

From mainstream to full-service schools: An exploration of teachers' attitudes towards the inclusion of learners living with physical disabilities in South African schools.

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Declaration of Authenticity

I, Esther Mphanda declare that this mini-dissertation is my original work. Where secondary material has been used (either from a printed source or from the internet) this has been appropriately acknowledged and referenced in accordance with the requirements of Department of Sociology, Faculty of Humanities at the University of Pretoria.

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Date:

Abstract

The Education White paper 6 gazetted that no disabled child should be left behind. It called for full-service schools but there are debates about the extent of the inclusion of disabled learners in mainstream schools. This research study explores teacher's perceptions of the inclusion of learners living with physical disabilities in South Africa's institutions of basic education. Ten teachers were interviewed to understand their views on how far schools have assumed the responsibilities of full-service schools.

The key findings indicate that teachers who took part in the study were divided in their views on whether mainstream schools have started assuming the responsibilities of full-service schools. Some of the teachers pointed out that mainstream schools have not yet assumed the responsibilities of full-service schools and the reasons for this include; schools lacking the appropriate infrastructure to accommodate learners living with physical disabilities, teachers believe that they lack the appropriate skill set and they hold the view that learners living with physical disabilities will experience negative attitudes from their peers and teachers in mainstream schools. The salient finding indicates that some of the teachers hold negative views about the prospect of schools admitting learners living with physical disabilities. As well as certain misconceptions and prejudices about learners living with physical disabilities.

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Chapter 1: Introduction

This research study explores teachers' perceptions of the inclusion of learners living with physical disabilities in South Africa's institutions of basic education. The study is made up of ten teachers who are from two different schools in Gauteng's East-rand. Teachers were interviewed in order to understand whether mainstream schools have started assuming the responsibilities of full-service schools as gazetted by Education White paper 6.

Although the primary interest of this study is teachers' perceptions of the inclusion of learners living with physical disabilities in schools, the broader interest of the study is transformation in South Africa after 1994. "Transformation in general has become a powerful discourse in South Africa" (Matshediso, 2007), it tends to focus on issues around race. It is not only the racialized body that is stigmatised but the body with a disability has fallen prey to this form of prejudice.

Ideally, it would have been important to explore whether mainstream schools are becoming full-service schools by speaking to learners living with physical disabilities, however, in their absence the researcher interviewed teachers. It was important to test teachers' readiness by testing whether full-service schools are possible given the attitudes of teachers. The teachers' perceptions provide an entry point into society's attitudes towards people living with physical disabilities.

1.1 Aims and objectives of the research study

Research Question:

The aim of this study is to explore whether South Africa's mainstream schools have started assuming the responsibilities of full-service schools. In order to do this the research question explores whether mainstream schools have started becoming inclusive of learners living with physical disabilities. Although the focus of this study is on the teachers' perceptions, broadly it looks at the issues of transformation from a point of view of disability.

Key question:

What are the views of teachers about the prospects of mainstream schools admitting learners living with physical disabilities?

1.2 Outline of chapters

Chapter 2 reviews literature related to the topic of the study. The chapter begins with an overview of the Salamanca Statement. Which is used worldwide as a guide by most countries on how to reform their schooling systems. An overview of White paper 6 is also included in the chapter. This is an important document advocating for inclusive education and the rights of learners living with disabilities in South Africa. Lastly, the chapter looks at research that has been done on inclusive education in the South African context.

In chapter 3, we unpack the methodological processes that were followed to conduct this study as well the ethical considerations of research and the second part of the chapter discusses the conceptual framework used in this study. Chapter 4 of the study presents the findings from fieldwork which includes the analysis and discussion of the findings. The chapter discusses teachers' perceptions on what they perceive to be changes that have occurred in the broader schooling system after 1994. Furthermore, this discussion focusses on the question of whether teachers think mainstream schools have begun assuming the responsibilities of full-service schools and whether they have started being inclusive of learners living with physical disabilities. All findings are presented under specific themes. Lastly, chapter 5 is a summary of the findings as well as the recommendations for the research question at hand.

Chapter 2: Literature Review

Introduction

The previous chapter has furnished the introduction of the study and its key argument. In this chapter the researcher reviews literature related to the topic of the study by looking at disability and the schooling system in South Africa. The researcher begins the discussion by looking at documents that are used by Institutions of Global governance such as the UN that informs global governance worldwide.

The Universal Declaration of human rights is one of the documents that will be part of the discussion of this chapter. The chapter also includes the discussion of the Salamanca Statement which draws its influence from the Universal declaration of human rights. The chapter discusses how the Salamanca statement is used worldwide as a guide that informs most countries on how to reform their schooling systems and become inclusive of learners living with disabilities and learning difficulties.

This chapter also uses literature to understand how inclusive education is defined in the South African context and looks at the new policy documents that have been put in place in order to promote the creation of an inclusive schooling system. The discussion will cover both the period of apartheid and post-apartheid in order to understand disability and the schooling system in the South African context. The researcher does acknowledge that South Africa has a history that predates apartheid. However, it is during the period of apartheid that issues pertaining to disability and education became visible globally.

2.1 The Universal Declaration of human rights

The Universal Declaration of human rights was drafted after the Second World War. The document was drafted in an attempt to prevent atrocities such as the Second World War from occurring again and with the intention to protect the rights of people across the world. The declaration was proclaimed by the United Nations on the 10th of December 1948. The Universal Declaration of human rights was drafted by different representatives with different legal and cultural backgrounds from different regions of the world. The declaration to date is still regarded as the foundation of human rights law internationally.

The declaration sets out fundamental human rights that need to be protected, covering a wide range of human rights. For the purpose of this study we refer to some of the rights covered in the declaration because they explicitly explore issues of discrimination, education and equality .Which are some of the main issues that are raised in the study. The Universal Declaration of human rights states that:

- All humans are born free and equal in dignity and rights.

- Everyone is entitled to all the rights and freedoms set forth in the declaration without distinction of any kind such as race, colour, sex, language, religion or other opinion or social origin, birth or other status.
- Everyone is entitled to equal protection from discrimination.
- Everyone has the right to education.

Despite the declaration setting out all the rights that every individual in our society is entitled to; people living with disabilities have remained excluded from society and were never extended these social, economic and political rights. This is due to the fact that society at large does not recognize people living with disabilities as equal counterparts. Many factors have contributed to this, an example being the social and cultural misconceptions held by society about people living with disabilities.

Historically; and one can argue even currently that people living with disabilities are often seen as being in need of care and being dependent. These stereotypes continue to isolate people living with disabilities in our society. In many instances interventions that were put in place for people living with disabilities focused on the nature of the impairment and this led to them being treated as objects that needed assessments, diagnosis and alternative services that were separate from mainstream institutions of society.

It is apparent that the status of certain groups in society, is often determined by what the “normative standards” of that particular society dictates. Any deviation from the normative standard has always been rejected by society. Disability in general has always been seen as a deviation from the normative standard, this is evident from the manner in which the medical model of disability defines disability. The model views people living with disabilities as being inadequate and flawed in some aspects of their humanity and often insists on a clinical diagnosis (Briseden, 1986). The model also labels people living with disabilities as being “abnormal”. The medical field often took it upon itself to attempt to “fix” or “cure” people living with disabilities in order to help them fit into society, however neglecting other aspects of disability like the social and psychological factors.

The constructs of normality in our society often dictates which groups can have certain rights, and what they have access to. People living with disabilities have been denied full and equal participation in society and it is only recently that governments are proactively including the needs of people living with disabilities in policy documents and attempting to extend political, social and economic rights to them. The Universal Declaration of human rights does not mention disability in any of the rights. This indiscretion suggests that at the time the declaration was drafted people living with disabilities were not extended any rights.

This document is relevant because it provides a backdrop for the researcher to study teachers’ perceptions on the inclusion of learners living with disabilities in

mainstream schools. Their perceptions will not only provide an entry point into society's attitudes towards people living with physical disabilities.

2.2 Disability politics

Constituencies such as women, black people and people living with disabilities prior to the 1960s had not benefited from the post-war benefits such as social rights (Shakespeare, 1993). They continued to experience inequalities in accessing political and economic power, regardless of what is stipulated in the Universal Declaration. In the late 1960s there was a rise in civil rights campaigns and women's movements in the United States of America and Great Britain. These campaigns and movements ultimately influenced the emergence of disability social movements. The aim of all these social movements was to extend existing social rights to constituencies such as women, black people and people living with disabilities (Shakespeare, 1993). In this chapter the researcher focuses on the social movements of people living with disabilities and how their self-advocacy brought their issues in the public arena as well as outside of medicine.

Firstly the disability social movements firstly wanted to challenge the misconceptions, as well as discriminatory ideologies held by society about disability. Their objective was for disability to be conceptualized differently (Shakespeare, 1993). Hence the emergence of the social model of disability. The model emerged from the political activism of people living with disabilities and was then theorised by the scholar Michael Oliver. The social model was aimed at addressing the oppression they faced. This model of disability can also be described as being a critique of the medical model of disability.

Disability, according to the social model, should not be seen as an individual pathological condition or a personal tragedy that requires medical intervention but rather as a permanent social state (Lorella Terzi, 2004). Another objective of the model is to remove all disabling barriers that are produced by hegemonic social and cultural institutions (Lorella Terhzi, 2004). According to Tania Burchardt (2004), the social model of disability is a discussion of the relationship between social barriers and individual limitations. The social model of disability makes a distinction between disability and impairment. According to Burchardt (2004) impairment can be defined as being an individual's attributes. It is a condition of the body or mind such as lacking a limb, being partially sighted, or experiencing depression. Disability on the other hand has been defined as the loss or limitation in opportunities to take part in your community on an equal level as others (Burchardt, 2004). The social movements of people living with disabilities wanted to challenge these limitations that had been put in place by a disabling society. They no longer wanted their lives to be medicalised and self-advocacy was the only way that their needs could be heard.

After many decades an international conference called Rehabilitation International was held in 1980 and was attended by disability activists from all over the world

(Howel, Chalken & Alberts, 2006). The agenda at this conference was to change and challenge the dominance of health professionals in issues faced by people living with disabilities.

United Nations also followed suit in 1982 when they developed the world program of action concerning people living with disabilities. The framework developed entailed the overcoming of discrimination and creating equal opportunities for people living with disabilities globally.

Disabled people of South Africa (DPSA) was also formed in the same year that the Rehabilitation International conference was held. The formation of this movement was influenced by the experiences of people living with disabilities under the system of apartheid as well as what was happening internationally in terms of disability rights movements. People living with disabilities in South Africa had no access to socio-economic rights such as education, employment, health and welfare services. This was mainly influenced by the perception society held about these individuals. The perception was that people living with disabilities are medically unfit, this in many ways resulted in them not being treated as equal citizens. This paper identifies the schooling system as being one of the key areas in society that has limited and still limits the participation of people living with disabilities.

Disabled people of South Africa as a social movement made it its priority to change the way in which people living with disabilities were treated and the way in which society understands disability. Some of the concerns of Disabled people of South Africa were that issues facing people living with disabilities had always been addressed as a health and welfare issues. The social movement's aim was to change disability into a human rights and development issue. Disability activists in South Africa at the time had already adopted the disability rights and the social model discourse. However, the social model and disability rights discourse had not yet become part of the official discourse in South Africa. It is only in 1994 where issues of disability were introduced to government by Maria Rantho (Matshedisho, 2007).

Most of the strategies Disabled people of South Africa were directed towards legislative changes to create infrastructure for ongoing transformation which would result in equal opportunities for people living with disabilities.

Although social movements of people living with disabilities emerged in the 1960s, society has been slow in including people living with disabilities but the actions of people living with disabilities initiated conversations about their needs being made public and political.

The discussion of disability politics is relevant for this study because it allows us to understand that some of the challenges experienced by people living with disabilities are rooted in our society's attitudes and beliefs about disability. These attitudes are also reproduced and reinforced in important institutions such as the school. This

paper also focussed on unpacking the attitudes of teachers and the impact their attitudes have towards the successful implementation of inclusive education.

2.3 International perspective on inclusive education: Salamanca Statement

One of the civil rights which people living with disabilities wanted access to, includes education. Many developed countries worldwide started earlier than South Africa recognising the importance of paying attention to the needs of people living with disabilities.

Education is a basic human right and it is imperative that people living with disabilities are extended this right by creating education systems and institutions that are accessible to everyone. The Salamanca conference is one of the occasions that issues facing people living with disabilities were being discussed as a priority. The conference was held in 1994, in Salamanca Spain where 300 participants representing 92 governments and 25 international organizations were in attendance. The objective of this conference was education for all, particularly focusing on children living with disabilities and those with special needs (UNESCO, 1994).

As a result of this conference, the Salamanca statement and Framework for action was developed. The Salamanca statement is the most influential document on inclusive education worldwide. Its role is to inform policy and guide governments on how to build inclusive education systems. The statement advocates for major policy shifts in the education systems of every country. It proposed that all policies in education should be reformed and framed around the principles of inclusive education.

According to the Salamanca statement and framework for action, inclusive education is based on the principle that schools should serve all children. Schools need to include everyone despite their differences and be able to respond to their individual needs (UNESCO, 1994).

The creation of schools that have an inclusive orientation was seen as also being beneficial to society as a whole. It is because this will ultimately contribute to combating discriminatory attitudes towards people living with disabilities, as well as create welcoming communities. At the conference it was acknowledged that in order to achieve transforming “regular” schools into inclusive schools there needs to be a collaboration between governments, people living with disabilities, communities as well as other important stakeholders who are part of the schooling system (UNESCO, 1994).

During the conference all delegates came to the conclusion that inclusive education can be achieved if legislation recognizes the principles of equality of opportunity for all children, youth and adults who are living with disabilities in primary, secondary and tertiary education (UNESCO, 1994). The second point that was made was that educational policies at both local and national levels need to stipulate that children living with disabilities should attend the nearest school in their neighbourhood (that is

the school that the child would attend if they did not have a disability). Exceptions can be made in some instances where the school cannot meet the needs of the learner. This point takes into consideration that there are different types of disabilities and that they vary in severity.

From the Salamanca statement it became apparent that factors such as; school organisation, buildings, staffing, the schools' ethos and prejudice play a crucial role in whether or not "regular" schools (mainstream schools) can become inclusive schools. In the statement it is suggested that governments can build inclusive education systems firstly by; creating forceful policies, there needs to be adequate financial provision, effective public information that can help combat discrimination and lastly the provision of necessary support services for schools. It is evident that the statement to some extent recognises that reforming the education and schooling systems around the world is not only reliant on policy change but a number of strategies need to be implemented (it proposes a holistic approach). Secondly, financial provision in a context like the South African schooling system is challenging considering that within our schooling system there are huge disparities in terms of resources and this is largely related to the political history of the country. Therefore in different contexts like South Africa the equal financing of schools maybe a challenging and complex task.

It is the researchers' view point that the Salamanca Statement was put together as a means of creating a broad framework, which could be used as a guide by different countries in order to start establishing inclusive education systems. From reviewing the discussion of the Salamanca statement it is clear that the guidelines will need to be adapted to suit the different contexts of different countries. This also reinforces the point made by authors like Mel Ainscow and Abha Sandill (2010), that there is no one perspective on inclusion or inclusive education within a country, state or school. Therefore; the process of creating inclusive schools will not necessarily be universal and we need to take into consideration that the process of building inclusive institutions is a continuous and gradual process.

The review of the Salamanca statement in this study is relevant because it makes us understand what inclusive education .The Salamanca statement highlights strategies that should be implemented in order to make inclusive education successful. This assisted the researcher to ask the teachers about what strategies have been put in place in their schools that promote inclusive education. Even though inclusive education will not necessarily be implemented or interpreted in the same manner worldwide or nationally.

2.4 The process of transforming mainstream schools in Australia into inclusive schools

In the early 1940s up until 1970, a large number of special schools were established in Australia (Forlin, 2006). These schools provided education for learners who are living with specific disabilities and learning difficulties. The severity of the disability or learning difficulty was also taken into consideration before admitting a learner. Mainstream schools in Australia at the time admitted learners that were regarded as being “educable” and “trainable” (Forlin, 2006). Therefore, for the most part not only were children living with disabilities denied access to mainstream schools but also special facilities were not fully inclusive of all disabilities. This meant that majority of the children that were living with disabilities at the time were marginalised in Australia. This is not a unique case that is limited to Australia.

The 1970s were a decade of change. The Australian education departments started including learners living with disabilities in their mainstream schools. Although the changes at that time were not significant, the mainstream schooling system in Australia had begun being open to the inclusion of learners living with disabilities or those who have learning difficulties. It is only after the formation of the Salamanca statement in 1994 that substantial structural and organisational changes were made in the mainstream schooling system in Australia. These changes included making changes to policies, practices and the culture in schools (van Kraayenoord 2007). It is important to understand that the transforming of mainstream schools into becoming inclusive of learners living with disabilities comes with changes to be made at multiple levels.

In Australia unlike in the South African context the implementation of inclusive practices in mainstream schools is followed by using two philosophical approaches. The first approach involves learners living with disabilities or learning difficulties being included in mainstream schools but are placed in separate learning facilities or classes. The second approach involves learners living with disabilities being included in mainstream schools and are in the same classroom as their peers. Then during the school day they are taken out of the classroom to go attend intensive intervention programs with specialists.

Both these approaches are problematic as they do not include learners living with disabilities entirely. The learners are still being separated from the learners that are considered normal. This causes some type of division, because of the explicit differential treatment amongst learners. Much like South Africa, Australia has policy documents that stipulate that no child can be denied access to a mainstream school. This is all stipulated in the Disability Discrimination Act of Australia 1992.

In South Africa, it is not as common to find learners living with disabilities in the mainstream schools as you would in Australia. This could be due to the fact that South Africa has a political heritage and historical discrepancies in the provision of

education and support (Dreyer 2017). Therefore, these dynamics also create challenges for South African schools to successfully become inclusive.

Scholars who write in this field have often mentioned that inclusion of learners living with disabilities is interpreted and implemented differently, in different schooling systems across the world. Therefore, the way which the mainstream schooling system in South Africa adopts an inclusive orientation will be different to Australia or any other developed country. Mahlo (2017) brings to our attention to the fact that even though inclusive education in developed countries may seem well researched, it should not be regarded as being problem free.

This discussion about how Australia has implemented inclusive education is an example of how inclusive education is implemented differently in different contexts. The researcher agrees with scholars who write in this field that inclusive education is interpreted and implemented differently in different contexts.

2.5 The schooling system during apartheid in South Africa

After the apartheid government came into power in 1948 every facet of South African life was dictated by apartheid laws. This had a great impact on education in South Africa. The government at the time created separate education departments that were governed by specific legislation and were fragmented along racial lines (Engelbrecht, 2006). The legacy of apartheid used racial classification to structure unequal access to educational provision. The schooling system during apartheid was used to maintain a class and racial hierarchy that benefited the white minority.

Access of education for children living with disabilities during the apartheid era, according to scholars like Elizabeth Walton (2011), was limited. There were few special schools which were well-resourced but solely catered for white children and in some instances Indian and coloured children. While a large majority of black children that were living with disabilities particularly in the rural areas were neglected.

According to Sulochini Pather (2001) approximately 80 % of black children and young adults that were living with disabilities or had learning difficulties pre-1994 were educationally marginalised from regular schools. Those who attended regular schools were mainstreamed by “default” and there were no support services or facilities for them (Pather, 2001). During the period of apartheid, funds and resources in schools for black children were disproportionately distributed compared to schools for white children. The marginalisation of black children living with disabilities can be described as being double (they were marginalised because of their race and their disabilities). There is a scarce pool of literature that discusses the topic about the type of schooling or educational provision people living with disabilities received during the apartheid era.

Looking at the racialisation of the provision of care to learners living with physical disabilities during apartheid helps with contextualizing the study. It also enables us to

understand that some of current issues in the schooling system have been inherited from the apartheid era, and that they also affect the implementation of inclusive education.

2.6 Democratic South Africa opportunity for redress in the education system

The end of apartheid in South Africa marked the beginning of social, political and economic reform. Legal and formal institutions of apartheid were being swept away and the new democratic government envisioned building institutions that would be inclusive. The new South African constitution of course would be used as a guide to usher in the transformation of South Africa. As part of this transformation, the focus was about attaining redress for previously marginalised groups such as people living with disabilities, women and black people. This research paper focuses on policies such as White paper 6, which addresses the issue of inclusive education and the needs of learners living with disabilities and special needs in mainstream schools. Education White paper 6 acts as a guideline of how mainstream schools can start assuming the role of full-service schools and become inclusive of learners living with disabilities.

The Constitution of the Republic of South Africa Act of 1996 includes a Bill of Rights that entrenches that:

All South Africans regardless of race, gender, sexual orientation, disability, religion, culture or language have the right to basic education and access to educational institutions (RSA, 1996a).

2.6.1 Education White paper 6:

In post-apartheid South Africa policy documents on education were changed and based on the ideals of attaining equitable redress. Part of the strategy to attain equitable redress, inclusive education was proposed by the Department of Basic Education. In order to achieve inclusive education a policy was introduced, namely the Education White paper 6: Special needs Education, building on inclusive education and training system (2001). The development of the policy began in 1996, when the Ministry of Education appointed the National Commission on Special Needs on Education Support Services to examine and make recommendations on all aspects of special needs and support services in education and training in South Africa (Department of Education, 1997). The findings from that commission were realised in 1997 and subsequently a report was drafted with guiding principles and strategies for developing an inclusive system of education and training. From that report, the Department of Education then released a Consultative Paper 1 on Special Education: Building on inclusive Education and Training system in 1999. Ultimately, all these documents then informed the development of Education White paper 6.

Education White paper 6 can be seen as a framework that advocates for systematic change and the development of inclusive education. It also outlines what inclusive

education is and how it can be achieved in South African schools. White paper 6 can be seen as a method of addressing and responding to diverse needs of learners and eliminating exclusionary practices in schools.

The policy is based on the philosophy of values of equity, human rights and the recognition of diversity (Engelbrecht, 2006). White paper 6 was introduced in 2001 and the formalisation of the policy was put in place to ensure that there is increased access for all learners in the system including those with special needs and disabilities. The policy's aim is to create a schooling system that acknowledges and respects differences among learners whether these relate to age, gender, and ethnicity, disability, as well as HIV status.

To date, it is still uncommon to find learners living with physical disabilities in mainstream schools. Which is a clear indication that there is still a lot of change that needs to happen. Changing of policies is not the only factor that influences change in schools or any other institution. Education White paper 6 acknowledges that disability is a site for discrimination and that there are still environmental barriers that prevent people living with disabilities from fully participating in society.

Education White paper 6 illustrates that there is a slight shift in the way in which disability is understood. The policy does not use the medical model's discourse rather. it uses the social models discourse which defines disability as an imposed restriction by an oppressive and discriminating social and institutional structures on individuals who have an impairment (Lorella Terzi, 2004).

To some extent, the policy can be regarded as being progressive because it views disability as a systematic, structural and an organisational issue. Education White paper 6 proposes that structures need to be adjusted and organised differently in order for mainstream schools to become accessible to everyone. It is evident that policies on inclusive education in South Africa make use of the social model of disability discourse. The policy does not attribute the challenges faced by learners living with disabilities to their impairment. The policies on inclusive education such as White paper 6 recognises that our society and mainstream schools are indeed disabling, and have previously isolated and excluded learners living with disabilities. The policy also highlights how it is important for schools to remove these disabling barriers by embracing differences and attending to the needs of different learners. It also promotes the ideals of equal citizenship and diversity.

For the purpose of this study the researcher focuses on the aspect of the Education White paper 6 that advocates for systematic change, which focuses on schools being accessible to all learners. That is why the key question of the study looks at the teacher's views about the prospects of mainstream schools admitting learners living with physical disabilities. The teacher's views will help us gain insight on whether the necessary changes are being implemented in mainstream schools.

Researchers such as Engelbrecht, Oswald and Forlin (2006) have argued that in order for schools to be successful in becoming inclusive, shifts need to occur in the

beliefs, assumptions as well as the values and practices of important role players in the schooling community. They also mention that this can be achieved through collaborative effort. This reiterates some of the points made by the Salamanca statement.

Suzanne Carrington (1999), has argued that in order to create a schooling system that is inclusive; the process is not only about changing policies but it is also changing the fundamental beliefs and knowledge held by every person who is part of the schooling system. It is important that we acknowledge that the school is a system of beliefs that influences practice and behaviour.

Education White paper 6 is used as part of this study by the researcher because it solidifies our understanding that inclusive education is not merely the placement of learners living with disabilities in mainstream classrooms, but it is also about changing the attitude of society towards people living with disabilities. This enabled the researcher to use the teachers' perceptions as a way of trying to find out whether there is a shift in the way people living with disabilities are perceived in our society.

2.6.2 Transforming our mainstream schools into full-service schools

“A flourishing democracy involves acknowledging the rights of all previously marginalized communities and individuals as full members of society , and requires the recognition and celebration of diversity , reflected in the attitudes of its citizens and the nature of its institutions ” (Green, 2001)

Traditional ideas about the school and classrooms have become outdated as political, educational and social needs of societies have undergone change (Du Plessis, 2009). The South African schooling system historically can be described as being made up of many divisions. These divisions were not only based on race and ethnicity but also ability was a factor (disabled and able-bodied). The South African schooling system is divided into two systems mainstream schools and special needs schools.

As a way of bridging the gap, full-service schools were proposed as a way of achieving redress for those who felt and were in fact marginalized by the schooling system, as well as a way of transforming mainstream schools. The Department of Basic Education also set guidelines of what key characteristics a full-service school should have, these are some of the characteristics mentioned (Department of Basic Education, 2010: 1):

- Full-service schools will welcome all learners and celebrate diversity.
- They will provide support to every learner.

- Every possible measure will be taken to ensure that the school is physically accessible, safe and equipped with necessary equipment that individual learners might need.
- Full-service schools are advocates for all learners who are at risk of becoming marginalised, including learners with disabilities, chronic illness, learning difficulties and social, emotional and behavioural problems.

Looking at the standards set by the government of what a full-service school is supposed to be or what the responsibilities of a full-service school are, it can be argued that some mainstream schools have made some attempts to assume some of these responsibilities but the attempts cannot be considered to be satisfactory.

2.7 Inclusive education in the South African Context

The concept of inclusion according to authors Estelle Swart, Petra Engelbrecht, Irma Eloff and Raine Pettipher (2002) can be described as not being monolithic. In other words inclusion has different meanings in different contexts. Although inclusion is implemented differently in different contexts there are common principles shared in the different contexts such as social justice, equitable education systems, and the responsiveness of schools towards diversity.

Research studies were conducted before and after Education White paper 6 policy was released. The studies focussed on the implementation of inclusive education in South African schools. Most studies conducted at the time looked at the importance of teachers attitudes for the successful implementation of inclusive education. Other studies looked at identifying and describing the attitudes and experiences of teachers in implementing inclusive education. The studies predominately focussed on teachers' perceptions and attitudes because it was recognised that the successful implementation of inclusive education relies on the roles of teachers. Teachers play a crucial role in the transformation of schools or in bringing about no change at all. That is why teachers were used as participants in this study. The researcher also holds the view that teachers play a significant role in contributing to whether mainstream schools start assuming the responsibilities of full-service schools.

Authors Estelle Swart, Petra Engelbrecht, Irma Eloff and Raine Pettipher (2002), state that there was a misconception when inclusive education was introduced in South Africa. The misconception was that, inclusive education is merely the placement of learners living with disabilities in a mainstream classroom. According to Petra Engelbrecht (2006) inclusive education is not just only an educational strategy, but it plays a vital role in contributing towards making South African societies democratic.

In 1999 one of the first few studies that were conducted in South Africa on inclusive education were carried out by three institutions, the University of Pretoria, Stellenbosch and Rand Afrikaans. The three studies were independent and looked at

identifying and describing the attitudes and experiences of teachers in implementing inclusive education. Results of the studies reveal that teachers reported that they believed they had inadequate knowledge and skills for inclusive education to be effectively implemented. They also pointed out that mainstream schools had insufficient facilities, infrastructure and assistive devices. Therefore, it made it challenging for their schools to be inclusive of learners living with disabilities or those with special needs. Additionally, it was reported here that teachers held negative attitudes about disabilities and diversity.

In 2006, Petra Engelbrecht carried out a study that looked at the implementation of inclusive education in South Africa after ten years of democracy. In the study she looked at understanding the attitudes of teachers in mainstream schools towards inclusive education. One of the main arguments made by Engelbrecht (2006) was that the successful implementation of inclusive education is dependent on the teachers' roles. Mahlo (2017), explains that teachers, can only embrace the philosophy of inclusion if they have an understanding of diversity, a positive attitude and belief in inclusion. He brings to our attention that, the change of policies have also meant more demands are placed on teachers.

In another study conducted by Engelbrecht, she used a primary school situated in a rural area in the Western Cape as a case study. The school is situated in a poverty stricken community, with a high unemployment rate and adult illiteracy (2006). The condition of the school had not yet improved since the apartheid era. The school still had racially entrenched attitudes and discriminatory practices towards "outsiders" or those who are considered to be "different". She argued that there are still disparities between advantaged schools for white children and former disadvantaged schools for black children (in township and rural area schools). These disparities she argued, also have an influence on the ability of schools implementing inclusive education effectively. Engelbrecht further argues that transforming schools into an inclusive environment in South Africa is a complex process considering South Africa's political history. Which has left the schooling system exceptionally fragmented.

The question of inclusive education in the South African context has been looked at by many scholars. Majority of the research has identified factors that either aid the successful implementation of inclusive education or hinder it. According to Lebona (2015) the inclusion of all learners can be facilitated if the basic barriers to learning and development are addressed.

The researcher of this study uses the research of other scholars in the field not only to contextualize the findings but also as a way to illustrate that the attitudes and views, held by teachers are also influenced by many factors.

Conclusion

From the literature reviewed, it is evident that for schools to adopt an inclusive orientation the process will be gradual and challenging particularly in the South African context. This according to Lebona (2015) is because there are complex contextual influences that have shaped and continue to shape the transformation of education. Inclusive education is not only about the changing of policies but it involves changing many factors. Such as discriminatory and negative attitudes and adapting schools built environments just to name a few.

That is why scholars like Dreyer (2017) have argued that legislation alone will not bring about change in perspectives or ensure implementation of inclusive education is successful. Rather he suggests that both policies and practices need to become contextually responsive.

Chapter 3: Methodology and Conceptual framework

Introduction:

The previous chapter reviewed literature related to the topic of the study by looking at disability and the schooling system in South Africa. This chapter will unpack the methodological processes that were followed to conduct this study. The section will begin with a discussion about qualitative research. Then followed by a discussion on the method used to collect data in this study, which was semi-structured interviews. Then the discussion will conclude with issues around ethical concerns in research.

The second part of this chapter will host a discussion on the conceptual framework used for this study. This section will be elaborating on Erving Goffman's conceptualisation of stigma, which will be used as a conceptual tool in this study. This section will include Goffman's definition of stigma, the different types of stigmas, the critique as well as the revision of his conceptualisation of the term. Then the chapter will be finalised with, a discussion about the relevance of stigma as a conceptual tool for this study.

3.1 Research Methodology

3.1.1 *Qualitative Research*

Qualitative research can be seen as being guided by the social constructivist worldview which holds the assumption that individuals seek to understand the world in which they live in. According to Alan Bryman (2012) qualitative research rejects the practices and norms of the natural scientific model and positivism.

A qualitative research approach enables researchers to focus on the specific context in which people work and live in, which helps researchers understand the participant's historical and cultural settings (John Creswell, 2009). "Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2001). The researcher in a qualitative study can be seen as a key instrument in the research process because they gather data themselves through examining documents, observing behaviour and interviewing participants. Researchers who use the qualitative approach focus on the perceptions, beliefs and ideas of their participants. Qualitative research is based on the notion that there are multiple meanings and diverse views about a topic. Creswell (2009) says that qualitative research can be seen as offering a holistic account because researchers report the multiple perspectives and identify the many factors involved in a situation.

According to Creswell (2009) qualitative research is conducted when a problem or issue needs to be explored. Another factor that can motivate a researcher to conduct qualitative research according to Creswell (2009) should be to develop theories when partial or inadequate theories exist for certain populations and samples or

when existing theories do not capture the complexity of the problem we are examining.

The research question brought forward in this study not only focuses on disability but also on mainstream schools, which makes the topic not only a complex study but one that cannot be studied without giving a contextual background.

A qualitative research approach was suited for this study because it enabled the researcher to engage with society's constructs of normality and how they not only shape our institutions but the social order in our society. This study also deals with the issue of schools becoming inclusive of learners living with physical disabilities. What was evident from the literature review is that inclusion as a strategy is interpreted and implemented differently by different schools. This is influenced by contextual factors and dynamics of the different schools, therefore when a study is being conducted about schools or issues related to schools one cannot give an account that is detached from the social, cultural or political contexts. The use of a qualitative research approach enables the researcher to engage with these factors because the nature of the research approach is flexible. The perceptions of teachers are also different and this is not only guided by their years in the profession but also their perceptions are also influenced by different factors (cultural, socio-economic, race and gender). The purpose of the study was to engage with these different perceptions and also find out how teachers react to the possibility of the inclusion of stigmatised bodies (learners living with physical disabilities) in mainstream schools.

3.1.2 Data Collection

Semi-structured interviews were used as a method to collect data in this study. There are different types of interviews; structured, semi-structured and lastly unstructured interviews. With structured interviews, the researcher uses pre-established questions and asks them in a particular order. This method is used with large sample groups to ensure consistency and uniformity.

With semi-structured interviews, researchers using this method usually begin with defined questioning plans, but they use a conversational style to interview participants. The unstructured interviews lack structure and the researcher uses a conversational style to acquire information, attitudes and beliefs around certain themes without using predetermined questions.

Interviews, according to Silverman (1993), can yield a great deal of useful information. Silverman (1993) even mentions that researchers can ask questions related to facts, people's beliefs and perspectives on the facts, feelings, motives, present and past as well as the standards of behaviours in interviews.

This research instrument according to Tim May (2011), enables researchers the flexibility to probe beyond the answers given by participants. Probing enables researchers to ask the interviewee to clarify and elaborate on an answer. Interviews are easy to administer, as they do not require participants to be able to read or write.

It is also guaranteed that all questions will be covered because the researcher is in charge (Joseph Seabi, 2012). For the purpose of this study the type of interview style used was semi-structured interviews.

- Semi-structured Interview :

Semi-structured interviews were conducted to collect the data, with the use of an interview schedule that was prepared before-hand. The questions acted as a guideline that addressed the main question and sub-questions of this research study. According to Bryman (2012) the interview schedule covers specific topics, which act as a guide for the researcher and enables the researcher to address specific issues. These questions helped facilitate the discussion with the participants but the participants also had some leeway in terms of how they chose to respond to particular questions. With semi-structured interviews there is a variation in answers unlike structured interviews where answers are predetermined and put into categories.

The first few questions however, were general which allowed the researcher to get a sense of how long the teachers had been working at these particular schools as well as the different dynamics of the schools. The questions were mostly open-ended and were put under certain themes and helped with taking the interview process in a particular direction and addressing the sub-questions that arose from the research question. This research approach enabled the researcher to gain insight of the perspectives and meaning constructed by participants on issues pertaining to whether they think mainstream schools have become inclusive of learners living with physical disabilities. The aim of this study was to also engage with the different ways in which normality and disability are understood. The question of whether mainstream schools are inclusive of learners living with physical disabilities also made the researcher to ask the participants about what factors they believe act as barriers that inhibit schools from assuming the role of full-service schools. The flexibility of semi-structured interviews enabled the researcher to probe further when participants answered certain questions in a manner that was unclear. Most interviews were conducted outside the schools' premises (restaurants or the homes of participants). Ten teachers were interviewed individually and the interviews did not take more than an hour to conduct. The duration of the interviews differed from participant to participant. The participants were notified beforehand that the interviews would be recorded.

Additionally, even though semi-structured interviews were used as a method to collect data for this study. The researcher acknowledges that focus group interviews with participants could have also yielded interesting information but because teachers were part of this study it was impossible to organize focus groups due to their varying schedules and time constraints.

3.1.3 Participants

Participants in this study are teachers and they come from two schools in the East-rand. The researcher choose the schools because she was familiar with them and had attended one of them. It made it easier for the researcher to gain access. The researcher choose the schools mainly because she had an understanding of the ways in which the schools dealt with diversity. She was interested in seeing whether these schools were open to the inclusion of learners living with physical disabilities as part of dealing with the question of diversity.

Teachers were selected to be participants because they play very important roles in schools. The successful implementation of the new policies is dependent on whether the teachers embrace the values and principles of the new policy documents. The participants were either senior phase (grade 8-9) or further education phase (grade 10-12) teachers. The principals played an integral role during the selection of participating teachers. The principals informed teachers about the study and those who were interested informed the researcher. There was no specific criteria when it came to gender, age, race or the amount of years (professional experience) they had been educators. A diverse group of participants (age, gender and race) were part of the study. Some of the teachers, have been teaching for over ten years and others, for less than five years. This made the research process very interesting because there was an opportunity to interview teachers that have seen the schooling system evolve over the years and a fresh perspective from those who have not been teaching for more than five years.

The participants in the study were not speaking on behalf of people living with physical disabilities, but they were sharing their perceptions on mainstream schools assuming the responsibilities of full-service schools and becoming inclusive of learners living with physical disabilities.

3.1.4 Data Analysis

“The data analysis stage is fundamentally about data reduction - that is ,it is concerned with reducing the large corpus of information that the researcher has gathered so that he or she can make sense of it ” (Alan Bryman ,2012).

As part of the data analysis process all ten interviews that were conducted, were transcribed verbatim and field notes were made. None of the interviews had to be translated, majority of the interviews were conducted in English and participants also had no issues in communicating in English. Transcribing the interviews assisted in terms of finding reoccurring themes that could be used as part of the findings of the study. According to Alan Bryman (2012) a theme is defined as being a category identified by the analyst through his/her data that relates to the research focus.

According to Ryan and Bernard (2003) when researchers are searching for themes the authors recommend that researchers should pay attention to repetitions which are the topics that recur more than once. They also mentioned that as part of

analysing qualitative data, researchers should look at similarities and differences which means researchers must explore how interviewees discuss a topic in different ways. What was found is that with certain questions, the participants mentioned the same issues or made reference to the same factors that they believed have an influence in terms of whether mainstream schools become inclusive of learners living with physical disabilities. An example is, that many references were made about the infrastructure of schools which will be discussed at length in the following chapter. The themes of the study were developed by listening to the interviews and using the transcripts as well as the field notes.

3.1.5 Ethical Considerations

Ethical concerns act as a guideline for researchers when it comes to how to treat their research participants (Bryman, 2012). The main principles in ethics are: informed consent, protecting participants from harm, deception, and lastly maintaining of privacy of participants.

- **Informed consent**

According to Bryman (2012) participants must be given enough information. In order to facilitate their decision making as to whether or not they choose to participate in the study. Informed consent involves participants understanding what the research process entails and the possible implications of their participation.

The participants involved in this research study were all given information letters that explicitly stated what the research is about and what their involvement entails (see appendix 2 on page 45). The letter also stated that should the participants have any questions or queries they may contact the researcher or the research supervisor. It was also stated on the information letter that participants have the option of withdrawing from the study at any time without any adverse consequences. The information letter also stated that the data will be stored at the University of Pretoria for 15 years.

- **Protecting participants from harm**

Researchers need to ensure that their research participants are protected from any harm (physical or psychological). Alan Bryman (2012), states that “the researcher needs to anticipate and guard against their research participants experiencing any harm”.

One of the ways in which participants were protected was ensuring that they were well informed about what the research entails. No deception was used in any way. None of the participants were coerced to participate in the research study, participation was strictly voluntary. According to Donnelly and Trochim (2007), what is important in a research project in terms of ethics is the principle of voluntary participation, which means that the participants in a research study should not be coerced to participate in the research.

- The use of deception

Deception is used to limit participants' knowledge about what the research entails (Bryman, 2012). No deception was used in this research study as participants knew exactly what the research was about and had access to information. Participants were informed that they can approach the researcher or research supervisor at any time if they have any questions or queries about the research.

- Privacy

This principle involves issues of confidentiality and anonymity. Researchers need to make sure that the records of individuals remain confidential; therefore, when findings are published the participants must not be identified or identifiable (Bryman, 2012). The names and other personal information of the participants have been changed, pseudonyms were used and the school names were not included in the study. This was done to protect the participants. Another method that was used is ensuring that access to the data, was not accessible to anyone else besides the researcher. All information shared by the participants will remain confidential. All data will be safely stored at the University of Pretoria for 15 years.

(Please refer to appendices 2 and 3 on page 42-45 which include the information letter and consent form).

3.1.6 Challenges encountered in research

- Challenges experienced:

Getting responses or follow-ups from principals was challenging after months of calling and sending emails to the schools. Eventually appointments were set up with the principals of the schools. The next challenge was convincing the principals to recruit their members of staff to participate in the study. This process took months and during this period the approval from the Gauteng Department of Basic Education expired. Another application to the Department of Basic Education had to be made. Getting participants was also not an easy process, some prospective participants had time constraints and some prospective participants were not interested in participating.

- Limitations:

The teachers who are part of this study are from two schools in Gauteng's East-rand and both schools have no learners living with physical disabilities. Thus the accounts or perspectives given on the topic are from teachers who have never had learners living with physical disabilities in their classrooms or schools and have just had learners living with other impairments such as hearing and eyesight. This certainly limits our understanding of the experiences that learners living with physical disabilities may encounter in the mainstream schools.

3.2 Conceptual Framework

3.2.1 Stigma

Stigma according to Goffman can be defined as a situation where an individual is disqualified from full social acceptance or when an individual possess a discrediting attribute or an undesired differentness (Erving Goffman, 1963).

Goffman in his work discusses three different types of stigmas; abominations of the body which are various physical deformities, blemishes of an individual's character perceived as weak, domineering or unnatural passions and rigid beliefs, an example being homosexuality or radical political beliefs and lastly tribal stigma such as race, nation and religion. This type of stigma Goffman says can be passed on through lineages and contaminate an entire family. Goffman also argues that in some contexts not all undesirable attributes are problematic but there are attributes that are discrediting across all societies.

According to Goffman (1963), society establishes the means to categorise people and attaches certain attributes that are felt to be natural and ordinary for members of that particular category. Goffman says in social settings we often look at individuals and try to place them in particular categories based on their "appearances". In the instances where these individuals do not meet the normative expectations they are then reduced in the minds of normals (people who do not depart negatively from the particular expectations) from a whole person into a tainted and discounted person. Goffman argues that the labels that are attached to stigmatised individuals are often based on beliefs that are rooted in stereotypes. Hence, he argues that stigma should be seen as a study of the relationship between attributes and stereotypes.

Goffman's work is based on what he calls "mixed contacts", which is a situation where stigmatised individuals or groups and "normals" are in the same "social situation". According to Goffman these mixed contacts give us an opportunity to observe whether or not stigmatised individuals are accepted or rejected. The mixed contacts are also an opportunity for the stigmatised and normals to confront the causes and effects of stigma.

Additionally, Goffman states that "normals" often justify their attitudes and actions towards stigmatised individuals by using stigma-theories, which are ideologies used to explain the inferiority of the person with a stigma. The discrimination that stigmatised individuals experience according to Goffman often reduces the life chances of the stigmatised individual.

3.2.2 *The criticism and revision of Goffman's conceptualisation of stigma*

Scholars like Link and Phelan (2001), have not only criticised the conceptualisation of stigma by Goffman but have also created a revised conceptualisation of the term. They acknowledge that the original conceptualisation of stigma offered by Goffman

has contributed to the body of literature and has assisted social scientists in their research on the nature, sources and consequences of stigma. They also acknowledge that to some extent Goffman does discuss the negative impact stigma has on those who are stigmatised. They also highlight the fact that Goffman's conceptualisation of stigma can be applied to different circumstances. Link and Phelan (2001), in their work propose that Goffman's conceptualisation of stigma can be improved and that this can be achieved by discussing stigma as a conceptual tool that has many components.

The main critiques brought forward by the authors is that Goffman's conceptualisation of stigma thus far has only enabled social scientists to study stigma from the vantage point of theories that are uninformed by the lived experiences of people they study (stigmatised individual or group). The second criticism is that research on stigma tends to be individualistic, and therefore focuses on the perceptions of individuals, and the consequences of such perceptions on a micro-level. The third critique is that the conceptualisation of stigma portrays members of a stigmatised group as being helpless victims and lastly that Goffman did not take into consideration that they can experience the outcomes of stigma in different ways due to individual differences.

The scholars suggest that Goffman's conceptualisation of stigma can evolve over time by describing it in reference to relationships between a set of interrelated concepts. As mentioned above, in their criticism they have identified five components that they believe are interrelated to stigma.

The first component that they refer to is how in some contexts certain human differences are irrelevant, while in some contexts some human differences are salient. The salient "differences" they argue are used as a criteria to assign people into categories. In his work Goffman fails to discuss the fact that even when people are placed in the same categories amongst themselves there are other differences (the intersectionality of other identities). The scholars also argue that Goffman's original conceptualisation does not discuss how the categories were developed and how they are sustained.

The second component contested by the authors, is that labels used to describe stigmatised individuals are often linked to stereotypes and often these stereotypes are socially constructed. The third component tackled by Link and Phelan is that the categories that are created often highlight the differences between people and create divisions in our society (such as "us" and "them"). The negatively labelled group is seen as being different and in some extremes are regarded as not being human. This leads to them being discriminated against and excluded in society. The fourth component then looks at how the stigmatised individual or group experience status loss and discrimination which ultimately has a negative impact in terms of their life chances like education, income, housing and health. This according to the scholars is because our societies have social hierarchies where certain categories of people

are placed based on whether they have desired or undesired attributes. This according to them is also based on who has power in that particular society.

Therefore; their main, argument is that the concept of stigma cannot be separated from power relations, because in our societies there are groups who have the power to label people's differences negatively which ultimately leads to discrimination. Link and Phelan (2001) state also that when Goffman mentioned that stigmatised individuals experience discrimination because of their stigma he did not discuss the fact that discrimination is not only faced on an individual level but it can also be structural discrimination. They define structural discrimination as being institutional practices that work to disadvantage a group (e.g. the system of apartheid, disabling barriers in infrastructure that limit people living with disabilities access to certain areas). The last component brought forth by the scholars is that stigma is dependent on social, economic and political power. They argue that there is a power difference between the "stigmatizer" and the "stigmatised".

Conclusion

Goffman's conceptualisation of stigma is a relevant conceptual tool for this study because in his work he identifies disability as an identity that has a stigma. This he claims is due to the fact that individuals living with disabilities are seen as deviating from the "normative" expectations of society. The consequences of disability being seen in this way in our societies has impacted on the lives of people living with disabilities negatively (they experience discrimination on an individual level and structural level). Although Goffman's concerns were about micro-level interactions, his conceptualisation of stigma can be applied to this study. For instance the school can be seen as being a social setting that is guided by the normative expectations held by society. The school often reinforces these normative expectations. Traditionally, the mainstream school has always been a space created for able-bodied learners. Therefore; in this space the "category" of learners anticipated are able-bodied learners, but because there is now a need for schools to become inclusive of learners living with disabilities this challenges the normative expectations or standards. The researcher uses Goffman's conceptualisation of stigma in this study, to unpack not only the teachers' attitudes towards people living with physical disabilities but society as a whole.

Chapter 4: Findings

Introduction:

The previous chapter discussed the methodological processes that were followed to conduct this study as well as the conceptual framework used by the researcher. This chapter will present the findings from fieldwork by firstly presenting the teachers' perspective on what they perceive as the broader changes that have occurred in the schooling system after 1994. Then the chapter will deal specifically with the question of whether teachers think mainstream schools have started assuming the responsibilities of full-service schools and whether they have started being inclusive of learners living with physical disabilities. The discussion of the findings includes, the teachers views on what challenges they think learners living with physical disabilities will face in mainstream schools and lastly what factors they think hinders mainstream schools from being inclusive of learners living with physical disabilities.

4.1 Changes in the schooling system after 1994

In this section the findings from fieldwork places the study in the broader context of changes in the schooling system. Participants in this study were asked what major changes they believe to have occurred in the schooling system after 1994. A few of the participants mentioned that the major changes introduced after 1994 were the new policy documents that speak on issues concerning the inclusion of learners living with disabilities and special needs in mainstream schools. Additionally, majority of the participants mentioned the curriculum and the technological resources that have been provided by the government to schools.

4.1.1 New policy documents

A few of the participants made reference to the fact that after 1994 new policy documents were put in place. This placed an emphasis on schools becoming an inclusive environment for all. From the discussions with teachers about the broader changes that have occurred in the schooling system after 1994, it became apparent that to some extent some of the teachers are already grappling with the issue of inclusive education.

“The changes of the laws of education, there is this White paper 6. Uhm yeah I am sure you’ve heard about it; it states that there should be inclusion for all so, uhm slowly but surely the schooling system is changing”. Miss Matthews

“There are definitely changes ...like as a school you are no longer allowed to uhm to keep a child from attending in your school if they are in a wheelchair or they have any disability”. Mrs Smith

“Various changes have taken place in South Africa since 1994. One of the significant changes has been educational reform, particularly the movement toward inclusive

education” (Mahlo 2017). Mahlo (2017), also argues that the changes to policies in education also mean that the demands on teachers have increased.

4.1.2 Curriculum:

A majority of the participants mentioned the curriculum in the past twenty years, has been changed more than once.

“So the curriculum has had a lot of changes and it has seen a lot of similarities within the different curriculum”. Miss Brook

It was assumed that the introduction of curriculum 2005 based on the *National Curriculum Statement (NCS) for Grade R-9* (Department of Education, 2002 b) would enable teachers to implement inclusive education more effectively. While this assumption was legitimate, one of the major challenges confronting teachers is making the conceptual link between inclusive education and the National Curriculum. When the teachers mentioned the curriculum as one of the major changes no references were made by them, about how the government is attempting to link the goals of inclusive education to the curriculum.

4.1.3 The use of technology to advance teaching methods

Majority of the participants mentioned that the government has provided schools with technological resources (such as tablets, smartboards) that are used by both teachers and learners in order to aid innovative teaching techniques and learning in classrooms.

4.2 From mainstream schools to full-service schools

In this section the researcher was testing whether teachers hold the perspective that mainstream schools are assuming the responsibilities of full-service schools. The participants in this study held different views, which were ambiguous. A majority of the participants held the view that, currently it is not yet feasible for mainstream schools to assume the responsibilities of full-service schools. While few of the participants held the view that if a learner living with a physical disability enrolled at their schools then the schools would make the necessary changes and incorporate the learners.

What was interesting was that although some teachers held the view that it is not yet feasible for their schools to assume the responsibilities of full-service schools. They would then make contradicting statements and mention that learners living with other types of disabilities are already incorporated in their schools. This in the opinion of the researcher is an indication that schools have started assuming the responsibilities of full-service schools to a certain extent.

4.2.1 Full-service schools an impossible goal:

Some of the participants held the perspective that the vision of schools becoming inclusive of learners living with physical disabilities, has not yet been realised.

“I think for now it’s on paper, there has been no action. Maybe there is action but it is slow uhm I think we might have to wait for the next twenty years ...”
Miss Matthews

Another participant also shared the same sentiment:

“There was a time when there was a circular from the Department to say that all schools should have ramps to accommodate physically disabled children, but it did not materialise because ... you know why, there are no resources”.Mrs Mahlangu

According to Walton (2001), majority of the schools do not implement what policies have stipulated due to funding constraints. Dreyer (2017), argues that legislation alone cannot change attitudes or ensure implementation of inclusive education. Dreyer (2017), holds the view that changes in schools will only occur if policies and practices become contextually responsive. He also argues that there is still a gap between policy and implementation. Although inclusive education is a priority in South African schools, there are factors in the system that affect the implementation as conceived by the policy (Mahlo 2017).

4.2.2 Absence of learners living with physical disabilities in mainstream schools:

A majority of the participants mentioned that their schools did not have any learners living with physical disabilities. In one interview with a participant, her observation about her school not being inclusive of learners living with physical disabilities was based on the fact that not only are there no learners living with physical disabilities; there also have been no changes made to the schools environment, to make it accessible. One participant also shared her experience about what happened in her high school years. She recalls how she had witnessed her school at the time, making adaptations to the school for a fellow learner who was living with a physical disability. So she was using that example to illustrate that when a learner with a physical disability enrolls at a school. It is possible for the school to then make the necessary changes.

“Even when I was in school, we did not know of anyone who had any disabilities, there was one learner in our school and they did adapt the school. She was on a wheelchair, they built her an elevator so she could move up and down and they made ramps for her. But in our school (the school that I teach at) nothing like that has been done”. Mrs Cambridge

Another participant had this to say:

“We haven’t had a child on a wheelchair but if we end up having a child on a wheelchair extra changes will have to be done. I do not think that at this stage that they worry about it because we do not have to change, I mean if you don’t have to, you won’t fork up the money”. Mrs Smith

According to Walton (2011), apart from the issues of resources being the reason why most mainstream schools have not effected any changes another reason is that, most schools do not have any learner’s presence that demands that any modifications be made, therefore schools believe that there is no reason for them to make any changes to the infrastructure yet.

4.2.3 The presence of learners living with other types of disabilities in mainstream schools:

The participants in this study mentioned that their schools do not have any learners living with physical disabilities but have learners that are living with other types of impairments such as eye sight, hearing problems and learning disabilities. This is an indication that mainstream schools have started assuming some of the responsibilities of full-service schools. It also became apparent that majority of the participants did not interpret this as progress even though they have reported that other types of disabilities have been incorporated successfully to some extent.

“There is a child in the school sitting with twenty percent vision uhm... he is coping. We have the facilities, like I said we have smart boards where you can enlarge your worksheets to make it easier for him to see”. Mrs Smith

“I was not aware that she had a hearing problem, she can hear only when you come closer to her”. Miss Thabethe

In some instances a few of the participants indirectly implied that some impairments (e.g. eyesight and hearing problems) are “easier” to accommodate in mainstream schools than others. This could be because certain disabilities do not challenge a certain “order” or status quo.

“Basically, if schools are inclusive, I would prefer physical disabled learners because they are the same as the average learners ...I think they are the same and its simple to ... I think it’s simple to accommodate them compared to other disabilities .Cause *bona* (with them) you only have to adjust the stairs for them and have equipment that makes it easy for them to climb with the wheelchair”. Mr Khoza

There were three independent studies that were conducted, that looked at whether the inclusion of learners living with physical disabilities is stressful for teachers in

South African mainstream schools. What was found in those studies was that learners living with physical disabilities were generally thought to be “easier” to include because they only require for changes to be made to the physical learning environment and not the curriculum (Eloff, Engelbrecht, and Pettipher & Swart, 2002). The findings of this study confirms what was found in those studies that some teachers hold the view that incorporating learners living with physical disabilities is “easier” than other disabilities.

Although it may seem like the inclusion of learners living with physical disabilities will only require for changes to be made to the infrastructure of schools, it can be argued that, this is not the only change that is required .Discriminatory attitudes or prejudices also need to be challenged and changed. This goes back to what authors like Eloff, Engelbrecht, Pettipher & Swart (2002) have pointed out, and that teachers have this misconception that inclusive education is merely the placement of learners living with disabilities in mainstream classrooms. This is an over simplification of what inclusivity means and what it requires.

The next section includes a discussion on what challenges teachers think learners living with physical disabilities might experience in mainstream schools.

4.3 Challenges that learners living with physical disabilities may face in mainstream schools

Majority of the participants in this study held the perspective that learners living with physical disabilities may experience challenges such as; their peers and teachers having negative attitudes towards them because they are seen as being “different”. Few of the participants mentioned that learners living with physical disabilities may not receive the “special attention” they need in mainstream schools.

4.3.1 Negative attitudes held about physical disabilities

What was expressed throughout the interviews by participants is that when and if their schools eventually have learners living with physical disabilities, the participants are concerned about how other teachers and learners will treat the learners living with physical disabilities. They gave hypothetical examples of what if it happens that learners and teachers have negative attitudes towards the learners that are living with physical disabilities. When the participants were making these hypothetical examples they often referred to able-bodied learners as “the normal learners” or the “average learners”. The labelling of able-bodied learners as being “normal” implies that learners that are living with physical disabilities are seen as not meeting the normative expectations. According to Stephanie Brzuzy (1997) language is a powerful tool which is used as an aid to define disability as well as express the attitude people have towards people living with disabilities. The attitudes are either positive or reinforce discriminatory perceptions. In the instance where the normal and abnormal binary was used by the participants to describe learners, the

researcher interpreted this as an indication of the discriminatory perceptions held by the participants about people living with physical disabilities. This also substantiates Goffman's argument in his work on stigma that, in instances where individuals do not meet the "normative expectations" they are then reduced in the minds of "normals", from a whole person into a tainted and discounted person. According to Eloff, Engelbrecht, Swart and Pettipher (2002) negative attitudes and labelling of people living with disabilities arise from misconceptions and assumptions held about disabilities. The interviews with teachers revealed the misconceptions they have about people living with physical disabilities.

This is what some of the teachers had to say:

"I think at this stage because it is mainly a mainstream school and I won't say I'm scared, but uhm... I can't help but think that the child might feel ...might not feel comfortable because majority of the children are –if you may refer to them as-normal. Uhm you get nasty children, you do get children that will comment and say nasty things which is something that you can't really help uhm that is basically the only problem that I think we will encounter". Mrs Smith

"You find that learners with a disability are discriminated against by teachers, by learner's uhm and ja that will make it difficult for them to be incorporated in mainstream schools". Miss Grey

"Learners living with physical disabilities are not coming to our school because other learners will make fun of them, even teachers cannot protect them". Miss Thabethe

Participants mentioned that as educators they will have no control over how learners or other teachers treat or perceive the learners living with disabilities. They pointed out that this could then become a challenge for learners living with physical disabilities, because the negative attitudes could make them feel like they are "outsiders" in mainstream schools or they are not accepted. The issue of the possibility of learners living with physical disabilities not being accepted by teachers or their peers' supports Goffman's observation that stigma can be defined as a situation where an individual or group is disqualified from full social acceptance (1963). Which also bring us back to the issue that although policy may stipulate that people living with disabilities must be treated equally, this does not necessarily mean that society will completely accept them or treat them as equals.

Again using Goffman's conceptual tool from his work on stigma we can use his argument of mixed contacts and look at how once learners living with physical disabilities are part of mainstream schools it will create an opportunity for "mixed contacts" (1963). Goffman defines mixed contacts as a situation where stigmatised individuals or groups and "normals" are in the same social situation. The mixed

contacts are an opportunity for the stigmatised and normals to confront the causes and effects of stigma. He argues that mixed contacts then create an opportunity for people to observe whether the stigmatised individual or group is accepted or rejected.

From the participants' feedback, it seems that they hold the view that learners living with physical disabilities might not be accepted by their peers and teachers in mainstream schools. This perception is based on the hypothetical scenarios given by the participants.

What was interesting was that majority of the participants never reflected or referred to how they would treat learners living with physical disabilities themselves. They gave hypothetical scenarios about other people's reactions. This can be seen as a projection of participants' own prejudices towards learners living with physical disabilities. Even though the scenarios given by the participants were "hypothetical", it is critical that we unpack their statements. The possibility of learners living with physical disabilities not being accepted in mainstream schools confirms what we already know and that is that society has not yet accepted people living with disabilities. This is mainly because normative standards of our society dictate that they are inferior and different to their able-bodied counterparts.

One of the participants suggested that a method that can be used to prevent learners living with physical disabilities from being treated differently or teased could be, teachers addressing the able-bodied learners about how it is important for them to treat their peers equally regardless of them having a disability:

"If learners are trained *la eskoleni* (here at school) that we are all the same, disability or not, then they know *ukhuti sisayafana banga qali omunye* (we are all the same, they must not tease each other). Mr Khoza

4.3.2 Differential treatment:

A few of the teachers who participated in this study often referred to how once their classrooms have learners living with physical disabilities, as educators they would have to be mindful and sympathetic towards the learners living with physical disabilities.

At the same time the teachers would also add that they would have to do this within certain limits because they would not want the learners living with physical disabilities feeling like they are not treated equally or that there is some form of differential treatment. They also mentioned that they would not want it to appear as though they are giving special treatment to these learners and are neglecting the other learners. One participant expressed her concern and said:

“It will be a problem because for the other kids it may seem like I am giving her special treatment and the other kids also need attention, this may cause conflict amongst the learners”. Miss Thabethe

From these statements there is a sense that a few of the teachers believe that, they cannot treat able-bodied learners and learners living with physical disabilities equally. This reinforces the idea that people living with disabilities are not seen as being equals to their able-bodied counterparts. This is consistent with findings of studies that looked at whether the inclusion of learners living with physical disabilities is stressful for teachers in South African mainstream schools. What was also found in those studies was that the teachers held the view that learners living with physical disabilities “need extra attention” (Eloff, Engelbrecht, Swart & Pettipher, 2002). Eloff, Engelbrecht, Swart and Pettipher (2002) believe that this belief may also be informed by the fact that society has always presumed that people living with physical disabilities need pity or sympathy. Society holds the idea that people living with physical disabilities or other types of disabilities need to be pitied and this is linked to the medical model of disability’s portrayal of disability as being a personal tragedy.

This belief that learners living with physical disabilities need extra attention can also be seen as what Goffman has termed as a stigma-theory. Goffman defines stigma-theories as ideologies used to explain the inferiority of the person with a stigma and is used by “normals” to justify their discriminatory attitudes and actions towards stigmatised individuals (1963).

This section was concerned with teachers perspectives on what challenges they think learners living with physical disabilities will encounter in mainstream schools. The next section deals with the views held by teachers about factors they believe act as barriers that hinder mainstream schools from becoming inclusive of learners living with physical disabilities.

4.4 Factors that act as barriers that hinder schools from becoming inclusive of learners living with physical disabilities

In the discussion with teachers the researcher had investigated what challenges teachers believe learners living with physical disabilities will encounter in mainstream schools. The researcher proceeded to ask them, what factors they think are acting as barriers that hinder mainstream schools from incorporating learners living with physical disabilities. The participants firstly mentioned infrastructure and facilities of schools as one of the main factors and secondly teachers lacking the appropriate skill set which is required for the successful implementation of inclusive education.

4.4.1 Infrastructure and facilities:

All the participants held the perspective that the infrastructure of their schools makes the environment of schools inaccessible for learners living with physical disabilities. All the participants suggested that certain adaptations need to be made on the

school buildings. The participants perceived the environment of their schools as being disabling. Most of the teachers mentioned that their schools are two or three storey buildings and that the only way to gain access to classrooms on the other floors, learners need to make use of stairs. Therefore, for learners who are wheelchair bound this will be a challenge. Another common issue being raised was that their classrooms are not big enough and are already packed. Again the example of a wheelchair bound learner was made, that they would struggle in terms of moving around the classroom. Some participants even mentioned that facilities such as the toilets were not suitable for learners that are wheelchair bound.

“The way the school has been built does not accommodate learners that are physically disabled. The school is very old, so there are a lot of stairs no ramps, which will make it difficult for them to reach the top floor. The toilets are also not suitable for learners with disabilities”. Miss Dexter

“Our buildings are not wheelchair friendly, due to the infrastructure”. First of all, I think infrastructure is the main problem because when we talk about learners with disabilities, ninety percent of the schools do not have infrastructure to accommodate learners with disabilities. Uhm if a child maybe has a wheelchair, uhm there is no way that they will be able to move from class to class or even to get into the school. They will need, uhm specialised assistance, and maybe ramps in the school, toilets will have to be renovated for the individual. Mrs Grey

“The way schools were built tells us that we only need able-bodied learners not learners with disabilities which is unfair”. Miss Thabethe

It certainly cannot be denied that certain adjustments or changes need to be made on the buildings of schools because inaccessible environments are barriers for people living with physical disabilities. Lebona (2015) argues that all barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities .The teachers have identified their schools and classrooms as not being accessible to learners living with physical disabilities.

In a study conducted by Dikeledi Mahlo (2017) teachers also reported that large classes made it difficult to implement inclusive education. Mahlo (2017) points out that in South Africa many schools are affected by overcrowding.

4.4.2 Teachers lack skills

The teachers that were part of this study believed that they and their colleagues are not “equipped” enough to handle the inclusion of learners living with physical disabilities in their schools. Most of the participants mentioned that they felt that they needed some form of training in order for the inclusion of learners living with physical disabilities to be successfully implemented in their schools. Teachers held the view that training would help them “cope” with the new dynamics in their classrooms.

“Teachers were not trained I don’t know how we will deal with the situation, I don’t know if I have a learner who is using a wheelchair how am I going to make him or her feel good”. Miss Thabethe

“Teachers must be trained”. Mrs Mahlangu

Authors Swart, Engelbrecht, Eloff and Pettipher (2002) in their work discuss three independent studies that were conducted in 1999, that aimed at identifying and describing teachers’ attitudes and experiences of the implementation of Inclusive Education in South Africa. The discussion of the authors include the key findings of those studies. What was found was that the teachers who participated in those studies reported that they felt that they had inadequate knowledge, skills and training that is needed for the implementation of inclusive education. The findings of this study are consistent with those findings.

Nel (2016) stated that about 65% of teachers in South Africa were either trained only for general mainstream education or specialised education in separate educational settings .This explains why teachers feel that they are inadequately prepared for inclusive education.

Smit and Mpya (2011) in their work advise that “teachers need to be equipped with knowledge, skills, strategies and positive attitudes”. This according to the scholars will ensure that inclusive education is successfully implemented by teachers.

The concerns of teachers can be seen as being legitimate, that learners living with physical disabilities may experience discriminatory attitudes. It must also be acknowledged that teachers may also be unconsciously resisting change by creating these hypothetical scenarios of what will happen when learners living with physical disabilities are incorporated in mainstream schools. This also could be because initially mainstream schools were a space that was created for able-bodied learners and teachers teaching in mainstream schools had only anticipated that they will only be teaching learners that are able-bodied.

Conclusion:

This chapter began the discussion of the findings of fieldwork by looking at what teachers viewed as broader changes that have occurred in the schooling system after 1994. What was brought up by some of the teachers was that the issue of inclusive education is one of the broader changes that have occurred. The teachers were asked specifically, whether their schools have started assuming the responsibilities of full-service schools and whether schools have started incorporating learners living with physical disabilities. The teachers were divided in their perspectives but what they all mentioned was that learners living with other types of disabilities had already been included in their schools. The findings of this study reveal that some teachers hold negative views about the prospects of mainstream schools admitting learners living with physical disabilities. These negative views are influenced by the fact that teachers believe that they do not have

the appropriate skills and that their schools do not have appropriate facilities for learners living with physical disabilities.

Chapter 5: Conclusion

This study had set out to explore teachers' perceptions of the inclusion of learners living with physical disabilities in South Africa's institutions of basic education as gazetted by Education White paper 6. Teachers were interviewed in order to understand their views about the prospects of mainstream schools admitting learners living with physical disabilities.

5.1 Summary of findings

The key question focussed on the views of teachers about the prospects of mainstream schools admitting learners living with physical disabilities. What was found was that the teachers all held different views. Their views were primarily influenced by different factors such as their own stereotypes of disability, their ideas about inclusive education and the contextual factors that affect the school. Although teachers are fully aware that their schools will eventually have learners living with physical disabilities. They also mentioned the challenges that they believe will be encountered as part of the process of inclusion.

Even though a majority of the participants had mentioned that their schools have managed to successfully include learners living with other types of disabilities and special needs. They also pointed out that there is still an absence of learners living with physical disabilities in their schools.

Participants highlighted a number of factors, which they believe are barriers that hinder their schools from assuming the responsibilities of full-service schools. The main factors that were emphasised by teachers include; schools not having the appropriate infrastructure and facilities for learners living with physical disabilities, the possibility that other teachers and learners may hold negative attitudes towards learners living with physical disabilities and lastly teachers not having the appropriate skills to cope with having learners living with physical disabilities in their classrooms.

The interviews with teachers not only revealed factors that hinder mainstream schools from assuming the responsibilities of full-service schools. It also provided an entry point into society's attitudes towards people living with physical disabilities.

It became clear that contemporary society still discriminates against people living with physical disabilities. This could be due to society's understanding of physical disabilities is based on misconceptions. This was evident from the references teachers made. Their use of the normal and abnormal binary to describe able-bodied learners and learners living with physical disabilities. It is probable that this manner of thinking fuelled Goffman's argument that individuals with a stigma are seen as not meeting the "normative expectations" and are then reduced in the minds of "normals", from a whole person into a tainted and discounted person.

The findings also highlight that for some teachers inclusive education is viewed as just being the placement of learners living with disabilities in the classroom. This

clearly indicates that there is still a misconception of what inclusive education means and what it entails.

5.2 Recommendations

5.2.1 Training and skills development for teachers

“Inclusive education policy in South Africa expects teachers to perform duties that they are not accustomed to” (Mahlo 2017). What this study and other studies have found is that teachers, have repeatedly pointed out that they lack adequate skills. Therefore it is the researchers opinion that for inclusive education to be implemented successfully certain interventions need to be put in place in schools. Teachers need to be trained continuously, this will help them with how to deal with learners that are living with disabilities or special needs. This will not only help teachers gain confidence as professionals. It will also change their attitudes about inclusive education. This will also give them a better understanding of what inclusive education entails.

5.2.2 Schools developing their own strategic plans

In literature many researchers working in the field of inclusive education have argued that inclusive education differs in every context and even differs from school to school. The concept of inclusion has been described by authors as not being monolithic. It has become apparent over the years that inclusion has different meanings in different contexts (Swart, Engelbrecht, Eloff & Pettipher, 2002). Therefore it is then important for schools to develop strategic plans on how they intend to assume the responsibilities of full-service schools and become inclusive of learners living with physical disabilities. The schools would have to use Education White Paper 6 as a guide when they form their strategic plans.

The schools would also need to look at what barriers hinder their schools specifically from becoming inclusive of learners living with physical disabilities. They could start thinking of ways of addressing these barriers. Teachers need to be included in the process of drafting the strategic plan. This will also decrease the negative morale of teachers. Instead of them feeling like certain changes are imposed on them, they will feel like they were included in the process. Drafting this strategic plan will have to be a collaborative effort which includes not only the teachers but parents, members of the school governing body, officials from the Department of Basic Education and people living with disabilities.

5.2.3 The urgency for further research

Further research (both quantitative and qualitative) needs to be conducted on mainstream schools that have been successful in incorporating learners living with physical disabilities and other types of disabilities. This type of research will help in adding to the body of knowledge. The knowledge can be used by other schools for information that could help them learn what methods these schools adopted in order to create inclusive practices and environments.

Research also needs to be conducted that includes learners living with physical disabilities sharing their experiences of being in mainstream schools. This will be useful because it will help us understand their experiences of being in mainstream schools (e.g. are they facing any type of discrimination, how schools are addressing it).

5.2.4 Information sessions

Information sessions need to be held for teachers. These sessions should include principals, government officials and some teachers from special needs schools. The sessions can be used to also discuss what inclusive education entails and the policies. This will also eliminate misconceptions about inclusive education. Teachers can also be given a chance to talk about their concerns and the challenges they believe they will encounter.

Conclusion

What can be deduced from the findings of the study is that for mainstream schools to successfully become inclusive of learners living with physical disabilities a number of strategies need to be put in place. What will also play a significant role in contributing to ensuring that teachers have positive attitudes towards the prospects of schools admitting learners living with physical disabilities, is if teachers are supported and are trained. Lebona (2015) suggests that positive attitudes can be fostered if teachers are provided with the appropriate training, support and successful practical experiences.

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Appendix 1: Interview schedule

Title: *From mainstream to full-service schools: An exploration of teachers' attitudes towards the inclusion of learners living with physical disabilities in South African schools.*

Teachers interview schedule:

Theme 1: Biographic information

Age:

Gender:

Race:

Theme 2: Getting to know the teacher

1. How long have you been teaching?
2. How long have you been teaching at this particular school?
3. Is there anything that you love about this school?
4. Is there anything you particularly dislike about this school?
5. Have you had a learner living with physical disabilities in your class?
6. How did he or she experience being in your class?
7. What challenges did he or she face?

Theme 3: Disability and the schooling system

8. Have physical disabilities been the focus of integration in your school? **If yes** what mechanisms have been used in your school to accommodate learners with physical disabilities?
9. What other disabilities does your school prioritize in terms of interventions to integrate all learners with disabilities?
10. What challenges do you think have been or will be experienced in your school for including learners living with physical disabilities?
11. What factors would you say are acting as a barrier/barriers in achieving an inclusive schooling environment?
12. What does the schools policy say about the admission of learners living with physical disabilities?

13. Also looking at the school you currently teach at, would you say it is designed in a manner that can accommodate learners living with physical disabilities? If **not** what would you say needs to be done.

14. Are the classrooms accessible to learners with disabilities?

15. What type of facilities does the school have to accommodate learners with physical disabilities?

Well it has been a pleasure learning about your insights about the schooling system and issues surrounding integration regarding physical disability during the course of the interview. Thank you for your time. Are there any other issues you would like to raise with regards to this topic.

Appendix 2: Information Letter

Information Letter for participants

From mainstream to full-service schools: An exploration of teachers' attitudes towards the inclusion of learners living with physical disabilities in South African schools.

Under the title mentioned above, this research project explores the ways in which mainstream schools are becoming full-service schools as gazetted by White paper 6. It explores the extent to which mainstream schools have assumed the responsibility of full-service schools as outlined in the government gazette. In order to do this the researcher explores the extent of the inclusion of learners living with physical disabilities in mainstream schools.

The researcher carries out this study in order to fulfil the requirements for a master's degree at the University of Pretoria's department of Sociology, this project will involve conversations with teachers of the schools concerned.

The results of the study will be stored in the University of Pretoria archives and data base for a period of fifteen (15) years and may be used for further academic research purposes.

Research process:

- Participants will be interviewed by the researcher and the duration of the interviews with teachers will take 1 hour.
- Participation in this study will be voluntary and participants may withdraw at any time
- There will be no incentives given to participants for their participation.
- All discussions will be tape recorded but participants consent will be sought.
- All data gathered will be treated with confidentiality and participants' names will remain anonymous at all times. Privacy of participants will be respected at all times.

Participants are free to make any enquires about the study to the researcher as well as the study's supervisor. The details of the researcher as well as the supervisor follow below.

Researcher: Esther Mphanda

Email: esther.mphanda@up.ac.za

Cell phone number: 0717372912

Supervisor: Dr Molapo

Email: sepetla.molapo@up.ac.za

Appendix 3: Consent form for participants

Title: *From mainstream to full-service schools: An exploration of teachers' attitudes towards the inclusion of learners living with physical disabilities in South African schools.*

I, (full name of participant) have read the attached information letter and understand fully the nature of the study and its interrelated goals. I understand that my participation in this study is voluntary and that I can withdraw from the interview at any stage. I would also like to grant permission to the researcher to use the information in the study for further research and publication purposes. I am aware that the data collected from the interviews will be stored in the University of Pretoria archives and data base for a period of fifteen (15) years and may be used for further academic research purposes.

By signing below, I fully consent to participating in the study.

Signature (participant).....

Date

Signature (Researcher).....

Date