the amount of teaching time that is spent on individual learners.
*Revise the amount of learning time that educators allow different learners to learn or master certain learning elements.
*Time directly relates to teaching methods and the different modalities that are used in the inclusive outcomes-based education classroom.

Teaching should always be learner-centered and guided by the needs of each individual learner (Department of Education, 2001:30). Different learning variables are, therefore, to be considered when planning instruction in the inclusive situation. The Department of Education (2001:25) describes some of these learning variables:

- Prior knowledge of learners brings different learning experiences into the learning environment, which may help or hinder the learners' learning. Prior knowledge is a useful resource for further learning.
- Language and culture may provide teaching challenges and affect learning.

In the inclusive classroom, the following variables are also to be considered when planning or setting up a curriculum. These are:

- Mental characteristics of the learners
- Sensory abilities
- Neuromuscular or physical characteristics
- Social or emotional abilities, and
- Multiple handicaps of individual learners (Kirk, 1972:4).

2.4 CURRICULUM ADAPTATION FOR INCLUSIVE EDUCATION

All aspects of the curriculum need to be developed to ensure that the diverse needs of learners are addressed. While some of this can be done at national and provincial levels through legislation, educators at schools, in collaboration with parents, need to take this further on a practical level; to ensure that the needs of specific learners are met (Lazarus, Daniels and Engelbrecht, 2004: 51).

Despite many educators' reservations regarding curriculum adaptation, Labon (1997: 86) argues that it is nothing more than good teaching, thereby implying that strategies that work for learners without barriers to learning will similarly work for learners with special educational needs. Implicitly then, strategies that work for learners with special educational needs, will work for other learners. Good teaching then means that learners, including learners with special educational needs, are supported in formulating realistic appraisals of themselves that facilitate the process of setting realistic life goals. The easiest and the most effective way of ensuring this is to view all the learners in a given class as lying on a continuum of learning. On the extreme left may be learners experiencing greater learning difficulties, while others are on the extreme right and needing extensive enrichment and challenges, with a large number of learners lying between these two ends. In this way, no qualitative distinction is made between learners with special educational needs and other learners (Evans, 1997: 130).

Curriculum adaptation is, therefore, about recognizing individual learners' learning style and finding ways to employ this style most effectively in the learning situation. It must provide the setting and the climate in which learners can grow and develop their capacity, and criteria for selecting curricular content should be based on an understanding of the learners' barriers and needs. The greater the learner's learning difficulties, the more the educator would need to act as a mediator between the learner, the environment and the learning content (Tailor and Harrington, 2003: 204).

Although curriculum adaptation cannot happen at home, what happens at school can be reinforced at home. Many of the values brought into the school system are learned at home and predict the learners' attitude towards learning. It is, therefore, important for parents to create a home environment that is supportive of learning both formally and informally. Communication and collaboration between educators and parents therefore needs to happen continually as they support each other in making decisions regarding both the learners who need special educational needs and those who do not, in order to ultimately reinforce the skills, knowledge, values and attitudes being instilled at home and at school (Briggs and Sommerfeldt, 2003: 34).

2.5 BARRIERS TO LEARNING

In reviewing a variety of literature, one realizes that every learner has a barrier of some kind. Department of Education (2001: 18) is of the opinion that learning breakdown happens when the learning needs of the learners are not met as a result of barriers to learning. According to Hallahan and Kauffman (2000: 6) emotional disturbances can also be a barrier to learning. When a learner has been orphaned, learning breakdown takes place and there is a likelihood that the learner might drop out of school. Beloin and Peterson (1999: 18) see loss of hope, financial problems, high levels of drug abuse, gangsterism, crime, teenage pregnancy, poor health care, lack of transport, high levels of stress, segregation, inadequate learning environment and negative attitude towards learning due to impairment as barriers to learning.

The Report of NCSNET and NCESS (Department of Education 2001:5-6) argues that the priority of South African education system should be to address those factors that lead to the inability of the system to accommodate diversity, or which lead to learning breakdown, or which prevent learners from accessing educational provision. The NCSNET and NCESS conceptualised these factors as barriers to learning. In their investigations, the NCSNET and NCESS (Department of Education 2001: 18) have identified key barriers to learning in the South African context that render a large number of children and adults vulnerable to learning

breakdown and sustained exclusion such as: problems in the provision and organisation of education, socio-economic barriers, factors that place learners at risk, such as high levels of violence and crime, HIV/AIDS pandemic and substance abuse, attitudes, an inflexible curriculum, problems with language and communication, inaccessible and unsafe built environment; inappropriate and inadequate provision of support services to schools, parents, care-givers, families and communities, disability, lack of enabling and protective legislation, lack of human resource development, and lack of parental recognition and involvement. The Report further says that it is only by focusing on the nature of these barriers that problems of learning breakdown and exclusion can be addressed (Department of Education, 2001:11-19). This study identified the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education

2.5.1 Types of Barriers to Learning

The White Paper recommends a systemic approach to the transformation of the system, and proposes the notion of identifying and addressing barriers to learning and development. Barriers are seen as those factors that lead to the inability of the system to accommodate diversity, thereby, causing learning breakdown and preventing learners from gaining access to equitable educational provision. The following key barriers in the South African context are examined critically (Department of Education 2001: 7):

2.5.1.1 Socio-economic barriers

As effective learning is fundamentally influenced by the availability of educational resources to meet the needs of society, socio-economic disadvantages have had a negative effect on education. Poverty, underdevelopment and lack of basic services are contribution to learning breakdowns. Access to basic services is a big problem as these services are sparse or non-existent, or because learners, especially those with disabilities, are unable to reach learning centres due to lack of transport and/or

inferior or even absent roads. Poor living conditions, undernourishment, lack of proper housing and unemployment have a negative impact on all learners. Conditions may arise within the social, economic and political environment in which learners live in dysfunctional families, or even have to suffer sexual and physical abuse, civil war, violence and crime, or chronic illnesses including HIV/AIDS. The social, economic and political factors threaten the physical and emotional well-being and development of learners with special educational needs (Baxen 2004: 11).

2.5.1.2 Attitudes

Negative and discriminatory attitudes in society towards differences in terms of race, class, gender, culture, disability and religion become barriers when directed towards learners in the education system.

A limited understanding of the needs of the marginalized children often based on deep rooted cultural beliefs, resistance to change and ignorance are perhaps the greatest barriers to inclusive education which exist at all levels from policy makers to the local officials. Strategies for attitudinal shifts are generally designed on the experience foreign to them. The need is to increase understanding of how people get influenced in a given context and develop mechanisms and processes to make this a continuous process (Ahuja, 2002: 5).

Out-of-school children are never counted. Nearly all education management information systems are school based. Sometimes political considerations too impact children's education for example, children affected by war and children living in refugee camps. Host countries do not take responsibility for refugee children with the result that planning and resource allocation is based on skewed information (Brandon, 2006:38).

Harmful, negative attitudes towards learners with differences in school lead to labeling, like "drop outs", "slow learners" and many others. This has a negative influence on self-esteem. Learners with low self-esteem seldomly fully participate

in educational activities. Harmful and negative attitudes mostly come from fear and lack of knowledge about how to deal with the learner's particular needs.

2.5.1.3 An inflexible curriculum

The rigid and inflexible nature of the curriculum that does not allow for individual differences can lead to learning breakdown. Socio-economic disadvantages that have had a negative effect on education will include aspects such as lack of relevance of subject content, lack of appropriate learning materials, resources and assistive devices, inflexible styles of teaching and classroom management, and inappropriate ways of assessment of learning (Department of Education 2001: 31).

One of the most serious barriers to learning can be found within the curriculum itself and relates primarily to the inflexible nature of the curriculum that prevents it from meeting diverse needs among learners. Materials used for teaching and learning, which constantly reflect only one culture or a life experience, may lead to learners from other cultures and life experiences feeling excluded and marginalized. One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they may need for learning to take place. Such barriers often affect learners especially with disabilities who do not receive the necessary assistive devices, which would equip them to participate in the learning process. Learning breakdown also occurs through the mechanisms, which are used to assess learning outcomes (Ahuja, 2002:6).

2.5.1.4 Language and communication

In South Africa, teaching and learning takes place through a language that is often not the first language of the child. As a result, communication breakdowns can occur in the classroom, resulting in learning breakdown, as communication is essential for learning and development in both formal and informal contexts. Furthermore, second language learners are often subjected to low expectations, discrimination and lack of cultural peers. Educators often have trouble in

developing appropriate support mechanisms for second language learners (Ahuja, 2002: 5).

Learning is a social process and learners can develop greater knowledge and skills when working with others than they can on their own. There is therefore an increasing appreciation and promotion of the use of paired and group work. Being a member of a class community requires the ability to listen, to understand, speak clearly, respond appropriately, express thoughts coherently, play and work co-operatively and empathise. Learning in a social context presents challenges for pupils with problems in the area of communication and interaction. The range of difficulties is wide and includes pupils with speech and language difficulties, specific learning difficulties such as dyslexia and dyspraxia, hearing impairment, those who are on the autistic spectrum; and those with moderate, severe or profound learning difficulties. Overcoming speech, language and communication barriers to learning is recognised as crucial to enabling children to access the whole curriculum (Brandon, 2006: 41-46).

2.5.1.5 Inaccessible and unsafe physical environments

The vast majority of learning institutions are physically inaccessible to many learners, especially to those who have physical disabilities. In poorer, rural areas, most schools are often inaccessible largely because buildings are rundown or poorly maintained. The schools are unhealthy and unsafe for all learners (Ahuja, 2002: 9).

Many of the school environments are not suitable for education and are not adapted to the needs of learners with physical and/or sensory disabilities.

2.5.1.6 Inadequate and inappropriate provision of support services

Inappropriate and inadequate provision of support services in the system does not facilitate the development of learners. Another major compounding factor relates to the nature of human resource development of both educators and personnel who provide services to learners. Lack of awareness, service provision that is fragmented

and inappropriate to the context in which it takes place and fear of dealing with diverse range of needs, all result from inadequate and fragmented development of human resources (Ahuja, 2002: 7).

The training needs of staff at all levels are not being adequately met. Little or no training and capacity building opportunities exist for community resource persons and care-givers. Training tends to be fragmented, uncoordinated, inadequate, unequal and often inappropriate (Brandon, 2006:44).

2.5.1.7 Lack of parental recognition and involvement

Active involvement of parents in the teaching and learning process is central to effective learning and development. Negative attitudes towards parental involvement, scant recognition of their role, lack of resources to facilitate involvement and lack of parental empowerment contribute to inadequate parental involvement in the education system.

With the advent of inclusive education, parents are faced with a problem of taking their learners back to mainstream schools. Most of them do not prefer mainstream schools as they had already taken their children with disability out of such schools. Most of the parents think the worst of their learners' barriers to learning and do not trust mainstream teachers, thinking that the special school teachers are better trained to deal with their learners. (Engelbrecht and Green, 2003:174).

2.5.1.8 Lack of protective legislation and policy

The lack of protective legislation and policy hampers the development of an inclusive education and training system. The basic centralisation of the education system has left a legacy of restrictive centralised control which inhibits change and initiative. Legal responsibility for decisions tends to be located at the highest level and the focus of management remains oriented towards employees complying with rules rather than on ensuring quality service delivery (Brandon, 2006:39).

There is, also, no accurate picture of the number of learners excluded from the school system. These learners include those who have never attended school and those who have dropped out. Only a small percentage of learners who were earlier categorised as having special educational needs receive appropriate education in ordinary schools or special settings. There is no support available for those learners who are outside the system. Existing provision after primary school is inadequate to meet the needs. The provision and the distribution of resources reflect the inequalities of the apartheid past. Learners who have historically faced barriers to learning have had few opportunities for further education at tertiary level (Brandon, 2006:42).

2.5.1.9 Disability

As a result of the barriers already discussed, the particular needs of many learners with impairments are not met. This causes the impairment to become a handicap to the learner and prevents effective learning from taking place.

The challenge of being in a mainstream class will promote the academic growth of a child with a physical disability, and the integration of learners with disabilities can be beneficial for other learners. The child with a disability will probably develop academic skills more rapidly in a regular class than in a special class and the exclusion of children with disabilities is likely to have a negative effect on their emotional development, and the children with a disabilities are often socially isolated by other learners (Brandon, 2006:43-44).

Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 2002: 04).

2.5.2 Strategies to Overcome Barriers to Learning

Specific strategies were agreed on what could be applied in the restructuring of the system (Department of Education, 2001: 54-67; Muthukrishna & Schoeman, 2000: 327-331). These strategies are discussed as follows:

2.5.2.1 Transforming the education system

The whole education system must change if it is to respond effectively to the needs of all learners. All aspects of the education system must move away from an isolated focus on changing the learner to a system change approach.

To achieve changes within the education system towards inclusion, those within the education system must first understand and support the concept. Therefore the development of a more inclusive education system requires training and retraining of all education personnel. Administrators and education managers from ministries of education, local governments, district services, voluntary organizations and NGOs need to be introduced to the principle of inclusion and its implications to the system at different levels (Department of Education, 2001: 38).

In addition, if the government is committed to achieve inclusion, it needs to define a set of inclusive principles and more practical aspects to guide the transition process through the inclusive education principles. The principles of inclusion, set out in international declarations, need to be interpreted in the context of our country.

2.5.2.2 Developing an integrated system of education

The separate systems of education, that is, mainstream and special school, would have to be integrated in order to respond to the diverse needs of the learner population. This integrated system will be expected to offer a range of options for learners, giving learners the possibility of moving from one learning context to another, providing opportunities for the inclusion of the learner in all aspects of life. All aspects of centres of learning should be developed in order to facilitate a

positive culture of teaching and learning. This would include aspects such as strategic planning, organizational leadership and management, structures and procedures, staff development and other mechanisms (Department of Education, 2001: 34).

Government commitment is critical to achieve inclusive education. Policy makers must be made aware of the importance and benefits of inclusive education. Inclusion in education is not likely to expand unless concerted efforts to promote more mainstream approaches are made at the national level. To assist this process inclusion can be linked to a reform of the education system as a whole. Inclusive education ties closely together with the goal of Education of All (UNESCO, 2002:06).

2.5.2.3 Development of a flexible curriculum

Curriculum needs to be relevant to the children and flexible enough to respond to all children's needs. The curriculum can facilitate the development of more inclusive settings when it leaves room for the centre of learning or the individual teacher to make adaptations so that it makes better sense in the local context and for the individual learner.

"... In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners..." (UNESCO, 2002: 85).

To achieve flexibility, teachers must move from curriculum-focused to child-focused teaching methods. This requires both teacher training and flexible rules concerning curriculum. An inclusive curriculum also requires a flexible, success-oriented means of assessment, examination and evaluation. The assessment of children needs to be related to the aims of the curriculum, the culture of the child and the way in which the curriculum is designed and delivered. A flexible

curriculum must be provided, capable of responding to the differences among learners and ensuring that all learners can participate effectively in the learning process (Spady, 2004:2).

Educators must, also, ensure that all learning styles are accommodated in the classroom. Learners should be allowed to work at their own pace. This way no one will feel left out and quick workers will not feel frustrated. Decisions made by school management teams and governing bodies regarding subject choices should reflect a balance of vocational and life skills in order to fully develop learners' intellectual and emotional capacities. Learners should not be excluded from certain subjects based on gender, religion or physical disabilities. Educators should come to class well prepared with a clear vision of what should be achieved on each specific day. A neat classroom with well-planned and defined areas will lay the groundwork for a successful day for both learners and educators. Learners should know the routine and expectations (Department of Education, 2001: 31).

2.5.2.4 Promoting the rights and responsibilities of parents

As parents play a critical role in the education of their children, it is important that their roles are recognized and that partnerships are developed between parents and the educators. Parents must not only be empowered to participate and also become actively involved in the planning, development, implementation and monitoring of inclusive education (Department of Education, 2001: 34).

Partnership with parents is essential to the effective and efficient delivery of a quality education service. A great challenge is to get the families of the most marginalised learners involved. Investing in adult education for parents might facilitate them getting involved in the life around the schools. The schools might also make efforts to ensure that the information provided to parents about their children's education is in a language understandable for them and with a vocabulary that is accessible (South African Schools Act, 1996: 3-8).

.5.2.5 Development of a community-based support system

Meaningful inclusion necessitates community participation. The community can adapt the concepts of inclusive education to their specific situation. In addition, if leaders within the community demonstrate strong support for the change process, educators, other staff and the community are more likely to devote the time and resources necessary for the process (Department of Education, 2001: 54).

Structured community participation is essential to develop and support education provision, since the existing support services are functioning as highly specialized, high-cost models and available only to small minority of learners. Existing support systems must be utilized in a way to reach a larger number of learners and to support the learning process more widely (UNESCO, 2001:91).

2.5.2.6 Development programmes for educators

Avramidis, Bayliss and Burden (2000: 291) argue that educators and support providers must be equipped with the necessary skills and knowledge to promote appropriate attitudes so that they can respond to the needs of all learners. This should include effective development programmes that focus on re-training, orientation and pre- and in-service professional development, within a team approach. Appropriate and flexible forms of support for teachers working with learners with special educational needs should be the aim and result of policies. The availability of support from education specialists plays a crucial part, as it cannot be expected that all classroom educators have the knowledge and expertise to meet every specific need. Policy makers must ensure that the content of teacher support systems is diverse and responsive to local level and individual needs.

In addition to being re-trained in curriculum and evaluation, teachers need to be trained to change their attitude of special needs children. Teachers can be trained to view those who do not fit into existing arrangements as offering surprises, that is, opportunities that invite further inventiveness (White Paper 6, 2001:6-7). This implies a more positive view of differences. Teachers must also be supported with

appropriate materials. Lack of teaching/learning materials may hamper the quality of education. Teachers need support for their work in terms of information and background materials so that they can prepare their lessons and update their own knowledge. Also locally made learning/teaching materials can enhance considerably the quality of the learning/teaching process.

The implementation of the different types of support can incorporate a range of formats such as interactive presentations, small or large group discussions, applications during sessions and practice between sessions. It is posited that by addressing the stressors found to be associated with inclusion this will simultaneously enable teachers to develop a higher sense of efficacy. Such a support programme will provide teachers with a range of opportunities to gain knowledge about their own performance, to access further knowledge, and have appropriate opportunities to practice the skills and apply the knowledge in own classrooms. Regular meetings to discuss learner concerns will also provide opportunities to discuss and experience their own and others' struggles and challenges which are crucial to ensure participants that they are capable of successfully coping with inclusive education (Hay, Smit and Paulsen, 2001: 216).

2.5.3 Concluding Remarks on Barriers to Learning

South Africa is in line with the international trends on inclusive education. It therefore implies that policy makers have done their part, and educators from both the special schools and regular schools are faced with teaching learners with different language background, culture and abilities, and with barriers to learning. The implication for them is the need to be better equipped for inclusion through support. This must be done because initially educators have been trained only to teach in mainstream schools, with the exception of a few who were trained to teach learners with barriers to learning. Further training is necessary for teachers, in order to gain new knowledge and skills necessary to cope with the diversity among the learner population they face on a daily basis in the classroom (White Paper 6, 2001:6-7). Traditionally, teachers referred learners with barriers to learning to

special schools, as they did not see them as part of their lives. The success of inclusive education largely depends on teachers' perceptions towards inclusion and learners with barriers to learning.

Inclusive education policy applies not only to the acquisition of new skills but also to the new approach that educators need to have towards teaching as a whole, and it is expected that it will eventually lead to successful implementation of inclusive education. In South Africa today, the challenge that faces the education fraternity is how to implement inclusive education successfully and effectively. Educators need skills and knowledge to teach and achieve a good and healthy attitude towards their new way of teaching and circumstances that are facing them. This study therefore identified the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education.

2.6 INCLUSIVE EDUCATION AND THE EDUCATOR

Educators are arguably the most valuable human resources available to promote inclusive practices. If they do not believe in inclusion, they can become a major barrier to progress and implementation. In many cases educators lack confidence and the basic knowledge needed to welcome all children into their classes. Some feel that they do not have the necessary specialist skills or equipment to teach children with special educational needs (Van Reusen, Shoho and Barker 2001:10). The following discussion is about teacher/educator variables and how they influence successful inclusion.

2.6.1 Research on Attitude of Educators towards Inclusion Internationally

Research indicated that the success of inclusion programs is dependent on teachers' attitudes toward inclusion (Lieber, Capbell, Sandall, Wolfberg, Horn, and Beckman, 1998:87-105). Since there is well established literature on the link between teachers' beliefs and their actions, there is a focus on the attitude that teachers have toward inclusion. Much of this research revealed that experienced teachers or

teachers who have prior experience with individual with disabilities hold more positive attitudes toward inclusion than those who have no prior experience with individual with disabilities. For example, in examining special and general education teachers' perceptions of inclusion, Taylor, Richards, Goldstein, and Schilit (1997:50-53) found significant differences between general and special educators; general educators disagreed with the placement of students with mental and behavioral or emotional disabilities in the general classroom.

In a study with high school teachers Van Reusen, Shoho and Barker (2001:7-20) found that positive educators' attitude about including and teaching students with disabilities in general education classrooms was related to the levels of special education training and experience in working with students with disabilities. In another study that used a survey instrument to compare the perspectives of teachers who were currently teaching in inclusive school programs with teachers who were not teaching in this setting, McLeskey, Waldron, So, Swanson, and Loveland (2001:105-108) found that the inclusion teachers have more positive attitudes toward inclusion than those who were not teaching in inclusive school programs.

It seems beyond dispute that past research has generally indicated that the amount of training or experience the educators had in teaching learners with disabilities is related to educators' attitude toward inclusion. (Van Reusen, Shoho and Barker, 2001:19-20).

On the assumption that educators' attitude can have a significant effect on the success of education policies, some researchers focused on the attitudes of student-teachers, as they are likely to have had limited experience of implemented inclusive programmes (Marshall, Stojanovik & Ralph, 2002: 478). The data revealed that the participants appeared to be positive towards the overall concept of inclusion. They agreed about the importance of developing a new ethos if an inclusive education system was to be developed and that radical change was needed in the organization of schools while implementing inclusive education. However, the results also indicated the participants' lack of confidence in meeting the individual

requirements of children with specific educational needs. Those participants, who perceived themselves as competent enough to teach in an inclusive setting, appear to hold positive attitudes towards inclusion. If attitudes are seen as developing out of interaction between knowledge, skills, and experience, these results imply that qualified teachers must have appropriate levels of knowledge, experience and skills before being able to support learners with specific educational needs in an inclusive setting (Avramidis, Bayliss and Burden, 2000: 289).

2.6.2 Research in South Africa on Attitude of Educators towards Inclusion

A comprehensive study conducted by Hay, Smith and Paulsen (2001: 213) revealed that educators in South Africa have a definite lack of knowledge about issues relating to inclusive education. Furthermore, the educators felt unprepared and unequipped to teach in inclusive classrooms as a result of their lack of training, lack of time, large classes and lack of teacher experience. Fear of not being able to manage diversity resulted in feelings of hopelessness and in learners being referred for assessment by specialists and placements in special programmes (Swart, Engelbrecht, Eloff and Pettipher 2002: 183). Other specific concerns associated with attitudes, included the lack of educational and teacher support, insufficient facilities, infrastructure and assistive devices. Negative attitudes and labeling resulted from misconceptions and assumptions about learners with specific educational needs and the potential effect of inclusion on these learners as well as on other learners in the classroom (Swart, Engelbrecht, Eloff and Pettipher 2002: 185).

Research also indicate that possible stressors for educators in South Africa, in the implementation of inclusive education are the administration aspects, the behaviour of the learner, the educator's perceived self-competence and the parents of the learner with specific educational needs (Engelbrecht, Swart and Eloff, 2001: 1). Administrative issues that worried the educators included having to take full responsibility for the leaner with special educational needs and all other learners in class. Other administrative issues included adapting the curriculum and adjusting

lesson plans. The educators' perceived lack of competence as a result of reported inadequate pre-service or in-service training to prepare them for inclusive education also caused stress. Issues regarding the parents of the learners with special educational needs involve limited contact with parents, and the parents' perceived lack of understanding of the learner's capabilities (Engelbrecht, Swart and Eloff, 2001: 82).

It appears, therefore, that educators in South Africa tend to think in terms of the previous system of education when it was accepted that some learners could not cope within the ordinary education system because of their individual deficits. The idea of separation between special schools and ordinary schools promoted a traditional view of special needs with the attention on the child with the problem. This traditional view influenced the educators' training and beliefs, attitudes and practices in education. It is not strange that educators lack adequate skills and knowledge and positive attitudes about inclusive education (Carrington, 1999: 257).

2.6.3 Factors Influencing Educators' Attitude Towards Inclusion

Interest in the educators' attitude to inclusive education is not new. There have been numerous studies conducted over the past several decades on this issue. These studies confirm that educator attitudes are one of the most influential variables in the success of inclusion initiatives (Hastings and Oakford, 2003:87-94). For inclusion to be successful, the people at the heart of its implementation, that is educators, need to be accepting of and committed to its principles and demands. Where this acceptance and commitment is not evident, inclusive education is generally not achieved.

A large scale study of inclusive classroom practices in 15 European countries (European Agency for Development in Special Needs Education, 2003:213-221) revealed that for educators to possess positive attitudes towards learners with special needs, they must have a genuine willingness to respond to individual needs and to see responsibility for the education of all learners as an essential aspect of

their work. Where this willingness is not evident educators are more likely to shift responsibility for the education of difficult or challenging learners to others, for example, special education educators, or to resist making necessary changes to their methodology. Inclusive education ultimately involves educators who are dealing with a larger diversity of learners in their classrooms and adapting and differentiating the curriculum to meet the broadened range of learner backgrounds, characteristics, interests and needs. Increasingly, educators are recognizing that dealing with the demands of learner diversity is one of the most significant issues affecting educators today (Hastings and Oakford, 2003:89).

Avramidis and Norwich (2002: 132) found that student-teacher attitudes towards inclusion were positive, but that their perceived competence was significantly affected by the severity of the children's needs. Children with behavioural-emotional disorders were seen as more of a concern than learners with other types of special needs. Similar results were found by Hastings and Oakford (2003:93) in their study of student teachers. The main finding from this study was that children with behavioural-emotional problems were considered to have a more negative impact on the educator and on other classmates than were learners with intellectual disabilities.

Studies by Forlin (1998:97) found that educators were most willing to include learners with physical disabilities and least willing to include learners with behavioural-emotional disorders. The European Agency for Development in Special Needs Education (2003:218) also established that behavioural, social and/or emotional problems were the most challenging for educators within the context of inclusion. Other special needs that were also considered to pose a significant challenge to educators included specific learning disabilities, intellectual disabilities and multiple handicaps.

According to study and classification suggested by Avramidis and Norwich (2002: 134), 'child-related', 'teacher-related' and 'educational environment-related' factors were noted as contributing factors that influence the educators' attitudes about

inclusion. In examining the results of this study, it emerges that the educators' beliefs and attitudes are critical in ensuring the successful implementation of inclusive education. The results also suggest that the educators' attitudes might be influenced by a variety of factors (Avramidis and Norwich 2002: 134).

2.6.3.1 Child-related factors

Child-related factors that were found to influence educator attitudes include the type and the severity of the child's condition that determine his or her special educational needs (Avramidis and Norwich, 2002: 134; Opdal, Wormnaes and Habayeb, 2001: 145). Educators were found to be more negative towards teaching learners with emotional and behavioural difficulties and learners with intellectual impairment than towards teaching learners with orthopaedic problems and sensory problems (Avramidis and Norwich, 2002: 135). Briggs, Johnson, Shepherd and Sedbrook (2002:4) are of the opinion that these findings could possibly be the result of the specific classroom management and/or discipline issues that learners might experience in the classroom, e.g. understanding and obeying classroom rules. On the other hand, learners with orthopaedic and sensory problems pose certain challenges to the educator with regard to instruction and not necessarily with regard to classroom management and discipline. Such learners are treated with more positive attitudes from educators.

2.6.3.2 Teacher-related factors

The changes in educational philosophy regarding inclusive education have resulted in educators being unfamiliar with new initiatives and the demands for rapid change in their roles. As a result they feel that they lack the necessary knowledge and personal efficacy to develop appropriate curricula and plan effectively for inclusive education (Forlin, 1998: 103).

Educators' lack of knowledge and personal efficacy is linked to their training (Florin, 1998:103) and experience in inclusive education practices. Those who perceive themselves as competent enough to educate learners with special

educational needs appear to maintain positive attitudes towards inclusion (Avramidis, Bayliss and Burden, 2000: 103). The importance of effective training in forming positive attitudes towards inclusion is also supported by research results achieved by Avramidis and Norwich (2002:143), Forlin (1998:89), Rose (2001:149) and Schruggs and Mastropieri (1996:12).

2.6.3.3 Educational environment-related factors

Aspects that are inherent to the education system and that show up clearly in literature as determining factors in the attitudes of educators towards inclusive education, include appropriate support (Marshall, Ralph and Palmer, 2002:212), classroom layout (Avramidis, Bayliss, and Burden, 2000: 206), class size (Avramidis, Bayliss, and Burden, 2000: 206), curriculum and funding and time (Avramidis, Bayliss, and Burden, 2000: 206; Marshall, Ralph and Palmer, 2002:212).

2.6.4 Skills and Knowledge of Educators in Inclusive Educators

The government's decision to implement inclusive education and training has a range of challenges to facilitate smooth implementation. In the first instance, it requires educators endowed with specialised training, skills and competencies to adequately address the learning needs of learners with disabilities. The reality of the situation is that South Africa has a scarcity of educators with specialised training. Poorly trained and under-qualified educators compromise not only the educational ethos but the overall organisation and application of inclusive education and training system in our institutions of learning (Barry, 2001:2).

The development of educators is often fragmented and unsustainable. The absence of on-going in-service training of educators, in particular, often leads to insecurity, uncertainty, low self-esteem and lack of innovative practices in the classroom. This may result in resistance and harmful attitudes towards those learners who experience learning breakdown. In-service training is essential because it creates the conditions for inclusion to be realised. The educators in schools hold the positions

of leadership by virtue of their skills and knowledge. They become potential change agents in direct contact with learners (Barry, 2001:6).

Inadequate personnel training programs is one of the problems faced by educators in the implementation of inclusive education. Successful inclusive education programs require the services of different professionals who assist in identification, referral, diagnosis, treatment and training (Eleweke and Rodda, 2000: 35). Adequately trained professionals are required in the provision of meaningful educational services to children with special needs in regular schools. Engelbrecht and Chris (1998: 33) reinforce that inclusive education demands relevant knowledge and skills for all teachers. There are very few training programs for specialists personnel such as educational audiologists, physiotherapists, occupational therapists, speech and language pathologists and communication support workers such as interpreters. Furthermore, ways of building morale and motivation along with pedagogical skills and knowledge and opportunity for building proper attitudes and values need to be focused. Teachers collectively know more than they use.

The success of inclusive education for the child with special educational needs depends to a large extent on the manner in which the teacher accepts the challenge. A positive mindset is directly related to the teacher' skills and knowledge when teaching a child with special educational needs (Luckner, 1991: 303). According to Gallagher (1985: 64), positive attitude, skills and knowledge of the teacher can be developed by providing the necessary training in aspects such as dealing with the presence and specific needs of such a child in the classroom, behaviour-controlling techniques and teaching techniques.

A lack of proper skills, knowledge and negative attitudes on the part of the educator usually leads to equal negatives in the classroom and the school as a whole (Harrison, 1993: 33). Teachers, as a result, are often overwhelmed and intensely irritated, feeling defeated even before they started the process (Kretschmer, 1997: 400). Ultimately, the educators feel compelled to alter their teaching styles and

lower their expectations, as they are at a loss as to where to begin.

2.6.5 Professional Support

The Education White Paper 6, Special needs education (Department of Education 2002: 28) considers that the key to reducing barriers to learning within all education and training lies in a strengthened education, professional support service. A support network provides educators not only with the opportunities to build on learners' strengths but also the access to resource increase educators' perception that they can have an impact on the education outcomes of the learners with special needs (Buell, Hallam, Gamel-McCormick and Sheer, 1999:153).

The NCSNET/NCESS report (Department of Education, 2002:55) also maintains that the professional support is necessary when it says that "the separate systems of education which presently exist, special and mainstream, need to be integrated to provide one system which is able to recognize and respond to the diverse needs of the learner population. Within this integrated system, a range of options for education provision and support services should be provided (See figure 2.2).

As indicated in figure 2.2, it is essential that partnerships are formed between key stakeholders who can support the successful implementation of inclusive education (UNESCO, 2001: 36). Educators and other education professionals, professionals in other services who will be affected by the implementation of inclusion (e.g. health, social services), teacher trainers and researchers, national, local and school-level administrators and managers, civic groups in the community, and members of minority groups at risk of exclusion must all be included (Stainback and Stainback, 1995:3: UNESCO 2001:136). Creese, Norwich and Daniels (2000:308) agree that the role of a collaborative professional culture in schools is an important aspect of school effectiveness and improvement. Professional collaboration and teacher support must be assigned a prominent place in school life (Creese, Norwich and Daniels (2000:322). Collaborative consultations include people with variety of abilities, who work together to plan and implement programmes for a diversity of

learners in regular schools. The development of professional collaboration among teachers so that expertise can be shared is so crucial to the success in meeting the diverse needs of all learners in inclusive settings (Hall, Campher, Smit, Oswald and Engelbrecht 1999:157).

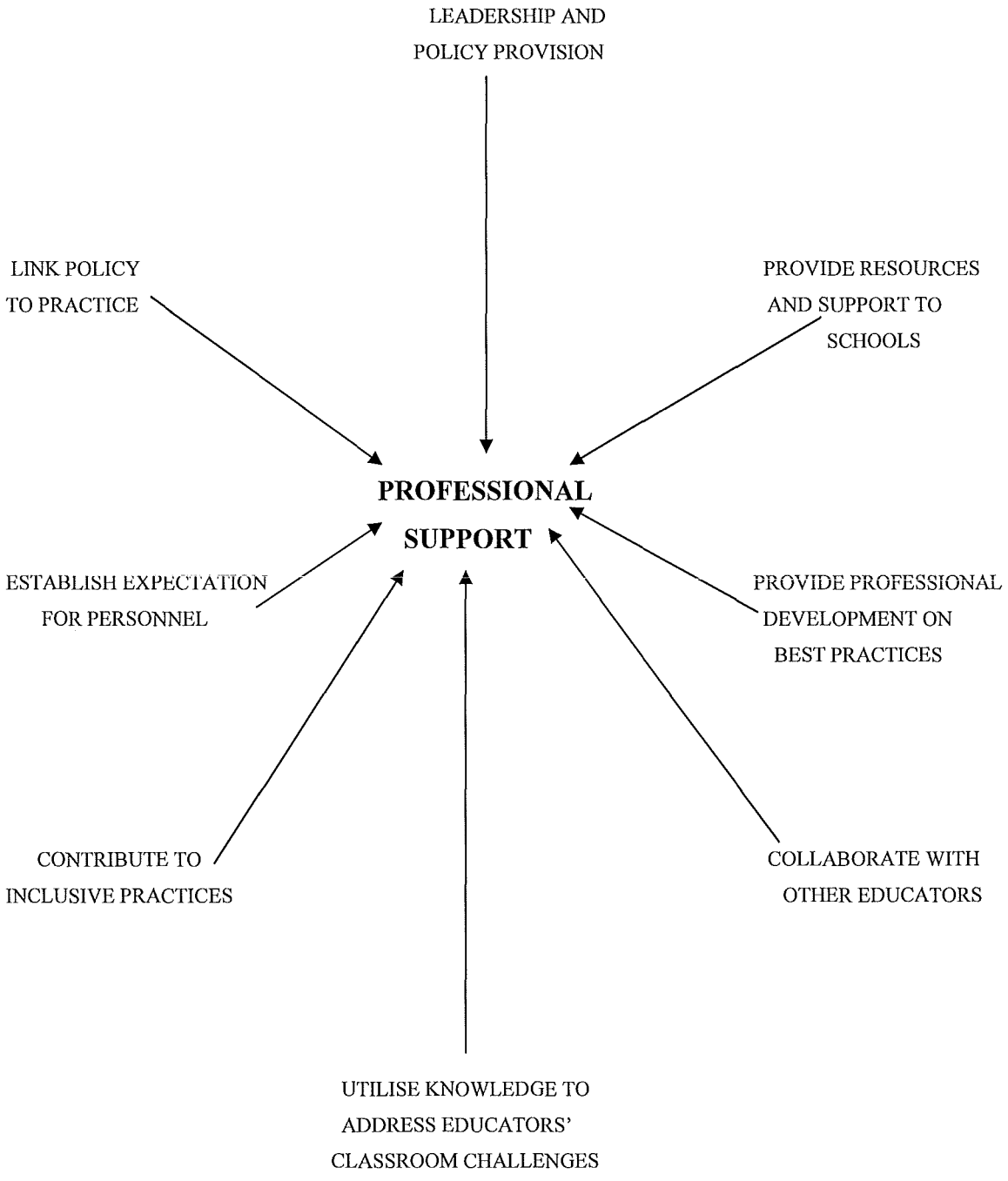


Figure 2.1Educator's Professional Support Needs in Inclusion
Adapted from: Crawford and Porter (2004: 25-26).

2.6.6 Educators' Concern about Inclusion

Teachers view the inclusion of learners with disabilities into mainstream settings as difficult and stressful (Whiting and Young, 1995:4). The need for collaboration with several support staff has resulted in tension and confusion (Cant, 1994:38). Further, the inclusion of learners with disabilities into mainstream classrooms is viewed by some educators as contributing to increased workloads. Moreover, educators appear to be concerned about the non-acceptance of such learners by their non-disabled peers (Daane, Beirne-Smith, and Latham 2000:331-338). There have also been fears that the dynamics within inclusive settings may impact on the academic progress of non-disabled students (Forlin, 1998: 96-106).

Research records show that mainstream educators are apprehensive about meeting the individual needs of learners with disabilities, of the risk of social stigmas being attached to such students in inclusive settings, of the availability and supply of resources to assist in the implementation of inclusion programs (Bradshaw, 1998:115-123), the level of preparedness experienced by teachers through training, the access to funding to support students with disabilities within mainstream settings (Clayton, 1996: 39-44), and the perceived lack of support from the administrative personnel at schools to support inclusive programs (Hammond & Ingalls, 2003 :26).

Previous studies support the view that teachers perceive learners with emotional and behavioral disorders as more confronting in the classroom, and most mainstream educators believe that they lack the skill, knowledge and competence to effectively include these learners (Avramidis, Bayliss, and Burden 2000: 195). It is also evident that educators are reluctant to include learners with emotional and behavioral disorders (Dempsey and Foreman, 1997: 208-216), while preferring to include learners with learning disabilities (Briggs, Johnson, Shepherd and Sedbrook, 2002: 86)

Hurley (1993: 5) reveals similar findings, which suggest that teachers experience higher degrees of concern about inclusive education because they believe that they

have not been consulted as part of this process. Increased levels of concern may additionally arise from the educators' need to consider the progress of all learners within the inclusive classroom (Avramidis Bayliss, and Burden, 2000 :191-211), and concerns about the time and attention they require to include learners with disabilities into mainstream settings (Avramidis Bayliss, and Burden, 2000; Clayton, 1996:191). This variable pertinent to time management, emerged in a comparative study between the United States and Italy by Cornoldi, Terreni, Schruggs and Mastropieri (1998:350-356), where it was found that educators were generally concerned about including students with disabilities on account of insufficient time.

It became apparent in the discussion above that the educators' perceptions towards inclusion play a vital role in the successful implementation of the inclusive education policy. As a result educators need more support, workshops, training and experience to work with and help learners with barriers to learning and develop positive attitudes.

2.6.7 Essential Educational Approaches within Inclusive Education

From the foregoing discussions, it is clear that the successful implementation of inclusive education is determined by the commitment from the side of the educator to inclusion. It is, therefore, imperative to indicate that one cannot talk about inclusion of learners who experience barriers to learning without mentioning the inclusion of all educators, that is, general or mainstream and special educators, who should collaborate their skills and begin to work together in an inclusive setting. By so doing they can learn and apply new skills, methods, strategies and activities to make the implementation of inclusive education as well as well as Outcomes-based Education successful. The collaborative team approach has emerged as a model of addressing the curricular needs of all children, both the mainstream learners and learners with special educational needs. Educators also need practical support from their colleagues, head t eacher and other professionals. For the development of academic and social skills of learners with special educational needs, this seems to

be an effective way of working. Clearly, additional help and support needs to be well coordinated and planned. With this in mind, there are classroom strategies that seem to be effective for inclusive education. These are discussed below

2.6.7.1 Collaborative teaching

Wade (2000:21) asserts that collaborative teaching involves the idea of partnership among teaching staff members, who work together as equals, sharing their expertise in content knowledge, facilitating learning for the benefit of all learners. This means developing a clear mission statement about inclusion. The school should have a common goal as a team, and value what the other parties, including parents, have to offer.

Inclusion cannot be as effective as expected unless educators, education specialists, parents and learners combine their efforts and resources. The combination of resources and efforts builds up one's strengths and creates a feeling of belonging to the team. It also enhances respect of each other's individual diversity (Wade, 2000:73). Bauer and Shea (1999:86) see collaboration as an essential and effective service to learners who experience barriers to learning.

Kagan (1999:52) is of the opinion that collaboration evokes responsibility and leadership. Once there is collaboration, someone must take the lead. This does not necessarily mean being the sole decision maker, but that one assumes the responsibility of facilitating to ensure sustainability of inclusive education. Kagan (1999:52) stresses the fact that for any collaboration to be a success, the success of a single individual should imply the success of others as well. This presupposes that the programme does not belong to a single person, but to all. Collaboration generates collective ideas of governance, values, purpose and vision.

2.6.7.2 Cooperative teaching

Bauer and Shea (1999:90) contend that cooperative teaching refers to a situation when mainstream and special educators work jointly to facilitate learning in an inclusive setting. This implies that the two educators will simultaneously be present in the inclusive classroom. Cooperative teaching involves planning, providing and evaluating instruction. Here evaluation can take the form of assignment completion, earning daily points, turning in homework, projects completion and participating in group activities as evaluative activities. The responsibility of two educators is to be involved in co-teaching. One educator should not be regarded as the helper. The emphasis in cooperative teaching is based on performance assessments of the skills and strengths of individual educator. This presupposes concentration on what an educator can do best (Bauer & Shea, 1999:91)

According to Bauer and Shea (1999:93) cooperative teaching makes teaching enjoyable, stimulating and encouraging. This is because teachers attempt new teaching strategies. Although concern such as ownership, teaching space, roles, philosophical differences and language usage could be raised, educators can ultimately learn to blend their skills in areas of expertise. They can also learn to take risks, respect and trust each other's professionalism and experiment with new teaching strategies.

This approach, therefore, clearly addresses the diverse needs of the learners. It allows learners to progress at their own pace assisted by one of the educators. This strategy affords the educators an opportunity to develop their own professional skills by learning from each other. To add, educators broaden their perspective and understanding of their partner's roles, responsibilities and expertise.

2.6.7.3 Cooperative learning

Bradley and Graves (1997:37) state that cooperative learning is an approach that facilitates instruction in heterogeneous groups and reflects a learning-centred classroom. The success of an individual in cooperative learning depends on the contribution of each individual team member as they strive towards a shared goal. In cooperative learning, individual uniqueness is highly respected and valued. "The weakest group that one could assemble would be one whose members were all alike, with the same perspectives, strengths, and limitations" (Bradley & Graves, 1997:369). This means that diversity enriches the learning process. It also discourages the tendency to group learners according to ability.

According to Bradley and Graves (1997:371), learners who experience mild barriers to learning and are instructed through cooperative learning showed improvements in areas such as social acceptance, development of friends, positive attitudes and teacher behaviour. Learners who experience moderate to severe barriers to learning and development and participated in cooperative learning showed an increase in their marks in areas such as social interaction, verbal interaction, personal interaction as well as academic achievement. When learners interact with one another and their educators, they may begin to change their attitudes positively despite their barriers. This could even contribute to attitudinal change by educators, realizing that all learners can learn and benefit from each other. With this learning style, learners are able to accept each other unconditionally and develop passion to help those in need, like helping dictating to a learner who cannot see clearly on the chalkboard thereby enhancing inclusive education.

2.6.7.4 The individual support plan (ISP)

An Individual Support Plan (ISP) is a planning document providing key information to assist educators in meeting a learner's individual educational needs arising from a disability. Figure 2.3 below, identifies specific learning outcomes to be prioritised for the learner. An ISP is not a total plan of instruction. The primary goal of the

Individual Support Plan is to ensure that learners with special educational need benefit from the same curriculum as their peers. It is, however, important to ascertain on what level the learners are functioning as this will facilitate the process of adapting the curriculum into an ISP for them (Lorenz, 1998:39).

The ISP specifically refers to a plan for the individual learning needs of learners who are identified as needing support over and above the differentiation in a typical multilevel class. It is a written working document for each learner with a barrier to learning that is developed, reviewed and revised on an ongoing basis (Tailor & Harrington, 2003:129). The ISP includes relevant information regarding the learner's interests, strengths, needs and medical or health information. It describes the learner's current level of achievement in each learning area and lists the expectations or the goals for the learner as developed by the educator, the parents and the learners themselves (See figure 2.3).

An ISP is required for learners with disabilities who need high levels of specialist educational support. The ISP is an effective means of focusing attention on the learner's most important learning needs. It also promotes communication between home and school, agreement on the learner's educational goals, and shared responsibility for decision making and programming. A detailed description of the particular adaptations to be made is given and relates specifically to the Assessment Standards as stipulated in the NCS: learning, teaching and assessment strategies, support material, and assistive devices required. The ISP needs to be updated regularly and notes of dates, results and recommendations should be kept. For foundation phase learners, the ISP is developed by a team comprising school staff, the parents and learners where possible (Tailor and Harrington, 2003:129).

Despite many educators' reservations regarding curriculum adaptation, Taylor and Harrington, (2003: 204) agree that it is nothing more than good teaching, thereby implying that strategies that work for learners without barriers to learning will similarly work for learners with barriers to learning. Implicitly then, strategies that

work for learners with barriers to learning, will also work for other learners. Curriculum adaptation is therefore about recognizing individual learners' learning style and finding ways to employ this style most effectively in the learning situation.

1 2 Steps in the ISP process	3 Educator contribution
Information gathering Relevant information about the student is gathered across the school, home and community environments.	Share with the team your vision for your child's future and your knowledge about your child's: • strengths and needs • interests and motivators
Consultation/ISP Meeting The ISP team members (e.g. parents, the student where appropriate, education staff and therapists) meet to decide the student's goals and other relevant information to be documented on the ISP. In addition to the recording sheet for student related information there is another recording sheet to note matters to be attended to by team members (e.g. parent to organise hearing test)	• Review reports and form an opinion on learning priorities for your child • Review agenda and suggest items to be included • Inform the school of particular staff you would like at the meeting • Consider inviting a friend to accompany you. • At the meeting contribute to discussion and decision making. • Ask questions if you don't understand something • Request a copy of the notes
Design An education staff member usually completes the final ISP document. If necessary further consultation with other team members may occur. When completed the ISP is distributed to all team members.	• Read the ISP document to make sure it reflects accurately what was agreed at the ISP meeting. • Sign the document to acknowledge your support. • Keep your copy for reference.
Implementation Wherever possible goals are addressed within general class activities. Program implementers are trained in teaching and management strategies. Data is collected to monitor student progress and establish when program changes are necessary.	• Follow through with activities/strategies you have agreed to implement in the home or community. • Establish a communication system with staff to provide feedback on your child's progress.
Evaluation All team members participate in the evaluation of: • the ISP process • the learning outcomes for the student.	• Have input into your child's program evaluation. • Discuss your child's report. • Consider new priorities as part of the continuing ISP process.

Figure 2.2 Steps in the ISP process compiled from: Disability Services Support Unit (2002:3).

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The success of inclusive education will be largely determined by the ability of educators to deal effectively with learners with learning disabilities. The ability to work successfully within an inclusive classroom will also be influenced by the attitudes of educators towards learners with special educational needs. Swart, Pettipher, Engelbrecht, Eloff, Oswald, Ackerman, and Prozesky, (2000:2) cite various studies which suggest that "mainstream educators are of the opinion that they do not possess the adequate training, skills, time and support networks to ensure quality education for all".

This chapter provides the description of the research design and methodology to collect data on the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. It examines how the questionnaire and interviews were employed to gather data in an attempt to clarify themes that would ultimately provide answers to research questions.

3.2 RESEARCH DESIGN

According to Terreblanche and Durrheim (2002:29), a research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure".

A research design should provide a plan that specifies how the research is going to be executed in such a way that it answers the research question. McMillan and Schumacher (2001:166) define a research design as a plan for selecting subjects,

research sites, and data collection procedures to answer the research questions. The design shows which individuals will be studied, and when, where and under which circumstances they will be studied.

In this study, the survey research was used. Survey research gives the researcher a picture of what people think. The survey researcher often uses a sample or a smaller group of selected people and generalizes results to a larger group from which the smaller was chosen (Neuman 1997:31). The research approach was qualitative in nature.

Survey was used to elicit how the effective implementation of inclusive education is influenced by the barriers to learning participants. More detailed information on the essential aspects for successful implementation of inclusive education was collected through the use of questionnaire and interviews.

3.3 METHODOLOGY

Qualitative researchers study things in their natural settings in an attempt to make sense of phenomena in terms of the meaning people brings to them (Mertens, 1998:160). Qualitative research is concerned with understanding the phenomena from the participants' perspective (McMillan and Schumacher, 2001: 372). This approach is deemed suitable for this research, as it affords educators the opportunity of defining personal perceptions with regard to their own attitude, knowledge, skills and professional support in the successful implementation of inclusive education.

This study will apply qualitative methods because this technique allows the researcher to share in the understanding and perceptions of others and to explore how people structure and give meaning to their workplace phenomena (De Vos 1998: 306). Qualitative research gives the researcher a first-hand, holistic understanding of the phenomena of interest by means of a flexible strategy of specific research questions and data collected on the educators' attitude, skills and knowledge and professional support with regard to successful implementation of

inclusive education (Merriam (1998: 203).

3.4 POPULATION

All participants were mainstream primary school and special school educators who had attended inclusive education workshops and who were involved in its implementation. The selected schools could be seen as typical primary schools, which serve learners from lower socio-economic group.

Mouton (1996: 134) describes a research population as a collection or set of elements of various kinds. These populations can include populations of individual human beings, organizations, institutions, collectives, social activities or events and cultural objectives and interventions. Johnson and Christensen (2000:158), define a population as a set of elements. It is the large group to which a researcher wants to generalize his or her sample results. It is the total group that the researcher is interested in learning more about.

McMillan and Schumacher (2001:169) define population as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. This group is also referred to as the target population or universe. The target population is often different from the list of elements from which the sample is actually selected, which is termed the survey population or sampling frame.

According to Gay and Airasian (2000:121), a population is a group of interest to the researcher, the group to which the researcher would like the results of the study to be generalisable. The population that the researcher would ideally like to generalise to is referred to as the target population. The population that the researcher can realistically select from is referred to as the accessible or available population.

For the purpose of this study, the researcher's population was selected from one hundred and twenty six (126) schools in Taung and Gasegonyana Area Project Offices (APO's). These (APO's) circuits are chosen because they have special

schools. There are one hundred and twenty six (n = 126) primary schools in Taung (n = 62) and Gasegonyana (n = 64) circuits. Within each circuit, special school and mainstream educators, departmental officials and their respective inclusive education programs formed the core focus around which the study participants were identified (Patton 2002: 167). The total population therefore was one hundred and forty (n= 140) participants. Table 3.1 provides a summary of the population and the sample selected.

3.5 SAMPLE AND SAMPLING TECHNIQUES

Gay and Airasian (2000:121), define sampling as the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. De Vos, Strydom, Fouché, Poggenpoel and Schurink (2001:189), define a sample as the element of the population considered for actual inclusion in the study or it can be viewed as a subset of measurements drawn from a population in which we are interested. According to Merriam and Simpson (1995: 57) a sample is a strategically and systematically identified group of people who meet the criterion for a particular study. In order to use such a group to make decisions about the larger population, the sample has to resemble the larger population as closely as possible (Vockell 1983: 103).

The sample is studied in an effort to understand the population from which it was drawn. Struwig and Stead (2001:109) are of the opinion that obtaining information from a sample is often more practical and accurate than obtaining the same information from an entire universe or population. Bouma (1996:114) indicates that researchers use samples to reduce the cost in time, energy and money of studying large populations. According to Bouma (1996:114), it is often simply not possible or desirable to study everyone. The way in which the sample is selected determines whether or not reliable conclusions about the larger group can be drawn on the basis of the study of smaller numbers.

The selection of respondents from the population is based on some form of random procedure. For the purpose of this study, a purposeful sampling strategy was used to identify two Area Project Offices and participating individuals, because they are involved in the implementation of inclusive education. "The logic and power of purposeful sampling depends on selecting information-rich cases for study in depth. The information-rich cases are those from which one can learn a great about issues of central importance to the purpose of the inquiry" (Patton 2002:169).

From the alphabetical list of one hundred and twenty six schools in this APO a sample of seventy two (n = 72) participants, including fifty eight (n= 62) primary schools educators; four (n= 4) special schools educators and ten (n=10) inclusive education regional officials, were randomly sampled and became part of the study. Van Vuuren and Maree (1999:277) maintain that the simple random s ampling method is the easiest one to utilize because it is achieved through, firstly obtaining a population and then deciding on the size of the sample. The sample is then constructed through the utilization of the lottery method to select respondents from the population. In order to select the 72 respondents, the names of the respondents from all schools were written on cards which were mixed in a bowl and then selected through the lottery method From the selected schools the remedial and/or learner support educator, involved in the implementation of inclusive education, became part of the study.

The sample was homogeneous only in so far as all the participants were primary school educators involved in inclusive education classroom practice. These educators were sampled because their attitudes, skills and knowledge have not been explored.

Table 3.1

DETAILS	POPULATION	SAMPLE	SAMPLE TYPE
Mainstream Educators	126	58	Simple random sampling
Special school Educators	4	4	Purposive sampling
Inclusive Education Officials	10	10	Purposive sampling
TOTAL	140	72	---

3.6 RESEARCH INSTRUMENT AND INSTRUMENT VALIDITY

3.6.1 Research Instruments

3.6.1.1 Questionnaire

A questionnaire is the most widely used technique for obtaining information, as it is relatively economical. It has standardised questions, ensures anonymity and questionnaires can be tailor-made to fit the research objectives (McMillan and Schumacher, 2001:239). The questionnaire can contain closed questions and/or open-ended questions. Closed questions aimed to establish biographical-data from the participants. The open-ended questions provided mainly qualitative data in relation to the research question. It is a device which enables respondents to answer questions. As a data collection instrument, the questionnaire is easy to administer, provides direct responses of both factual and attitudinal information and makes tabulation of responses quite effortless (Mckernan, 1996: 125).

The questions or items of a questionnaire can be structured or unstructured, meaning that the categories that the participants must choose from can be specified or unspecified. A structured item, such as on gender, has specified categories, for example male and female (Wolf, 1997: 422). Questions or items are dichotomous when there are two response categories and polytomous when there more than two response categories (Byrne, 1996: 56). An unstructured item has an unspecified response, for example an item asking the participants how their weekend was spent (Wolf, 1997: 422).

According to Wolf (1997:422), a questionnaire is a self-report instrument used for gathering information about variables of interest to an investigation. The development of a questionnaire requires that the variables must be identified. Research questions, theories, previous research and discussions with experts can give direction in this regard (Wolf, 1997: 423). Discussions about the research topic with people representing the group to complete the questionnaire, can also cast light on variables (Byrne, 1996: 105). Once identified, the variables must be formulated in question format (Wolf, 1997: 423). In addition, wherever possible, the questionnaire should not take longer than thirty minutes to complete. It should, preferably, take fifteen to twenty minutes to complete (Wolf, 1997: 425). Long questionnaires can lead to participant fatigue and/or insufficient cooperation, which may lead to careless and inaccurate responses (Wolf, 1997: 422-423).

For the purpose of this study, the questionnaire which was used to collect data was based on the Likert scale. The respondents were requested to indicate their views on the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education on a five point Likert scale. It was, then, carefully modified under scrutiny to suit this research. Items in section B, C, and D were based on the statement of the problem while section A was based on the biography of the respondents. The questionnaire, therefore, consisted of four main sections:

Section A

The purpose of these questions was to gather biographical data and background information of the respondents. The information is essential to understand the background information of the participants.

Section B

This section is aimed at gathering data on the perceptions of the educators about learners with barriers to learning and implementation of inclusive education.

Example: Mainstream educators feel frustrated to teach learners with special educational needs.

Section C

The main aim of this section is to seek clarity on the educators' opinions about level of skills and knowledge as related to inclusive education.

Example: Mainstream educators have necessary expertise to work with learners with special educational needs.

Section D

This section consists of questions that gather information on whether the educators receive the necessary professional support for the implementation of inclusive education.

Example: In-service training is valuable for mainstream educators to teach learners with special educational needs.

3.6.1.2 Interviews

An interview is a data collection in which the researcher asks the research participant(s) questions. The interviewer collects the data from the interviewee, who provides the data. Interviews that are done face-to-face are called in-person interviews. The strength of the interview is that a researcher can freely use probes (prompts used to obtain response clarity or additional information) (Johnson and Christensen 2000: 140).

According to McKernan (1996: 128) the interview has the advantage in that it allows the interviewer to probe areas of interest as they arise during the interview. McKernan (1996:130) goes on to say it ought to be stressed that in an interview situation there are no right or wrong answers and that personal information is to be discussed on a voluntary basis. The interview is not the place for a heated debate or discussion to prove one's position. To ensure that there is consistency and dependability multiple methodologies were used. This is what is called

triangulation. This involves the comparison of verbal information with written materials or use of observation to confirm or gain additional insight from interview information. This helps the researcher to verify an understanding and develops a more comprehensive picture of the phenomenon of interest. The interview adopted Poggenpoel's (1998: 146) strategy, namely: the preparatory phase; the interview phase; and the post interview phase.

For this study, the transcribed data of the interviews were analysed through the constant data anal ysis method as a "process whereby data gradually evolves into a core of emerging theory" (Merriam, 1998:191). Cohen and Marion (2002: 271) define an interview as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-related information. In this case the researcher interviewed educators and education specialists to explore and attain a deeper understanding of the barriers to learning that the educators are experiencing with the implementation of the inclusive education. It served as triangulation to check the responses.

During the interview sessions the researcher introduced himself and explained the purpose of the interview and asked the respondents if they had an objection to the use of the tape recorder. The interview schedule served as the guide for the researcher. However, it was not strictly adhered to since the researcher also used probing questions that were guided by the respondents' responses. Furthermore, the researcher guided the respondents where they responded vaguely. At the end of the interview session, the researcher thanked the respondents.

3.7 DATA COLLECTION AND ANALYSIS METHOD

Mouton (1996: 108) asserts that data analysis involves the breaking up of data into manageable themes, patterns, trends and relationships. The aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables and to see whether there were any patterns or trends that could be identified or isolated or to establish themes

in data.

For the purpose of the study, bar graphs were used. In a bar graph, the ordering of the columns is arbitrary (McMillan & Schumacher, 2001:212). According to White (2003:131), bar graphs are used when the independent variable being studied is measured at the nominal level.. In addition, the researcher used categories and themes to analyse data. The researcher searched for connections between various categories that ultimately formed few themes. This analysis of data was done continuously during the process of collecting the data.

3.8 CONCLUSION

In this chapter, the researcher outlined what type of research design was followed. Also the researcher outlined the area where the research was conducted, the sampling technique, research instrument and the data gathering strategies relevant to mass information associated with the topic in investigation. The next chapter deals with the analysis of data.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In this chapter data collected is analysed and interpreted to identify the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. Revisiting the research questions as well as the aims of this study is the point of departure in this chapter.

4.2 REVIEW OF THE RESPONDENTS

The sample consisted of seventy two (n = 72) participants, including fifty eight (n= 58) primary schools educators; four (n= 4) special schools educators and ten (n=10) inclusive education regional officials. The total number of 72 questionnaires were distributed and returned. The good response from the participants indicated that educators were happy about their involvement in this study.

4.3 BIOGRAPHICAL DATA

This refers to the respondent's age, gender, position, type of school and their qualifications which are reported in Table 4.1. This information enables us to understand the type of respondents who are involved in this study.

4.3.1 Gender of Respondents

Table 4.1 indicates that out of 72 respondents, 45(62.5%) were females and 27(37.5%) were males. Females comprise the majority of the sample. The reason for this is that in most primary schools there are more female educators than male educators.

4.3.2 Age Categories of Respondents

Out of ten education specialists eight were between the age of 31 and 40, one was between the age of 41 and 50 and another one was between the age of 51 and 60. 62 of respondents were educators, out of which twenty seven were between the age of 19 and 30, eighteen were between the age of 31 and 40, fifteen were between the age of 51 and 60 and only two were between the age of 61and 70.

Table 4.1

1.	GENDER	FREQUENCY [F]	PERCENTAGE [%]
1.1	Male	27	37.5
1.2	Female	45	62.5
	TOTAL	72	100
2.	AGE	F	%
2.1	19 - 30	27	37.5
2.2	31 - 40	26	36.1
2.3	41 - 50	16	22.2
2.4	51 - 60	3	4.2
2.5	61 - 70	--	--
	TOTAL	72	100
3.	TEACHING EXPERIENCE	F	%
3.1	00 - 10	21	29.2
3.2	11 - 20	24	33.3
3.3	21 - 30	18	25
3.4	31 - 40	09	12.5
3.5	41 - 50	--	--
	TOTAL	72	100
3	QUALIFICATIONS	F	%
3.1	Matriculation	03	4.2
3.2	Matriculation, teacher's certificate	16	22.2
3.3	Matriculation, teacher's diploma	19	26.4
3.4	Matriculation, teacher's diploma + ACE	18	25
3.5	Matriculation, degree	13	18
3.6	Matriculation, honours' degree	02	2.8
3.7	Matriculation, masters' degree	01	1.4
3.8	Matriculation, doctorate degree	--	--
	TOTAL	72	100
4	PHASE	F	%
4.1	Foundation	29	46.8
4.2	Intermediate	25	40.3
4.3	Senior	08	12.9
4.4	Further Education and Training	--	--
	TOTAL	62	100
5	CLASS SIZE	F	%
5.1	01 - 30	08	12.9
5.2	31 - 60	32	51.6
5.3	61 - 120	22	35.5
	TOTAL	62	100

4.3.3 Teaching Experience

Out of 72 (100 %) respondents 29.2% have taught for up to 10 years, 33.3% have between 11 and 20 years of teaching experience, 25% have between 21 and 30 years of teaching experience, 12.5% respondents have between 31 and 40 years of teaching experience. Educators with over 20 years of teaching experience indicated that inclusion was not going to work no matter what effort is put into its implementation because teacher training of the teaching in the mainstream is not adhering to supporting learners with special educational needs, in terms of intervention strategies and identification. These educators said that all the learners with challenges should be kept at the special schools.

4.3.4 Qualifications

The survey shows that 4.2% have a matriculation certificate, 22.2% have matriculation and teacher's certificate, 26.4% have matriculation and a diploma, 25% have matriculation and an advanced certificate in education, 18% have matriculation and degree, and 2.8% have matriculation and an honours degree and 1.4% have matriculation and a masters' degree. These differences in qualifications also influence the nature of responses in the study.

4.3.5 Types of Schooling Phase

The survey shows that, 46.8% are in the Foundation phase, 40.3% are in the Intermediate phase and 13% are in the Senior phase. While the Intermediate and Senior phase educators were critical of inclusion, the Foundation phase educators readily agreed with White Paper 6 that all children can learn. Intermediate and Senior phase educators are aware that learners in the foundation phase are easy to accept changes than senior phase learners who are at a stage of questioning the world that is they don't accept what you tell them they believe in experimentation. They said that it is wrong to sideline learners who are experiencing barriers to learning. They indicated that all children have the right to education. Intermediate and senior phase educators said that they are already overburdened with

overcrowding and a lot of paperwork and added that a learner with challenges needs individualised support.

4.3.6 Class Size

The respondents, who involved only educators, were also requested to indicate their class size. Four categories were provided and out of 62 respondents 12% had a class of between 1 and 30, 52% had a class size of between 31 and 60 and 35% had a class size of between 61 and 90. None have a class size of 90 and above.

Educators with class size of 60 learners and more were against implementation of the inclusive education policy. These educators indicated that they experience most educational support professionals as unsupportive and disempowering, as they were not available to offer them assistance. They also regard the Department of Education as lacking in provision of support.

The rationale for providing the biography of teachers in this study is to reveal their background in relation to the context of their work situation. The researcher at the same time had undertaken to guarantee these educators with anonymity in the research.

4.4 ANALYSIS AND INTERPRETATION ON BARRIERS TO LEARNING

The research questions and main themes were used in the analysis of the raw data, and the findings were compared to existing literature where possible.

4.4.1 The Attitudes of Educators towards Inclusive Education

Table 4.2 and figure 4.3 show the attitude of the educators on inclusion as reported by the respondents. They also indicate that 65%, respondents agree that learners with special educational needs can best be served through special, separate classes for their educational needs. This indicates learners with special educational needs should be taught in separate classes. Educators have a strong negative attitude

towards inclusion in the classroom. This serves as a strong barrier to the implementation of inclusive education. Considering the fact that over 80% of these educators have over 10 years teaching experience, the main reason that could be assigned for this negative attitude was that they were very comfortable with the way they had been teaching and the move to the new situation was not welcomed.

67% of the female and 63% of male educators were prepared to include learners with barriers to learning than male educators. 37% of the male and 33% of female educators said learner with challenges should remain at special schools because they are already struggling with alcohol and drug abuse, teenage pregnancy and juvenile delinquency. 65% of educators who were of over 30 years of age were more tolerant of inclusion of learners with challenges than younger educators, who indicated that they were more concerned than the less experienced educators about the plight of these learners. Younger educators view inclusive education as a challenge to them in terms of accepting children with severe learning difficulties as compared to older educators who would have a sense of tolerance and acceptance in this category of learners

Table 4.2

Attitude Responses	SD		D		U		A		SA	
Frequencies/ Percentages	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1. Inclusion of learners with special educational needs is very beneficial to them.	45	63	24	33	3	4	-	-	-	-
2. Learners with special educational needs should be given all the opportunities to be in mainstream classrooms.	57	79	13	18	2	3	-	-	-	-
3. Learners with special educational needs can best be served through special, separate classes for their educational needs.	-	-	-	-	10	14	15	21	47	65
4. Behaviour of learners with special educational needs will have a bad impact on other mainstream learners.	36	50	11	15	25	35	-	-	-	-
5. Learners with special educational needs are mostly well behaved.	-	-	-	-	5	7	29	40	38	53
6. Learners with special educational needs do not make enough effort to complete their tasks satisfactorily.	37	51	25	35	10	14	-	-	-	-
7. Mainstream educators feel frustrated to teach learners with special educational needs.	-	-	-	-	7	10	19	26	46	64
8. Presence of learners with special educational needs in the mainstream classroom is likely to have negative effect on other mainstream learners' emotional development.	38	53	13	18	21	29	-	-	-	-
9. Learners with special educational needs must be ignored by mainstream educators.	49	68	15	21	8	11	-	-	-	-
10. Learners with special educational needs are usually isolated by educators in various school and classroom activities.	53	74	16	22	3	4	-	-	-	-

KEY:

SD = Strongly Disagree

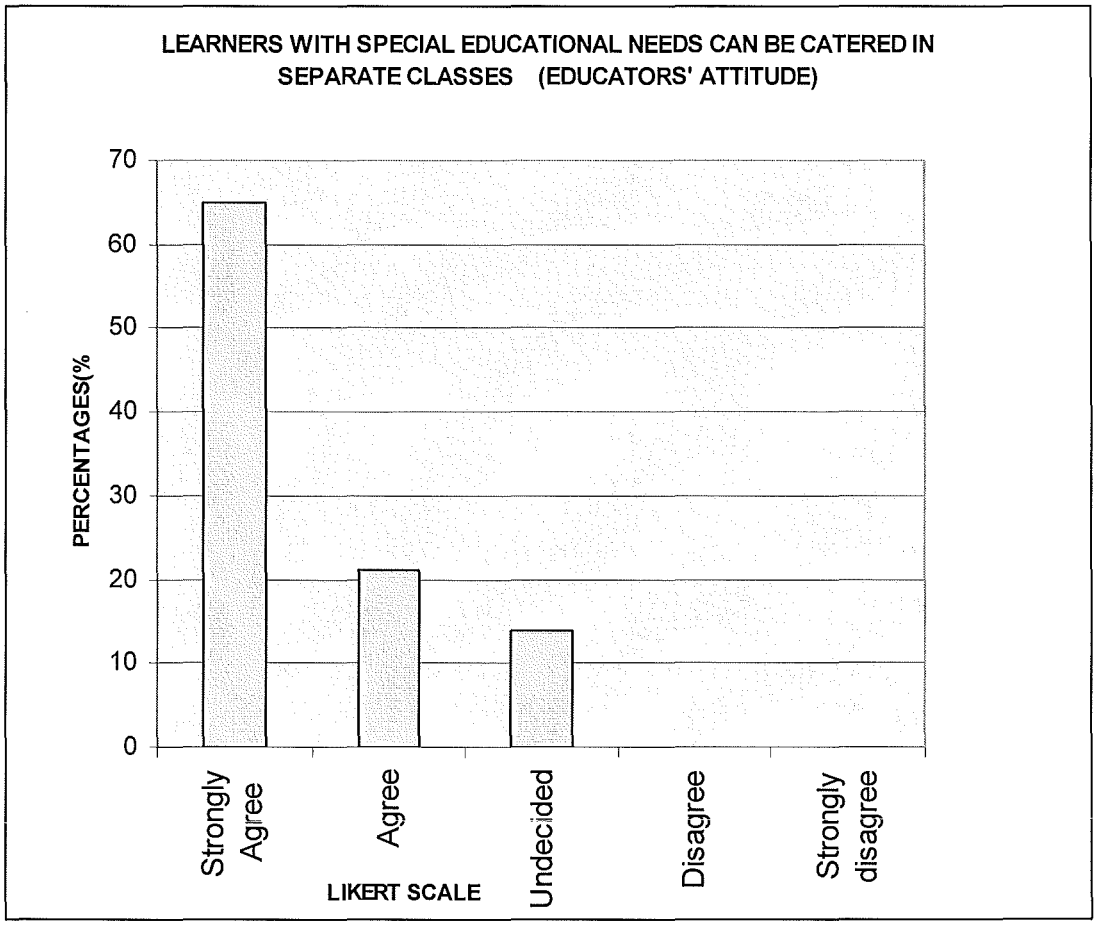
D = Disagree

U = Undecided

A = Agree

SA = Strongly Agree

Figure 4.1



Secondly, the attitude of majority of the participants in this study towards inclusive education could be regarded as somewhat negative (77%). It appears from the data that negative attitudes towards inclusive education are linked to the severity of disabilities that educators encounter in the classroom and the fear of new teaching methods which is needed in the inclusion of learners with different needs.

4.4.1.1 Interviews with Educators on Attitude towards Inclusion

As with the questionnaire, the attitudes of the participants in this study towards inclusive education appeared to be mostly negative. These attitudes are reflected in statements such as: "*We are going to have serious problems*" (Educator 055). These sentiments have been reflected by educators, and in other various international studies (Casey 1992: 29-38) it was noted that educators associate well with learners

who are able to cope on their own than those that need extra involvement of educators. Educators attitudes towards inclusive placements are in general very negative (Center & Ward, 1987: 41-56), and this is likely to affect the effective implementation of inclusive education.

Furthermore the general sentiment of the respondents was that: "...*We may not be able to say that our attitudes are good, as people we are waiting to see what is exactly going to happen in terms of the actuality of the whole thing ...the learners are not ready to mix with other learners from the outside because they are used to being alone in the school yard*" (Educator 037). From the above statements it can be realised that, there are various issues that relate to the teachers' attitude towards the learners and also that the government is imposing policies upon them without proper consultation, factors that eventually impact negatively on the teachers.

Furthermore, the interviews revealed that there are learners who often need to receive medication during the course of the day, which have to be monitored and supervised. There are also learners with other barriers to learning in the classroom who are from different backgrounds, such as colour, race, gender and language. As such, teachers will be faced with learners who may be unable to speak the language of instruction, putting teachers under further pressure, as there is no support structure or immediate facilities in many rural schools to cope with such difficulties. The teachers' concerns were expressed in the following way: "*You do not need only the textbooks to teach some of these learners but you need first hand experience and some information about that disability to understand them... maybe the policy makers need some experience before they can come up with something that they know very little about"* (Educator 017).

Many educators felt that successful implementation of inclusive education depends on the attitude and actions of the teachers. The barriers, like attitudes towards inclusion, have to be addressed first. The teachers all agreed that they played a crucial role in the implementation of inclusive education and the inclusion of each child. However, the process needed monitoring and evaluation. Teachers further

indicated that if they can work together as a team with officials or specialists in the Department of Education, together they can together successfully implement inclusive education.

It was also discovered in the study that although some educators were not in favour of inclusive education, educators at Kgosikeehe primary, in Taung, were already making individual efforts and going out of their way to care for and support the learners with special educational needs. At Learamele special school, the teachers have teamed up with various mainstream schools. Each year two learners are taken out of the special school to a mainstream school. They are specifically looking at the academic achievement of a learner, not the severity of the disability. The teachers from the special school and mainstream school meet once in three months to evaluate the progress, support them and evaluate the coping strategies. Teachers from both schools support each other with the intervention of the Department of Education. So far, the two schools have become role models.

From the interviews, there was an indication that educators with higher qualifications have better attitudes towards inclusion compared to educators with lower educational qualifications. 61% of educators with higher qualifications indicated that there had been exposed to inclusive education while they were studying, either full-time or part-time. The interviews also indicated that teachers with differing levels of education had different attitudes of inclusion. The lower the education level, the more negative the attitudes were towards inclusion. The more special education courses the teachers had completed, the more positive their attitudes were towards inclusion. Educators with extensive in-service training showed more positive attitudes towards inclusion than those educators without such training.

Table 4.3

Knowledge and Skills Responses	SD		D		U		A		SA	
Frequencies / Percentages	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1. The mainstream educators present lessons that are appropriate for learners with special educational needs in mainstream classrooms.	-	-	-	-	3	4	41	57	28	39
2. Mainstream educators have necessary expertise to work with learners with special educational needs.	38	52	30	42	4	6	-	-	-	-
3. Mainstream educators are equipped with enough training to teach learners with special educational needs.	58	81	14	19	-	-	-	-	-	-
4. Educators in mainstream classrooms need to use teaching methods that involve both learners with special educational needs and mainstream learners	-	-	-	-	1	1	16	22	55	77
5. Inclusion of learners with special educational needs will necessitate in-service training of mainstream educators.	-	-	-	-	2	3	11	15	59	82
6. Learners with special educational needs usually cause chaos in the mainstream classes that an educator cannot handle.	49	68	20	28	3	4	-	-	-	-
7. Mainstream educators are sufficiently equipped to teach learners with special educational needs.	41	57	29	40	2	3	-	-	-	-
8. Mainstream educators often do not use appropriate teaching methods that will also involve learners with special educational needs.	39	54	31	43	2	3	-	-	-	-
9. Mainstream educators must be expected to teach learners with special educational needs after they have acquired necessary skills and knowledge.	-	-	-	-	1	1	23	32	48	67
10. Skills and knowledge to teach learners with special educational needs and mainstream learners are essentially the same.	-	-	-	-	13	18	28	39	31	43

KEY:

SD = Strongly Disagree

D = Disagree

U = Undecided

A = Agree

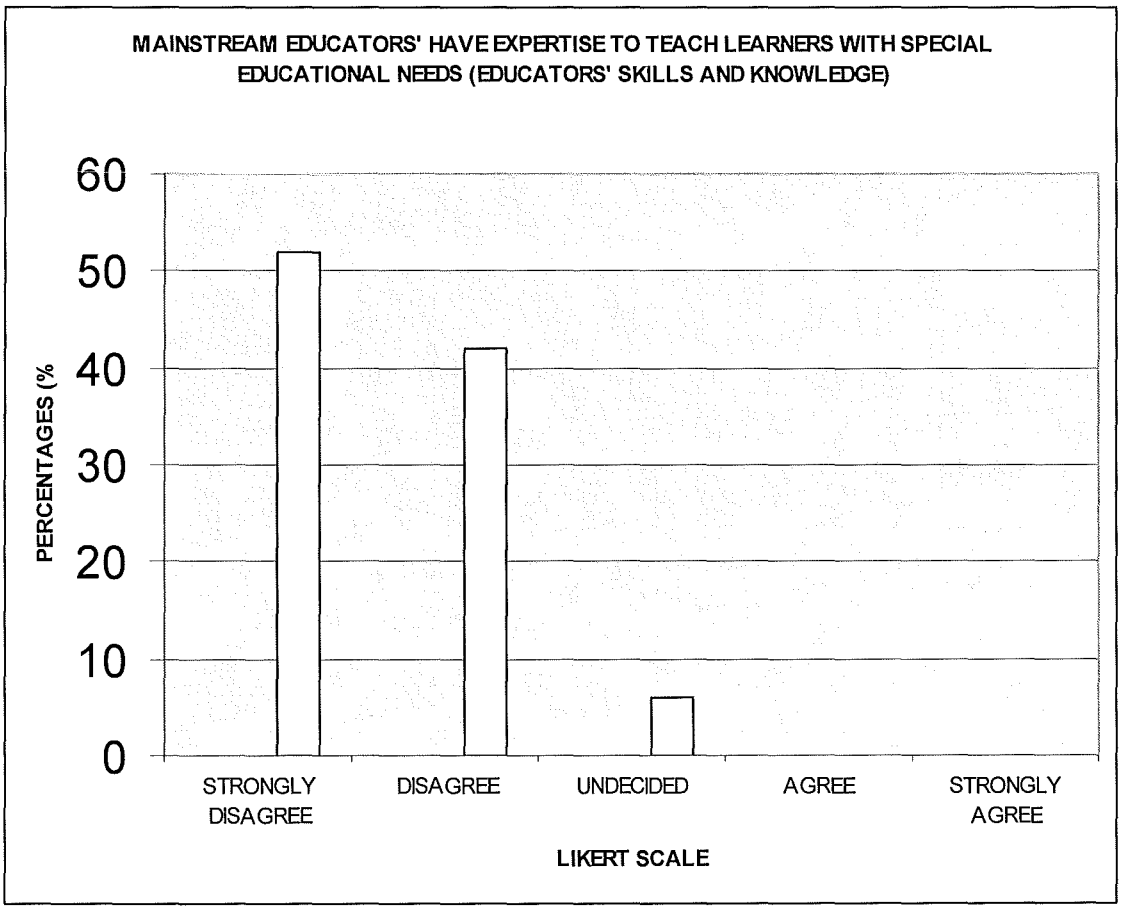
SA = Strongly Agree

4.4.2 Educators' Level of Skills and Knowledge pose Barriers to Learning in the Successful Implementation of Inclusive Education

Table 4.3 (above) and figure 4.2 below show the level of skills and knowledge of the educators and how the implementation of inclusive education is influenced by barriers to learning.

94% of the educators disagree that mainstream educators have necessary expertise to work with learners with special educational needs and 6% were undecided. This shows that educators need expertise to work with learners with special educational needs.

Figure 4.2



56% of more qualified, experienced and older educators indicated that lack of knowledge, experience and expertise are also regarded as barriers to the successful implementation of inclusive education. It is evident that, without the necessary training, skills, qualification and workshops, educators are inclined to feel frustrated with the inclusion of all learners, irrespective of their disabilities.

4.4.2.1 Interviews regarding Knowledge and Skills for Inclusion

96% of the teachers emphasised their views in this manner: "*Involving teachers through the workshops will help them fully understand what is expected out of them.... teachers need to be trained because he needs to understand the child with special educational needs...*" (Educator 009). If proper monitoring and evaluation is not done, the educators' efforts will not be realised, and learners will not benefit from an inclusive setting of education. Inclusive education may either succeed or fail, depending on the way that it is implemented. Female educators (57%) and (42%) male educators feel that not enough has been done in terms of knowledge and skills by the Department of Education for inclusion. 43% of female educators and 58% of male educators think that with time they will be able to handle learners with challenges.

It is evident that, without the necessary training, skills and knowledge, educators are inclined to feel frustrated with the inclusion of all learners, irrespective of their challenges. Female educators (63%) and (37%) male educators emphasised their views in this way: "*Involving teachers through the workshops will help them fully understand what is expected out of them as teachers need to be trained because let say that the teacher is in a mainstream school and he is having a disabled learner in the class he needs to understand that child and be evaluated constantly if he is doing the right thing...*" (Educators 012, 023, 042 and 054).

Table 4.4

Professional Support Responses	SD		D		U		A		SA	
Frequencies / Percentages	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1. Learners with special educational needs can be educated in the mainstream with professional support of inclusive education specialists.	-	-	-	-	3	4	41	57	28	39
2. Identified expertise of education specialists on inclusive education can be shared with educators, through demonstrations in the classroom.	-	-	-	-	1	1	16	22	55	77
3. Mainstream educators need the support of specialized personnel like therapists and psychologists.	-	-	-	-	1	1	23	32	48	67
4. Educators are uncomfortable when specialists from the special education section spend some time in their classrooms.	38	52	30	42	4	6				
5. In-service training is valuable for mainstream educators to teach learners with special educational needs.							14	19	58	81
6. There must be collaboration among the mainstream educators, specialized personnel like therapists and education specialists from department of education for successful inclusion.							17	23	55	77
7. With professional visits and support, mainstream educators who teach learners with special educational needs would be able to meet these learners' educational needs.					2	3	11	15	59	82
8. Problems involving learners with and without special educational needs can be solved with the help of inclusive education specialists.					5	7	29	40	38	53
9. Hearing aids should be provided to learners with special educational as means of professional support.							13	18	59	82
10. Both mainstream learners and learners with special educational needs should be provided with enough relevant instructional material.							11	15	61	85

KEY:

SD = Strongly Disagree

D = Disagree

U = Undecided

A = Agree

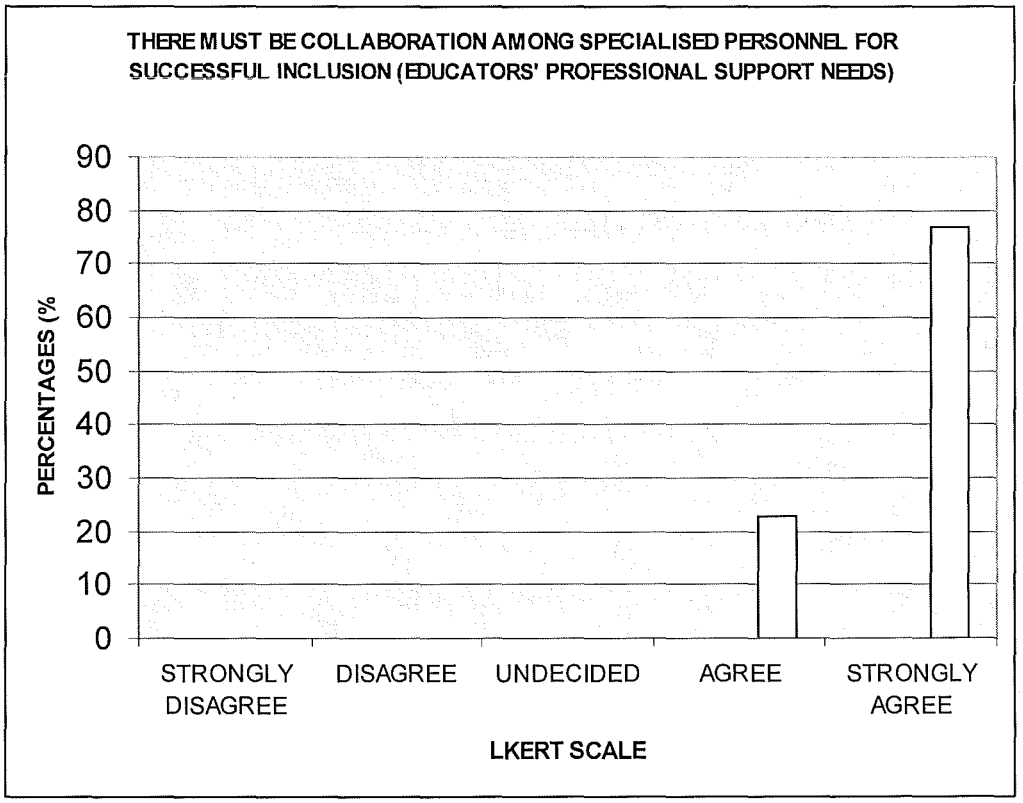
SA = Strongly Agree

4.4.3 Educators have the Necessary Professional Support for the Implementation of Inclusive Education

Table 4.4 and figure 4.3 indicate educators' agreement on the professional support in the implementation of inclusive education from the respondents.

It is reflected in Table 4.4 and figure 4.3 that 100% of the educators agree that there must be collaboration among the mainstream educators, specialized personnel like therapists and education specialists from Department of Education for successful inclusion in the mainstream classroom. This shows that inclusive education can be successful when there is cooperation among the mainstream educators, specialized personnel like therapists and education specialists from Department of Education.

Figure 4.3



Support, as experienced by educators in this study, can be described under two main categories: support from the Inclusive Education specialists and support offered by educators to learners experiencing learning barriers in their classrooms.

According to Department of Education (1997:8), the Inclusive Education specialists' team is made up of office-based educators whose focus and functions are to develop and empower educators in identification of learning difficulties and intervention strategies. Without adequate support, barriers to learning cannot be addressed (Department of Education, 1997:8). Engelbrecht and Green (2001:12) explain the importance of building support for teachers. The Inclusive Education specialists' team is there to support the educators, but, according to the respondents (100%), this was not happening effectively (Figure 4.3). This confirms the lack of support for educators who were in need of effective and continuous support from the Inclusive Education specialists' team. As White paper 6 (Department of Education, 2001:19) emphasizes, the key function of the support teams is to support all educators by identifying support needed and designing support programmes to address the barriers to learning as experienced by educators and ultimately the learners. The demands of inclusive education are that all children can learn and need support, therefore attitudes, curricula and environment should be adapted to meet those needs (Department of Education, 2002:50).

4.4.3.1 Interviews on Professional Support for Inclusive Education

54% of female educators and 56% of male educators stated that in-service training and workshops are not conducted regularly by the education department for educators regarding inclusive education, according to respondents. "*The nearest hospital has the expertise of therapists, but they are too occupied to assist learners in the school. They may only assist them if they come to the hospital, and the workload in the hospital is already putting them under pressure*" (Educator 031). The professionals were perceived as unsupportive to special schools and the teachers are worried that this may be worsened. As a result, educators do not have much faith in the educational support services, and they appear to be receiving no

assistance presently for the learners with barriers to learning. One of the teachers said: *"...Workshops, meetings, consultations in whatever costs, those things are very important in bringing people on board, letting them to own and understand not only those people that are in the forefront but that must be able to comprehend the whole program"* (Educator 019). Presently, the district and provincial support teams are seen to be doing less in supporting teachers in their dilemma.

In addition, the interviews, as was the case with the questionnaire responses, indicated that educators 056 and 044 believed that inclusive education can be successful when there was cooperation among the mainstream educators, specialized personnel like therapists and education specialists from Department of Education. Educators 066 and 041 also said that they need expertise to work with learners who experience barriers to learning and in-service training can help a lot in this regard.

From the interviews, like the questionnaire, with Inclusive Education specialists, it was clear that the educators did not know the roles and responsibilities of the Inclusive Education specialists' team. In addition, it was evident that the reason the Inclusive Education specialists' team functioned minimally was that they did not have sufficient skills and knowledgeable. The educators did not refer learners experiencing barriers to learning to education specialists, rather they referred them to Social Development Department.

Furthermore, the study revealed that some of schools have School-Based Support Teams, even though they are partially effective or ineffective. From the interviews, it is apparent that there is little or no collaboration between the SBST and educators. The team does not call meetings nor even give feedback after attending meetings and workshops organized by the district-based support team. This also indicates that the SBST does not work as a team, showing lack of group skills. It seems there is no collaboration between educators and SBST, with regard to communicate with one another when it comes to intervention strategies. From the above discussions, there are clear similarities between the questionnaire and interview responses.

65% of educators who were of over 30 years of age said that the Department of Education, often when they introduce a policy do not give the necessary training and support. The least qualified educators (5%) stated that they only heard about inclusion for the first time through workshops and departmental circulars. The higher qualified educators (53%) said that with more in-service training, workshops and support, inclusive education can be successfully implemented. Educators who were of over 40 years of age said that the Department of Education, often when they introduce a policy they do not give the necessary training and support.

4.5 CONCLUSION

This chapter outlined the analysis and interpretation of data. The results obtained regarding the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. were analysed and data acquired from the respondents were qualitatively analysed. Educators agreed that there must be collaboration among the mainstream educators, specialized personnel like therapists and education specialists from Department of Education for successful inclusion to be able to address barriers to learning. When it comes to teachers' attitudes towards inclusive education, it was found that experience with learners with challenges leads to educators generally having more negative attitudes. The participants also indicated that there was a need for more knowledge and skills for educators for effective implementation of inclusive education. Some of these educators were prepared to motivate the learners to achieve. Others were not even prepared to make adjustments for inclusive education. As such, educators can also become the major barriers to including all the learners with barriers in the classroom.

Furthermore, it is clear that inclusive education requires new skills, knowledge and attitude from the educators and, therefore, educator education and training should be revisited and designed to accommodate and support inclusion. The next chapter however focuses on the summary of the findings and the recommendations.

CHAPTER 5

SUMMARY / RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter summarises the nature of research conducted and findings of the study. It also provides recommendations arising out of the study on effective implementation of inclusive education.

The first chapter gives a condensed outline of the study, its objectives and the research questions on the barriers to learning in the effective implementation of inclusive education.

Literature review, in the second chapter, focused on the educators' understanding of historical, political and economic reasons that led to the introduction of inclusive education approach. It examined critically the literature studies on attitude, skills and knowledge as well as professional support for special educational needs within the mainstream activities.

Chapter 3 outlined the research design and methodology with emphasis on the population, sample and sampling techniques measuring instruments employed in the collection of data, and data analysis method. The main design was survey and using qualitative approach for data collection and analysis.

The results of the analyses were subsequently presented and interpreted in chapter four, using graphs and tabular representations. Chapter 5 presented a summary of the research findings and recommendations.

5.2 SUMMARY OF RESEARCH FINDINGS

95% of the participants in this study felt that, learners with special educational needs could best be served in special schools. The views of the respondents are

well supported by literature on teachers' attitudes towards inclusive education, where it was found that experience with learners with disabilities leads to educators generally having more negative attitudes (Engelbrecht and Green, 2001:5). The fact that some of the teachers felt that the learners with barriers to learning needs would be best met in a specialized environment

82% of educators said that with professional visits and support mainstream educators would be able to meet educational needs of learners with barriers to learning. They also feel that in-service training is valuable for mainstream educators to teach learners with challenges. According to White Paper 6 (Department of Education, 2001:6), teachers need support to take on the broader role and responsibility for effectively addressing the barriers to learning. Forlin (1998:4) further emphasises the importance of adequate and accessible support service for the educators in the inclusive classroom for the successful implementation if inclusive education policy.

There was an indication that 88% of the participants felt that inclusion could work if government provided more information. The participants indicated that there was a need for more knowledge for educators about inclusive education, with more information on training, workshop and understanding of the process of inclusion and the skills needed to cope with the process.

5.3 RECOMMENDATIONS

5.3.1 Introduction

There are several strategies that can be employed to enhance the effectiveness in the implementation of inclusive education programme. Within the context of this study, it is felt that the exposure to inclusive education is important in order for the educators to understand the form of the education approach as well as to understand their role in implementing inclusive education.

5.3.2 School Management Support

The active involvement and support of the school managers in the implementation of inclusive education programme is critical. Schools with the management support for inclusive education demonstrate a significant increase of awareness regarding the concept of inclusion. The school principals have an essential role in improving the school environment and in implementing inclusive education policy. It is, therefore, significant that priority should be given to the establishment of strong and effective support systems. Adequate system support should be seen as the foundation upon which successful inclusive education should be built. Without effective support for the classroom educator inclusive education will become synonymous to dumping LSEN, (learners with special educational needs), in mainstream classes.

5.3.3 Professional Diagnosis

The system whereby learners are referred to specialists for testing and diagnosis should be re-evaluated. This direct intervention system serve little purpose as learners are only labeled and sent back into the mainstream classroom without any further follow ups or recommendations on how to address the barriers to learning they face. This reinforces the deficit view of the learner in the minds of both parents and educators. A move towards an indirect model of intervention should be promoted in schools. Each mainstream educator needs to be equipped with basic remedial, guidance and counseling skills. Educators should be able to do basic screening, assessment, identification and give support to LSEN. This should also enable them to give guidance and counseling on social and economic related barriers to learning and development to parents and learners. This will lessen the need for outside referrals. They should also have knowledge of what support systems are available and how to access these support systems. This will greatly enhance the educators' feelings of self–efficacy in dealing with learners with diverse needs.

Educators need to understand the link between OBE and the practice of inclusive education. There is a dire need to move away from the workshop method of retraining. Less focus needs to be put on training content and terminology of specific learning areas. The focus should rather be on achieving a paradigm shift from traditional content-based education towards OBE/inclusive education. Educators need to grasp the theories and assumptions of both the old and the new paradigms in order to avoid repeating the old assumptions within the new.

5.3.4 In-service Training

Furthermore, for many educators the content of their training remains unrelated to the nature of the teaching job and the conditions in which they work. There is a distinction between theory and practice. Inclusive teacher education requires methods which are themselves inclusive. In some teacher education institutions, teacher lecturers teach a content about active learning in diverse classrooms using passive methods which take no account of the prospective teachers' backgrounds and experiences. In many teacher education courses, inclusion is considered as separate entity, usually associated with learners with impairments or those categorised as having special educational needs, rather than permeating throughout all courses.

5.3.5 Pre-Service Training

Teacher training institutions should incorporate the concept of inclusion as part of the curriculum. Aspects in relation to special education and special education needs should be stressed throughout the duration of the courses. This includes the aspects of inclusive education. There should also be courses which are open to students from other programmes as well which indirectly help to prepare the trainee teachers to gain knowledge in relation to learners with special educational needs. As part of the teacher training programme, it is therefore recommended that education courses make room for critical discussion

regarding issues and concepts of inclusion and teaching effectiveness. It is also recommended that the trainee teachers be given structured opportunities to experience inclusive education in practice. Exposure to observing teaching learners with special educational needs in inclusive setting is one of the essential components in the process of breaking down barriers to learning and building positive attitude towards inclusive education among educators.

5.3.6 Collaborative Support

Collaborative professional culture in schools is also an important aspect of school effectiveness and improvement. Professional collaboration and teacher support must be assigned a prominent place in school life. Collaborative consultations include people with variety of abilities, who work together to plan and implement programmes for a diversity of learners in regular schools. The development of professional collaboration among teachers so that expertise can be shared is so crucial to the success in meeting the diverse needs of all learners in inclusive settings.

There is a need to identify children in inclusive programs and obtain parental opinions about placement in such programs and satisfaction with the services rendered. Parent opinions regarding the desirability of inclusion for their children who are disabled or impaired need to be obtained, although it may be difficult to obtain these from non-existent programs. Sometimes parents usually do not have many program choices within a reasonable geographic range, for instance, rural villages in Bophirima region. Parents also may not be informed of choices that may be available to them. Child characteristics such as age of identification of impairment and degree of impairment are likely to influence the choices that parents make about educational programming.

5.3.7 Conclusion

To sum up, the district-based support team (DBST) should provide leadership

and policy support, articulating clear standards and expectations for educators. They also need to communicate a commitment to support educators in an effort to bring quality education to all learners. In their efforts to support educators, the DBST can provide professional development on best practices and link policy to practice through evaluation and monitoring of school and educator performance. The DBST should provide adequate resources and support to schools ensuring that the funding and other necessary resources are in place. The DBST should also make provision for educators to have adequate instructional planning time so they can gear their instructional strategies to the strengths and interests of all learners. In addition, the school-based team members should establish a positive, supportive and welcoming climate for all the learners. They should welcome and engage in effective partnerships with parents. They should encourage, support and reward educators' professional development efforts and cultivate the model of an educator as lifelong learner. School leaders should establish mutual support among educators by creating a climate and work routines that favour teamwork and collaboration. They should ensure effective use of resources, focus the attention of educators on effective instructional strategies and ensure that classrooms are effectively organized for quality instruction.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Major factors that retard progress in implementing inclusive education are lack of funding for informative research, lack of adequate resources to equip, facilitate and expand the provision for children with special needs, misdirection of funds, limited personnel training programs, inadequate qualified personnel, the absence of enabling legislation and limited support services. Without accurate research figures, most developing countries do not know the size of their problem in terms of the population of school going age children with disabilities, whom they need to provide for. Research is needed to investigate further support systems for Inclusive Education.

The learning assistants seemed to play a vital role in assisting learners with disabilities to access the curriculum. Further study could focus on the nature and efficacy of learner support by learning assistants. Furthermore, during the sampling phase of this research, it became evident that many learners with disabilities are still being placed in special schools. Research comparing the effectiveness of curriculum adaptation in inclusive schools as opposed to special schools is indicated.

More in-depth research is needed concerning how and why parents make placement choices and the factors that influence their choices.

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APPENDIX A

LETTER TO PARTICIPANTS AND CONSENT FORM

Dear Participant

I would like to invite you to participate in this research study. The aim of this research is to identify the educators' perceptions about learners with barriers to learning and development and how this may affect the implementation of Inclusive Education. Your participation in this study would be highly appreciated.

If you agree to be part of this study, kindly sign the attached form. It indicates that you agreed to complete the questionnaire.

Thanking you in anticipation.

Yours faithfully

_____
TLALE L.D.N.
(Researcher)

PERMISSION TO PARTICIPATE IN THE RESEARCH STUDY

I _____ hereby agree to participate in the above-mentioned research study. I am aware that my anonymity is guaranteed and that no mention will be made of my identity. My biographical details will therefore not be mentioned in the study.

_____
Signature

_____
Date

APPENDIX B

INCLUSIVE EDUCATION QUESTIONNAIRE(STRUCTURED)

To ascertain that participants answer the questions as honestly as possible, names do not have to be provided. Confidentiality here will be assured. Please complete background information first:

A. PERSONAL BACKGROUND

1. Gender:	Female Male
2. Age (Years):	19 - 30 31 - 40 41 - 50 51 - 60 61 - 70
3. Teaching Experience:	0 - 10 11 - 20 21 - 30 31 - 40 41 - 50
4. Qualifications:	Matriculation Matriculation and Teacher's Certificate Matriculation and Teacher's Diploma Matriculation, Teacher's Diploma and Advanced Certificate in Education Matriculation and Degree Matriculation and Honours' Degree Matriculation and Masters' Degree Matriculation and Doctorate Degree
5. Phase that you currently teach:	Foundation Intermediate Senior Further Education and Training
6. Your current class:	01 – 30 31 – 60 61 – 90 90 and above

Please make a mark (x) in the appropriate box.
The statements in this questionnaire refer to the following scale:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

B. ATTITUDE OF EDUCATORS

QUESTIONNAIRE / SCALE	1	2	3	4	5
1. Inclusion of learners with special educational needs is very beneficial to them.					
2. Learners with special educational needs should be given all the opportunities to be in mainstream classrooms.					
3. Learners with special educational needs can best be served through special, separate classes for their educational needs.					
4. Behaviour of learners with special educational needs will have a bad impact on other mainstream learners.					
5. Learners with special educational needs are mostly well behaved.					
6. Learners with special educational needs do not make enough effort to complete their tasks satisfactorily.					
7. Mainstream educators feel frustrated to teach learners with special educational needs.					
8. Presence of learners with special educational needs in the mainstream classroom is likely to have negative effect on other mainstream learners' emotional development.					
9. Learners with special educational needs must be ignored by mainstream educators.					
10. Learners with special educational needs are usually isolated by educators in various school and classroom activities.					

C. SKILLS AND KNOWLEDGE

QUESTIONNAIRE / SCALE	1	2	3	4	5
1. The mainstream educators present lessons that are appropriate for learners with special educational needs in mainstream classrooms.					
2. Mainstream educators have necessary expertise to work with learners with special educational needs.					
3. Mainstream educators are equipped with enough training to teach learners with special educational needs.					
4. Educators in mainstream classrooms need to use teaching methods that involve both learners with special educational needs and mainstream learners					
5. Inclusion of learners with special educational needs will necessitate in-service training of mainstream educators.					
6. Learners with special educational needs usually cause chaos in the mainstream classes that an educator cannot handle.					
7. Mainstream educators are sufficiently equipped to teach learners with special educational needs.					
8. Mainstream educators often do not use appropriate teaching methods that will also involve learners with special educational needs.					
9. Mainstream educators must be expected to teach learners with special educational needs after they have acquired necessary skills and knowledge.					
10. Skills and knowledge to teach learners with special educational needs and mainstream learners are essentially the same.					

D. PROFESSIONAL SUPPORT

QUESTIONNAIRE / SCALE	1	2	3	4	5
1. Leaners with special educational needs can be educated in the mainstream with professional support of inclusive education specialists.					
2. Identified expertise of education specialists on inclusive education can be shared with educators, through demonstrations in the classroom.					
3. Mainstream educators need the support of specialized personnel like therapists and psychologists.					
4. Educators are uncomfortable when specialists from the special education section spend some time in their classrooms.					
5. In-service training is valuable for mainstream educators to teach learners with special educational needs.					
6. There must be collaboration among the mainstream educators, specialized personnel like therapists and education specialists from department of education for successful inclusion.					
7. With professional visits and support, mainstream educators who teach learners with special educational needs would be able to meet these learners' educational needs.					
8. Problems involving learners with and without special educational needs can be solved with the help of inclusive education specialists.					
9. Hearing aids should be provided to learners with special educational as means of professional support.					
10. Both mainstream learners and learners with special educational needs should be provided with enough relevant instructional material.					

INTERVIEWS QUESTIONS FOR EDUCATION SPECIALISTS

1. Which services and resources are available to your educators for inclusive education?
2. How often do you visit schools for support and monitoring on inclusive education?
3. What is the feeling of educators towards inclusive education?
4. What kind of training has been offered to educators for them to deal with learners with special educational needs?

INTERVIEWS QUESTIONS FOR EDUCATORS

1. Have you ever been involved or taught a class with learners with special educational needs?
2. What are your personal feelings towards inclusive education?
3. How often is your school visited by education specialists, for professional support?
4. Does your school have necessary services and resources for the needs of learners with special educational needs?
5. Do you have the same attitude for learners with special educational needs and mainstream learners?

APPENDIX C

FROM: TLALE L.D.N.
P.O. BOX 629
VRYBURG
8600

TO: THE DCES (INCLUSIVE EDUCATION)
BOPHIRIMA REGION
PRIVATE BAG X21
VRYBURG
8600
3 OCTOBER 2003

Madam

SUBJECT: REQUEST FOR PERMISSION TO ADMINISTER A RESEARCH QUESTIONNAIRE .

I am currently conducting a research study. The aim of the research is to investigate how the barriers to learning can enhance the effective implementation of inclusive education. The special school and some mainstream primary school educators are the target population to be involved in the research study. The participation of these candidates is of utmost importance.

I therefore humbly request your permission to conduct this research in the schools within the Taung and Gasegonyana Area Project Offices.

Thanking you in anticipation for your co-operation.

Yours faithfully

_____
TLALE L.D.N.

_____
MS NAIDOO D.
(DCES – INCLUSIVE EDUCATION)