INCLUSIVE EDUCATION SUPPORT PROGRAMMES PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES IN FULL-SERVICE SCHOOL: UMLAZI DISTRICT EDUCATORS' VOICES

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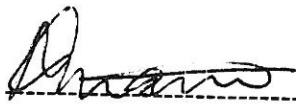
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DECLARATION

I, **Sindiswa Anthea Mhlongo**, hereby declare that this dissertation is my own work. It has not been submitted for degree purposes at any other University. All the sources used have been acknowledged by means of complete reference.

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Student's signature

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Supervisor's signature

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DEDICATION

I dedicate this dissertation to my:

➢ Late parents 'Ntombenkosi Veronica Manyoni' and 'Thamsanqa Alfred Manyoni', who worked tirelessly, trying to take me to the level of education that I have reached today. I have no doubt that you are smiling down at me, as I enjoy the benefits of all your sacrifices.

➢ Dearest son, the apple of my eye 'Samkelo Monwabisi Mhlongo'. My boy this is the least your mom could contribute to this world. Please expand on it.

➢ Better half, for being so understanding and patient throughout my studies.

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ABSTRACT

The success of all learners, including those with special needs, depends on the inclusion and active participation of all stakeholders in education. Therefore, this study's aim was to explore the inclusive education support programmes provision for learners with learning difficulties in Umlazi District Full-Service School (thereafter FSS). The specific objectives were to explore the nature of those inclusive education support programmes for learners with learning difficulties; and also to determine the ways in which the current inclusive education support programmes improve the well-being of these learners in FSS. The theories guiding the study were the asset-based approach of Kretzmann and McKnight, as well as the scaffolding theory of Jerome Brunner. The study followed a qualitative research approach within the interpretive paradigm. The research style that was employed in this study is the participatory research, which allowed participants to be actively involved in identifying and investigating the problem. Six educators from one FSS were purposely selected as the sample of this study because they do accommodate learners with learning difficulties and have taught them for more than three years. The study employed a variety of methods like focus group discussions, collage construction activity, document analysis and field notes, until a deep understanding was achieved. The study was analysed thematically. The findings revealed that there is inclusive education support programmes for learners with learning difficulties in a FSS that are provided by educators, learners, school-based support team, parents, community members, interested organisations and sister departments. The inclusive education support programmes improve the well-being of learners academically, intellectually, socially, psychologically, spiritually, physically, mentally and emotionally. However, the inclusive education support programmes are still scanty and fragmented. As part of recommendations, collaborative professional development of educators from FSSs should be afforded high priority of IE support programmes training if reform and restructuring initiatives are to be successful.

Key words: learners; educators; inclusive education; full-service school; learning difficulties and support programmes

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immuno-Deficiency Syndrome
CCA	Collage Construction Activity
CSTL	Care and Support for the Teaching and Learning
DBE	Department of Basic Education
DBST	District-Based Support Team
DoE	Department of Education
DOH	Department of Health
EFA	Education for All
EWP6	Education White Paper 6
FGD	Focus Group Discussion
FSS	Full-Service School
HIV	Human Immunodeficiency Virus
IE	Inclusive Education
ISP	Individual Support Plan
LSA	Learner Support Assistant
LSE	Learner Support Educator
LTSM	Learning Teaching Support Material
NGO	Non-governmental organisation
NSNP	National School Support Programme
SASA	South African Schools Act
SBST	School-Based Support Team
SIAS	Policy on Screening, Identification, Assessment and Support
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children's Fund
USA	United State of America

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CHAPTER ONE: ORIENTATION TO THE STUDY

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". (Macharia Kamau & David Donoghue, 2015, p. 14)

1.1.INTRODUCTION

Educational policies and practices in South Africa are influenced by international movements (Landsberg, Kruger & Swart, 2011). The World Declaration on Education for All (EFA thereafter), which was adopted in Thailand in 1990, reveals the importance of identifying learning problems that may be experienced in reaching educational opportunities and also indicate the resources required to minimise those learning problems (UNESCO, 2009). When democracy came into being in South Africa in 1994, the government of South Africa started to acknowledge that all children need to have access to education and that they all require support to promote lifelong learning (Kamau & Donoghue, 2015). Therefore, this introductory chapter provides the background to the study. It also provides the rationale and purpose of conducting this study, the significance of the study and the key research questions used in underpinning this study. Over and above, the overview of the research design and delimitations of the study are presented. The study ends with a brief conclusion of the chapter.

1.2.BACKGROUND TO THE STUDY

South African education transformation occurred from 1994 when democracy was introduced; educational policies were developed, amended and implemented in order to meet the needs of all learners. Important values like "equity, non-discrimination, freedom from discrimination, respect and social justice provided the framework for the Constitution" (Landsberg et al., 2011, p. 18). Education White Paper 6 (EWP 6, thereafter), invites all social partners, community members and interested organisations to "work together to nurture learners with special needs so that they also experience the full excitement and the

joy of learning and to provide them, and our nation, with a solid foundation for lifelong learning and development" (DoE, 2001, p. 4). The guidelines for full-service schools (FSSs, thereafter), and inclusive schools corroborate that by saying "FSSs seek to adopt a holistic, flexible and accommodative approach to development and upholds a spirit of collaboration among all members of the school community, as well as reaching out to various stakeholders around the school" (DBE, 2010, p. 7). FSS will prioritise on training educators on multi-level teaching, cooperative kind of approach to learning, problem solving and the development of learners' strengths and competencies, rather than focusing on their shortcomings (DoE, 2001).

There are so many learners with learning difficulties in FSS and they should be treated like all other learners. FSS is expected to have additional support programmes and structures for teaching and learning (DBE, 2010). Policy on Screening, Identification, Assessment and Support (SIAS thereafter), also emphasises that support programmes for learners with learning difficulties include "specialist support, curriculum differentiation and assessment adjustment, provision of specialised learning, teaching support material, assistive technology and lastly, training and mentoring of educators, managers and support staff" (DBE, 2014, p. 19). The above mentioned support programmes should be accessed by learners who require additional assistance for them to be able to reach the prescribed curriculum. There are priority areas which corroborate with the areas of support highlighted in SIAS policy in the care and support for the teaching and learning (CSTL thereafter), programme which are as follows: "nutritional support, health promotion, infrastructure for water and sanitation, safety and protection, social welfare services, psychosocial support, material support, curriculum support and co-curricular support" (DBE, 2014, p. 25).

The literature of the support programmes for learners with learning difficulties and FSS only focus on leadership (Muijs, 2007) and causes of learning difficulties (Nowicki, Brown & Stephen, 2014; Nowicki, 2007). This study intends to include the voices of educators who are teaching learners with learning difficulties in FSS through the focus group discussion (FGD thereafter), – which is a setting that brings together a chosen group of people to discuss a particular theme, and collage construction activity (CCA thereafter), – a participatory arts-based methodology in exploring the nature of inclusive education support programmes provision for learners with learning difficulties in FSS.

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1.3.STATEMENT OF THE PROBLEM

Report on the implementation of EWP6 on Inclusive Education (IE thereafter), in KwaZulu Natal province (2015) revealed that in 2014, there were 4295 learners with learning difficulties enrolled in all 101 FSSs, while 288 of those learners were enrolled in 6 FSSs in Umlazi District. Several other studies conducted were on the causes of learning difficulties. Studies about IE and learning difficulties have been conducted nationally (Nel, Engelbrecht, Nel & Tlale, 2014; Mweli, 2009) and internationally (Rydstrom, 2010), but not much has been said about IE support programmes provision for learners with learning difficulties in FSS. Some studies only concentrated on the causes of learning difficulties (Nowicki et al, 2014; Nowicki, 2007).

In this regard, the motivation to explore the provision of support programmes for learners with learning difficulties in FSS context stems from the fact that research on FSS tends to focus on leadership (Muijs, 2007). The question one may ask is the nature of IE support programmes for learners with learning difficulties in FSS. Hence, this study aims to explore the nature of IE support programmes provided for learners with learning difficulties in FSS and also to explore how those programmes could be enhanced so that FSS is truly a least restrictive environment and maximise the participation of all learners (DoE, 2001).

1.4.RATIONALE OF THE STUDY

My personal interest to conduct research in this area is motivated by my experience as a special education specialist at Umlazi District in Durban area for 7 years. My daily experiences involve school visits, in-service trainings and school-based workshops on inclusive education policies, implementation of policies using various and inclusive strategies such as multi-level teaching and curriculum differentiation. I discovered that educators in FSSs are still unable to educate learners inclusively and I have also noticed that they still lack school-based support programmes on inclusive education and the few which are available are scarce and fragmented. Moreover, learners continue to drop-out of FSSs, while many learners are still referred to Special Schools because FSSs are not adequately responding to the needs of these learners.

There is a body of literature which shows that studies have been done and still show that learners with learning difficulties are still marginalised (Mweli, 2009; Engelbrecht, 2006) and still referred to as "needy" (Khanare, 2012, p. 252) hence, need flexibility in the organisation and functioning of the system (Howell & Lazarus, 2008)). In as much as research has been done on the importance of adopting inclusive education and creating building inclusive schools, most teachers and schools still lack inclusive education support programmes and the few which are available are scanty and fragmented (Ntombela, 2010).

In view of the above, this study aims to provide a deeper understanding of the nature of IE support programmes offered by one FSS at Umlazi District and how do those support programmes improve, if there is any, the well-being of the learners with learning difficulties. The study attempts to delve into the voices of educators in a FSS at Umlazi District in Durban area, using collage – a participatory arts-based methodology (Butler-Kisber, 2010), focus group discussion (Cohen, Manion & Morrison, 2011; Strydom, Fouche & Delport, 2002), document analysis (Merriam, 2009) and field notes.

1.5. AIMS AND OBJECTIVES OF THE STUDY

The study's aim is to explore the IE support programmes for learners with learning difficulties in Umlazi District FSS. The following specific objectives have been formulated:

- To explore the nature of IE support programmes for learners with learning difficulties in FSS.
- To determine the ways in which the current IE support programmes improve the well-being of learners with learning difficulties in FSS.

1.6. KEY RESEARCH QUESTIONS

The following are the two research questions for the study:

- What is the nature of IE support programmes for learners with learning difficulties in FSS?

- How do these support programmes improve the well-being of learners with learning difficulties in FSS?

1.7.SIGNIFICANCE OF THE STUDY

Learners with learning difficulties in FSSs form a significant part of the study and it is hoped that the findings of this study might contribute to the ongoing debates about the IE support programmes provision for learners with learning difficulties in the selected FSS and in South Africa. The findings would therefore play a pivotal role in influencing the FSS in the provision IE support programmes by making them more sensitive to the different needs of learners, including learners with learning difficulties. Moreover, the study would make a contribution to the existing literature on a participatory arts-based methodology, especially collage construction, in doing research with FSS educators.

1.8.CLARIFICATION OF TERMS AND KEY CONCEPTS

The purpose of this section is to provide the operational definitions of terms and key concepts that have been used in this study.

1.8.1. Learners

South African Schools Act defines learners as "any people receiving education or obliged to receive education" (SASA, 1996, p. 2). For the purpose of this study, learners are children of school going age with learning difficulties in a FSS.

1.8.2. Educators

"Are any people who teach, educate or train other people or who provide professional educational services, including professional therapy and education psychological services, at a school" (SASA, 1996, p. 2). For the purpose of the study, the concept educator means a

person who is qualified to provide IE support programmes to learners with learning difficulties at an institution of education which is a FSS in this case.

1.8.3. Inclusive education

The idea of inclusive education started in 2001, when EWP6 was promulgated. "It is about acknowledging that all learners can learn and they need assistance" (DoE, 2001, p. 6). It involves a shift in the way in which people comprehend why learners experience learning difficulties in the classroom or excluded from the education system as a whole (Howell & Lazarus, 2008). Inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all" (UNESCO, 2009, p. 8). For the purpose of the study, the focus of inclusive education is on maximising participation by removing the learning problems in order for all learners to perform to the best of their ability (Bornman & Rose, 2010).

1.8.4. Full-service school

The concept "full-service school" refers to mainstream schools that are equipped with additional support provision so they respond to a broader range of learning needs, by making adaptations to the physical environment, providing assistive devices to the learners who need them, providing specialist support and also providing differentiated learning programmes (KZN Department of Education and MIET Africa, 2009). FSS has the capacity to respond to the diverse needs of learners by providing education that will meet the individual needs of all learners; regardless of disability or differences in learning preferences or pace, or social difficulties experienced by each learner (DBE, 2010). Policy on SIAS corroborates that by saying "FSS is an ordinary school that is inclusive and welcoming of all learners in terms of their own cultures, policies and practices" (DBE, 2014, p. 8). DBE also highlights that FSS is "an ordinary school which is specially equipped to address a full range of barriers to learning in an inclusive education setting. In addition to its ordinary learner population, it will become accessible to most learners in an area who experience barriers to learning and will provide the necessary support policies and practices" (DBE, 2011, p. 23). For the purpose of the study, the concept FSS refers to an ordinary mainstream school that also accommodate learners with

learning difficulties and has the capacity and potential to provide IE support programmes to learners with learning difficulties.

1.8.5. Learning difficulties

The concept "learning difficulties" refers to the risk factors that are mostly extrinsic in nature, which can be minimised when educators give more qualitative attention to the individuals experiencing them and their work (Landsberg et al., 2011). On the other hand, Nowicki et al. (2014) show that learning difficulties include a different range of learning problems such as learning difficulties, intellectual disability, general intellectual deficiency, general and specific learning problems, lower academic ability, underperformance and special needs. However, for the purpose of the study, this concept is linked to the extrinsic and intrinsic learning problems which can be minimised when IE support programmes are provided to learners experiencing them in a FSS.

1.8.6. Support programme

Policy on SIAS (DBE, 2014) defines the concept of "programme of support" as structured intervention provided at schools and in classrooms within specific time frames, such as specialist support, curriculum differentiation and adjustment, provision of specialised learning and teaching support material or assistive technologies and teachers, managers and support staff development. DBE (2010) confirms that FSSs should be able to develop and provide different forms of learner assistance, as well as more assistance programmes and frameworks for teaching and learning. The concept support programme in this study thus refers to a structured programme provided to learners with learning difficulties to enhance their participation and inclusion in school.

1.9. OVERVIEW OF THE RESEARCH DESIGN AND METHODOLGY

1.9.1. Research design and Research methodology

The study is located within the interpretive paradigm and it is characterised by a concern for the individual, and understands the subjective world of human experience (Cohen et al, 2011). The interpretivist paradigm is relevant for this study, as it helped the researcher to understand and describe the IE support programmes provided to learners with learning difficulties in FSS from the educators' point of view and experts of their own world (Khanare, 2012). Knowledge was obtained based on the information volunteered by educators.

This study is located in the area of educational psychology and therefore, employed the qualitative research approach to allow the researcher to explore and understand the IE support programmes provision for learners with learning difficulties in FSS, drawing from the educators' perspective. This was done using their explanations and experiences of teaching learners with learning difficulties in Umlazi District FSS.

1.9.2. Research style

The research style that was used in this study is the participatory research, which allows participants to be actively involved in identifying and investigating the problem (Bertram & Christiansen, 2014). Participants function as equal partners and it is often referred to as collaborative research (Fraenkel & Wallen, 2007). This study explored IE support programmes provision in FSS. The study focused on learners with learning difficulties. Therefore, the participatory method was used in this research to allow six educators as participants to be co-researchers and generate their own data exploring in depth the provision of IE support programmes for learners with learning difficulties in FSS.

1.9.3. Research Context and Sampling

This study was conducted specifically in one of the FSSs situated in Umlazi District at Umbumbulu circuit. The researcher uses purposive sampling if he wishes to explore, comprehend and obtain insight by selecting the sample that can reveal most information (Merriam, 2009). The institution and six educators who have taught and are still teaching learners with learning difficulties for more than 3 years by the time the study is conducted have been chosen. The institution was convenient and easily accessible for the researcher because it is in his or her area of work.

1.9.4. Methods of data generation

The study employed the FGD method (Cohen et al., 2011; Strydom et al., 2002), a CCA – a participatory arts-based methodology (Butler-Kisber, 2010), document analysis (Merriam, 2009) and field notes. With the permission from the participants, an audio recorder was used to record their discussions during focus group discussion and collage construction activity. Photographs were also taken during the collage construction activity. The recordings were transcribed verbatim and analysed thematically, as themes form the core elements in qualitative data analysis (Creswell, 2012). Data was arranged and results were presented according to common themes, patterns, differences and similarities (Lichtman, 2010).

1.10.   ETHICAL CONSIDERATION

In the context of this study, the ethical clearance from the University of KwaZulu-Natal ethics committee was granted. The permission to conduct research study in the selected FSS was also granted by the Department of Education KwaZulu-Natal. The permission was sought and obtained from the principal of the selected FSS; participants also signed a consent letter to indicate that they agreed to participate in the study. Confidentiality in the information provided by participants was assured (Lichtman, 2010). The details of the research were clearly explained to participants and it was also explained to them that they were free to withdraw from the study if they felt they no longer want to participate. Anonymity of the

participants' names was assured (Lichtman, 2010). The details of the research design and methodology are provided in detail in Chapter Four of this study.

1.11.   DELIMITATION OF THE STUDY

The study is specifically situated in Educational Psychology, which focuses mainly on learners' development, school learning and teaching methods. It also focuses on the holistic well-being of learners. The study is exploring the nature of IE support programmes for learners with learning difficulties in FSS; that is, how do the IE support programmes improve the well-being of learners with learning difficulties in FSS. The study was limited in one FSS situated in Umlazi District because of limited financial resources and time constraints. Therefore, generalisation of the findings will not be possible. The study is only limited to six educators who have been in the selected FSS for more than three years and who are also teaching leaners with learning difficulties (see Chapter four).

1.12.   CHAPTER OUTLINE OF THE STUDY

The following structure has been used to this study to determine an appropriate approach. The study consists of six chapters. The chapters in this study are as follows:

Chapter One introduced the background to the study, as well as the motivation for this study. The chapter also provided the overview of the study. The objectives and critical research questions were also highlighted in this chapter.

Chapter Two reviews the literature on inclusive education support programmes for learners with learning difficulties in a FSS. Firstly, the learning difficulties are discussed, where types and causes are clarified. Secondly, the contributing factors and responses to address learning difficulties are outlined. Lastly, the conceptualisation and support programmes within a FSS as well as challenges and successes in the provision of IE support programmes in a FSS.

Chapter Three presents the theoretical framework that was employed to understand the nature of IE support programmes provision for learners with learning difficulties in a FSS. The relevance of asset-based approach (1993) and scaffolding approach (1950) is clearly indicated and discussed in detail. The theoretical triangulation purpose is also highlighted.

Chapter Four presents and describes in detail the research design and methodology guiding this study. The chapter thus highlights the research style, sampling procedures used in

selecting educators who teach learners with learning difficulties, the procedure for data generation method and analysis, location of the study and procedure for ensuring trustworthiness, while some ethical considerations are outlined.

Chapter Five presents the results of the study and sets out the nature of IE support programmes provision for learners with learning difficulties in a FSS, how these support programmes provision impact on the holistic well-being of learners with learning difficulties in a FSS. The findings for the study are outlined, interpreted and discussed.

Chapter Six concludes the study by presenting the summary of findings in relation to knowledge about the nature of IE support programmes provision for learners with learning difficulties in a FSS. The limitations of the study are also presented. The chapter concludes with a summary and recommendations for future research.

1.13. SUMMARY

In this introductory chapter, a brief background of the study was provided. The purpose and rationale of undertaking this study, the significance of the study and finally, the key research questions that guided the phenomena under investigation, were identified. An overview of the research design and methodology underpinning this study has been provided in the first chapter. Aspects like research paradigm and approach, research style, sampling, data generation methods and analysis and ethical considerations of the study were also discussed. Literature review guiding this study is discussed in chapter two.

CHAPTER TWO: LITERATURE REVIEW

"A full-service/inclusive school should have additional support programmes and structures for teaching and learning. All development and work in the school should strive to achieve these goals by sharing expertise and constantly thinking about the development of both educators and learners".

(DBE, 2010' p. 9)

2.1. INTRODUCTION

Chapter one provided the orientation of the study, where the background to the study was introduced, statement of the problem, as well as the motivation for this study, were highlighted. The chapter also provided the overview of the study. The two main objectives of the study were also presented, which include to explore the nature of IE support programmes for learners with learning difficulties in FSS and also to determine the ways in which the current IE support programmes improve the well-being of learners with learning difficulties in FSS. A guide to its methodologies and its structure was also presented.

The purpose of chapter two is to explore the existing literature of the last two decades in the field of study and examine how different scholars conceptualised the issues surrounding the subject matter (Mouton, 2001). The first part of the chapter starts by focusing on learning difficulties, where types and the causes will be clarified. Thereafter, the chapter will review the contributing factors and responses to address learning difficulties. The last part will focus on the conceptualisation and the support programmes within a FSS, as well as the challenges and successes in the provision of IE support programmes in a FSS.

2.2 LEARNING DIFFICULTIES

There is a body of literature which shows that studies based on learners with learning difficulties have been conducted. Literature shows that the terms "learning difficulties" and "learning disabilities" have been used interchangeably, but for the purpose of the study, the researcher has decided to use learning difficulties. That is corroborated by Turner (2011) who

highlighted that "learning disabilities" and "learning difficulties" are often used in different literature to mean one and the same thing. The term learning difficulty is used generally for learners with special needs and learning problems such as "underachievement, lower academic ability, learning disorders, mental retardation and handicap, general intellectual deficiency, general and specific learning difficulties" (Nowicki et al., 2014, p. 70). The study conducted in Vietnam revealed that the term learning difficulty is associated with a variety of problems such as "slow mental development, brain damage, Down's syndrome, attention deficit hyperactivity disorder (ADHD thereafter), attention deficit disorder or dyslexia" (Rydstrom, 2010, p. 82). Waber (2010) also conducted a study in New York that reveals that learning difficulty is also used in some learners who can master the fundamentals of reading and calculations, but do not have a primary disorder of attention, yet they struggle in school. He further emphasised that those learners' success can depend on the sensitivity and skills of the particular educator, the advocacy and support of a parent or private tutoring arrangement.

According to Turner (2011), learners with learning difficulties are born into all types of families, communities all over the world, from towns and cities to remote villages, irrespective of race or status. Landsberg et al. (2011) concur with Turner by emphasising that there are learners with learning difficulties in almost all classes. They further elaborated that educator-learner classroom interaction gives the greatest understanding of the learning difficulty. That is in line with SIAS, which indicates that educators are expected to collect information and recognise learners who require additional support. Learners with learning difficulties require additional support for them to succeed. Turner (2011, p. 4) stresses that learning difficulty is incurable, learners with learning difficulties can learn to read, write, form relationships, attend colleges to further education and participate in voluntary or paid employment. The learning difficulty will remain with them throughout their lives. Therefore, it becomes clear that educators should provide scaffolding by interacting with learners experiencing learning difficulties to identify the problem and model the expected behaviour (Landsberg et al., 2011).

2.3 TYPES OF LEARNING DIFFICULTIES

There are different types of learning difficulties. They are those that are intrinsic in nature, and others are extrinsic in nature. Landsberg et al. (2011) also differentiate the types of

learning difficulties as extrinsic in nature, which are the learning difficulties that can be minimised with additional support and encouragement. They also mention that some types of learning difficulties are intrinsic in nature and they cannot be minimised, in spite of the good teaching and positive attitude. Contrary to that, Bornman and Rose (2010, p. 133) indicate that learning difficulties do not include learning problems due to visual, hearing, physical, intellectual impairments, emotional disturbance, environmental, cultural or economic disadvantages. They also emphasise that the most common forms of learning difficulties are ADHD, dyslexia, which is reading disability, dyscalculia, which is maths disability and dysgraphia, which is writing disability.

2.4 CAUSES OF LEARNING DIFFICULTIES

As indicated in the previous section, learning difficulties are caused by intrinsic and extrinsic factors (Landsberg et al., 2011). However, Turner (2011, p. 3) broke down the causes of learning difficulties into three main areas, based on their occurrences. They are as follows:

2.4.1. Prenatal (before birth)

Chromosomal, genetic or inherited disorders such as Down's syndrome; substance abuse like alcohol, nicotine, cocaine; dietary deficiencies including iodine or folic acid deficiency, or severe malnutrition in the mother; exposure to harmful chemicals, medications or radiation; infections in the mother like rubella, syphilis, HIV and complications in pregnancy such as heart disease, kidney disease or diabetes in the mother, are all possible causes of learning difficulties.

2.4.2. Perinatal (at birth or during the neonatal, which is the first 4 weeks of the child's birth)

These include severe prematurity or very low birth weight; lack of oxygen during birth; difficulty delivery; and conditions in the baby such as severe jaundice or septicaemia.

2.4.3. Postnatal causes (during infancy and childhood)

Brain infections examples such as bacterial meningitis; closed head injury; nutritional deprivation; lack of care and support and under stimulation of gross.

There are characteristics that are displayed by learners with learning difficulties like "difficulties in acquiring cognitive skills such as attentive listening; reasoning and verbal skills; and on subjects such as reading, writing and mathematics; difficulties in regulating their own behaviour with regards to social perception and interaction; and challenging behaviour such as ADHD" (Landsberg et al., 2011, p. 402). Carlson (as cited in Nowicki et al., 2014) also identified that dysfunctional family circumstances such as poor parenting style or legal ending of marriage can also cause learning difficulties. Poverty, neglect, attention deficit disorder and foetal alcohol spectrum disorder are associated with the most listening disorder (Nowicki et al., 2014, p. 70). They summarise by indicating that developmental, cognitive, social, behavioural, biological, and neurological factors appear to be associated with the development of learning difficulties.

2.5 CONTRIBUTING FACTORS OF LEARNING DIFFICULTIES

There are various factors that contribute to learning difficulties. According to Landsberg et al. (2011), these factors are intrinsic and extrinsic in nature. They further elaborate that the intrinsic ones are situated within a learner. Nowicki et al. (2014) also concur with Landsberg et al. (2011) by emphasising that the extrinsic factors are caused by family circumstances and poverty. The contributing factors, which are learners, family, school and community, are explained below.

2.5.1 Learners

There are learning difficulties that are situated within the learner and these can be caused by visual impairment, hard of hearing, physical impairment and other health related problems like neurological and medical conditions (Landsberg et al., 2011). Some of these learning difficulties are identified through educator-learner interaction, which gives the greatest understanding of learning difficulty (Landsberg et al., 2011). They also emphasise that

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educators can also provide scaffolding when they interact with learners with learning difficulties, with the aim of identifying the problem and model the expected behaviour. Learners who are at risk of learning breakdown are identified by educators, so that they can gather more information for them to be supported (DBE, 2014).

2.5.2 Family

As Nowicki et al. (2014) indicated, family circumstances like parenting style and divorce can cause learning difficulties. Parental involvement can play a very important role when dealing with learners with learning difficulties. Educators in an inclusive setting are expected to take initiative and involve parents in recognising the level of support that parents can offer (Magare, Kitching & Roos, 2010). That is corroborated by Pienaar and Raymond (2013) who emphasise that educators and parents must always seek ways to use the assets to support them.

2.5.3 School

Some learning difficulties are situated in schools. EWP6 indicates that learning difficulties can be caused by educators' negative attitudes, inaccessible and unsafe buildings and also inadequate policies and legislation (DoE, 2001). To alleviate these learning difficulties, educator collegiality augments professional development, job satisfaction as school quality and other learner performance (Shah, 2012).

2.5.4 Community

Education in the poverty stricken communities is hampered by "a lack of order in the communal structures, a culture of vandalism, powerful and negative group influence" (Landsberg et al., 2011, p. 29). They further elaborate that community can be used as a source of support for homes and schools to increase educational participation for all learners. Every community has capacities, abilities, gifts and social resources (Kretzmann & McKnight, 1993). These learning difficulties can be minimised if learners have been identified as being vulnerable or at risk through learner profile or vulnerability assessment

forms, and educators' role is to manage the case and coordinate the support required (DBE, 2014).

2.6. RESPONSES TO ADDRESS LEARNING DIFFICULTIES

2.6.1. Education White Paper 6 (EWP6)

While there are many policies that were promulgated to respond to learners with learning difficulties and barriers to learning, the EWP6 is the dominant one. It was formulated for the provision of educational opportunities to learners who require additional support (DoE, 2001). This education policy outlines that necessary adjustments in schools must be made to meet the needs of different learners. The policy also invites social partners, community members and organisations to join in building inclusive education policy system, so that learners with learning difficulties can also enjoy learning and development.

2.6.2. Full-Service Schools (FSSs)

The creation of FSSs was also seen as the intervention strategy of accommodating learners with learning difficulties. The main aim was to accommodate disabled learners within neighbouring schools (DoE, 2001). That is also corroborated by the conceptual and operational guidelines for the implementation of IE in FSS, by emphasising that the system of building a single inclusive system of education is based on the principle of "human rights and social justice for all learners; participation; social integration and redress; equal and equitable access to education; community responsiveness and cost-effectiveness" (DoE, 2005, p. 5). The provision of physical, material and human resources would be prioritised. The staff development would also be considered for them to be able to accommodate the different forms of learning needs (DoE, 2001).

2.7. CONCEPTUALISATION OF FULL-SERVICE SCHOOLS

The concept FSS is not a new concept. In the South African context, it was introduced in EWP6 in 2001 in order to clarify the crucial role ordinary mainstream schools can play in developing an inclusive education system. It was also introduced for the clarification of the mainstream schools' role as levers of change (DBE, 2014). There is no single definition of a FSS. It is defined by different scholars as follows.

2.7.1. Definition of a FSS

Dryfoos (1996) defines FSS as the product of collaborative efforts of schools and community people, where schools are assisted to respond to the diverse needs of today's learners and their parents. To add on that, McMahon, Ward, Pruett, Davidson and Griffith (2000) define FSS as a term used to channel the organisation of service delivery systems designed to promote the physical, emotional, social and academic growth of learners living in high-risk environments. According to KZN Department of Education and MIET (2009), the concept "full-service school" refers to mainstream schools that are equipped with additional support provision so that they can respond to a broader variety of learning needs, by making adaptations to the physical environment, providing assistive devices to learners who need them, providing specialist support and also providing differentiated learning programmes. That is supported by DBE (2014) which defined FSSs as ordinary mainstream schools that provide quality education to different learners by supplying the variety of learning needs in a reasonable manner.

2.7.1.1 Establishment of FSSs internationally

According to Dryfoos (1996), the term "full-service school" was firstly used in the Department of Health and Rehabilitative Services in 199, in Florida's landmark legislation. FSSs were established for the creation of one centre where learners and their families' educational, physical, psychological and social requirements are addressed holistically (Dryfoos, 1996). Therefore, FSSs were established in order to meet the needs of different learners with multiple problems and also for learners and families in the inner city (Kronick,

2003). He further argues that FSSs were established to provide curricular and non-curricular programs for the benefit of learners and families who are at risk.

Dryfoos (2008) highlights that FSSs were designed to involve the community to alleviate poverty to learners and their families. Kronick (2003) also emphasises that FSSs must allow and work with those who work for the benefit of learners. Educators must also be prepared to meet the learner holistically. Dryfoos (2008) concurs with that by emphasising that the origin of FSSs started from the approach that could bring together the health and social services, where disadvantaged learners are integrated with instructional interventions and family involvement. Educators are encouraged to collaborate among themselves and with human service providers (Kronick, 2003). The study conducted by Dryfoos (as cited in Muijs, 2007) also shows that FSSs facilities can benefit learners if the schools can join partnerships with other stakeholders so that the school can become more central to the community. Bundy (2005) also highlights that FSSs were established in Boston to respond to the social and economic barriers of schools. He further clarifies that FSSs were established with a mission of advancing the academic success and healthy developments of learners in Boston through integrated school-community partnerships. The challenges of establishments of FSSs are also highlighted. According to Dryfoos (1996), FSSs communities and school boards resist to use school building for anything which is not for education purposes.

2.7.1.2 Establishment of FSSs nationally and locally

The concept of FSSs started in 2001 when the DoE introduced its long-term project of building an inclusive education and training system in South Africa. The EWP6 highlighted the importance of converting at least one primary school per district to be a FSS, for the expansion and provision and access to learners with learning difficulties within neighbourhood schools (DoE, 2001). EWP6 indicates that FSSs were established because change was needed within the education system, to ensure that learners who were previously excluded from the system gain access to education provision (DoE, 2001). The concept "full-service school" refers to mainstream schools that are equipped with additional support provision so that they can respond to a broader range of learning needs, by making adaptations to the physical environment, providing assistive devices to learners who need them, providing specialist support and also providing differentiated learning programmes

(KZN Department of Education and MIET, 2009). The guidelines for FSS or inclusive schools also highlight that FSSs were established because of their capacity "to respond to the diverse needs of learners, irrespective of disability or differences in learning styles or pace, or social difficulties experienced by each learner" (DBE, 2010, p.7).

2.7.2. Support programmes within a Full-service school

FSS was seen as a space where care and support for teaching and learning can be built. FSS's programmes should be designed to meet the diverse needs and capabilities of school community (DBE, 2010). There are support programmes that are prioritised in the conceptual framework for CSTL that can be used to address the "systemic societal and intrinsic barriers to education access" (DBE, 2010, p. 44). This concurs with the study done by Wulczyn, Smithgall and Chen (2009) about the intersection of schools and child's welfare. The IE support programmes can also be provided by community members like local business people, NGOs and sister departments (DBE, 2010). IE support programmes in a FSS as outlined in the conceptual framework for CSTL (DBE, 2010) are as follows:

2.7.2.1 Nutritional support

This support programme addresses learning difficulties associated with hunger and malnutrition, to enhance learning capacity and concentration span of learners. Learners are given daily cooked nutritious meals through the National School Nutrition Programme (NSNP thereafter).

2.7.2.2 Health promotion

It involves the promotion of health in learners and educators by improving their health and well-being. This programme focuses on the medical conditions, environmental health, as well screening health programmes to eliminate learning difficulties caused by medical or health problems.

2.7.2.3 Social and Welfare Service

It is the role of schools to provide for the social welfare of learners, such as learners' safety; assistance in the child support grant and provision of basic needs to vulnerable learners. This kind of service develops the social and emotional well-being of learners.

2.7.2.4 Psychological support

This support develops the psychological well-being of learners with learning difficulties. It is provided to develop the emotional, mental and social well-being of learners and educators. It is provided to learners who are experiencing poverty, illness and death of parents and also those learners who are exposed to violence and abuse.

2.7.2.5 Curriculum support

This support ensures the provision of additional curriculum support, which responds to the provision of a conducive learning environment and acknowledges diversity and learning pace and styles. Curriculum is adjusted to respond to the needs of different learners with learning difficulties.

2.7.2.6 Co-curricular activities

This kind of support augments the implementation of the curriculum inside and outside the classroom. They promote the physical, social and the emotional well-being of learners, especially those with learning difficulties.

2.7.2.7 Material support

This kind of support refers to the provision of material, resources and services that can be used to minimise learning difficulties in schools and education. DBE provides learning and teaching materials, IE funding allocation to purchase specialised learning and teaching

support material (LTSM, thereafter), and assistive devices for learners with learning difficulties.

The above mentioned support programmes are provided in a FSS to respond to the needs of learners with learning difficulties. They concur with the priority areas which corroborates with the areas of support mentioned in SIAS policy in the care and support for the teaching and learning (CSTL) programme (DBE, 2014).

2.7.3. The benefits of Full-service school

The DoE (2001) in the EWP6 invites social partners, community members and organisations to join in building inclusive education policy system so that learners with learning difficulties can also enjoy learning and development. Kronick (2003) also emphasises that FSSs must allow and work with those who work for the benefit of learners. Educators must also be prepared to meet the learner holistically. Dryfoos (2008) concurs with that by emphasising that the origin of FSSs started from the approach that could bring together the health and social services, where disadvantaged learners are integrated with instructional interventions and family involvement.

2.7.3.1 Learner

FSSs were introduced to provide the wide range of learning needs among all learners (DoE, 2001). That is also supported by guidelines for the FSSs or inclusive schools (DBE, 2010) when they indicate that FSSs are built to provide quality education to all learners by supplying the wide range of learning needs in a reasonable manner. That shows that FSSs benefit learners. This concurs with the study about creating inclusive schools by Theoharis and Theoharis (2009), which emphasises that when learners are accepted by their peers, they are motivated and willing to take risks and learn. Learners benefit because they are supported in a FSSs. Land (2004) highlights that learners are assisted to solve problems to carry tasks, or to achieve goals that would be beyond their unassisted effort. Guidelines for FSSs or inclusive schools highlight that "FSSs promote a sense of belonging so that all learners, staff, and families experience a sense of worth in the learning community" (DBE, 2010, p. 7).

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2.7.3.2 Educator

Educators are seen as the main agents in the provision of IE support programmes (Magare, Kitching & Roos, 2010). They further elaborate that educators have the competencies that enable them to support learners in an inclusive learning environment. FSSs educators develop skills and strategies to support learners with different needs in an inclusive education setting. That is corroborated by O'Mara et al. (2012) when they argue about the need to make adjustments and innovative strategies which are relevant to the needs of learners. Nowicki (2007) reveals that learning difficulties can be overcome by better educators.

2.7.3.3 Learner Support Educator (LSA)

Educators have the competencies to support learners and form collaborative relationships in an inclusive learning programme (Magare, Kitching & Roos, 2010). In FSSs, there are Learner Support Assistants (LSAs thereafter), who work with educators and support them in their tasks (DBE, 2010). They also benefit because they gain the experience of supporting and working with learners with learning difficulties. It is also highlighted in the guidelines for FSSs and inclusive schools that those LSAs work with educators to assist in identifying the learning difficulty and monitors the effectiveness of the support programme (DBE, 2010).

2.7.3.4 School-Based Support Team (SBST)

School-based support teams (SBSTs thereafter), are also seen as beneficiaries in FSSs. There has been a strong indication that in order for any response to be successful, it must be driven by strong leadership, commitment and dedication (Khanare, 2009). SBST consists of school management team members and they provide the support to be implemented in the classroom (DBE, 2010). This also concurs with a study done by Khanare (2012) about learners affected by HIV in rural South Africa, where SBST was seen as one the assets in order to solve problems in schools. DBE (2010) in the conceptual framework for CSTL also mentions that learning and teaching support materials should be distributed to vulnerable learners.

2.7.3.5 Community members

FSSs take the responsibility towards all learners, educators, parents and other stakeholders (DBE, 2010). Community members also benefit from FSSs because they are always allowed and welcome to render their support or receive assistance from them. Schools should create opportunities for educators and caregivers to consult regularly in order to develop strategies and ideas on how to improve the lives of learners through the medium of recreation (Surujlal & Dhurup, 2009). This shows that parental involvement plays a crucial role in the provision of IE support programmes of learners with learning difficulties in a FSS.

2.7.3.6 Department of Education (DoE)

DoE is the main beneficiary of FSSs. DoE provides support and materials to FSSs, so that FSSs will in turn be able to provide the necessary support to learners with learning difficulties and give them quality education (DBE, 2010). That concurs with DoE (2001) as it clarifies that DoE provides for the district officials to support and train educators so that they support and accommodate learners with diverse needs. DoE benefits from FSSs because FSSs are able to accommodate the previously excluded learners with learning difficulties.

2.7.3.7 Department of Health (DOH)

Department of Health (DOH, thereafter), is also seen as a beneficiary of FSSs, because the department is also given a platform to provide medical support to learners with learning difficulties due to health problems. This is in line with SIAS, which highlights the importance of working with local health institutions and clinics (DBE, 2014).

2.8. ENACTING PROVISION OF IE SUPPORT PROGRAMMES IN FULL-SERVICE SCHOOL

Policies and legislative mandates play a pivotal role in schools by providing guidelines and procedures on how things should be done in a FSS.

2.8.1. Legislation

Legislation is used to turn educational policy into mandated provisions that should be carried out within the school system (UNESCO, 2009). Several policies and laws which provide a panorama for addressing issues confronting children who are experiencing barriers to learning and development are discussed below.

2.8.1.1 The Convention on the Rights of the Child (1989)

This policy is one of the first international mandates on the right to education for all children. It was developed specifically to uphold the right of children (UNESCO, 2009).

2.8.1.2. The Constitution of the Republic of South Africa, 108 of 1996

Section 29 of the South African Constitution specifically outlines the rights to education. The principles that underpin the right to education include that the right to basic education must take into account equity, practicability and the need to redress past racially discriminatory laws and practices (Republic of South Africa, 1996).

2.8.1.3 National Education Policy Act 27 of 1996

This is the legislation which was adopted to facilitate the democratic transformation of the national system of education into one which accommodates the needs and interests of all people of South Africa (DoE, 1996). This Act emphasises the importance of taking the rights and wishes of learners with special needs on their admissions to any ordinary public school (DoE, 1996).

2.8.1.4 The South African Schools Act No. 84 of 1996

This is legislation was adopted to provide uniform system for the organisation and also to redress the imbalances of the past (DoE, 1996). The rights and wishes of a parent of a learner

with special needs are taken into consideration, in determining the placement of such a learner (DoE, 1996).

2.8.2. Enabling educational policies

All countries were requested to develop national EFA policy action plans, in responding to the EFA goals (UNESCO, 2009). It is the role of the Ministry of Education to ensure that education policy is based on legislation.

2.8.2.1. Education White Paper 6 (EWP6)

This is the educational policy that was formulated for the provision of educational opportunities to learners who experience barriers to learning and development (DoE, 2001). This education policy outlines that "all children can learn and they all need support; education structures, systems and learning methodologies must meet the needs of all learners; as well as attitudes, behaviour, teaching methods, curricula and environment, which must be changed to meet the needs of all learners" (DoE, 2001, p. 6). The policy also outlines that district officials will be available to train and provide support to all learners and meet their needs (DoE, 2001).

2.8.2.2 Norms and standards for educators

This policy was gazetted in the year 2000. It gives clarity on the seven roles of educators. It also outlines that educators must interpret the provided learning programme, where they are expected to select and pace the learning in a manner that is sensitive to the differing needs of the subject and the learners (DoE, 2000).

2.8.2.3 Guidelines for Full-service or inclusive schools

The main objective of these guidelines is to provide a practical structure for education settings to be inclusive institutions and outline the institutional developments while at the

same time building links with different agencies at all levels for support (DBE, 2010). They also clarify that all educators and parents of learners should recognise that all learners can learn and they all have the potential to learn (DBE, 2010). Access, equity and social justice in education are the main priorities in these guidelines (DBE, 2010).

2.8.2.4 Conceptual Framework: Cate and Support for Teaching and Learning

This conceptual framework was developed to address learners' learning difficulties through Care and Support for Teaching and Learning (DBE, 2010). It provides guidance to all role-players and enables them to align themselves and their work within the context of care and support (DBE, 2010).

2.8.2.5 Policy on Screening, Identification, Assessment and Support (SIAS)

This policy was promulgated in 2014, with the aim of providing a structure for the standardisation of the official order to identify, assess and to provide support programmes for all learners who require additional assistance to maximise their participation and inclusion in school (DBE, 2014). One of the main aims of this policy is to provide and improve access to quality education to learners in special and ordinary schools, who are experiencing poverty and disabilities (DBE, 2014).

2.8.3. School

A school is one of the key role players in the provision of IE support programmes. Inclusive practices that spread into every part of the school and its activities should be created, where the professional development of all members of the school community is prioritised, as well as the organisation development (Landsberg et al., 2011). The three main important pillars in a school are SBT, educators and learners. They all have a role to play in the provision of support. They are clarified as follows.

2.8.3.1 School-based support team (SBST)

One of the main functions of SBST is to assess the type of support required and develop a programme for educators and parents (DBE, 2014). SBST is also expected to identify assets on site and mobilise them (DBE, 2014). This policy further clarifies that SBST can draw resources needed, even outside the school to respond to the diverse needs of learners.

2.8.3.2 Educators

As mentioned earlier, the successful implementation of IE relies heavily on the educators. Educators are able to form relationships in an inclusive learning environment so that learners can be supported (Magare et al, 2010). Guidelines for FSSs or inclusive schools argue that all educators are expected to have the skills and knowledge that they should use to support one another, so that all learners can succeed (DBE, 2010). Educators can develop parent-educator partnership and assess the support that families can offer (Magare et al., 2010). They further elaborate that educators can adapt and simplify the learning materials to match the cognitive level of learners with learning difficulties.

2.8.3.3 Learners

All learners in an inclusive environment are respected and their individual capabilities, skills values and talents are valued. That is also supported by Landsberg et al (2011) who emphasised that everyone must feel accepted and supported by all the members of school community. Guidelines for FSSs or inclusive schools also highlight that all learners should respect each other and the educators should help them to overcome and manage prejudice among themselves (DBE, 2010).

2.9. CHALLENGES

There are constraining factors to the provision of IE support programmes in a FSS. These constraining factors are classified as follows.

2.9.1 Societal

Challenges in the provision of IE support programmes are caused by societal factors like attitudes and poverty.

2.9.1.1 Attitudes

Some educators still have the negative attitudes in accommodating learners with barriers to learning and development. This is also supported by Pather and Nxumalo (2013) when they highlight that the provision of IE is challenged by the discriminatory attitudes and overcrowding. Landsberg et al. (2011) also emphasise that families and the community cannot be regarded as partners with a shared interest, if educators ignore their children's unique talents and individual social circumstances. Engelbrecht, Nel, Nel and Tlale (2015) also highlight that the South African policies emphasise that all learners should be afforded with the opportunity to learn and participate fully in classroom activities, but the implementation is still challenged by the lack of resources, attitudes and actions of educators in the classroom. Educators in some public schools still feel inexperienced in teaching learners with learning difficulties (Rydstrom, 2010).

2.9.1.2 Poverty

Poverty is also seen as one of the challenges in the implementation of IE support programmes in schools. Community living in poverty is vulnerable, powerless and isolated (Landsberg et al., 2011). They further elaborate that education in the poverty stricken community is hampered by vandalism, as well as the lack of order in the communal structures. This shows that the community living in poverty does not value the importance of education. In the South African context, the majority of learners are rendered vulnerable by poverty and all its associated challenges, to the child's development and outcomes (Hlalele, 2012).

2.9.1.3 Lack of parental involvement

Pather and Nxumalo (2013) indicate that the lack of participation by parents also inhibit IE development in Africa. Parents become cooperative in the inclusive education setting only if they realise that their children's needs are met in the school community (Yssel, Engelbrecht, Oswald, Eloff & Swart, 2007).

2.9.2. Policies and curriculum

There are also challenges that are related to curriculum and policies. They are outlined as follows.

2.9.2.1. Lack of trainings

Teachers in the public school system feel inexperienced in teaching learners with learning difficulties and challenged by the adjustments of teaching methods (Rydstrom, 2010). Some of the challenges which appear to inhibit IE development include the lack of clear conceptualisation of inclusion, as well as the large number of under-qualified and unqualified educators (Pather & Nxumalo, 2013). Rydstrom (2010) also indicates that educators do not have enough knowledge and the necessary teaching skills for teaching learners who require additional support. He further elaborates that educators are pointing out the need for improving their teaching skills for them to be able to meet the different needs of all learners.

2.10. SUCCESSES

In as much as research has been done on the importance of adopting inclusive education and creating building inclusive schools, most educators and schools still lack the inclusive education support programmes and the few which are available are scanty and fragmented (Ntombela, 2010). It may be small and fragmented but there is still hope. FSSs' IE support programmes for learners with disabilities have assisted educators and school community at large. The successes are explained below.

2.10.1 Learners

Learners' involvement in assessing their support needs and progression is important. This is in line with SIAS policy which highlights that those learners' learning styles and preferred teaching strategies are crucial in the identification of the support needs (DBE, 2014). Learners also work well with their peers and solve problems collectively (Kretzmann & McKnight, 1993). SIAS policy also indicates that their learning needs, social relationships and emotional growth are taken into consideration when decisions are taken about the site where they are to receive additional assistance (DBE, 2014).

2.10.2. Educators

The educator's role in an inclusive setting requires his or her conceptual understanding of inclusion and the diverse needs of the learners, including those with learning difficulties (DBE, 2014). SIAS policy also clarifies that educators also identify learners who are at risk, and gather information to check the level of support required (DBE, 2014). Learning programmes, materials and assessment procedures are made accessible to all learners by educators; so that their different learning needs can be accommodated to facilitate their maximum participation (DBE, 2014). Educators provide scaffolding by interacting with learners with learning difficulties to identify the problem and model the expected behaviour (Landsberg et al., 2011). They make accommodation in their teachings to include learners with learning difficulties. This is supported by O'Mara et al (2012) who indicated the need to make innovative strategies which respond to the needs of learners with learning difficulties.

2.10.3. Learner Support Assistants (LSAs)

LSAs also have an important role to play in the provision of IE support programmes for learners with learning difficulties in a FSS. They work with class educators in providing IE support programmes to vulnerable learners. This is supported by the guidelines for FSSs or inclusive schools, where they emphasise that LSAs work with educators to assist in identifying the learning difficulty and monitor the effectiveness of the support programmes (DBE, 2010).

2.10.4. School-based support team (SBST)

SBSTs also have a very important role to play in the provision of IE support programmes for learners with learning difficulties. SBST responds to the needs of learners with learning difficulties and provide the necessary support (DBE, 2014). SIAS policy further elaborates that SBST provides support at school level, but is also expected provide DBST with evidence of support provided to the learner with learning difficulty at school level (DBE, 2014).

2.10.5. Community at large

It is often stated that engaging with other agencies helps schools to become more central to the community, thus involving parents and other community stakeholders more strongly than is currently the case in many disadvantaged communities (Muijs, 2007). The involvement of parents has been a positive force in the education of children (Yssel et al., 2007). According to DBE (2014), parents are regarded as primary educators because their observation and comments can lead the educator to find the exact nature of the problem that a learner experiences. SIAS policy further elaborates that parents should be informed about the kinds of support needed by their children. IE programmes are also perceived by government educational bodies, aid organisation and non-governmental organisation (NGOs thereafter), as the crucial method for educating the majority of the learners with learning difficulties (Rydstrom, 2010). The guidelines for FSSs or inclusive schools also indicate that community partnerships are encouraged for the identification, support and development of vulnerable learners (DBE, 2010).

2.10.6. Department of Education (DoE)

The conditional grant from the national government is used in FSSs for the provision of the necessary facilities and other material resources needed to increase access for learners who are currently excluded (DoE, 2001). DoE also provides human and physical resources to FSSs. That is also corroborated in the guidelines for FSSs or inclusive schools, that Learner Support Educator (LSE, thereafter), and LSAs play a very important role in facilitating support in a FSS.

2.10.7. Department of Health (DOH)

The promulgation of SIAS policy in 2014 made things easier for the DoE, because it highlighted that some sources of support can be located in the local community. DOH is one of the sources of support. DOH works with DoE in the implementation of SIAS policy. Collaboration is regarded as one of the important strategies of support, while support is also regarded as the cornerstone of successful inclusive education (Landsberg, et al., 2011). That is supported by the SIAS policy which indicates that schools require the support of different specialists like psychologists, audiologists, speech and occupational therapists to conduct more formal assessments in the implementation of SIAS (DBE, 2014).

2.11. SUMMARY

In this chapter, the researcher has reviewed the existing literature in the field of study. The first part of the chapter focused on learning difficulties, where types and the causes of learning difficulties were clarified. Thereafter, the chapter reviewed the contributing factors and responses to address learning difficulties. The last part focused on the conceptualisation and the support programmes within a FSS, as well as the challenges and successes in the provision of IE support programmes in a FSS. The next chapter presents the theoretical framework that was employed in guiding this study.

CHAPTER THREE: THEORETICAL FRAMEWORK

"Asset-based theory is based on the belief that people are related; they can share resources and solve their problems collectively". (John Kretzmann & John McKnight, 1993)

3.1 INTRODUCTION

Chapter Two reviewed the literature related to the study. This chapter presents the theoretical framework that was employed in guiding this study. This is the asset-based approach (1993) that presents a good basis for understanding the nature of IE support programmes provision for learners with learning difficulties in FSS, as well as the scaffolding theory (1950) which explains how these support programmes improve the well-being of learners with learning difficulties in FSS. Theoretical triangulation purposes were also outlined.

3.2 ASSET-BASED APPROACH

3.2.1 The origin of the asset-based approach

This research is grounded in the inclusive education perspectives, potentials, conceptual and theoretical frameworks of FSS and interlinked resources on which the school was embedded with. In this section, the theoretical framework which guided the proposed study is discussed. This is the Asset-Based Approach of Kretzmann and McKnight (1993). A schematic presentation of asset-based approach is provided in Figure 3.1 below.

Figure 3. 1: Asset-based approach.

Inner assets (educatiors' strengths, lerners' stregnths, SMT strengths, families, resources)

local community assets (NGOs individuals' capbilities, community resources, buildings, financial resources, political connections, ECD centres, government departments, Special Schools as Resource Centres (SSRCs))

District assets (district officials, district specialists, Higher Education Institutions)

John Kretzmann and John McKnight (1993)

This research is informed by the asset-based approach, which was established and developed by John McKnight was the director of community studies at the Northwestern University's Policy Research in Evanston, northern suburb of Chicago; and John Kretzmann who was a faculty member in the School of Education and Social Policy and IPR Faculty Associate. Kretzmann and McKnight (1993) developed the asset-based approach as the ideal approach to community development. It is also known as a capacity-focused approach (Pienaar & Raymond, 2013) or as a capacity- focused alternative (Kretzmann & McKnight, 1993). This theory focused on the assets, strengths, capabilities, skills, social resources of people, and their communities (Ebersohn & Eloff, 2006; Pienaar & Raymond, 2013). Kretzmann and McKnight (1993) argued that at the core of this approach is the belief that every person and community has capacities, abilities, gifts, skills and social resources. Therefore, the assert-based approach was introduced for the development and empowerment of communities, while drawing from their resources. According to Pienaar and Raymond (2013), the main aim of the asset-based approach is to identify what is present and useful in families, communities and learners. They believed that each individual learner has something to contribute. The emphasis of this theory is that local communities, associations and institutions have resources and at the same time, the communities can use and tap into their resources in order to solve their problems (Khanare, 2012). The main focus of the theory is on what the community has,

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rather than what it does not have. However, if the assets identified were not utilised, the identification of assets was futile (Pienaar & Raymond, 2013).

3.2.2 Different studies to which the asset-based approach has been applied

The theory has been widely acknowledged and used in different fields such as theology, educational psychology and educational management. Govere (2005) used this theory in the field of theology, to outline the magnitude of the HIV/AIDS crisis in the Southern African region, as well as with the challenges it poses to the church in Southern Africa. Ebersohn and Eloff (2006) also used this theory for sustainability in programmes of supporting vulnerable children. Myende (2011) used this theory to explore the possibilities of the asset-based approach in school-community partnership. Myende (2015) also used this theory in improving academic performance in rural school. Again Myende and Chikoko (2014) also used the asset-based theory to explore school-university partnership in South African rural context. Lastly, Khanare (2012) also used this theory in school children affected by HIV in rural South Africa, to explore schools as environments that enable or limit coping.

3.3 THE APPLICATION OF THE ASSET-BASED APPROACH IN THE STUDY

FSS schools boast with assets such as learners, educators, parents, school management team and the school governing body. These assets should be explored in order to understand IE support programmes available in the school. The asset-based approach is an appropriate methodology for addressing barriers to learning if educators and parents actively seek ways to use the assets to support the learners with learning difficulties (Pienaar & Raymond, 2013). Kretzmann and McKnight (1993) indicated that the assert-based theory is based on the belief that people are related; they can share resources and solve their problems collectively (Myende, 2011; 2014; 2015). Myende (2015) revealed that community members, faith-based organisations and other organisations are important for the survival of the school. The assert-based approach does not ignore "the external context of and, constraints on communities, the approach rather acknowledges that communities need additional resources from outside" (Ebersohn & Eloff, 2006, p. 6). They emphasised that the school must also form a relationship with community assets like individuals with capabilities and talents, political connections, organisational abilities, buildings, facilities and financial resources, with

strengths that the school needs. Landsberg et al. (2011) noted that an assessment for learning support can be effective if it is collaborated with the learner who is experiencing the learning difficulty, as well as other important role players.

The asset-based approach can play the role in determining the support programmes for learners with learning difficulties in FSSs. As nodes of care and support, schools would serve as an intersection between communities and service providers. The study conducted by Ebersohn and Eloff (2006) revealed that schools would not only function as half-day providers of formal education, but social development services, health services and NGOs would have an entry point via schools to learners with learning difficulties, their families and communities at large. Ebersohn and Eloff (2006) also emphasised that schools can utilise the asset-based approach to support learners with learning difficulties by forming clusters to share resources and mutually benefit from collaborative efforts.

The assert-based approach was relevant for this research because amongst many, one of the main principles of FSS is to assess the learner support needs and include family and community networks as indicated in the guidelines for FSS or inclusive schools (DBE, 2010). Guidelines for FSSs or inclusive schools even emphasised that FSS seeks to adopt a holistic, flexible and accommodation approach to development and upholds a spirit of collaboration among all members of the school community, as well as reaching out to various stakeholders around the school. It followed logically that FSS community: learners, educators, and school management, through networking and collaboration with other institutions and associations, should be supportive in the building of IE support programmes where all learners, including those experiencing difficulties in learning, will flourish. That is also supported by Pienaar and Raymond (2013, p. 30) who argued that the asset-based approach to learning can be the appropriate methodology for addressing barriers to learning, if educators and parents actively seek ways to use the assets to support the learner. Charity organisations, faith-based organisations, local businesses, local government agencies, parents and families, form a crucial component of the school community assets and they contribute in improving learners' academic performance (Myende & Chikoko, 2014). Therefore, FSS can then use the asset-based approach to bring the local people and their capacities at the centre of problem solving and draw from their ideas, as indicated by Myende (2015).

3.4 THE LIMITATIONS OF THE ASSET-BASED APPROACH

As much as the approached has been recommended as the asset-based model for community development (Kretzmann & McKnight, 1993), it has its own challenges as well. Those who have employed this approach have been cautioned that sometimes it becomes difficult to decide who should lead community initiatives (Mathie & Cunningham, 2005). It has also been highlighted that the success of this approach is largely dependent on local people's willingness to invest them and their skills and capabilities in initiatives aimed for the school's development. Members of the community sometimes hold their own personalised interests and aspirations (Mathie & Cunningham, 2005). They also emphasised that poor communication in the community may block the identification and mobilisation of assets. Myende and Chikoko (2014) also revealed that when the school's goals and objectives are not clear, that might hinder the asset-based approach utilisation.

3.5 THE SCAFFOLDING THEORY

3.5.1 The origin of the scaffolding theory

Aligned with the assert-based theory is the scaffolding approach of Jerome Brunner (1950), which was also employed on in this study. A schematic presentation of scaffolding is provided in Figure 3.2 below:

Figure 3. 2: Scaffolding theory
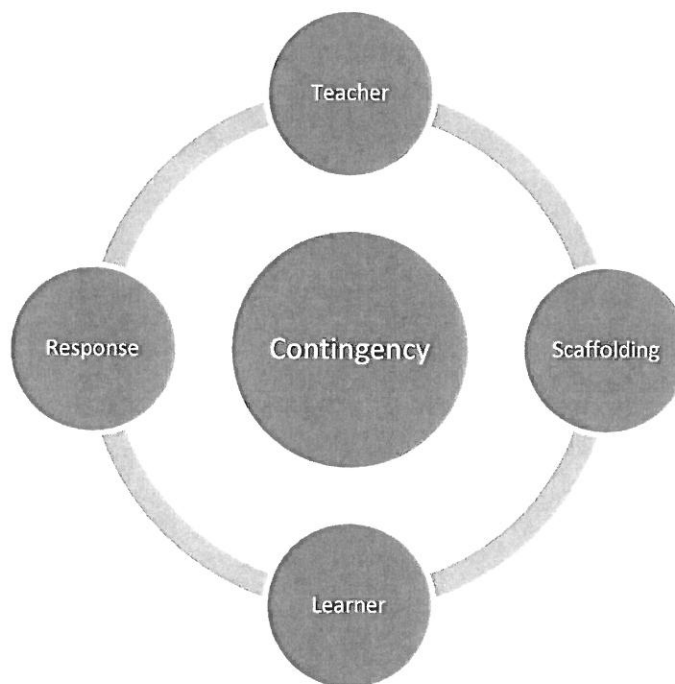
Jerome Brunner (1950)

Brunner introduced the scaffolding approach to describe young children's oral language acquisition, when their parents help them to learn to speak. He was a cognitive psychologist. Wood, Brunner and Ross (1976) then described scaffolding as the support given to younger learners by an older and more experienced adult. The approach is based on the belief that individuals need to be supported and that family, schools and communities can use their resources, skills and capabilities to contribute towards young people's development and growth. Land (2004) also indicated that scaffolding enables learners to solve problems, carry out tasks, or achieve goals that would be beyond their unassisted effort. Bornman and Rose (as cited in Landsberg, et al., 2011) also described scaffolding as a strategy that can be successfully implemented in a classroom where learners with diverse intellectual differences are involved.

Scaffolding has been used by different authors. Smith, Butcher, Litvin and Frash (2015) in United State of America (USA, thereafter), used scaffolding approach in the teaching of authentic learning in Hospitality and Tourism education. This approach was also used by Stender and Kalser (2015) to investigate the kinds of scaffoldings and intervention activities

that can be used by pre-service educators working as tutors to promote independent students' modelling activities.

3.6 THE APPLICATION OF THE SCAFFOLDING THEORY IN THE STUDY

The context of this study was on FSS, where the focus was to provide IE support programmes and ensure that the holistic well-being of learners was optimised (DBE, 2010). The scaffolding theory could therefore explain how FSS in a rural area provide IE support programmes, that is, by mobilising and harnessing (Khanare, 2012; Myende, 2014) the assets or resources available within and beyond the school context. This theoretical framework was suitable for this study because it enabled the researcher to explore FSS support programmes inherent in the individuals and within the school context strategies that could be used to improve the existing resources in relation to IE support programmes aimed for learners with learning difficulties.

Scaffolding was suitable for this study because educators' intervention in providing IE support programmes to learners with learning difficulties, could assist learners to achieve a learning goal which they would not have been able to achieve on their own (Panselinas & Komis, 2009). Scaffolding also used peer interaction as a technique. Peer interaction encouraged learners to provide and receive help from peers (Land, 2004). That could also assist learners with learning difficulties to engage with peers in deeper cognitive processing and developing new understanding. This also improved the well-being of learners with learning difficulties because they are able to recognise information and perform better.

3.7 THE THEORETICAL TRIANGULATION PURPOSES

Triangulation is the combination of at least two or more theoretical frameworks, methodological approaches, data sources, investigators and data analysis methods (Thurmond, 2001). The study employed theoretical triangulation for multiple purposes. It was used to draw upon two theories so that more than one viewpoint can be used (Ziyani, King & Ehlers, 2004). According to Thurmond (2001), theoretical triangulation also contributes in increasing confidence in research data; creating different ways of understanding the problem; revealing unique findings; helps in improving the researchers' ability in providing a clearer

understanding of the problem; and provides a deeper analysis of findings. However, one of the challenges of applying the theoretical triangulation is that it may lead to confusion if the concepts are not adequately defined (Thurmond, 2001, p. 257).

3.8 SUMMARY

This chapter has clearly outlined the theoretical and conceptual frameworks that were employed in this study. The asset-based approach (1993) was used to explore the nature of support programme provision for learners with learning difficulties in a FSS. The challenges of the asset-based approach were also highlighted. The relevance of scaffolding (1950) was also clearly indicated in improving the well-being of learners with learning difficulties, because it enabled learners to solve and achieve goals that would be beyond their unassisted effort (Land, 2004). The researcher also clarified the theoretical triangulation purposes. Therefore, the next chapter describes in detail the research design and methodology guiding this study.

CHAPTER FOUR: RESEARCH METHODOLOGY

"Qualitative research design is systematic in nature, but emphasises data generation on natural occurring event. Data is in the form of words, and variety of methods can be used until a deep understanding is achieved". (Joel McMillan & Michael Schumacher, 2010)

4.1 INTRODUCTION

Chapter three outlined and discussed the relevant theoretical framework that informed the study. This chapter presents and describes in detail the research design and methodology guiding this study, in order to answer the key research questions guiding this study. The chapter begins by providing an overview of the paradigm and then outlines the qualitative nature of the study. Furthermore, the research style, research context and sampling, research site, data generation methods and data generation procedures are discussed. Issues of data analysis, trustworthiness, ethical considerations and limitations are described in detail.

The following questions guide the study and the generation of these questions was informed by the study's theoretical framework which is the asset-based approach (Govere, 2005; Khanare, 2009; 2012; Myende, 2014) and scaffolding theory (Land, 2004), as well as the conceptual principles, as propounded by the interpretive paradigm (Maree, 2007; Bertram & Christiansen, 2014).

- What is the nature of IE support programmes for learners with learning difficulties in FSS?
- How do these support programmes improve the well-being of learners with learning difficulties in FSS?

4.2 RESEARCH DESIGN AND METHODOLOGY

4.2.1 Research design

According to Mouton (as cited in De Vos, Strydom, Fouche & Delport, 2005), research design is a intention that the researcher uses of to conduct the research. The study is located within the interpretive paradigm. It is characterised by a concern for the individual and understands the subjective world of human experience (Cohen et al., 2011). According to Bertram and Christiansen (2014), paradigm is the way the researcher views the world. It looks at what is acceptable in research and how that research can be done. The interpretive paradigm is sometimes referred to as constructionism as it covers more or less the same range of approaches (Descombe, 2002). The interpretive paradigm's assumption is based on people's subjective experiences, people's understanding of phenomena and their social context, multiple and no single realities of phenomena and on that knowledge is limited to the things that one has been exposed to (Maree, 2007). This paradigm is not different from positivism which focuses on the way that social reality exists externally to people (Descombe, 2002).

The interpretivist paradigm was relevant for the study, as it helped the researcher to understand and describe inclusive support programmes provided to learners with learning difficulties in FSS, from the educators' points of view and experts of their own world (Khanare, 2012). This is in line with Maree (2007) and Bertram and Christiansen (2014), who emphasised that in the interpretive paradigm, knowledge is based on the individuals' unique experiences and the meanings, they are imparted. Knowledge was obtained based on the information volunteered by educators.

This study employed the qualitative research approach. Qualitative research design is defined as a study that is systemic, but emphasises gathering data on natural occurring phenomena (McMillian & Schumacher, 2010). That is supported by Leedy and Ormrod (2013) and Maree (2007), who argue that qualitative research focuses on describing and understanding phenomena in natural settings. Most of the qualitative research design's data is in the form of words, and the researcher can search and explore by using a variety of methods until a deeper understanding is achieved (McMillian & Schumacher, 2010).

Unlike the quantitative research methods, qualitative research methodology places little importance on "developing statistically valid samples, or on searching for statistical support for hypotheses, or on measuring the size or scope of phenomena" (Maree, 2007, p. 51). However, qualitative research has its challenges like the findings that are contextually embedded, level of data analysis are vague, large amount of qualitative data (Kapoulas & Mitic, 2012). Qualitative research approaches are largely used in psychology and education discipline because of their subjective nature (Leedy & Ormrod, 2013). Therefore, this study employed the qualitative research approach to allow the researcher to delve and understand the IE support programmes provision for learners with learning difficulties in FSS, from the educators' perspective. This was done using their explanations and experiences of teaching learners with learning difficulties in a FSS.

4.2.3 Research Style

The research style that was used in this study is the participatory research. Participatory research concerns doing research with people and communities, rather than doing it for or to people and communities (Cohen et al., 2011, p. 37). It also allows participants to be actively involved in identifying and investigating the problem (Bertram & Christiansen, 2014). Participants functioned as equal partners, power was shared and equalised (Cohen et al., 2011). All participants were equally involved in exploring the IE support programmes for learners with learning difficulties in a FSS. They were also involved equally in determining if these support programmes increase the well-being of leaners with learning difficulties. Participatory research is also often referred to as collaborative research (Fraenkel & Wallen, 2007). That is corroborated by Cohen et al. (2011, p. 38) who noted that the essence of participatory research is participation and the equal control of the research by both participants and researchers. In this research style, educators as participants were capable of reflecting and critically analyse their own situations. This research style is not like practical action research which can be carried out by individuals, teams or even large group, but it involves a sizable group of participants representing diverse experiences and viewpoints (Fraenkel & Wallen, 2007).

Participatory research is often used in community development to enable people in a community to solve their own problems (Bertram & Christiansen, 2014). The study explored

inclusive education support programmes provision in FSS. Therefore, the participatory method was used in the research to allow the educators as participants to be co-researchers and generate their own data, exploring in depth information about the provision of inclusive education support programmes for learners with learning difficulties in FSS.

4.2.4 Target population and Sampling

Six educators who teach learners with learning difficulties from grade one to grade six were purposively selected as the sample of this study. Their ages ranges from 42 years – 54 years. I decided to choose this institution and six educators who have taught and were still teaching learners with learning difficulties for more than three years by the time the study was conducted. The institution was convenient and easily accessible because it was in the area of the researcher's work. Purposive sampling is used when the researcher wishes to explore, comprehend and obtain insight by selecting the sample where the most can be achieved (Merriam, 2009). This concurs with Creswell (2012) who argued that researchers intentionally select sites and individuals to learn and understand the central phenomenon. Forman, Creswell, Damschroder, Kowalski and Krein (2008) argued that purposive sampling is a key principle of qualitative research because cases are always not randomly selected in qualitative studies, and are not selected based on convenience either, but are selected for in-depth study to obtain rich information and answer the research questions. This particular FSS was selected on the basis that it was the pilot school to be identified as FSS in the district, and the school was willing to participate since it does accommodate learners with learning difficulties. The school was also chosen because it is in a rural setting, where most of learners come from poor backgrounds and they are affected by some socio-economic factors, resulting in a number of barriers to learning and development.

4.2.5 Research context

This section describes the context- a FSS located in Gedlisisa District in the province of KwaZulu Natal- where IE support programmes for learners with learning difficulties are explored. I had a right to choose what, where, when and whom to observe or interview (Merriam, 2009). The location of the school is very important because there are some financial implications that are involved in visiting the school, which is why the selection of

school becomes an important exercise (Yeni, 2012). The district where the study was conducted has three circuit management centres and sixteen circuits that are located in urban, semi-urban and rural areas. Some circuits are in rural areas with very bad terrain and gravel roads. Each circuit varies in terms of the number of schools from 22 to 35 schools.

On my initial visit I met with the Deputy Principal in his office since the Principal was not around, but the Deputy Principal was aware of the researcher's visit. The aim of the visit was to meet with the six participants and explain to them the purpose of the study. It was 09h50 towards break time. The deputy principal welcomed the researcher with warm hands, and he appreciated the fact that their school will be used in the study. He therefore called the six participants to the staff room during break time. They were nervous; some looked amazed because they did not know the purpose of the meeting. The deputy principal then gave the researcher the chance to speak to the six participants, to explain the purpose of the meeting. The participants were listening attentively. Some were not sure whether they will be suitable participants for the study; they felt at ease after the researcher explained all the ethical considerations of the study. The participants signed the consent forms, and the researcher thanked them and left at 10h45.

4.2.6 Guuguqu FSS

Figure 4.1: the general location where the school is situated
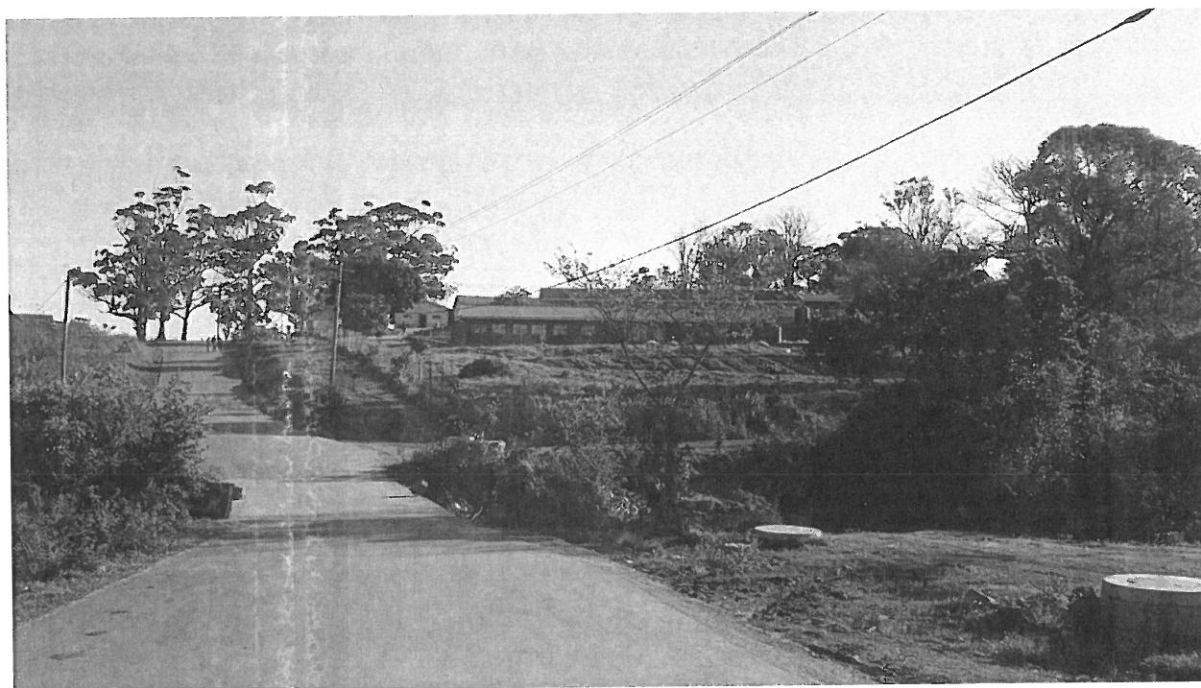
Researcher's own

Guuguqu FSS was established in 1985, it starts from grade R to grade seven. It has an allocation of twenty-six educators, with the total enrolment of 1058 learners. There is no special school in the area, yet the school accommodated 173 learners with six types of barriers to learning and development. The barriers to learning and development were due to learning and cognition, communication, behaviour problem, physical disability, hearing and vision. As mentioned in the previous section that most of the learners at the school come from disadvantage family background, this implies that the parents cannot afford to take their children to special schools in the urban or semi-urban areas. It was easy for the Principal to communicate with educators for the purpose of allowing the researcher access to the school.

On my arrival, the Deputy Principal was ready and willing to cooperate with the researcher. Even though the school is located in a deep rural area, the school community has access to tap water, electricity and a good toilet system. The school is well maintained and very clean. However, unemployment rate is very high in the area. They also have remarkable number of orphaned learners, as indicated by educators.

Figure 4.2: the premises of the research site

Researcher's own

4.3 DATA GENERATION TOOLS

A variety of methods were used to achieve a deep understanding (MacMillian & Schumacher, 2010). That is supported by Cohen et al. (2011) who argued that in order to catch implications of the multiple sources of data in qualitative research, more than one tool for data generation is required. The study employed the focus group discussion method (Cohen et al., 2011; Strydom et al., 2002), a collage activity – a participatory arts-based methodology (Butler-Kisber, 2010) and document analysis (Merriam, 2009), and field notes.

4.3.1 Focus group discussion (FGD) method

FGD are settings whereby the researcher brings together a chosen group of people to deliberate on a particular theme or topic. The interaction with the group can provide data and outcome (Cohen et al., 2011). The FGD consisted of six participants. Alasuutari, Bickman and Brannen (2008) noted that focus group consists of 6 – 12 participants, with the researcher or moderator asking questions about a particular topic. FGDs save time and they produce a

large amount of information in a short period of time (Cohen et al., 2011). Alasuutari et al. (2008) argued that FGD is viewed as a quick and easy way to gather data. After the necessary permission has been acquired, the participants were approached to participate in the study. They were also encouraged to disclose as much information as they could.

FGD was conducted in the activity room at the support centre, which is the physical structure built inside the FSS premises. The support centre was convenient for the researcher and the participants in the school. Participants had the voice in determining the time and venue convenient to them. FGD was used to explore the nature of IE support programmes provision for learners with learning difficulties in FSS. The guiding questions were aimed at eliciting information about:

- Different types of learning difficulties experienced in the school.
- How educators knew about different types of learning difficulties, and to give clear examples of each learning difficulty mentioned.
- The support programmes available in the school to support learners with learning difficulties.
- Who provide support and how is it provided.

The interview schedule served as the framework for the FGD (Khanare, 2009). The purpose of focus groups is to promote self-disclosure among participants (Strydom et al., 2002). The FGD proceeded in a sequence that I had arranged. The first question was to break the ice and put participants at ease. The participants were asked questions in English and they also responded in English but mixing with IsiZulu. Participants were encouraged to talk and disclose as much information as possible, in order to enable the researcher to gather and capture more information. I also kept field notes and probed questions while the participants were providing more data. The focus group discussion helped to explore the participants' ideas about inclusive education support programmes offered for learners with learning difficulties in a FSS. The discussion lasting 1hour 30 minutes 46 seconds was audio-recorded and transcribed.

Figure 4.3: The support centre where FGD was conducted

Researcher's own

4.3.2 Collage Construction Activity (CCA)

Collage is the participatory arts-based method of research where fragments of found images or materials are glued to a flat surface to portray phenomena (Butler-Kisber, 2010). The use of collage enquiry in this study gave participants the opportunity to cut and paste their images and get satisfaction after producing their wonderful work as indicated by Promislow (as cited in Butler-Kisber, 2010). In this study, the use of collage enquiry gave participants the opportunity of connecting their own experiences to different elements of inclusive education support programmes provided to learners with learning difficulties in FSS. That is also supported by Colakoglu and Littlefield (2011) who said that collage allows participants to project their own views. Collage can be used throughout the research process, because they make research transparent.

The use of collage in the study assisted the researcher to stimulate discussion and dialogue among the participants. Participants used collage to show visuals of the improvement of learners' well-being through support programmes provided to learners. The six participants were divided into two groups. The guiding questions were aimed at eliciting information about:

50

- The use of combination of pictures, drawings, texts and phrases to create a collage showing how the IE support programmes improve the well-being of learners with learning difficulties in a FSS.
- Collage interpretation, where participants were expected to say the importance of improving the holistic well-being of learners with learning difficulties.
- Collage description.
- Oral reflection about participants' participation in a collage activity.

Both groups were asked the same questions (see Appendix B). Collages were also constructed in the staff room of the selected school. Participants chose the venue that was convenient for them at the particular time. The session took 2 hour 45 minutes. Participants were inducted about collage construction before they were given the opportunity to do it on their own. I was forced to workshop participants on collage construction on the same day of data generation using the collage activity. That was done because time was limited; participants had to prepare for end of the 3rd term assessment tasks. During the collage and throughout the discussion, participants were reminded to be precise when they put pictures; they were urged to put pictures that would show the improvement of the well-being of the learners with learning difficulties. 30 minutes was allocated for collage construction. That time proved to be inadequate because participants started by debating about the choice of pictures, sharing ideas, communicating and asking for clarity about the words to put into the collage. Participants were tape recorded during the collage construction, and photographs were also taken. Participants were given the opportunity to present their collages.

Below is the picture of participants engaged in thinking, sharing ideas, discussing, communicating, and debating about the choice of pictures during CCA.

Figure 4.4: Group members during CCA

Researcher's own

The use of collage in this study worked well with the Asset-based approach (1993), where educators were also one of the assets in the FSS, they showed how they used their expertise as designers of learning programmes to provide support to learners with learning difficulties (DoE, 2000). The CCA allowed participants to show their inner feelings, thoughts and values about inclusive education support programmes provision using images in a form of collage. The discussion lasting 2 hour 30 minutes 45 seconds was audio-recorded and transcribed.

4.3.3 Field notes

This study also employed field notes as one of the data generation method. Field notes are texts written by the researcher during an observation in a qualitative study (Creswell, 2012). Creswell also emphasised that in the field notes, the researcher records the sense he made of the site, the people and the situation on the site. As mentioned previously, the researcher also kept field notes in gathering more detailed data. Field notes were captured from the first visit at the research site on the 13th of June 2016. The researcher wrote all observations that were made from the research site. The school was clean and well maintained. The atmosphere was good, quiet and conducive for teaching and learning. Teaching and learning was in progress.

I did the FGD on the 23rd of August 2016. I arrived at 13h00 when the participants were in their classrooms. I had to wait for 30 minutes. The data generation took place at the support centre in the activity room at 13h30. The participants had the voice in determining the time and the venue convenient to them. Only five participants were available, one participant was not feeling well. She was hospitalised and I could not get the replacement at the 11th hour. The five participants were looking forward to the FGD. They were very tense at the beginning and felt at ease as the data generation proceeded. They participated very well and they were willing to disclose as much information as possible. The FGD took 1 hour 30 minutes 46 seconds. After the FGD, they were very excited to showcase the handwork done by learners with learning difficulties from their school. I also included pictures to make the story believable. Field notes were used to support what was captured by the participants.

The CCA was scheduled for the 8th of September 2016. I arrived at 12h00. The CCA was supposed to be conducted at the support centre, but on arrival, the participants informed the researcher that the support centre was occupied. They had to change the venue to the school's staff room. The CCA started at 13h15. I started by recapping on what was discussed and discovered on the 23rd of August 2016 during the FGD. The participant that was absent during FGD was also given the chance to introduce herself and tell the group her pseudonym. They were all happy and very relaxed this time around. I then started to introduce the collage and gave the group a 45-minute workshop about the collage. I even showed participants examples of collages. After the workshop, they were then ready to construct their collages following the researcher's instructions. I divided the participants into two groups, allocated 30 minutes for the groups to construct their collages. I provided the participants with all the material for them to construct collages. They showed great enthusiasm and both groups were participating actively. They took one hour to construct their collages. Each group was then given the opportunity to interpret their collages. Session 3 was for the participants to reflect on their participation and they even expressed their gratitude for being selected as participants because they also gained a lot of information and clarity about teaching learners with learning difficulties. I captured photos of the two collages constructed by the two groups.

4.3.4 Documents analysis

I also engaged the document analysis method for data generation. According to Merriam (2009), documents are a ready – made source of data that are easily accessible to the imaginative researcher. In the context of this study, the documents that were used were SBST minutes, school plan of action, guidelines for FSS or inclusive schools, lesson plans, leaner Individual Support Plan (ISP) and learners' scripts. This method worked well because documents were easily accessible, had stability, was for free and could be used in the same manner as data from interviews or observations (Merriam, 2009). The above mentioned four data generation methods were used to ensure credibility and also to add more value to the data generated, while at the same time enhancing triangulation (Creswell, 2012).

4.4 DATA GENERATION PROCESS

I wrote a letter requesting permission to conduct research in the selected school on the 25th of May 2016. My written request to conduct research was accepted in writing. Before submitting the application for ethical clearance on the 13th of June 2016, the researcher visited the FSS. The aim was to meet with the six participants and inform them about her interest and expectations in using them as participants of the study. On arrival, the six educators who were purposively selected as the sample of this study because they teach learners with learning difficulties were ready and willing to participate and co-operate with the researcher. They were waiting patiently for the researcher in the staff room. I introduced myself to the participants and complimented them for their presence. During the course of the visit, the researcher explained to the participants the purpose of the research, which was to 'explore the nature of inclusive education support programme provision for learners with learning difficulties in FSS'. I also explained to the participants that notes would be taken by her during the FGD and CCA. The researcher also informed the participants that FGD will be tape recorded and photos will be taken during the CCA. I then discussed the duration of the FGD and CCA, which was going to be 1 hour 30 minutes each. I had to wait until the school re-opened in the following month. The data was then generated over a period of one month.

4.5 DATA ANALYSIS

Data analysis was done throughout the research. Merriam (2009) defines data analysis as the process of making sense out of the obtained information by consolidating, reducing and explaining what people have said and what the researcher has seen and read. As mentioned in the previous section that the study employed qualitative research approach, data analysis was an ongoing process; it started from the moment when data was collected (Lichtman, 2010). That is why it was important to listen to all the information that was conveyed by the participants. The data obtained from the FGD and photos from the CCA was transcribed verbatim and analysed thematically, as themes form core elements in qualitative data analysis (Creswell, 2012).

Since the study was interpretive in nature, the themes were aligned with the research questions and the responses of the participants given to the researcher. The main themes were identified from the notes, as well as the transcripts of tape recordings. Data were arranged and the results were presented according to common themes, patterns, differences and similarities (Lichtman, 2010). The rich data were received by probing the participants so that they provided more information on their views about the matter. The themes were arranged according to the data received from the participants who spoke about inclusive education support programmes provision for learners with learning difficulties in FSS, and how these support programmes improve the well-being of those learners. In the process of analysing and interpreting the qualitative data, the researcher employed the six steps as indicated by Lichtman (2006).

Figure 4.5: A diagrammatic representation of the data analysis
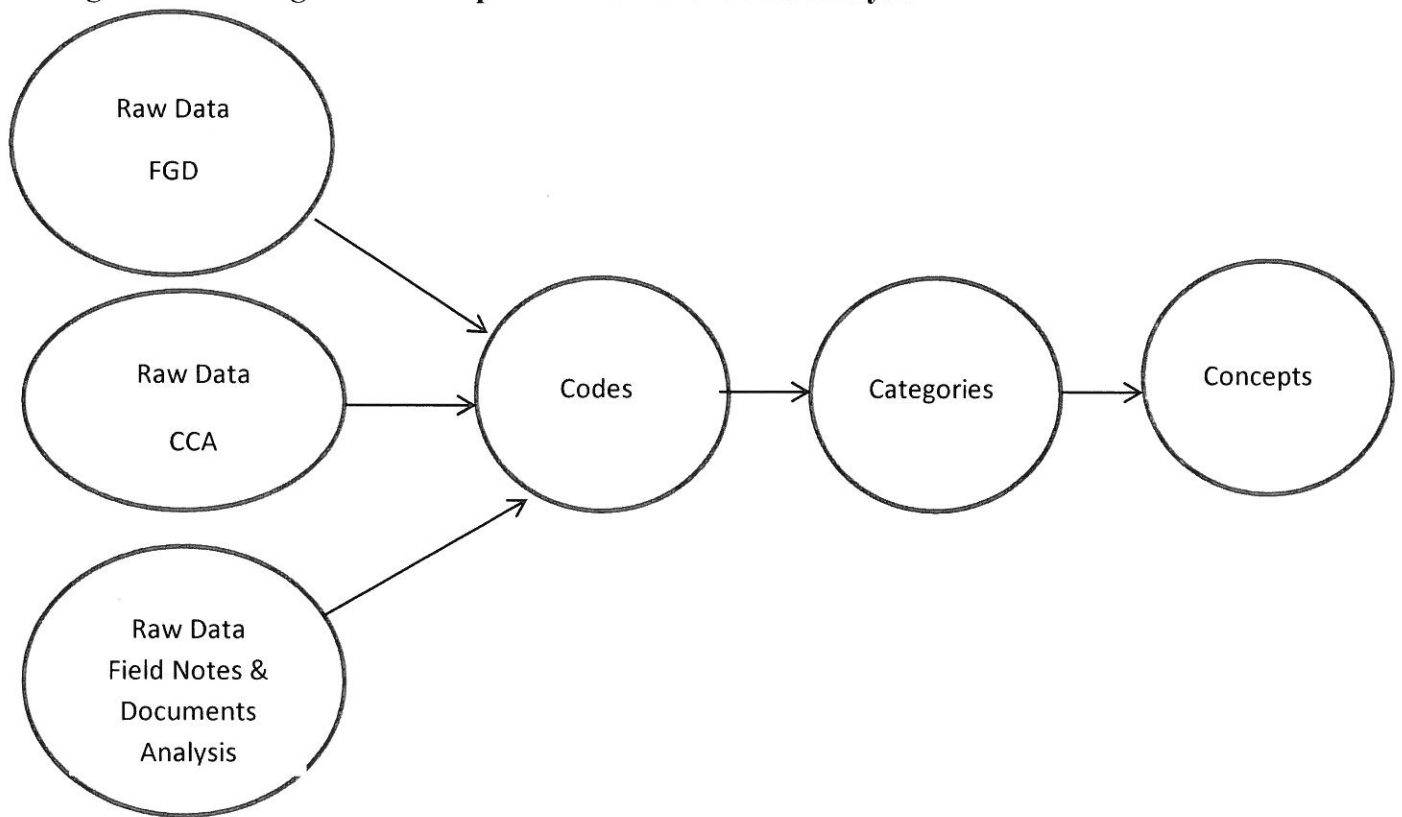
(Adapted from Lichtman, 2006, p. 168)

Figure 4.5 shows how data were analysed through coding and categorising the text to form different themes to answer the research questions.

They were as follows:

• The initial coding. Going from the responses to some central ideas of the responses.

• The researcher revisited the initial coding.

• Developing an initial list of categories or central ideas. Codes were organised into categories.

• List was modified based on additional re-reading.

• Revisiting categories and subcategories, where the researcher exercises his own judgement about what is important and what is not.

• Moving from categories to concepts (themes), by identifying key concepts that reflect the meaning the researcher attached to the data collected.

After transcription by the researcher, the participants were given the opportunity to look at the transcripts. They were also promised that access to the thesis and published work would be made available to them after the study. The data generated from these two methods were analysed thematically after transcribing the data received from the verbatim audio recording during the FGD and from CCA.

4.6 DATA TRUSTWORTHINESS

The three major categories of trustworthiness that must be attended by all qualitative researchers include the integrity of data, the balance between reflexivity and subjectivity, and clear communication of findings (Williams & Marrow, 2009). In ensuring trustworthiness of the research study, the researcher employed Guba's constructs as spelled out by Shenton (2004) and Bertram and Christiansen (2014). They were outlined as follows:

- Credibility

It addresses the internal validity, where assurance is made that the study measures what it is supposed to measure (Shenton, 2004). Participants were given the opportunities to refuse to participate in the study so as to ensure that the data collection sessions involved only those who are genuinely willing to take part and prepared to offer data freely. The participants were also asked to be frank from the outset of each session. I took the transcripts of the data back to the six participants to check for accuracy and see if anything was added to their responses or any information was omitted.

- Dependability

It addresses the reliability, where the researcher employs techniques to show that if the same study is repeated in the same context with the same methods and with the same participants, similar results would be obtained (Shenton, 2004). I provided adequate information in order to explain how the data were generated, how it was analysed and the research procedures. I also accounted for variations. Field notes were also included with pictures to make the story believable.

- Confirmability

It reveals all the steps that must be taken to ensure that the findings are the results of the information revealed by the participants, but not the researcher (Shenton, 2004). I then provided evidence to back up data interpretations like field notes, FGD notes to show that the findings emerged from the data but not the researcher's own predispositions.

- Transferability

It addresses the external validity, where the main concern is with the extent to which the findings of the study can be applied to other situations and populations (Shenton, 2004). It was very difficult to demonstrate transferability because the findings of this qualitative study were specific to a small number of participants and environments.

4.7 ETHICAL CONSIDERATION

Lichtman (2010) defines "ethics and ethical behaviour" as doing what is right to people, treating them with fairness, not hurting anyone. Therefore, a number of ethical considerations were important during the process of data generation and analysis. It was important for the researcher to apply for ethical clearance from University of KwaZulu Natal ethics committee. Informed consent forms were developed and signed by participants before engaging in the research, to acknowledge that the rights of the participants would be protected during data generation (Creswell, 2009). I submitted signed consent forms and signed school permission letter together with the ethical clearance application forms, as per University of KwaZulu-Natal ethics office instruction. I obtained the ethical clearance on the 30th of June during the winter holidays recess. I also obtained the permission from the DoE KwaZulu Natal to conduct research study in the selected school. It was also important for the researcher to gain access to the selected school by communicating with the Principal and the responsible circuit manager. The participants had the understanding of the purpose of the study. Confidentiality in the information provided by participants was assured (Lichtman, 2010).

The details of the research were clearly explained to the participants and they were also informed that they were free to withdraw from the study if they felt they no longer wanted to participate. Anonymity of their names was assured (Lichtman, 2010). Pseudonyms of the selected school and for all the participants were used. Participants were also given assurance

that their names and the school's names would not be mentioned. I also explained that the participants had the right to withdraw from the study at any time. Pseudonyms were used to maintain issues of confidentiality in this study. Educators were given the opportunity to choose their pseudonyms, they were asked on how they would like to be called. Participants were also asked to explain the derivative of their pseudonyms in relation to this study.

4.8 LIMITATIONS OF THE STUDY

The first limitation was that the research was only conducted in one FSS, yet there are six (6) FSSs in the selected District. The other limitation was based on the absence of one participant during a FGD data generation, but the availability and willingness of the other five members provided the opportunity for in-depth discussion. The sample size of only six educators from one FSS may not be used to generalise the findings and get the clearer picture of the FSS educators' views in the province. However, the study made participants to realise the importance of support programmes provision to learners with learning difficulties in a FSS.

Participatory research allows the sharing of information. Therefore, after data analysis, the collages were taken back to participants for ownership purposes. The participants also had the opportunity to look at the transcripts. That made it very difficult to guarantee confidentiality. I have also been influenced by the experience and the exposure gained as a special education specialist in the selected district, some FSS do not realise the importance of the support programmes provision to learners with learning difficulties. They also seem not to understand the meaning and expectations of being a FSS. Learners with learning difficulties are still the responsibility of one educator who happen to have an interest and a little bit of knowledge about learners with special needs.

The fact that I work for the DoE as a special education specialist was also a limitation because participants thought of how much they do not do right when they see a district official. Time was also a problem, I ended up re-scheduling appointments because of the unavailability of participants and that CCA was time consuming. That was not a bit of a problem because qualitative research allows for flexibility. I met with participants after working hours, refreshments were provided so that they would be able to work and

concentrate. That could cause biasness because some participants might only come for more refreshments.

4.9 SUMMARY

The chapter has clearly outlined in detail, the research design and methodology guiding this study. The research style, sampling procedure in selecting the educators who teach learners with learning difficulties as participants were also discussed. Data generation methods and analysis discussed indicated that the data analysis process continued until all data had been analysed and classified into themes (Lichtman, 2010). Procedures for ensuring trustworthiness, some ethical considerations and limitations were also outlined. The next chapter will focus on the analysis and discussion of the data which emerged from the study.

CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS

"We are not alone in responding to the needs of children who are orphaned and vulnerable in the context of HIV and AIDS". (Fumane Portia Khanare, 2009, p. 63)

5.1 INTRODUCTION

Chapter four focused on the research design methodology adopted in this study. The chapter discussed the research paradigm, the qualitative approach and research design adopted in this study. It went on to explain the sampling procedures, data generation methods, as well as the justification of data analysis chosen. To conclude the chapter, the researcher provided a detailed account of ethical considerations and the quality criteria that guided the study.

This chapter presents the results of the study. The results presented in this chapter were generated from transcriptions from focus group discussions, collage construction activity, document analysis and the researcher's detailed field notes. The chapter starts by highlighting the major three themes that emerged after analysing the data. It goes on to discuss each theme in detail, with quotations that best represent the themes shown throughout the chapter in order to authenticate the voices of the participants. Furthermore, the discussion of findings was contextualised within the existing literature and theoretical frameworks adopted in this study. The summary chapter is provided at the end of the chapter.

5.2 PARTICIPANTS DESCRIPTION

The first participant was a female. She was teaching grade 1. She has been in the FSS for nine years. She had a Bachelor in Education (M+4). She had six learners with learning difficulties in her classroom. She introduced herself as follows: '*I prefer to be called Chair because I always relate myself as a chair. Chair is always there for everyone to sit on it. I also accept all learners irrespective of their abilities and capabilities to come and sit on this chair. I feel that I need to prepare myself to be that chair where every learner is allowed to sit on*'. Being in a FSS gave her the opportunity to know that all learners can learn, irrespective of their situation and differences.

The second participant was a female. She was teaching grade 5. She has been in the FSS for eleven years. Her qualifications were Bachelor in Education (M+4). She had five learners with learning difficulties in her classroom. She introduced herself as follows: '*I prefer to be called Confidence because I trust myself. For the fact that God has put me here, it is because He trusted me with my confidence and I believe I will make things happen and assist learners with learning difficulties to feel like normal learners*'. Being in a FSS helped her so much, because she likes challenges. Since they accommodate learners with different needs, she knew she had the confidence of accommodating learners with different needs.

The third participant was also a female. She was teaching grade 3. She has been in the FSS for six years. Her qualifications were Junior Primary Teachers' Diploma, Higher Diploma in Education and Bachelor of Arts. She had three learners with learning difficulties in her classroom. She introduced herself as follows: '*I prefer to be called Love and Hope because these learners need love and hope. They need to know that God cares no matter what. They need to be understood and be accommodated*'. Her main interest for being in a FSS was for her to be able to screen learners and device strategies on how to assist learners with learning difficulties, since it is something new to her as she comes from mainstream school.

The fourth participant was a female. She was teaching grade 2. She has been in the FSS for 23 years. Her qualifications were Junior Primary Teachers' Diploma and Higher Diploma in Education. She had six learners with learning difficulties in her classroom. She introduced herself as follows: '*I prefer to be called Hen because the hen knows how to protect her children no matter what comes her way. The hen fights and protects her children all the time. As I am here, I have to fight with all my expertise and protect my learners with learning difficulties no matter what comes my way*'. Her main interest for being in a FSS was to see if learners with learning difficulties do get assistance and to see how best they can be assisted. Her other interest was to find out if learners with learning difficulties benefit from the learners who access general education curriculum. How can those who access general education curriculum provide support to those who access special education curriculum?

The fifth participant was also a female. She was teaching grade R. She has been in the FSS for 16 years. Her qualifications were Diploma in Early Childhood Development. She had four learners with learning difficulties in her classroom. She introduced herself as follows: '*I prefer to be called Tunnel because as I accommodate learners with learning difficulties in my*

classroom. I would like to walk with them through the tunnel. I would like to see them achieving their goals. I would also like to monitor them through this tunnel until they succeed in life'. Her main interest entails mixing with different people and learning from their experiences and motivation.

The sixth participant was a female. She was teaching grade 2. She has been in the FSS for 6 years. Her qualifications were Senior Primary Teachers' Diploma. She had seven learners with learning difficulties in her classroom. She introduced herself as follows: *'I prefer to be called See Breeze, because I believe that I bring that see breeze to my learners, especially those with learning difficulties. When they are frustrated, they need my sea breeze to calm them'.* Her main interest includes helping learners and meeting their needs all the time.

5.3 RESULTS OF THE THEMATIC ANALYSIS

The researcher determined three major themes after analysing the data. These themes, as well as the sub-themes, are presented below:

5.3.1 Theme One: the identification of learners with learning difficulties is embedded in the scholarship of interaction

- Educator-learner classroom interaction
- Educator-teacher interaction
- Educator-parent interaction

5.3.2 Theme Two: Participation of all stakeholders holds value in providing IE support programmes

- Enablers of provision of IE support programmes
- Constrainers of provision of IE support programmes

5.3.3 Theme Three: Inclusive education support programmes shape the holistic well-being of learners with learning difficulties

- Educators as providers of IE support programmes
- School as the provider of IE support programmes
- Outside community as the provider of IE support programmes

In the following section, the results of each theme are discussed in detail and participants' verbatim quotations are included in the discussion.

5.4 DISCUSSION OF RESULTS

5.4.1 Identification of learners with learning difficulties is embedded in the scholarship of interaction

This theme highlights the participants' identification of learners with disability as a vehicle for inclusive education support programmes that are relevant to the learners. The theme is closely aligned with the Policy on SIAS to establish educators of 'knowers' of learning difficulties and important role players for planning and provision of support. The participants' findings revealed that identification of learners with learning difficulties is a result of interactions within the school. Three sub-themes were identified of educators' identification of learners with learning difficulties and examples of learning difficulties extracted from the data as presented in Figure 5.1.

Figure 5.1: Learning difficulties identified by the participant through scholarship of interaction

Actors	Learning difficulty	Place
Educator-learner	speech problem, hard of hearing, poor vision, physical disability, learning problem	Class-room interaction
Educator collegiality	Hard of hearing, speech problem.	Staff professional development, informal discussions
Educator-parent	Physical disability	Parental-school activities
Engaging with school documents	Socio-economic	Learners' profiles, vulnerability assessment forms; Individual Support Plans (ISP)

Researcher's own

Each sub-theme is discussed in detail in the following sections.

5.4.1.1 Educator-learner classroom interaction

Almost all the participants indicated that the identification of learners with learning difficulties happen through classroom interaction. The most commonly identified learning difficulties by all the participants were those with poor vision, speech problem, physical disability, as well as those presenting severe behavioural problem. This was evident during the FGD, where participants expressed the following views.

Confidence: *"I normally observe those with poor vision and hard of hearing in the classroom. They struggle to copy from the chalkboard when they are far. Those with hearing problem struggle to hear when I use my normal voice".*

Chair: *"I observe those learners with physical disability in the classroom when they are expected to do activities; they struggle to hold a pen due to poor fine motor skills".*

On the same note, another participant went on to mention how they identify learners with learning difficulties in the classroom:

Hen: *"I discovered that some learners have speech problem through my classroom observation. When they rhyme in class, I normally move close to them to listen to the words".*

Another participant indicated that some learners' learning difficulties were embedded within the learners' complex behaviour which she referred to as "severe", as explicitly shown in the following quotation:

Hope: *"Learners with learning difficulties due to severe behaviour problem find it very difficult to concentrate in class. They are all over the place inside the classroom, distracting other learners. They like too much attention. Sometimes they even refuse to take punishment".*

That was also evident in the researcher's detailed field notes taken on the 23rd of August 2016, where one participant mentioned that since she teaches grade R, she always observed learners in class because sometimes parents do not disclose the conditions of their children. She identified those with behaviour problem because they tear other learners' work and they are very aggressive towards other learners.

From the above findings, it is clear learners with learning difficulties are identified through educator-learner classroom interaction. These findings concur with Landsberg et al. (2011) when they emphasised that educator-learner interaction gives greatest understanding of the learning difficulty. DBE (2014, p. 17) also corroborates with the findings which are in line with SIAS policy, which indicates that educators are expected to gather information and identify learners at risk of learning breakdown or school dropout. The findings also revealed that educators provide scaffolding by interacting with learners experiencing learning difficulties to identify the problem and model the expected behaviour (Landsberg et al. 2011).

5.4.1.2 Collegiality among educators

Learners with learning difficulties highlight the importance of collegiality among educators in Full Service School. According to the findings of this sub-theme, participants reported that through interaction with other educators, they get to know about the various learning difficulties that the learners present. This was evident in the following words:

Confidence: *"I also communicate with previous class educator to gather more information. Those with poor vision, when they write they move too close to their exercise books..."*

This was also evident during the document analysis from the SBST minutes dated the 19th of April 2016 that "educators are given the platform to discuss the progress and barriers experienced by learners in their respective classrooms, so that current grade educators will know the type of learners they deal with" (Mrs Y, 2016, p. 22).

Collegiality among educators also happens in the informal settings. That was highlighted in the researcher's field notes of the 23rd of August 2016, by one participant who mentioned that sometimes they happen to hear about learners with learning difficulties due to socio-economic factor like poverty during break time when they socialise with other educators.

The findings of this sub-theme revealed that educators get to know about various learning difficulties that the learners present through interaction with their counterparts. The findings also indicated that the interaction take place in the formal and informal settings. A similar study done by Shah (2012) also echoed the vital role of educator collegiality as it augments professional development, job satisfaction, as well as school quality and learner performance. These findings also revealed educators as one of the assets with strengths, capabilities and skills in the identification of learners with learning difficulties (Ebersohn & Eloff, 2006; Pienaar & Raymond, 2013).

5.4.1.3 Parents-educator interaction

The findings in this sub-theme revealed that parental involvement in learners' school activities were vital in assisting educators' identification of learning difficulties that learners

portray. The participants in this study revealed that during the registration of learners, parents have an opportunity to inform the educators about certain learning difficulties that the learners encounter. This was clearly articulated by one participant.

Chair: *"As I have mentioned that I have learners with learning difficulties due to physical disability. Most of the time I hear about the cause of learning difficulty from parents during registration."*

This was also highlighted by another participant who noted that:

Tunnel : *"Sometimes when a learner is experiencing a learning difficulty, I request the parents to come to school so that we can discuss the problem together and the progress of a learner."*

This was also revealed during the document analysis from the SBST minutes dated the 19th of May 2016 and learners' ISPs that *"parents are called to discuss about their children's learning difficulties, so that together with educators they can discuss the cause of learning difficulty and the support that can be provided to their children and they are expected to have a voice when ISPs are monitored and reviewed" (Mr Q, 2016, p.29).*

The above findings in this sub-theme revealed the role of parental involvement in the identification of learners with learning difficulties. The findings also revealed that educator-parent interaction take place during registration and even when parents are requested by educators during the year to discuss the conditions of their children. These findings are supported by the study done by Magare et al. (2010) that educators in an inclusive setting must take the initiative educator-parent partnership and in recognising the level of support that parents can offer. This is also supported by Pienaar and Raymond (2013) who argued that educators and parents must always seek ways to use the assets to support learners.

5.4.1.4 Engagement with learners' documents

Another finding from the current study indicates that learners' documents were key considerations in identifying learning difficulties presented by some learners. Participants

revealed that educators "*consult learners' profiles and fill-in the vulnerability assessment forms to gather more information*" about the learners learning difficulties, which seemed to be embedded in the complex and challenging environment in which the children live. This was clearly articulated in the following quotation:

Hen: "*There are also learners with learning difficulties due to socio-economic factors, particularly domestic poverty and sexual abuse. That cause barriers to learning and development, and also contributes to the physical, social and emotional well-being of learners. I only found out through my classroom observation and then consulted their profiles. I also fill in the vulnerability assessment form to gather more information*".

Hope further elaborated by that:
Hope: "*Filling in vulnerability assessment forms also work for me, because that makes me to be able to provide support from the informed situation*".

Another participant went on to explain how they engage with learners' document like ISPs, as indicated in the following quotation:

Confidence: "*Some learners have ISPs from the previous grades, when they all arrive in my class I always consult their profile to check the ISP so that I can be able to identify the learning difficulty, so that I can be able to support, monitor and review*".

From the findings above, it is clear that learners' documents were key considerations in identifying learning difficulties presented by some learners. The participants' findings reveal that educators engage with learner profiles, vulnerability assessment forms and learners' ISPs to gather more information about the nature of the learning difficulty. DBE (2014) concurs with the findings by emphasising that when a learner has been identified as being vulnerable or at risk through learner profile or vulnerability assessment forms, educators' role is to manager the case and coordinate the support required.

The findings of this theme came as a result of participants' discussion of support programmes provided for learners with learning difficulties in the Full Service School at Umlazi district. At the beginning of data generation, participants indicated that it is difficult to talk about support programmes in isolation.

Though, educators' identification of learners with learning difficulties was not the main focus of the study, participants pointed out that identification of learning difficulty is a key consideration to the provision support programmes aimed at learners. Theme one has revealed that interaction with different people within the school enables the educators to identify learning difficulties that the learners portray. The next two major themes discuss the key findings of the study as they relate to the key research questions stipulated in Chapter One.

5.4.2 Participation of all stakeholders hold value in providing IE support programmes

In this theme, the participants revealed and acknowledged that almost all stakeholders hold values in providing IE support programmes at Umlazi Full Service Schools. A robust focus group discussion was the dominant approach that brought into focus various stakeholders in the provision of support programmes aimed at learners with learning difficulties. The findings from the participants brought into focus participation that enable and constrain the provision of IE support programmes. Therefore, the following two sub-themes emerged after analysing the data.

5.4.2.1 Enablers of provision of IE support programmes

In this sub-theme the participants spoke about varying stakeholders that demonstrate how they enable the provision of IE support programmes in the context of this study. In Figure 5.2, the researcher provided an overview of these enablers using the conception of asset-map adopted from Khanare (2009, p. 66).

Figure 5.2: An overview of *enablers* of the provision of IE support programmes at Umlazi selected FSS

Inner assets

Learners "learners with speech problem; physical disability". **Educators** "devise trategies; sewing and needle work", **SBST** "material support", **School** "instant porridge,, reading programme", **LSA** "individual attention"

Local community

Parents "sewing, needle work"

Business people "food parcels, uniform", **NGOs** " spritual support; sexual abused leaners", **Local churces** "spiritual support

District specialist "speech and hearing problems", **DOH** "immunisation' eye and ear screening"; **DoE** "NSNP, FSS funding, LSE"

Adapted from Khanare (2009, p. 66)

The sub-themes that emerged from the data are discussed in the following sections.

5.4.2.1.1 Learners as enablers

The majority of the participants spoke eloquently about the participation of other learners in supporting learners with learning difficulties. There were several ways in which learners were providing support to them so that learners who experience learning difficulties excel in their lives, therefore, becoming enablers of IE support programmes within the school. For

example, participants revealed that due to speech problems, learners with learning difficulties receive assistance from their peers.

Hen: *"Peer support, especially those with speech problem. Other learners also teach learners with speech problem words and sounds. That makes those with speech problem to become stimulated and begin to utter few words"*.

The participant went on to speak about how learners provide support to those learners with learning difficulties, even beyond the classroom situation; perhaps even making 'play' to be as inclusive as possible. For example, Hen stated in the FGD:

"Even those who cannot walk properly due to physical disability get assistance from peers. They also support them outside the classroom during break times when they play".

Confidence also went on to elaborate about how learners provide support and counselling to other vulnerable learners, as indicated in the following quotation:

Confidence: *"Another peer support is provided by learners themselves to other learners. Here at school we have Soul Buddyz, where learners with learning difficulties receive peer counselling. They also discuss stuff related to teenagers"*.

From the participants' excerpts above, it is interesting to notice that children or learners take an active role in providing a supportive and enabling environment for other learners who are experiencing learning difficulties. The learners not only support learners socially, but also by taking an important role of 'teaching' their peers- a role which is dominantly perceived to be the adult's role. The findings of this study revealed that learners with learning difficulties due to speech and physical disability receive assistance from their peers inside the classroom, even during break time when they play.

The findings of this study are consistent with the guidelines for FSS with DBE (2010, p.21) which asset that learner support can be developed through peer support in classes and peer counselling, even out of classroom activities. Similar findings were also noted in the study about creating inclusive schools by Theoharis and Theoharis (2009), who found that when learners are accepted by their peers, they are motivated and willing to take risks and learn.

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The interesting findings in this study were to realise how learners demonstrated their ability to 'teach' other learners, thereby challenging teaching as being the adults' role.

Also, the findings of this theme resonate with Kretzmann and McKnight (1993) who emphasised that problems can be solved collectively. Learners with learning difficulties are not isolated from, the classroom or beyond the classroom as indicated by Hen. This is also consistent with Land (2004), who contends that individuals are usually assisted to solve problems and to carry tasks, or to achieve goals that would be beyond their unassisted effort. Learners with learning difficulties do not only get support from their peers but also educators' active participation, which also emerged as one of the themes in this study. This sub-theme will be discussed in the following section.

5.4.2.1.2 Educators as enablers

Another theme that emerged strongly from the participants was the finding that educators understand differentiated teaching strategies and some of the participants have in fact employed those strategies in teaching learners with certain learning difficulties. It was reported by Confidence that as educators are aware of their roles and the curriculum demands. She spoke about the importance of devising strategies that are suitable to the needs of learners with learning difficulties.

Confidence: *"I would also like to add more about curriculum support. As educators, we devise strategies in class that will assist learners with learning difficulties".*

This was supported by another participant who indicated the need to make adjustments in their activities and assessment, as indicated below:

Chair: *"Curriculum support is also given to learners with poor fine motor skills and poor gross motor skills, educators make adjustments in their activities and assessments".*

Furthermore, participants noted a sense of observable and active educators in the classroom. The importance of moving around the class could be important to listen to the learners when they speak. This sentiment was echoed by one of the participants in this study:

Hen: *"When they rhyme in class, I normally move close to them to listen to the words"*.

From the narrative excerpts above, it is clear that participants know how to devise strategies to teach learners with learning difficulties and some are employing those strategies to meet the needs of these learners. DoE (2001) and DBE (2014) reports emphasised the importance of educators in FSS and every school, as well as in classrooms. These two documents reported the importance of knowledge of the curriculum and teaching approaches and assessment. Similarly, O'Mara *et al.* (2012) emphasised the need to make adjustments and innovative strategies which are relevant to the needs of the learners. The findings of this current study are consistent with that of Magare et al. (2010)'s study in educators' experiences of inclusive learning contexts, who found that educators have competencies that enable them to support learners in an inclusive learning environment, they further elaborate by indicating that the successful implementation of IE relies heavily on them. Nowicki (2007) also reveals that learning difficulties can be overcome by effective educators.

5.4.2.1.3 Learner Support Assistants (LSAs) as enablers

Another theme that came out strongly from the data was the Learner Support Assistants as one of the enablers to the provision of IE support programmes for learners with learning difficulties. Participants revealed that LSAs support learners with learning difficulties in their respective classrooms. This was evident during the FGD and was reported as indicated below:

Chair: *"There is also curriculum support for learners with learning difficulties due to learning and cognition. Those learners receive additional support inside the classroom because we design Individual Support Plans (ISPs) for them to be supported"*.
This was also revealed during document analysis, where learners' ISPs dated April- June 2016 were analysed. It was evident that educators sometimes work with LSAs to provide curriculum support to learners with learning difficulties and to give them the individual attention as one of the recommendations.

On the same note, Chair was very clear in her narrative about the way LSAs are contributing in the provision of IE support programmes to learners with learning difficulties, as indicated below:

Chair: *"May I also add that LSAs also consult with educators to assess learner performance and evaluate the effectiveness of the support intervention"*.

From the above findings it is clear that educators also work with LSA. Magare et al. (2010) indicated that educators have competencies that enable them to support learners and form collaborative relationships in an inclusive learning programme. They even indicate that educators can also develop ISPs, so that learners with learning difficulties can be supported. This is also consistent with DBE (2010) in the guidelines for FSS, that LSAs work with educators to assist in identifying the learning difficulties and monitor the effectiveness of the support programme.

5.4.2.1.4 School-Based Support Team as enablers

Participants also spoke clearly about the support they receive from SBST. They indicated that SBST make sure that they provide materials that are needed by educators for them to support learners with learning difficulties. This was revealed by Tunnel during the FGD as follows:

Tunnel : *"We also receive support from SBST members. Material support, in my case, is provided by SBST, they make sure that when I request resources and material for my learners, they provide"*.

That was also indicated in the SBST minute book where the stock list dated 18 April 2016 was attached during document analysis. It was clearly written that resources and materials were purchased because educators requested them for the benefit of learners with learning difficulties.

The findings reveal that SBST members are very helpful to educators. Participants' findings indicated that SBST makes sure that materials that are needed by educators to support learners with learning difficulties in a FSS are always provided. DBE (2010) in the conceptual framework for the CSTL programme supports that learning and teaching support

materials should be provided to vulnerable children. This also concurs with a study done by Khanare (2012) about school children affected by HIV in rural South Africa, where SBST was seen as one of the assets in order to solve the problems in schools.

5.4.2.1.5 Community members as enablers

FSSs are not isolated but are an integral part of the whole community, in this case, the Umlazi community. Another theme that emerged strongly from the participants in this study is the positive relationship between the school and the Umlazi community. The participants spoke about the various members within the community and their roles in the provision of IE support programmes for learners with learning disabilities. They echoed the role of the parents; local business people; religious, as well as NGO's during the FGD.

The participants reported that the school works with parents to assist over-aged learners with learning difficulties, as indicated in the following quotation:

Tunnel : *"May I also add the skill training programme which is provided by community members, parents of learners from our school. They take our over-aged learners with learning difficulties and provide them with skills like sewing, needle work, art work and bead work".*

The findings from participants reveal that parental involvement plays an important role in the provision of IE support programmes for learners with learning difficulties. The study conducted by Surujlal and Dhurup (2009) about parental involvement in recreational activities of children with intellectual disabilities, also support and emphasises the importance of schools in creating opportunities for educators and parents to consult regularly in order to develop strategies and ideas on how to improve the lives of learners through the medium of recreation. Literature also supports this by revealing that the involvement of parents has been a positive force in the education of their children (Yssel et al., 2007). Participants also reported that the school works with local business people to assist learners who experience learning difficulties due to the poor socio-economic status within the learners' families. According to Hope:

"We have learners with learning difficulties due to socio-economic factor like poverty. There is nutritional support programme provided by our FSS to those learners. They are given porridge every morning to maximise their participation during their learning and development process".

Confidence added:

"May I also add poverty alleviation programme as part of social and welfare support where school work with local business people to buy groceries and electricity vouchers for learners that experience learning difficulties due to socio-economic factor like poverty".

Participants also revealed that there is also spiritual and psychological support provided by NGOs, which are available within the FSS local community. There were many advantages that were provided by the NGOs and the most dominant ones included; spiritual support and psychological services. This was evident in the following assertions from two participants:

Hope : *"There is also a spiritual support which is provided by NGOs and local churches. Learners with learning difficulties are given love and hope".*

Tunnel went further to speak about the role of local NGOs in the provision of psychological service within the school, particularly for learners with learning difficulties, as indicated in the following quotation:

Tunnel : *"Psychological support to learners who have been sexual abused is also provided by NGO X".*

From the participants' verbatim quotes above, it can clearly be established that FSSs at Umlazi township area are not isolated from the Umlazi community, particularly in ensuring the support programmes for learners with learning difficulties. This implies that the school is aware and acknowledges the resources or assets within and beyond the school. UNICEF (2011), concerning the rights of children with disabilities to education, emphasises the importance of investing in partnerships with NGOs and all other stakeholders in the development of inclusive education. Rydstrom (2010) also corroborates that by emphasising that IE programme is perceived by government educational bodies, aid organisation, and NGOs as the crucial method for educating the majority of learners with learning difficulties.

This is also in line with the conceptual framework for CSTL, which emphasises that community participation should be encouraged for identification, support and development of vulnerable learners (DBE, 2010).

5.4.2.1.6 DoE as enabler

Another theme that emerged from the findings was that of DoE as one of the assets in the provision of IE support programmes for learners with learning difficulties in a FSS DoE has a role to play in supporting FSSs. Officials at national, provincial and district level must be able to manage and support the implementation of IE, as that is in line with the guidelines for FSSs. From the participants' narrative excerpts, it is clear that they do receive support like FSS funding allocation; human resource provision; District-Based Support Team support and the NSNP from DoE. That was evident during the FGD. Participants clearly indicated this in the following quotations:

Confidence: *"Material support is also provided by DoE through FSS funding allocation to buy material and other resources which can be used by learners with learning difficulties".*

The participant went on to speak about human resource provision such as LSAs and Learner Support Educator (LSE). For example, Confidence stated in the FGD:

"There is also human resource provision, LSAs and LSE. They also provide additional support to learners with learning difficulties".

Other participants also added as indicated in the following quotations:

Hen: *"Learners with speech problem also receive a specialist support from a member of the DBST. A speech and language therapist is often invited to screen learners with speech problem and advise educators on how to support them".*

Hope added: *"Nutritional support is also provided by DoE to all learners including those with learning difficulties".*

The participants 'findings revealed that DoE supports FSSs by providing them with funding allocation for them to buy materials and resources for the learners with learning difficulties; Human resource provision like LSAs and LSE so that they can also assist in the provision of IE support programmes; DBST support from district personnel to manage and support the implementation of IE and lastly, NSNP support to maximise the participation of all learners, including those with learning difficulties. The above narrative excerpts revealed that DoE is providing support to FSSs. According to DoE (2001), district officials should be available to train and provide support to educators so that they will be able to support all learners and meet their needs. DoE further explains how the conditional grant from the national government is proposed to be used in FSSs to provide the necessary facilities and other material resources needed to increase access for learners who are currently excluded. Guidelines for FSSs (DBE, 2010) also emphasise that LSE and LSA play a very important role in facilitating support in a FSS.

5.4.2.1.7 Department of Health (DOH) as enabler

The findings from participants revealed that FSSs also work with DOH to provide IE support programme for learners with learning difficulties. The participants revealed that their learners with learning difficulties due to medical conditions are referred to DOH for a health specialist support. That was evident during the FGD, as indicated by one participant in the quotation below:

Hen: *"When learners experience learning difficulties due to medical conditions, we advise parents to take their children to clinics or hospitals for a health specialist support".*

Confidence also added: *"May I also add health promotion support where DOH do eye and hearing screening, circumcision and immunisation to learners".*

This was also evident during document analysis, some learner profiles, especially those with medical conditions, had medical reports indicating the nature of medical condition and the support the learner receives from DOH.

The above participants' verbal quotations revealed that DOH has an important role to play in the provision of health promotion support to learners with learning difficulties in a FSS. That

is in line with SIAS, as it is indicated that health professionals play a crucial role in the SIAS process. Relating this argument to asset-based approach, it does not ignore the external context and constraints on communities. It acknowledges that these communities need additional resources from outside (Ebberson & Ellof, 2006; Myende, 2011). Schools are important in ensuring that all stakeholders such as educators, parents, local business people and other local institutions contribute resources, capacities, skills and assets to join initiatives between the school and their communities (Khanare, 2009). This also emphasises the value of collaboration in the provision of support. It also acknowledges that some sources of support can also be located outside the school, but in the local community (DBE, 2010).

The study revealed that the core of this approach is belief that every person and community has capacities, abilities, gifts, skills and social resources (Kretzmann & McKnight, 1993). The study also revealed that each individual has something to contribute (Pienaar & Raymond, 2013).

5.4.2.2 Constraining factors to the provision of IE support programmes in a FSS

This study is about the exploration of IE support programmes provision for learners with learning difficulties in a FSS. During the FGD, participants also mentioned some of the constraining factors to the provision of IE support programmes in a FSS. They are coping, they are not giving up. However, the researcher felt it would be important to highlight these constraining factors.

The sub-themes that emerged from the data are discussed in the following sections.

5.4.2.2.1 Large number of learners in classrooms

Participants spoke clearly about how large numbers of learners in the classroom inhibit the provision of IE support programmes to learners with learning difficulties. They mentioned that the large number of learners in the classroom makes the provision of additional support and individual attention to be difficult to learners with learning difficulties. This was evident during the FGD and was reported as indicated below:

Hen: *"...Sometimes it becomes difficult for us to provide additional support and individual attention to those learners with learning difficulties because of the large numbers of learners in our classrooms".*

That was also supported by another participant who indicated the difficulty they face when they implement ISPs, as indicated below:

Hope: *"Speaking of the large number of learners in our classrooms, that is the biggest challenge. It becomes difficult even to follow and implement fully the ISPs of learners with learning difficulties".*

That was also revealed during the document analysis from SBST minutes dated the 20ᵗʰ of June 2016, that educators are complaining about the large number of learners in their classrooms. They indicated that it disturbs the provision of individual support and individual attention to learners with learning difficulties.

The findings above revealed the educators' challenges that are caused by the large number of learners in the classroom when providing IE support programmes to learners with learning difficulties. The similar study done by Pather and Nxumalo (2013) also echoed the challenges which inhibit IE development include overcrowding and discriminatory attitudes.

5.4.2.2.2 Attitudes towards FSS as resource centre

The findings from participants revealed that they are flooded with cases of learners with learning difficulties from other schools. When they try to assist, educators from those schools show negative attitude towards them. That was revealed during the FGD by the following response:

Confidence: *"Another challenge is that since we are a FSS, we are flooded with cases of learners with learning difficulties from other schools. When we try to assist them to be able to accommodate their learners, they show negative attitude…"*

That was also evident in the researcher's detailed field notes dated the 23ʳᵈ of August 2016, that participants mentioned that one of the biggest challenge when they try to assist educators

from other schools about their cases of learners with learning difficulties, they show a very negative attitude.

From the above narrative excerpts, it is clear that some educators from other mainstream schools still show negative attitude towards assisting learners with learning difficulties. FSSs are still flooded with cases of learners with learning difficulties from other mainstream schools. That was also supported by a study conducted by Engelbrecht et al. (2015), which highlights that despite the fact that education policies in South Africa stipulate that all learners should be provided opportunities to participate fully in all classroom activities, the implementation of IE is still hampered by a combination of the lack of resources, attitudes and actions of the educator in the classroom.

5.4.3 Inclusive education support programmes shape the holistic well-being of learners with learning difficulties

In this theme, the participants revealed how the current IE support programmes shape the holistic well-being of learners with learning difficulties in a FSS. Participants constructed a collage to indicate different ways in which the support programmes provided can improve the well-being of learners. Participants used pictures to project their views in the collage (Colakoglu & Littlefield, 2011). Collage allowed participants to show their feelings, views and thoughts about IE support programmes provision using pictures. Below is the collage that represents the IE support programmes that shape the holistic well-being of learners with learning difficulties in a FSS.

Figure 5.3: Collage
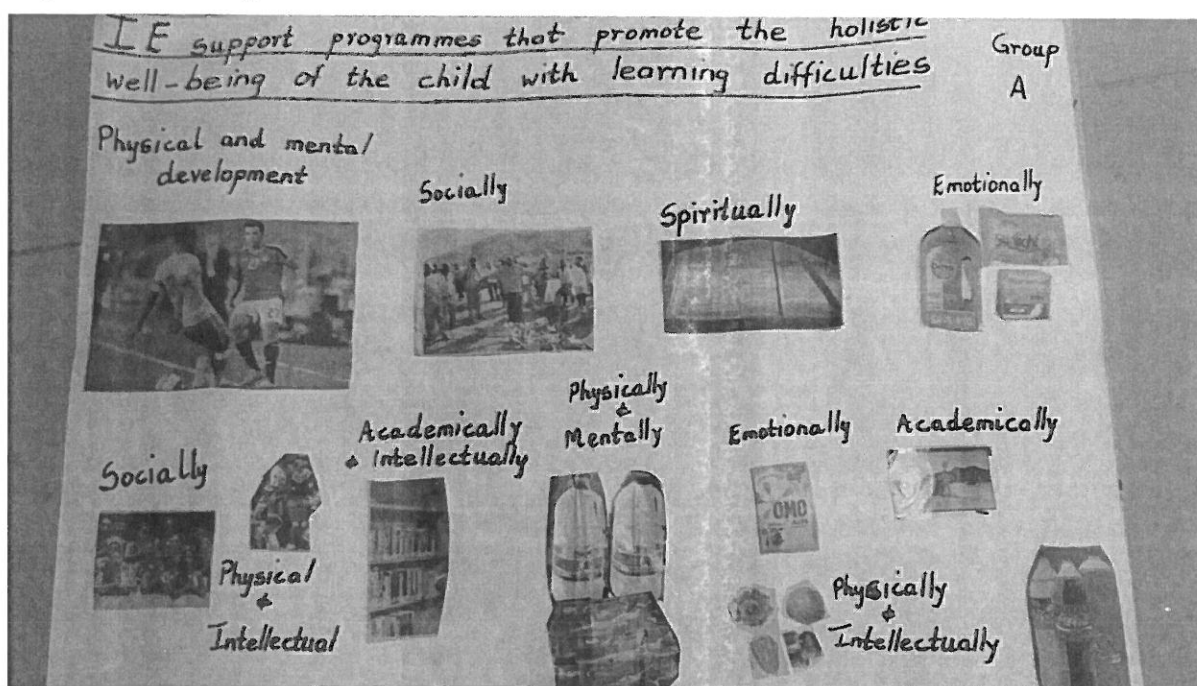
Source: Researcher's own

The collage was used to stimulate discussion and dialogues among the participants, about the ways in which IE support programmes shape the holistic well-being of learners with learning difficulties. From the collage, the participants identified various ways in which the IE support programmes shape the holistic well-being of learners with learning difficulties in a FSS. These include sports which shape the physical and mental aspects, spiritual support which shape the spiritual aspect, soap and sanitary pads donations which shape the emotional aspect, cultural activities which shape the social and emotional aspects, and so on (see figure 5.3 above).

The focus group discussion, following the collage activity, was used and provided in-depth understanding of the participants' responses on how the current IE support programmes enhance the holistic well-being of the learners with learning difficulties in selected FSSs at Umlazi. The following diagram provides an overview of the participants' perspectives on how the IE support programmes improve the learners' well-being.

Figure 5.4: The improvement of the holistic well-being of learners through IE support programmes

The circles in the diagram contain the following text, arranged around a central circle:

- Central: IE support Programmes
- Reading programme, DVD (academically)
- Sports (physically, mentally)
- Food parcels (emotionally)
- Soul Buddyz (socially)
- Zulu and Modern dance (culturally)
- Word of God (spiritually)
- Curriculum adjustment (intellectually)
- NGOs (Psychologically)
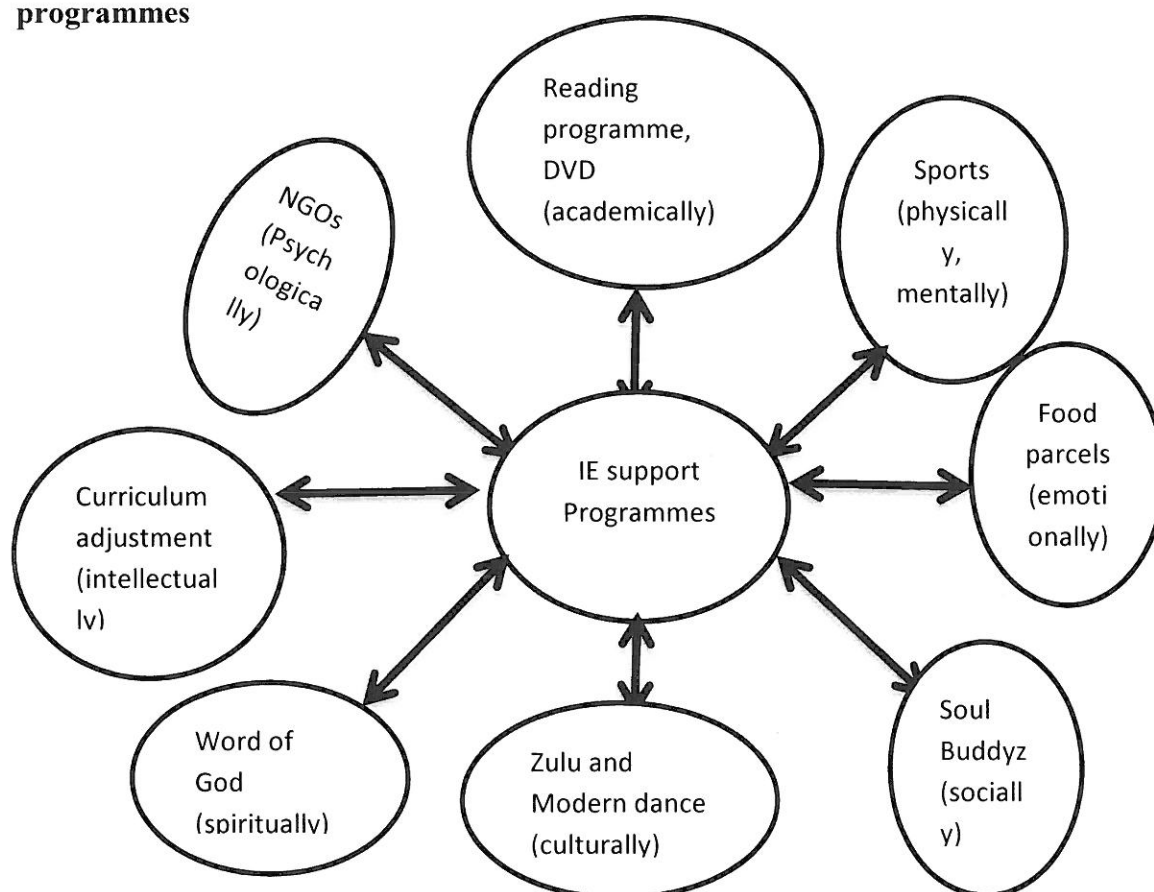
Source: Researcher's own

The findings from participants presented various ways in which the IE support programmes shape the well-being of learners with difficulties. The findings of this theme revealed that IE support programmes are provided by educators, schools and community members. The sub-themes that emerged from the data are discussed in the following sections.

5.4.3.1 Educators

Participants spoke clearly about the IE support programmes that are provided by educators to shape the holistic well-being of learners with learning difficulties. There were several ways in which educators were providing the support programmes to learners, so that they will improve holistically. For example, participants revealed that educators provide curriculum

support by providing reading programmes and curriculum adjustment to learners with learning difficulties to improve the academic and intellectual aspects. That was indicated as follows:

Hope: *"We also have school library with books where our learners are taken by educators to improve their reading skills as part of curriculum adaptation...."*

The participant went on to speak about how educators use the school television to play learners DVDs to improve their listening, comprehension and reading skills. For example, Hope stated that in the CCA: *"...we also have school television which is used to play learners with learning difficulties DVDs to improve their listening, comprehension and reasoning skills. All the above mentioned support programmes improve the academic and intellectual aspects of learners".*

Tunnel also went on to elaborate how she assists learners with the skills training programme, as indicated in the following:

Tunnel: *"...I also assist learners with the skills training programme to teach over aged learners with learning difficulties, like sewing and needle work to develop their social and emotional aspects".*

From the above findings, it is clear that educators provide IE support programmes to learners with learning difficulties to improve their academic, intellectual, social and emotional aspects. The findings of this sub-theme resonate with Wulczy et al. (2009) in their study of intersection of schools and child welfare, where they indicated that according to No Child Left Behind Act, educators have to pay closer attention to learners placed at risk.

5.4.3.2 School

Participants indicated during the CCA that there are IE support programmes like sports where they provide athletics, soccer, vegetable garden project, Zulu and modern dance and Soul Buddyz that are offered at school level. They further mentioned that these support programmes improve the physical, mental, social, cultural and emotional well-being of

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learners with learning difficulties in a FSS. This was echoed by one of the participants, as indicated below:

Sea breeze: *"Our school provides soccer. It develops learners' physical and mental aspects. They develop physical and mental fitness, and that also improve their span of concentration during their learning and development".*

This was also reported by another participant who indicated how soccer and athletics shape learners with learning difficulties, as indicated below:

Chair: *"Here at school we also have sports like soccer and athletics. Learners with learning difficulties also participate and do well in them. These support programmes develop their social, physical and intellectual well-being. They also boost their self-esteem".*

Furthermore, participants indicated how Soul Buddyz, Zulu and modern dance improve the well-being of learners with learning difficulties. This was echoed by participants as follows:

Hen: *"We have social club like Soul Buddyz, they develop the social well-being of learners because they discuss all matters related to teenagers".*

Confidence also added how Zulu and modern dance improve the well-being of learners: *"We also have Zulu and modern dance, which improve the social well-being of learners…"*

The above narrative excerpts clearly indicate that some IE support programmes are provided at school level. The findings revealed that those that are provided at school level shape the physical, mental, social and intellectual well-being of learners with learning difficulties. The findings of this sub-theme corroborates with the study done by Wulczyn et al. (2009) about the intersection of schools and child welfare, where they emphasise that the schools are held accountable for the child's welfare.

5.4.3.3 Outside community

Another theme that emerged from the findings is that IE support programmes for learners with learning difficulties are also provided by outside community in a FSS. Community support is always important in the provision of IE support programmes for learners with learning difficulties in a FSS. Participants revealed that there are IE support programmes for learners with learning difficulties that are provided by outside community, like vegetable gardens equipment provided by the Department of Agriculture, food parcels donations from local business people, spiritual support by local churches and NGOs. This was evident during the CCA, and was reported as indicated below:

Sea breeze: *"We also receive donations and equipment for vegetable garden from the Department of Agriculture. When vegetables are ready, they are given to learners with learning difficulties due to socio-economic status like poverty. Vegetables develop learners' physically, mentally and intellectually".*

Hen also indicated how they receive support from local business people:

Hen: *"We have pictures that represent food parcels that we receive from local business people as part of our Social and Welfare programme, to support learners with learning difficulties due to socio-economic status like poverty. They promote their mental, social, physical and intellectual aspects. These learners eat to develop their physical and intellectual well-being. They also feel good about themselves".*

Hope indicated how they receive support from NGOs: *"We also have the Bible from our collage, which shows the spiritual support from local churches and NGOs. They share the word of God with learners, they give them love and hope. That develops our learners spiritually".*

The above findings revealed that some of the IE support programmes are provided by the community members like local business people, sister departments and NGOs. The findings also revealed that these IE support programmes develop the physical, mental, intellectual, social and spiritual well-being of learners with learning difficulties. The findings are in line with guidelines for FSSs (DBE, 2010) which emphasises that other institutions and organisations in the community need to work with the school and support it. Findings also

corroborate with Kretzmann and McKnight (1993) as they indicate that local churches connect with schools by providing tutoring to school children, to make churches to be better connected to their neighbourhood.

5.5 SUMMARY

In this chapter, the researcher has discussed the findings that emerged from the study. The findings were revealed from transcriptions from FGD, CCA, documents analysis and researcher's detailed field notes. Three major themes that emerged from the findings were highlighted. The findings revealed that the first theme, which is the identification of learners with learning difficulties, was the result of educator-learner interaction; collegiality among educators; educator-parent interaction and lastly, engagement with learners' document.

The second theme was also discussed in depth. The participants' findings clearly indicated that the participation of all stakeholders hold value in the provision of IE support programmes. The data also indicated that participation can enable and constrain the provision of IE support programmes. Learners, educators, LSAs, SBST, community members, DoE and DOH were revealed as the enablers to the provision of the IE support programmes for learners with learning difficulties in a FSS. Large numbers of learners in classrooms and attitudes towards FSS as a resource centre were revealed as constraining factors to the provision of IE support programmes in a FSS.

The last theme that emerged from the findings was that IE support programmes shape the holistic well-being of learners with learning difficulties. The findings from participants revealed that IE support programmes are provided by educators, school and the outside community. The data also revealed that these IE support programmes develop learners with learning difficulties in a FSS academically, intellectually, socially, emotionally, physically, mentally, psychologically and spiritually. Therefore, the next chapter presents the summary of the findings, recommendations and limitations of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

"The asset-based approach does not ignore the external context of and constraints on communities, it acknowledges that these communities need additional resources from outside. It even mentions that resources from outside can be more effective if the community has identified and mobilized its own resources". (Liesel Ebersohn & Irma Ellof, 2006, p. 464)

6.1. INTRODUCTION

Chapter five focused on the presentation and analysis of findings. The chapter discussed the three themes that emerged from the data. The identified themes were discussed in detail using participants' direct quotations to authenticate the voice of participants. The discussion of findings was contextualised within the existing literature and theoretical frameworks adopted in this study.

This chapter presents the summary of the findings, recommendations and limitations of the study, in order to provide evidence that the research questions of the study have been addressed. The purpose of this study was to explore the IE support programmes provisions for learners with learning difficulties in a FSS. The researcher explored and discussed the literature pertinent to the research topic in order to provide a reference point from which data could be generated and analysed, in an attempt to answer the research questions and achieve the aim of the study.

6.2 SUMMARY OF THE FINDINGS

The findings of the research can be broken down into the themes that were discussed in the previous chapter. The following inferences were made regarding those themes:

6.2.1 Educators' identification of learners with learning difficulties is embedded in the scholarship of interaction.

From the findings of this theme, it was revealed that for educators to be able to provide support to learners with learning difficulties in a FSS, they must first identify those learning difficulties as important role players in the planning and provision of support (DBE, 2014). Based on the findings, it was indicated that some learning difficulties are identified by educators in their classroom experiences during the educator-learner interaction, collegiality among educators, educator-parent interaction and engagement with the learners' documents. The findings revealed that learners with learning difficulties are identified through the scholarship of interaction within the school to gather more information. Literature also confirms that the hallmark of IE is the educators' willingness to accept and support learners with learning difficulties (Ali, Mustapha & Jelas, 2006).

6.2.2 Participation of all stakeholders holds value in the IE support programmes provision.

The study revealed two dimensions of the IE support programmes, those dimensions are as follows:

6.2.2.1 Enabling factors to the provision of IE support programmes in a FSS.

The findings reveal that there are many assets in the provision of IE support programmes for learners with learning difficulties in a FSS. The findings confirm the Khanare (2009) who argued that assets within communities can be harnessed to help communities solve their own challenges.

6.2.2.1.1. Learners as enablers

It was also revealed that learners are more likely to take risks and learn when they feel a sense of belonging (Theoharis & Theoharis, 2009). The findings affirm that peers are also one of the assets or resources in the provision of IE support programmes to learners with

learning difficulties in a FSS. Learners with learning difficulties due to speech problem receive the assistance from their peers.

6.2.2.1.2 Educators as enablers

It is also evident from the findings that educators from FSS provide curriculum support to learners with learning difficulties. The findings confirm the Magare et al's. (2010) notion that educators have competencies that enable them to support learners with learning difficulties in an inclusive learning environment. Educators do curriculum adaptations and flexibilities in their teaching strategies so that learners with learning difficulties can benefit. The findings also reveal that educators work with LSAs to support learners with learning difficulties in a FSS.

6.2.2.1.3 LSA as enablers

From the above findings, it is clear that LSA also provide IE support programmes to learners with learning difficulties. They also work with educators to provide that support. Magare et al. (2010) support that by indicating that educators have competencies that enable them to support learners and form collaborative relationships in an inclusive learning programme. This is also consistent with DBE (2010), in the guidelines for FSS, that LSAs work with educators to assist in identifying the learning difficulty and monitor the effectiveness of the support programme.

6.2.2.1.4 SBST as enablers

The findings revealed that SBST members are very helpful to educators. The findings from data indicated that SBST makes sure that materials that are needed by educators to support learners with learning difficulties in a FSS are always provided. In the conceptual framework for the CSTL programme, DBE (2010) supports that learning and teaching support materials should be provided to vulnerable children. This also concurs with a study done by Khanare (2012) about school children affected by HIV in rural South Africa, where SBST was seen as one of the assets in order to solve the problems in schools.

6.2.2.1.5 Community members as enablers

The findings from participants revealed that parental involvement plays an important role in the provision of IE support programmes for learners with learning difficulties. Literature also revealed that the involvement of parents has been a positive force in the education of their children (Yssel et al., 2007). That is corroborated by the study conducted by Surujlal and Dhurup (2009) about parental involvement in recreational activities of children with intellectual disabilities, which emphasises the importance of schools to create opportunities for educators and parents to consult regularly in order to develop strategies and ideas on how to improve the lives of learners through the medium of recreation.

From the participants' findings, it was clearly indicated that FSSs at Umlazi township area also work with NGOs to provide IE support programmes to learners with learning difficulties. In the context of the rights of children with disabilities to education, UNICEF (2011) emphasises the importance of investing in partnerships with NGOs and all other stakeholders in the development of inclusive education. Rydstrom (2010) also concurs by emphasising that IE programme is perceived by government educational bodies, aid organisation and NGOs, as the crucial method for educating the majority of learners with learning difficulties. This is also in line with the conceptual framework for CSTL, which emphasises community participation should be encouraged for identification, support and development of vulnerable learners (DBE, 2010).

6.2.2.1.6. DoE as enablers

The findings confirmed the DoE's (2001, p. 22) notion that FSSs are institutions which will be supported and equipped to provide the full range of learning needs among all our learners. It is evident from the findings that DoE supports FSSs with FSS funding allocation and human resource provision like LSEs and LSAs so that the provision of support programmes will maximise the participation of learners with learning difficulties. Guidelines for FSSs (DBE, 2010) also emphasise that LSE and LSA play a very important role in facilitating support in a FSS.

The findings also revealed that FSSs and educators receive support from DBST members so that they will be able to support learners with learning difficulties. There is also NSNP that is provided by DoE to all learners, including those with learning difficulties due to socio-economic factor like poverty.

6.2.2.1.7. DOH as enablers

The findings revealed the importance of the DOH in the provision of IE support programmes for learners with learning difficulties. Participants indicated that when learners experience learning difficulties due to medical or neurological problems, parents are referred to DOH for specialist support. The findings confirmed the DBE (2014) statement that indicates that health professionals play a crucial role in the process of the provision of support to learners with learning difficulties.

6.2.2.2. Constraining factors to the provision of IE support programmes in a FSS.

As mentioned previously, this study was about the exploration of IE support programmes provision for learners with learning difficulties in a FSS, but the findings of the study also revealed the challenges experienced by educators in the provision of IE support programmes to learners with learning difficulties.

6.2.2.2.1 Large number of learners in classrooms

The findings above revealed the educators' challenges that are caused by the large number of learners in the classroom when providing IE support programmes to learners with learning difficulties. A similar study by Pather and Nxumalo (2013) also echoed the challenges which inhibit IE development include overcrowding and discriminatory attitudes.

6.2.2.2.2 Attitudes towards FSS as resource centre

The findings also revealed that some educators from other mainstream schools still show negative attitude towards assisting learners with learning difficulties. Findings also revealed that FSSs are still flooded with cases of learners with learning difficulties from other

mainstream schools, but when they try to assist, the educators show negative attitude. That was also supported by a study conducted by Engelbrecht et al. (2015) which highlights that despite the fact that education policies in SA stipulate that all learners should be provided opportunities to participate fully in all classroom activities, the implementation of IE is still hampered by a combination of the lack of resources, attitudes and actions of the educator in the classroom.

6.2.3. IE support programmes shape the holistic well-being of a learner with learning difficulties in a FSS.

The findings of the study revealed that the provision of IE support programmes improve the holistic well-being of learners with learning difficulties in a FSS. Literature survey also revealed that support can be provided by inside and outside resources in a FSS like educators, school and the outside community.

6.2.3.1 Educators

The findings revealed that educators provide IE support programmes to learners with learning difficulties to improve their academic, intellectual, social and emotional aspects. The findings of this sub-theme resonate with Wulczy et al. (2009) in their study of intersection of schools and child welfare, where they indicate that according to No Child Left Behind Act, educators have to pay closer attention to learners placed at risk.

6.2.3.2 School

The findings also revealed that IE support programmes are provided at school level. The findings clearly indicated that, those IE support programmes shape the physical, mental, social and intellectual well-being of learners with learning difficulties. The findings of this sub-theme are supported by Wulczyn et al. (2009) about intersection of schools and child welfare, where they emphasised that the schools are held accountable for the child's welfare.

6.2.3.3 Outside community

The findings revealed that some of the IE support programmes are provided by the community members like local business people, sister departments and NGOs. The findings also revealed that these IE support programmes develop the physical, mental, intellectual, social and spiritual well-being of learners with learning difficulties. These findings are also in line with guidelines for FSSs (DBE, 2010), which emphasised that other institutions and organisations in the community need to work with the school and support it. Findings also corroborate with Kretzmann and McKnight (1993) as they indicate that local churches connect with schools by providing tutoring to school children, to make churches become better connected to their neighbourhood.

6.3. RECOMMENDATIONS

Based on the findings, the following recommendations are suggested for the effective provision of IE support programmes for learners with learning difficulties in a FSS.

- It is recommended that since the support of educators has been fragmented, professional development of educators from FSSs should be afforded high priority of in-service IE support programmes trainings if reform and restructuring initiatives are to be successful.

- FSSs should be provided with teacher assistants and school counsellor for them to be able to effectively provide IE support programmes to learners with learning difficulties.

- There should be an exchange of knowledge in a form of circuits' workshops between the FSSs, neighbouring schools and other service providers, so that other schools can join in and benefit from the interaction.

- The school should identify capacities of both the school stakeholders and those of the surrounding community members have to be harnessed to a maximum level.

- Asset-based approach and scaffolding theory should be incorporated in the teaching training curriculum, especially in the IE modules.

6.4. AREAS FOR FURTHER RESEARCH

Regarding further research, I recommend that:

- A further study should be conducted to include more educators in other schools, study should be quantitative in nature or use mixed research methods. I believe that such study would be able to succeed in getting the views of other educators, learners and community members that the researcher could not include in this study. I strongly believe that the views of more participants would add more views. However, this does not mean that the views of six educators in this study cannot be trusted. The documents analysed, FGD and CCA provided the same results.

- The researcher further suggests that there is a need to conduct a study aimed at empowering FSSs on how to identify inside resources. The use of Participatory Action Research design, which includes the use of arts-based methods, will be essential for such study.

- Asset-based approach and scaffolding theory need further exploration. A study including these two theories as lenses to understand IE support programmes provided in FSSs is recommended.

6.5. CONCLUSION

This study was conducted to explore the IE support programmes for learners with learning difficulties in a FSS. The qualitative research design was employed, this research design allowed the participants to express their views through a multi-modal data generation approach into the IE support programmes provided by FSS at Umlazi District area.

The data analysis indicates that the provision of learners with learning difficulties is embedded in the scholarship of interaction. The findings revealed a number of identified themes which included that the participation of all stakeholders holds value in providing IE support programme for learners with learning difficulties. As a result, a clear understanding from the participants' point of view indicated enabling factors to the provision of IE support programmes and constraining factors to the provision of IE support programmes are highlighted. That means that some educators, SBST, learners and other stakeholders in a FSS's community are willing to join forces and provide IE support programmes to learners with learning difficulties while others are finding it difficult to enhance the provision of IE support programmes due to multiple barriers as indicated by the participants in this study.

As the researcher and working in the DBE as a Senior Education Specialist for Special Education, I am aware that FSSs are still developing in South Africa and I hope this study would not only contribute to the existing body of knowledge on how educators construct the IE support programmes for learners with learning difficulties, but also address the existing barriers and make FSSs effective so that all learners can learn and thrive in all spheres of their lives.

In order to ensure the effectiveness of FSSs, the researcher concludes that the intersection of an asset-based approach and the scaffolding theory needs to be incorporated in understanding the provision of IE support programmes in FSSs.

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APPENDICES

FOCUS GROUP DISCUSSION SCHEDULE

You are invited to participate in this study which explores the nature of inclusive education support programmes provision for learners with learning difficulties in Full-Service School. The study also establishes the evidence of inclusive education support programmes on the well-being of learners with learning difficulties in Full-Service School. Participation in the focus group discussion is voluntary and you are free not to answer any questions that you feel uncomfortable with or to withdraw from participation any time.

Tittle of study: Inclusive education support programmes provision for learners with learning difficulties in Full-Service School.

Introduction by facilitator

Hello, my name is Sindiswa Anthea Mhlongo. Thank you for taking your time to participate in the focus group discussion in relation to the study mentioned above.

Introduction by the participants

Let us do a quick round of introductions. Can each of you tell the group your name, grade you are teaching, number of learners with learning difficulties in your class, and number of years teaching in this Full-Service School?

(NOTE TO THE INTERVIEWER: The following questions will guide the discussion).

1. First, I will like to hear about the different types of learning difficulties that you experienced since you join the school.
   a. This could be through your observation, conversation with other educators or learners, your classroom experiences and so on.
   b. Give clear examples of each learning difficulty mentioned.

2. Now, I would like to focus more on the support programmes that are available in the school to support learners with learning difficulties.
   a. What types of support is given to these learners? Remember you can draw both from human and non-human support.
   b. Who provide the support?

Probe: You can draw from a range of resources (educators, SMT, Principal, school policies, national policies, parents, DoE personnel etc.)

    c. How exactly do the people mentioned in section (b) above support learners with learning difficulties in this school? Give clear examples of the roles played by each person mentioned.

3. Is there anything else we have not yet discussed, yet you feel can assist learners with learning difficulties in Full-Service School?

Thank you for your contribution to this research

APPENDIX B

COLLAGE ACTIVITY

You are invited to participate in this study which explores inclusive education support programmes provision for learners with learning difficulties in the selected Full-Service School in Umlazi District. The study explores the nature of inclusive education support programmes for learners with learning difficulties in Full-Service School, and in particular, it establishes the evidence of inclusive education support programmes on the well-being of learners with learning difficulties in Full-Service School. Participation in the collage construction is voluntary and you are free not to answer any questions that you feel uncomfortable with or to withdraw from participation at any time.

Session 1: Collage making

In this session participants will identify the resources available to them at and through the school and which they draw on; but also their own assets (strengths) (Khanare, 2012). Exploring these two areas will provide opportunity to "deep" discussion and reflection.

(NOTE TO INTERVIEWER: The following questions will guide the collage session):

Using a combination of pictures, drawings, text and phrases, educators make collage identifying any resources which are available within and outside the school that they use to provide support programmes to learners with learning difficulties in the selected Full-Service School. The process includes:

- Explaining what a "collage" is.
- Showing educators examples of collages
- Educators work in groups and create their collages in which they show how the current support programmes improve the holistic well-being of learners with learning difficulties in the selected Full-Service School.
- The following prompt will be used: '*Use a combination of pictures, drawings, text and phrases to create a collage showing how the current support programmes improve the holistic well-being of the learners with learning difficulties in this school*'.
  Probe: This might include assisting them socially, in class and outside, emotionally, psychologically, academically etc. Provide clear examples or incidences.
- Sharing of collages: educators will paste their collages on the wall and have a 'walk about' where everyone views the collages.

Session 2: Collage interpretations

(NOTES TO INTERVIEWER: The following questions will guide the collage interpretations):

- From your experience, why is it important to improve the holistic well-being of learners, especially those with learning difficulties?
- Can you describe your collage: What is in the collage? Why did you choose the items that are in your collage?
- From your collage which programmes improve the social, academic, emotional, or psychological well-being of learners with learning difficulties in this school?
  Probe: Why do you say so? Give clear explanations in your responses.
- Can you describe what you, other educators or learners have done to make sure that there are resources in the school in relation to the provision of inclusive education support programmes for learners with learning difficulties in the school context?

Session 3: Oral reflection about participating in a collage activity

- Was it your first time to create a collage, if not, where and for what purpose?
- What have you learnt from participating in this collage activity?
- What was interesting? What was challenging?
- Would you like to have these collages? How do you intend to use them? With who? Why?
- Is there anything else we have not yet discussed, yet you feel could be done to improve participation when using collage method?

Thank you for your contribution to this research.

APPENDIX C

COLLAGE WAIVER

I.. (**Full names of participant**), give my permission for a photograph to be taken of me for use in the project: (**insert project title**)...
....

This collage will be used for research purposes, including colloquiums, symposiums, research modules, research articles, research blogs and I will be consulted and further permission sought if my collage is to be used for exhibitions and/or other dissemination purposes. No further use of this collage will be made without my express permission.

....

SIGNATURE OF THE PARTICIPANT   **DATE**

APPENDIX D: ETHICAL CLEARANCE LETTER APPROVAL

29 June 2016

Ms Sindiswa A Mhlongo 207527940
School of Education
Edgewood Campus

Dear Ms Mhlongo

Protocol reference number: HSS/0728/016M
Project title: Inclusive education support programmes provision for learners with learning difficulties in Full-Service School.

Expedited Approval
In response to your application dated 01 June 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr FP Khanare
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Mrs B Bhengu-Mnguni, Mbalenhle Ngcobo, Philisiwe Ncayiyana, Tyzer Khumalo

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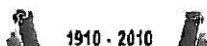**Humanities & Social Sciences Research Ethics Committee**
Dr Shenuka Singh (Chair)
**Westville Campus, Govan Mbeki Building**
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
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Enquiries: Phindile Duma	Tel: 033 392 1004	Ref.:2/4/8/820

Mrs SA Mhlongo
360 Kenyon Howden Road
125 Northridge Park
Woodlands
4004

Dear Mrs Mhlongo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"INCLUSIVE EDUCATION SUPPORT PROGRAMMES PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES IN FULL-SERVICE SCHOOL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 June 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMlazi District

Adv. MB Masuku
Acting Head of Department: Education
Date: 20 June 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa   ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE. 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX E

360 Kenyon Howden Road

125 Northridge Park

Woodlands

4004

25 May 2016

Director – The Research Unit

Resource Planning: KwaZulu-Natal Department of Education

Private Bag X 9137; Pietermaritzburg; 3200

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Director

My name is Sindiswa Anthea Mhlongo; I am a Masters student at the University of KwaZulu-Natal, Edgewood Campus School of Education in KwaZulu-Natal. My student number is: 207527940. The research I wish to conduct for my Master's dissertation involves **"An exploration of inclusive education support programme provision for learners with learning difficulties in Full-Service School"**. I am hereby seeking your consent to approach a Full-Service School in Umbumbulu area under Umlazi District at Folweni Circuit, in order to provide participants for this project.

The primary objective of this study is to explore the nature of inclusive education support programmes for learners with learning difficulties in the selected Full-Service School. The other objective is to establish the evidence of inclusive education support programmes on the well-being of learners with learning difficulties in the selected Full-Service School.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full report. If you require any further information, please do not hesitate to contact me on: 0825095678, and email: sindiswaanthea@yahoo.com

Yours sincerely

Sindiswa Anthea Mhlongo

Student No: 207527940

Cell phone number: 0825095678

Email: sindiswaanthea@yahoo.com

My supervisor is Dr. Fumane Khanare who is located at the School of Education in Edgewood campus of the University of KwaZulu-Natal. Contact details: email: 0312603545; Khanare@ukzn.ac.za

You may also contact Research Office through:

Ms Phume Ximba

Research Ethics Offices: HSSREC

Private Bag X 54001

Durban, 4000

Tel: 0312603587

Email: ximbap@ukzn.ac.az

APPENDIX F

360 Kenyon Howden Road

125 Northridge Park

Woodlands

4004

25 May 2016

The Principal

Letter of Request School Principal's Permission

My name is Sindiswa Anthea Mhlongo, I am a Master's student at the University of KwaZulu-Natal, Edgewood Campus, School of Education, my student number is: 207527940. I am required to do a research to write up a thesis. Your school has been selected to participate in this research project. The title of my research is: **Inclusive education support programmes provision for learners with learning difficulties in Full-Service School.** I hereby wish to request permission to carry out my research at your school.

Objectives of the Research:

- The first is to explore the nature of inclusive education support programmes for learners with learning difficulties in Full-Service School.
- The second objective is to establish the evidence of inclusive education support programmes on the well-being of learners with learning difficulties in Full-Service School.

Significance of the Research Project

The research is significant in five ways:

1. General knowledge which may be useful to the educators in order to develop their own understanding and importance of support programmes provision for learner with learning difficulties in their schools.
2. Allow participating educators to voice out their thoughts, experiences and feelings about the provision of support programmes on the well-being of learners with learning difficulties.
3. Through the voices of educators themselves, the Department of Education may gain ways of developing and teaching in-service educators about the importance of inclusive education support programmes for learners with learning difficulties.

4. The educator training institutions may also gain insight on the pre-service educator training curriculum in terms of enhancing it for better understanding the importance of inclusive education support programmes for learners with learning difficulties.

Furthermore this study may come up with ideas which may benefit policy makers to amend policies to be in line with the current needs on the aspects inclusive education support programmes provision for learners with learning difficulties.

Research Plan and Method

Firstly, there will be one focus group discussion with the participants lasting for approximately 1hour 30 minutes. The second session will consist of two collage construction done by all the participants divided into two groups. The study will also employ field notes as data generation method. Pictures will be included to make the story believable. Field notes will also be used to support what have been captured by participants. The study will also engage with document analysis method for my data generation. In the context of the study the documents that will be used are School Based Support Team minutes, school plan of action, guidelines for FSS or inclusive schools, lesson plans, learners' Individual Support Plan, and learners' scripts. I will audio record both the focus group discussion and collage constructions. Participants will sign informed consent regarding their voluntary participation of the study. However, participants' identities will be protected at all levels, as pseudonyms will be used for both the participants and the school. Participants will be informed about the recordings that will take place during the focus group discussions and collage construction. Participants will be informed that they are free to withdraw from the study at any point of the year. Lastly, obtained data will be only used for research purposes and will be safely kept with the university after six years it will be burnt.

School involvement

When I receive your consent to carry out the study, I will seek informed consent from the educators than arrange suitable and convenient time for data generation to take place at your school.

Should you require further information, please do not hesitate to contact me, my contact details are 0825095678 E-mail: sindiswaanthea@yahoo.com. You may also contact my supervisor: Dr Fumane Khanare at 0312603545.

Yours sincerely

Sindiswa Anthea Mhlongo

Student No: 207527940

Cell phone Number: 0825095678

Email: sindiswaanthea@yahoo.com

My supervisor is Dr. Fumane Khanare who is located at the School of Education in Edgewood campus of the University of KwaZulu-Natal. Contact details: email: 0312603545; Khanare@ukzn.ac.za

You may also contact the Research Office through:

Ms Phume Ximba

Research Ethics Offices: HSSREC

Private Bag X 54001

Durban, 4000

Tel: 0312603587

Email: ximbap@ukzn.ac.az

Thank you for your contribution to this research

DECLARATION

I…………………………………………….. (**Full names of Principal**) hereby confirm that I understand the consent of this document and the nature of the research project, and I consent to the school ……………………………………………. (**Full name of the school**) participating in the research project.

………………………………………..   …………………………

SIGNATURE OF THE PRINCIPAL   **DATE**

APPENDIX G

360 Kenyon Howden Road

125 Northridge Park

Woodlands, 4004

25 May 2016

Dear Participant

INFORMED CONSENT LETTER

My name is Sindiswa Anthea Mhlongo. I am a Masters candidate at Edgewood campus of the University of KwaZulu-Natal. The research study currently undertaking is for the fulfilment of M.ED degree in Educational Psychology.

I am interested in exploring the nature of inclusive education support programmes provision for learners with learning difficulties in Full-Service School. This research aims at establishing the educators' voice about evidence of inclusive education support programmes on the well-being of learners with learning difficulties in Full-Service School. In other words, you are one of my case studies because you have been teaching in this Full-Service School for more than three years. Therefore to gather the information for my research study, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion and by the use of pseudonyms.
- The focus group discussion session may last for about one and half hours.
- I cordially invite you to participate in a collage construction process. This will involve a session of a collage construction workshop in the use of pictures, scissors, cameras, and what collage is all about which will last for 30 minutes. The second session will be on collage construction and interpretation which will last for an hour.
- Any information given by you cannot be used against you, and the collected data will be used for the purposes of this research study only.
- Data will be stored in secure storage and destroyed after 5 years.

- You have a choice to participate, not to participate or stop participating in the research. You will not be penalised for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to participate in the focus group discussion and collage construction process sessions, please indicate (by ticking as applicable) whether or not you are willing to allow the interview and collage construction to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Collage		

I can be contacted at:

Email: sindiswaanthea@yahoo.com

Cell: 0825095678

My supervisor is Dr. Fumane Khanare who is located in the School of Education studies, at Edgewood campus of the University Of KwaZulu-Natal. Contact details: email: 0312603545; Khanare@ukzn.ac.za

You may also contact the Research Office through:

Ms Phume Ximba

Research Ethics Offices: HSSREC

Private Bag X 54001

Durban, 4000

Tel: 0312603587

Email: ximbap@ukzn.ac.az

Thank you for your contribution to this research.

DECLARATION

I.. (**Full names of participant**) hereby confirm that I understand the consents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby provide consent to:

	YES	NO
Audio record my focus group discussion		
Audio record of collage activity		
The use of my photographs during collage activity		

....

SIGNATURE OF PARTICIPNAT   **DATE**

SAMPLE OF TRANSCRIPT: 23 AUGUST 2016

FOCUS GROUP DISCUSSION DATA

Table 1: Question 1: First, I would like to hear about the different types of learning difficulties that you have experienced since you joined this FSS.

Hen	Hope	Confidence	Chair	Tunnel
Speech problem. They could not utter even a word. When I come close to them I could realise that there was no voice at all, even if it there to others but it was not normal.	Learning difficulty due to severe behaviour problem.	I think I can also add learning difficulty due to vision and hearing.	I have also experienced learners with learning difficulty due to physical disability. The child who cannot hold the pen due to poor fine motor skills.	I have experienced a learner with learning difficulty due to concentration problem. He is always all over the place. He does not do what he is told, he sometimes repeat everything I say. I know that he understands me when I talk to him, but he pretends as if he does not understand. He does not complete tasks.

Table 2: Follow up Question: I head one of you mentioned learners with hearing and vision problem. Are you accommodating learners who are deaf and blind?

Hen	Hope	Confidence	Chair	Tunnel
		No, it is only learners with hard of hearing. They can hear, but they struggle when an educator's voice is too soft and when they hear from far. Those with vision problem also have vision but it is poor, they need to be placed in front for them to see properly from the chalkboard.		

Table 3. Question 2: How did you know about the learning difficulties that you have experienced? Was it through your observation, conversation with other educators or learners, your classroom experience or something else?

Hen	Hope	Confidence	Chair	Tunnel
It was through my classroom observation. When they rhyme in class I normally move close to them and listen to the words. There are also learners with learning difficulty due to	It was through my classroom observation. I have observed that there are learners that do not pay attention to everything that we do in class and are always all over the	I normally observe them in the classroom, especially those with vision and hearing problem. In some cases I communicate with previous class teacher. Those with	I have mentioned that I have a learner with learning difficulty due to physical disability. Most of the time I hear about the cause of learning difficulty from	It is very difficult for me because I teach grade R. I always observe them in class, because sometimes parents do not disclose conditions of their children.

| socio-economic factors, particularly domestic poverty and sexual abuse. That cause barriers to learning and development, and also contributes to the physical, social and emotional well-being of learners. I only found out through my classroom observation, and then consulted their profiles; I then filled in the vulnerability assessment form to gather more information. | place. They are so destructive. They like too much attention.

Filling in vulnerability assessment forms also work for me, because that makes me to be able to provide support from the informed situation. | poor vision when they write they move too close to their exercise books and to the chalkboard. Those with hearing problem they struggle to hear when I use my normal voice. They begin to respond when I raise my voice and move closer to them.

Some learners have ISPs from the previous grades, when they all arrive in my class I always consult their profile to check the ISP so that I can be able to identify the learning difficulty, so that I can be able to support, monitor and review. | the parents during registration. But sometimes I also observe them in the classroom when they are expected to do activities; they struggle to hold a pen. | They tear other learners' work and very aggressive towards them. Once I have identified the risk factor, I observe the child even if he is in the field. I also observe the developmental aspects of the child, like social aspect, physical aspect, emotional aspect and intellectual aspect.

Sometimes when a learner is experiencing a learning difficulty I request parents to come to school so that together we can discuss the problem and the progress of a learner. |

Table 4. Question 3: Give clear example of each learning difficulty mentioned.

Hen	Hope	Confidence	Chair	Tunnel
Those with learning difficulties due to speech problem find it very difficult to	Learners with learning difficulty due behaviour problem find it very difficult to	Those with learning difficulties due to vision and hearing struggle to copy from the	Those with learning difficulty due to physical disability cannot hold a pen. They	Learners with learning difficulty due to concentration problem do not finish their

rhyme and cannot even say choral verses. Sometimes one finds out when they count, or when they are expected to recite vowels like a, e, i, o, u then you realise that there is no voice, even if it is there but it is not normal. Those with socio-economic factors due to poverty do not bring lunch box to school; they look tired early in the morning. They do not even contribute in class. Those who are victims of sexual abuse some of them are very aggressive and bully. They also isolate themselves from others. They do not participate during teaching and learning. They daydream most of the time.	concentrate. They are all over the place, distracting other learners. They like too much attention. Sometimes they even refuse to take punishment.	chalkboard when they are far, but as soon as you put them in front they copy from the chalkboard. Those with hearing problem struggle to hear when I speak to them with the soft voice, but when I raise the voice they respond.	seem to have fine motor skills which are not fully developed. Some learners have the problem of mobility; they find it very difficult to move around, especially when we are doing activities in class.	tasks, they cannot trace. They display poor eye-hand coordination. There is one learner in my classroom that has poor concentration, does not complete tasks, and does not even respond when I ask him a question. He destructs other learners and destroys their work.

COLLAGE ACTIVITY TRANSCRIPT: 08 SEPTEMBER 2016

Group A

Section 2 Collage Interpretation

a) **Researcher**: From your experience, why is it important to improve the holistic well-being of learners, especially those with learning difficulties?

Hope: Ehh, I have observed that when the holistic well-being of the learners improves, the child believes in himself or herself. The learner is not even scared to try and engage even in teaching and learning.

Confidence: Uhm, it is important because it can show that the child can be good in other developmental aspects.

Researcher: Like what? Can you elaborate on that?

Confidence: The learner can be strong emotionally, and acknowledge that if you are a human being you may not excel in everything. It does not mean that if you do not excel in some of the things your whole future is doomed.

Sea breeze: Ehh, the holistic well-being of leaners is very important because it allows those who are academically inclined to accept other learners and respect that they can also excel in other aspects. It also makes learners to respect the individuality of other learners.

b) **Researcher**: Can you describe your collage: What is in the collage? Why did you choose the items that are in your collage?

Hope: Uhm, [pause] our collage is about IE support programmes that promote the holistic well-being of learners with learning difficulties in our FSS. In our collage we have items that show most of the IE support programmes and activities that we provide in our FSS to support and develop learners with learning difficulties. These items are soccer, community members working in a school garden, bible, soap and Dettol as well as sanitary pads, choral music, books from library, maas and danone, vegetables, TV, and lastly cool drinks as part of grocery

Sea breeze: Ehh, we choose these items because represent all the support programmes we provide in our FSS to develop the holistic well-being of learners who require additional support.

Confidence: Uhm, we also choose these items to show that as a FSS we cannot win this battle of IE alone. We also need other stakeholders from our communities to help us and minimise other barriers that might hinder the learning and development of our learners, especially those who require additional support. We also wanted to show that some learning difficulties emanates from external factors, for us to maximise the participation of our learners we need relevant support programmes that will respond to their needs and develop them holistically.

c) **Researcher**: From your collage which programmes improve the social, academic, emotional, or psychological well-being of learners with learning difficulties in this school?
Probe: Why do you say so? Give clear explanations in your responses?

Sea breeze: Ehh, we provide sports like soccer. It develops learners physically and mentally. They become fit and strong, and that also improve their span of concentration during their learning and development. It also provides financial assistance because some learners with learning difficulties excel in sports and get sponsors from local business people. That money they also use it to support their families. Therefore, sports also boost their self-esteem and that develops learners emotionally and socially as they feel accepted in a group and learn to socialise with their mates.

Confidence: We also have modern and Zulu dance, which improve the social well-being of learners. They compete in cultural activities organised by DoE and socialise with other learners. They make friends, and they become excited when they win. That boosts their self-esteem and begins to accept themselves as equal members of the school. That also develops them emotionally, because they are encouraged not to give when they did not do well in the competitions.

Hope: Uhm, we also have school library with books where our learners are taken for reading lessons to improve their reading skills as part of our curriculum adaptation. We also have school television which is used as an assistive device to play them DVDs to improve their listening, comprehension and reasoning skills. All the above mentioned items improve the academic and intellectual aspects of learners.

Sea breeze: Ehh, we also have vegetables garden. We get donations from Department of Agriculture. Our school and community members maintain the vegetables garden. When they are ready they are given to learners with learning difficulties due to poverty. Vegetables develop learners physically, mentally and intellectually.

Hope: We also have bible from our collage, which shows the spiritual support from local churches and NGOs. They share the word of God with learners, give them hope and love. That develops our learners spiritually.

Confidence: We also get donations from local business people and buy grocery and sanitary pads to vulnerable learners. That develops them emotionally and socially, because they feel good about themselves and they are not shy to socialise with their peers.

d) **Researcher**: Can you describe what you, other educators or learners have done to make sure that there are resources in the school in relation to the provision of inclusive education support programmes for learners with learning difficulties in the school context?

Hope: I'm in the programme that promotes reading. I liaised with district official from ELITS to provide us with library books so that we can have books for our reading programme. The reading programme develops our learners academically. One educator from our FSS also secures a sponsor from Nutri-day, where they provide learners with danones and other dairy products. They enjoy coming to school because of that danone project, and that develops them physically and academically.

Confidence: I'm a choral music choir master. We participate in choral music competition with other primary schools. That develops the emotional and social well-being of our learners. This year we obtained position one.

Sea Breeze: I provide co-curricular support where I support learners with modern dance to develop their social and emotional aspect, and skills and vocational support where I support them in bead work. Bead work also integrates with mathematics because we do patterns and counting there. That develops them numerically, academically, socially and intellectually.

Section 3 Oral reflection about participating in a collage activity

a) **Researcher**: Was it your first time to create a collage, if not where and for what?
b) Purpose?

Sea breeze: It was not for the first time, I did it once long time ago in my studies. I cannot even remember what it was all about.

Confidence: It was my first time.

Hope: It was also my first time.

c) **Researcher**: What have you learnt from participating in this collage activity?

Confidence: I've learnt to work with a group. I've also learnt that two heads will always be better than one, meaning things are much easier when are discussed and solved by people of the same vision.

Hope: I've learnt that for the holistic well-being of learners, other stakeholders can also play a huge role. A school alone cannot be able to meet all the needs of learners.

Sea breeze: I've learnt that respecting and listening to other people's ideas is very important, because people have different expectations, views and ideas. I've learnt to appreciate the diversity of people.

d) **Researcher**: What was interesting?

Hope: Cutting and pasting pictures representing different support programmes was very interesting, and realising the importance of the support programmes that we provide in our FSS was very interesting.

Sea breeze: Getting pictures that represent different support programmes that we provide in our FSS. It was also fulfilling to see a complete collage representing the support programmes we provide in our FSS and the way in which they improve the well-being of learners.

Confidence: Knowing the developmental aspect caused by each support programme.

Probe: Researcher: What was challenging?

Sea breeze: Getting the items that represent all support programmes we provide in our FSS in short period of time was my biggest challenge.

Confidence: To work under pressure, time was limited.

Hope: Time was my biggest challenge because there are so many support programmes in our FSS, but we could not get all pictures representing those support programmes.

e) **Researcher**: Would you like to have these collages? How do you intent to use them?

Sea breeze: I would like to have them because it will remind of all me the assets and partners we have in the provision of IE support programmes.

Confidence: Yes. It will remind me the importance of the provision of support programmes to vulnerable learners.

Hope: Yes. It will remind which support programme to provide to develop a certain aspect in the vulnerable learner.

f) **Researcher**: Is there anything else we have not yet discussed, yet you feel could be done to improve participation when using collage method?

Sea breeze: No

Hope: No

Confidence: No

APPENDIX I: EDITORS REPORT

20 DECEMBER 2016

Re: LANGUAGE EDITING STATEMENT

I, THE UNDERSIGNED, hereby confirm that I have edited the thesis titled **EXPLORATION OF THE INCLUSIVE EDUCATION SUPPORT PROGRAMMES PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES IN UMLAZI DISTRICT FULL-SERVICE SCHOOL,** by **SINDISWA ANTHEA MHLONGO,** for the degree of **Master of Education.**

Regards

H.Mapudzi

Dr. Hatikanganwi Mapudzi

PhD (Communications), M. A (Journalism & Media Studies), PGDip (Media Management), B.Soc. Scie. (Hons) (Communications), B. Applied Communications Management.

APPENDIX J : TURNITIN REPORT   Document Viewer

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