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SCHOOL MAW and organist

**THE EDUCATORS READINES FOR THE
IMPLEMENTATION OF INCLUSIVE
EDUCATION RURAL SCHOOL**

NOMASONTO NGCOBO

**DESSRTATION SUBMITTED INPARTIAL FULFILMENT OF
THE DEGREE OF CO-ORDINATED MASTERS IN
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EDUCATIONAL PSYCHOLOGY

**IN THE DEPARTMENT OF PSYCHOLOGY OF
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UNIVERSITY OF DURBAN-WESTVILLE

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**THE EDUCATORS READINESS FOR THE
IMPLEMENTATIONS OF INCLUSIVE EDUCATION IN
RURAL SCHOOLS**

M.ED (EDUCATIONAL PSYCHOLOGY)

BY

NOMASONTO NGCOBO

(i)

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I HEREBY DEACLARE THAT THIS WORK IS MY OWN WORK BOTH
IN CONCEPTION AND EXECUTION, AND THAT ALL THE SOURCES I
HAVE REFERRED TO OR QUOTED HAVE BEEN ACKNOWLEDGED
AND INDICATED BY MEANS OF COMPLETE REFERENCES.

SIGNED:.....

(iii)

THIS WORK IS DEDICATED TO :-

My Mother Mrs : A. B. Ndlovu , my Father Sikhosiphi Michion Ndlovu , my

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ABSTRACT

The study investigated Black educators' readiness for the management of inclusive education in rural and township primary schools. It is a questionnaire-based field study employing basic descriptive statistics as well as qualitative analyses.

It set out two aims: (1) to determine Black primary school educators' level of knowledge about inclusive education; and (2) to determine the attitude of Black primary school educators towards inclusive education.

The sample for the study comprised 100 randomly selected Black primary school educators drawn from two randomly selected educational regions of KwaZulu-Natal.

The study was guided by two hypotheses relating to Black educators:

(1) Educators in rural and township primary schools are unable to meet the intellectual and socio-emotional needs of disabled learners; and (2) Educators in rural and township primary schools have a negative attitude towards inclusive education.

The first hypothesis was confirmed, supported mainly by the finding that 97% of the sample indicated that they needed to know more about

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inclusive education before deciding to teach in it, and the finding that 65% would like to teach in inclusive education, but felt incompetent.

The second hypothesis was rejected. The attitude of the educators was largely positive, supported by the following findings: 75% of the sample preferred to be engaged in inclusive education; 81% were confident that inclusive education would benefit learners with mild-to-moderate disabilities; only 2% was not interested in, and did not wish to know more about inclusive education; only 16% was not prepared to give extra attention that disabled children required; and 81% percent were confident that inclusive education would benefit learners with mild-to-moderate disabilities.

Some recommendations are made in the light of the findings.

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NEXURE 1 : ACCRONYM

- NCSNET - National Commission on Special Needs in Education and Training
- NCESS - National Committee on Education Support Services
- NILLD - National Institute for Lifelong Learning Development
- COLTS - Culture of Learning, Teaching and Service
- NEAP - National Environmental Accessibility Programme
- HEDCOM - Heads of Education Department Committee
- DPO - Disabled Peoples Organization
- SASL - South African Sign Language
- SACE - South Africa Counsel of Educators

CHAPTER ONE : INTRODUCTION

1.1 MOTIVATION FOR THE STUDY

For many years special schools have been the pivot of the education of learners with special needs. In South Africa the education department has put a great deal of effort to provide an effective and widely accepted system of special schools. In these schools all the available expertise has been concentrated in an attempt to educate learners with special needs. Because of the unusual, special instruction provided in these schools, many function as separate independent schools. This systems of separate schools was seen as an expression of care for learners with special needs.

However this system of special schools has gradually changed. Knowledge, expertise and facilities are still of utmost importance to the education of learners with special needs, but the segregation of these learners is now perceived as unacceptable (Draper, & Mc Michael, 1998).

The prevailing view is that they should be educated with their peers in regular education settings to promote social acceptance. The consequence is that regular and special education as separate systems disappear and replaced by a single systemis

and they are replaced by a single system that includes a wide range of learners. In such an inclusive system all learners attend in principle the same schools.

1.2 STATEMENT OF THE PROBLEM

Inclusion education is a relatively new notion and one of the current issues in South Africa. It is not just organization and professional practices that need to be deconstructed and reconstructed but the curriculum also as this lies at the heart of the educational enterprise. In terms of the curriculum to reform special education, the usual intention is to try to ensure that children with special needs have access to exactly the same curriculum as everyone else and that curriculum delivery must change in order to ensure this access.

Reconstruction inevitably means that the ideology of “normality” which underpins the curriculum and which in its current version, preaches the acceptance and tolerance of children with special needs will have to be abandoned. This means that children with special needs have to be accepted and tolerated and a lesson that can be learnt is that they have come to accept and tolerate their difference, therefore all of us need to accept each other. These poor individuals should not be made to suffer further through rejection and stigmatization; but rather accepted and tolerated. It is a task, which we must tackle with urgency if we are going to provide education for societies in the twenty-first

century, which will be organized around the idea of difference, a radical departure from twentieth century societies, which have been organized around the idea of normality.

What is needed as far as education is concerned is a moral commitment to the inclusion of all children into a single education system as part of a wider commitment to the inclusion of all disabled people into society.

The reality of the problem is that inclusive education is problematic to learners with special needs. These learners find it difficult to cope in a class of mixed abilities. The normal learners despise them and accuse them of seeking excessive attention of the teacher. The educators also find it difficult to identify some of these learners, and to manage them effectively. Educators are unable to balance their teaching methods to suit all. The training of educators for mainstream education did not adequately include learners with difficulties. Educators need to be given special training for different disabilities.

The present study investigated Black educators' attitude to and readiness for the implementation of inclusive education in Black schools.

1.3 AIMS OF THE STUDY

The aim of this study was to determine Black primary school teachers' knowledge of and attitude towards inclusive education.

The specific aims and objectives of the study were:

- To determine Black primary school educators' level of knowledge about inclusive education.
- To determine the attitude of Black primary school educators towards inclusive education.

1.4 HYPOTHESES

The following hypotheses guided the investigation:

- In mainstream school situations, Black educators have not been specifically trained to meet the intellectual and socio-emotional needs of disabled learners.
- Black educators have a negative attitude towards inclusive education.

1.5 DEFINITION OF CONCEPTS

1.5.1 Attitude

An attitude refers to an evaluation, containing cognitive, emotional, and behavioural components, of an idea, event, object, or person (Sdorow, 1993).

1.5.2 Exceptional child

There have been many attempts to define the exceptional child. Some people use this term when referring to the particularly bright child with unusual talents. According to Kirk and Gallagher (1989), an exceptional child is one who differs from the average or normal child in mental characteristics, sensory abilities, communication abilities, social behavior or physical characteristics. These differences must be to such an extent that the child requires a modification of the educational programme, school practices or special education services to maximize his/her capacity.

1.5.3 Inclusive education

The term inclusive education stands for an educational system
NB that includes a large diversity of learners and which
differentiates education for this diversity.

In the Green Paper, and in line with the recommendations of the NCSNET/NCESS (1996), inclusion means the participation of people with disability in all daily activities – at school, at work, at home and in our communities. In education and training, this means the promotion of the equal participation of and non-discrimination against all learners in the learning processes, irrespective of their disabilities, within a single, seamless system, and a continuum of learning contexts and resources according to need.

1.5.4 Inclusive environment

An inclusive environment is defined as a situation that fosters the personal, academic and professional development. An inclusive learning environment can be created in any academic course regardless of discipline because it is about respecting learners and valuing them as partners in teaching and learning.

1.5.5 Learning disabilities

Defining learning disabilities is not a simple task (Gelfand, Jenson, and Drew, 1997). A widely used definition definition is *“Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, or inappropriate instruction, psycholinguistic factors), it is not the direct result of those conditions or influences”* (Hammill, Leigh, McNutt, & Larsen, 1981).

1.5.6 Physical impairment

One of the smallest but most diverse groups of exceptional children is the group classified as physically disabled. A physical disability is the condition that interferes with a person’s ability to use his or her body. Some physical disabilities e.g. visual impairments require modifications in the environment, content or skills to benefit from education

services but may still need special understanding and support from educators.

CHAPTER TWO : LITERATURE REVIEW (NB)

2.1 INTRODUCTION

NB Mainstreaming refers to integrating learners with handicaps into regular schools and classrooms, providing maximum opportunities not only to join in usual school activities but also to be "counted in" among their non-handicapped peers (Omstein & Levine, 1989).

NB Inclusive education refers to teaching all learners in the same classroom -- normally-achieving learners side-by-side with those with special needs. Inclusion means educating all learners, normally-achieving and special needs learners in the same classroom.

The putative merits of inclusion, according to Wong (1996) are:

1. it fosters in normally achieving learners acceptance and positive attitudes towards learners with special needs;
2. it ensures that special needs learners receive instruction in higher-order cognitive skills instead of exclusively lower order ones, such as drills in phonics or letter copying;
3. it profits both regular classroom and specialist teachers.

Specifically, in co-teaching within the same classroom in an

inclusive school, the regular classroom teacher learns from the specialist teacher various cognitive and metacognitive strategies in promoting learning. The specialist teacher learns about content, instruction and management of the whole class. Thus, inclusion should bring about mutual professional growth in the two teachers (Wong, 1996:233).

Research on mainstreaming has yielded mixed results. Three researchers who examined the literature on mainstreaming concluded that the data regarding effects on self-esteem are inconclusive. They did report, however, that mainstreaming could improve the social acceptance of learners with handicaps provided that direct interventions are made to achieve this goal. Their overall conclusion was that there was little evidence that mainstreaming practices result in superior performance among handicapped learners. They suggested that this general finding was related to difficulties in defining and measuring various mainstream approaches, as well as the special placement settings with which they are then compared (Ornstein and Levine, 1989).

Available evidence indicates that amount of time in regular classes, without considering the quality of instruction or the criteria employed to determine who gets mainstreamed and for how long, has little impact on social or academic outcomes.

Prominent professionals in learning disabilities (Kaufmann, 1994; Fuchs and Fuchs, 1994) have analyzed the concept, substance, and ramifications of inclusion and say that they do not agree with the goals and motives of those who support the elimination of special education.

nothing done by inclusion

Data from a survey (Schneider, 2000) suggest that neither special nor mainstream schools are currently providing the quality education that disabled children need in order to develop their potential. The data further showed the following: most children who were disabled by the time they were eligible for primary school, were attending mainstream schools; of all those who were disabled before the age of 18 years, 79% had attended a mainstream primary school, 12% had attended a special primary school, 3% a special class in a mainstream primary school, and 5% had not attended school.

2.2 DEGREES OF INCLUSION

There are degrees of implementation of inclusion: full inclusion and moderate inclusion. Full inclusion refers to including in the same classroom, learners with low-incidence special needs.

These are learners with severe handicaps, such as severe mental retardation (Stainback and Stainback, 1992).

There are many researchers who argue either in support of or against full inclusion.

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Supporters of full inclusion seek radical changes that would see the elimination of special education (Fuchs and Fuchs, 1994). They also advocate changes to the academic curriculum, to give more weight to social skills training and evaluation. Wong (1996) says that low-incidence special needs learners would not profit from the more typical academic instructions of normally achieving learners. They would more likely profit from training in social and life skills.

Moderate inclusion is inclusion of high-incidence special needs learners, such as those with learning disabilities.

What do teachers in general feel towards inclusion? Regular classroom teachers desire a continuum of services for learners. They would prefer to retain some form of 'pull-out' services for special needs learners. Moreover, they tend to support moderate rather than full inclusion. They feel confused and somewhat alarmed at the prospect of being asked to implement some form of inclusion in the absence of explicit procedural guidelines, preparations, and support (Patterson, 1994).

Wong (1996) says that here are issues that need practical attention. For example, how moderate inclusion may be implemented effectively, why regular classroom teachers seem uneasy about implementing full inclusion. She (Wong, 1996) adds that the structural and systemic differences between primary and secondary schools make implementation of moderate inclusion in the latter much more difficult. High-incidence special needs learners such as those with learning disabilities are typically three years behind in grade levels in basic skills in reading comprehension and writing when they reach secondary school. Their cumulative academic deficiencies pose serious barriers to learning in a regular classroom. To integrate them into moderate inclusion needs much preparation and work by the specialist teacher (Wong 1996).

2.3 INCLUSIVE EDUCATION IN SOUTH AFRICA

In the Education White Paper No 1 (1995), the Ministry acknowledged the importance of providing an effective response to the unsatisfactory educational experiences of learners with special education needs, including those within

mainstream education ^{> NB} whose educational needs were not adequately accommodated. As a result the Ministry of Education appointed a national commission to investigate all educational practices and policies, review international policies

and best practices, seek public comment and advice and provide recommendations on how to proceed to establish an inclusive education and training system that accommodates all learners.

The Constitution of South Africa (Act 108 of 1996) states clearly that everyone has the right:

- to a basic education, including adult basic education, and
- to further education, which, through reasonable measures, must be progressively available and accessible.

This fundamental right to basic education commits the state to the achievement of equality, and to non-discrimination. These clauses are particularly important for protecting all learners including those who are disabled and those who have special learning needs.

The government's obligation to provide basic education to all learners and its commitment to the central principles of the Constitution, is guided by the recognition that the unified education and training system must be based on equity, on redressing past imbalances and on a progressive raising of the quality of education and training. The education and training system must change to accommodate the full range of learning needs, including those previously categorised as 'special', and the necessary mechanisms must be put in place.

Developing the capacity of the education and training system to

respond to inclusion will primarily involve recognising, addressing and preventing learning difficulties and exclusion.

Particular attention should be paid to achieving these objectives through a realistic and effective implementation process that moves responsibly towards the development of a system which accommodates and respects diversity. This process will require a phasing in of strategies that are directed at departmental, institutional and curriculum transformation. It will also require the participation of our communities so that social exclusion and negative stereotyping can be eliminated.

In order to address this concern within its commitment to "an integrated and holistic" approach to all areas of education, the Ministry appointed a National Commission on Special Needs in Education and Training (NCSNET) and a National Committee on Education Support Services (NCESS) in October 1996. A joint report on the findings of these two bodies was presented to the Minister of Education in November 1997, and the final report was published in February 1998. The Green Paper was based to a large extent on the recommendations made to the Minister in this report. The paper outlines a realistic plan for the establishment of an inclusive education and training system. There is a need to establish an inclusive education and training system that accommodates all learners. This approach gives effect to the first principle upon which democracy is founded, namely, "human dignity, the achievement of equality and the advancement of human rights and

Princ

freedoms" (Constitution of the Republic of South Africa, 1996, Section 1 (a)). Establishing an inclusive education and training system cannot be achieved overnight but only through taking definitive steps.

2.4 IDENTIFICATION OF AND PROVISION FOR LEARNING DISABILITIES

A broad range of learning needs exists among the learner population at any point in time, and where these are not met, learners may fail to learn effectively or be excluded from the learning system. Different learning needs arise from a range of factors including physical, mental, sensory, neurological and developmental impairments, psychosocial disturbances, cognitive differences, particular life experiences or socio-economic deprivation. Different learning needs may also arise because of negative attitudes to and stereotyping of difference, an inflexible curriculum, inappropriate languages or medium of learning, inappropriate communication, inaccessible and unsafe built environments, inappropriate and inadequate support services, inadequate policies and legislation, the non-recognition and non-involvement of parents and inadequately and inappropriately trained education managers and educators (Maimgren, Abbott & Hawkins, 1999).

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Learning difficulties manifest themselves in different ways and only become apparent when learning is not effective and when learners 'drop out' or are 'pushed out' of the education and training system. It is possible to identify learners with learning difficulties early and then refer them to an education and training school that can specifically address their learning needs and potential through a variety of mechanisms and processes. Learning difficulties may also arise during the learning process and be transitory. Under these circumstances different interventions or strategies will be essential to prevent them from causing learning to be ineffective or resulting in the exclusion of learners from the curriculum and/or from the education and training system. Such an understanding of what causes learning difficulties and exclusion locates the problem within the education and training system – the teaching and learning strategy, the classroom, the school, the district, the provincial and national organisations and systems - and suggests that the education and training system should undergo change so that it can meet the full range of learning needs. This approach to addressing learning difficulties and exclusion is consistent with a systemic and developmental approach to understanding problems and planning action. It is also consistent with new international approaches that focus on providing quality education for all learners. (Maimgren, Abbott & Hawkins, 1999).

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This approach is also congruent with a learner-centred approach to teaching and learning. It recognizes that developing learners' strengths,

and empowering and enabling them to participate actively and critically in the learning process involves identifying and overcoming the causes of learning difficulties. It follows therefore that to contribute to effective learning and to ensure the inclusion of all learners in the learning process, the education and training system should be structured and should function in such a way that it is able to accommodate a diversity of learner needs (Maimgren, Abbott & Hawkins 1999).

When a child has another disability (e.g., autism) in addition to a learning disability it becomes difficult to see how a mainstream school can provide a suitable learning environment (Aarons and Gittens, 1999). The classroom teacher is in regular contact with the child, has knowledge of the curriculum and can make changes to the learning environment. Theoretically the teacher is in the best position to coordinate the planning process. However, while some teachers have the necessary training and experience to carry out this task, others lack the knowledge, experience, or the appropriate attitudes to provide suitable supports for learners who encounter learning difficulties (Jones, Bill & Quah, 1996). Derbyshire (1994) states that the responsibility for the initial identification of a learning disabled child rests with the teacher who is usually one of the first to notice when the child's development, in general, and his/her learning in particular, become problematic, as well as which aspects of learning are involved.

Before needs can be met, they have to be identified and defined so that appropriate services can be developed and provided (Todd and Gilbert, 1995).

In practice, a learning disability is defined on the basis of findings gained in a series of assessments that contrast potential with performance (Clarizio & McCoy, 1983).

2.5 TEACHER PREPARATION AND MAINSTREAMING

Reynolds (1979) identified ten major competency areas for successful mainstreaming, and believed that all teachers should be skilled in the following areas if mainstreaming was to be effective:

- 1 Curriculum development
- 2 Teaching basic skills
- 3 Classroom management
- 4 Professional consultation and communication
- 5 Teacher-parent-learner relationships
- 6 Learner-learner relationships
- 7 Understanding exceptional conditions and special needs
- 8 Understanding the referral process

- 9 Individualized teaching, including assessment and adaptation
- 10 Professional values.

2.6 THEORIES ABOUT INCLUSIVE EDUCATION

Inclusive education takes the view that children with disability should be educated with their non-disabled peers in an environment that is as un-restrictive as possible and one that facilitates mutual acceptance and respect. It must be encouraging and stimulating. The learning environment in an inclusive education must be conducive to all learners irrespective of their abilities. Inclusive education is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving true education for all (Salamanca Statement on Special Needs Education, 1994).

2.7 THE SOUTH AFRICAN SCHOOLS ACT NO. 84 OF 1996

The South African Schools Act (1996) provided the first basic framework for an inclusive education and training system through its affirmation of the right of equal access to basic and quality education for all learners on a non-discriminatory basis. The Act provides for a public school to be an ordinary school or a school for learners with

special education needs (Section 12(3)). The provision of education for learners with special education needs is therefore no longer contained in a separate piece of education legislation.

The Act requires the MEC for Education to provide, where reasonably practicable, education for learners with special education needs at ordinary public schools and to provide appropriate education support services for such learners (Section 12(4)). The MEC for Education is also required to take reasonable measures to ensure that the physical facilities at public schools are accessible to disabled persons (Section 12(5)).

The Act recognises Sign Language as an official language for the purposes of learning at a public school (Section 6(4)) and makes unlawful the administration of tests related to the admission of a learner to a public school (Section 5(2)). The Act requires governing bodies of ordinary public schools which provide education to learners with special education needs, where reasonably practicable, to co-opt a person or persons with expertise regarding the special education needs of such learners (Section 23(5)). The Act also stipulates the membership of the governing bodies of public schools for learners with special education needs (Section 24 of SASA, 1996).

In its review of the South African Schools Act, the NCSNET/NCESS concluded that the Act is not prescriptive enough in providing for the development of an inclusive, integrated education system, and that there was nothing in the Act which indicated how the education system could contribute to overcoming the causes and effects of learning difficulties which led to exclusion and the sustained marginalization of significant sectors of our population.

2.8 GOVERNANCE WITHIN THE INCLUSIVE EDUCATION SYSTEM NB

The successful establishment of the inclusive education and training system relies on the collective leadership, governance, management and advice of those with responsibility for the education and training system, including the Minister of Education, the Members of the Executive Council responsible for education, the national and provincial departments of education, including the district and institutional levels of management and governance, and national and provincial advisory bodies. The roles and responsibilities of each of these stakeholders in relation to recognising and addressing the causes and effects of learning difficulties have to be clearly stated (Government report 1998).

The role of the Department of Education is to:

- Provide professional support to the Minister with regard to the development of the capacity of the education and training system to accommodate the full range of diverse learning needs of the learner population and to address the causes and effects of learning difficulties.
- Maintain professional relations with other appropriate government departments in the development of a holistic and inclusive approach to addressing the causes and effects of learning difficulties.
- Provide leadership and co-ordinate the implementation of policy.
- Work towards the 'infusion' of capacity within all sections of the department to recognize and address the causes and effects of learning difficulties.
- Support the provincial departments of education in their programmes to meet the policy challenges to accommodate the full range of diverse learning needs and to collaborate with other government departments, NGO's and other relevant stakeholders in addressing the causes and effects of learning difficulties.
- Facilitate partnerships with relevant and key stakeholders.

- Pursue relevant research through the National Institute for Lifelong Learning Development (NILLD), and
- Monitor the implementation of policy.

In its report, the NCSNET/NCESS recommended that a national council be established to advise the Minister on the needs and to provide expertise to address the causes and effects of learning difficulties as they relate to the most vulnerable learners.

The South African Schools Act, 1996 and the Further Education and Training Act, 1998 form the basis for the governance of all public schools and public further education and training institutions. The Adult Basic Education and Training Bill provides the basis for the governance of all public adult-learning centres, which offer adult basic education, and training. In line with the recommendations of the NCSNET/NCESS, the Ministry believes that governance structures of all sites of learning should include representation from Disabled People's Organisations and expertise on how to accommodate a diversity of learning needs and to recognise and address the causes and effects of learning difficulties. This inclusive approach could be pursued by governing bodies and councils through among others:

- Inclusion of appropriate expertise to accommodate the diversity of learning needs and to recognize and address the causes and effects of learning difficulties.

- The establishment of a sub-committee to assist the governing structure as it progressively phases in an inclusive approach.
- Establishing an institutional philosophy and vision of equality and inclusion that is actively advocated.
- Establishing a range of institution-based services that are co-coordinated across and among the district support team and the institution support team.
- Establishing partnerships with parents in the planning and implementation of inclusive strategies.
- Establishing an inclusion committee at the site of learning which collects information on inclusion, organizes information sessions and establishes an institutional plan which sets goals for inclusion, and
- Establishing a barrier-free site of learning that is accessible in terms of buildings, grounds, curricula, assessment, support systems and medium of instruction and communication.

The South African Schools Act, 1996 specifies different requirements for governing bodies of public schools for learners with special education needs. It requires the representation on the governing body of a public school for learners with special education needs, of a member or members of the following categories: parents of learners at the school, if reasonably practicable; educators at the school; members

of staff at the school who are not educators; learners attending the eighth grade or higher, if reasonably practicable; representatives of sponsoring bodies, if applicable; representatives of organisations of parents of learners with special education needs, if applicable; representatives of organisations of disabled persons, if applicable; disabled persons, if applicable; and; experts in appropriate fields of special needs education (Section 24(1)). Inclusive education should in no way be seen as a continuation of past discriminatory practices of the exclusion and marginalization of learners with "special education needs". Rather, this approach should be understood as a recognition that these learners are part of an inclusive learning system that requires ongoing and intensive support and intervention in special schools or settings that have the resources for such purposes (SASA, 1996).

Curricula are the most important contribution to learning difficulties whether they are in special or regular (mainstream) schools. These learning difficulties may arise from within the various interlocking parts of the curriculum, such as the content of learning programmes, the language and medium of teaching and learning, the management and organisation of classrooms, teaching style and pace, time-frames for completion of curricula, the materials and equipment that are available, and assessment methods and techniques.

Learning difficulties and exclusion may arise from the physical and psychosocial environment within which learning occurs (Dean, 1987).

The Ministry is committed to the goal of the holistic development of all sites of learning to ensure that an inclusive and supportive learning environment is developed. Public educational institutions should develop a vision of equality and inclusion and should accommodate a diversity of learners and promote social inclusion, and strategies should be pursued to achieve this goal. These should include the transformation of the physical environment such as buildings and grounds, the creation of an inclusive psychosocial philosophy and culture, the transformation of organisational structures and procedures, the development of technical support systems, and the development of all human resources including learners, staff, parents, management and governing bodies.

The Culture of Learning, Teaching and Service (COLTS) campaign was launched by the Ministry in 1996 to win the commitment of all South Africans behind building a just, equitable and high quality education and training system for all persons and to establish an education and training system on the basis of a culture of disciplined commitment to learning, teaching and service. The COLTS campaign was to include the development and articulation of a culture of

learning, teaching and service, which respected diversity and promoted social inclusion.

One particular aspect of the development of sites of learning that needed urgent attention was the creation of barrier-free physical environments. It was obvious that the manner in which the physical environment such as buildings and grounds was developed and organised contributed to the level of independence and equality that people with disabilities enjoyed. The physical environment of most ordinary public sites of learning were not barrier free and even where they were, accessibility was often achieved on an *ad hoc* basis. The White Paper on the Integrated National Disability Strategy (1997) recommended mechanisms that could be put in place to create a barrier free society. The White Paper also recognised the central role of the National Environmental Accessibility Programme (NEAP) in addressing physical barriers to learning. The cost of accessibility is often cited as a reason for the lack of a barrier-free environment, yet the NEAP has calculated that it generally does not add more than 0,2% to the overall cost of development if accessibility is incorporated into regional, town and building design (White Paper, 1997).

Space and costs norms for buildings, including grounds were to focus on the design and construction of new education buildings as well as the renovation of existing buildings.

The Health Promoting Schools concept is a global World Health Organisation initiative that offers a holistic, preventative and promotive approach to addressing learning difficulties (Consultative Paper No. 1999). In this regard the concept of health is understood in its broadest sense and includes our physical, psychological, social, spiritual and environmental wellbeing. This approach encourages multi-sectoral co-operation to address the full spectrum of health needs. The health promoting initiative includes a range of strategies, which focus on the development of health promoting policies such as:

- Developing safe and supportive learning and teaching environments.
- Building partnerships with local communities.
- Developing comprehensive health and life skills education programs, and
- Establishing support services which provide preventative, curative and rehabilitative interventions to achieve well-being.

The outcomes-based curriculum which is being phased in for general and further education and training, brand named Curriculum 2005, reflects a learner-centred approach. This has many advantages for learners who experience learning difficulties and exclusion. The principle of flexibility within the curriculum also contributes to meeting a diverse range of needs.

This approach:

- Allows learners to make progress through the learning programmes at their own pace and style.
- Credits learners' achievements at every level, irrespective of the pathway they follow and the rate at which they may acquire the necessary competence.
- Allows learners to demonstrate their competence in the manner that is most appropriate to their abilities.
- Allows the use of multi-dimensional assessment methods to be used.
- Measures progress against previous achievements and not against those of other learners, and
- Places emphasis on learners progressing and experiencing success.

Within this context, the Ministry has taken the view that separate curricula should not be developed for learners who experience learning

difficulties. Learning outcome statements such as those for Grades R-9 will therefore have application to all learning and all learners.

However, the Ministry recognises that learning programmes and materials should be customised to accommodate differences in sensory modalities, learning styles and rates of learning. Outcomes and range statements should also be adapted and refined to accommodate the needs of some learners with severe intellectual disabilities.

Educator training and orientation to Curriculum 2005 should emphasise that all educators should take responsibility to provide for the full range of diversity in the learner population and provide educators with programmes to increase their confidence and competencies to offer inclusive education and training. In this regard expertise available in public schools for learners with special education needs, among education support personnel and within other education and training institutions should be drawn upon and be used optimally.

Until now the subject area Guidance has included some aspects of life skills education that relate in particular to personal, interpersonal, vocational and educational development. Guidance teachers have been primarily responsible for developing and offering these learning programmes. The Ministry appreciates the importance of life skills education and accepts that it should be infused across the curriculum in

all learning areas. This means that all educators should develop the competencies to offer life skills education

Life skills education should include education about disabilities and other matters relating to diverse learning needs. The development of positive attitudes and accepting and valuing diversity should be another important part of life skills education. In the light of these observations the Ministry took the view that the development of learning programmes and materials for life skills education should be undertaken by appropriately trained personnel. Educators who have been trained in Guidance should undergo appropriate orientation and training to ensure a more comprehensive approach to life skills education. The training of educators with specialised competencies in life skills education will also require attention, so that, over time, every site of learning is able to offer appropriate programmes in life skills education. The long-term goal should be to train all educators to facilitate life skills education. Furthermore, to ensure a holistic, integrated, and comprehensive approach, which involves education support personnel and relevant NGO's such as the Disabled People's Organisation (DPO), a multi-disciplinary and inter-sectoral approach should be taken.

The Ministry acknowledges that the medium of learning and teaching contributed significantly to learning difficulties and exclusion, and that this affects the access to and success within learning of many learners, including the deaf and blind and those who learn through a language which is not their home language.

Our Constitution determines that the Pan South African Language Board "must promote and create conditions for the development and use of sign language"(Section 6(5) (a) (iii)). The Language in Education Policy (1997) also affirms the individual's right to be educated in the official language of his or her choice, including sign language, where this is reasonably practicable. In its report, the NCSNET/NCESS showed that the majority of members of the deaf community do not gain access to the curriculum at school and other institutions of learning through their first language, Sign Language. This is despite many of them learning at schools for deaf learners. This is mainly because most of the educators have not been equipped to adequately facilitate learning through the medium of Sign Language. Some of the educators are able to use Signed Exact English that is not Sign Language. International trends and developments in deaf education in our country support the achievement of bilingualism and bi-culturalism. In this approach deaf learners are taught South African Sign Language (SASL) as a first language, which is the basis for the acquisition of a second spoken or written language. Bilingualism is also seen as important for the promotion of equality and the social

inclusion of the deaf in our society (Language in Education Policy 1997).

The Language in Education Policy (1997) includes SASL as a medium of instruction. In this regard the Ministry accepts that Sign Language medium learning sites should have the same standing as other medium educational institutions such as Afrikaans or Zulu medium institutions. The Ministry recognises that while Sign Language is a first language to the deaf, the hearing community should also have access to it as a second or additional language so that sign language can become part of the language repertoire of our multilingual society. The Ministry will also give attention to how Sign Language can become part of all teachers training.

As for the visually impaired, Braille, which is not a spoken 'language', is the primary means for the blind and some partially sighted learners to gain access to the written word. Braille is also the basic means for a learner who is blind or who has very low vision to acquire literacy skills. It is the means by which such learners can read their own work as well as access general literature. Braille enhances the understanding of the use of punctuation, spelling and the construction of sentences in a way that oral work is unable to do. Learners who are blind or have very low vision should achieve full access to the curriculum. This can

be achieved through teaching literacy through Braille and making available Braille equipment and Braille learning materials.

Many learners are educated through the medium of a language that is not one of their home languages. This is often out of choice but in many instances because no other alternative is available. In this situation learning difficulties are created which are rooted in the curriculum and the philosophy and culture of the institution. These learning difficulties are often not seen as system related, but as learner related, and such learners are often, erroneously, labelled as 'slow' or are referred to special classes for learners with special educational needs.

Access to appropriate materials and equipment is essential for facilitating full access for all learners to the learning process. In this regard teaching and learning materials and assistive devices (e.g. hearing aids) are required by some learners with disabilities and are essential for their full participation in the curriculum.

Teaching and learning materials for classroom use should be evaluated to ensure that the full range of diverse learning needs of all learners is accommodated. The use of modern information and communication technologies is also becoming increasingly important for facilitating

inclusion. Materials may have to be modified or substituted for certain learners such as visually impaired learners.

Access to appropriate and affordable assistive devices is essential for people with disabilities to exercise their rights and responsibilities and to participate as equal citizens in society and learning. Without access to these services, people with disabilities will continue to experience great difficulties in securing their rights to education, employment and to participation in other social and cultural activities. At the same time though, access to assistive devices must be supported by the availability of the necessary accompanying human skills such as teaching and support skills.

2.9 ASSESSMENT TO ADDRESS LEARNING DIFFICULTIES AND EXCLUSION

Assessment procedures have until now been determined by the nature and availability of education support services. Where services were staffed by highly qualified, multi-disciplinary specialist teams, assessment of and provision for those experiencing learning difficulties and exclusion were generally based on complex, individualised and expensive delivery modes. While these delivery modes were freely available to those advantaged under apartheid, the majority of learners in disadvantaged communities, in 'ordinary' or special public schools

and settings, have had limited or no access to this assessment service. The earliest efforts to provide specialised education have established a close link between assessment and placement of learners. Recently, a strong global movement has emerged which supports the view that the main purpose of assessment should be to inform and facilitate effective and efficient teaching and learning and to identify types of support, which are required by learners. The Ministry supports this view and believes that guidelines for assessment and support should be developed within this approach.

It is important to implement assessment and interventions during the early phase of life. It is during the pre-school years that learning difficulties and other severe handicaps are most likely to be identified. Community-based clinics are in the best position to conduct an initial assessment and plan a suitable course of action in conjunction with parents and personnel from various social services such as education. In order to ensure the continuity of such services throughout learning, the Ministry recognises that it is essential that links be established between community-based clinics and other service providers and the education and training system.

Support teams should be involved centrally in identifying 'at risk' learners and addressing learning difficulties.

The education policy on assessment requires that continuous assessment be undertaken with a variety of suitable assessment tools and techniques. It requires, in this regard, that educators should have a sound knowledge of what each technique offers. These techniques include portfolio assessment, observation sheets, journals, tests, project work and assignments. A balanced combination of these techniques should be employed to ascertain achievement of learners as fairly and transparently as possible.

The Ministry accepts that parents and learners should become an integral part of all assessment processes. In this regard parents should have full access to records of their children and not be denied access on the grounds that the reports are intended only for other professionals. Parents and learners should understand their rights in respect of assessment procedures, should be able to make informed decisions and should be empowered to play a more active role in the process of assessment.

2.10 PROMOTING AND ASSURING QUALITY

Quality assurance is important for the development of a responsive curriculum. The primary responsibility for quality assurance rests with educational institutions and international and local experience show that quality is driven primarily from within organisations and

institutions. The management of quality is multi-faceted, involving the setting and management of standards with respect to qualifications, learning, teaching and training, assessment, management and leadership, and educational resourcing. An important aspect of the management of quality is continuous improvement, which should be internalised by staff and institutionalised through institutional strategic planning and policy-making processes. Quality assurance also requires external validation, in accordance with the requirements of the South African Qualifications Authority Act, 1995 (Act No 58 of 1995).

The aim of quality assurance is to achieve quality education.

The Ministry supports the recommendation of the NCSNET/NCESS that in future all education support personnel be supplied by provincial education departments at district level as part of the district-based support team and under equitable conditions of service. Such an approach would ensure that support services are available for the entire learning system and to all learners who may experience learning difficulties rather than only to a minority of public sites of learning.

2.11 TRAINING, DEVELOPMENT AND SUPPORT OF PERSONNEL

An inclusive education and training system which is responsive to diversity will require that considerable resources be directed at the orientation and training of all personnel, especially educators.

Personnel who form part of the education support services of provincial departments of education and other personnel with relevant competencies are important participants in this re-orientation and training programme. In this regard, personnel development programmes should become an integral component of institutional development.

Effective organisation, management and leadership are central to developing educational institutions that are able to accommodate a diverse range of learning needs. In this regard the abilities of education managers to manage and provide appropriate support services to address learning difficulties and exclusion should be greatly enhanced. Accordingly, education managers should participate in ongoing professional development programmes, which will assist them to develop the management and leadership skills, which are essential to accommodating diversity and addressing learning difficulties and exclusion.

2.12 CONCLUSION

This chapter on literature review has discussed the nature and complexities of inclusive education, the education policies, and the essentials of provision for learners with special needs.

The impact of inclusion on learner achievement, especially that on special needs learners in Black schools would require carefully designed studies that take a range of factors into consideration, including language, culture, teacher-pupil ratio, and cost. Wong (1996) says that it would be delusional to think that we can successfully attain inclusion as an ideal overnight.

CHAPTER THREE : RESEARCH METHOD

3.1 INTRODUCTION

The present study employed the survey method to examine the impact of inclusive education in rural and township primary schools. The study is a cross-sectional survey where questionnaire-based data, both qualitative and quantitative, were gathered in a real-life setting. The data lend themselves to basic descriptive statistics to analyze the gathered data.

Data were gathered by means of questionnaires. Questionnaires are popularly used by researchers to gather such information from respondents as their behaviours, knowledge, opinions, beliefs and attitudes (Heiman, 1995).

In order to maintain ethical standards throughout the research, the following guidelines were adhered to:

- Participants were informed about the study, and that their participation was voluntary.
- Caution was exercised that no participant suffered any distress during data gathering.
- The researcher did not in any way take advantage of the participants.

- All participants were treated with respect and concern for their well-being.
- Respondents were assured that all information gathered for the study was for research purposes only.
- Confidentiality was maintained throughout.

Permission to conduct the research was obtained from the Department of Education. A letter requesting permission from the schools was also obtained. The school principals were briefed about the random selection of teachers and the number of teachers that were to be included in the study. The selected teachers were gathered and addressed briefly about the study and were thanked for their willingness to participate in the study.

3.2 THE POPULATION AND SAMPLE

The population from which the sample was drawn consists of all the primary school educators in KwaZulu-Natal. From the population a total of 100 primary school educators (teachers) were randomly selected as follows: a list of all the primary schools in the eight educational regions of KwaZulu-Natal was obtained from the Department of Education. From these, two regions were randomly selected. The selected regions were the Ulundi Region and the South Durban Region. Five predominantly Black primary schools were then selected randomly from each of the two regions, yielding a total of 10 schools.

From each of the 10 schools a total of 10 grade one teachers were randomly selected. This yielded a total of 50 randomly selected teachers from the Ulundi Region and 50 from the South Durban Region, giving a total of 100 randomly selected teachers who comprised the research sample.

Table 1 shows the characteristics of the combined sample. There were 6% males and 4% females aged 23-26 years, 12% males and 6% females aged 27-30 years, and 27% males and 45% females over the age of 30 years.

Table 1: Gender and age of the respondents (N=100)

Age range	Male (N=45)	Female (N=55)	Total (N=100)
23-26 years	6	4	10
27-30 years	12	6	18
31 years and over	27	45	72

Table 2 shows the marital status of the respondents.

Table 2: Marital status of the respondents (N=100)

Marital Status	%
Never married	51
Married	42
Divorced	2
Widowed	2
No response	3

The majority (51%) of the respondents were never married, 42% were married, 2% were divorced, 2% widowed, and 3% did not indicate their marital status.

Table 3 shows the highest qualifications of the respondents. The majority (66%) held a teaching diploma. Nine percent of the sample had a teaching certificate, 16% had a degree, and 9% had a post-graduate qualification.

Table 3: Highest qualification of the respondents (N=100)

Highest qualification	%
Below Grade 12	0
Teaching Certificate	9
Teaching Diploma	66
Degree	16
Post-graduate qualification	9

According to the grade of the schools, (Table 4), 57% of the teachers were teaching in post level 1 schools, 19% in post level 2 schools, 12% in post level 3 schools, and 10% in post level 4 schools.

Table 4: Respondents and the grade level of the schools (N=100)

Post level	%
Post level 1	57
Post level 2	19
Post level 3	12
Post level 4	10
No response	2

Table 5 indicates the permanent residential areas of the respondents.

Table 5: Permanent residential area of the respondents (N=100)

Residential area	%
Urban	31
Peri-urban	24
Rural	39
No response	6

3.3 RESEARCH INSTRUMENT

Data for the research was gathered by means of a questionnaire (Appendix A) which was compiled and administered by the researcher. Each questionnaire took approximately 30 minutes to complete, and contained both close-ended and open-ended items. The purpose of the latter items was to afford respondents the opportunity to clarify their responses. They also permitted respondents to provide detailed responses and allowed the expression of specific attitudes. The questionnaires were anonymously completed and collected by the researcher on an agreed-upon date.

CHAPTER FOUR : RESULTS

4.1 INTRODUCTION.

A total of 100 questionnaires were analyzed statistically with the use of a hand-held scientific calculator.

Although the sample comprised rural and urban school teachers, the study does not examine any differences in responses that might exist between the two regions as this would be beyond the scope of this research.

In those few instances where an analysis yielded a fraction of a percentage, it was transformed to the nearest whole percentage.

Technical editing of educators' responses to the open-ended items of the questionnaire was kept to a minimum throughout.

The analyses revealed the following:

4.2 EDUCATORS' KNOWLEDGE ABOUT INCLUSIVE EDUCATION

Figure 1: The level of optimism/pessimism and teaching style

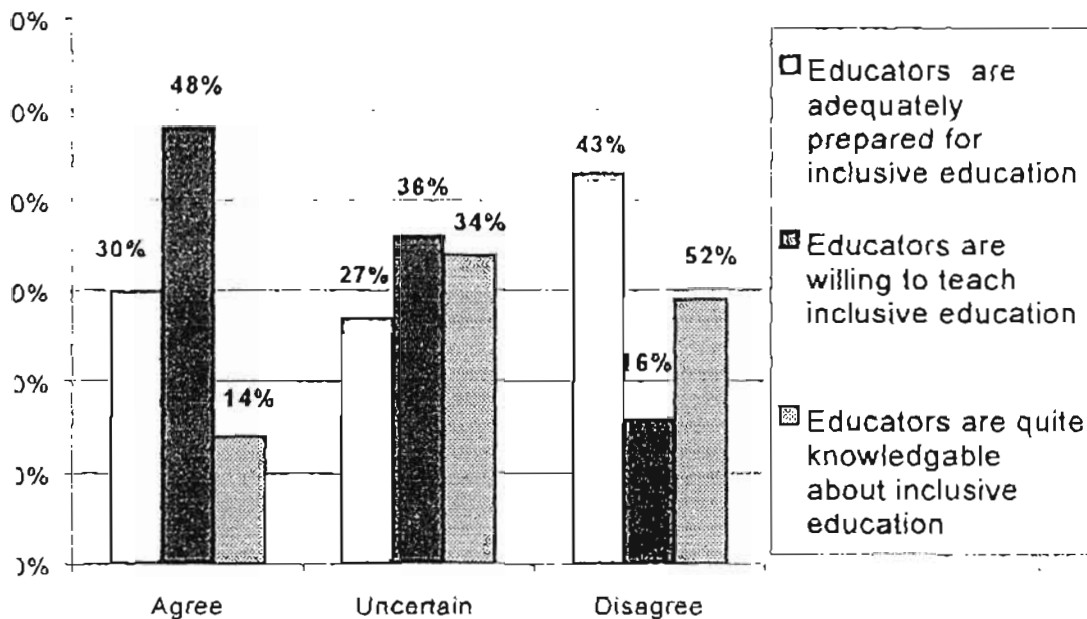


Figure 1 illustrates the knowledge of educators about inclusive education. Only 30% of the respondents felt that educators were adequately prepared for inclusive education. Twenty-seven percent felt that educators were uncertain, and 43% felt that educators were unprepared. Forty-eight percent of the respondents felt that educators were willing to teach in inclusive education. Thirty-six percent were uncertain, and 16% felt that educators were not willing to teach in inclusive education. Only 14% felt that educators were quite knowledgeable about inclusive education, 52% felt the opposite, and 34% were uncertain.

Figure 2: Disabled learners in the class

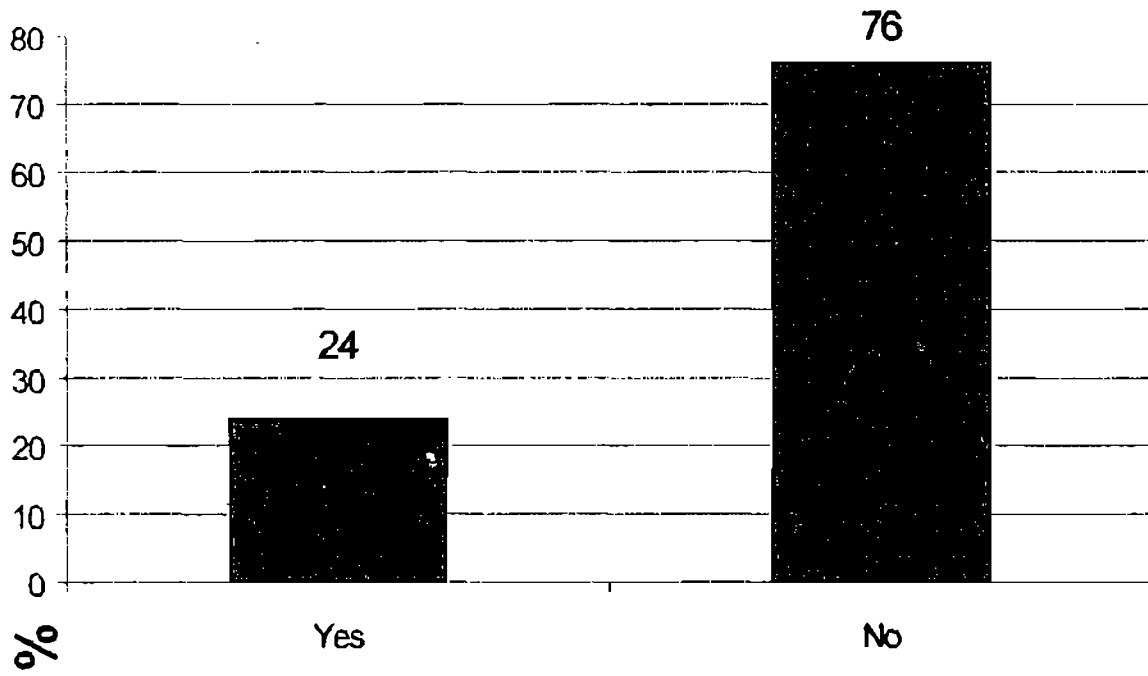


Figure 2 illustrates the number of disabled learners in the classroom. Twenty-four percent of the respondents stated that they had disabled learners in their class. 76% had none.

4.3 MANNER IN WHICH LEARNERS RELATE TO DISABLED LEARNERS IN THE CLASSROOM

Open-ended responses of some of the educators that had disabled learners in their classes are listed hereunder:

- Since disability varies, there are no problems in those learners relating with others.
- Sometimes learners do not accept the disabled learners, which cause them to feel incapable.
- They pass bad remarks about the disabled. They are relating well although they sometimes tease them.
- They are just accepting him for he is above them in age and size, thus the younger-ones are afraid of him.
- It is difficult because they make jokes out of them.
- They are relating with the disabled learners very well because they know them and they know the problem they have.
- Other learners laugh at her.
- In the school learners like to work together with disabled learner.
- The relationship is very healthy.
- Firstly, when the year begins they tend to laugh him but I discipline them and they get used to that learner.
- They communicate well with them. Their relations are good.
- They regard them as part of the group and compete freely with them.
- They treat her normally without any discrimination.



Figure 3 shows how the subjects responded to the question that asked whether their techniques for teaching the disabled were different from those for the non-disabled

Figure 3: Teaching techniques used by educators for the disabled and non-disabled.

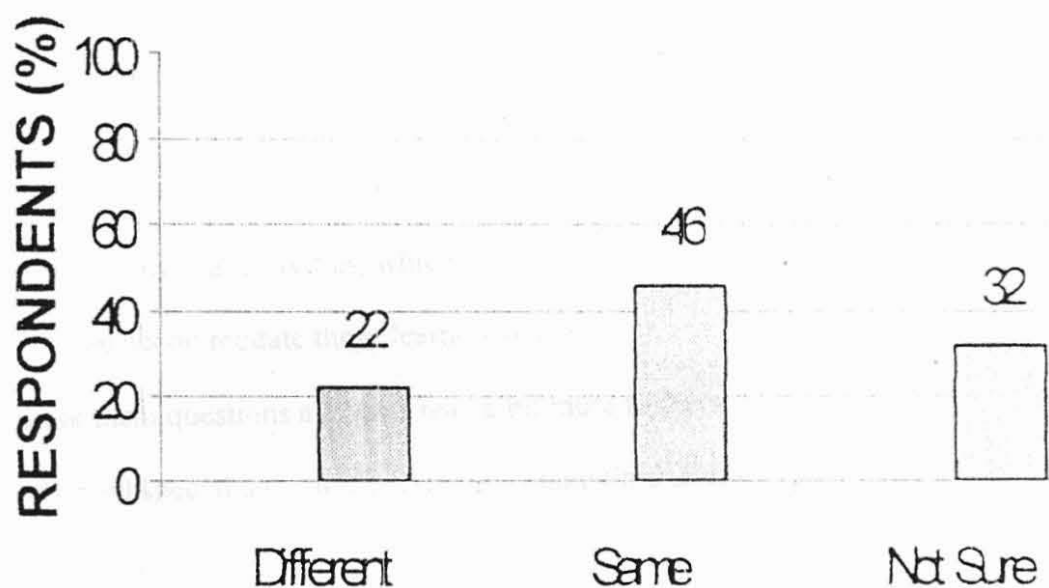


Figure 3 shows that 10% of educators use different teaching techniques for disabled and non-disabled learners. Twenty-six percent used the same technique for both, and 32% of the educators were not sure.

4.4 REASONS FOR THE DIFFERENCE / SIMILARITY IN TEACHING TECHNIQUE

Some of the reasons included the following:

- It could not be the same, for instance, a child who is shortsighted cannot be handled the same as normal sighted learner for skills, knowledge and attitudes.
- The learner has thumbs only. He needs extra time for written activities. To lift object is a problem to him. He must be helped when trying to do that.
- There are some physical activities, which these learners fail to cope with.
- It is difficult to accommodate those learners who have hearing problems, so I have to ask them questions a lot and read a bit more to them.
- These kids need special attention because they take time to absorb what they have been taught.
- Disabled learners need individual attention and time. Though time is limited the teacher must “take care”.
- Time-factor does not allow teaching them differently.
- It is different because she demands so much attention than other children. I raise my voice when I talk to her.
- I am not using different teaching style because that may be discrimination to a disabled learner.
- They are treated alike and we prepare them for reality in life where they will inevitably compete in the working environment.
- In our districts we were trained to teach a normal child in a normal situation.

- Their disability does not discriminate them with the other learners. There are a few things that make them different, otherwise their disability does not demand much of attention. Other learners help them when they need advice.
- Because his mental ability is not affected, he can think abstractly like the other learners.
- Because the style of teaching I use in the class takes into account both disabled and normal learners.
- I am not using different teaching style because that may be discrimination against a disabled learner.
- Because they have general mental capability but it's just that they are physically disabled but not severely.
- Because the disabled child is not different from those who are non-disabled but the problem is within his body not the mind.
- It is the same, but the difference lies when they are writing something from the board, they can't see clearly on the board. So I have to write on the papers and give them the work.
- Their disability does not discriminate them with the other learners. There are a few things that make them different otherwise their disability does not demand much of attention. Other learners help them when need arises.
- Because his mental ability is not affected, he can think abstractly like the other learners.

4.5 DIFFICULTIES EXPERIENCED BY EDUCATORS IN TEACHING DISABLED LEARNERS

Responses of educators about difficulties experienced in teaching disabled children included the following:

- They need more time to do the work.
- The difficulty is when you assume that he had understood but only to find that what he wrote down what he learnt is very poor.
- The learners used to laugh at the disabled learner and I find it difficult to make them understand the disabled learner.
- Sometimes their classmates marginalize them and I have to intervene.
- The difficulty is that you have to prepare for them the work on the paper while the work for the normal learners is on the board.
- I experience difficulties even with normal children since their abilities are sometimes also different.
- They need more time to complete their work.

4.6 APPROPRIATE QUALIFICATION FOR TEACHING DISABLED LEARNERS

Responses of educators about what they considered appropriate qualification for teaching disabled children included the following:

- You may start by having a Diploma of dealing with these learners (school) and you may further your studies in Senior Degree where you be able to learn relevant skills.
- The Department needs to organize a workshop to prepare the teacher teach disabled children.
- In-service training.
- M+3 and have course in Psychology.
- A certificate indicating one has been trained on how these children are taught, above all, love, knowledge and skills as well as attitudes towards their learning.
- Remedial training is needed.
- Acquire skills and knowledge of educating both normal and disabled learners.
- Diploma in Remedial Education.
- Diploma in Special education.
- Special training is needed.
- Relevant diploma or degree.
- One would, in one's studies include e.g. a diploma, dealing with how disabled learners would be handled and methodologies to be utilized.
- Teachers' qualification with Psychology-for children with special needs
- Diploma or degree for disabled learners.
- I think the teacher needs to be taught first how to deal with learners having difficulties or disabilities.
- I think educators should be equipped with the skills of teaching a child who has special needs.

- No appropriate qualification, what is needed is the love for these children and workshops to equip the educators with necessary skills and motivation. Every teacher can teach the disabled child.
- One has to obtain knowledge on how to teach a child with special needs.
- Educators should have knowledge about these children. They should do courses about disabled children (LSEN).
- Psychology and remedial education should be considered when teaching these kids.
- The teaching style must be consistent with the one used with non-disabled learners. In-service training is needed.
- Teacher's diploma with specialization on special needs is an appropriate qualification. Or the present diplomas are supplemented with some training.
- Training should be relevant. On the job training could be implemented to empower educators to know their learners and their needs.
- After a Diploma or Teaching Degree a special Diploma or certificate should be given. Like in a Medical profession. You undergo full medical course thereafter specialization.

4.7 EDUCATORS' FEELINGS ABOUT HAVING DISABLED LEARNERS IN THE CLASSROOM

Responses of educators to how they felt about teaching disabled children included the following:

- Being an educator is difficult since during our training as a teacher, you were not taught on dealing with these learners, not given enough strategies to accommodate them.
- Not comfortable.
- It is not a fright but instead is a challenge.
- I think it is challenging and very much interesting.
- I feel contented although I lack methods and skills to assist them to learn effectively.
- The child should attend special schools.
- Feel good, nothing different.
- It's a gift and a big challenge because you are a shepherd therefore you must treat all of them equally and make up your mind always because they are sensitive.
- To me, it's a challenge, for I have to work hard in finding means to aid him. It motivates me to read more in order to be equipped for handling disabled children.
- I feel depressed because these pupils need more time to spend with them, at the same time I have to attend to the class.
- Comfortable.

- I don't have a problem as an educator because I manage to involve these learners in my lessons.
- I feel it as a challenge for I have to be for all as it is in the constitution of our country as a basic right for all to learn.
- I feel pity and sympathy.
- I would feel frustrated but sympathetic for that child. The motive behind my feelings is that other children in my class would not understand that he/she should be treated as a normal person and I feel this child should be allocated in a special school.
- I will take it as a challenge and accept them.
- It is challenging. But it will help me in order to face teaching career it won't bother me, we can't discriminate our disabled children. They are part of our blossoming generation.
- A disabled child is like any other normal child. One must not let the children feel that they are unlike other children, though the degree of disability sometimes counts in some cases, e.g. in the case of physical education.
- I would always feel guilty because I am not able to give the extra attention and care since I am teaching in overcrowded classroom. I always feel that I am not doing enough justice to them.
- It is not fair, for the child to keep him in my class, whereas I cannot meet his needs.
- I would not like having a disabled among the abled because it will be inconvenient for the disabled child to cope with the abled ones.
- I feel it places a lot of challenges to the teacher to have such a child because she or he must be treated equally and fairly.

- I would feel uncomfortable as other learners will not treat him or her as an ordinary person. He cannot cope with the learning situation.
- It may feel so sad.
- I don't feel very well because I have to pay more attention to him/her.
- It is challenging because I have to protect her from being vulnerable from non-disabled learners so that she will not be demoralized in any form.
- I feel sympathetic.
- I don't have any problem as long as they are positive and communicate well with classmates.
- I am not complaining.
- From those we have, to me they are just like the other learners – sometimes they forget their disability-some of them are more naughty than the normal learners.
- Due to shortage of finances parents have no alternative but to bring learners with disabilities to normal school.

4.8 EDUCATORS' VIEWS ABOUT WHERE DISABLED LEARNERS WOULD COPE BETTER

Table 7 indicates teachers' opinions about where disabled children were likely to cope better.

Table 7: Institutions where disabled learners would cope better

INSTITUTION	%
Mainstream schools	14
Special schools	76
Day-care centers	10

The large majority (76%) of the respondents said that disabled children would cope better in special schools. Only 10% felt that these children could cope better in the mainstream. Ten percent chose day-care centres.

4.9 DIFFICULTIES IN COPING IN THE MAINSTREAM

Figure 4: Appropriate placement of disabled children

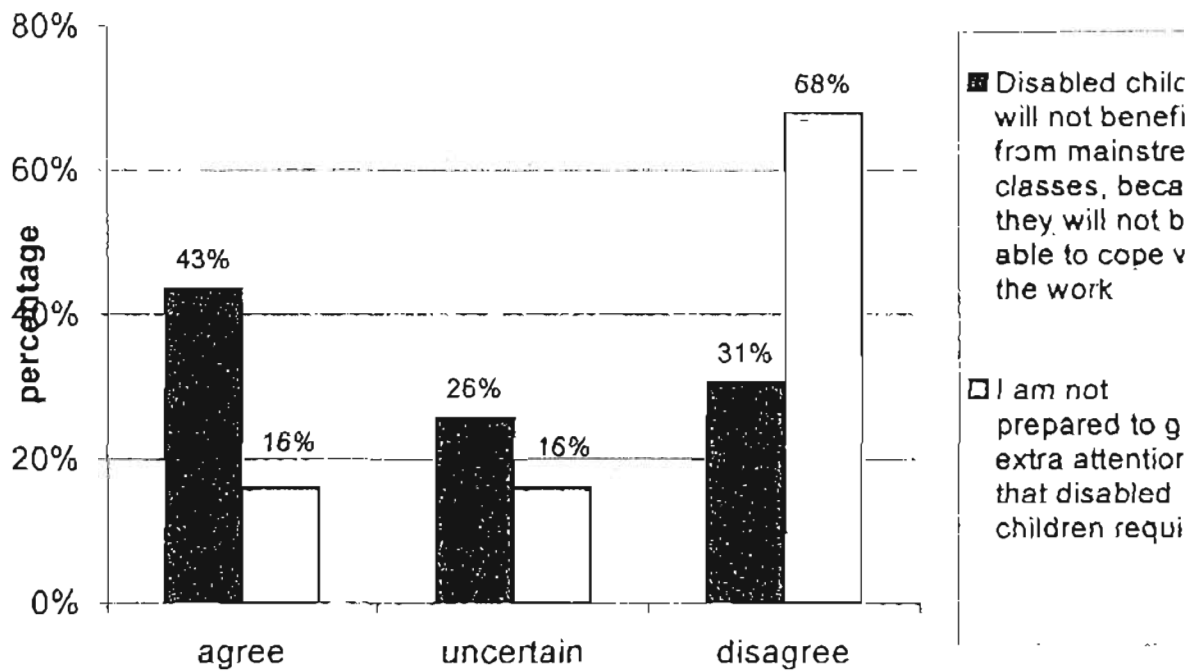


Figure 4 illustrates different views of respondents about the placement of disabled children in mainstream schools. The figure shows that 43% of the respondents agreed that disabled children will not benefit from mainstream classes, as they will be unable to cope with the pressure, 26% were uncertain and 31% disagreed with the statement. Furthermore, 16% of the respondents agreed that disabled children needed extra attention which they (the teachers) were not prepared give, and 16% were uncertain. Sixty-eight percent of the respondents disagreed with the statement about not being prepared to give extra attention.

Table 8: Willing but feel incompetent to teach a disabled child

RESPONSE	%
True	65
False	30
No response	5

Table 8 shows that the majority (65%) of teachers would like to teach disabled children but felt incompetent. Thirty-percent were unwilling to teach disabled children.

Table 9: Need to know more about inclusive education before deciding to teach in it

RESPONSE	%
Yes	97
No	3

Table 9 shows that the large majority (97%) of educators wished to know more about inclusive education before deciding to teach in it.

Table 10: Disinterest and need for knowledge about inclusive education

RESPONSE	%
Yes	2
No	92
No response	6

Table 10 shows that only 2% of the sample of teachers were not interested in, and did not want to know more about inclusive education. The majority (92%) were interested in, and wanted to know more about inclusive education. Six percent of the sample indicated no response.

Table 11: Educators' preferences for teaching and learning

RESPONSE	%
Inclusive education	75
Traditional approach	21
No response	4

Table 11 illustrates that 75% of the respondents preferred to be engaged in inclusive education, and 21% of the respondents preferred the traditional approach. Four percent indicated no response.

Some of the educators' reasons for their responses analyzed in Table 11 included the following:

- Special schools show some degree of discrimination / segregation, which is sometimes discouraging to the disabled individuals. It is worse to those with less disability.
- It makes learners to acquire the knowledge on their own, it is also learner centered and the disabled child will learn to communicate with those who are normal without discrimination.
- I prefer it compared to the traditional approach, which makes learners parrots.
- This will help to minimize the gap between the disabled and the other learners.
- As facilities and funds are inadequate, I think this approach (mainstream) can be used although it needs thorough preparation.
- If they are taught separately they do not fit well in the community as they become adults.
- It gives the learner the opportunity to discover things for him or herself.
- It has the potential to reduce fear and to build friendship, respect and understanding. It facilitates familiarity and tolerance thus reducing rejection. It has wide-reaching benefits for children with or without disabilities.
- It is learner centered. Creates democracy in the class. Caters for all learners regardless of their disabilities.
- Inclusive education is new and very relevant to OBE.
- So that disabled learners can learn to mix with other people. They do have their world to live all alone.
- The disabled children felt excluded from the community when placed in a special school; it is better if they are combined with other children.

- It is fruitless to isolate them from others as if they will live their lives in the world where there are people who are all disabled. This gives them the experiences of testing the reality within the school situation.
- Inclusive education will make the disabled child part and parcel of the community.
- It is adventure to me, so I would like to explore to the limit. I think this method will empower learners even more than traditional approach.
- I prefer inclusive education because traditional approach may be difficult because there are different learners and traditions.
- The second one (traditional approach) was used in the olden days.
- In this type of education all learners feel free to participate and voice out his or her opinion.
- We must not classify learners according to their ability and disability because at the end of it all we are building one nation.
- A traditional approach caters for the needs of the disabled child by putting them in special school with their special educators. Normal children in normal schools.
- Given the teacher pupil ratio in our schools and the lack of knowledge about inclusive education it is not easy for educators to cater for disabled learner needs.
- I think in our days we need to be dynamic as never before.
- The disabled children need special attention; therefore they cannot be mixed with normal children. They must be taught in special school.

- Everyone should be free to learn where he/she wants to, learners with disabilities end up being labeled because of special schools or institutions they are put into.
- Because I was trained for the traditional approach.
- Because I feel the child will be motivated to learn and disability does not mean inability. When one is well equipped on teaching that learner, he can learn.
- Because we lack expertise in remedial education.
- Learners become active and their talents are easily recognizable, they can express their views openly and freely.
- Because it means I will pay more attention to the disabled learners.
- Inclusive education acknowledges and respects differences in learners. It enables education structures, systems and learning methodologies to meet the needs of all learners.
- Because it gives the educator adequate time to deal with each learner's individual needs. It is easier to single out children with similar problems in the traditional approach than the inclusive approach.
- Because if we use the traditional approach whereby the disabled learners were taught separately we would be discriminating them against other normal learners.
- It is because I do not know anything about inclusive education. Maybe I can change my mind after I get orientation about inclusive education.
- To help disabled children to be accepted and be treated as normal persons.
- Because I am not clear about inclusive education and I need more information about this system of education.

- Because inclusive education involves all kinds of practices that are good teaching alternatives.
- Disabled cannot cope with ordinary children.
- It gives everybody a chance of understanding one another. No one is going to be discriminated in the above (inclusive education) system.
- For learners could be disabled differently, e.g. being short sighted. This does not actually need teachers' skills on disabled only but his love for learners and knows how to help such child.
- South Africa is a democratic country, freedom and equality are the cornerstones of democracy, and so they should feel free and equal to able learners.
- Since our constitution stresses that everyone has a right not to be unfairly discriminated from gender, sex act. Even educational. It helps learners to feel that they are the same. No one better than others. I think the inclusive is better teaching.
- It is because this kind of education enables the educator to evaluate all type of learner with different needs. It enables the learner with special needs to mix with normal learners, in this way the former learner will/can acquire skills from the latter learners.

Table 12: Effectiveness of inclusive education for mild-to-moderate disabilities

RESPONSE	%
Yes	81
No	11
No response	8

Table 12 shows that 81% of the respondents were confident that inclusive education would benefit learners with mild-to-moderate disabilities. Only 11% felt otherwise, and 8% chose not to respond.

4.10 EDUCATORS' ADJUSTMENTS TO INCLUSIVE EDUCATION

Educators' responses to how they adjusted to inclusive education included the following:

- It will help educators to learn to accommodate people from all walks of life.
- It is not easy to adapt yourself to a new thing but it needs a lot of dedication.
- It demands much dedication and ability to work towards teaching as a calling rather than profession.
- A teacher can adjust him/herself by learning and willing to allow transformation in our education.
- Educators need to adjust themselves for change; we need to help the majority of disabled children who are not at school.

- Through workshops, training.
- I think we must accept the change and be willing to accept any disabled child placed in your class, provided the department has prepared us for inclusive education.
- I'm trying by all means to find myself adjusting by using different methods of teaching strategies to accommodate all learners.
- I think if we can have workshops on inclusive education our adjusting to it can be easy and smooth but there are challenges of course.
- We need workshops so that we can adjust ourselves.
- It is not easy but as teachers we need to adapt ourselves to changes.
- It is difficult because these children need to be in special schools, where they will find teachers specially trained for their needs.
- Can cope if we have love and skill in teaching these children.
- It is a very difficult yet interesting practice.
- Though it is new we will get used to it as time goes on. Adjusting to inclusive education will be difficult and it may lead to confusion.
- I find it hard since I have never worked with disabled children.
- The ratio of teacher to learners in the classrooms must be reviewed for effective learning in inclusive education.
- It will never be easy to adjust to this approach.
- As I am opposite (female) person I think I can adapt myself to change. I am also prepared to learn new things. I take everything as a challenge.
- Adjusting to inclusive education is difficult because we are not used to inclusive education and we have got large classes.

- I may try to find out different ideas from those who are highly educated, and organize some workshops.
- I cannot say anything because I am not clear about inclusive education.
- Difficult.
- It's fine for any educator has to cater for all learners.
- I found it impossible because we are running short of equipment.
- As long as I've got strategies and methods to teach them I won't feel uncomfortable about it.
- It is a little bit difficult because I've no skills of educating a disabled learner. I need to get some skills or relevant.
- I find it challenging and encouraging.
- Extremely impossible as we are not trained for inclusive education.
- As everything changes, so it means we need to adjust ourselves for a change that is taking place in schools, as OBE is implemented.

Table 13: Strengthening or abolishing of special schools

RESPONSE	%
Strengthened	68
Abolished	32

Sixty-eight percent of the respondents stated that special schools should be strengthened whereas 32% stated that special schools should be abolished (Table 13).

4.11 OPINIONS ON THE STRENGTHS AND WEAKNESSES OF INCLUSIVE EDUCATION

Some of the opinions about the strengths and weaknesses of inclusive education were:

- Strengths- children feel equal to their counterparts.
Weaknesses- an educator will sometimes have to use oral and sign language as medium of instruction as well as translate these languages across his/her learners; what a time of consuming process.
- Practice and policy are the strengths and weaknesses (respectively) of inclusive education.
- Strengths- learners all gain more experience.
Weaknesses - shortage of school equipment.

- Strength - (i) Disabled learners can feel acceptable.

Weakness – disabled learners might feel unacceptable.

- The strengths are that it widens the child's knowledge and the weaknesses - the educators are not sufficiently trained.
- Strengths – will cope better in later life.

Weakness – more attention is needed for learners with special needs but most of the educators are not trained for this.

- Strengths – disabled pupils are not classified/isolated.

Weakness – little attention is given to the disabled learners.

- Strengths – expose them in normal learning area and to compete with other learners.

Weakness – it doesn't give proper attention to either any of them.

- Strengths – it is new and relevant to OBE.

Weakness – It is not properly implemented.

- The strength – no disabled children will be isolated in dark backrooms and sheds.

The weakness – schools are not all well resourced humanly and materially.

- Weakness – inclusive education is that the needs of disabled child may be overlooked and they may retard other learners who are normal.

Strengths – it will create confidence to the disabled child, knowing that he/she is the same as other learners.

- Strength: it will help accommodate pupils with learning problems.

Weakness: educators are not well trained for teaching these kids; and lack of classrooms and furniture.

- The strength: the disabled get to see themselves as equal to the non-disabled; and its weakness is that there is not enough time to spend on one learner since the ratio (teacher-pupil) does not allow educators.
- Strengths – it build up confidence.
Weaknesses – demands a lot of time.
- Strengths – learners get the true picture of the world.
Weaknesses – challenges and problems may be too strong to cope with.
- Weakness is that disabled children will find it hard to adjust to a normal classroom situation. A teacher cannot for example teach normal children with the deaf. You can talk and write at the same but cannot talk sign language whilst writing.
- Strengths – disabled learners feel part of society.
Weaknesses – disabled learners feel vulnerable and inferior.
- Strengths – there is no discrimination. All learners (regardless of disability) are equal. They don't feel shame if they learn together. Inclusive education caters for all learners whether they are normal, deaf, dumb, physically handicapped or whatever.
Weakness – educators are not well trained for all types of learners.
- Strengths – children do better academically and socially in integrated settings.
Weakness – implementation and facilities to overcome barriers.
- Strengths – (i) challenges the disabled child or motivates him
(ii) gives the disabled learner a sense of belonging or acceptance.
Weaknesses – it needs training and empowering teachers with

necessary skills, which costs a lot.

Table 14: Educators' abilities to cope teaching in an inclusive class

RESPONSE	%
Yes	44
No	56

Table 14 shows that 44% of the respondents felt that they would be able to cope teaching in an inclusive class, whereas 56% felt otherwise.

4.12 ADDRESSING BARRIERS TO LEARNING AND DEVELOPMENT IN BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM

Table 15 : Addressing barriers to learning and development

RESPONSE	%
Yes	68
No	23
No response	9

Table 15 shows that 68% of the sample of educators believed that the barriers to learning and development should be addressed through implementation in the South African policy on inclusive education. Twenty-three percent believed otherwise. Nine percent indicated no response.

Reasons for their responses included the following:

- Yes, because it equips both educators and learners. No discrimination of anyone.
- Yes, as this will equip educators well to carry out their teaching activity in an inclusive education situation.
- Yes, provided educators are given some sorts of workshops.
- Yes, because that will make effective development in building an inclusive education.
- Yes, so that all children obtain the good education, no one is kept aside because of his disabilities.
- Yes, for there are many young and adult learners who are disabled.
- Yes, so that our education can be transformed easily and can compete with the other countries.
- Yes, because the main purpose of education is to provide unity among learners irrespective of their condition.
- Yes, educators/schools should not discriminate learners with different disabilities. To avoid that, barrier to effective inclusive education such as lack of proper training and implementation of inclusive education should be tackled by our government working together with educators and support staff. Even our school should be built in such a way that it cater for inclusive education. Facilities, furniture, teaching and learning aids must cater for inclusive education for individual. It is expensive, but the government should try.

- There are still many discrepancies and shortcoming in our education system – hence addressing barriers to learning and development in building an inclusive education is essential.
- By addressing barriers and dealing with them properly it will become easy to deal with inclusive education.
- Because if all these barriers are addressed, it will be easy to implement inclusive education.
- It can be implemented but educators need to be well equipped to face the new education system.
- Yes, so that the new approach can develop and be effectively implemented.
- This will help the policy makers to review and adjust it in such a way that it becomes practicable.
- Yes because existing barriers will make the practice of inclusive education impossible.
- No. It will take a lot of time to train teachers already in the field. This policy of inclusive education should be abolished.
- No, it should not be implemented because the government is still failing to fund the education in terms of resources; colleges are being closed therefore there will be shortage of teachers in inclusive education. Most educators are not trained in inclusive education.

4.13 CONCLUSION

This chapter has presented the data that were analyzed. Overall, the respondents appeared to be positive about inclusive education but expressed the need for training and the need to address the barriers to learning and development. A large percentage (56%) of educators felt unable to cope with teaching in an inclusive education class.

CHAPTER FIVE : DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The findings in this study are discussed in this chapter. These are presented and discussed according to the aims and hypotheses of the study.

5.2 LEVEL OF PREPAREDNESS AND WILLINGNESS TO TEACH IN INCLUSIVE EDUCATION

That only 30% of the respondents felt adequately prepared to teach disabled learners in an inclusive environment is a matter of concern for the education authorities. Inclusive education has already become policy, yet 43% of the respondents felt unprepared, and 27% were uncertain as to whether they felt adequately prepared to teach in an inclusive classroom. Although no further analysis of the responses was made, it is possible that those that felt adequately prepared were the more recently qualified teachers who had some exposure to inclusive education teaching techniques.

It is interesting to note that despite the above findings, 40% of the respondents were willing to teach in an inclusive classroom. This might be interpreted as a fair degree of motivation to take up the challenge or interpreted as an expectation that the education authorities would provide further relevant training or workshops. Another explanation of their willingness might be related to job security. This is further borne out by the finding that only 16% of the

educators were not willing to teach in an inclusive classroom, and, although only 14% were quite knowledgeable about inclusive education, yet as many as 40% were willing to teach in it.

The finding that as high as 75% of the respondents had no disabled learners in their class needs to be interpreted with caution as popular estimates (Kirk and Gallagher, 1989; Clarizio and McCoy, 1983) are that learning disabilities alone account for at least 5% of the school-going population. Also, having no disabled learners does not necessarily mean that these respondents had no prior exposure to such learners in their teaching career.

5.3 CLASSROOM INTERACTIONS

Qualitative examination of responses generally suggests that there exists a fairly healthy relationship between the disabled and non-disabled learners in the classroom. This seems to indicate a fair degree of interpersonal tolerance on the part of learners, or successful classroom management.

5.4 CHOICE OF TEACHING TECHNIQUES

Some educators used the same teaching technique for both disabled and non-disabled learners, as they felt in that way they were avoiding discrimination. Others varied their teaching techniques to accommodate mainly those learners who had a physical disability, such as visual handicap.

That only 10% of the respondents used different teaching techniques may be related to the fact that only 30% of the respondents had disabled learners in their classes.

5.5 DIFFICULTIES EXPERIENCED BY EDUCATORS IN TEACHING DISABLED LEARNERS

An examination of the responses of the sample of educators suggests overall that teaching mixed ability learners was time-consuming. This would leave them with little time for other activities and aspects of their work. Perhaps it was for this reason that as many as 52% of them were either not willing to teach in such a class, or were unsure whether they would want to teach in such classes.

5.6 APPROPRIATE QUALIFICATION FOR TEACHING DISABLED LEARNERS

Interestingly, none of the educators felt that the ordinary teaching diploma was sufficient to teach mixed ability learners. There was, however, one subject who felt that there was no appropriate qualification to teach such learners, and whose responses suggested that love, motivation and skills were the vital ingredients for successful teaching.

The majority of respondents indicated the importance of either having a specialized qualification or attending appropriate in-service training or workshops.

5.7 EDUCATORS' FEELINGS ABOUT HAVING DISABLED LEARNERS IN THE CLASSROOM

The sample tended to give mixed responses to the questionnaire item about how they felt having a disabled learner in their class. An examination of the negative responses seemed to suggest that these were related to the physical provisions (e.g., the type of toilets) rather than their (educators') abilities to cater for their classroom needs. There were, however, several subjects who expressed compassion towards these learners, and the view that it was a challenge to have such learners in their class, thereby expressing some degree of optimism.

5.8 APPROPRIATE PLACEMENT AND EDUCATOR INTEREST, KNOWLEDGE AND COMPETENCE

The finding that 76% of the respondents believed that disabled learners would cope better in special schools than in the mainstream suggests a lack of confidence in their abilities to cope with such learners. This finding is consistent with the finding that 69% of the sample stated that these children will not benefit from mainstream placement, or were unsure of where they should be placed.

Although 65% of the educators felt incompetent but were willing to teach mixed ability classes, the large majority (92%) expressed interest in and the need to know more about inclusive education. This high level of motivation, despite expressing various difficulties, is further borne out by the finding that 75% of educators preferred to be engaged in inclusive education, and 81% felt confident that inclusive education would benefit learners with mild-to-moderate difficulties. Educators appear to be willing to adapt to changes, but expressed the need for appropriate training.

Several educators who preferred inclusive education believed that it would help to minimize the gap between the disabled and the abled learners, and, through group activities, it would also give learners the opportunity for self-discovery, thereby reducing fear and building friendship, respect and understanding. It would promote tolerance and reduce rejection.

5.9 EDUCATORS' ADJUSTMENTS TO INCLUSIVE EDUCATION AND VIEWS ABOUT SPECIAL SCHOOLS

The study revealed once more the commitment on the part of most educators to become involved in inclusive education despite the difficulties they faced. However, they again expressed the need for further training and appropriate workshops.

With regard to strengthening or abolishing of special schools 68% of the sample were in favour of the former, and 32% of the latter. This is consistent with the finding that 76% of the respondents showed a preference for placement of disabled learners in special schools, and the finding that 69% expressed the view that these learners will either not benefit from mainstream classes or admitted that they (the educators) were unsure whether the learners would benefit in the mainstream or not.

5.10 OPINIONS ON THE STRENGTHS AND WEAKNESSES OF INCLUSIVE EDUCATION

Most respondents felt that placement in special schools would isolate learners from their more abled peers, although such schools were better resourced than mainstream schools. The general feeling appeared to be one of support for inclusive education, thereby further supporting their willingness to engage themselves in inclusive education.

5.11 BARRIERS TO LEARNING AND DEVELOPMENT IN BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM

Of the respondents 68% believed that there were barriers to learning and development in building an inclusive education and training system and that these should be incorporated in the policy on

inclusive education. The explanations given for this ranged from lack of appropriate support teams at schools whereby teachers might become better equipped with the necessary knowledge, to lack of sound provision for establishing an equal education for all learners, regardless of their ability levels. These responses supported the finding that a high percentage (92%) of educators were interested in and keen to know more about inclusive education; and the finding that 65% of them were keen to teach in an inclusive class, but incompetent.

5.12 CONCLUSION

Overall the findings appear to indicate that educators were supportive of inclusive education. The reasons for this are:

- educators were largely sensitive to the needs of both disabled and abled learners.
- educators were willing to teach disabled learners but felt incompetent.
- educators were interested in and wanted to know more about inclusive education.

CHAPTER SIX : SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 SUMMARY

The study investigated educators' readiness for the management of inclusive education in rural primary schools. It set out two aims:

1. To determine primary school educators' level of knowledge about inclusive education.
2. To determine the attitude of primary school educators towards inclusive education.

Two hypotheses guided the study:

1. Educators in rural and township primary schools are unable to meet the intellectual and socio-emotional needs of disabled learners. This hypothesis was confirmed, supported mainly by the finding that 97% of the sample indicated that they needed to know more about inclusive education before deciding to teach in it, and the finding that 65% said that they would like to teach in it, but felt incompetent.
2. Educators in rural and township primary schools have a negative attitude towards inclusive education. This hypothesis was rejected. The attitude of the educators was largely positive, supported by the following findings:

75% of educators preferred to be engaged in inclusive education; 81% were confident that inclusive education would benefit learners with mild-to-moderate disabilities; only 2% was not interested in, and did not wish to know more about inclusive education; only 16% was not prepared to give extra attention that disabled children required; and 81% percent were confident that inclusive education would benefit learners with mild-to-moderate disabilities.

6.2 CONCLUSION

Although the study has succeeded in reaching its aims, attention is drawn to the following:

The findings are based on data gathered from grade one educators teaching in primary schools only. The schools were all predominantly Black, and located in rural or township areas. Hence the findings cannot be generalized to include teachers in secondary schools or to all primary schools for that matter.

It is likely that some respondents gave socially desirable responses. This was not controlled in the study to any appreciable extent.

The sample comprised 90% who were 27 years and older. Only 10% of the sample was younger than 27 years. The responses, and hence the findings, are more representative of the former age group than the latter.

RESERVE REQUEST- EDMINSON LIBRARY
EDGEWOOD CAMPUS

TITLE: The educators readiness for the implementations
of inclusive education in rural schools.

AUTHOR: Abmasonto ngobho.

SHELF NUMBER: _____

ITEM ID: 07/07538.

STUDENT NAME: Mawethu Sana

STUDENT NUMBER: 205500837

E-MAIL: 205500837

TELEPHONE NUMBER: 0762280156

DATE: 29/09/2008

6.3 RECOMMENDATIONS

A large scale, well controlled study of educators in rural, township, and urban schools would likely yield more reliable findings. Also, the sample should include school principals, heads of departments, as well as parents to obtain a broader picture of the status of inclusive education in primary schools. Furthermore, a few randomly-selected subjects of the sample should be re-visited to ascertain the reliability of their responses. Finally, educators should be exposed to relevant workshops to help them cope with inclusive education.

It would be delusional to think we can successfully attain inclusion as an ideal overnight (Wong, 1996).

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APPENDIX A

**Embukisweni P.P. School
Box 78
CEZA**

08 AUGUST 2001

**Regional Director
Department of Education
MAHLABATHINI
Private Bag 578**

Dear Sir

PERMISSION TO CONDUCT SURVEY IN SCHOOLS

My name is Mrs N. Ngcobo, a school principal at Embukisweni School and masters at the University of Durban – Westville. I am conducting a comparative study about educators readiness for the implementation of Inclusive Education in rural school.

I hereby wish to request permission to visit primary school in the district of Mahlabathini for the purpose of administering interviews and distributing questionnaires to both educators and school managers.

Subject to your approval to conduct the survey at schools, I shall obtain permission from the individual principal of schools included in my sample to administer interviews. I wish to assure you that the normal teaching program of the school will not be disturbed, since I envisage administering the survey at a time arranged with the principals and staff. All prospective participants will be assured of the freedom of choice to participate and confidentiality and anonymity protocol which characterizes research .

I trust this request will receive your favourable consideration.

Yours sincerely

OMASONTO NGCOBO

APPENDIX B

**Embukisweni P.P. School
Box 78
CEZA**

8 August 2004

**to Principals of Primary Schools
Mahlabathini District
M. MAHLABATHINI**

Dear Sir/Madam

PERMISSION TO CONDUCT SURVEY IN YOUR SCHOOL

My name is Nomasonto Ngcobo a school principal of Embukisweni at Mahlathini District and transfers student at the University of Durban Westville.

Please allow me to administer a survey in your school to teachers as well as staff on the study about educators readiness for the implementation of inclusive education in rural schools. Research will be done through random sampling. I envisage that your normal school program will not be disturbed.

I would be happy if you could allow me to deliver survey questionnaires to your school educators to complete at their own-time.

I would then arrange to collect the survey questionnaires at a later stage.

Thank you

Yours faithfully

M. NOMASONTO NGCOBO

CELL NO. 0823508306

UNIVERSITY OF DURBAN WESTVILLE

QUESTIONNAIRE

The students at the University of Durban Westville are conducting a study on inclusive education, asked to honestly fill in this questionnaire. All the information obtained in this questionnaire will be confidential and only be used for research purposes. Please do not write your name.

A. DEMOGRAPHIC DATA

Kindly make a cross (x) in the appropriate space below : e.g. Occupation

Educator

Le

1. Gender

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

2. Age Group

19-22yrs	23-26yrs	27-30yrs	31yrs & above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Marital status

Never married	Married	Divorced	Windowed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Highest qualification

Below Std 10	Certificate	Diploma	Degree	Post grac
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Post Level

Post L1	Post L2	Post L3	Post L4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Permanent residential area

Urban	Peri-urban	Rural
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. INCLUSIVE EDUCATION

SA=Strongly Agree, A=Agree, U=Uncertain, D=Disagree SD=Strongly Disagree

Educators are adequately prepared for inclusive education

A

A

U

D

SD

Educators are willing to teach in inclusive education

	A	U	D	SD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educators are quite knowledgeable about inclusive education.

	A	U	D	SD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any disabled learners in your class

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, how are the learner relating with the disabled learner/s

Is the teaching style you use for the disabled different from the one you use with the non-disabled.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, why is it different or how ?

If no, why is it the same ?

Explain any difficulties you have experienced in teaching the disabled child ?

If no, what do you think would be appropriate qualification to have in order to teach these children

How do you feel about having a disabled child in your class ?

I think disabled children can cope better in (tick one)

mainstream schools	<input type="checkbox"/>
special schools	<input type="checkbox"/>
day care centres	<input type="checkbox"/>
other (specify)	<input type="checkbox"/>

I think that the disabled children will not benefit from mainstream classes, because they will never cope with the pressure (tick one)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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2. Since children need extra attention and dedication I am not prepared to sacrifice that much (tick one)

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
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1. I would like to teach a disabled child, but feel incompetent

True False

2. I would like to know more about inclusive education, before I decide whether I will want to teach

Yes No

3. I am not interested; I don't want to know about inclusion education.

Yes

No

14. Which approach of teaching and learning do you prefer?

Inclusive education	
Traditional approach	

15. Give reason for your response.

16. As an educator do you think the new approach will help learner with mild to moderate disabilities?

Yes	
No	

17. How do you as educator find adjusting to inclusive education?

18. What in your view, is the fit between policy and practice

19. State reason for your answer

20. If you were an education planner how would you implement inclusive education in an effective way?

21. In the White Paper (July 2001) the ministry put forward framework for transformation and change which aims to ensure increased and improved access to those learners who experience the most severe forms of learning difficulties and are most vulnerable to exclusion. What is your opinion in this regard.

22. How do you feel about the implementation plan for new terminology Tirisono (working together).

23. Should special schools be strengthened rather than abolished?

Straightened	
Abolished	

24. State reason for your answer.

25. What in your opinion are the strengths and weaknesses of inclusive education?

26. Given the generally adverse teacher-pupil ratios, can you as an educator cope teaching in an inclusive class?

Yes	
No	

27. Explain

28. Do you believe that addressing barriers to learning and development in building an inclusive education and training system should be implemented in the South African policy on inclusive education.

Yes	
No	

29. Explain
