



**SOUTH AFRICAN EDUCATIONAL STATE RESOURCES ALLOCATION FOR
SPECIAL NEEDS LEARNERS: A CASE STUDY OF INKANYISO SPECIAL NEEDS
SCHOOL IN VRYHEID**

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ABSTRACT

The research conducted a thorough investigation of the extent to which the state allocates resources to support special needs education. The study paid particular attention to the case of Inkanyiso Special Needs School in Vryheid. Qualitative research method was used, and the study drew on data collected from ten participants; comprising of educators and non-educators. This allowed the researcher to obtain empirical evidence from respondents in different sections of the school. This was important as the school services children with different disabilities who are supported according to their special needs. Every section has different resource demands. The focus of the study included; financial resources and allocation to support its daily operations, human resource professional development support and material support. The study considered key questions in terms of the sub-themes of safety and security, teacher professional development, student skills, development, training, partnership and networking.

The research study contextualizes the research topic within the existing body of literature to ensure its relevance and contribution to academic exercise. The study uses the Participation Theory to highlight the importance of interdepartmental roles to the allocation of state resource and to mitigate the load or shift focus to one department or the state as the sole provider of resource allocation and the Resource Allocation Model (RAM) is used in the study as a theoretical framework which ensures state resources to schools are allocated in a fair, efficient and transparent manner. Further, it identified existing legislation and policies that ensured equal access to education for all children. The inclusive education and creation of special needs education centres for learners with disabilities that could not be effectively taught in mainstream schools with neuro typical learners. The study identified variegated opportunities for fair resource allocation and professional development of teachers. The key findings of the study are that, the inadequate support for care service remains problematic. Skills development for learners preparing to exit the school system is poorly funded and the lack of transport to commute learners from school to working place for internship programme is a main problem. However, the institution enjoys substantial resources from government because of its existence as a resource centre.

DECLARATION

I declare that this study is my own work; it has not been submitted for any degree or examination at any other university. I also declare that all sources, references and borrowed ideas used have been fully acknowledged. I am aware that using other's work without proper acknowledgement is a criminal offence.

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DEDICATION

I dedicate this work to God, my creator who gives me strength day by day and who always assures me that nothing is impossible with him, if I seek his help and guidance and that in him there is no failure.

I convey my gratitude to my family, siblings and immediate family for their unwavering support and encouragement during my studies.

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AASE	Australian Association Special Education
ACF	Administration for Children and Families
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
CAPS	Curriculum Assessment Policy Statement
CRPD	Convention on the Rights of Persons with Disabilities
DBE:	Department of Basic Education
Di CAPS	Differentiated Curriculum Assessment Policy Statement
EFA	Education for All
FETC	Further Education Training Colleges
GDP	Gross Domestic Product
GET	General Education and Training
ICF	International Classification and Functioning Disability and Health
LSEN	Learners with Special Education Needs
NCSNET	National Commission on Special Needs in Education and Training
NEPI	Nursing Education Partnership Initiative
NGO	Non-Governmental Organisation
NSD	National Skills Development
NSDS	National Skills Development Strategy
OECD	Organization for Economic Cooperation and Development
RNCS	Revised National Curriculum Statement
RAM	Resource Allocation Model

SADC	South African Development Community
SETA	Sector Education and Training Authority
SGD	School Governing Body
VET	Vocational Education and Training

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND

Educating the nation's children is one of the core priorities of the South African government (Constitution Act 108 of 1996, Section 9 (3), (4) and (5)). According to (Education White Paper 6, 2001) it will build scarce skills, create employment and decrease the large discrepancy between the classes in the long run. However, it cannot be ignored that diversity exists in the classroom. Over and above the racial, cultural and class differences between students in the country, there exist challenges surrounding learning disabilities and students with special needs. In line with this, South African educational institutions grapple with the challenge of how to make their spaces of learning more inclusive. My research is rooted in this concern. It will attempt to understand how/whether resources allocated to the education of special needs students meet their requirements. In order to explore this question empirically, my dissertation pays particular attention to the case of the Inkanyiso Special Needs School in Vryheid. While there have been successful strides in bringing awareness to inclusivity in the classroom, both nationally and globally (Maher, 2009), challenges continue to exist. These challenges include safety and security of learners, lack of skilled and qualified teachers, lack of effective partnerships to equip learners with life skills and poor facilities to meet the needs of the learners. This study seeks to investigate how state resources availability can mitigate the complex challenges that I have identified to include special needs learners and find innovative solutions to existing barriers for their inclusion in classrooms considering the unique physical, emotional and psychological needs.

In order for special school learners to be facilitated and taught successfully, their inclusion, response to challenges and dedicated resources and skills development is indispensable. This requires skilled teachers, specialists, facilitators, regulated financial support and clear guidelines that determine the rights and responsibilities of special needs learners (Frankel, Gold and Ajodhia-Andrews, 2010). The optimistic attitude of facilitators, parents and teachers is vital and can affect learning time, safety and security, access to resources and skills development. The overall objective requires sacrifices at all levels to ensure that special needs

learners benefits from an inclusive education system that responds and prioritizes their needs. Learner wellbeing, societal participation, cultural, economic and policy frameworks are among key areas that impact effective response to accommodate special needs learners in state schools. Teaching learners with special needs is not only characterised by accidental and temporal disability difficulties arising in a particular situation; but they are characterised by a series of predicaments which poses a challenge to educators, parents and learners. The challenge to effectively adapt schools to accommodate special needs learners with special needs is central to the literature. Transformation should be implemented by the state organisation which allows the individual to explore the meaning of change and where the meaning is shared amongst the individuals resulting in a genuine cultural transformation taking place (Clark, Dyson, Millward & Robson, 1999) within the education sector. Systems thinkers are the drivers who can make transformation a possibility as outlined (Fullan, 2006). In order for a school to seek improvement of their practitioners who are system thinkers in changing their skills development must be fostered to allow sustainability and stability to be realised for both learners and teachers. The schools are not immune to a series of developing challenges they are forced adapt and change due to nature of all learners with a specific focus on the special need's learners (Fullan, 2006)

1.2. PROBLEM STATEMENT

All the above efforts that aim at achieving equalization of learning opportunities for children with disabilities face many challenges ranging from inclusivity, professional development and resource allocation. Lack of specialized training, overcrowding, professional support and inadequate support personnel, curriculum demands, and inadequate resources hamper the successful implementation of inclusive education (Walton 2011a and 2011b). According to Mbongwa (2010), there is an international move towards inclusive education that has been accompanied by a parallel shift regarding the scope and orientation of teacher education as it moves from the idea of "specialized needs" as an area of specialization, to the idea that all teacher education should include special needs training. Teachers without specialized training are unaware of specific strategies and tools developed for dealing with the challenges of teaching in an inclusive classroom. Therefore, there is a need for restructuring and radical changes in the mainstream schools and the curriculum to ensure adequate availability of

teaching and learning and supportive care resources to schools with special needs (Ainscow, 1991 and 1994, Jenkinson, 1997). Therefore, this study seeks to investigate the extent of resource allocation to special needs education institutions in mitigating the complex challenges experienced in the efforts to ensure equalization of education opportunities to children with special needs. It further seeks to understand efforts institutions make to their resource requirements depending on the needs of children. In order to explore this question empirically, the study pays particular attention to the case of the Inkanyiso Special Needs School in Vryheid. The study also extends its focus to the role of attitudes towards disability which affects the efforts to ensure adequate resource allocation for achieving safety and security, and skills development. The overall objective requires effort at all levels to ensure that special needs learners benefit from an inclusive education system that responds and prioritizes their needs. Such an investigation of the topic is believed to contribute to the advocacy for mobilization of more resources for the support of children with special needs and an approach contributes towards the changing of attitudes and perception of people on special needs education. The study will also contribute to the existing body of literature on special needs education and the call for concerted efforts to adopt inclusive education. The research area is not sufficiently explored; hence this presents a gap in the available literature to which this study aims to contribute.

1.3. OBJECTIVES OF THE STUDY

The key objectives of the study are; 1) To understand the resource allocation challenges; 2) To assess the safety and security of learners; 3) To investigate the extent of resource allocation to professional teacher development; 4) To study the role of partnerships in resource mobilization to equip learners with life skills; 5) To assess the extent of facilities in meeting the needs of the learners.

1.4. KEY QUESTIONS

- a) How are resources from the state allocated towards the safety and security of learners?
- b) What are the resource challenges that schools experience in achieving teacher professional development in the process of meeting the needs of learners at the Inkanyiso Special Needs School?
- c) What role does partnership and community engagement play in supporting the resource availability at Inkanyiso Special Needs School?
- d) What are the specific resources that present challenges for the school to acquire in ensuring that school facilities are accessible to learners with special needs?
- e) What are possible solutions offered to improve the availability of resources at the school?

1.5. RESEARCH METHODOLOGY AND INSTRUMENTS

This study adopted a qualitative approach. Empirical evidence was collected using an open-ended interview guide and in-depth face to face interviews with the respondents. The researcher assured the participants that the data is confidential, and pseudonyms will be used to protect participant's identity. Proof of consent via a written form that states that the participant has a right to withdraw without being prejudiced was obtained from each participant.

1.6 THEORETICAL FRAMEWORK

1.6.1 COMMUNITY PARTICIPATION THEORY

Since the late 19th century, communities have harboured the hopes and the wishes of preserving closer, warmer, and more harmonious type of bonds between people (Hoggett, 1997). Community participation refers to some form of involvement of people, with similar needs and goals, in decision-making that affects their lives. Participation theory with its emphasis on community involvement is relevant to the case study explored in this study. Such collaboration helps to mobilize certain resources that the state does not provide. Abrams (1979: 63) defines community participation as “[t]he theory that the local community should be given an active

role in programs and improvements directly affecting it". Abrams maintains that it is rational and necessary to give control of affairs and decisions to people most affected by them since by and large, there is no government or any formation of public authority that can rightly solve all its problems with any adequacy. As highlighted above, it is not easy to delegate power to people in places of authority and professionals in the public sphere.

Proponents of the theory of participation have deep-seated differences in approaching the latter. Hamdi (1997: 75) defines the theory as a "powerful concept which sees professionals, families, community groups, government officials, and others getting together to work something out, preferably in a formal or informal partnership". This is far removed from Abrams' (1979) notion of participation as being a rather 'careless' exercise of transferring political power to people. Instead, Hamdi reveals that community participation is a harmonious partnership that enlists different stakeholders into one institutional moment to make decisions concerning education development of the society. A more useful argument is put forward by researchers who studied the failures of collectivist for pro bono initiatives. Avruch (1999) argues that community participation initiatives often lack conceptual understanding of community structures. These setups are complex and different; they include race, gender, sex, age, level of education and other forms of physical differentiation. Furthermore, genuine participation would not be plausible for some members by virtue of their demographic status in the community – some inevitably wield and are endowed with more power than others. Other researchers who noted this about community participation include Sjoberg (1955) and Black (1974). Sjoberg (1955) was more interested in extra-community activities that affect activities that take place in a community. He concluded that community ownership and management of development projects do not take place within a vacuum but are rather embedded to varying degrees within the life and workings of their communities of place. In the same vein, Buccus et al 2007 (2006) argues that the perception of communities as a 'mass society' conceals the pertinent social structural characteristics, for example, size and heterogeneity in communities which may either stifle or promote collective initiatives like SMMES funded by National Skills Development for learners with disabilities.

1.6.2 COMMUNITY PARTICIPATION IN THE SOUTH AFRICAN CONTEXT

Community participation, according to Kotze (1997: 37), is defined as the people – centred development approach which engages community attitudes to communicate with government and it involves a reciprocal influence. Reciprocal influence is contributing to change of each other. The community has an influence on how government operates, or the community can change the government policy directions. The community practices, behaviour and attitudes forces government to come up with new policies. On the other hand, government policies also influence people's way of practice and behaviour. For example, if people neglect their children with disabilities, government may come up with some policies to respond to the situation or government's policies in place may change the parent's behaviour. David (2005:19) on the other hand, defines community participation as a process that intensifies democracy using participatory methods that provide a platform for decision making, implementation, monitoring process and evaluation of development initiatives that produce good results and governance.

Meyer and Theron (2001:1) define participation as a programme that involves sharing the decision-making process in the implementation of programmes and evaluating of programmes associated with development and benefits. Moreover, (2005: 22) argues that participation includes participation levels depending on the issue being discussed. However, the role of the stakeholders that participate in decision-making is based on the participatory principle which, through effective dialogue, eliminates the distinctions between the communities, NGOs, and interdepartmental sectors. The partnerships between the state and NGOs have to be reinforced in order to deliver more effective and efficient services to the children with disabilities (Philpott and Mel, 2001). Communities draw conclusions about conditions that are different from the perceptions of the outsiders (Burkey, 1993:62). It is the perceptions of the communities that should form the point of references for any analysis. These perceptions can be identified and understood through continuous dialogue with different government departments in terms of resource allocation and joint reflections. In the case of this study, interdepartmental participation mitigates the tension of lack of resource allocation in special needs schools. The Department of Education must collaborate with the Department of Health for the supply of assistive devices like hearing aids, wheelchairs and other devices. The Department of Transport for the allocation of special need learner transport to and from special need schools is necessary to make these accessible for learners to participate in learnership programmes and

skills development. The Department of Social development is responsible for the supply of social grant and disability grant for learners with disabilities which allows them to be able to pay for school fees and for the provision of rehabilitation of children with disabilities (Department of Social Development, 2009) This is confirmed by Thomas (1995:1) who argues that community participation involves community members and affected groups as community representatives.

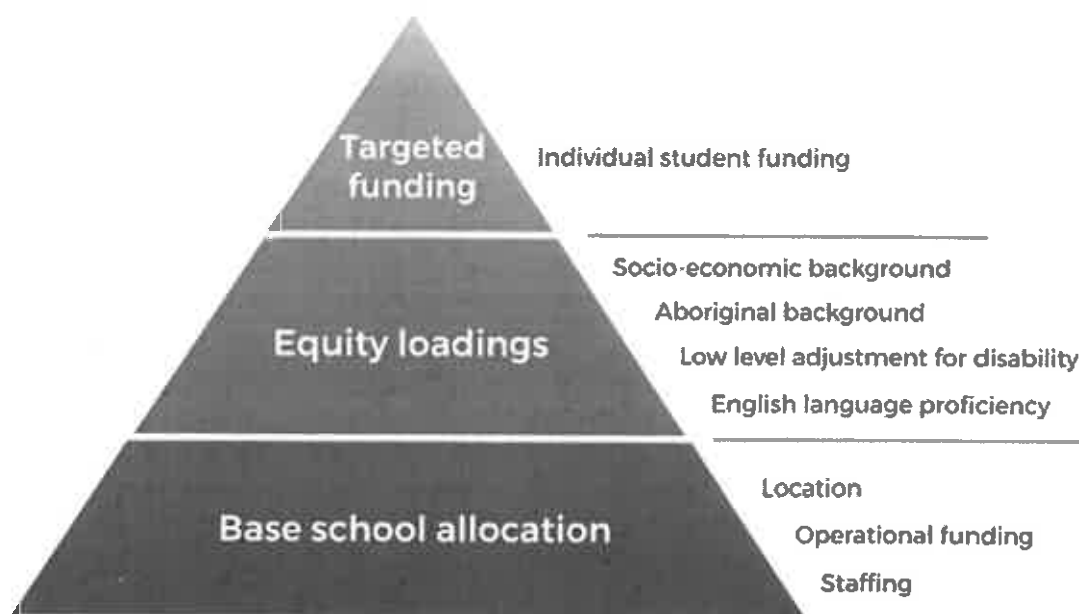
A review of the literature shows that rural areas tend not be included in terms of infrastructure and resource allocation for the betterment of the society and persons living with disabilities. The results from different studies show that fair and transparent resource allocation would have a positive influence on growth, poverty and inequality. This has had a positive impact in the South African context. However, it can be argued that rural municipalities should design and prioritize basic infrastructure delivery to address growth, poverty and inequality. In addition, policy makers should consider fair and transparent resource allocation in the rural areas as this could reduce the socio-economic issues that occur in rural areas. I chose participation theory because it is relevant to state resource allocation for special needs school as it involves all departmental stakeholders, community and NGOs

1.7 RESOURCE ALLOCATION MODEL

The study also uses the Resource Allocation Model (RAM) which ensures state resources to schools are allocated in a fair, efficient and transparent manner. RAM has three components which includes base school allocation, equity loadings, and targeted funding. Base school allocation mainly focuses on resource allocation towards staff recruitment and payment of salaries, operational and administrative funding, and infrastructure maintenance. Equity loadings focus much of supporting the equalization of opportunities NSW Department of Education (2018). There are consultations with the concerned stakeholders before any procurement process is engaged in order to prioritize the purchase of various resources needed depending on needs. This is referred to as collaborative decision making. Finally, targeted is individual student funding that is channelled towards addressing specific needs of children. Targeted funding allows the institution get funding according to the number of students and the extent needs of the needs. For example, in special needs schools, targeted

funding depends on the extent of the learner’s disability and categories of the disabilities they possess. The graphical presentation of the model is presented below highlighting the three components of the model:

Figure: Resource Allocation Model (RAM)



Source: NSW Government Education

The Resource Allocation Model determines how funds are shared within the organization’s departments (Field and Klingert, 2001 as cited by Mah’d, 2014). Based on the RAM model, decision-makers determine how much money should be assigned based on the criteria of manpower, software, and hardware, while satisfying the multiple and conflicting goals. As such, the same understanding is applied in this research at state level in determining the practice and extent of resource allocation to institutions of special needs education. The way institutions allocate its resources vary from organization to organization and depending on objectives and goals although sometimes it is political powers at play. For example, the mainstream schools are free and accessible to all children even if their parents cannot afford to pay school fees, while on the other hand children in special needs education pay school fees, usually from their disability grant. This implies that government resource allocation decisions depend on their objectives and understanding, and the value attached to special needs education.

Mah'd (2014) cites several works of (Moll, 2003; Drury, 2008; Horngren et al., 2011; Marchant & Van d Stede, 2007) done on the resource allocation model and concludes that budget is a very important tool in resource allocation. The budget becomes a foundation for controlling organization processes such as communication, coordination, and staff motivation and performance evaluation. For example, budget preparation brings together various departments' input to the institution's resource allocation and demands on a regular basis. In performance evaluation, the budget is used to motivate highly performing staff as rewards. In this regard, the Resource Allocation Model supports the interrogation of how the state supports the budgeting of the institution under study through corresponding response of funding such as institutions to carry out its functions and achieve its intended objectives and outcome.

Anderson, Lodish and Weitz (1987) add to this literature by interrogating what the factors are affecting resource allocation such as the financial portfolio, which indicates those variables affecting actual behaviour in channels, and manager's powers to make decisions. The portfolio aspect looks at allocation of resources based on the perception of the importance of the sector allocated the funds. This is considered along the response rate of the sector in producing marginal returns. As such, attitudes of decision makers towards the institutions of special needs have an influence of the extent to which resources are allocated to an institution. Additionally, Roma and Rosenthal (1978) bring in the political factor as it concerns resource allocation by recognizing that power and control form agendas that determine the extent to which resources are devoted to a particular section. This variable acknowledges the role of agenda setters within the context of power and control that reduces the powers of recipients of the allocations to demand and fair allocation of the resources. This study focuses on the fact that although special needs schools have various demands that require adequate resource allocation, due to their limited negotiation powers, they only receive what is given to them, at the time the department of education allocates it. Therefore, from this conceptualization of the Resource Allocation Model, will allow this study to further engage with the various sources of literature in the next chapter to further explore on the situation of resource allocation in the special need's education centres and how such resources are allocated to various sections of the institutions. These resources include safety and security, teacher professional development, learners' skills development and training and established partnership to mitigate the resource gap that is not met by the state. Educators need a broad understanding of the different learning profiles of pupils with a range of special needs in order to identify best ways of teaching them. Therefore,

resource allocation and availability are one of the strategies to ensure equalization of learning opportunities to children.

1.8. SPECIAL NEEDS EDUCATION AND RESOURCE DEMAND

According to Brennan (in Donald 1993:140), special needs is described as a situation arising from physical, sensory, intellectual, emotional, or social disability. Such a condition affects learning and requires a specially crafted and an adaptive curriculum appropriate for the education needs of such children. The type of disability determines the extent of resource investment required to support learning in children with special needs. For example, children with mild learning difficulties form the largest group of children and demand some form of additional educational support extra resources in the ordinary school (Gulliford, 1994:43; Hall, 1994:175). The NEPI report (1992:8) estimates that 40 percent of South African schools' population falls into the category of having special education needs. There are debates as to whether children with special needs should be placed in special schools where specific resources appropriate for them are provided or rather whether they should be integrated into the mainstream schools but also supported with extra resources. Van de Berg and Naicker (1996:30) argue that institutions should be transformed to address challenges that many children face in the normal schools. They argue that mainstreaming of special needs education with clearly observable conditions requiring special attention should be supported.

1.9 LEGISLATIVE FRAMEWORK IN SUPPORTING INCLUSIVE EDUCATION RESOURCE DEMANDS

Special needs education during the apartheid era in South Africa was racialized through legislation. For example, the Children Act No. 23 of 1960, the Educational Services Act No. 41 of 1967, the Coloured Persons Education Act No. 47 of 1968, and the mentally handicapped Act No. 18 of 1973 and Mentally Retarded Children's Training Act 1979 for Africans (Czapo, 1986:77; Gwalla-Ogisi, 1990:271; Nkabinde, 1997:5). At that period South Africa was characterised by racial segregation and racial inequality which was evident in the educational services allocation between the provision of resources for black and white learners which resulted in highly inefficient and fragmented educational bureaucracy. This had the result of

marginalising learners from both the mainstream as well as highly specialised services to a limited number of learners (NCSNET, 1972). South African Special needs education requirements in the post 1994 period was segmented based on race separation and unequal resource allocation and utilisation of facilities. Whites had separate education departments, for both special and mainstream education and each of these had a system of management and educational support (Du Toit, 1996: 12). According to NEPI (1992) African children who comprised of approximately 20 percent of special school population in 1987, received only 12% of the total school expenditure. Currently, through structures and new education policies in the new post 1994 South African dispensation, special resources are allocated to the special needs education equally. Unfortunately, the current focus on special education needs in South Africa has been relegated to the periphery of educational concern (Donald, 1993:139). This is because the special needs education sector faces cut-backs and retrenchments. The post-apartheid focus on special needs education in South Africa is rejuvenated by the White Paper 6 (2001) on Special Needs Education. The White Paper 6 on Inclusive Education (2001) describes the intention of Department of Education to facilitate the inclusion of vulnerable learners and reduce the barriers to learning through targeted support structures that will improve the retention of learners in the education system, particularly learners who are prone to dropping out by 2020. (South African Yearbook, 2015/2016)

1.10 POLICY FRAMEWORK SUPPORT TO ENSURE EFFECTIVE RESOURCE ALLOCATION AND AVAILABILITY

Since 2001, government has put in place various policies to ensure availability of resources to achieve equalization of education opportunities to all children. These policies include quality assurance guidelines and special school resource centres, the National Strategy on Screening, Identification, Assessment and Support, Guidelines for Inclusive Teaching and Learning and the National Development Plan (2010). The guidelines on quality assurance and support in special schools and special school resource centres set out the criteria for special schools across the following categories:

Admission of learners, curriculum and assessment, learning and teaching resource building, staff supply and professional development, physical infrastructure and transport.

These targeted areas support the decentralization and specification of resource allocation to localized sections to ensure that each section is well resourced, and its deficiencies are looked upon at a more localized level. The guidelines outline the responsibilities of the district-based support teams and categorise quality education and Support in Special School Resource Centres (DOE, 2007).

The National Strategy on Screening, Identification, Assessment and Support is aimed at strengthening the implementation of inclusive education and contributes to the fundamental mind-set shift in the way the schooling system regards special needs and disability. Proper screening, identification, and assessment and support helps to determine the appropriate resources required to provide relevant education to children based on their needs and competencies (DOE, 2008). Furthermore, the Guidelines for Inclusive Teaching and Learning support the implementation of the National Curriculum with specific information on barriers to learning. The guideline supports teacher training relation to the needs of children with special needs in terms of the proper usage of the available resources to their advantage. Adaptive skills emerge because the guidelines are general and apply to all types of schools as to ordinary schools, full service schools, specials schools, and resource centres (Department of Basic Education, 2010). Finally, the National Development Plan (NDP, 2012) links disability and poverty. For example, it highlights that poor families often find it difficult to secure adequate education and healthcare for children with disabilities and that inversely disabilities sometimes lead to poverty through minimization of opportunities. Therefore and accordingly , the NDP recognises that persons with disabilities face a number of barriers in relation to success in education that includes: a) Physical barriers¹, which may mean that they cannot access educational facilities; b) Information and communication barriers² in an educational setting, which may mean they cannot participate fully in learning and training; c) Attitudinal barriers³, which may lead to lack of investment in appropriate educational resources or even denial of access.

As such, the NDP underscores the necessity for partnership between the state and the parental community to ensure that children with disabilities have the relevant resources to support

¹ Physical barriers such as ramps or elevators in schools' buildings, inaccessible washrooms, inaccessible transportation to from school.

² Information and communication barriers, lack or shortage of hearing devices, braille and use of sign language

³ Attitudinal barriers is a lack of knowledge or sensitivity to disability issues on the part of some educators, staff and students with difficulties to access education services equally: (Wasim Ahmad, Barriers of inclusive education for children with intellectual disability: indian streams research journal, 2012)

delivery of proper care. In this regard, the NDP acknowledges that the state alone cannot manage to provide all the needed resources for safety and security of the children and meeting quality care standards alone without the support of the parents, community at large and other stakeholders. The NDP further seeks to investigate how state resources' availability can mitigate the complex challenges that have been identified to include special needs learners and find innovative solutions to existing barriers for their inclusion in classrooms considering the specific physical, emotional and psychological needs of these learners. Positive and pro-active attitudes of facilitators, parents and teachers are vital and can affect learning time, safety and security, access to resources and skills development.

In order for special school learners to be facilitated and taught successfully, their inclusion, the response to challenges and dedicated resources and skills development is indispensable. This requires skilled teachers, specialists, facilitators, and regulated financial support where the overall objective requires sacrifices at all levels to ensure that special needs learners benefit from an inclusive education system that responds and prioritizes their needs (Frankel et al., 2010). Learner wellbeing, societal participation, cultural, economic and policy frameworks are among key areas that impact on effective response to accommodate special needs learners in state schools.

1.11. STRUCTURE OF THE DISSERTATION

This research is presented in six chapters. The first chapter introduces the context of the study and the problem motivating the research. It also includes the objectives, methodology and theoretical framework on which the study is built. Chapter two places the research with available literature to show its contribution to the school of thought already existing. Chapter three presents the theoretical framework guiding and the detailed account of the methodology, data collection and data analysis processes. In short, it presents the design for the research. Chapter four presents data analysis of the information collected from the interviews as aligned to the objectives and the questions of this study. Chapter five discusses the findings and its contextual placement within the existing research and concludes the discussions with recommendations. The final chapter six presents the references the study has engaged with in the process of interrogating the subject.

1.12. SUMMARY

This chapter has highlighted the development of differentiated and discriminated education system during the apartheid era and the shift in focus ensured by the White Paper 6 (2001) that united and attempted to equalize education opportunities to all children, regardless of race and disability. The key argument in this study is the need for resource allocation to achieve equalization of education with a special focus on children with special needs. This chapter has stressed the need for the practicality of inclusive education in the context of resource allocation and availability. It has highlighted special areas of safety and security, professional development, partnership and engagement and infrastructure accessibility as key areas to interrogate the extent of resource allocation to a case of Inkanyiso Special School in Vryheid. The next chapter, therefore, places the study into context through a literature review.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter presents the existing literature on the area of state resources allocation in a context of special needs education centers. The chapter contextualizes the research topic within the existing body of literature to ensure its relevance and contribution to the academic exercise. It presents various themes from the literature which relate to the issue under investigation. Firstly, the chapter highlights the legislation and policy background on special needs education. The development of inclusive education is also unpacked in the body of this chapter. Additionally, it also covers the broader themes around resource demands for professional development; curriculum context for South Africa; conceptualization of resources and resource allocation; infrastructural conditions, and safety and security and remedies to support state resource allocation. It also reveals the gap in the literature which the study aims to shed the light on.

2.2. LEGISLATION AND POLICY FRAMEWORK ON SPECIAL NEEDS EDUCATION

In terms of South African legislation, it is by law that education should be provided to all children including those with special needs (South African Schools Act No. 84 of 1996). This Act also plays a significant role by empowering the Department of Education to ensure that schools supporting special needs education are fully equipped with enough resources (South African Schools Act No. 84 of 1996). This Act requires that mall school facilities are accessible to all children with disabilities (South African Schools Act No. 84 of 1996). This falls in line with international policies which require that special needs education has been has to be achieved through advocacy for inclusive education (UNESCO Salamanca Statement, 1994). Advocating for special needs education would do away with the separate special education system because the aim was to promote equal access and participation in regular classes for

children with disabilities or other special needs (UNESCO, 1994). It is for these reasons that the movement was pronounced as inclusive education and found expression in the Salamanca Statement (UNESCO, 1994).

According to UNESCO (1994), inclusive education is a system that aims to address barriers to equal access to education for all children; this system is created to adequately meet the needs of all children. Furthermore, inclusive education is intended to increase the presence, inclusion and academic achievement of all learners (Booth and Ainscow, 2002). Current literature also demonstrates that with the increasing need to promote inclusive education, vast resources are invested to support the academic development for all children. These resources are in the form of teaching materials, special equipment, additional personnel, and new teaching approaches. Inclusive education is considered as a cost-effective way for schools in developing countries to address discrimination and exclusion in education or the learning environment (Salamanca Statement, 1994).

The South African democratic government participated in the United Nations Convention on the Rights of Persons with Disabilities (CRPD) White Paper 6 (2015). In line with the CRPD's agenda, the South African constitution promotes that persons with disabilities are equal citizens with the right to inclusion and self-representation and that disabilities should be "mainstreamed" across government machinery (SA Constitution). Based upon the White Paper 6, (2001) the Inclusive Education policy is defined as a process that attempts to address the diverse needs of all learners who experience barriers to learning. It is further stated that inclusive education considers all learners who have physical disabilities or specific learning impairment for learning needs that arise from a range of factors including but not limited to physical, mental, sensory, neurological and developmental impairment, psycho-social disturbances, difference in intellectual ability, especially life experiences or social-economic deprivation (White Paper 6: 17, on Special Needs Education: Building an Inclusive Education and Training Systems, July 2001). Issues such as the nature of the curriculum, the medium of instruction, poor teaching and discriminatory attitudes can also constitute barriers to learning. Since 2001, there have been various other policy documents which will illustrate the progress in terms of White Paper 6 (2001) on inclusive education and which detail the specific parts of the inclusive education systems. These policies are discussed in the following section

2.3. DEVELOPMENT OF INCLUSIVE EDUCATION AS A CALL FOR INCREASED RESOURCE ALLOCATION;

2.3.1. CONCEPTUALIZATION OF INCLUSIVE EDUCATION

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), and the UNESCO Dakar Framework for Action (2000) describes inclusive education as the creation of conducive environment that enables equal educational opportunities for all children within the community. Based on the Caribbean Curriculum (2010: 59-84), inclusive education is understood as an organizational ideology and principles for teaching that supports and meets the diverse needs of all learners and that this is attained through increasing participation in learning cultures and communities (UNESCO, 2005:13). The White Paper 6 on the Rights Persons with Disabilities conceptualizes inclusive education as an environment that accommodates learning for all children and youth with support. Correspondingly, Ainscow et al. (2004) describe inclusive education as an integrated approach that seeks to meet the learning needs for all children, including youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

2.3.2. IMPLICATIONS OF INCLUSIVE EDUCATION ON RESOURCE DEMAND

The adoption of inclusive education demands the restructuring and re-orientation of mainstream schools. To achieve this, there is a need for strategies to overcome discriminatory attitudes while creating welcoming communities, building an inclusive society and achieving Education for All (2000). Moreover, inclusive education has proven to provide effective education to most children while improving efficiency and the cost effectiveness of the entire education system (UNESCO, 2009: 8). Similarly, Mmbanga (2002) argues that inclusive education must be integrated into schools' equal opportunity policy. In this case, children with learning difficulties, of all genders and learning needs will be included in the curriculum and the school-learning environment. Therefore, inclusive education puts much emphasis on the education for children with special needs as well. The Salamanca Declaration and Framework

for Action on Special Needs Education (2000) views inclusive education as an opportunity to support regular schools and aligns curricular content and methods to the individual needs of students. A differing argument against inclusive education stresses the need for skilled staff that can conduct early screening and identification of children with disabilities (Education White Paper 6). This perspective advocates for special schools that serve as resource centers to unite within inclusive schools. Its' approach presents a divergent view of resourcing special needs education by advocating for separation of schools for children with special needs as opposed to the idea that inclusive education should be mainstreamed within the normal public-school system. The department of education notes how costly it is to deliver special schools' education with the service cost of four times as much as public ordinary schooling (Department of Education, 2006: 64)

2.3.3. INCLUSIVE EDUCATION AND EQUALIZATION OF OPPORTUNITIES

Ensuring resource adequacy to schools of special needs requires an understanding of the learning demands for children with special needs. However, considering the power dynamics engaged in resource allocation as previously highlighted in the Resource Allocation Model (RAM), a better understanding of such demands by policy makers plays a greater role in determining the extent of resource allocation geared towards inclusive education. For example, the conceptualization that every learner matters as an individual should be considered carefully for all levels in the education system (UNESCO, 2015). This is the kind of transformation that should happen from the start of classroom interaction up to policy development (UNESCO, 2015). Moreover, it is equally important that the education policy is developed to support inclusive thinking and practices by promoting equal rights and access to education by everyone (UNESCO, 2015). Also, the policy should consider new teaching strategies, forms of support and leadership that encourages quality education for all (UNESCO, 2015). Eventually, the policies will recognize that education is a human right and that is constitutes equitable, inclusive and cohesive communities (Vitello and Mithaug, 1998).

2.3.4. INCLUSIVE EDUCATION AND RESOURCE DEMAND FOR PROFESSIONAL DEVELOPMENT

The right to basic education as guaranteed in Section 29 (1) (a) of the constitution included basic education for all is included in the (White Paper 6, 2001) and it supported by the jurisprudence of the courts on the right to a basic education. According to Quality Education for All: Report of the NCSNET, DoE (1997), the NCSNET shows that special education needs and education support services in South Africa is rooted in the lack of access to education and the deprivation of learners with special needs; thus, inclusive education seeks to redress the injustices of the past. The National Commission of Special Needs in Education and Training seeks to address the inequalities that were evident between children with special needs and those without special needs (Quality Education for All: Report of the NCSNET, (DoE 1997). The various policy documents highlight the inequalities that have resulted from social, economic and political factors as a result of the discriminatory laws of the Apartheid era in South Africa (NCSNET, 1999). According to ACF (2001), a major problem is that disabled children on the African continent experience barriers in the education system for various reasons such as inaccessible and unsafe built environments, inflexible curriculums, language and communication issues, social-economic barriers, negative and discriminating attitudes, to name the few. Due to the inequalities in education dating from the past, disabled children suffer exclusion and discrimination in education in South Africa (Department of Education, 2001). Although various policies have been developed to overcome the inequalities in education, Chataika et al. (2012) have argued that one of the issues that hinders progress is the lack of teachers' capacity in adapting the curriculum to meet the needs of those requiring special needs.

2.4. RESOURCE DEMAND FOR PROFESSIONAL DEVELOPMENT

Walton (2011a and 2011b) argue that achievement of equality in education for all children with special needs is hindered by teachers' limited specialization, classroom overcrowding, lack of support personnel, the demands of the curriculum and inadequate material resources. Similarly, Mbongwa (2010) argued that in cases where children have been placed in mainstream education, they are often placed in classrooms with teachers who are not properly trained to teach the children with special needs (UNICEF, 2005). Such teachers, therefore, lack specific strategies and tools to deal challenges that children with disabilities face in the context of an inclusive classroom. These challenges are aggravated by adequate funding to the institutions handling children with special needs (Ainscow, 1991-1994; Jenkinson, 1997).

While curriculum development is highly pronounced in education or academia, Ornstein (2004:10) deems curriculum as merely an action plan or writing framework that highlights key strategies that are used to achieve the intended educational or academic goals or ends. In concurrence, Nolet (2000) and Hutchins (2008) added that curriculum is the blueprint that incorporates the kind of knowledge, skills and values that are expected to be achieved by students in order to be considered to have successfully completed the academic or educational requirements. They further argued that the curriculum also sets out the desired learning outcomes for students. These outcomes are very significant for further development of teaching and learning strategies while also developing the learning material (Nolet, 2000; Hutchins, 2008). In addition, inclusive curricula are based on the premise that learning is effective when students are fully participating in the learning process and when they lead the learning process, for instance to meet the learners progress and help them to the next level in their learning , the educator can allow the learners tell the story in their own words or prepare a flowchart to show the sequence of events by doing so it will be much easier for the educator to assess how much knowledge and understanding learners have. It has been also argued that adequate knowledge on the curriculum and proper curriculum design is very significant to ensure effective assessment, evaluation, decision making and instruction regarding learning (Heward, 2003; Howell and Nolet, 2000). Simmon and Kameenui (1995:5) argue that to achieve the learning objectives, there is need for curriculum development that is in line with and addresses the needs of individuals. Overall, curriculum informs and determines the learning plan and outlines what needs to be accomplished in the learning or academic environment (Howell and Nolet, 2000).

Westwood (2007) states that there is a relationship between a properly developed curriculum and academic attainment. Such correlation is possible because well-designed curriculum sets higher academic expectations for students and which increases the chances to address the needs of children living with disabilities. Hence, Shelden and Hutching (2008) recommends for specified curriculum planning that is meant to support and address the needs of students living with disabilities. Such curriculum development is very important to ensure that students with special needs eventually have the potential to live an independent adult life. Current research also suggested that curriculum needs should be the basis of which assessment and subsequent programming and instructional decisions are made (Australian Association Special Education, 2009). Introducing another perspective, Deno (2003); Hosp and Howell (2007) highlight that curriculum-based assessment and curriculum-based measurement are both used to assess student performance with regards to the curriculum. It has been further argued that these assessments are more effective to promote student learning than traditional approaches; and that they also reflect a closer match to knowledge, skills and values taught in the classroom (Deon, 2003; Hops and Howell, 2007; Howell and Nolet, 2000).

2.5. CURRICULUM CONTEXT FOR SOUTH AFRICA

A media report quoted a teacher at Sisizakele Special School who noted that curriculum is often “meaningless” to children (Section 27 Report: July 7, 2016). Learners struggle with inflexible academic curricula and teachers find it difficult to teach the Curriculum Assessment Policy Statements (CAPS) because of the necessity of basic numeracy and literacy since these forms the basis for all learning. It is stated that CAPS has been not aligned with requirements of individual education. (Section 27 Report, 244: July 7, 2016) There are not enough structures in place in schools to manage learners that experience barriers to learning and the system in schools to monitor and improve the implementation of individualized education are not effective. The aim of CAPS is to necessitate differentiation in the curriculum in response to diversity, since it considers differences in learners’ ability levels, interests and backgrounds (RSA DBE, 2010a). Curriculum policy requires adaption in teaching and assessment methods and teaching environment which will include learning environment (ibid). Intellectually disabled learners do not cope with the current assessment policy (CAPS) because it is not structured to their special needs due to the requirements which demands that they should be

promoted to other grades, straddling between grades is implemented. So, a situation might occur where you find that a child might be in grade 4 class because of their age but that in terms of performance in mathematics, they are functioning at a grade I level, or when it comes to skills a child is functioning at a grade 4 level, but the language is at a grade 2 level.

The curriculum assessment policy statement provides guidelines to schools in terms of curriculum content and assessment requirements. However, the CAPS are structured in such a way that they do not support the requirement of EWP6 which promotes curriculum and assessment differentiation. The current CAPS undermine the implementation of IE. The reason for this perceived contradiction between the EWP6 and the CAPS is that two the separate policies were generated by two separate directorates, General Education and Training (GET) directorate or band from Grade R-9, and the Further Education and Training (FET) directorate or band, which are from Grade 10-12 and were not properly aligned. It is perceived that if discrepancies between EWP6 and the CAP continue to exist, the education system will remain muddled on how to manage inclusive classes in the mainstream schools that will lead to the implementation of IE remains a challenge. The flexible curricula should be developed to ensure that learner's diverse abilities are catered for and should not be prescriptive but rather provide a broad framework for educators within which they can adapt the main curriculum to the specific needs of learners. The suitable curriculum for learners with special needs would be to combine the programme to intersect with work linkage. The South African National Association for Specialised Education (SANASE) document which is based on the CAPS document was introduced to ensure that CAPS is taught from a practice's perspective, taking out the assessment from the learning areas of languages, mathematics and life skills.

According to South African National Association for Specialized Education (SENASE, 2000:1), a school of skills is referred to as 'Special Schools' that are designed to support intellectual mild disabled learners (IMD). These learners are known to suffer from poor ability in reading, writing and arithmetic skills. Moreover, children are provided with opportunities to approach the curriculum through their strengths while being supported by the classroom community for stretching their skills and developing new ways of approaching task (SENASE, 2000:1).

2.6. CONCEPTUALIZATION OF RESOURCES AND RESOURCE ALLOCATION

Understanding resource allocation for inclusive education is at the heart of policy debates across the world. Ladbrook (2009: 59) refers to resources such as material and human resources available within the school setting. On the other hand, Slee (1997:409) believes that to maintain effective teaching and learning special education, practices need development through increasing resource investment in education. Such investment is in the form of increased human resources into mainstream schools, increased funding, and increased classrooms resources such as books, computers and availability of programmes for learners with disabilities (Slee, 1997:409). In terms of human resources, Slee (1997: 409) indicated that these include skilled, knowledgeable and experienced teaching professionals within and outside the schools. Hence, signatories of the Salamanca Statement and the framework for action on special needs education committed themselves to providing adequate human and financial resources when offering inclusive education services to all their children, including those with special abilities (UNESCO, 1994).

2.6.1. THE EXTENT OF RESOURCE ALLOCATION IN SCHOOLS OF SPECIAL NEEDS

According to Rix et al. (2013), resource allocation for improved education in schools for low incidence disability is highly determined as a use of diagnostic labels. This report suggests that for low incidence disabilities, the focus is on achieving a quantity rather than a quality of hours provided (Rix et al. 2013). Most of the primary schools in South Africa are public schools managed by government except for a few which are owned by the private and religious sectors. Fees in government schools are subsidized by the state and therefore allow students to attend for free, while private and religious schools require students to pay school fees (Rix et al. 2013). Some of government special needs schools pay schools fees, which results in a burden on parents because some of them are dependent on disability grant for their children, and this has resulted in other children not being able to go to school or being taken by social works to place of safety. This is because others are orphans or are neglected by their parents at home because of poverty or ignorance on how to handle a disabled child A survey was conducted in 2010

by the Department of Social Development on more than 13 000 children staying in registered child and youth care centers across the country, where such children live in a place of safety and shelters. About 28 percent of these children were reported to have at least one type of disability. However, many centers are not well equipped to cater for children with disabilities or to facilitate their integration in mainstream society. The results show that children with certain disabilities are prone to particular types of abuse. Mentally and physical disabled children are at an increased risk of sexual abuse whilst those with hearing disability are especially vulnerable to neglect. Monk (2008) shows that the geographical location and access to resources also affect access to resources because many schools in the rural areas operate within a more restricted budget and suffer from demand for additional allocations of financial, material and human resources.

2.6.2. RESOURCE AVAILABILITY FOR PROFESSIONAL TEACHER DEVELOPMENT

In their analysis of resource allocation for professional teacher development, Pillay and Du Terlizzi (2009) argued that resource allocation to support education for children with special needs remains a challenge. However, their argument goes even further by asserting that this situation indicates that South Africa is not ready for inclusive education. This conclusion is supported by the UNESCO (2015)'s report that attributes thinking and practice as determinants of resource allocation. However, the argument that South Africa is a growing developing nation does not justify its low efforts towards achieving equalized education for all children, including those with disabilities. In addition, Pillay and Terlizzi (2009) further argued that it remains very common in the South African context to register learners according to their best interests in specialized schools where learners' diverse disabilities needs will be taken care of in a conducive environment by school officials who have knowledge of inclusive education and the right of children to learn, and their right to education respected, in response to Constitution of the Republic of South Africa : section 29(2). This practice is considered normal and geared to ensure that learners receive full learning support, therapeutic interventions and general learner support which cannot be currently provided in the mainstream school environment (Pillay and Terlizzi, 2009). To this effect, establishment of special needs resource centers within a catchment area is deemed as the best solution to support the learning of children with

disabilities, according to Pillay and Terlizzi, (2009). These centers were established to provide necessary resources to meet the diverse learning needs for children Department of Education (2007). These centers are also considered critical to improve education support services to provide coordinated support to all schools Department of Education (2007). Nevertheless, it has been recognized that these objectives remain rhetorical position in South Africa by Nel (2011). Most teachers in South Africa are still not willing to contribute in meeting the diverse learning needs for children hence they develop a negative attitude towards inclusive education (Nel,2001)

Resource allocation in terms of professional teacher development remains a challenge as also highlighted by Tim, Hodgson et al. (2016) who state that even in special schools, resource challenges affect implementation of curriculum because of limited special skills to teach learners with varied disabilities. The inadequate spaces lead to overcrowding of learners in one class, thereby reducing the teacher's individual attention and support. Tim et al. (2016) further explain that inadequate teacher specialized skills are problematic as this situation treats all learners as the same therefore often expect all learners to complete curriculum simultaneously. Proper teacher training equips teachers with appropriate skills and material to teach diverse student population and to meet the diverse learning needs of all different categories of learners. It has been demonstrated that effective teaching is successfully achieved using various methods including professional development at the school level, pre-service training about inclusion and instruction attentive to the development and strength of the individual learner UNESCO, (2008).

However, the pitfall that has been identified in the teaching or training system as Bagree and Lewis (2013:14) argue is that teacher training does not provide teachers with the confidence, knowledge and skills which is necessary to specifically support learners with disabilities because the national standards for teacher training vary considerable between countries. They also argued that in order to ensure quality basic education for all children, it is important that teachers are provided with effective relevant training and education that meets the learning and participation needs of learners with disabilities (Bagree and Lewis, 2013: 4). Moreover, the fact that the general classroom teacher is an important role player in ensuring that "inclusive pedagogy" is effectively implemented because of the specialized training on inclusive education they have (Harvey, 2010; Makoelle, 2014). There are mainly two important factors that guarantees inclusive education; the first one is the teacher and the second one is the school,

in particular the classroom (Harvey, 2010; Makoelle, 2014). As a result of this the Swaziland Education and Training Sector of 2011 support effective training of teachers on special needs and inclusive education (MOE, 2011: 17). However, even though training for teachers has been recognized as an important aspect to promote inclusive education to meet special education needs, budgetary constraints remain a major problem for the implementation of teacher training (MOE, 2011: 17).

2.6.3. BUDGET AS TOOL FOR EFFECTING RESOURCE ALLOCATION

Based on the understanding of a budget as a tool guiding resource allocation decision as contained in the Resource Allocation Model, Mandina (2013:229) listed budgetary constraints faced by the Ministry of Primary and Secondary Education, the school education and school authorities as factors that may hinder the implementation of various projects in schools that are meant to promote inclusive education. This problem is due to the uneven allocation of budget, the highest portion of budget is allocated to salaries with a limited budget allocated to school infrastructure (Mandima, 2013: 229). This in turn hinders the effective implementation of a coherent basic education programme in the country (Mandima, 2013: 229). Countries like Namibia and South Africa are left behind in terms of inclusive education because their schools, both rural and urban, lack resources to promote inclusive education (Zimba et al. 2007:43; Tshifura, 2012:101). Mbibeh (2013:57) discovered that in Cameroon, both parents, teachers and administrators share a similar perspective, often pointing that a low budget allocation is a principal factor that hinders the effective implementation of inclusive education for children with disabilities. Aside from the fact that budgets have been deemed limited to attain the objectives of inclusive education, Mbibeh (2013:58) also found that such budgets do not cover resources needed to facilitate teaching of children with disabilities or for learners with visual and hearing impairment like tape cassettes, headphones, braille machine, tactile maps, large print books, and sign language books.

Research conducted by Dart (2007: 63) found that study informants raised concerns regarding the limited financial resources experienced by the school authorities. Similarly, in the study conducted in Lesotho by Johnstone and Chapman (2009: 140), they discovered that the lack of infrastructural resources such as classrooms and other necessary facilities constrained inclusive education for children in primary schools. A similar case was reported in South Africa where

Eloff and Kgwete (2007: 353) found that South African teachers were to teach large number of learners with limited teaching resources which hinders the promotion of inclusive education. For instance, lack of infrastructural resources such as classrooms may lead to overcrowding of classes in schools, thus failing to address the needs of inclusive education (Mafa 2012:20). Clearly, most studies conducted in the area of inclusive education found the lack of resources as a barrier to achieve the objective of inclusive education with financial barriers reported as being the most common factor (Chireshe, 2011:157; Mavundukure and Nyamande 2012; Musengi and Chireshe, 2012:112). The lack of resources for inclusive education has become a major problem and increased the burden in Zimbabwean primary schools where the teacher-pupil ratio is 1 to 40. This overcrowding in classrooms has meant that teachers are unable to take care of children with disabilities or special needs in inclusive education (Mafa and Chaminuka 2012:27). Similarly, in South Africa teachers have raised frustration over the lack of time and resources to empower teachers to promote inclusive education (Gwala, 2006:63).

The literature also shows that a deficiency of time and integrated planning has serious implications for the effective implementation of inclusive education in the classroom (Gwala, 2006:63). As a result, learner's needs remain unmet and cannot be supported since teachers lack time or expertise to effectively plan for inclusive educational programmes (Gwala, 2006:63). It has also been discovered that teachers involved in inclusive education from Botswana and South Africa share the same sentiments; they feel that there is a lack of time available for collaboration and networking with other teachers, parents and professionals to meet the needs of special needs (Mukhopadhyay et al. 2012:6). Further research shows that learners living with learning disabilities cannot get quality support from their teachers since there is insufficient time for teachers to meet as a group to plan for drastic approaches that can best meet the needs of the learners (Eloff and Kgwete, 2007:354). Additionally, it was also discovered that support services such as professional support and administration support are significant aspects that supports the successful implementation of inclusive education in Botswana (Mkhumba, 2012: 38). Chahabaara, Srivastava and Srivastava (2010: 225) argues that learners with special needs deserve professional support and necessary referrals should they require support offered by specialists. Based on observations in computer resource centers for children with disabilities in and around schools, it has been discovered that centers had outdated software and non-functional hardware because much of hardware, software and expertise needed for the maintenance of the computers are only available outside Botswana. It is therefore extremely difficult to maintain the few provisions that exist (Tshifura, 2015: 93).

Also, existing literature shows that resources allocated to inclusive schools are inadequate such that they cannot fully support learning and teaching in Lesotho (Tshifura, 2015:93). Similarly, Zimbabwe suffers from the same problem as Lesotho (Chireshe, 2015:226). On the other hand, Aro and Ahomen (2011:31) conducted a study and discovered that lack of text books and other teaching materials for disabled children particularly in primary schools in Zambia jeopardizes the efforts towards inclusive education. Moreover, the Tanzanian Human Rights Commission (2011) found that one of the issues which hinders inclusive education is the lack of facilities to improve learning. It was also found that Tanzania is among a third of the world's nations which lag in actualizing inclusive education in primary schools despite the government support for capacity building for teachers through buying teaching aids, books, teaching and learning material and other equipment (Tanzanian Human Rights, 2011). In Tanzania, teachers still face a myriad of challenges in implementation of inclusive education (Tanzanian Human Rights, 2011).

Considering the challenges for the implementation of inclusive education, Msuya (2005) suggested the development of facilities and the creation of conducive environment that will enable children with special needs to fully participate in inclusive education. In Msuya's recommendation, these facilities include items like braille material, audio and visual devices (Msuya, 2005). In most contemporary studies, the lack of resources has been highlighted as a major problem, and the main reason for children in most regions not to participate in inclusive education (Shifura, 2012:93). Furthermore, even though the United Nations Declaration of Human Rights of Disabled Persons and the World Programme of Action concerning people with disabilities both called for consideration of disabled people, this has become difficult to implement since most nations lacked resources for inclusive education implementation (UNESCO, 1994). According to Ntsanwis (2008:61), there is a lack of qualified teachers for inclusive education in primary schools both in urban and rural areas of South Africa. Another problem is that most qualified teachers of inclusive education prefer to work in urban areas than in rural areas. Thus, this makes it difficult to implement inclusive education in rural areas (Ntsanwisi, 2008:61). Additionally, Ntsanwisi (2008: 61) argued that shortage for teachers in rural areas is linked to poor working conditions in rural areas; hence, when posts for trained inclusive education teachers becomes available in better areas, the qualified teachers move away. It is therefore for these reasons that most rural schools end up employing unqualified teachers who lack knowledge, skills and experience to provide quality teaching and support to learners with learning disabilities, and this creates challenges in the implementation of

inclusive education (Ntsanwisi, 2008:62). Similarly, Abosi (2007: 196) found that the most common factors for schools not being able to meet the needs of children with disabilities is unavailability of trained teachers, inadequate techniques, transportation problems, lack of resources and lack of facilities.

2.7. INFRASTRUCTURAL CONDITIONS AND SAFETY AND SECURITY

It has been recognized that there is a high rate of children abuse in special schools, particularly among hearing impaired learners or intellectually disabled are doubly vulnerable. These abuses occur due to the unprotected environment in which children live in (Section 27, 11 September 2015). For example, the hostel standards are expected to meet accessibility demands for children with special needs. However, In the Median report it was found that special needs schools recently built, lack learning facilities needed to support education of learners with disabilities. Department of Basic Education has embarked on an initiative to eradicate mud schools to restore dignity to education and transform people's lives for the better. According to South African Yearbook (2015/16) department of education embarked on a programme called Accelerated Schools Infrastructure Delivery Initiative (ASIDI) aimed at implementing the basic safety norms and standards in school infrastructure. The Centre for Child Law Commissioned a study by Cornerstone Economic research to track school infrastructure spending and delivery (Abdollah and Barberton,2013) and the findings revealed poor delivery in terms of school infrastructure backlogs with only four schools have been completed in the first year (2011/2012). Furthermore, the success rate of skills training for inclusive education remains low because of the lack of teachers who can provide such training (UNESCO International Bureau of Education, 2008). Therefore, quality teacher training for inclusive education is central to inclusive and equitable teaching and broadened concept of inclusive education (UNESCO International Bureau of Education, 2008).

The lack of resources has been highlighted as a major constrain towards achieving inclusive education but it has been recognized that the geographic location of the schools also has an effect. For instance, Netshitahame and Van Vollenhoven (2002:313) discovered that those schools situated in rural areas of South Africa suffer from poverty, and as a result, these schools are subjected to crime. On the other hand, De Waal cite in Oosthuizen (2005:53) consider safety as an important aspect in the learning environment. It is very important that children

always feel safe in their learning environment and therefore, major steps should be taken to ensure that schools remain in a safe environment. In general, safety and security in education is meant to avoid physical abuse towards learners and teachers; hence, dangerous weapons and illegal substances are prohibited on the school premises (Duke, 2002: 111). According to Through (2006: 66), there is a correlation between children's education and their likelihood to succeed in life and that the opportunity to pursue education, particularly quality education, is meaningless unless the student can pursue their educational rights in an environment that is both safe and secure (Through, 2006:66). According to Christie, Butler et al. (2007:210) academic goals can be achieved in a safe and secure learning environment. This is very significant to ensure that schools produce competent individuals who are ready for the world of work. Thus, in their view, safe and secure school environment determines career and professional development Christie, Butler et al. (2007:210). However, Prinsloo (2005:5) believes that the South African constitution and legislation provides for the protective of the rights and safety of learners in schools.

2.8. REMEDIES TO SUPPORT STATE RESOURCE ALLOCATION

Considering that state allocations to the institutions of special needs education is not adequate, schools engage in various supporting activities through the establishment of networks with various organizations, parents and the community. Such collaboration helps to mobilize certain resources that the state does not provide.

2.8.1. PARENTAL RECOGNITION AND INVOLVEMENT

Interested and supportive parents who play an active role towards the education of their child with disabilities help to reduce the resource gap most institutions experience in providing quality care to children with disabilities (Engelbrecht et al. 2005:462). According to (Sapunga & Sampunga 2014:45) collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school and the child. Parents, by working together with their children, are partners with teachers in the education process (Turnbull and Turnbull, 2001). Therefore, effective home-school links based on mutual respect and recognition of different roles between parents and educators helps in achieving a participatory decision-making system (Turnbull and Turnbull, 2001). Hence, Hattie (2009)

emphasizes that the parents' participation in school activities will improve the working collaboration and in turn, assists the students to receive the best possible education. Learners become more focused on their school work (Kwatubana & Makhalemele, 2015:315)

2.8.2. PARTNERSHIP WITH OTHER STAKEHOLDERS

Vocation training is part of a training programme that is aimed to prepare individuals for the day-to-day practical work that is done for specific trade, craft, profession, or role. This part of the training programme equips individuals with practical skills, as opposed to theoretical knowledge only (Sitlington et al. 2000:153-155). In addition, vocational education programmes can only be facilitated by professionals qualified in vocational education and training and these professionals are normally known as vocational instructors, transition coordinators, job coaches and vocational special needs instructed, and they have specialized expertise in vocational education (Sitlington et al. 2000:153-155).

It has been recognized that there is lack of working collaboration between education institutions and industry which would facilitate job accessibility to learners (DBE, 2001). At local schools, the level of partnership with industry should be established to facilitate the experimental learning for learners such that they receive hands-on work experience and be prepared for the world of work (GET Hart, 2006:1). Therefore, schools may issue a certificate of competency indicating that learners have gone through the experimental learning and it should include specific reference to learning programmes that reflect the programmes interface work linkages for learners who do not achieve (GET Hart, 2006:1). Based on the GET research, Hart (2006:1) it is an exciting experience for mainstream learners and parents when they exit high school and enter more independent life. All learners need to make decisions regarding progression pathways once they exit from schooling whether it is Grade R or at Grade 12 with a National Senior Certificate. Disabled or special needs learners are in the same situation as the general population; their transition to adult life is influenced by parental control and parent's involvement in the child's life (O'Brian, 200:95).

According to Disabled People South Africa, it is difficult for people with disabilities to learn and retain new information and to adapt to new situation (Disabled People South Africa). Correspondingly, Rose, Saunders, Hansel and Kroese (2008:10) concur with Disabled People

South Africa by mentioning those difficulties faced by learners with disabilities. In their writing, they stated that those difficulties include difficulty with concentration, poor communications skills, difficulty understanding instruction and challenges in becoming independent (Rose et al, 2008:10). It has also been argued that intellectual disabled learners experience a lot of physical and social barriers in their everyday life including the inability to participate in leisure pursuit hostile attitude avoidance from other children, patronising behaviour from adults and exclusion from mainstream schools (Roche, et al (2004:1999).

Gallagher (2003:203) add that another contradicting possibility which most authors may have failed to recognize is the effect of paternalism, over protection and in infantilizing. Nevertheless, Roche et al (2004: 1999) state that parents' stereotyped ideas towards their children's disability conditions can adversely affect the young adolescent's self-image and self-confidence thought for their life. Based on the percentage distribution of learners in ordinary school, from pre-grade R to grade 12, learners with special education needs (LSEN) only constitute 0,26% of the total number of the learners in South Africa, Statistic South Africa (2005, 2006:10).

According to Lindstorm and Benz cited in Luftig and Muthert (2003:318) when learners with disabilities leave school, they find it difficult to settle themselves in their desired careers. It was therefore argued that vocational training and transition planning can play a significant role for learners to easily transit from school to the work environment (Zhang and Stecker, 2001:300). It has also been discovered that "learned helplessness" is the main internal barrier within learners themselves which makes them believe that they are not capable of involvement in their own vocational planning (Zhang and Stecker, 2001:300).

The foundations for transition should be laid during the elementary and middle school years guided the broad concept of career development in the reconstitution and development programme. Research has shown that special education has suffered massive neglect in the past and that the developing new programmes are needed (Reconstitution and Development Programme: African National Congress, 1994:63).

Further Education Training Colleges (FETC) are generally considered by SA Baseline Report (Department of women, Children and People with Disabilities 2013a) to be lagging in the provision of learner support to the general student population and have a number of issues with regards to their staff capacity and programme mix. Additionally, the National Skills Development Strategy; NSDS111 (2011) set out several key developmental imperatives with

the aim to create opportunities for skills training for people experiencing barriers to employment caused by various forms of physical and intellectual disability.

Based on the Children's Act (2007), the government is responsible for ensuring that comprehensive social services are provided for children with disabilities, and that priority should be given to funding services in poor communities and to ensure that these services are accessible to children with disabilities. However, although NGO's are rendering services which are not mandated by the Act, the funds paid to them do not cover the full cost of providing these services. The department intends to address the "median term", suggesting that the issues are not seen as urgent even though the well-being many children with disabilities is in jeopardy because of the lack of funding for NGOs.

2.9. SUMMARY

This chapter has attempted to contextualize the resource allocation situation to institutions of special needs by highlighting various aspects associated with resource allocation. These areas include safety and security of children, the role of budgeting, perception and value of special needs education and the need for partnership to compliment the resource gap created by failure of the state to provide adequate resources to the institutions. The next chapter presents an analysis of data collected through in-depth interviews in assessing the actual situation of resource allocation to the school.

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION

The research adopted a qualitative approach to interrogate the availability of resources that support various aspects of special needs education. Sometimes determining resource adequacy depends on the needs and innovation and a creative way of delivering the lesson. A qualitative approach is an exploration method that seeks to understand people's experiences in engagement with available resources; thus, it is an ideal approach to this study.

3.2. QUALITATIVE METHODOLOGY

According to Straus and Corbin (1998:10-11), qualitative research produces findings that are not obtained through statistical or quantifiable procedures. McMillan and Schumacher (2006) also state that qualitative research is a method of inquiry where researchers collect data in a face to face by interacting with selected persons in their setting. Henning (2004) asserts that a qualitative approach is used to inquire and to collect data in a natural setting in a way that is sensitive to the people and places that are being investigated. Therefore, selection of the qualitative approach is appropriate for this study as availability of resources is perceived through different lenses from which the participants are drawn.

3.3. RESEARCH DESIGN

Descriptive research design was adopted to get information from special needs teachers to provide answers to the question associated with particular research problem. Descriptive research is primarily concerned with finding out what is in the field; it is suitable to gather important information regarding the present situation of resource allocation in special needs school and how to overcome those challenges. According to Creswell (1998), sampling is the

decision of choosing participants of the study and this includes the sampling frame as a population from which the sample is selected. In this study, the sample frame was the Inkanyiso School of Special Needs and the sample was selected from the target group teachers, non-teaching staff and parents. These participants were selected with the support of the school principal who facilitated in linking up the researcher to the participants. After presentation of the brief introduction to the study and its objectives, voluntary participants were identified, and interviews were arranged on their free and comfortable times. The choice of teachers and non-teachers was purposive by a consideration of their experience in working with resources all the times of which availability of resources impacts on their education service to the children.

3.4. DATA COLLECTION METHODS

The study adopted in-depth interviews with the use of an open-ended interview guide. In-depth interviews allow a thorough investigation of the topic under study. In this regard, the study on the extent of resource allocation to various sections of the school required much understanding to establish a pattern of resource allocation to the school. Further to this, deciding the extent of resources require more than looking at the quantity of materials available, but also considers the demands and usage of such resources to achieve meaningful learning to the children. All interviews were recorded and transcribed in readiness for the process of data analysis. Apart from recording, the researcher relied on short notes taken from the interviews and observations such as physically checking of the resource rooms on available resources. This method of enquiry is seen as the best way to gauge respondent's perceptions and receive direct information (Cresswell, 2009:178). Interviewing people who hold different positions helps to ensure the concurrence of the responses. It also helps to check on consistency in order to ensure reliability and credibility of the research findings. This ensures that the findings are trustworthy and can be generalized to the whole population of special needs education centres. For example, in this study the target of teachers, non-teachers and parents served to crosscheck

similarity and collaboration of responses.

The data was collected from the participants identified by gender, code and their positions

No	Participant/ Code	Gender	Teaching/ Non-Teaching	Code
1.	Principal	F	T	P
2.	Dietician	F	T	DT
3.	Educator	F	T	EDUC
4.	Head of Department	F	T	HOD
5.	Job Couch	F	T	JC
6.	Procurement Officer	F	T	PROC
7.	Sports Officer	F	T	SP
8.	Occupational Therapist	F	T	OT
9.	Physiotherapist	F	T	PHY
10.	Transport Officer	M	N-T	TRANS

I did not get the opportunity to interview the parents because most of them live very far and Inkanyiso Special Needs School is a boarding school in a rural area. Please refer to the limitation of the study line 7.

3.5. DATA ANALYSIS METHODS

The study adopted a thematic analysis method of analysing the research findings. A manual thematic analysis is particularly well suited to the study of communication and to answering the classic questions of communication research, such as what and why (Babbie, 2008). To make sense of the data, responses during the interview were transcribed verbatim and repeatedly read to familiarize with it. The coding process then followed (Parahoo, 1997). After coding, all frequently appearing codes were grouped under one theme in forming a thematic framework from which analysis and interpretation was conducted (Burns and Grove, 2003).

3.6. VALIDITY, RELIABILITY AND RIGOUR

Creswell (2013); Lincoln and Guba (1985) describes research validity as the ability and the strength of the research findings to convince the reader about its rationality, accuracy, and trustworthiness. In this study therefore, the sample selection of participants from different sections including teaching and non-teaching staff helped in getting reliable responses that were not influenced by each other. Controlling factors that could have affected outcomes of the research and compromise on reliability of the findings were carefully omitted through setting criteria of participants as those in control of its section. Murphy and Yielder (2009) describes this process of careful conduct of research to deal with bias as research rigour. Trustworthiness in this research was achieved by subjecting the findings to credibility, transferability, dependability and conformability principles (Creswell, 1998; Bless et al. 2013). To this effect, Creswell has described these principles as follows:

3.6.1. CREDIBILITY

Credibility check to what extent are the findings honest (Patton, 2002). I established the credibility, trustworthiness, reliability and validity through triangulation where educators and non-educators were interviewed. According to Creswell (2008) triangulation is the process of collaborating evidence from different individuals such as parents, students and teachers in a school setting. Triangulation enables a more holistic view of the problem.

3.6.2. TRANSFERABILITY

Credibility refers to the ability of the research findings to be generalized or to be transferred to a new context or entire population. Study was a case study of a selected group of participants who are part of specific community, the findings do not represent the ideas or voices of the total community since the parents were not interviewed.

3.6.3. RELIABILITY AND VALIDITY

Reliability relates to the consistency of a measure. According to Joppe (2000) reliability is the degree to which results of qualitative research are consistent all the time even if the study can be repeated under similar method, the results will remain the same. Wainer and Braum (1998) describe validity as “construct validity”. She defines construct validity as a notion or a hypothesis which determine which data to be collected and how to be collected

3.6.4. ETHICAL CONSIDERATION

According to Hennink, Hutter and Bailey (2011), credibility of research findings is strengthened when participants voluntarily accept to participate in the study. Further to this, the use of an open-ended interview guide allowed participants to express themselves freely including giving out their opinions on the way they think things should be under normal circumstances. To this effect an informed consent was sought from participants after being

briefed about the nature and purpose of the study. This allowed participants to make self-determined choices on their participation in the research, including the right to refuse participation without negative consequences. Further to this, achieving trustworthiness was done by not disclosing the identities of the participants and the data analysis uses pseudonyms to identify the participants. The research also ensures that all data records are kept confidential always. The data will be kept by the concerned stakeholders and shall be kept confidential from any third party.

3.7. LIMITATIONS OF THE STUDY

The major study limitation anticipated in this study was access to participants in a setting that is not easily accessible and only with the permission of the gatekeeper, who is the school principal. The challenge was anticipated as to lead to biasness of selecting the participants who in turn would be prohibited from giving out much information on resource allocation which in most cases is the guarded information and protected from public consumption. As such, the study faced challenges during interviews as most participants were not comfortable to divulge specific information on state funding but referred it to the principal. Another experienced challenge in the research was failure to get hold of parents to interview as it depended on the support of the school to identify and initiate arrangements with parents. Considering that, it was hard to make such an arrangement with parents directly as communication could not be sent through the children and as most children are picked up from their homes and dropped off, the research failed to get hold of parents. As such, it obtained all the targeted participants from the school.

3.8. SUMMARY

This chapter has highlighted the methods adopted to conduct the study on state resource allocation. The process and measures used to ensure validity, reliability and credibility is outlined in this chapter. The methodology approach selected is presented, which details the sampling methods, analytical process and the methods adopted to ensure that the study retain integrity. Limitations of the study are also discussed.

CHAPTER 4

DATA ANALYSIS

4.1. INTRODUCTION

This chapter is an analysis of data collected from the interviews with participants in various key positions on special needs education and administration. It focuses on resource allocation and availability in ensuring the safety and security of children, established partnerships, and specific skills training for children, teacher professional development, and the general resource allocation to the institution for supporting various institutional operations. In general, the interviews with all expected participants indicate a resource strained situation in the institution that in most occasions limits the extent and compromise on the quality of care children access in the institutions of special needs. The findings are summarized as follows:

- i. There are several measures that are put in place to ensure the safety and security of children.
- ii. Schools make various efforts to link up with the community, parents, other schools and department of education staff to ensure that the school has adequate resources to aid teaching and learning.
- iii. Children with disabilities are taught various skills depending on the extent of their disability in order to prepare them for community integration. However, the institution is always resource challenged; hence they fail to meet their expected outcomes.
- iv. The institution operates at some rented infrastructures that limits their quest to make those structures disability friendly.
- v. In general, the institution does not get adequate funding from government which makes it difficult to meet all their teaching and learning needs, including provision of proper care to children and up-to-date professional development for teachers.
- vi. The geographical location of the school works to their disadvantage in terms of accessing teaching and learning resources.

The analysed information was collected from the following people who are identified by codes as follows:

	Participant	Code
1.	The principal	P
2.	Dietitian	DT
3.	Educator	EDUC
4.	Head of Department	HOD
5.	Job Couch	JC
6.	Procurement officer	PROC
7.	Sports	SP
8.	Occupation therapist	OT
9.	Physio therapist	PHY
10.	Transport officer	TRANS OFFICER

4.2. RESOURCE ALLOCATION TO SAFETY AND SECURITY OF LEARNERS

4.2.1. SAFETY AND SECURITY INFRASTRUCTURE

Children with disabilities have several impairments that limit most of their social interactions. As such, guidance and expert care is always needed. They must be monitored in most of the situations to ensure their safety and security. To this effect, the school put in place several physical facilities to ensure their safety and security. The study found that children are kept in a fenced compound that is monitored by surveillance cameras (CCTV) as indicated by one of the participants that:

We also have the camera system which is helping us in terms of ensuring that we are able to observe what is going around at school (P, 25 January 2018).

This was confirmed by another participant who agreed that the institution's security is always on alert even to monitor passer-by in case they may have ill intention towards the children who in most of the times needs support and care, thereby making them vulnerable to various types of abuses. This participant presented the following:

There are security guards at the gate paid by the SGB, trained staff hostel members how handle emergencies, situation in relation to the safety and security, there is camera has been installed on the premises to monitor movements of the learners and people from outside. I think about a year or longer (PHYS, 24 January 2018).

4.2.2. SUPPORTIVE HUMAN RESOURCE

Apart from the installed security features and infrastructure, the institution has a supportive human resource department that beefs up security and safety of the children. This is done considering that children's safety and security is a collaborative effort and practiced by everyone who has the child at his/her care. The institution uses housemothers to ensure safety and security of the children while in their hostels where security guards cannot reach. In case of emergencies, there is a driver and principal on call who are expected to respond to situations timely as expressed by a participant in this response. When asked about the level of security and safety in the school, respondent P stated the following:

At the hostel we have house mothers that are supervising our learners, and also supervisors who are teachers, who go to the hostel to supervise the learners during playtime and during study time and we have tried to ensure that in terms of communication, should there be any emergencies, the house mothers have a phone in the hostel, they phone the principal, the deputy principal or whoever is on duty to inform them about emergencies. We have the drivers and the principal who are on call if we need to quickly take the child to hospital or clinic; they are always there (P, 25 January 2018).

Apart from the housemothers, the security guards are on shift to ensure that children are watched every time and premises are well monitored. The respondent added that:

The school does have school security personnel which are paid by the school; we have one at the hostel, and two at the school. One comes in during the day and one comes in at night (P,25 January 2018).

4.2.3. CHALLENGES IN ENSURING EFFECTIVE SAFETY AND SECURITY

However, the institution faces a challenge of inadequate security guards as expected. The problem has been exacerbated by withdrawal of state human resources provided by the Department of Education if security guard resigns or dies. As one participant echoed, the Department of Education is following a non-staff replacement policy which implies loss of access to state resources in case of staff resignation or death. The conclusion is made from the response below:

At the moment we do not have that much support because we used to have the security guards employed by the department, but when both left because of attrition, the department did not replace them (P,25 January 2018).

Due to the shortage of security and safety staff, the institution adopts a permission-out system that allows children to go out only when they are formally given the permission. This helps to track movements and check on the point security as responded by one of the participants as follows:

We have different duties as educators to look after the children and to ensure their safety, we give them permission to go out only when we are convinced with the reasons requiring an outing (HOD, 24 January 2018).

Apart from permissions to go out, the institution has a supervision timetable that helps to have someone looking after these children every time they are outdoors but still within the campus. In her remarks, the principal also indicated the following:

We have the timetable to supervise children even when they are playing outdoors as per requirement of the Department of Education (P, 25 January 2018).

The study also found that children's safety and security is ensured through supportive staff and by transporting them to school. The children's buses drop them within the campus where

various staff assists children who needs pushing on their wheel chairs to their respective classes as presented below by one of the research respondents:

The transport drops them inside the premises and then, they have assistants who help them by pushing them from the transport to the ramp. We have got the ramps even though it not proper ramps, then from there it easy for the learners to push themselves to the classrooms (TRANS OFFICER, 25 January 2018).

The study further found that there are other institutional arrangements to ensure effective provision of safety and security to children. These include a complaint handling system, reporting and communication mechanisms. The system requires that every identified problem of situations that may increase vulnerability of children is supposed to be reported to the relevant authorities. As such, every staff member regardless of section and position is on guard to ensure child safety. For example, one educator highlighted that they ensure that all children are transported back home after sporting activities by stating that:

We report to the principal or write to the work place to say children do not have transport (SP, 25 January 2018).

The engagement of every member of staff in child's safety helps to ensure that children are protected at all places. This responsibility is also extended to the community. When a child reports maltreatment or discrimination, the school sends out other staff members to talk to such people. However, this response requires availability of transport that in most times is a major challenge in creating a safe and protective environment for children in and outside the school premises. In one situation where learners were working on attachment basis, they were stigmatized by bad comments from the supervisors and other workers. The institution sent a staff member to talk to the people. This is effective in that in emergency occurrences that need speedy action, resources from the limited institutional budget are provided to ensure that children with special needs are always protected as also expressed in the words of one of the school educators who stated that:

One day I was sent by the principal to one of the shops where our children were doing internship program. The children reported that fellow workers and their supervisors sometimes discriminate them and utter bad comments against them because they come from special school. The school provided immediate transport and the driver took me to the shop where I

met with the supervisor and we talked about it. The supervisor assured me that he would pass on the message to all other workers (EDUC, 24 January 2018)

However, there are some challenges in the process which are mainly a result of the bureaucratic system and the top-down approach that requires following of procedures. Long bureaucratic processes affect speedy reactions and responses to a problem. As such, the institution expects that all matters be reported to the principal before an action is taken and the principal should approve the course of action to be taken. One respondent lamented as follows:

If anyone encounters a problem or sees possible risks in child's safety, that should be put forward to the principal first before acting upon it. If you have any suggestion it must be shared with the principal, the SGB or with the SMT (SP, 25 January 2018)).

4.3. PARTNERSHIP AND RESOURCE MOBILIZATION

Partnership and collaboration with other institutions and stakeholders is one of the strategies of resource mobilization. The study found that the institution has a good resource base and the state provide a lot of its resources in the needed areas. Despite all this, there are still gaps in resource availability, hence the extension to reach out to other stakeholders is required.

4.3.1. ESTABLISHMENT AND ACCESSIBILITY OF THE RESOURCE CENTRE

The study established that the institution exists as a resource centre possessing many necessary materials and equipment like supportive devices and human resource for special needs education. Therefore, being a stand out institution well equipped in resources, the institution opens the facility to the support and usage by other institutions within its vicinity. The establishment of the resource centre was the decision by the Department of Education to create a resource bank that would carter for various schools within a catchment area. This is corresponded by one of the participants who said:

The department identified this school to be a resource centre and we are provided with special funding to procure various assistive devices of our choice to support our children and other

schools within our area because we are a resource centre for the catchment area (P, 25 January 2018).

Schools that benefit from the resource centre include Zamimpilo Special School in Ceza and Musa Special School in Nongoma. The resource centre does not only allow other schools to access their services, but they also reach out to those schools without support because they are meant to provide technical expertise to schools within the area. This was explained by one of the participants who stated that:

We offer assistance to other schools, we offer information. If someone comes and ask to be assisted with how to deal with children having sensory problems, we are willing to assist. We also do workshops for them or take them to the class and show them how we do it because we are meant to be the hub of support (PHYS, 24 January 2018).

Another corresponding response was presented by the principal who stated that:

Yes, we are a resource centre. There are 5 Specials Schools in the district. They come to our school to be strengthened in terms of curriculum implementation; our specialists visit special schools to assist them in terms of utilisation of assistive devices (P, 25 January 2018).

The resource centre is open and available to all local teachers and schools come and use the facilities for free as sports respondent states:

Schools come and use the hall for the workshops and they also use staff room, we do have the projector, and all these are free to be used by any school. This makes us exist as custodian of group resources because they do not belong to us but for the catchment area (SP, 25 January 2018).

However, state funding is sectional and especially focuses much on the procurement of assisting devices and professional development. The sector for reaching out to other schools is basically neglected. For example, the institution is sometimes not funded for outreach activities and the school has to rely on support from stakeholders. There are instances where funding is not available and stakeholders to support them are scarce. In such cases, teachers use their own cars to support other district schools that have no therapists as reported by one participant below:

Sometimes we use our own cars to support schools without therapists and we don't get allowances or fuel for our vehicles (PHYS, 24 January 2018).

As a resource centre, the institution benefits from the disability care grant that is used to procure other assistive devices.

4.3.2. NETWORKING WITH THE COMMUNITY AND PARENTS

The study further found that the school puts much effort in establishing strong relationship with the community. This is achieved through various outreach activities that include awareness programmes, engagements with individual parents, encouraging parents to support their children at home with home works, parents' meetings, and wellness campaigns. Awareness meetings are mostly conducted to help parents and guardians to understand that disability is just a mere condition and people remain human beings who need dignity and respect. Parents and guardians must understand that they have a responsibility to take care of their children and not delegate it or transfer it to the school. Schools reach out to parents because they cannot expect to get all the needed resource support from the government. This was echoed by various participants as highlighted below:

Community side- we do awareness to alert the community; they only know we have mentally retarded learners (PHYS, 24 January 2018).

We also invite other departments if we have deaf awareness, deaf learners perform some activities, it was an eye opener to the community that our children are not here because they are mad or cannot do anything in life (PHYS, 24 January 2018).

There is a common misunderstanding that regards every child with disability as requiring placement at institution of special needs care. Therefore, the institution has a major role to play in ensuring that some children, depending on the extent of their disability, can still learn in the mainstream schools and this is supported under the inclusive education program. A case in point was highlighted by one of the respondents who stated that:

Vuleka School is Special Needs Education centre that goes up to grade 12 and its carter for deaf children. These children are able to do everything despite having hearing impairments. Therefore, the problem we have is that most people even within the department they do not know the extent of disability in the children we keep here. Even the subject advisors, they said to us that they were instructed by the Director to come and check on us, and when the subject advisors came to school, they asked us as to what are we doing because the director for

Inclusive Education in the Department of Basic Education instructed them that they have to go to Special Needs School and they asked him what are they going to do in the Special Needs School because they do not have the programme that is used by the Special Needs Schools, even if there are workshops , they want to attend but what they do is not the same with what we are doing here at school (EDUC, 24 January 2018).

Understanding disability needs is a step towards mitigating the resource challenge the school meet. It is one way of sharing the responsibility in resource mobilization. When parents, the community and other stakeholders take their part in supporting children with disabilities, the challenge of inadequate resources is lessened as stated by one respondent that:

We must involve other stakeholders from the different departments to come and teach us and us to teach them about our learners because they do not know how to treat the learners outside. Even in the community; the community needs to be taught about the disabled learners on how to treat them. They discriminate them even in town. Our learners used to be discriminated by their uniform, they say you are wearing Gem, this is Inkanyiso even at home when they are doing wrong they are told “you are Inkanyiso” in front of other children, our children used to ask why they are called by that name because they do not understand why they are here. Others just say to them you are MAD because you are at Inkanyiso. We as teachers we have to talk to them and tell them that you are not MAD, and tell them to tell him or her that it is him who is MAD, I tell the learners that if you are mad you are supposed to be in MADADENI hospital, we tell them that they are here to learn. We try to motivate them (EDUC, 25 January 2018).

Community awareness also helps to reduce pressure of sending every child with disability to the institution. People are made to understand that there is a special disability which the institution admits, and it requires much care and support. As such, apart from the institution existing as a Special Needs Education Centre, it also operates as a care support unit. This was observed in the response below:

Community side- we do awareness to alert the community, they only know that here at Inkanyiso we have mentally retarded learners (PHYS, 24 January 2018).

Networking with parents helps in resource contribution towards the care of the child. As earlier stated, state resource support is basically limited to material and facility support. As such, care support service is a challenge despite the institution being a resource centre. For example, when a child falls sick and the situation requires medical care, the child is referred to the hospital and

parents are notified. In some instances, parents respond by coming in while in other instances parents even refuse to attend to the situation. This happens when parents feel that having a mentally retarded child to them is a burden or a curse as highlighted in the responses below:

Some parents bring their children to school scared or ashamed of their children; we as teachers, we have to motivate them that your child is your child. Do not call your child by names (EDUC, 25 January 2018).

In whatever we do, we involve parents; if a child needs to be referred to the hospital, we notify them. Some parents listen and cooperate but others not or do not respond to our communication at all (PHYS, 24 January 2018).

The school also reaches out to parents through school-based meetings where parental support is needed if home works are given. This helps to keep children busy even at home. Considering that learning at the school progresses slowly because of the extent of the disability which makes comprehension of content so hard, teachers call for the support of parents with take home assignments. However, there is a varied response from parents with others responding well to the situation when others resist the call feeling lacking the capacity to support children with difficulties as reported by one respondent as follows:

We involve the parent because of the conditions of our learners, we cannot give children the homework without parents' support, so we involve the parent, the parent come to the meeting and we talk about what is happening in the school and we inform the parent about their children progress (SP, 25 January 2018).

The institution makes sure that child support is available for the learner. Since it is not feasible to have community care givers, the schools rely on parental responsibility (SP, 25 January 2018).

We have open door policy, they make appointment, they come to the teacher and also go to the specialists, and we try to make the parents to take responsibility of their children, when children go home, we do not want them to regress but parents should be able to carry all the programmes that the school has been carrying (P, 25 January 2018).

The school also conducts wellness campaigns to create awareness that health is a critical aspect that supports all other activities people always do and hence the need to stay health. All these

programmes are run by the Department of Education funding to ensure that proper care is available to all children. In relation to this, the principal responded as follows:

We have wellness campaign conducted by the school so that parents or community are educated on what we are dealing with. On Parents Day, parents are invited to the school to communicate with the teacher about how to handle their children at home and the importance of making point that their children take and finish their medication when they are on school holidays (P, 25 January 2018).

Networking helps to take a holistic approach to a situation and pulls resources and expertise together to ensure child safety at all times. This is echoed by one participant as highlighted below:

We take a holistic approach and engage all stakeholders, the parents, the department, the educator, and the therapist. Everyone needs to participate in the process to help the child to be fully learning. I think it only way to help resolve, to get as many people to be involved. Parents get involved when their children are at home (PHYS 24 January 2018,).

The geographical location of the school poses a major challenge in establishing a strong linkage with the community. For example, the institution relies on telephonic communication with parents and due to network problems sometimes they are forced to keep the problem unreported until the parent or guardian comes to fetch the child after school. This problem burdens the institution as they do not have enough resources to respond to the situation as respected. This complaint was raised by one respondent who said:

We are in a rural area and not close to the hospital, if children need medical assistance, we only get contact with parents when they come to fetch their children because we do not have enough resources to report to their homes and because other parents change cell phone numbers and do not notify the school (PHYS, 24 January 2018).

Taking care of children with disabilities sometimes requires special care and support materials that the school cannot always manage to provide. For example, some children need nappies changed frequently and the school cannot manage that with the available financial resources it gets from government. Therefore, the school relies on parents for support. However, some parents have challenges to meet these needs especially those who are employed by the government even if they are general workers or security guards because their children are then not entitled to the disability care grant. One participant complained about this as discriminatory

arguing that the only criteria that qualifies one to get the grant is the disability. Therefore, social status of the care giver should not be used to limit access to the grant. This is reported as below:

These children, some of them are on nappies even a parent that is working cannot afford to buy nappies for adults because some are very big, they are wearing adult size nappies, some of these children are on special diet, so if Social Development is discriminating against these children getting disability grants just because their parents are working, I do not know what is the minimum wage but you find that some are cleaners, if they are employed by the department, whatever department then a child does not qualify for a disability grant, until the child reaches the age of 18 years. I always argue about this, I always argue about this discrimination, I always say a child with special needs should qualify for disability grant, regardless of whether a parent is a millionaire or not, because the grant is for child's specific needs. It means that they are saying people with disabilities, children with disabilities are not equal (P,25 January 2018).

4.3.3. LINKAGES WITH OTHER STAKEHOLDERS

The study found that sometimes it is not easy to get assistive devices from the Department of Education. In such situations, the institution relies on the hospital for support when they have enough learning equipment which they get from their donors. These children require assistive devices to get better medical attention and their absence compromises on the care the quality of care they can get from the hospitals as recalled in the response below:

We have problems in getting assistive devices from the department; therefore, we rely on Vryheid hospital for support. It takes more than a year to get assistive devices from the department and children with medical aids get better treatment and in time (PHYS, 24 January 2018).

Understanding that the school has a cut-off point at 21 years (as pushed up from 18 years), linkages with other tertiary education institutions proves vital for sustenance of child care. In this regard, the school links up FET to provide care for children after exiting from the institution. In reference to this, 3 respondents reported the following:

Exit was 21 years, last years it was said it should be 18 years but at the end of the year when the principal came from the workshop they said we must keep them up to 21 if the child is

capable we must involve FETs so that they can carry on doing the levels in FETs (EDUC, 25 January 2018).

We are just keeping them until they reach 21 years, if they are lucky because here, we have FUTURE FUNDERS where they place them in different places sometimes to do their invoice training. If they are lucky, some business people they absorb them. But it depends on their disability and the way they are carrying themselves at workplace and the way they are functioning (PHYS, 24 January 2018).

SASSA people always come here so I think we do get help from SASSA people because they are using the school as a resource centre, they are learning a sign language here at our school and if we have a problem, they help us (EDUC, 24 January 2018)).

4.4. RESOURCE ALLOCATION FOR SKILLS TRAINING FOR CHILDREN BEFORE EXIT:

4.4.1. PREPARATION FOR SOCIAL INTEGRATION

The study found that the institution has various programmes in place preparing children for after school life and community integration. These children are trained in achievable skills depending on their disability. Such an approach requires a well resource stocked institution to teach relevant practical skills to children that would really make a difference in their lives after institutional care and education. One of such programs is internship whereby learners are attached to various places of work to get practical experience and establish their social acceptance regardless of their disability. These internship programs also increase their opportunities of being employed. However, most of the skills they are trained on are practical considering that their disability often disadvantages them from acquiring rote memory skills. Those that require practical training are seeing success:

Our children are working in Spur, they are baking and are also working in the petrol garages. There is a programmes in place, like if the child is 15 or 16 years, there is an educator that is specialising in training them, for one hour, sometimes they go out for practical lessons, sometimes go to local shops or to town to do grocery in order for the educator to see how they communicate with other people, so at the end of the day an educator see that this one is capable

for this and that, and then they are placed according to their capabilities.(PHYS, 24 January 2018).

It should be acknowledged that not all children are absorbed into the labour market; some of them remain in their homes. This was revealed by one of the participants as stated below:

Those who finished last year most of them will be staying at home and it makes me worry because some of them end up being drug addicts and criminals (PHYS, 24 January 2018)

The skills and training offered to children are determined and limited by the available resources although the school would have loved to teach more skills. In this regard, the principal raised the concern as follows:

We are also teaching the skills, but we do not have enough resources for skills development, so we looked at the skills that are going to be useful for the learners when they leave school (P, 25 January 2018).

Unfortunately, the school has no follow up system in place to check on the welfare and progress of children who completed their education from the institution due to lack of enough resources to carry over their work for learner who have completed school.

We have never made a formal follow up on our children to check what they are experiencing after school because we are not funded for that activity. However, I wish we could be funded because sometimes these children lack support and care. So, we need to work with the guardians and the parents in this support (EDUC, 24 January 2018).

4.4.2. CHALLENGES IN ENSURING EFFECTIVE PREPARATION FOR SOCIALIZATION

The study further found that the institution faces various challenges in ensuring that children acquire the skills relevant to help them survive in the community. One of the major problems is the extent of the disability which makes it hard to assess mastery of the skill. In her response, the principal stated that:

We had child that joined us last year, the child was placed in the ECD class, the child could not walk, and the mother used to come to school carrying a child on her back, with the

intervention of the physiotherapist, the child started crawling. By the end of the year the child was walking (P, 25 January 2018).

Another relevant response was presented by participant as follows:

We have got challenges; our learners are functioning on different levels. But we try to teach them the easiest skill like planting seeds and gardening (PHYS, 24 January 2018).

Some learners fail to complete a level and are moved to the next level even if they have not mastered the skill. In her response the principal stated the following:

Those learners who did meet the requirements, they will be getting the certificates just the same as grade twelve, if they did not meet the requirements, they do get statement of results. The same is going to happen with special schools. What I like about this statement of results and the qualification, is that, it is no longer going to carry that stigma because with the results we used to give reports for our learners, when they see special school name they discriminate against our learners but with this new qualification our learners are not going to be discriminated against, because once they qualify to get the level one, they qualify to go to TVET College, they go to TVET to continue with their education. They get Level 1, Level 2, Level 3 up to Level 4. Level 4 is equivalent to matric (P, 25 January 2018).

The institution also finds challenges in preparing children for being out of school in terms of socialization due to language barriers, discrimination, negative attitudes towards disability, and limited opportunities to work. The following responses help to highlight challenges the school face in the perspective:

We have a Job Coach at the school; it is her responsibility to place our learners in the workplace, though there are challenges in placing them, one of them is the language barrier. Some of our learners are deaf and because in labour market some workers do not understand sign language, it become difficult to put the learner for in-service training where there is nothing that has prepared the employer, other thing in the work places they use English a lot, there was no one who is going to interpret for our learners, then we could not expect the employer to employ interpreters as well, so such of learners could not fit in because of the language barrier and some of our learners could not fit in because they are used to routine, when they are placed at a totally new place with strange people, they lost it (J C, 25 January 2018).

When our children are here, we are able to communicate with them through the sign language. But when they go to the community there are no people who understand the sign language therefore, it becomes a big problem for them to socialize with the community and family members (EDUC, 24 January 2018).

When our children go out to the community for after finishing school, they face problems like, not being accepted by some members of the community. People regard disability as unwanted condition and they could prefer to see these children stay in the institution for life, they think specials schools is a place of safety (HOD, 24 January 2018).

All these challenges are present because there are no resources for programmes to prepare learners for life beyond the school. Community integration works better where the community is prepared to provide the necessary support for children while in the community. However, the little resources that the institution receives cannot be used for outreach and community training for immediate care givers of the children. This complaint was strongly stressed by one of the respondents in the school as below:

There is nothing we can do. We do not have enough resources to conduct outreach programs for our children. It is always our wish to support our children beyond the institution. If we had more resources, we could have even trained some of the care givers in using the sign language so that they are at least able to effectively communicate with them (P,25 January 2018).

4.5. RESOURCE ALLOCATION TO ENSURE ACCESSIBILITY OF FACILITIES TO MEET LEARNER'S NEEDS:

4.5.1. LIMITED POWERS TO DO INFRASTRUCTURAL REDESIGN ON RENTED BUILDINGS

The study found that the institution operates in disability unfriendly infrastructure because it does not have enough resources to operate in its own built structures that could accommodate all children. Further to this, the school operates in some rented apartments that are limited to the ground floor because many children cannot walk up to the upper floors. Considering that the institution is not the landowner, its powers to make renovations are limited. Therefore, they

are forced to remain in such structures because rental resources are controlled by government. The following responses testify to this conclusion.

Our school has one storey, even learners who are using wheel chairs are not able to walk around, the problem is in the hostel because we are renting the hostel, and we do not have our hostel. The department is delaying; I do not know if we can say is a delay or what. Since the hostel building has floors, children used to crawl the steps to another floor. There are no ramps for the wheelchairs in the hostel (EDUC, 24 January 2018).

There was a guy who came from the Department of Education for assessment of the hostel, he said he is going to do renovations, then we refused we asked why at least they do not build a hall for us where we can divide and put some beds, something belonging to us. We told the guy that we are renting from Vryheid Comprehensive School and we complained about it because the Comprehensive building is for the department but the school charge us rent, the only thing they have to ask us to do, is to pay for the services not the rental (EDUC, 25 January 2018).

The hostel is not ours; we rent it from another school that is the area than can be improved. It will be nice to have our own hostel so that we can adapt it to the needs of the learners (PHYS, 24 January 2018).

The school therefore put in some measures in places they have control over; the classrooms, because the process of moving out to other places is too bureaucratic and requires involvement of the department of works.

If we are to change the buildings we have to use Department of Works, but we have ramps in place, we have modified the classroom like when you go to the class for the Autistic learners, we understand the paint should be of that calming effect they have got blue, they do not need many colours because it is going to distract them so we are trying (HOD, 24 January 2018).

4.6. THE EXTENT OF RESOURCE ALLOCATION:

4.6.1. INADEQUATE RESOURCE ALLOCATION

The institution, being a government funded school, relies much on government for most of its operations. However, the institution faces challenges in obtaining enough teaching and learning materials, adequate transport to ferry learners to and from school, limited budget, and problems in getting resources in time. The school requires enough assistive devices which are mostly in short supply and they must deal with what is available in a stringiest manner possible. To some extent, the school benefits from being a resource centre so it uses some of the materials meant for the whole catchment area. The following responses were presented to demonstrate the lack of resources in the school:

We have to have control means, teachers that are given electronical devices, they have to sign for them at the end of the term, and they have to return them and be kept in safe at school. We have devices that we give to certain educators, but when it comes to LTSM, all learners get (P, 25, January 2018).

We had to introduce the class for the blind and we did not have allocation for the blind section class, and they needed to have adapted devices, they needed to have the braille, we sat and look at the 40% we have (PHYS,24 January 2018).

We have 10 tables and ten children per class and two projectors, and one are rotating between the three classrooms. It will be ideally for each class to have its projector. We need resources especially for our children with autism because we need even laptops (O.T, 25 January 2018).

However, responses from participants could not collaborate as regarding the extent of funding to the institution. For example, the above sentiments show a well-resourced school and the response below presents a different situation to the same condition as follows:

Assistive devices for certain programmes, like we have the deaf section, we have the blind section, Autistic section. We get an allocation, as a school we identify the needs and we have to purchase them. If there is anything that the department of education must supply us, they do supply us, fortunately for the department and for the school, we get the devices that need to be sent to schools, they send them (P, 25 January 2018).

Response to the contrary from a person at a different position within the institution, it was reported as follows:

Assistive devices, it is not easy to get them from the department. Therefore, we work with Vryheid hospital. Sometimes it takes us a year waiting for the devices from the department of education (PHYS, 24 January 2018).

Lack of adequate teaching and learning resources affects the delivery of lessons and compromises on the support children get from teachers. In support of this, two respondents stated that:

Lack of resources delay efficiency of the education and restrict the children to get to a level where they can function independently and reach maturity (PHYS, 24 January 2018).

We do not have all the needed teaching and learning materials at this institution (SP, 25 January 2018).

4.6.2. INADEQUATE TRANSPORT SERVICE

The study also found that apart from the teaching and learning resources, the school experiences problems in getting transport which can be available at all times for children's safety and care. Considering that children at the institution are ferried to and from hostel, the school need a transport service that is always available all the time. Unfortunately, limited funding gives problems in ensuring availability of transport always. Several participants acknowledged this problem as reported below:

Our learners need transportation because they come from far areas. Unfortunately, the department sometimes does not provide the bus to pick up the children. This then results in absenteeism of some learners because they cannot travel in the public transport due to their disability (PHYS, 24 January 2018).

The challenge is the transport because they have to be taken to the workplace and brought back, if the bus is being used by school for something else, there is no consistency in the transport and it makes it difficult for me as a facilitator/ Job coach, because we make arrangements with the work place and its part of the work skills for the learner to learn. The learner needs to be on time and be there every day, so suddenly there is no transport (J C.).

Sometimes we do not have transport at all (SP, 25 January 2018).

However, one participant reported differently, asserting that the school has no problem with transport issue. This is not a surprise considering the position of the respondent because sometimes people feel like acknowledging that problems exist is a sign of weakness. The response below presents a cosmetic expression to the situation though the contrary was collaborated by more than one participant.

We always have our transport running. Children are picked from the hostel on cars and buses into the school and they have assistants pushing them from the buses, because we have got the ramps then it easy for them to push themselves (P, 25 January 2018).

4.6.3. INADEQUATE FINANCIAL LOCATION

It has been recognised that all the problems faced by the school arise because the financial allocation to the institution is not adequate. The school is allocated financial resources based on the number of children they have. Below is one demonstrative response from the school principal:

When it comes to allocation with DoE, we get the allocation, 40% for daily running of the school, from that 40% we look at the sections that we have and divide the allocation according to number of children that are in those sections, we cannot say we are going to purchase everything, we prioritise, 40% is not enough, if we need 30 data projectors, we buy only 3 data projectors, the following year we top up, like the issue of laptops, every HODS have laptops, teachers that need laptops are trained on how to use computer. 60% is for repairs and renovations, water and lights, we are looking at maintenance, equipment and rental as we are renting the hostel (P. January 2018).

Considering that financial allocation to any institution is never enough and that demands of the school increase with an increase in resource allocation, there is need for prudent usage of the resources available as reported by the school principal in the responses reported below:

Even if we receive 50Million, we will say it's not enough, the thing is, you have to budget, you have to monitor your budget and might not get everything at the same time but if you look at

where we were 5 years ago and where we are now, we were able to procure what we needed, but we are still saying we do not have enough (P, 25 January 2018).

We do not have enough resources in our school, as much as we have some but are not enough when I first came here, I had to establish the physiotherapy department, I came here in 2014. With the government we do not get equipment every year. Sometimes I do not get enough for the list that I submitted but I accept whatever they are giving me (PHYS, 24 January 2018).

Children with autism have their own diet because they get bloated easily. However, the school should have enough resources to help us get foods, especially those that are rich in fibre (DT, 25 January 2018),

Therefore, the school raises money to supplement government funding through collection of school fees from children as reported by one participant as follows:

Our children pay school fees which we use to support the procurement of other needed resources for the school (PROC, 24 January 2018).

4.6.4. CHALLENGES IN GETTING RESOURCES

The study also found some challenges experienced even in accessing the available allocated resources from government. Some of these challenges include delays in getting the applied funding, difficulties in reaching out to the rural schools, the requisition system, inefficient and negligent government system. The response below shows extent of delays in getting the requested materials:

We get learning aids from the department and this takes a long time. For example, you may make a request today and get the materials next year and we do not know the reasons (PHYS).

Sometimes the delays come because of the requisition system as reported through the following response:

I would say, when it comes to requisition you cannot request something that was not indicated in the budget and there is a process to be followed and this process cannot be overrun. As such, all we can do is to keep on waiting until the time we receive communication that our materials are ready for collection (PROC, 24 January 2018).

The long procurement system delay mainly occurs when procurement is done at provincial level for general purchase of special needs learning kits. As for the school, most of the procurement is done locally. One participant explains the whole scenario as follows:

We are not like the mainstream schools, with them, when it comes to LTSM they have to submit their procurement form and they get their things delivered. I do not know, whether it on time or not, with us we have to procure as a school unless there is something coming specifically from the province for special schools but with allocation that have been allocated to the school, we have to procure (P,25 January 2018).

The location of the school affects delivery time of the materials. Therefore, in order to avoid such delays, the school engage in early procurement to give room for delays before the expected time comes. The principal reported on the effect of school location in relation to the delivery of materials as follows:

The area where we are, some call it deep rural, but we do not want to say we are in deep rural area. When we purchase for our TLSM, we try that we purchase long before we can start using. There are service providers who are in Pretoria and Cape Town. We started buying last year November preparing for 2018 because we know it was going to take time to be delivered. We could not risk buying at the beginning of the year not knowing whether they will have enough stock so we try to prepare ahead so that we will not be hindered by anything (P,25 January 2018).

Another similar remark was reported by participant who stated the following:

Yes, we are in rural area, the availability of resources sometimes is difficult to get (SP, 25 January 2018).

The study also found that some financial mishaps are caused by negligence and inefficient handling of the financial allocation system. For example, one participant highlighted that during one of the seasons, the school failed to receive its requested allocation because someone mistook the school for another one that shares a slightly similar name.

We did apply for construction of a hostel but the department said there was the money that was allocated to us but there was a misprint instead of Inkanyiso they wrote Inkanyezi and that money went to Inkanyezi. Special Needs School, if I am not mistaken it was 2011 or 2012. The hostel is already built for Inkanyezi Special Needs School (EDUC, 25 January 2018).

There was a guy who came from the department of education for assessment of the hostel then he said the department is going to do renovations, then we refused we asked why at least they do not build a hall for us where we can divide and put some beds, something that belongs to us. The building we are renting in the neighbouring school is for the department, the only thing that they have to ask us to do, is to pay for the services not the rental (PHYS, 24 January 2018,).

4.7. TEACHER SKILLS DEVELOPMENT

4.7.1. PROFESSIONAL DEVELOPMENT STRATEGIES

The study found that the school as a resource centre is strongly supported in terms of professional and skills development. To this effect, various sessions are conducted because of the idea of creating an expert base on special needs education and care. Professional development is offered through capacity building workshops, in-service training programs, orientation sessions, and special enrichment programs. There are also varied content and focus, these trainings concentrate on safety and security, screening, basic skills in physiotherapy, learner assessment, and lesson preparation. The responses below give the picture of strategies used in conducting capacity building session.

There have been developments. Since last year, we have been attending workshops that were attending to the curriculum and now we have differentiated CAPS which is designed for learners with special needs and it assists the teaches because when you look at the CAPS document it tells the teacher what to do or guides the teacher on activities to give to the learners from day one, week one to week ten for each and every term and it also guides the teachers on when to assess and I have looked at the curriculum document, it is easy to use and easy to understand because it addressing the needs of the learners and has been adapted so that the learners understand and work on the pace that is suitable for them (P, 25 January 2018).

We have orientation session where people are trained in producing a suitable work plan that accommodates learners with specific disabilities and challenges (SP, 25 January 2018).

We get the screening workshops enrichment from the relevant people, for example, the therapists as they used to attend some workshops, so they came back and workshop us on what

they got. Here at school, every Tuesday we have staff enrichment sessions. In these sessions people who attended workshops share what they got from there. For example, we can have a teacher for autism and teachers for the deaf another day and so on (EDUC, 24 January 2018).

4.7.2. CONTENT COVERAGE

All these sessions have different content coverage and focuses in attempts to produce the exact resource expected at a resource centre. As such, the institution gets considerable financial support to conduct these sessions within the school premises and outside the school. Some of these workshops are organized by the school and they set the content while at some sessions the school sends representation depending on the content to be covered there. The content and coverage depend on the need identified and the following responses capture the coverage:

There are trainings for securities on learner's safety, workshops for house mothers and securities on how to keep learners safe in the school and in the hostel and that the hostel should be kept locked. We also do inclusive courses for inclusive education and the principals pay for them (EDUC, 25 January 2018).

We always have new development and we make sure that we keep our educators abreast with anything that has to do with inclusive education. We attend workshops organised by external service providers or department of education. At school we conduct internal workshops and not just about education, we are not only focusing on academic part of it because we are dealing with learners with barriers (P, 25 January 2018).

Other workshops focus on the technical skills delivery and development and the following report from the principal reflects on the workshops:

Then we have other curriculum which is called the Technical Occupational Skills, it is addressing the school subjects. Previously, when we were using the CAPS curriculum it did not allow us to implement at the level of our learners, we used to look at FET curriculum and try to adapt it to the level of our learners, our learners are functioning at the GET level, now the CAPS CURRICULUM T.O.S has made possible for us to start implementing the teaching of skills and school is implementing the skills like maintenance for the boys, agricultural studies for both boys and girls, we have metal work and sheet work, which will be done by boys

as well woodwork for the boys, we have art and craft, computer, hospitality and sewing. Those are the eight skills that we have identified at the school (P,25 January 2018).

Other workshop sessions focus on screening and needs identification on learners. Considering that not all teachers can undergo the training and that not everyone can be a specialist in all things, other people are supported with basic knowledge to do minor screening exercises as reported below:

We get the screening workshops enrichment from the relevant people, for example, the therapists as they used to attend some workshops, so when they come back, and they workshopped us about what they got. Here at school, every Tuesday we have staff enrichment sessions. In these sessions people who attended workshops share what they got from there. For example, we can have a teacher for autism and one teachers for the deaf another day and so on (EDUC, 24 January 2018).

4.7.3. ATTITUDES TOWARDS DISABILITY

Another area of focus on these trainings is the attitude towards disability. The study observed that much as there are so many people working in positions of special needs, other people have not embraced the concept of disability as not meaning 'inability.' Therefore, such sessions focus on changing attitudes towards children with disabilities so that they are valued for their needs to access education and care as expressed in the following responses:

The learners in the classroom are made to do curriculum vitae, but it just for them to do it and keep in their file, because they cannot use it anywhere (PHYS,24 January 2018).

Some educators here at school do not know different disabilities we have at the school. Even the subject advisors from Head Office used to come here and ask, what is that we do in special needs education (PHYS, 24 January 2018).

From district team, SNES specifically they assist us a lot, from the past 4 years we had even officials from curriculum section coming to sit with us wanting to understand how do we implement the curriculum because they are falling to understand because we are talking about straddling of grades, where you find that a child might be in grade 4 class because of the age but you will find that if it comes to maths the child is functioning at a grade I level, when it

comes to skills a child is function at a grade 4 level, language at grade 2 level, you as a teacher you have to adapt so that the child is not left behind (P,25 January 2018).

4.7.4. CURRICULUM CHALLENGES

One of the major challenges the school experiences is the link between curriculum theory and practice. For a long time, special needs schools have been using the same curriculum with the mainstream schools. This made it difficult to move along at the expected pace because learners with mental disabilities take time to grasp concepts. As such, there has been an advocacy to have a special curriculum for children with special needs and in 2018 a new curriculum for special needs called Di CAPS was rolled out in schools. This called for capacity building to ensure that teachers familiarize themselves with it as expressed in the following responses:

We encounter problem that the teacher is having a problem like adapting or differentiating the CAPS curriculum to the learners, then they expect educator will be identified to assist the teacher until the teacher is able to work on his or her own (P, 25 January 2018).

We use same curriculum as mainstream schools but us as a special school, first thing we have to do, is to differentiation, adapt and simplify, even in the classroom, we have found that there are two or four learners that are not on the same level, as a teacher for example the same topic the same content, the content is the same but the problem the way I simplify, the way I adjust. There are those learners that are capable sometimes to work in a higher level, and there are those that are working in the middle, but I cannot change the content. Sometimes I want to teach my learners about my body, with the high-level learners sometimes, I go deeper and explain functions of the body but with those who are slow I just show the pictures (EDUC, 24 January 2018).

In this regard, the school has benefited from massive funding to conduct training sessions for other schools as well as by its status of being a resource centre. The responses below highlight the status of the school in terms of curriculum theory and practice:

We also have teachers that have been trained to implement certain programmes, like teachers that have been to South African Sign Language (SASL) after training, they received certificates, but when it comes to resources it is very easy for us to identify the resource that we need because they give us the curriculum (program) guide on what resources to use, so when it

comes to allocations, the (LTSM). HOD's they sit down with their phase educators and do needs analysis for their classes and present what they need (P, 25 January 2018).

Although implementation of the new curriculum is challenging, with the financial support the institution is benefiting from the state, there is hope that with time they will catch up as responded by one of the participants:

As we are now implementing the new curriculum Di CAPS, we are struggling but I think we are going to manage to deal with that (EDUC, 24 January 2018).

CHAPTER 5

DISCUSSION AND ANALYSIS

5.1. INTRODUCTION

The chapter presents a discussion of the findings and makes interpretation to their meaning within the existing research and proposes recommendations for further studies and improvement in the state resource allocation behaviour to institutions of special needs. The summary of the findings is therefore drawn from resource allocation to safety and security of children, professional teacher development, skills and training for children and partnership and networking as a remedy to bridge the gap in resource availability. Ladbrook (2009:59) has conceptualized resources to mean financial, material and human resources available within the school setting. This implies that the research was not limited to financial resources and the budgeting process but the entire availability of resources in the institution. Therefore, the general findings around resource allocation at the institution in the study indicates that the school faces a lot of challenges in getting the needed resources. The chapter, therefore, highlights such challenges and provides recommendations in response.

5.2. RESOURCE ALLOCATION TO SAFETY AND SECURITY

The study found that the institution has put in place both technological and human resource systems of monitoring and supervision of all places children are found within the institution. As also evidenced in the existing literature is that the school has taken major steps to ensure the safety and security of children. This helps in ensuring that children are protected throughout their stay within the institution. The CCTV cameras help to prevent rape cases that frequently happen to children with disabilities, thereby increasing their vulnerability and susceptibility to abuse. In line with the key finding of this study, Duke (2002) discovered that in general, safety and security in education is meant to avoid physical abuse towards learners and teachers. Correspondingly, this finding was often expressed by most participants in the present study.

Complementing the technological security infrastructure, the institution engages in team protection and safety by ensuring that every staff is responsible for learner's safety. Although this study was conducted in a different context, its results are in line with those conducted prior to the year 2015 in other countries. For instance, the study that was conducted by De Waal cited in Oosthuizen (2005) emphasised of the safety and security of children in the learning environment. In this study, it was argued that it is very important that children feel safe all the times in their learning environment, therefore major steps should be taken to ensure that schools remain safe environments. However, the institution faces a challenge of inadequate resources to train every staff on basic disability skills that would help to detect possible abusive environment likely to happen to the children. The lack of resources for professional development was also highlighted in the literature. While the present study found a lack of resources to train staff on disability skills, Tim et al. (2016) discovered that in special schools, resource challenges affects the implementation of curriculum because of limited special skills to teach learners with disabilities. Another limitation that the institution faces is their inability to extend the protection services beyond the institution. It would be appropriate for the parents and members of the community to receive basic training skills in taking care of children with disabilities and create a comprehensive protective environment for all children regardless of location. However, due to limited resource allocation the institution periodically organizes community engagement activities where they interact with the community of disability awareness programmes. The lack of resources and need for resources in the special needs schools as of this study context is understood within the Resource Allocation Model. This model is based on the notion that state resources to schools are allocated in a fair, efficient and transparent manner (Mah'd, 2000). Thus, as highlighted in the findings of this study, there is a need for state intervention to support the school with resources for special needs learning. In addition, this study found a long bureaucratic system of reporting risky situations before an action is taken. As such, response to the situation is delayed and it would be feasible if the institution puts up a response plan and policy that would allow immediate response to some situations and be reported within a specified time for the best interest of the child with disability.

5.3. RESOURCE ALLOCATION AND PARTNERSHIP

The study established that the institution had some necessary resources with the school being supported as a resource centre catering for other schools within the area. This implies that there is pressure from the school to cater for and support other schools and at the same time attend to the needs of their learners. As such, the pressure of work acts as a demotivating factor and reduces teacher dedication to the needs of children with special needs. The similar problem was also discovered in the study conducted by Walton (2011a and 2011b) who discovered that the achievement of equality in education for all children with special needs is hindered by teacher's limited specialization, classroom overcrowding, lack of personnel, demands of the curriculum and inadequate material resources. On the other hand, existence as a resource helped the school to be well resourced. The study also established that much support goes to operational activities and equipment provision to specific sections. As such, care services are less focused, and the quality and response are compromised. For example, the study found that the institution faces the problem of transport interruptions where on some occasions the school bus was not running and the officers responsible for transport and logistics panicked to find a solution amidst resource constraints. The study by Turnbull and Turnbull (2001) recognised the role of parents as partners in inclusive education, whereas on the other hand the study conducted by GET Hart (2006) recognised the importance of school-industry partnership, the present study also recognised the need to strengthen special needs school partnership with hospitals. It has discovered that in order to bridge the resource gap, the institution resorts to strengthening its partnership with various stakeholders like the hospital and parents. The school in this regard faces another setback of negative attitude towards disability by some parents and guardians. The parents and guardians have sometimes left the children to be taken care of by the school because they have an impression that state funded institutions have enough resources. This might be attached to the common perception that regards government as a custodian of disabled persons. The break in constant communication with parents is increased by the geographical location and catchment area from which children are drawn as a rural community where cellular network problems exist. As reported in the study, the school relies

on meeting with parents when they come to fetch their children presents. This presents a disjointed network and collaboration system that needs to be strengthened and ensure frequent and constant links between the two stakeholders to ensure efficient support to children's needs.

5.4. SKILLS TRAINING AND PREPARATION FOR EXIT AND COMMUNITY SOCIALIZATION

While the existing literature emphasizes the significance for teacher training and professional development for special needs learning (Fullan, 2006; Pillay and Du Terlizzi, 2009; Tim et al. 2016), the current study also found the preparation of the children for the exit stage as equally important. The study found that preparation of the children for exit is a very crucial stage that requires careful planning and enough resource allocation. This exit implies that children are going out to live an independent life. As such, they need to be well equipped with skills. However, it would be better if children are also equipped with other resources as starter packs. The allocation of resources for skills training and preparation for children exit in schools is very important. This resource allocation is best understood within the Resource Allocation Model where it is highlighted that the interrogation of how the state supports resource allocation and budgeting for inclusive education is important (Lodish and Weitz, 1987). Likewise, the results of this study also suggest the significance of adequate resource allocation for inclusive education to be achieved.

5.5. CONCLUSION

The study found that achieving inclusive education is very challenging, but possible with adequate support from the state through increased resource allocation for effective teaching and learning. As such, mainstream schools that support children with special needs must be properly trained to handle various disabilities. However, the study found that the idea of establishing resource centres is a good option to address the resource challenge. Much as the resource centres act as engines of change and collection of specialized support to teachers within a certain education catchment area, establishment of such resource centres at every school would be very helpful. Schools resource centres can keep on developing over time with more resource challenges over time. This considers financial challenges of schools and those

that Department of Education faces in supporting special needs education. Further to this, the school should explore partnership and networks with various stakeholders like the parents, communities, and other non-governmental organizations in the establishment of resource centres with the minimum level of resources.

5.6. RECOMMENDATIONS

There should be a collaboration of TVET colleges and special needs schools in the area of skills development. Such a collaboration would help to address the problem of after-school as well as support the skills and training gap experienced by the school of special needs due to their limited financial support from the Department of Education. The department of Basic Education must adhere to National Learner Transport Policy (2015) which caters for the needs of learners with barriers to be able to attend full service and special needs by doing so absenteeism to the workplace of learners who are doing in service training will be curbed. In addressing the resource gap in the professional development areas, the Department of Education should link up with the development sector to support in the capacity building of teachers. Such support would come through training in specialized skills that the labour sector would need from the children with disabilities. For example, the development sector may support sign language in-service training sessions and promote the respect for rights of people with disabilities in the workplace. The study further recommends speedy financial allocation response to schools when budgets are submitted. This would facilitate delivery of better education service to the children as resources would be made available in time to support the teaching and learning of children with disabilities. In reference to the Resource Allocated Model of student targeting, the department should as well consider revising the funding strategy to be in line with the enrolment whereby funding is allocated per student. This would help to differentiate large schools and smaller schools funding adequacy.

Therefore, the study recommends for more similar studies to other special needs education schools to compare the resource allocation for a cross sectional resource allocation to special needs education across South Africa.

5.7. SUMMARY

The chapter presents a discussion of the findings and makes interpretation about their meaning within the existing research. It also proposes recommendations for further studies and improvement in the state resource allocation behaviour to institutions of special needs. The Resource Allocation Model which ensures that state resources to school are allocated in a fair, efficient and transparent manner can be promoted by this study findings. The summary of the findings is therefore drawn from resource allocation to safety and security of children, professional teacher development, skills and training for children and partnership and networking as a remedy to bridge the gap in resource availability. The conclusion on this chapter is drawn from data analysis of the participants' responses in the study interview and recommendations are based on findings of data analysis.

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APPENDIX 1: INTERVIEW SCHEDULE



**UNIVERSITY OF
KWAZULU-NATAL**
**INYUVESI
YAKWAZULU-NATALI**

COLLEGE OF HUMANITIES

MASTERS/PHD RESEARCH PROPOSAL FORM (HUMAN AND SOCIAL SCIENCES)

INTERVIEW SCHEDULE

1. What type of support is available from the Department of Education for learners to ensure safe and security in the school premises and the hostel of Inkanyiso Special Needs School?
2. Is it helpful to the learners?
3. What are challenges encountered by teachers in placing learners in internship programmes and Job/places.
4. How do you deal with them?
5. Are teachers well trained as special needs teachers to do correct diagnosis for the resource allocation and recommendations to learners?
6. What training and skills do they have to do correct diagnosis?
7. To what extent does lack of adequate resources allocation for learners with special needs affect teaching and learning at Inkanyiso Special Needs School?
8. Do demographic have impact on hindering resource allocation at the Inkanyiso Special Needs School?
9. If yes, How?

10. What systemic approach to inclusion as Inkanyiso Special Needs School do you have in place to make easy for educators, parents and the community to participate fully in the learning and teaching of learners with special needs?
11. Is it effective and how?
12. Do you get learning aids on time from Department of Basic Education?
13. How long does it take?
14. Do you struggle with bringing White Paper 6 into practice in Inkanyiso Special Needs School?
15. Why?
16. Is the environment friendly user to all learners at Inkanyiso Special Needs School?
17. What facilities do you have in place?
18. Do you have Strategies and interventions to assist educators to cope with diversity learning and teaching?
19. What are those interventions and are they helpful at Inkanyiso Special Needs School?
20. Do all learners of Inkanyiso Special Needs School receive Disability Grant and Care disability grant?
21. Is Inkanyiso Special Needs School qualify to be a resource centre?
22. If yes, how many schools are benefiting from Inkanyiso as a Resource Centre and what resources do you offer?
23. Do you receive Norms and Standards funds as Inkanyiso Special Needs School ?
24. Does it meet all the School Needs?

APPENDIX 2: GATEKEEPERS LETTER



INKANYISO SCHOOL FOR LSEN

KWAZULU NATAL DEPARTMENT OF EDUCATION

20 Stretch Crescent
VRYHEID 3100
KWAZULU NATAL
SOUTH AFRICA

TEL NO.: 034 980 9842
FAX NO.: 034 980 8891
E-MAIL: inkvry@bundunet.co.za
WEBSITE: inkanyiso.wordpress.com

PO BOX 10269
VRYHEID 3100
KWAZULU NATAL
SOUTH AFRICA

Madam

15 SEPTEMBER 2017

RE: RESEARCH PROJECT

The above subject matter has reference.

I agree to be a participant in your research project, which involve my School (Inkanyiso School for LSEN).

Kind Regards



CNN Shezi
Principal

APPENDIX 3: INFORMED CONSENT



Informed Consent Form

Consent Form for Participation of Human Subjects in Research

University of KwaZulu-Natal

PROJECT TITLE: South African State Resources for Special School Needs Learners: A case study of Inkanyiso Special Needs School in Vryheid.

RESEARCHER: Mrs Hazel Nompumelelo Mabaso- Mlangeni

PROTOCOL REFERENCE NUMBER:

STUDENT NUMBER: 25081805

Built Environment and Development Studies

University of KwaZulu- Natal, Durban South Africa

Duration: Please note that the interview will require **sixty minutes** of your time.

Dear Participant

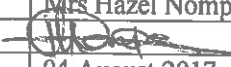
I am Development Studies Masters student at University of KwaZulu-Natal. I am engaging in a Masters Research project entitled: **“South African State Resources for Special Schools Needs Learners: A Case study of Inkanyiso Special Needs School in Vryheid”**

This study explores the challenges experienced by both teachers and learners in special schools. The aim of the study is to understand the challenges that special schools face

I kindly request your participation in this study. The Participation is **voluntary**. This means that one can choose to take part in the study or decline participation. Anyone who chooses to take part in the study can withdraw at any point should they feel the need to withdraw. If there are any questions that one wishes **not** to respond to during interview, one should please let me. For those who participate, the researcher and the supervisor will be aware of your participation in the study. **Pseudonyms** will be used in the research

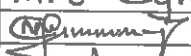
report, to protect your identity. The interviews will be recorded and the data may be used at a later stage in the research report.

Attached below is a consent section. Please fill in the blank spaces on this form and do not hesitate to ask any questions regarding the study (now, and during the course of the interviews and or after the interviews)

Name of researcher:	Mrs Hazel Nompumelele Mabaso- Mlangeni
Signature of researcher:	
Date:	04 August 2017

PERMISSION FROM PARTICIPANT TO BE INTERVIEWED

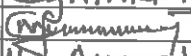
I Cynthia N.N Shezi (full name) on this 16th Aug. 2017 (date) agree to be interviewed for the above research project. I understand that I will be asked questions that the researcher finds relevant for the purpose of this study. I also understand that the interview will be recorded and the data may be used at a later stage in the research report. I understand that I can withdraw at any time.

Name of participant:	Mrs Cynthia N.N Shezi
Signature of the participants:	
Date:	16 August 2017

PERMISSION FOR AUDIO-RECORDED INTERVIEWS

I Cynthia N.N Shezi (full name) on this day of (date) 16 August 2017

Hereby consent/ do not consent to have this interview recorded

Name of participant:	Cynthia N.N Shezi
Signature of the participants:	
Date:	16 August

I CAN BE CONTACTED AT:

The School of Social Sciences,
University of KwaZulu- Natal
Howard College Campus
Durban

Contact details of researchers:

Email: hazelnmabaso@gmail.com

Mobile: 0833531527

SUPERVISOR:

Dr Mariam Seedat-Khan
The University of KwaZulu- Natal
The School of Social Sciences
Howard College
Durban

Contact details of the Supervisor

Email: Seedatm@ukzn.ac.za

Phone number: (031) 260 1056

HSSREC Contact Details:

The Humanities and Social Sciences Research Ethics Committee

Mariette Snyman

University of KwaZulu-Natal

Research Office

Email: Snymanm@ukzn.ac.za

Phone number: (031) 260 8350/4609

Please tick the appropriate box

I consent to participate in the semi-structured interview in a place that is convenient to me	Yes ✓	No
---	----------	----

I Cynthia N.N. Shezi..... (Full names of the participant) hereby confirm that I understand the contents of this document and the nature of the project, and I consent to participate in this project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

[Handwritten Signature].....

Signature of Participant

16.08.2017.....

Date

Cynthia N.N. Shezi

Name of Participant



THANK YOU FOR YOUR CONTRIBUTION.

APPENDIX 4: ETHICAL CLEARANCE LETTER



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

12 January 2018

Mrs Hazel Nompumelelo Mabaso-Mlangeni 215081805
School of Built Environment and Development Studies
Howard College Campus

Dear Mrs Mabaso-Mlangeni

Protocol reference number: HSS/2306/017M

Project title: South African Education State Resources for Special Needs Learners: A case Study of Inkanyiso Special Needs School, Vryheid

Full Approval – Expedited Application

In response to your application received 11 December 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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 Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Mariam Seedat Khan & Dr Gerard Boyce
cc Academic Leader Research: Professor Oliver Mtapuri
cc. School Administrator: Ms Nolundi Mzolo

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 3587/8360/4557 Facsimile: +27 (0) 31 260 4608 Email: ximbap@ukzn.ac.za / snymann@ukzn.ac.za / mohunn@ukzn.ac.za

Website: www.ukzn.ac.za



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Howard College

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Pietermaritzburg

Westville

APPENDIX 5: TURNITIN REPORT

Turnitin Originality Report

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Thesis By Hazel Mlangeni

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SOUTH AFRICAN EDUCATIONAL STATE RESOURCES FOR SPECIAL NEED LEARNERS: A CASE STUDY OF INKANYISO SPECIAL SCHOOL IN VRYHEID Hazel Nompumelelo Mabaso- Mlangeni 215081805 June 2018
Submitted in partial fulfillment of the requirement for degree, Master of Development Studies, School of Built Environment and Development Studies, Faculty of Humanities, University of KwaZulu-Natal, Durban, South Africa. Supervisor Dr M. Seedat Khan

ABSTRACT The research made a thorough investigation of the extent to which the state allocates resource to the support of special needs education using the case study of Inkanyiso Special Needs School in Vryheid. It involved ten participants comprising educators and non-educators in order to get reliable information from people in different sections since the school has children with different disabilities and they are supported according to their needs. This implies that every section has different resource demands. The focus of the study was not limited to financial resources but included all support in human resource professional development, material support and the financial allocation to the school to support its daily operations. As such, the study looked at the question in terms of sub-themes of safety and security, teacher professional development, student skills and development training and partnership and networking. The study showed existence of legislation and policy framework that ensure equalization of education to all children. This comes through the inclusive education and creation of special needs education centres for

APPENDIX 6: EDITOR'S REPORT

Write On Q 

EDUCATE ● EDIT ● EXCEL

Dr Q Dawood (PhD) quraishad@gmail.com

Specialising in Research Writing, Thesis Editing,
Language Editing, English Tuition, Transcribing
& Proofreading

This is to confirm that the thesis entitled:

**SOUTH AFRICAN EDUCATIONAL STATE RESOURCES ALLOCATION FOR
SPECIAL NEEDS LEARNERS: A CASE STUDY OF INKANYISO SPECIAL NEEDS
SCHOOL IN VRYHEID**

By:

Hazel Nompumelelo Mabaso - Mlangeni

Has been language edited by:

Dr Quraisha Dawood (PhD, Director of Write on Q, Certified by the SA Writers College)
04 July 2018



Q. Dawood