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THE MANAGEMENT OF INCLUSIVE EDUCATION IN THE CLASSROOM

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THE MANAGEMENT OF INCLUSIVE EDUCATION IN THE CLASSROOM

by

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This mini-dissertation is dedicated to my late husband,

Jacob William Ando Chauke,

who made personal sacrifices to ensure that I received an education;

and to my sons Desmond and Donald, for sacrificing hours helping me

with household tasks while I was engrossed in my studies

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ACRONYMS

DDA	Disability Discrimination Act
EHCA	Education for all Handicapped Children Act
ESS	Education Support System
FAPE	Free and Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualised Education Programme
LRE	Least Restrictive Environment
LSEN	Learners with Special Educational Needs
NCE	National Commission on Education
NCESS	National Committee Education Support Services
SBST	School-based Support Team
SEN	Special Educational Needs
UNICEF	United Nations Children's Fund
UNPAC	Ugandan National Programme of Action for Children
UPE	Universal Primary Education

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DECLARATION OF ORIGINALITY

I, Margaret Chauke (student number 98234791) hereby declare that this mini-dissertation for the degree Magister of Education at the University of Pretoria, has not previously been submitted by me for a degree at this or any other university; that it is my own work in design and execution, and that all material from published sources contained herein has been duly acknowledged.

Signature: _____

Date: _____

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SUMMARY

The provisioning of learners with special educational needs has changed not only internationally but also specifically in South Africa. Inclusion has recently gained prominence on the education agenda. With the move towards inclusive education, the concept disability has been revisited and this has propagated further debate on disability. A new paradigm has come to the fore, namely the human rights model that secures the rights of learners with disabilities to have access to quality education.

Inclusion should not be seen as a mere physical presence or the social inclusion of learners with disabilities in regular classrooms; it encompasses active modification of content, instruction, assessment practices and classroom management so that all learners can successfully engage in core academic experiences and learning (Richard, Thousand, & Thousand, 2003:19). The problem is how to cultivate a culture and climate of support for and participation of each learner and educator in order to address all educational needs.

The South African Constitution and the South African Schools Act offer enormous possibilities for quality education for all learners. The Education White Paper no. 6 (July 2001) acknowledges that all children can learn and they need support for learning. It also stresses that curriculum is one of the significant barriers for learners in special and ordinary public schools.

This study draws a distinction between mainstreaming and inclusion. Mainstreaming is about getting learners with special educational needs to fit into a particular kind of system or integrating them into an existing system. Inclusion means providing all children with equal opportunities regardless of ability, gender, language and cultural origin, and being valued equally as well as being treated with respect within regular education provision.

Finally, leadership and management models for building an inclusive school should be applied in the classroom to accommodate the needs of learners with learning difficulties in mainstream education.

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KEYWORDS

Barriers
Diversity
Impairments
Inclusive education
Inclusion
Learning disability
Management and leadership
Mainstream education
School culture and climate
Values

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CHAPTER 1

GENERAL ORIENTATION

All children can experience success (Goodman, 1994).

1.1 INTRODUCTION

Inclusion is an international trend with a core agenda of building a more just society; inclusive education is both a result of and vehicle for this reform. Inclusive education is a much-debated issue around the world. The USA, Canada, UK, the Netherlands, Italy, Australia, New Zealand, Botswana, Namibia, Lesotho and Nigeria, Uganda, to name but a few, have all developed policies and legislation to implement inclusive education and support general educational reform (Swart, 2004:231).

There is no single accepted interpretation of the concept of inclusive education – it has various meanings for people in differing times and contexts. Swart (2004:232) analyses definitions from different countries and suggests that there are 'varieties of inclusion' and that each variety pertains to a particular group of learners, has a specific interpretation of what it means to be included, assumes a precise ideal of the society which it aims to build, and has varying implications for schools. However, he does identify three broad principles, namely social justice, educational equity and school responsiveness that could be used to understand the vision of inclusive education. The core agenda of inclusive education appears to be a commitment to building a more just society and a unified, more equitable education system by creating schools that are responsive to learner diversity and provide equal educational opportunities for all learners.

In the South African context the democratic values of human dignity, equality and freedom are affirmed in the Bill of Rights, Chapter 2 of the Constitution of the Republic of South Africa, Act 108 of 1996 Section 9 of the Constitution is well known as the equality clause. Although educational institutions are not expressly mentioned in section 9, in section 9(2) the full and equal enjoyment of all rights and freedom is guaranteed which includes the right to education and equal access to institutional institutions (Bray, 2000:7). In terms of

section 9(3) of the Constitution the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. In other words, the principles of no unfair discrimination on grounds of disability and educational equity in the Bill of Rights, together with the introduction of new education legislation and policy, have provided a framework for recognising diversity and providing quality education for all learners within an inclusive education system. This has resulted in a growing demand for the education of learners with special educational needs in inclusive educational settings.

The National Department of Education (DoE) released the Education White Paper no. 6: Special Needs Education in July 2001, which reflects the commitment to build an inclusive education and training system. The National Department of Education (DoE, 2001:16) envisages an inclusive education and training system that:

- Accepts and respects that every learner differs in character and therefore has different learning needs, which are equally valued. These values can be in the arenas of age, gender, ethnicity, class, language, disability or HIV status.
- Acknowledges that every learner can learn and that every learner, educator and the system as a whole needs support.
- Develops educational structures, systems and pedagogies, and changes attitudes, behaviour and learning environments to meet the needs of, and to be of benefit to, all learners.
- Maximises the participation of all learners in the culture and curricula of educational institutions and addresses barriers to participation and learning. It therefore focuses on adapting the system to meet the needs of all learners.
- Empowers learners by developing their strengths and enabling them to participate in the learning process.

Swart (2004:233) states that the vision or the dream for inclusive education in our country can thus be described as a practice of promoting the participation and competence of every learner, regardless of age, gender, ethnicity, language, class, disability and HIV status. This can only be realised in a unified education system wherein all role-players work together and are supported in creating learning communities that meet the diverse learning needs of every learner. The shared dream is that everyone can become contributing and valued

citizens in a diverse, changing society. Inclusive education therefore serves as a vehicle for developing a more inclusive society in our country.

An inclusive school embodies the concepts of community, diversity and collaboration based on the principles that everyone belongs and is valued in the school, and has access to the same curriculum. Inclusion is a philosophy supported by core social values such as justice, tolerance, concern (care) and mutual respect. Successful implementation of inclusion requires fundamental changes in the way people feel, think and act at school. These changes have their source in the hearts and minds of people. There are indicators that a school can use in the following dimensions:

- Creating inclusive cultures, which build 'community' and establish inclusive values.
- Producing inclusive policies, which develop a school for all and support diversity.
- Developing inclusive practices, which support learning and mobilise resources (Booth, Ainscow, Black-Hawkins, Vaughan & Shaw, 2000:101).

1.2 RATIONALE

In my career I have experienced that most of the learners with learning disabilities are unable to cope with their learning not only because they have intrinsic barriers, i.e. physical or physiological barriers to learning; many times they fail to cope with their learning because they have extrinsic barriers to learning caused by the system of education, educators and an inflexible curriculum.

Inclusive education is not only about addressing disability. It is also about addressing barriers that exclude learners from effective participation (National Department of Education, 2001:11). The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) report (South Africa, 1997) have identified factors causing barriers to learning. Barriers located within the learner himself (impairments or intrinsic factors) i.e. physical and/ or physiological impairments become a disability. Some barriers emanating from outside the learner (extrinsic factors), for example:

- An inflexible curriculum that does not provide for the diverse needs of all the learners in the class can cause learning to fail.
- Poor teaching and classroom management. Inadequately trained educators may use leadership and teaching styles that could handicap the initiative and involvement of the learners and these can result in learning problems.
- Language of learning and teaching and communication. For many learners, teaching and learning take place in their first or second additional language. This is a barrier and inhibits communication in class.
- Socio-economic barriers include the lack of access to basic services (medical services, housing). Poverty, underdevelopment and other factors expose learners to dangers such as child abuse, war and political violence.
- Inappropriate and inadequate provision of support services. The labelling and categorisation of learners have caused educational services to be focused on the incompetences of learners rather than on the barriers within the system, such as poor and stereotyped classroom management and teaching methods.

For the purpose of this study the focus will be on the management of inclusive education in the classroom to address the barriers that exclude learners from effective participation.

1.3 FORMULATION OF THE PROBLEM STATEMENT

Inclusion should not be seen as a mere physical presence or the social inclusion of learners with disabilities in regular classrooms, but should be the active modification of content, instruction, assessment practices, the culture, climate and classroom management so that students can successfully engage in core academic experiences and learning (Villa & Thousand, 2003:19). The problem is how to change schools, policies, classroom management practices, teaching strategies and attitudes that will promote participation and accommodate the individual learning needs of every learner and every educator.

The problem statement revolves around the following critical questions:

- What is inclusive education?
- What could be learned about inclusive education as implemented in other countries of the world?
- What should be done to build an inclusive school?

- Which management principles should be applied in the school and classroom to accommodate the needs of learners with learning difficulties in mainstream education?
- What are the perceptions, views and experiences of educators of inclusive education and how successfully are the principles of inclusive education implemented in the selected schools?

1.4 THE OBJECTIVES OF THE RESEARCH

To answer the critical questions, the following research objectives are set:

- To understand inclusive education in South Africa and in other countries of the world.
- To determine what should be done to build an inclusive school.
- To determine the perceptions, views and experiences of educators concerning inclusive education and how successful the principles of inclusive education are implemented in the selected schools.

1.5 RESEARCH DESIGN AND METHODOLOGY

Research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research questions. The design will show which individuals will be studied, and when, where and in which circumstances will they be studied (McMillan & Schumacher, 1993:157). It is important to choose the appropriate method for research. Every inquiry is unique and each research project will have a different approach, methodology and methods.

Different methods of data collection will be employed to gather relevant information for the study:

- Literature review
- Qualitative research

1.5.1 LITERATURE REVIEW

Bless and Higson-Smith (1995:22) define literature review as "a process of reading some background information that has been published and appears to be relevant to the research topic." In the study of literature, relevant data pertaining to the study problem will be gathered from both primary and secondary sources, critically examined and evaluated and objectively recorded. The research relies on the descriptive method of study in which the research describes the problem as it prevails during the period of research.

For this purpose, the researcher will make a careful selection and study of newspapers, books, journal articles, papers read at conferences, departmental circulars and government publications as well as acknowledge the contributions of other researchers to the research problem.

Ary, Jacobs and Rezavich (1990:68) identified several important functions of a literature review:

- A knowledge of related literature enables investigators to define the frontiers of their fields.
- A thorough review of related theory and research enables researchers to put their questions in perspective.
- Reviewing related literature helps researchers to limit their questions and to clarify and define the concepts of the study.
- A critical review of literature often leads to insight into reasons for contradictory results in an area.
- Through studying related research, investigators learn which methodologies have proven useful and which seem less promising.
- A thorough search through related research avoids unintentional replication of previous studies.
- The study of related literature places researchers in a better position to interpret the significance of their own results.

All these functions will help the researcher to realise the aims of the research project, reach the anticipated objectives and get answers to most of the critical questions.

1.5.2 QUALITATIVE RESEARCH METHODS

Tutty, Rothery and Grinnel (1996:4) describe qualitative research as the study of people in their natural environments as they go about their daily lives. In this field of study, the qualitative research method will be employed in response to the demand of the research problem.

Qualitative research includes some distinctive characteristics such as aims that are directed at providing an in-depth and interpreted understanding of the social world of the research participants by learning about their social and material circumstances, their experiences, perspectives and histories (Lewis & Ritchie, 2003:3). It is in this context that the researcher will conduct in-depth interviews with educators and their heads of departments in their schools to record their perceptions, views and experiences of inclusive education and to determine how successfully the principles of inclusive education are implemented.

1.5.2.1 Interviews

An interview is a method of gathering information that involves direct personal contact with the participant who is asked to answer questions. Bless and Higson-Smith (1995:106) and Marshall and Rossman (1999:109) define an interview as “a conversation with a purpose, it is a useful way of getting large amounts of data quickly.” Few advantages and disadvantages of interviews were identified by Cates (1985:97). He mentions that the major advantage of the individual interview is that the interviewer can tailor it to the person being interviewed and can utilise both verbal and non-verbal cues in determining the responses. He also mentions that its major disadvantage is that data gathering through interviews may be unreliable or inconsistent because of the difference in questions or methods employed by the interviewer or because of differing levels of perceptiveness and effectiveness among interviewers. On the other hand, it is said that there is always the danger of bias in interviews, largely because interviewers are human beings and not machines, and their manner may have an effect on the respondents (Bell, 1993:95).

In-depth interview will be used to collect data. This will permit the researcher to achieve depth of answers in terms of penetration, exploration and explanation. From the initial response of the participant, I will use follow-up questions to obtain deeper and fuller understanding of the respondent’s meaning (Lewis & Ritchie, 2003:141).

The interview data will be tape recorded to avoid note-taking by the researcher which will change the form of the data because data is captured in its natural form, face-to-face. This will also allow the researcher to devote her attention to the interviewee and to probe in-depth to obtain an accurate verbatim record of the interview, capture the language used by the interviewee, including hesitations and tone for more details (Lewis & Ritchie, 2003:142-146).

Individual interviews will be conducted to determine the practical situation in schools and to get first-hand information from people who are directly involved. For example, the learning support educators, the head of the academic support service, school-based support team co-ordinators, the education support system unit coordinator and the inclusive education coordinator of Tshwane South D4 district office will be interviewed.

A simple random sampling method will be employed to identify inclusive schools in Gauteng province. According to McMillan and Schumacher (2001:170) simple random sampling subjects are selected from the population so that all members of the population have the same probability of being chosen. This method is often used when the population is small. The researcher involved three primary schools in the study. The one is a religious private school and the other two are ordinary public schools. The three learning support educators, the head of the academic support service of a private school and the two school-based support team coordinators of the ordinary public schools will be interviewed. The education support system unit coordinator and the inclusive education coordinator of Tshwane South D4 district office will also be interviewed.

The learning support educators will be interviewed about their perceptions, views and experiences of inclusive education and their knowledge of the management of inclusive education and how it is practised in the classrooms. The head of the academic support service and the school-based support team coordinators answered questions about the knowledge of school policy and strategies for school development. The education support system unit coordinator and the inclusive education coordinator will be interviewed about leadership and management, school policies and strategies for school development. The education support system unit coordinator and the inclusive education coordinator will answer questions about their knowledge of school development. Information relevant to the study problem will be gathered and interpreted.

1.6 VALIDITY AND RELIABILITY

1.6.1 VALIDITY

This demonstrates that a particular instrument measures what it claims to measure and in qualitative data validity is addressed through honesty, depth, richness and scope of data achieved, the participants approached, the extend of triangulation and the disinterestedness or objectivity of the researcher (Cohen, Lawrence & Morrison, 2001:105).

The validity of the research is therefore addressed though triangulation of the research methodology by employing multiple methods obtained data in the study (Cohen *et al*., 2001:113).

Data were collected and the following methods were used:

- Interviews with three different groups.
- Follow-up interviews.
- Own observation.

1.6.2 RELIABILITY

Reliability in qualitative research is a fit between the researcher's record as data and what happened actually.

After the researcher has conducted the interviews, she took the research report back to the respondents and recorded their reactions to that report (Cohen *et al*., 2001:120) to clarify the findings.

1.7 ETHICAL CONSIDERATIONS

Leedy (1993:128) describes ethics as simple considerations of fairness, honesty, openness of intent, disclosure of methods, the ends for which the research is executed, a respect for integrity of the individual, the obligation of the researcher to guarantee unequivocally individual privacy and an informed willingness on the part of the subject to participate voluntarily in the research activity. Ethics is simply a set of moral principles that are legally and morally acceptable to the larger community. In other words, ethics refers to those

fundamental practices and principles, values, behavioural expectations, rules and conduct which the members of society respect. The researcher will maintain the confidentiality of the respondents by keeping them anonymous.

1.8 DEMARCATION AND LIMITATIONS OF STUDY

The research is limited to be conducted in three primary schools. One of them is a private school and the other two are ordinary public schools. The information about the inclusive schools will be requested from Tshwane South D4 district office. The research does not reflect inclusive education in the whole province but concentrates on only a small portion in the Gauteng Province. Therefore it is crucial and important that further studies be conducted in other parts of the province, to see whether the educators are coping with the management of inclusive education in the classrooms and how they assist the learners to overcome their learning difficulties.

The research focuses primarily on the philosophy and legal framework of inclusive education in South Africa, international legislation and policies in other countries of the world, the characteristics of an inclusive school, the culture and climate of an inclusive school and the elements for the management of an inclusive school.

Another important limitation is that a limited number of school-based and office-based educators were interviewed to get information. The perceptions, views and experiences of the principals, other members of the SMT as well as parents of the schools concerned were not selected for the interviews. Future research could focus on the role of all the stakeholders building an inclusive school.

Irrespective of these limitations the main problem of the study will be researched. The limitations do not have any influence on the research as a whole, but are necessary in outlining the scope and coverage of the research.

1.9 STRUCTURE OF THE RESEARCH

To answer critical questions emanating from the research problem and achieve the objectives of the research, this study is divided into the following chapters:

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Recommendations

Limitations of the study

Aspects of future research

Conclusion remarks

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CHAPTER 2

LITERATURE REVIEW: A STUDY OF INCLUSIVE EDUCATION

2.1 INTRODUCTION

Inclusive education has evolved as a movement to challenge exclusionary policies and practices and has gained ground over the past decade to become a favoured adopted approach addressing the learning needs of all learners in regular schools and classrooms. International initiatives from the United Nations, United Nations Educational and Cultural Organisation (UNESCO), United Nations Children's Fund (UNICEF), the World Bank and elsewhere jointly add up to a growing consensus that all children have the right to be educated together, regardless of their physical, intellectual, emotional, social, linguistic or other condition, and that inclusion makes good educational and social sense (UNESCO, 1999:9).

According to Engelbrecht, Green, Swart and Mutukrishna (2003:4-5) inclusive education assumes that local mainstream schools and classrooms are generally the most appropriate settings for all learners. This does not necessarily mean that all learners with disabilities have to be in mainstream classrooms all the time. It does however, mean that the rights of these learners to belong in school and society must be recognised by planners and educators. The rights discourse takes up a different stance. It is an overtly political position that emphasises equality and full citizenship in a similar manner to other equal opportunity claims.

In this chapter the philosophy of inclusive education will be discussed in out line. The most important policy documents of the United Nations regarding inclusion in education will be emphasised. The chapter not only deals with inclusive education in South Africa but also with the policies and implementation of inclusive education in other countries of the world, namely the United States of America, the United Kingdom, Australia, New Zealand, Italy, Canada, Botswana, Namibia, Lesotho, Nigeria and Uganda.

2.2 DEFINITION OF CONCEPTS

The following concepts, which are essential to the purpose of this study, will firstly be discussed. These concepts are:

- Inclusive education.
- Inclusion.
- Mainstream education.
- Integration.
- Diversity.
- Barriers to learning and development.
- Learning disability.
- Impairments.
- Values.
- Management and leadership.
- School climate and culture.

2.2.1 INCLUSIVE EDUCATION

Inclusive education means education that is non-discriminatory in terms of disability, culture, gender or other aspects of learners or staff that are assigned significance by a society. It involves all learners in a community without exceptions and irrespective of their intellectual physical sensory or other differences, having equal rights to mainstream classrooms. Inclusion emphasises diversity over assimilation striving to avoid the colonisation of minority experiences by dominant modes of thought and action (Ballard, 1997:244-245). According to Swart (2004:232) inclusive education is the term used to describe educational policies and practices that uphold the right of learners with disabilities to belong and learn in mainstream education. Although inclusion means different things to different people in different contexts, there are some commonalities:

- A commitment to building a more just society.
- A commitment to building a more equitable education system.
- A conviction that extending the responsiveness of mainstream schools to learner diversity (and, particularly, to marginalised groups of learners) offers a means of turning these commitments into reality.

2.2.2 INCLUSION

Inclusion can be defined as a shared value which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive changing and diverse society (Engelbrecht, Green, Naicker & Engelbrecht, 1999:6). Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (Booth, 1996:87-88). It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 1994).

2.2.3 MAINSTREAM EDUCATION

Mainstream education can be defined as the placement of a learner with a disability in a regular classroom for the express purpose of teaching an academic or special subject (Wong, 1998:493). Mainstreaming is further related to the concept integration, which both reinterprets and extends the issues raised by special needs approaches in mainstream classes (Clark, Dyson, Millward & Skidmore, 1997). Although integration involves more extensive participation of learners with special needs in age-appropriate activities with non-disabled peers, significant instruction time in separate settings still prevails (Dyson, 1997; Murphy, 1996; Sebba & Ainscow, 1996). Integration does not necessarily challenge or alter in any way the organisation and provision of the curriculum for all learners but focuses on an individual or small group of learners for whom the curriculum is adapted, different activities devised or support assistants provided (Engelbrecht *et al*., 1999:8).

An aspect underlying mainstreaming and integration is the way in which difference was still being accentuated, i.e. separate instruction time in separate settings. Artiles (1998:32-36) states that “the dilemma of difference exists because it has traditionally rested on the assumption that differences are linked to abnormality.” Thus, the underlying assumption that to be equal one must be the same and to be different is to be unequal or even deviant has formed part of many beliefs and assumptions about the world and how it works.

Inclusive education and mainstreaming have been used interchangeably or synonymously, largely as a result of a serious lack of understanding of the two concepts. To address this, the

Education White Paper no. 6 (DoE, 2001:17) offers a clear distinction between the terms mainstreaming / integration and inclusion.

- In a mainstreaming/integration model, learners are expected to adjust or adapt to a particular system.
- The inclusion model, by contrast, recognises and respects the differences among all learners as an equally valued and ordinary part of human experience, and builds on the similarities.
- With mainstreaming, some learners receive additional support so that they are able to be integrated into regular classroom routines. Learners are assessed by specialists who diagnose and prescribed technical interventions, such as the placement of learners in selected programmes.
- In an inclusion model, support is provided to all learners, educators, and the system as a whole, so that the full range of learning needs may be met. The focus is on teaching and learning factors, with emphasis on the development of sound teaching/learning strategies that will be to the benefit to all learners.
- Mainstreaming focuses on changes that need to take place in learners to enable them to fit into a system.
- Inclusion, on the other hand, focuses on minimising or eliminating barriers in the system that prevent learners from meeting their full range of learning needs.

2.2.4 INTEGRATION

Integration is characterised by the placement of a learner with disability into a regular school building where interaction, bolstered by necessary support, can occur during non-academic activities (Wong, 1998:493). Integration is based on the “human values” of participation, and sees placement in the mainstream as depending on the balance of advantage for particular learners (thereby also underlining differences). The more recent movement towards inclusion sees it as a matter of human rights, transforming the human values of integration into the immediate rights of excluded learners (Clark *et al*., 1997).

2.2.5 DIVERSITY

Diversity refers to a range of differences. It is also about respecting and acknowledging individual learning differences in the classroom (Donald, Lazarus & Lolwana, 2002:27).

2.2.6 BARRIERS TO LEARNING AND DEVELOPMENT

Barriers to learning and development are defined as those factors that hinder teaching and learning. These can and do occur at all levels of the system. They include the following:

- Factors relating to specific individuals. In the education system, this refers specifically to the learner (i.e. relating to specific learning needs and styles) and educators (i.e. personal factors as well as teaching approaches and attitudes).
- Various aspects of the curriculum, such as content, language or medium of instruction, organisation and management in the classroom, methods and processes used in teaching, the pace of teaching and time available, learning materials and equipment and assessment procedures.
- The physical and psychosocial environment within which teaching and learning occurs. This includes buildings as well as management approaches adopted.
- Dynamics and conditions relating to the learner's home environment, including issues such as family dynamics, cultural and socio-economic background, socio-economic status and so forth.
- Community and social dynamics which either support or hinder the teaching and learning process (DoE, 2002:94).

2.2.7 LEARNING DISABILITY

Learning disability refers to a range of barriers experienced in receiving, processing, expressing or retrieving information, any of which may affect the person's ability to function effectively in one or more areas such as spelling, grammar, following directions, spatial relations, numbers (DoE, 2002:159). According to the U.S.A Department of Education (1997) learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language which may appear as an impaired ability to listen, think, speak, read, write, spell or do mathematical calculations. It includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

2.2.8 IMPAIRMENTS

Impairments are defined as differences in body structure (physical) i.e. visual and hearing impairments and in body function (physiological), i.e. chronic health conditions that are manifested as a significant variation from the established statistical norms (Burden, 2000:29).

2.2.9 VALUES

Values are defined as beliefs, norms, standards or principles that a person or a group feels are of particular importance in life (Donald *et al*., 2002:20). For the purpose of this study the democratic values of human dignity, equality and freedom as enshrined in the Bill of Rights will be emphasised.

2.2.10 MANAGEMENT AND LEADERSHIP

We need to differentiate between leadership and management, two interdependent practices that cannot be practiced separately (Swart & Pettipher, 1999:39). Leadership is the capacity to develop and provide a vision that can shape the future and provide a sense of direction (Senge, 1999:16; Davidoff & Lazarus, 1997:156). Management is ensuring that the school community is achieving its vision and functioning effectively by seeing that structures are in place and processes contained so that things can operate smoothly. However, management includes more than structures and processes; it is also about ensuring effective task execution and looking after the interests of people in the school. The emphasis will be on effective leadership and management to induce change and develop inclusive learning communities.

2.2.11 SCHOOL CLIMATE AND CULTURE

While school climate refers to the characteristics that describe the psychological make-up of a school, school culture reflects the more symbolic nature of school life and can be described as a set of understandings or meanings shared by a group of people. It includes the values and norms of the school – the interrelated psychological qualities that knit the organisation together (Zollers, Ramanatan & Yu, 1999:159). School climate may further be

seen as those interactions that underpin the school culture, which include typical patterns of activities that are characteristic of the functioning of a particular school.

According to Peterson and Deal (1998:28) culture can be defined as "the underground stream of norms values, beliefs, traditions and rituals that have built up over time as people work together, solve problems and confront challenges." This set of informal expectations and values shape how people think, feel, and act in schools. This highly enduring web of influence binds the school together and makes it special. In practice it means that inclusive education is not merely an additional function; it requires fundamental change of school climate and culture. The values of equality, liberty, human dignity, respect for diversity and care must form part of the culture of a school.

Inclusive education in South Africa will be discussed in the next section.

2.3 INCLUSIVE EDUCATION IN SOUTH AFRICA

2.3.1 THE PHILOSOPHY AND LEGAL FRAMEWORK OF INCLUSIVE EDUCATION IN SOUTH AFRICA

South African education entered a new era in 1994 when a democracy was declared. Associated with this socio-political shift has been an emphasis on important values such as equity, non-discrimination, liberty, respect and social justice that have provided the framework for the constitution. These values are central to a socio-critical perspective, which developed in education as a result of a sharp critique of society (Burden, 2000:15). Thus inclusive education in South Africa has its origin in a rights perspective informed by liberal, critical and progressive democratic thought (Engelbrecht, Naicker & Engelbrecht, 1997:7). Policy documents and subsequent legislation have emerged that reflect these values.

The Constitution together with the new education legislation and policy, for example the White Paper on Education and Training No. 1 of 1995 and the South African Schools Act, Act No. 84 of 1996 (*Government Gazette*, November 1996) recognises diversity and the provision of quality education for all learners within a single system of education. These policies and laws provide a framework for and are the first steps towards inclusive education in South Africa (Lazarus, Daniels & Engelbrecht, 1999:46). The emphasis is being placed

on the education system that is inherently capable of meeting the diverse needs of all learners as inclusively as possible within schools.

In the South African context inclusive education can be defined as a system of education that is responsive to the diverse needs of learners (Engelbrecht *et al*., 1999:19). It emphasises the accommodation of all kinds of diversity, including diverse learning needs within the ordinary classroom. According to the former Minister of Education, Professor Kadar Asmal, the ultimate challenge of inclusion in South Africa is to "create the conditions of learning and teaching in all our learning institutions so that all learners can be fully accommodated, can flourish and contribute effectively to the generation of our society, our economy and our country" (Department of National Education, 1999: ii).

2.3.2 POLICY DOCUMENTS FOR INCLUSIVE EDUCATION IN SOUTH AFRICA

The 1996 Constitution of the Republic of South Africa of 1996 sets a constitutionally binding framework for national and provincial legislative action in the field of education. The notion of a democratic society based on human dignity, freedom, and equality is entrenched in the Constitution. According to De Groof and Malherbe (1997:26) the South African Bill of Rights in Chapter 2 of the Constitution of the Republic of South Africa is undoubtedly one of the most comprehensive and far-reaching bills of rights in the world. Prof. Benhgu, a former Minister of Education (in Dlamini, 1997:24) states: "A nation's struggle to raise its living standards, strengthen its democracy and build a sustainable human rights culture is first and foremost in the classroom." He also envisaged enhancement of the practice of positive values, attitudes, behaviour and skills in the individual and the community, working towards a transformation of society in the interests of promoting a human rights culture, underpinned by the striving for a fully inclusive, egalitarian society, free of all unjust discrimination as envisaged by the Constitution.

One of the key provisions in the Constitution is section 9 which deals with equality. Section 9(1) commits the government to ensuring that all individuals have the right to equal benefit of and protection by the law. It extends to all persons' protection from unfair discrimination and guarantees the right to have measures designed to achieve the adequate protection and advancement of persons previously disadvantaged by unfair discrimination. In terms of section 9(3) the state may not unfairly discriminate directly or indirectly against anyone on

one or more grounds including race, gender, sex, social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

According to Malherbe and Beckmann, (2003:37) section 9 is also known as the equality principle, which is a key provision of the Bill of Rights and underlies many other rights. The right to equality protects the equal worth of people and any law or conduct that violates people's equal worth is prohibited by section 9. The provision recognises that people may be treated differently for very valid reasons and therefore does not prohibit all discrimination, just unfair discrimination. However, when it comes to meeting the diverse needs of every learner in schools it should be clear from the provisions made in section 9 of the Constitution that every learner is entitled to equal opportunities and equal treatment in South African schools. In other words, the education system should be capable of accommodating the diverse needs of all learners as inclusively as possible.

Section 10 states that everyone has inherent dignity and the right to have his or her dignity respected and protected. The right guaranteed by section 10 to have one's inherent dignity as a human being respected and protected is another fundamental right that underlies many, if not all, other rights. The exercising of other rights comprises various manifestations of human dignity and, as such, human dignity is the cornerstone for the protection of such other rights. Often, when another right is violated, the violation also constitutes an infringement of human dignity (Malherbe & Beckmann, 2003:37).

In view of the legacy of racial discrimination and the neglect and marginalisation of various sectors of the population during the apartheid era, the new government was committed to restoring the human rights of all marginalised groups (including learners with disabilities) and has produced several key policy documents.

The key policy documents are the following

- The White Paper on Education and Training (Department of Education, March 1995).
- The organisation governance and funding of schools; White Paper 2 (Department of Education, November 1996).
- The White Paper on an Integrated National Disability Strategy (Office of the Deputy President, 1996).

- The South African Schools Act No 84 of November 1996 (*Government Gazette*, November 1996).
- The Constitution of the Republic of South Africa Act 108 of 1996.
- The Education White Paper no 6 on Special Needs Education (Department of Education, July 2001).
- The National Commission on Special Educational Needs and Training.
- The National Committee on Education Support Services (Department of Education, 1997).

All these policy documents stress the principle of education as a basic human right. The principle implies that all learners have the right to equal access to the widest possible educational opportunities. For example, the White Paper of Education and Training (March 1995:21) states that education and training are basic human rights. The state has an obligation to protect and advance these rights so that all citizens irrespective of race, class, gender, creed or age have the opportunity to develop their capacities and potential and make their full contribution to society.

The principle of quality education for all learners is stressed in the South African Schools Act. The following provisions made in the South African Schools Act are good examples of how national legislation is fulfilling its constitutional duty to ensure equal opportunities for all learners:

- Section 3 makes provision for compulsory school attendance and places a legal obligation on parents to send their children to school (protects learners' right to education (Section 29 of the Constitution).
- Section 5 guarantees equal access to public schools. In terms of section 5 of the South African Schools Act a public school must admit learners and serve their educational requirements without unfairly discriminating in any way.
- In terms of section 20 (1)(a) the governing body of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.

These clauses encapsulate a vision of an education system that gives recognition to the wide diversity of needs in the learner population and which ensures a more flexible range of

responses. The emphasis on quality education for all learners suggests that schools have to meet the diverse needs of all learners.

2.3.3 ANALYSING BARRIERS TO LEARNING AND DEVELOPMENT IN SOUTH AFRICA

An analysis of some barriers to learning and development that exist within the South African context was made in 1996 by the National Commission on Special Needs in Education and Training and the National Committee for Education Support Services (NCSNET & NCESS, 1997).

The analysis shows the following range of barriers that might exist within a context:

- Inequalities in a society, lack of access to basic services and poverty are factors that place learners at risk and contribute to learning breakdown and exclusion. In South Africa, inequalities resulting from apartheid and economic deprivation have had a great impact on the education system and especially on those learners who face barriers to learning. In the following, a brief description of the barriers at the systemic level is made to illustrate how the 'macro-level' barriers impact on learners in schools and other centres of learning.

Problems in the provision and organisation of education:

- There is not an accurate picture of the number of learners excluded from the school system. These learners include those who have never attended school and those who have dropped out.
- Only a small percentage of learners who were earlier categorised as having 'special needs' receive appropriate education in ordinary schools or special settings.
- There is no support available for those learners who are outside the system.
- Existing provision after primary school is inadequate to meet the needs. The provision and the distribution of resources reflect the inequalities of the apartheid past.
- Learners who have historically faced barriers to learning have had few opportunities for further education at the tertiary level.

Socio-economic factors that place learners at risk:

- Inadequacies and inequalities in the education system and its contribution to learning breakdown are most evident in areas, which have the lowest level of basic service provision, the highest levels of unemployment and sustained poverty.
- Violence and abuse in society have impacted on significant numbers of learners.
- HIV/AIDS continues to place large numbers of learners at risk.

Attitudes:

- Negative attitudes towards differences and the resulting discrimination and prejudice in the society manifest itself as a serious barrier to learning.

Curriculum:

- The curriculum has been unable to meet the needs of a wide range of different learners. For example, in 1996, in the Mpumalanga province, high repetition rates were common, and 23% of black learners aged between 15 and 19 did not pass Standard 4 (Grade 6). The equivalent for white learners was 1%.

Environment:

- The vast majority of centres of learning are physically inaccessible to many learners, especially to those who have physical disabilities. In poor, particularly rural areas, the centres of learning are often inaccessible largely because buildings are rundown or poorly maintained. They are unhealthy and unsafe for all learners.

Language and communication:

- Instruction and learning take place through a language that is not the mother tongue of many South African learners. This places these learners at a disadvantage and it often leads to significant linguistic difficulties that contribute to learning breakdown. Second language learners are particularly subject to low expectation, discrimination and lack of role models and cultural peers.

Organisation and governance of the education system:

- The basic centralisation of the education system has left a legacy of restrictive centralised control that inhibits change and initiative. Legal responsibility for decisions tends to be located at the highest level and the focus of management remains oriented towards employees complying with rules rather than on ensuring quality service delivery.

Inadequate and fragmented human resource development:

- The training needs of staff are not being adequately met. Little or no training and capacity building opportunities exist for community resource persons. Training tends to be fragmented, uncoordinated, inadequate, unequal and often inappropriate to the needs of a developing country.

The above legal framework and policy support the philosophy of inclusive education in South Africa. The concept *inclusive education* embraces the democratic values of liberty, equality and human rights and recognises and accommodates diversity, thereby respecting the rights of all members of the community. Therefore the education system in South Africa must be structured and must function in such a way that the diversity of learner and system needs can be accommodated. In the next section international legislation, policies and inclusive practices will be discussed.

2.4 INTERNATIONAL LEGISLATION AND POLICIES

2.4.1 THE UNITED NATIONS

In 1994 more than 300 participants representing 92 governments and 25 international organisations met in Salamanca Spain at the World Conference on Special Needs Education: Access and Quality to discuss the objectives of Education for all by considering the fundamental policy shifts required to promote the approach of Inclusive Education (UNESCO, 1999).

The Salamanca statement and framework for Action on Special Needs Education, adopted unanimously at the conference, are informed by the principle of inclusion that ordinary schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children from remote or nomadic populations, children from linguistic ethnic or cultural minorities and children from other disadvantaged or marginalised areas groups.

The right of every child to education is proclaimed in the Universal Declaration of Human Rights and was forcefully reaffirmed by the World Declaration on Education for All (UNESCO, 1993). Every learner has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Every learner has

unique characteristics, interests, abilities and learning needs, therefore education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.

2.4.2 INTERNATIONAL LEGISLATION, POLICIES AND INCLUSIVE PRACTICES

In many countries an inclusive approach has a relatively long history that is based on a comprehensive and detailed piece of legislation. For the purpose of this study the researcher focused mainly on those countries which are highly inclusive in nature, where almost all learners attend mainstream schools. To name but a few of these countries: United States of America (USA), Great Britain, New Zealand, Australia, Canada, Namibia, Botswana, Lesotho and Uganda.

2.4.2.1 Legislation in the United States of America

In the United States of America inclusive education is based on Public Law 94-142, previously known as Education for All Handicapped Children Act (EHCA of 1975). The Act was later reauthorised and renamed to the Individuals with Disabilities Education Act. The Act provides that learners with disabilities are to be educated with children who are not disabled, to the maximum extent appropriate, and that removal of children with disabilities from the regular educational environment occurs only when the nature of severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily (34 C.F.R. 300-550 (b) U.S Office of Special Education Programs (IDEA 1997:206).

According to Sands, Kozleski and French (2000:54) the key elements of the Individuals with Disabilities Education Act of 1997 are as follows:

- Access to free and appropriate public education (FAPE).
- The right to be educated in the least restrictive environment (LRE).
- Protection of learners' and parents' rights to basic education.
- Guidelines for the determination of disability.
- Provision of related services.
- Implementation responsibilities at the federal, state and local levels.

For the purpose of this study only two key elements of the Individuals with Disabilities Education Act will be discussed, namely the right to be educated in the Least Restrictive Environment (LRE) and the Individualisation of the Education Program (IEP).

The Act describes the Least Restrictive Environment (LRE) in the following manner: Children with disabilities are to be educated with their non-disabled peers in the regular classrooms with appropriate supplementary aids and support.

The Individuals with Disabilities Education Act defines the (IEP) “Individualised Education Program” as a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with the nature of his or her disability and how the individual child should be supported in his or her learning program (34 C.F.R S300.340 IDEA 1997:196).

The Act places significant emphasis on helping children with disabilities at an individually appropriate level to participate and progress in the general education curriculum. The “Individualised Education Programme” must include accommodations, modifications, and any special services that the child needs to access the general education curriculum as well as identify support services needed to carry out the child’s program.

An Individualised Education Program is a tool that school professionals use to provide educational services tailored to the needs of a particular child, rather than those of a group of children. In developing IEP’s school professionals, educators focus on the needs, not the disabilities of the learners.

Every learner receiving education services must have an IEP that includes the following components:

- A statement of the learner’s current educational performance levels, including how the child’s disability affects his or her progress in the general education curriculum.
- Special education and related services and supplementary aids and services to be provided to the child, and a statement of the program modifications or support for school personnel that will be provided for the child.
- A statement of how the parents will be informed about the progress of the child.

The information in the (IEP) Individual Education Program is very important because it creates an opportunity for teachers, parents, school administrators related service providers and learners (when appropriate) to work together to improve educational results (Sands *et a*l., 2000:60).

In the United States of America children with disabilities have been separated, segregated or excluded from regular classrooms. In 1975 the congress of the United States passed the Education of All Handicapped Children Act of 1975, which extended the right of equal educational opportunity to children with disabilities. This federal legislation was re-enacted in 1990 as the Individuals with Disabilities Education Act (IDEA) and has undergone numerous amendments.

The Individuals with Disabilities Education Act ensures that all children, even those with severe disabilities, have the opportunity to receive a free and appropriate public education in the least restrictive environment. The Act also requires schools to give parents the opportunity to assist in the development and revision of their child's education plan. The plan specifies goals for the learner's education, methods to achieve those goals and services to be provided. Each learner's education plan is reviewed annually. A child with a disability must be educated with children who do not have disabilities. In addition the Individuals with Disabilities Education Act requires that older children with disabilities receive transition services to assist in the change from school to adult activities, such as employment, continuing education and finding a place to live. The Act also provides federal financial support for schools to develop special education programmes.

2.4.2.2 Legislation in Great Britain

The Labour Government in England issued the 1997 Green Paper on Special Needs Education which acknowledges the philosophy of inclusive education in England and also supports the UNESCO Salamanca World Conference Declaration (Vitello & Mithaug, 1998:114).

England's government special educational needs Code of Practice (DFE, 1994) has formalised the expectation that schools will have staff with designated responsibility for co-ordinating special needs provision, for deploying rigorous assessment procedures to identify needs and that for meeting those needs for the most part within the ordinary classroom and

out of their own resources. In other words, special needs provision would no longer be something that was separate from mainstream education conducted outside the ordinary classroom and the responsibility of 'special' teachers. Instead, it would be the responsibility of the 'whole school' taking place within ordinary classrooms and delivered by ordinary teachers. Placement of learners with learning difficulties in special schools will be seen as very much a last resort.

Generally the English education system and its special needs provision is informed by the notions of equity and the value of the individuals to participate in shared communities, curricula and learning experiences. According to the Warnock Report' famous declaration, the purpose of education for all children is the same (December 1978, 1.4). Therefore, learners with learning difficulties must be taught according to their individual learning characteristics, abilities, and needs. These learners must be educated with their peers in the same institution in ordinary classrooms and within a common national curriculum (Vitello & Mithaug, 1998:115).

2.4.2.3 Legislation in Australia

The Disability Discrimination Act of 1992 (DDA), is a piece of federal legislation that indirectly covers the area of education and effectively ensures that educational services are provided to learners with disabilities.

The Act defines disability as including a range of more traditional impairments, for example physical, intellectual, psychiatric and sensory. Certain impairments are not recognised as disabilities in educational settings in Australia, for example learning disabilities, behavioural problems and attention deficit, hyperactivity disorder and physical disfigurement. In addition the DDA recognises disabilities that individuals may presently experience, may have had in the past or may have in the future.

- **Policy of learners with disabilities in Australia**

The Commonwealth government's priorities for schooling are aimed at "ensuring that all learners are allowed to realise their full potential, so that they leave school with the knowledge, skills and attitudes appropriate to their post-school destinations, and they have a sound foundation for undertaking further education and training, participating successfully

in the work force, and contributing to and benefiting from Australian society" (Commonwealth Department of Education, Science and Training 2002, p vi).

According to the Adelaide Declaration of National Goals for schooling in the Twenty-first century (Ministerial Council on Education, Employment Training and Youth Affairs, 2002) Goal 3.1 relates specifically to learners with a disability. It states that schooling should be socially just so that learners' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability, and of differences arising from learners' socio-economic background or geographic location.

All the special education policies of the states and territories in Australia recognise the ability of every learner to learn; they recognise the need to focus on learners' strengths and needs, not just on their weaknesses and they recognise that instruction must be individualised to the extent necessary for their educational experience to be positive for the learners. There is also an agreement that learners with a disability should be placed in the least restrictive environment and be taught according to the individualisation of the educational program.

According to the Australian inclusive education policy learners with disabilities should be educated in the company of their peers while also being provided with curriculum and support that effectively meet their needs (DoE, Tasmania, 1997).

2.4.2.4 Legislation and policy in Canada

According to Vitello and Mithaug, (1998:132) the Canadian Public Policy Report on Special Needs Education was published five years after Public Law 94-142 of the United States of America. Education Amendment Act, Bill 82 of 1980 passed by Ontario is the first mandatory special educational legislation in Canada, which states that learners with a disability must attend school in a regular class in a neighbourhood school.

The fundamental rights of Canadians are guaranteed by the Canadian Charter of Rights and Freedom. As the supreme law of Canada, the Charter guarantee every individual equality before and under the law, the right to equal protection and equal benefits of the law without discrimination, and in particular without discrimination based on race, age, or mental or physical disability.

It is important to note that inclusion in Canada means that learners with disabilities will attend the school or classroom that they would attend if they were not disabled. In Canadian schools service are brought to the child rather than the child being removed to a particular school in order to access services (Vitello & Mithaug, 1998:133).

2.4.2.5 Policy in Namibia

The government of the Republic of Namibia places specific responsibilities on Ministry of Education to ensure that children and adults with disabilities are integrated into mainstream education. The 1997 National Policy on Disability states that the government shall ensure that children and youth with disabilities have the same right to education as children without disabilities. This implies that education should be for all learners, and it can only be achieved if all children have access to schooling. Assessment, active intervention and specialised services will be provided for those with special needs within the regular education system. According to the policy, parents of these children shall be actively involved at all levels of the educational system.

The provision of education shall be based on the fundamental principle of inclusive education which demands that all children be taught together, whenever possible, regardless of individual differences or difficulties they may have. This process of inclusion entails developing the capacity of the regular school system to enable it to meet the diverse educational needs of all children.

The government shall ensure that inclusive schools recognise and respond to the diverse needs of their learners by accommodating the different styles and rates of learning, and ensuring quality education to all through appropriate curricula, organisational arrangements teaching strategies, resource use and partnership with parents and communities.

The assignment of learners to special schools or special classes within a school on a permanent basis shall be the exception and not the rule. This shall only be the case where it is clearly demonstrated that education in regular schools cannot meet the learner's educational, psychological and social needs. Seventy-one (71) special schools in Namibia should be of equal standard and be closely linked to the mainstream education systems and curriculum (White Paper on National Policy on Disabilities, 1997:9).

2.4.2.6 Legislation in Botswana

The Botswana National Assembly approved the Revised National Policy of Education for Children with Special Needs on the 7th March 1994. The policy stated that the government is committed to the education of all children, including those with disabilities. Prior to this, education of people with disabilities had been left mainly in the hands of non-governmental organisations.

In 1984 a Special Education Unit charged with the responsibility of coordinating special education affairs was established in the Ministry of Education. Later in 1994 it was elevated to a division. The Botswana government has progressively shown interest in the welfare of people with disabilities, as demonstrated by the following:

- Special schools or resource centres have been built, taken over, or supported.
- A number of programmes, such as Teacher Training Curriculum, have been modified to include awareness courses in Special Education.
- Specialist training facilities have been established at the University of Botswana.
- An enlightenment programme has been designed to help in attitudinal change.
- More personnel have been sent abroad for training in different specialised areas.
- Public buildings are being modified to be sensitive to the needs of people with disabilities.
- The policy of inclusive education is being vigorously pursued (Abosi, 2000:1).

The overall development of special education and provision for people with disabilities are top priorities of the government of Botswana. Despite government commitment to special education development, numerous factors such as a lack of resources could delay quick delivery of the policy itself.

- **Mainstreaming people with disabilities in Botswana**

The Revised National Policy on Education (1994) recommends the integration of children with disabilities into all levels of education as the best way of education for these children. The National Commission on Education (NCE) Report (1993) recommended universal access to junior secondary school, meaning that special education teachers must work alongside secondary teachers with equal status if they are to fulfil the principle of equity of

educational opportunity. The NCE Report (1993) further states that within the next 15 years, special education will be provided for 37 000 children (Abosi, 2000:2).

According to Abosi and Moloiswa (1997:338) the government of Botswana has pronounced the integration of people with disabilities in ordinary schools but no concrete plans have been put into force. They further point out that the integration of children into ordinary schools has many implications for teachers and planners. For example, it requires an attitude change, additional teaching materials, resource teachers and modification of infrastructure in schools. They also state that the placement of a child with a disability in a regular school without the relevant provisions could be frustrating for both school authorities and the child.

The Revised National Policy on Education (1994) recommends the establishment of an intervention team in all Botswana schools, which must form the core of effective integration. The intervention must include at least one specialist teacher and a resource room. It is clear from the above discussion that the government of Botswana pursues the policy of inclusive education despite the challenges facing the Botswana government and the teachers.

2.4.2.7 Legislation in Uganda

In 1992/93 the government of Uganda developed and adopted the Ugandan National Programme of Action for Children (UNPAC) which provides a framework for policies and programmes in the social sector. The National Programme of Action for children uses existing policies, structures and plans to provide basic social services to Ugandan children, including those with special need education (UNESCO, 2001).

The government White Paper on Education (1992) clearly spells out the government commitment to provide Universal Primary Education to all learners irrespective of their ethnic origin, social group, religious affiliation, gender and disabilities and others who encounter barriers to learning and development. The main goal of the Universal Primary Education is to provide the minimum necessary facilities and resources to enable Ugandan children of school-going age to attend school and to complete the primary cycle of education.

The Universal Primary Education programme of 1996 (UNESCO, 2001:31) seeks to ensure the inclusion of all children, giving children with disabilities and various special educational

needs at least a theoretical access to primary education. The programme has led to a much higher number of learners with special needs receiving education within the mainstream sector. This is in line with the Education White Paper (1992) which gives all children a right to education. Article 30 of the National Constitution of Uganda states that "all persons have a right to education" it further goes on to suggest that the state shall take action in favour of groups that are marginalised on the basis of gender, age, disability or for any other historical or traditional reason. This constitutional commitment has enabled many learners with special educational needs in Uganda to access education.

The policy objectives of providing Universal Primary Education are the following:

- Establishing, providing and maintaining quality education as the basis for promoting human resource development.
- Transforming society in a fundamental and positive way.
- Providing the minimum necessary facilities and resources to enable every child to enter and remain in school until the primary cycle of education is completed.
- Making basic education accessible to the learner and relevant to his/her needs as well as meeting national goals.
- Ensuring that education is affordable for the majority of Ugandans.

The beneficiaries of the Universal Primary Education / inclusion include street children, children with health problems, girl children, traumatised children, gifted and talented children, parenting working children, children from rural communities, children from very poor families and children with disabilities and learning needs.

The specific objectives of the inclusion of learners with special educational needs by the Ugandan government is to see an increased number of learners with disabilities and special learning needs receiving educational and related services in ordinary schools supported by appropriate teaching and learning materials, so that they can reach their full potential.

2.5 CONCLUSION

Booth *et al*. 2000, (in Swart, 2004:240-241) come to the conclusion that an inclusive school embodies the concepts of community, diversity and collaboration based on the principles that everyone belongs and is valued in the school, and has access to the same curriculum.

Inclusion is a philosophy supported by core social values such as justice, tolerance, concern (care) and mutual respect. Successful implementation of inclusion therefore requires fundamental changes in the way people feel, think and act at school. These changes have their source in the hearts and minds of people. There are indicators that a school can use in the following dimensions:

- Creating inclusive cultures, which build 'community' and establish inclusive values.
- Producing inclusive policies which develop a school for all and support diversity.
- Developing inclusive practices that support learning and mobilise resources.

From the literature it is apparent that in the countries such as the United States of America, Great Britain, Australia, Canada, Botswana and Namibia inclusive education is an approach that seeks to address the learning needs of all learners, with a specific focus on those who are vulnerable to marginilisation and exclusion. It further seems as if inclusive education in some countries is a mere celebration of diversity because it is not easy to implement the policies where there are no resources or an implementation plan.

If one takes Booth's conclusion as a point of departure to look critically at the legislation and policies of the different countries it seems as if there is no clear distinction between the terms *mainstreaming / integration* and *inclusion*. Learners with disabilities are included in mainstream schools and are expected to adjust or adapt to a particular system and they receive additional support so that they are able to be integrated into regular classroom routines. While the inclusive model recognises and respects the differences among learners it values all learners equally and builds on similarities; support is provided to all learners, educators and the system as a whole, so that the full range of learning needs may be met.

Section 1 of the Constitution provides that the Republic of South Africa is one, sovereign, democratic state founded on the following values: Human dignity, the achievement of equality and the advancement of human rights and freedoms (section 1a). These values summon all the South Africans to take up a human and caring society, not for a few but for all South Africans. In establishing an education and training system for the 21st century, the government carries a special responsibility to implement these values and to ensure that all learners, with and without disabilities, pursue their learning potential to the fullest (O'Regan, 2002:164).

For inclusion to be successful in the mainstream classroom it requires more than placing a learner with a disability in a regular classroom. The approach requires educational planning, not only for the learner with a disability, but also for the families, educational authorities, educators and mainstream children (Westby, Watson & Murphy, 1994:22).

The next chapter (Chapter 3) will focus on building an inclusive school. The principles on which an inclusive school is built will be stressed and the most important characteristics of climate and culture of schools will be discussed. Lastly the elements of the management of an inclusive school will be discussed.

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CHAPTER 3

BUILDING AN INCLUSIVE SCHOOL

3.1 INTRODUCTION

When confronting the challenge of building an inclusive school, current conditions must be taken into account. As a result of South Africa's particular history of inequalities and discrimination, and the context of recent rapid social changes, most schools do not even have basic resources and are experiencing a serious breakdown in the culture of teaching and learning. These factors should be viewed as part of the challenge of inclusion as they act as major barriers to learning and development, thereby resulting in the exclusion of many learners (Lazarus *et al*., 1999:57).

It is stated by Coleman (2003:145) that promoting effective learning and teaching, and encouraging a culture of learning have far reaching implications for those involved in the management of inclusive schools. These implications include specific aspects of staff development, for example, examining the nature of learning and the range of learning styles and considering what these mean for classroom educators and their teaching styles. Moreover, the implications go further to necessitate principals and senior management to consider strategic management, particularly their vision and aims for the school. A supportive and collaborative culture is further particularly relevant to the management of change, and effective learning by learners is more likely to take place where they are treated with fairness and challenged intellectually. In addition, the sharing and espousal of values that make learning central to the institution is of particular importance in ensuring that the school can go forward as a learning organisation. According to Fuglestad and Lillejord (2002:14) the two dimensions of a productive learning culture are cultural values and communication patterns. This relates to cultural values, namely norms of inclusion and acceptance of appreciation of individuality towards one end and towards the other end is collective and shared responsibility. Sometimes one can experience a tension between concern for the individual and concern for the whole group or the school, but there are basic contradictions between the two. In fact, appreciation of individuality is an important

condition for feeling included in the group. And from that feeling of inclusion and acceptance follows also identification with the group and work towards common goals.

The following principles of inclusion will be emphasised in this chapter namely diversity, individual needs, social integration, access and collaboration. The culture and climate of an inclusive school will briefly be discussed and lastly elements for the management of the internal environment of the inclusive school which supports the learning and development of all members of the learning community within an environment of respect for and valuing of diversity, will be highlighted.

3.2 WHAT IS AN INCLUSIVE SCHOOL?

The ultimate goal or purpose of building an inclusive school is to contribute towards the development of an inclusive society where all members of society are able to fulfil their potential and participate optimally, and where respect for and valuing of diversity in the context of social integration is an active value.

The principle of diversity can be used as a basis for furthering the fundamental principles of the Constitution of South Africa and thereby move us towards the development of an inclusive society.

Respecting diversity in the learner population means

- developing respect for all people,
- combating prejudice and discriminatory practices (anti-bias strategies),
- acknowledging and supporting the rights of all learners and others to full participation in the learning and teaching process,
- developing a flexible curriculum that meets the diverse needs of the learner population (Lazarus, Daniels & Engelbrecht, 1999:46).

According to Salend (2001:7) all learners must have opportunities to learn and play together and participate in educational, social and recreational activities in an inclusive school. These inclusion practices which promote acceptance, equity and collaboration are responsive to individual needs and embrace diversity.

Salend (2001:7) also identifies individual needs as a principle for an effective inclusive school. Effective inclusion involves sensitivity and acceptance of individual needs and differences. Educators cannot teach the learners without taking into account the factors that shape their learners and make them unique – forces such as disability, race, linguistic background, gender and economic performance and socialisation. Therefore educators, learners, and family members must be sensitive to individual needs and differences. In inclusive classrooms, all learners are valued as individuals capable of learning and contributing to society. They are taught to appreciate diversity and to value and learn from one another's similarities and differences.

The effective inclusive school requires reflective educators to modify their attitudes, teaching and classroom management practices, and curricula to accommodate individual needs. In inclusive classrooms, educators are reflective practitioners who are flexible, responsive, and aware of learners' needs. They think critically about their values and beliefs and routinely examine their own practices for self-improvement and to ensure that all learners' needs are met. Educators individualise education for all learners in terms of assessment techniques, curriculum accessibility, teaching strategies, technology, physical design adaptations and a wide array of related services based on their needs. Learners are given a multimodality curriculum, as well as challenging educational and social experiences that are consistent with their abilities and needs (Salend, 2001:8).

The principle of social integration in a school context implies the facilitation of opportunities for learners and other members of the learning community to work and learn together in a cooperative environment; address prejudices where necessary; to view differences as a rich resource to benefit all; and to nurture respect for oneself and for others.

In terms of section 9 of the Constitution of South Africa everyone has the right to equality. Although educational institutions are not expressly mentioned in section 9 of the Constitution, the full and equal enjoyment of all rights and freedoms is guaranteed in section 9(2) (Bray, 2000:79). This right is further protected by section 5(1) of the Schools Act, which states that a public school must admit learners and serve their educational requirements without unfairly discriminating in any way and section 5(2) that the governing body of a public school may not administer any test (i.e. language) related to the admission of learners to a public school.

Access is therefore a central concept in the context of an inclusive school. Three important aspects relating to access should be highlighted, particularly when focusing on the development of an inclusive school:

- Access refers to all aspects of the curriculum that facilitate successful learning, including the learning programmes, the medium of teaching and learning, classroom and teaching practices, materials and equipment, assessment procedures, quality assurance and curriculum development approaches.
- Access refers to the ability of the psycho-social environment (including the culture and ethos of a school, attitudes, human relations, and the way in which the school and the classroom are managed) to facilitate positive learning and the development of all learners.
- Access refers to the physical environment of the school which can either make it possible for entry and engagement in the education process, or act as a barrier in both cases (Lazarus *et al*., 1999:47).

The last principle for an effective inclusive school according to Salend (2001:8) is collaboration. Effective inclusion is a group effort; it involves collaboration among educators, other professionals, learners, families and community agencies. The support and services that learners need are provided in the general education classroom. People work cooperatively and reflectively, sharing resources, responsibilities, skills, decisions and advocacy for the learners' best interest. School districts provide support, training, time and resources to restructure their programmes to support individuals in working collaboratively to address learners' needs.

The above principles for an effective inclusive school will positively influence the relationship between school culture and school effectiveness. In such a school all learners will have the opportunity to learn and play together and share activities. These inclusion practices will promote the values of equality, liberty, human dignity and respect for diversity.

3.3 THE CULTURE AND CLIMATE OF AN INCLUSIVE SCHOOL

According to Fuglestad and Lillejord (2002:5) the most important characteristics of the climate and culture of schools should be the values and norms that underscore inclusion and

acceptance of individuals not only in the classroom but also in the school. This means that everybody should have a feeling of being wanted and appreciated, and there is a need for his or her special contribution. One could also add the core social values such as justice, tolerance, concern for human dignity and mutual respect.

Sergiovanni and Starrat (1988:106) state that school culture is a part of school climate. According to them, school climate is interwoven with the interpersonal relations in the school, while school culture is related more to the aspects such as norms and values. School culture and school climate influence one another. Aspects of school culture such as traditions and ceremonies have an effect on school climate while the attitudes of those involved with the school certainly have an influence on school culture.

According to Savo (1996), (in Kruger & Steinman, 2003:14) school climate is the quality and frequency or interactions between all the stakeholders involved in the school. School culture, on the other hand, is the belief system or values of those stakeholders. School climate may be seen as those interactions that underpin the school culture, which include typical patterns of activities that are characteristic of the functioning of a particular school. The culture of a school is reflected in its climate. If the belief system that underpins the culture of the school is one whereby the interests of learners are the most important focus of education, it is invariably the case that the mode of interaction between staff members and learners reflects such value. It refers to the “team spirit” in the school and the social interaction between educators and learners, between educators and educators and between learners and learners. School climate can be observed in all aspects of the school. It is seen in the nature of the work and the people, in the architecture of its buildings, environment and in the school’s history and culture. The climate in turn, reflects the quality of the interactions, and they are interrelated because the way things are done in a school influences the quality of the interactions.

School climate may further be seen as those interactions that underpin the school culture, which include typical patterns of activities that are characteristic of the functioning of a particular school. School climate is created by the dynamic interaction of four variables, namely ecology (physical, material, technology) factors, milieu (social dimensions), organisation (organisational and administrative structure) and culture (value, belief systems, norms and ways of thinking) (Owens, 2001:153).

According to Tagiuri, (1968:140) ecology refers to physical and material factors in the organisation; for example, the size, age, design, facilities and condition of the building or buildings. It also refers to technology used by people in the organisation (school), desks and chairs, chalkboard, elevators, computers and everything used to carry out organisational activities. Milieu is the social dimensions in the organisation (school). It includes everything relating to people in the organisation. This, for example, would include race, ethnicity, gender, motivation of the educators and learners, leadership skills, the socio-economic level of learners and the education level attained by the educators. Organisation structure refers to the organisational and administrative structure of the organisation (school). It includes how the school is organised, the ways in which decisions are made and who is involved in making them and the communication patterns among people in the organisation.

School climate arises from the overlapping and interaction of four internal dimensions or subsystems of the school. The relationship between these two concepts can be defined as follows:

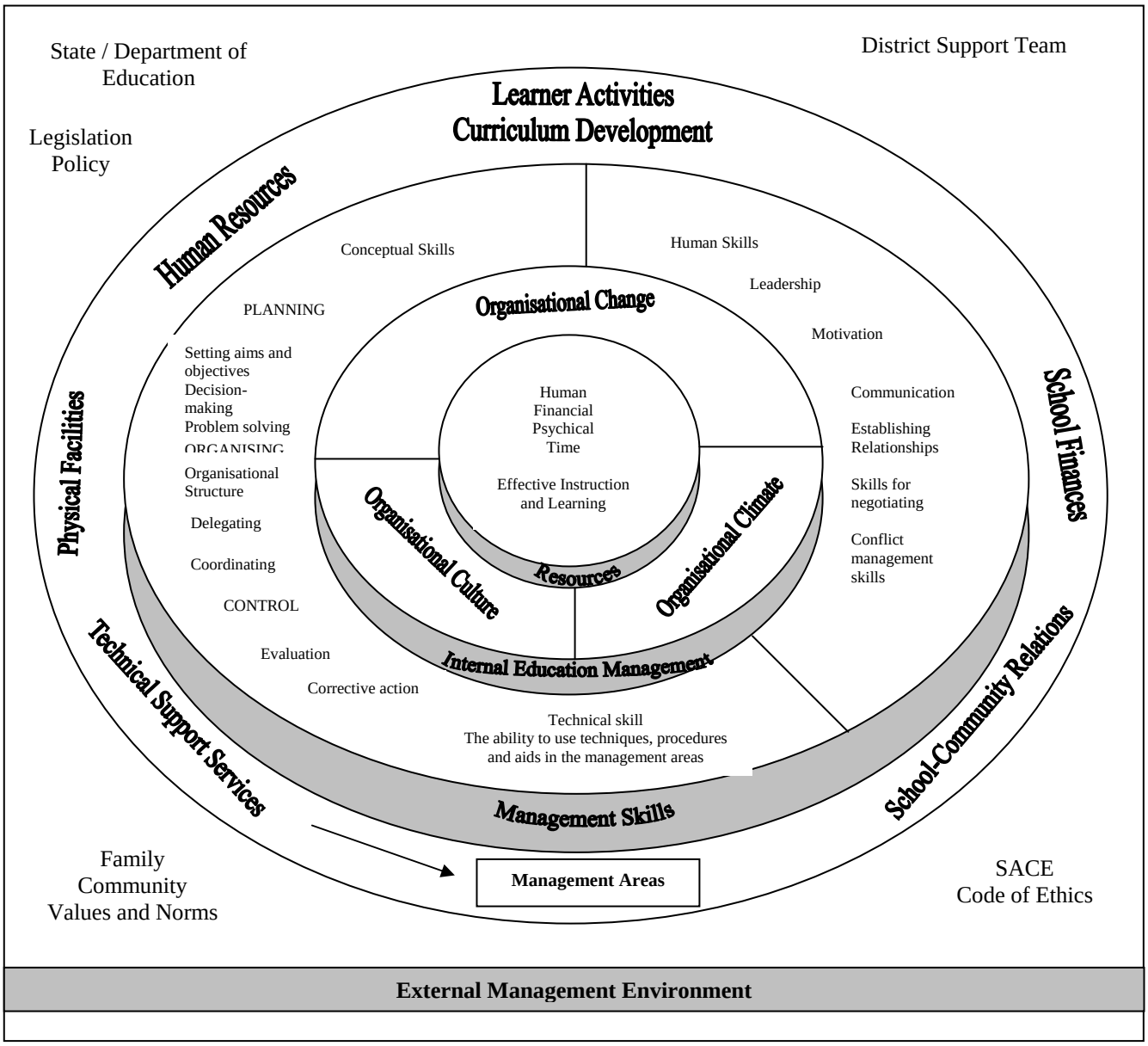
- School culture (the situation) is a set of values, convictions, ceremonies and norms which reflect the communication, symbols, management style and behaviour of people involved and which are evident in the management philosophy and goals of the school.
- School climate is the perception of those involved (stakeholders) regarding the assumptions, stereotypes, prejudices and personal or societal values (Mentz, 1990:86).

It is evident that from the above paragraphs that a positive school culture and climate could play a positive role in building an inclusive school. A positive school culture and climate conducive to inclusive education requires however, management practices to direct and manage the development of an inclusive school.

3.3.1 ELEMENTS FOR THE MANAGEMENT OF AN INCLUSIVE SCHOOL

The framework of Prinsloo (2005:2) as adapted for the management of an inclusive school will be used as a point of departure in building an inclusive school.

FIGURE 3.1: LEADERSHIP AND MANAGEMENT MODEL FOR BUILDING AN INCLUSIVE SCHOOL (ADAPTED FROM PRINSLOO, 2005:2)



All activities in a school, including those of management, revolve around resources, namely people (educators and support staff, learners and parents); school finance; physical resources (buildings, furniture, text books, exercise books educational media etc.); and time (tuition time table). The effective utilisation and development of resources in a school is dependent on the management and leadership skills of education leaders. It is therefore important that the principal and other education leaders in an inclusive school should have the leadership and management skills necessary to direct people's actions and motivate them to realise the school's stated aims and objectives to develop into an inclusive school.

The achievement of predetermined aims and objectives by means of effective planning, the setting of aims and objectives, the implementation of policy, decision-making, delegating, coordinating and control. The first responsibility therefore focuses on task execution. An education leader should ensure that subordinates define tasks in accordance with predetermined standards. He or she should also see to it that the predetermined objectives are achieved according to a set time schedule. With this objective in mind, education leaders should use the conceptual management skills that have been discussed to execute specific activities and prescribed procedures in the six management areas.

Apart from ensuring the effective task execution in a school the personal vision of the principal, according to Engelbrecht *et al*. (2003:39) often involves a reconceptualisation of individual beliefs, attitudes and needs to reflect the values of inclusion and the belief that all learners can learn and that diversity is cherished. This is then translated into providing all learners access to an integrated curriculum and quality education. Apart from displaying personal vision the principal should execute the following tasks:

- Provide a dynamic and shared vision with different stakeholders in the school and broader communities.
- Help in the capacity building of the staff.
- He/she ought to be a role model and must be able to accept decisions through collaborative interaction.
- As an instructional leader, he/she should motivate and encourage educators to learn new knowledge and skills rather than present once-off workshops.
- Inclusive leaders should encourage active participation because participation results in ownership.

According to Lazarus *et al.* (1999:64-66) aims, objectives and planning strategies should include the following aspects that will facilitate the development of an inclusive school:

- Objectives that address negative attitudes relating to diversity.
- An objective aimed at facilitating access to the school building and classrooms for learners with physical disabilities.
- Strategies for addressing unfair discrimination and harassment.
- A school support team to assist educators to address local barriers to learning and development.

When staff, learners and parents identify with the vision and mission of the school and when they are involved in the planning and goal setting when it affects them, it leads to better involvement, participation and a healthy flow of ideas in a school. People feel valued as they experience their participation in meaningful activities as a reward and it is easier to identify with the set aims and objectives of the school (Prinsloo, 2003:195). It also links with the inclusive principle of collaboration.

The school policy of an inclusive school should include elements that would enable the school community to become more inclusive (Lazarus *et al*., 1999:64-65):

- Commitment and guidelines should be given to foster a supportive environment for educators, learners and parents.
- Commitment to developing a physical school environment that makes it possible for all learners to participate fully in the school.
- Commitment and guidelines for fostering good school-parent relationships.
- Commitment to addressing negative attitudes relating to diversity.
- Clear policy and guidelines relating to unfair discrimination and harassment.
- The curriculum goals, plans and assessment procedures of the school ensure that the diverse needs of the learner population are adequately addressed.
- The curriculum is flexible so that it can be responsive to the full range of diverse needs.

The consistent application of policy simplifies the decision-making process in the school because decisions can be based on existing policy and it promotes feelings of solidarity among all those involved in the school because policy directs their actions. Good policy could also have a positive influence on the following principles for an effective inclusive school, namely collaboration, access, diversity and the individual needs of learners.

3.3.1.1 Leadership and the establishment of sound relationships in building an inclusive school

In order to achieve the predetermined aims and objectives of a school, education leaders need the support of highly motivated staff, learners and parents. Therefore it is essential to create and maintain harmonious relations with staff, learners and parents by means of the

following human skills: effective leadership, motivation, communication, skills to form effective groups and establish sound relationships in a school.

The principal and other education leaders in the inclusive school should promote and protect the principles of the inclusive school, namely diversity, individual needs, social integration, access and collaboration through their leadership, their ability to direct and guide the staff, learners and parents, the example they set as far as punctuality and neatness are concerned and their availability when problems arise and the ability to lend a sympathetic ear. The principal and other education leaders should demonstrate the following leadership characteristics (Prinsloo, 1993:68):

- Focus on team building and the development of the individual.
- Exercising leadership through consultation.
- Encouraging two-way communication.
- Involvement of staff, parents and learners in the decision-making process when it affects them.
- Implementation of policy of a positive nature rather than a disciplinary nature.
- Delegation of tasks, responsibility and the authority to take independent decisions within the broad guidelines of school and departmental policy.
- Maintaining a healthy balance between a people-orientated and a task-orientated management style.
- Exercising control with a view to corrective behaviour and the development of the individual.

Motivation comprises three clearly demarcated elements, i.e. becoming aware of needs, human behaviour (actions for achieving goals) and achievement of goals or objectives (Gerber, Nel & Van Dyk, 1998:329). The following guidelines for effective motivation could help to build an inclusive school (Gerber *et al.*, 1998:287; Kroon, 1990:332; Prinsloo, 2003:154). Education leaders should

- recognise individual differences among staff and learners;
- set challenging goals and objectives to motivate especially staff and learners with a need for success;
- ensure staff, learner and parent motivation by including them in the decision-making process;

- use effective communication to keep staff and the other stakeholders informed about the goals set and results achieved. Well informed people are motivated collaborators;
- be prepared to delegate tasks and authority to competent people. This is how post enrichment occurs: staff members feel trusted and, as a result, will be motivated to accept greater challenges;
- acknowledge the achievements of staff and learners personally if they deserve it;
- put personal development needs first; create a climate in which each individual at the school can develop to his or her full potential. Successful people are happy people.

Effective communication should always be used to keep staff, learners and parents informed about the aims set and the results achieved.

As communication can greatly affect the efficient running of a school, everyone in it should strive for effective communication. The latter is universally accepted as consisting of skills which can be acquired (Van Niekerk, 1987:228; Prinsloo, 2003:171-172). These skills include the following:

- Propagating confidence in educators, learners and parents. Credibility rests mainly on perceived ability. Trust and credibility must be earned.
- Empathising with the recipient.
- Developing the habit of listening.
- Being open and honest in communication.

Van der Westhuizen (1997:191-192) states the following regarding the importance of establishing sound relationships:

> *The character and personality of the school principal and other education leaders are very important in teaching, as they influence the relationships that are important for the job satisfaction of staff in the various departments in particular and the happiness of the school in general. The relationships built by education leaders' influence even the smallest task they undertake.*

It is important to establish sound relationships because they involve the interaction between members of the senior management team and educators, learners and parents, educators and educators, educators and learners and educators and parents. The following guidelines for establishing sound relationships may be applied to build an inclusive school (Smit & Cronjé, 1992-320; Van der Westhuizen, 1997:192-193; Prinsloo, 2003:199-200):

- Remember that people are important. Take an interest in people as individuals and not just their work or the service they render.
- The staff's, parents' and learners' opinions, insights and feelings must be taken into account.
- Believe in other people's ability to make a contribution.
- Create opportunities for staff and learners to fulfil their own needs, i.e. to realise their full potential.
- The exchange of ideas can heighten creativity.
- Openness and trust encourage the establishment of healthier relationships, which may then flourish and grow.
- The value system, i.e. the moral code of the education leaders, should be in line with that of the staff and parents.
- A determined effort should be made to improve the morale and solidarity of the group. Group solidarity develops as a result of the attraction that the individual experiences towards the group, a phenomenon which may occur for any of the following reasons: the group strives for common aims; the group has a strong leader; the reputation of the group shows that the group is successful in achieving its goals and objectives; educators, learners and parents are proud to be associated with the school.

The relationships between education leaders, educators, learners and parents in an inclusive school should be built on mutual respect, openness, honesty and sincerity, genuineness and consistency.

3.3.1.2 Managing the six management areas in building an inclusive school

The focus in the previous two sections is on effective task execution and the establishment of sound relationships in a school. In the next paragraphs the management areas will be emphasised, namely learner activities (curriculum development), human resources, school

finance and school assets, technical and support services, physical facilities and school-community relationships.

The following are strategies in the management of curriculum development (Lazarus *et al.*, 1999:65):

- The curriculum goals, plans and assessment process of the school ensure that the diverse needs of the learner population are adequately addressed.
- The curriculum is flexible so that it can be responsive to the full range of diverse needs.
- Life skills education is being pursued in the different learning areas through specific life skills programmes.

Educators play a vital role in developing an inclusive school community as they are in direct relationship with the learners on a daily basis. They should view the following philosophy of inclusive education as an opportunity to review how educational activities can be planned differently with the aim of providing quality education for all (Landsberg, Kruger & Nel, 2005:67-70):

- To participate in shaping a vision and mission statement that reflects the values and characteristics of an inclusive learning community.
- To promote a school-wide and classroom culture that welcome, appreciate and accommodate diversity and in which every learner feels valued, self connected and cared for.
- Developing a caring learner community based on the principles of acceptance, equity, respect, justice and fairness to all learners.
- Provide quality education through different teaching and learning strategies that will enhance successful achievement of all learners.

According to the Education White Paper no. 6 (DoE, 2001:29) schools should establish the school-based support team. The primary role of this structure is to coordinate learners' and educators' support system.

- To identify and address the learners' and educators' instructional needs.
- Establish networks that cut across the learner, staff and parent interests groups.

- Identify and discussing educators' development.
- Facilitating the process of educators sharing resources.
- Support educators on site.
- To do referrals for the district-based support team.
- Monitoring and supporting learner's progress.
- Ensuring parental involvement.

According to Lazarus *et al*. (1999:65) the following strategies in human resource utilisation and development will be crucial in building an inclusive school:

- The resources and competencies of all role-players in the school (including parents and community resources) have to be optimally utilised for the purposes of providing an effective and inclusive teaching and learning process.
- All role-players have to be adequately prepared to participate fully in the school community.
- An effective school-based support team has to be established to identify and address barriers to learning and development.
- The relations between the senior management team and other staff, educators and educators, educators and learners, educators and parents must be built on mutual respect and a positive attitude in terms of developing a welcoming and supportive ethos.
- The maximum use has to be made of district support services and community support networks to support the school.

Human resource development plays a major role in building an inclusive school. Human resource development relies heavily on the leadership skills of the principal and the rest of the senior management team of a school. According to Prinsloo (2003:148) the education leader is therefore someone who

- is able to bridge the gap between where the school is at present and where he or she eventually wants it to be, using careful planning and realistic and attainable goal setting in consultation with subordinates, and links the achievement of these goals with the satisfaction of their needs;
- uses effective communication to keep staff, parents and learners informed about the goals set and the results achieved;

- be prepared to delegate tasks and authority to competent people. This is how post enrichment occurs: partners at the inclusive school will feel trusted and, as a result, be motivated to accept greater challenges;
- puts the personal development of his/her staff first. Creates a climate in which each staff member can develop to his or her full potential;
- remembers that people are important and to take an interest in the people themselves and not just their work or the service they deliver;
- acknowledges staff, learners and parents personally if they deserve it;
- focuses on the effective use and development of resources (human, finance, time, physical);
- ensures healthy competition among staff and among learners as this motivates people to greater achievements;
- focuses on team building and the development of the individual;
- is able to exercise control of performance. Control should be objective and focus on effective utilisation and development, and take place timeously so that corrective action can always be implemented in time.

Sufficient school finance and the effective management thereof will play a major role in building an inclusive school. The adoption of the South African Schools Act No. 84 of 1996 introduced the principle and practice of partnership in education through governing bodies with school-based or self-managing responsibilities, including financial management responsibilities, which give schools greater responsibility for financial matters (Kruger, 2003:236-243). The following guidelines should be followed:

- The financial planning of the school should reflect the vision and mission of the inclusive school. According to Bisschoff (1997:65) a budget is the mission statement of the school expressed in monetary terms.
- A whole-school approach should be followed to draft a budget, which means that everyone who is involved in implementing the budget should also be involved in drawing it up.
- The budget should be approved by the parents. If the parent community can identify with the mission statement of the budget they will be motivated to support the school financially.
- Once approved the budget becomes the basis on which financial decisions in the school are based.

- The budget must now be monitored, supervised and controlled.

According to Lazarus *et al*. (1999:65-66) technical and other support services are important in building an inclusive school. This refers to adequate administrative support and education support services.

- The school should have sufficient administrative support to enable it to pursue its goals.
- Adequate funds should be available to obtain the necessary resources required to facilitate effective teaching and learning for all learners.
- Various strategies should be in place (including optimal use of community resources) to obtain these funds and resources within the fiscal constraints of South Africa education.
- Finances and other resources should be controlled in such a way that optimal use is made of existing resources.
- Additional support required by some learners to facilitate their participation in the learning process should be available.

The management of the physical facilities of the school could play an important role in building an inclusive school. This refers to the accessibility of the physical environment of the school which can either make it possible for entry and engagement in the education process, or act as a barrier in both cases. The architecture of the buildings and the way in which the buildings the school grounds and other school assets are maintained also reflect the climate and culture of the school. The buildings and school grounds should be inclusive friendly.

The effective management of school-community relationships is essential to build an inclusive school. The following could be done to promote good school-community relationships (Van Deventer, 2003:255):

- Use effective communication to keep parents informed about school-planned activities, set aims and objectives, and results achieved.
- Ensure the parents' collaboration and participation by including them in the decision-making process which affects them.

- Demonstrate to parents that the best interests of their children are of paramount importance.
- Emphasise the importance of partnership in education.

New policies and legislation in South Africa (White Paper on Education and Training 1995, South African Schools Act 1996) support the optimal involvement of parents in children's education. Parents as part of the inclusive education should assist educators in educating their children.

- They should further develop the values and norms of the school within the family and other parts of the community.
- They should furnish educators with relevant information about their children.

3.3.1.3 The creation of a healthy internal school environment to build an inclusive school

Effective instruction and learning is not possible without a healthy internal management environment in which optimal instruction and learning can take place. Strong leadership and knowledge of conceptual, human and technical management skills is required to create a positive organisational climate and culture in an inclusive school. Another prerequisite to create a healthy internal school environment in building an inclusive school is to institutionalise the values and norms underscoring inclusion. Therefore the most important characteristics of the climate and culture of schools should be the values and norms that underscore inclusion and acceptance of individuals not only in the classrooms but also in the school. This means that everybody should have a feeling of being wanted and appreciated, and there is a need for their special contribution. One could also add the core social values such as justice, tolerance, concern for human dignity, equality and mutual respect etc. (see paragraph 3.3). It is further important to change the perception of all stakeholders in the inclusive school regarding assumptions, stereotypes, prejudices and personal or societal values regarding inclusion.

If one looks at the organisational reasons for resistance to change, it is clear that a lack of leadership and management skills are of the most important reasons why schools are not able to respond to the necessary change. Such schools will probably display one or more of the following characteristics (West-Burnham, 1990; De Villiers, 1995:110):

- A lack of leadership skills which results in an absence of explicit aims and effective delegation.
- A lack of effective management skills which results in insufficient infrastructure to translate principles into action or to use resources optimally.
- A failure to recognise the social side of the work, and failure to provide staff with an appropriate work environment (positive school environment).
- Inappropriate working procedures which are power-based relationships and political processes and often humiliating administrative procedures.
- Immature social networks based on competition, secrecy and fear of criticism.
- Restricted and poor quality of communication, which is usually one-way rather than two-way.
- A preference for tradition rather than experience combined with knowledge, skills and creativity.

3.3.1.4 The role of the external school environment in building an inclusive school

According to Figure 3.1 (p. 43) the following factors in the external school environment could have a positive or negative influence on building an inclusive school, namely family and parent community values and norms, the State and the Department of Education, the District Office and the South African Council for Educators (SACE) with special reference to SACE's Code of Ethics.

As indicated under paragraph 3.3.1.3 the effective management of school-community relations is very important in building an inclusive school. The principal and the rest of the educator staff have to win the trust and respect of the parent community. Parents must perceive themselves as very important partners in the inclusive school. Schools are dependent on the support and goodwill of their parent community.

The Constitution of the Republic of South Africa, the South African Schools Act and other policy documents make provision to prevent any form of unfair discrimination on any of the grounds mentioned in section 9 of the Bill of Rights and promote equal access and equal opportunities in schools. In terms of section 7(3) of the Bill of Rights the State has an obligation to protect, to promote and to fulfil the rights in the Bill of Rights. Schools must also be managed according to the national, provincial legislation related to education and departmental policy.

Officials at the district offices responsible for the support of inclusive schools could make a positive contribution in building an inclusive school. According to the Education White Paper no. 6 (DoE, 2001:19-20) the purpose and the function of the district-based support team is to give support to all learners, educators and the system as a whole. The focus point is on the following teaching and learning factors:

- To help educators in a school to create greater flexibility in the teaching methods and assessment of learners.
- To provide illustrative learning programmes, support materials and assessment instruments.
- To ensure that the teaching learning framework and environment is responsive to the full range of learning needs.
- To provide direct support to learners through supporting educators and school management with a particular focus on curriculum and school development.

The Code of Conduct of the South African Council for Educators (SACE) also promotes and protects the values of inclusive education in section 3.1 ‘the educator and the learners’.

An educator:

- *Respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;*
- *Acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his/her potentialities;*
- *Promotes gender equality*.

The South African Council for Educators strives to build and maintain the professional status of educators in South Africa by regulating the collective and individual conduct of its members. An inclusive school can only be built with the help of dedicated educators who are trusted by the parent community as a result of the high quality of the professional service rendered to all learners.

3.4 CONCLUSION

This chapter has commenced with a brief discussion on the concept of inclusion with special reference to the Bill of Rights in the Constitution of the Republic of South Africa that

enshrines the democratic values of human dignity, equality and freedom. It has been stressed that an inclusive school embodies the concepts of community, diversity and collaboration based on the principles that everyone belongs and is valued in the school, and has access to the same curriculum. Inclusion is a philosophy supported by core social values such as justice, tolerance, concern (care) and mutual respect. Successful implementation of inclusion therefore requires fundamental changes in the way people feel, think and act at school. In the next section concepts and policies regarding inclusive education and the philosophy and legal framework of inclusive education in South Africa having been briefly discussed. The last section focuses on building an inclusive school.

Excellence in schools relates to the quality of its core activities, which are teaching and learning. Effective teaching and learning are not possible unless there is a healthy internal school environment in which optimal teaching and learning can take place. A positive school environment can only be created by effective management and requires management practices as mentioned in the above paragraphs. But above all, the internal school environment should be characterised by values such as justice (fairness, equality, impartiality); freedom (freedom of speech and expression, freedom of religion, freedom of threat and anxiety); respect (consideration of other people's interest, protecting the weak; non-violence (do not inflict harm to others, do not abuse others); truthfulness (keep promises, no indoctrination or coercion) (Nieuwenhuis, 2004:33).

The purpose of the management practices mentioned under the paragraph regarding human resource development is to ensure effective teaching and learning in an internal school environment in which the democratic values of human dignity, equality and freedom are respected and protected. This should lead to a positive school culture in which diversity, collaboration between management and staff, staff and staff, staff and learners and parents, equal access, and the individual needs of learners and staff are promoted and protected. Lastly a positive internal school environment should create a school culture in which assumptions, stereotypes, prejudices about race, gender, sex, ethnic or social origin, sexual orientation, disability, religion etc. will disappear.

The management of the external environment will always play an important role. In building an inclusive school factors relating to the family, community, district, provincial, national and global context that hinder or support the development of an inclusive school should always be taken into account. Lastly the professional conduct of educators is based not only

on professional ethics (SACE Code of Ethics), but also on specialised knowledge of, respect for and sensitivity to the fundamental rights of all stakeholders in education.

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CHAPTER 4

EMPIRICAL STUDY

4.1 INTRODUCTION

In this study a detailed literature review was conducted to collect data. Bless and Higson-Smith (1995:22) define a literature review as process of reading some background information that has been published and appears to be relevant to the research topic. Likewise Cohen and Manion (1995:56) define literature review as a preparatory stage to gathering data that serves to acquaint the researcher with previous research on the topic studies. McMillan and Schumacher (2001:574) further mention that literature review presents what is known about the problem from theoretical discussions and prior research, thus providing the background and need for the study.

A literature review enables a reader to gain further insights into the study. It includes many types of sources, such as professional journals, reports, scholarly books and monographs, government documents, dissertations and electronic resources. In chapter two and three of this study a detailed literature review on the study of inclusive education and how its policies are practised are discussed. Research done on the management of inclusive education in the classrooms of different groups of people is analysed, and the manner in which the educators adapt their teaching practices to accommodate learners with disabilities is explored.

In this chapter (Chapter 4) the researcher intends to describe the steps taken to collect data. I will also describe the research methods chosen and the rationale behind the choice of this method for the study. Research methods of data collection and data analysis selected for the study are also discussed. Lastly research findings will be presented.

4.2 INTERVIEWS

In this study individual interviews are used to collect data. McMillan and Schumacher (2001:40) describe an interview as direct verbal interaction between the interviewer and the

subject. A structured interview is an oral, in-person administration of a standard set of questions that is prepared in advance. Likewise Bless and Higson-Smith (1995:106) define an interview as a method of gathering information with the participants who are asked to answer questions. It involves direct verbal interaction between individuals.

The individual interview method was chosen because it enables the researcher to obtain important information that cannot be gathered from observation. The purpose of this study is to investigate the management of inclusive education in the classroom. The interview method was used to achieve the objectives of the study. The researcher was able to investigate how the educators adapt their teaching practices to accommodate learners with disabilities in their classrooms by asking them questions related to these objectives.

Furthermore, interviews are also a flexible and adaptable method that leaves room for probing participants' responses to gather more in-depth information about their experiences, attitudes, concerns and feelings. Interviews also allow the participants to clarify and elaborate on responses to achieve answers (McMillan & Schumacher, 1993:236).

Advantages of using interviews to collect data:

- Well-conducted interviews can produce in-depth data that may not be obtained from using questionnaires.
- Interviews are flexible, leaving room to the interviewer to adjust to each participant.
- Interviews allow follow-up on incomplete or unclear responses by asking additional probing questions.
- Interviews can be used with different respondents, such as illiterate ones or those too young to read and write.
- Verbal and non-verbal behaviour can be noted in a face-to-face interview.

Disadvantages of using interviews to collect data:

- It is stated by Cates (1985:97) that data gathering through interviews may be unreliable or inconsistent because of differences in questions or methods employed by the interviewer or because of differing levels of perceptiveness and effectiveness among interviewers.
- The responses given by the participants may be subjective and biased due to eagerness to please the interviewer or the interviewer may seek out answers that support preconceived views by asking leading questions.

- Interviews are time-consuming, labour intensive and expensive; this limits the number of participants that are interviewed in comparison to mailing questionnaires to a large number of people.
- Depending on the subject of the interview, the participant may be uncomfortable with the interview and unwilling to report true feelings.

The individual interview schedule is attached in Annexure (I). The researcher used a semi-structured interview format to produce data because it enables the researcher to frame questions that will supply the knowledge required (Cohen & Manion, 1995:272). In structured interview the content and procedures are organised in advance, sequence and wording of the questions are predetermined (Cohen & Manion, 1995:273). In semi-structured unlike structured interviews there are no choices from which the respondent selects the answers, although the questions can be rephrased to allow individual response (McMillan & Schumacher, 2001:269).

In this study open-ended questions are used to provide a frame of reference for respondents' answers and their expressions; there is no restriction on the content or the manner of the interviewee's reply (Cohen & Manion, 1995:275). The interview schedule is divided into three sections. Section one consists of the questions on the knowledge of the management of inclusive education in the classroom. The questions in this section are posed with the purpose to determine the learning support educators knowledge of inclusive education and how do they experience learners with disabilities in their classrooms. Section two comprises of questions on school policy and strategies for school development. The intention of the questions in this section is to investigate the school-based support team coordinator's knowledge of school policy and strategies for school development. The last section is on strategies for curriculum development and leadership and management questions. Questions in this section will assess the planned strategies the schools have put in place to develop an inclusive school.

4.3 SAMPLE

Bless and Higson-Smith (1995:85) describe a sample as a technical accounting device to rationalise the collection of information, to choose in an appropriate way the restricted set of objects, persons, events from which the actual information will be drawn. Likewise McMillan and Schumacher (1997:169) describe a sample as a group of subject in a study.

The sample can be selected from a large group of persons, identified as the population or it can simply refer to the group of subjects from whom data are collected. In this study the word *sample* will be used to mean the latter. The subjects chosen for the interview were a convenient sample. McMillan and Schumacher (2001:175) describe a convenient sample as a group of subjects selected on the basis of being accessible or expedient.

In this study the following participants were interviewed: Three learning support educators, one head of the academic support service, two school-based support team coordinators, an education support system coordinator and the inclusive education coordinator of Tshwane South D4 district office. The subjects were willing to participate in an in-depth interview with the researcher. This sample population from Gauteng Province was interviewed. Primary schools were assigned letters of the alphabet (A-C) for the purpose of differentiation; likewise the learning support educators were referred to as learning support educator A-C respectively. The head of the academic support service of a private school was allocated letter D and the two school-based support team coordinators of the two public primary schools were allocated letter E and F. The two district officials, the education support system coordinator and the inclusive education coordinator were allocated letter G and H.

4.3.1 RESEARCH PARTICIPANTS

The learning support educator A, from a private school, with a Christian ethos has training in dealing with and solving learner and educator problems in a school setting.

The learning support educator B, from a public school, is in charge of the programme for the Down syndrome learners.

The learning support educator C, from a public school, has a learner with a speech problem in her classroom.

Learning support educator B and C do not have the training to teach the learners with Down syndrome and speech problems. The educators use the experience gained from attending the in-service training, workshops and the support they receive from the district officials of the Department of Education

The head of the academic support service D from school A is an expert in the field of inclusive education. The educator is trained to teach learners with learning problems, i.e. learners who experience academic problems such as learning difficulties, intellectual disabilities, physical disabilities, emotional disorders and behavioural problems.

The school-based support team coordinator E from school B, a deputy principal, is in charge of the programme for the learners with learning difficulties and Down syndrome learners.

The school-based support team coordinator F from school C is the head of the department in the foundation phase and has the experience of teaching learners with learning difficulties.

The school-based support team coordinators E and F from school B and C do not have training to teach learners with learning difficulties or learners with barriers to learning and development. The educators use the experience gained from reading the Education White Paper no. 6 (DoE, 2001) Special Needs Education policy document, attending workshops and in-service training of the Department of Education.

The education support system coordinator G and the inclusive education coordinator H, district officials of Tshwane South D4 district office work hand-in-hand to provide teaching and learning support to schools. The district officials offer educators in-service training on how to identify and assess and give learning support to learners experiencing barriers to learning and development. Programmes such as identifying specific forms of barriers to learning or on appropriate methods of teaching these learners are also offered.

4.4 DATA COLLECTION

Semi-structured interviews were used to collect information. McMillan and Schumacher (2001:269) state that semi-structured questions have no choices from which the respondent selects an answer. The question is phrased to allow for individual responses. Appointments for the interviews were done telephonically. Interviews were conducted in the staffroom and in the district office. The researcher explained to the participants that the interviews would be confidential and their school's names would not be revealed. The researcher also explained to the participants the purpose of the interview and asked for permission to record the interview. The advantages of using a tape recorder is that it reduces the tendency of

selecting data favouring the researcher's bias and can be played back and studied thoroughly (Cohen & Manion, 1995:271). The duration of each interview was about 30 minutes.

4.5 DATA ANALYSIS

According to Cohen and Manion (1995:116) data analysis involves the reduction and interpretation of data. The researcher reduced the body of data she obtained to a form suitable for analysis. The researcher takes a voluminous amount of data and reduces it to the certain themes and interprets them. They are:

- Knowledge of the management of inclusive education in the classroom.
- School policy and strategies for school development.
- Strategies for curriculum development leadership and management

In the study eight audiotapes were used, one for each participant and were marked A-H. The interview was transcribed by replaying the cassettes and writing down what was discussed in the interview. The tapes were listened to carefully and sections, which address other topic irrelevant to the research study, were omitted. A conclusion was drawn from the summaries.

4.6 RESEARCH FINDINGS

The results of this study are presented in the form of a summary of the participants' responses to the interview questions.

4.6.1 KNOWLEDGE OF INCLUSIVE EDUCATION

In order to establish learning support educators' knowledge of inclusive education, the researcher asked them what they understand about the concept of inclusive education.

How do you understand the concept of inclusive education?

The three learning support educators A, B and C described inclusive education as education for all. Mainstream or regular schools must accommodate learners who are mentally or physical challenged and be able to educate them alongside their peers. According to learning support educator A from a private school, inclusive education further means education that

is non-discriminatory in terms of disability, culture, gender or other aspects of learners or staff that are assigned significance by a society.

4.6.2 TEACHING PRACTICES THAT ACCOMMODATE LEARNERS WITH DISABILITIES IN THE CLASSROOM

Learning support educators were asked how they adapt their teaching practices to accommodate learners with disabilities in their classroom.

How do you adapt your teaching practices to accommodate learners with disabilities in your class?

The learning support educators from school A and C explained that their school buildings have ramps to accommodate the learners with mobility problems. The learning support educator for school A said she had a learner who was in a wheel chair in her classroom because of a motor cycle accident and the learner moved around freely to reach all the resources in the classroom. According to learning support educator B their school does not have ramps to accommodate learners with physical disabilities.

In view of the current focus on inclusive education the three learning support educators individualised education for all learners in terms of assessment techniques, curriculum accessibility, teaching strategies, technology, physical design adaptations and a wide array of related services based on the learners' learning needs. Learners learn according to their own pace and achieve the learning outcomes.

4.6.3 FACTORS THAT EDUCATORS PERCEIVE AS FACILITATING OR INHIBITING THE ADOPTION OF AN INCLUSIVE FOCUS

Which factors do you perceive as facilitating or inhibiting the adoption of an inclusive focus?

The learning support educators explained that their schools are inclusive in nature because the school does accommodate learners with Down syndrome and physical disabilities. School B's learning support educator said the learners with physical disabilities do not come to their school for admission; however, if they happen to come they will be accommodated.

According to the educator she previously taught at a school where there was a little girl in a wheel chair and the school accommodated the learner by moving the educators around the whole day. Learning support educator C said overcrowding in the classroom inhibits the adoption of an inclusive focus. It becomes difficult for the educator to support the learners with learning disabilities according to their individual learning needs. The learning support educators explained that lack of training and the attitudes of the educators inhibit the inclusion focus.

4.6.4 PARENTS' CONTRIBUTION IN THE INCLUSIVE SCHOOL

What is your experience of parents' contribution in the inclusive school?

The learning support educators explained that parents do not cooperate; they do not provide the educators the assistance they need to support the learners with learning difficulties. In some cases the learner needs specific programmes or extra individual help at home but some parents do not assist the learners. They think it is the school's problem to educate learners with learning difficulties or learners who are physically or mentally challenged. The learning support educator from school C said, "We invite the parents to the school to come and discuss their child's learning difficulties and how to assist the learner, but many of my parents don't turn up." According to learning support educator A, some parents are non-supportive because they refrain from raising a child with learning difficulties in their family. They fear stigmatisation from the other parents and sometimes experience difficulty to have a child enrolled in a neighbouring school because of the nature of their child's difficulties or disabilities. At times it doubles the work of the parents to raise the child who is physically or mentally challenged and this affects their contribution in the school.

4.6.5 EDUCATORS' CLASSROOM EXPERIENCE OF LEARNERS WITH DISABILITIES

Will you share your experience with a disabled individual in your classroom with me?

Learning support educator B explained that she has learners with moderate mental retardation (Down syndrome) in her class. It is a mixed class consisting of twenty-three (23) learners, four (4) girls and nineteen (19) boys between the ages of 7-10. These learners do three learning areas namely English First Additional Language, numeracy and life skills and they all cope on a Grade Two level. The learners stay in the same class all day and

sometimes cause disciplinary problems for the educator because they come from different backgrounds. Due to the experience of the educator and the limited number of learners in the classroom the class is manageable for the learning support educator.

Learning support educator A explained that she had a learner who is hyperactive, who does not sit still in the class. The learner does not sit still in the class especially if he has not taken his medication. The learner upsets the class. He is very forgetful and the educators have to write down the homework or sent the parent messages in the learner's diary in order to remind the learner.

Learning support educator C explained that she has a learner with a speech problem in her classroom. The learner is unable to talk, some of the words are not pronounced clearly. The educator said at first she thought it was a big challenge to assist the learner but with the help of her colleagues, the school-based support team and the learners she found it easy to teach and communicate with the learner with a speech problem. If the learner is asked a question about animal sounds the learner will respond by producing the sound of the particular animal and the educator will understand what the learner is saying.

The above explanations show that learning support educators A, B and C have learners with learning difficulties, physical disabilities and moderate mental retardation (Down syndrome) in their classrooms. Educators seem to cope well with the learners because they do curriculum adaptation, i.e. they adapt their learning programmes, work schedules, lesson plans, learning activities, work sheets, resources and assessment standards. This means learning support educators are reflective practitioners who are flexible, responsive and aware of learners' needs. They think critically about their values and beliefs and routinely examine their own practices for self-improvement and to ensure that all learners' needs are met.

4.7 SCHOOL POLICY

4.7.1 THE SCHOOL'S MISSION STATEMENT, AIMS AND OBJECTIVES

Do the school's mission statement, aims and objectives and policy guidelines include elements that could enable the school to become more inclusive?

Does it have clear policy guidelines dealing with unfair discrimination and harassment?

The head of the academic support service D from school A confirmed that their school's mission statement is "to fulfil our founders' vision of providing a liberal education with Christian teaching in an effective school which achieves high academic standards and relevant to the entire community of Southern Africa." The school's vision in terms of inclusion is "to create an inclusive school where an education of value is offered for all. A school, which seeks to change the system in order that learning is enhanced for all learners, so as to enable them to fulfil their potential and become responsible members of society."

The school-based support team coordinators E and F from school B and C explained that their schools do not have the mission statements, aims and objectives of inclusive education. They are guided by the policy framework of the Department of Education, i.e. Education White Paper no. 6: Special Needs Education (July 2001) and Draft Guidelines for the implementation of inclusive education (Second draft October 2002). The education support system coordinator H from the district office confirmed what the two school-based support team coordinators mentioned about the Department of Education policy framework on inclusive education.

The inclusive education coordinator H from the district office explained that most schools are still battling to implement the inclusion policy. They see it as a challenge and a threat to the standard of education, as something that is going to drop the standard of education.

4.7.2 ATTITUDES RELATING TO DIVERSITY

Does your school policy have a commitment for addressing negative attitudes relating to diversity?

The head of the academic support service D explained that school A is a private school based on a Christian ethos. According to the Christian values and norms one may not judge others. "Do not judge others, so that God will not judge you" (Matthew 7:1-2). Furthermore the school emphasises the values of love and acceptance "Love your neighbour as you love yourself" (Matthew 22:39).

The school-based support team coordinators E and F from school B and C explained that public schools aim at unconditional acceptance of the learners. Learners should not be stigmatised or unfairly discriminated against in terms of special needs, gender, ethnicity,

race, sex, culture or any form of disability. The education support system coordinator G and the inclusive education coordinator H explained that all learners have the right to equal access to a public school. In terms of section 5 of the South African Schools Act (1996) a public school must admit learners and serve their educational requirements without unfairly discriminating in any way.

4.7.3 SCHOOL POLICY THAT FOSTERS A SUPPORTIVE ENVIRONMENT FOR STAFF AND PARENTS

Does the policy include commitment to and guidelines on how to foster a supportive environment for staff, parents and the community?

The head of the academic support service from school A, the school-based support team coordinators from school B and C, the education support system coordinator G and the inclusive education coordinator H mentioned that when a policy is developed, the school management team and the school governing body make sure that every stakeholder of the school is involved and makes an input. The school follows an interactive approach to policy development. It is the task of the school management team, the school governing body and the school-based support team to collaborate with the educators, non-teaching staff and the parents to ensure shared responsibility for supporting all learners in the school. Parents are partners in education; they have the children for a longer time and the educators can rely on them for more information about the history and nature of the child's learning disability.

The inclusive school must operate along with other para-professionals in the community, i.e. educational psychologists, speech therapists, social workers, nurses, occupational therapists, etc. For instance you may find that the learner is experiencing some emotional problems that will hinder the learning progress and the department of social welfare is invited to share their experiences in supporting the learner to overcome his or her emotional problems.

4.8 STRATEGIES FOR THE SCHOOL DEVELOPMENT PLAN

Does the school development plan include school goals, action plans and evaluation frameworks include aspects that will facilitate the development of an inclusive instruction and learning environment?

According to the head of the academic support service D from school A and the school-based support team coordinators E and F from school B and C the schools do not have well formulated strategies for the school development plan. The educators are guided by the principle of inclusivity according to the Education White Paper no. 6, Special Needs Education (July 2001). The education support system coordinator G and the inclusive education coordinator H explained that it is important for schools to formulate their strategies for the school development plan according to the policy framework of the department of education for inclusive education (Second draft, October 2002).

4.8.1 ACCESS TO SCHOOL BUILDINGS AND CLASSROOMS

Is there a goal aimed at facilitating access to the school buildings and classrooms for learners with physical disabilities?

The head of the academic support service D from school A and the school-based support team coordinator F from school C explained that their school buildings have ramps everywhere and toilets that accommodate physically learners with disabilities. According to the head of the academic support service from school A there is a learner who is paraplegic due to a motor cycle accident in their school. The learner is wheelchair-bound and can move easily around the school building. The learner is coping well in the classrooms because his is not an intellectual disability but a physical disability. According to the school-based team coordinator E from school B the school is not ready for learners with physically disabilities. The school needs to build ramps to accommodate learners with mobility problems. The education support system coordinator G from the district office also emphasised the fact that old schools need to change their physical structures to accommodate learners with physical disabilities.

4.8.2 PROCEDURES FOR ADDRESSING UNFAIR DISCRIMINATION AND HARASSMENT

Are there procedures for addressing unfair discrimination and harassment?

The head of the academic support service D from school A and the school-based support team coordinators E and F of school B and school C confirmed that there are procedures in place for addressing unfair discrimination and harassment. In school A the counselling department has a bullying awareness week, no teasing week and manners week. The

counselling department does not allow bullying and harassment because they teach learners Christian values of love for and acceptance of one another in the school.

The school-based support team coordinators E and F from school B and C explained that all learners need to be respected irrespective of whatever circumstances or conditions they may be experiencing. Their human dignity must be respected by every individual in the school, i.e. educators, non-teaching staff and other learners.

The education support system coordinator G and the inclusive education coordinator H from the district office explained that it is unacceptable and inappropriate to discriminate and harass learners with disabilities in mainstream schools. The school-based support team coordinators together with their committee members must develop the school code of conduct that will protect the learners from stigmatisation and unfair discrimination by other learners. The inclusive education coordinator H emphasised that unacceptable or bad behaviour like teasing or making other learners' lives uncomfortable, must be reported to the school-based support team and if they fail to address the situation the school management team should assist.

4.8.3 THE SCHOOL-BASED SUPPORT TEAM

Is there a school-based support team to assist the school to address local barriers to learning and development?

According to the head of the academic support service D, school A does not have a school-based support team but a learning support staff who assist the educators in the classroom. While the educator is presenting the lesson in class, the learning support educator supports the learners who need learning support. School B and C have school-based support team committees who provide learning support to the learners after the educators have referred them to the school-based support team committee. In school B and school C the school-based support team provides learning support to the learners in the afternoon because the support team members also have their classes to teach. If the school-based support team is functional and effective in supporting the learners with learning difficulties, the learners will be able to overcome their barriers and achieve their learning outcomes.

According to the education support system coordinator G some of the school-based support teams are effective in providing learning support to the learners with learning difficulties.

4.9 STRATEGIES FOR CURRICULUM DEVELOPMENT

4.9.1 FLEXIBLE CURRICULUM TO RESPOND TO THE FULL RANGE OF LEARNERS' DIVERSE NEEDS

Is the curriculum flexible so that it can be responsive to the full range of learners' diverse needs?

The head of the academic support service D from school A and the school-based support team coordinators E and F of school B and C explained that the curriculum is a major barrier to learners with learning disabilities. However, the educators modify their teaching and classroom management practices, learning programmes, work schedules, teaching and learning support materials, assessment standards and curricula to accommodate individual needs.

According to the head of the academic support service D, their school provides learners who cannot cope with the curriculum in a multi-level class with the Individual Education Programme (IEP). IEP is a tool that educators use to provide educational services tailored to the needs of a particular child, rather than those of a group of children. In developing the child's IEP the school focuses on the needs and not the disabilities of the learner.

The education support system coordinator G and the inclusive education coordinator H from the district office explained that the Revised National Curriculum Statement Grade R-9 (RNCS) is a flexible curriculum. The policy provides guidelines to the schools to develop their own learning programmes and work schedules to accommodate the diversity of learners.

4.9.2 LIFE SKILLS EDUCATION

Is life skills education being pursued in the different learning areas and through specific life skills programmes?

All the interviewees i.e. the head of the academic support service D from school A, the school-based support team coordinators E and F of school B and C, the education support system coordinator G and the inclusive education coordinator H from the district office confirmed that most of the Revised National Curriculum Statement (RNCS) learning areas are integrated in life skills education, e.g. HIV and AIDS programmes, safety measures and health promoting school programmes.

4.10 HUMAN RESOURCE UTILISATION AND DEVELOPMENT

4.10.1 COMPETENCIES OF ALL ROLE PLAYERS IN THE SCHOOL

Are the resources and competencies of all the role players in the school, including parents and community members being optimally utilised for the purpose of providing an effective inclusive teaching and learning process?

The head of the academic support service D from school A, the school-based support team coordinators E and F from school B and C explained that human resources, such as the parents and community members are optimally utilised in their schools for the purposes of providing effective inclusive instruction and learning.

According to all the participants, parents are partners in education. They volunteer to assist the educators with extra-mural activities i.e. fundraising and sports activities and to serve in the school governing body. Community workers such as the school nurses and social workers assist the schools to support learners with learning difficulties to overcome their learning barriers.

The education support system coordinator G and the inclusive education coordinator H provide support and development to educators by giving them information about teaching intervention strategies to support learners with learning difficulties.

The inclusive education coordinator D and the education support system coordinator E provide assistance and support to educators by giving them information about teaching intervention strategies to support learners with learning difficulties.

4.10.2 TRAINING NEEDS OF EDUCATORS REGARDING INCLUSIVE EDUCATION

The participants in the interviews were asked how they identify and address the training needs of educators regarding inclusive education.

The head of the academic support service D, the school-based support team coordinators E and F from school B and C, the education support system coordinators G and the inclusive education coordinator H explained that they identify the educators' training needs regarding the implementation of inclusive education in the classroom by receiving information from the learning support educators, school-based support team committees or the academic support learning staff of a private school. Much training is required for educators to implement the inclusive education policy appropriately in the classrooms.

According to the education support system coordinator G the district office provides information to the educators about the policy of inclusive education by issuing departmental circulars, memoranda and policy frameworks (the Education White Paper no. 6: Special Needs Education (July 2001) second draft policy for inclusive Education (October, 2002) and the South African Schools Act of 1996). The inclusive education coordinator H mentioned that the district office provides workshops and seminars about inclusive education.

4.10.3 THE RELATIONS BETWEEN MANAGEMENT AND OTHER STAFF MEMBERS

Are the relations between management and other staff, educators and educators, educators and learners, educators and parents respectful and positive in terms of developing a welcoming and supporting ethos?

The school-based support team coordinators of school B and C explained that the relations between management and other staff, i.e. educators and educators, educators and learners, educators and parents is respectful and positive because all stakeholders of the school work in collaboration to develop a welcoming and supportive ethos.

The school-based support team coordinators further said the educators invite the parents to the school to talk about their children's learning difficulties. The educators give the learners programmes to do at home and the parents must assist the learners. According to the SBST

coordinator of school C some parents in their school cannot read and write. She said it is the responsibility of the school to support the learners and give them extra lessons and involve the parents to monitor that the child continues with the activity at home. The school-based support team coordinator of school B said many parents become involved with the school only if they have a child with a learning disability in the family. Other parents do not mind; they respect the fact that there are learners with disabilities in the school but they are not involved.

The head of the academic support services of school A explained the three C's i.e. cooperate, commitment and cooperative learning strategy contribute towards the development of a positive school environment. All stakeholders of the school must cooperate and be committed to support the learners with different learning needs in an inclusive school.

The inclusive education coordinator H explained that in most schools the relations between the management and staff are healthy and they work collaboratively to support the learners with learning difficulties. However, there are schools where the relationship between the staff and management is unhealthy and they do not work together in supporting the learners.

In such a school, the learner with learning disabilities is the responsibility of an individual educator and merely two members of the school-based support team. When that particular educator is absent from school the learner is miserable for the entire day. In a supportive school environment all stakeholders know that all learners are important and are equal in the school.

4.10.4 SCHOOL CULTURE

4.10.4.1 Norms and values that reflect an inclusive and supportive instruction and learning environment

The head of the academic support service D of school A explained that inclusive education is an ongoing process and therefore the responsibility of the principal, learning support staff, parents, learners and everyone else in the school. Learners with learning difficulties need to be supported so that they may realise their full potential. School A is a school with a Christian ethos. Norms and values are based on the Christian beliefs that say proclaim

honour God, honour self and honour others. It is a holistic kind of school where all stakeholders honour God.

The school-based support team coordinator E from school B said their school has learners with Down syndrome. To accommodate the diversity of learners the school adapts the curriculum, learning programmes, lesson plan, assessment standards, learning and teaching support materials and worksheets. The school also has a learner with handwriting difficulties due to an accident. The school allows the learner to use a laptop to answer questions. The educators take the learner's storage medium and download files in their computers for assessment.

According to the school-based support team coordinator F from school C classroom arrangement must accommodate a diversity of learners. Learners with physical disabilities, for example, have to move freely to reach all the resources in the classroom. The classroom must have the facilities where the learners might develop their visual and auditory skills. The above-mentioned elements contribute towards the development of values and norms that reflect an inclusive and supportive teaching and instruction environment.

4.10.4.2 External context

How do factors relating to family, community, district, provincial, national and global contexts hinder or support the development of an inclusive school?

The school-based support team coordinators from school B and C explained that some families are in a denial; they do not want to accept the difficulties that their child is experiencing. They keep the information to themselves; they do not want to tell the school about the history of the learner. This makes it difficult for the school-based team coordinators to support and address the learner's individual learning difficulties appropriately. Other families do not know what to do in terms of assisting their children who experience barriers to learning and development. Communities sometimes tend to stigmatise the learner with learning barriers; they do not accommodate and acknowledge that type of a learner.

The head of the academic support service from school A said their school is a private independent school; the school is not affected by the external context, i.e. community, district, provincial, national and global contexts.

The education support system coordinator G said poverty hinders the development of an inclusive school. The district office tries its best to assist.

4.10.5 LEADERSHIP AND MANAGEMENT

Do the school management team and the governing body have the competencies to know how to accommodate diversity and address barriers to learning and development?

The school-based support team coordinators from school B and C explained that the school management team and the school governing body have limited experience on how to accommodate diversity and address barriers to learning and development. The school-based support team coordinator E from school B further said the chairperson of the school governing body has the experience of learners with Down syndrome and always shares the experience with other members. In general, school management team and school governing bodies need to attend workshops, in-service training and seminars to be empowered according to the Education White Paper no. 6: Special Needs Education Policy (July 2001).

The head of the academic support service D from school A said their school is a private school and they are on their own. The school does not have a school management team but a school governing council which works hand-in-hand with the school management, the learning support staff, educators and parents.

4.11 CONCLUSION

A summary of the research will be given in Chapter 5. Important findings will be discussed and appropriate recommendations will be made. Suggestions for further research will be provided.

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CHAPTER 5

RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter gives an overview of the study with reference to the literature background, problem and objectives, as well as the method of research and results. Important findings, recommendations and topics for further research are discussed.

5.2 SUMMARY

The objectives of the research were the following:

- To understand inclusive education in South Africa and in other countries of the world.
- To determine what should be done to build an inclusive school.
- To determine the perceptions, views and experiences of educators concerning inclusive education and how successful the principles of inclusive education are implemented in the selected schools.

These objectives were achieved through research in the form of a literature review followed by an empirical study and the analysis of the research results.

This dissertation consists of five chapters. The following are summaries of the contents of each chapter.

CHAPTER ONE gives a general overview of the study. The following aspects were addressed: Rationale of the study, the problem statement, objectives of the study, research methods, validity and reliability, limitations of the study and the structure of the research.

CHAPTER TWO focuses on the literature review to understand inclusive education concepts, legislation and policies in South Africa and other countries of the world.

In CHAPTER THREE the concepts of diversity, individual needs, social integration, access and collaboration were emphasised. The culture and climate of an inclusive school were discussed and lastly elements of the management of the internal environment of an inclusive school which support the learning development of all members of the learning community were highlighted.

CHAPTER FOUR consists of an analysis of the research findings. Summaries of the interviews and findings were briefly discussed.

CHAPTER FIVE consists of the summary, conclusion and recommendations of the study.

5.3 IMPORTANT FINDINGS

In this sub-section the literature survey findings will be concisely expounded. The survey consists of knowledge and theories about the following:

- The difference in the concepts of inclusive education, mainstreaming and integration.
- The philosophy of inclusive education in South Africa.
- Inclusive education in other countries of the world.
- The ultimate purpose of building an inclusive school.
- The culture and climate of an inclusive school.
- Management of the internal and external school environment of an inclusive school.
- The empirical findings confirm the existing theories and demonstrate the way in which the principles of inclusive educations are implemented in schools.

5.3.1 FINDINGS FROM THE LITERATURE

The literature survey has exposed various important theories, practices and principles about inclusive education that could have an impact on the findings and conclusion of this research:

- Mainstreaming and integration. In the mainstreaming/integration model, learners are expected to adjust or adapt to a particular system while only those learners receive additional support so that they will be able to be integrated into regular

classroom routines. The mainstreaming/integration model further focuses on changes that need to take place in learners to enable them to fit into a system.

- Inclusive education. The inclusive model, by contrast, recognises and respects the differences among all learners as an equally valued and ordinary part of human experience and it builds on similarities. Support is provided to all learners, educators, and the system as a whole so that the full range of learning needs may be met. Inclusion lastly focuses on minimising or eliminating barriers in the system that prevent learners from meeting their full range of learning needs.
- The philosophy and legal framework of inclusive education in South Africa. The Constitution of the Republic of South Africa of 1996 sets a constitutionally binding framework for national and provincial legislative action in the field of education. The notion of a democratic society based on human dignity, freedom, and equality is entrenched in the Constitution. The philosophy of inclusive education is further based on the principles of diversity, individual needs, social integration, access and collaboration.
- The ultimate purpose of building an inclusive school is to contribute towards the development of an inclusive society where all members of society are able to fulfil their potential and participate optimally, and where respect for and valuing of diversity in the context of social integration are an active value.
- The culture and climate of an inclusive school. The most important characteristics of the climate and culture of schools should be the values and norms underscoring inclusion and the acceptance of individuals, not only in the classrooms, but also in the school. This means that everybody should have a feeling of being wanted and appreciated, and should have a need for his or her special contribution. One could also add the core social values, such as justice, tolerance, concern for human dignity and mutual respect.
- Management of the internal and external school environment of an inclusive school. Excellence in schools relates to the quality of its core activities, which are instruction and learning. A positive school environment can only be created by effective management, but above all the internal school environment should be characterised by values such as justice (fairness, equality, impartiality); freedom (freedom of speech and expression, freedom of religion, freedom of threat and anxiety); respect (consideration of other people's interest, protecting the weak); non-violence (do not inflict harm to others, do not abuse others); truthfulness (keep promises, no indoctrination or coercion).

5.3.2 IMPORTANT EMPIRICAL FINDINGS

The following findings have been drawn from the empirical study:

- Although the study has found that the educators concerned have the basic knowledge about what inclusive education entails, there is a lack of knowledge about the philosophy of inclusive education.
- Two of the three schools concerned reported that their school buildings and grounds are inclusive friendly to learners with physically disabilities because there are ramps to accommodate learners who use wheelchairs to move around. Most school buildings in Gauteng however, do not have toilets or ramps for learners in wheelchairs since they were built long before the implementation of the Education White Paper no. 6: Special Needs Education (July 2001).
- The three learning support educators in the three schools concerned individualise education for all learners in terms of assessment techniques, curriculum accessibility, teaching strategies, technology, physical design adaptations and a wide array of related services based on learners' learning needs. Educators emphasized the value of the use of cooperative teaching methods to accommodate diversity in the classroom.
- Overcrowding of learners in the classroom, lack of educators training, lack of financial and physical resources and attitudes of the educators, school management team and the school-based support team inhibit the inclusion focus.
- Many parents with disabled children are non-supportive because they fear stigmatisation, while others do not support the educators because they experience the pain of raising a child with learning or physical disabilities within the family.
- Only one school (the private school) has a mission statement and vision for inclusive education. The mission statement is "to fulfil our founder's vision of providing a liberal education with Christian teaching in an effective school which achieves high academic standard and relevant to the entire community of Southern Africa." The vision of school A is "to create an inclusive school which seeks to change the system and not the learner in order to enhance learning for all learners." This school's ethos is based on the Christian values of love and acceptance. The school has, for example, a bullying awareness week, no teasing week, a good manners week.

- School-based support teams who work hand in hand with the educators to support the learners with learning difficulties are established.
- The curriculum is a major barrier to learners with learning disabilities. However, the educators concerned modify their teaching and management practices to accommodate the learners with learning difficulties. The Revised National Curriculum Statement is flexible because educators can develop their own learning programmes and work schedules based on the guidelines from the national policy to accommodate diversity of learners.
- In the two public schools there is a lack of a vision and mission for inclusive education, therefore a lack of a school climate and culture built on values and norms underscoring inclusion and the acceptance of individuals not only in the classrooms but also in the school. This means that everybody should have a feeling of being wanted and appreciated, and there is a need for their special contribution. One could also add the core social values such as justice, tolerance, concern for human dignity and mutual respect.

5.4 RECOMMENDATIONS

The following recommendations are made in the light of the above-mentioned conclusions.

Firstly, the Department of Education should train the SMT's of all schools about inclusive education. The characteristics of an inclusive school, the climate and culture of an inclusive school and the effective management of the internal and external school environment of an inclusive school should be taught.

Secondly, school buildings should be changed to be more inclusive friendly.

Thirdly, the Department of Education should provide schools that are willing to enrol learners with learning disabilities with a better learner-staff ratio. Smaller classes are a prerequisite for the effective implementation of inclusive education.

Fourthly, all schools should be encouraged to create a school climate and culture based on the values and norms underscoring inclusion and the acceptance of individuals not only in the classrooms but also in the school and where the core social values such as justice, tolerance, concern for human dignity and mutual respect are promoted and fulfilled.

5.5 LIMITATIONS OF THE STUDY

The research was undertaken in three primary schools, a private school and two public schools. The study was limited to eight (8) participants, i.e. the three learning support educators of school A, B, and C, the head of the academic support service D of a private school, the two school-based support team coordinators E and F of school B and C, the education support system coordinator G and the inclusive education coordinator H of Tshwane South district office. Due to the size of the sample the research results do not give a reflection of the management of inclusive education in the whole province but concentrate only on the small portion in the Gauteng Province. Therefore it is crucial and important that further studies be conducted in other parts of the province to determine whether the educators are coping with the management of inclusive education in the classroom and how they support the learners to overcome their learning difficulties.

5.6 ASPECTS OF FUTURE RESEARCH

In view of the limited scope of this study, a more in-depth study should provide more insight into the topic. The following aspects of the study need further investigation:

- The role of the principal and other educational leaders in building an inclusive school.
- Why many schools failed to develop their own school policy regarding inclusive education and use the guidelines from the national policy?
- Why is inclusive education not visible in the public schools?

5.7 CONCLUDING REMARKS

Inclusive education is a service of fundamental importance to all learners regardless of their learning abilities. Learners should be free to access flexible systems of education that are properly organised so that nothing will restrict their opportunities to progress in any type of learning.

Inclusive education practices should not be seen as a mere physical presence of social inclusion of learners with disabilities in regular classrooms, but it should show evidence of active modification of content instruction, assessment practices and classroom management

so that learners can successfully engage in core academic experiences and learning (Richard *et al.* 2003:19).

Finally, the success of inclusive education in South Africa and elsewhere in the world is in the hands of educators. The successful implementation of inclusive education in the classroom hinges on a strong partnership between all the stakeholders, i.e. the government, school, community educators, support personnel like the inclusive education coordinator, para-professionals and learners. Successful implementation of inclusion therefore requires fundamental changes in the way the principal and the rest of the SMT, the educators, the governing body and parents feel, think and act at school. Unless these requirements are met the best attempt of a school to be inclusive will merely be an attempt to mainstreaming.

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ANNEXURES

Annexure 1: Interview schedules

Annexure 2: Thank you letter to schools where I conducted the interviews

ANNEXURE 1

INTERVIEW SCHEDULES

(Adapted from Engelbrecht *et al*, 2001:64-66)

LEARNING SUPPORT EDUCATOR QUESTIONS

Knowledge of inclusive education.

- How do you understand the concept of inclusive education?
- How do you adapt your teaching practices to accommodate disabled learners in your class?
- Which factors do you perceive as facilitating or inhibiting the adoption of an inclusive focus?
- What is your experience of parents' contribution in the inclusive school?
- Will you share your experience with a disabled individual in your class with me?

SCHOOL POLICY

Does the school's mission statement, aims and objectives as well as policy guidelines include elements that could enable the school to become more inclusive?

- Does it have clear policy and guidelines relating to unfair discrimination and harassment?
- Does it reveal a commitment to addressing negative attitudes relating to diversity?
- Does the policy include commitment to and guidelines on how to foster a supportive environment for staff, parents and the community?

STRATEGIES FOR THE SCHOOL DEVELOPMENT PLAN

Does the school development plan, including school goals, action plan and evaluation frameworks, include aspects that will facilitate the development of an inclusive instrument and learning environment?

- Is there a goal aimed at facilitating access to the school building and classrooms for learners with physical disabilities?
- With regard to structures and procedures: Are the school’s structures and procedures congruent with the school's aim to be inclusive?
- Are there procedures for addressing unfair discrimination and harassment?

- Is there a school-based support team to assist the school to address local barriers to learning and development?

STRATEGIES FOR CURRICULUM DEVELOPMENT

- Is the curriculum flexible so that it can be responsive to the full range of diverse needs?
- Is life skills education being pursued in the different learning areas and through specific life skills programmes?

HUMAN RESOURCE UTILISATION AND DEVELOPMENT

- Are the resources and competencies of all the role-players in the school, including parents and community resources being optimally utilised for the purpose of providing an effective, inclusive teaching and learning process?
- How do you identify and address the training needs of your teachers regarding inclusive education?
- Are the relations between management and other staff, educators and educators, educators and learners, educators and parents respectful and positive in terms of developing a welcoming and supportive ethos?

SCHOOL CULTURE

- Do all the above elements of school life reflect and work towards the development of values and norms that reflect an inclusive and supportive teaching and learning environment?
- How do existing values and norms act for or against this goal?

EXTERNAL CONTEXT

- How do factors relating to family, community, district, provincial, national and global contexts hinder or support the development of an inclusive school?

LEADERSHIP AND MANAGEMENT

- Do the school management team and the governing body have the competencies to accommodate diversity and address barriers to learning and development?

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ANNEXURE 2

THANK YOU LETTER TO SCHOOLS WHERE I CONDUCTED THE INTERVIEWS

21897 Mohube Street
Ikageng Ext 3
Mamelodi East
Rethabile
0122

March 2006

Dear Participant

I wish to express my sincere gratitude for your active participation in the interviews, which were intended to form part of my dissertation.

It is through your dedication, sacrifice and honesty that my research has produced valuable findings.

Sincerely yours

_____

Ms M Chauke

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