



**Teachers' understanding of inclusion in urban Primary schools in
Pinetown District**

By

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DECLARATION

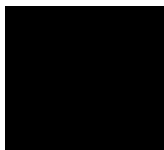
I, Princess Thembile Ngidi, student number (219002110) declare that this research project is my own work. It is being submitted for the Masters Degree in Educational Psychology at the University of KwaZulu-Natal. It has not been submitted for any Degree or Examination at any other University. This thesis does not contain other persons' data, pictures, graphs, or other information unless specifically acknowledged as being sourced from other people. This thesis does not contain other person's writing unless specifically acknowledged as being sourced from the other researchers.



Signature of Candidate

8/9/2020

Date



Signature of Supervisor

10/9/2020

Date

THE SUPERVISOR STATEMENT

I, the candidate's supervisor, **agree** to the submission of this thesis.

Signed :



Dated:

10/ 9/ 2020

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Foremost, I would like to thank God Almighty for giving me the strength, knowledge, ability and a great opportunity to undertake this research study and able to complete it satisfactorily. Without His Grace, this achievement would not be possible.

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DEDICATION

This work is dedicated to the Almighty, for the His Grace was sufficient for me throughout this study.

ABBREVIATIONS AND ACRONYMS

PAR	Participatory Action Research
SASA	South African Schools Act
UN	United Nations
DOE	Department of Education
IE	Inclusive Education
PS	Primary School
UNICEF	United Nations Children's Fund

ABSTRACT

The study sought to interrogate the teachers' understanding of inclusion in urban primary schools in Pinetown district. The study sought to answer the critical questions: What are the teachers' understanding of inclusion in urban primary schools? What are primary school teachers' experiences of inclusion in urban primary schools? Why do primary school teachers understand inclusion the way they do? The methodology used in the study is a qualitative approach within a critical paradigm. Virtual semi-structured interviews and focus groups were used, are the methods used to generate data and ensure a better understanding of the case in a Primary School in question. The themes within the data were analysed through the thematic content analysis. Implicit and explicit ideas within the data were revealed. Participatory Action Research (PAR) as a methodology of generating data in social sciences. The literature reviewed in this study revealed that most studies analysed the state of inclusion in schools focusing on learners with disabilities. This study drew from the curriculum representations theory by Van den Akker. Data was generated using participatory action research in urban primary schools in the Pinetown district. The findings were classified into three developing themes of othering, academic ableism and poverty, which were established by some minor themes. The findings from this study established that the teachers' understanding of inclusion excluded international learners while focusing on learners with disabilities. Inclusion of international learners was facilitated using language as an instrument of inclusion, learner-to-learner interaction and creation of a non-discriminatory learning environment using the teaching and learning policy Curriculum Assessment Policy Statement (CAPS). The research recommends that staff development of teachers is key in understanding the inclusion of international learners.

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CHAPTER ONE

1.1 Introduction

This preliminary chapter of this study presents the background on the teachers' understanding of inclusion in urban Primary Schools in Pinetown district. In this chapter, I unpack the aim of the study as well as the objectives and research questions guiding the study. Additionally, the chapter presents the significance, delimitation and overview of the other chapters of this study.

1.2 Background

Multiple studies and research have been carried out internationally, regionally, and in South Africa on inclusion. Internationally, studies have been carried on the learning of learners with diverse needs. A study in United Kingdom by Smith and Kelly (2017) states that educators who are teaching learners with diverse needs do not have the required knowledge and training. Essentially, meaning that there is no specialized training requirement for teachers teaching learners with diverse needs in the UK. Luckner and Muir (2015) state that learners with diverse needs in the USA faced curriculum impediments due to teachers lacking prerequisite teaching skills. Another study in Turkey, by Ibrahim (2013) established that learners with diverse needs were facing a multiplicity of challenges due to changes in the curriculum. However, another study carried out in Sweden by Holmstrom and Schonstrom (2017) reported that due to curriculum innovation, learners with diverse needs were no longer being placed in special schools but in mainstream schools. Therefore, it can be noted from some of the international studies that inclusion has been riddled with a number of challenges. However, it was noted from contemporary literature that there was an apparent research gap on the inclusion of international learners in primary schools.

Studies carried out on various aspects of inclusion in a number of African countries reveal hindrances being encountered. Ibrahim (2013) revealed that the inclusion of learners with hearing impairment in Ethiopia was hindered by negative attitudes to a greater extent. In another study in Kenya, Muiti (2010) established that inadequate teaching and learning resources, lack of special needs teachers and lack of inspection of schools by the Ministry of Education affected learners with diverse needs. In Zambia, Miles (2017) states that inclusion in primary schools was hampered by poverty, which affects resource availability in schools.

However, studies carried out in other regional countries like in Zimbabwe indicate significant strides have been made in the inclusion of learners with diverse needs (Chitiyo & Wheeler, 2004; Chireshe, 2013; Ncube and Hlatywayo, 2014). Ncube and Hlatywayo (2014) reveal that the provision of Special Needs Education is guided by the Education Secretary's Policy Circular Number 36 of 1990, which addresses four types of curricula options in inclusion. The policy circular identifies four types of inclusion options, which are locational inclusion, inclusion with partial withdrawal, inclusion with clinical remediation instruction and unplanned or de facto inclusion. Therefore, it can be noted that in Zimbabwe there are various types of inclusion. Hence, contemporary literature from various countries on the African continent essentially neglects the need to understand the inclusion of international learners despite the migration reality on the continent.

A number of studies have been carried on inclusion in South Africa. Dalton, Mckenzie and Kahonde (2012) state that inclusive education policy has been adopted by South Africa in order to address barriers to learning. Chataika, Mckenzie, Swart and Lyner-Cleophas (2012) and Dalton et al. (2012) established that lack of teacher skills in adapting the curriculum to meet a range of learning needs to be affected the inclusive education policy in South Africa. The Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System attempts to address the diverse needs of all learners who experience barriers to learning (Department of Education, 2001). Therefore, the literature on inclusivity in South African schools suggests that there is political will supporting inclusion in schools. Additionally, Storbeck and Martin (2010) state that South Africa is often referred to as the "rainbow nation" because of its rich diversity and multicultural/multilingual composition. It is a country that has developed significantly in the last decade in its offerings and support for learners with diverse needs (Storbeck & Martin, 2010).

1.3 Rationale to the study

My interest in conducting this study was informed by three fundamental dimensions, namely personal, professional experiences and contextual. As a teacher, I have witnessed international learners being called names by other learners. However, in my class whenever I witness the ill-treatment of international learners, I reprimand the perpetrators. Additionally, international learners are often isolated due to language challenges during break and lunchtime. As a teacher

at one of the schools in Pinetown for several years, I observed different forms of inclusivity with varying challenges. In my experience I have experienced the prioritization of the inclusion of learners with various impairments while other learners are often excluded. I experienced language and cultural constraints in efforts to ensure the inclusion of international learners.

In addition, teachers in my school showed that the inclusion of international learners was hindered by language issues and low self-esteem of the learners. These challenges were affected the efforts by the teachers to ensure inclusivity in their classrooms. Some of the teachers at my school are not considering the language barrier and seem oblivious of the implications of language on the inclusion of international learners. The medium of instruction in most subjects being used by the teachers at my school is also exclusionary to international learners. The teachers at my school revealed that they were not well-trained in issues involving the inclusion of international learners as the focus was devoted to the inclusion of learners with impairments. These issues prompted me to conduct this research that seeks an understanding of the experiences of teachers in inclusivity.

I have seen more than 10 percent of the international learners in my classroom in this urban area. Dalton et al (2012) and Murungi (2015) highlight that inclusivity in South African schools has been topical and it has been understood in the context of learners with disabilities. Additionally, contemporary literature revealed that there are numerous challenges in the teachers' efforts to ensure inclusivity (Donohue & Bornman, 2018). Therefore, I seek to explore the teachers' experiences and challenges faced in the inclusion of international learners. Isseri, Muthukrishna and Philpott (2018, p. 39) established that international learners faced "language and cultural barriers, social isolation and exclusion, and bullying and discrimination that heightened their vulnerability in schooling spaces. It was evident from contemporary literature that international learners faced numerous challenges. However, there is an apparent need for me to analyse the experiences of teachers in the inclusion of international learners.

1.4 The Problem Statement

Despite so much research on inclusivity, there remains a gap in literature pertaining to how teachers experience inclusivity of international learners. While there is a general view that

inclusion is affected by numerous factors, the problem could be more complicated than that. Literature attest to the tremendous efforts by the Department of Basic Education to ensure inclusivity in South African schools. Efforts by the department and teachers to ensure inclusivity in the classroom might be curtailed by the international learners' failure to quickly adapt to the South African education system. This is because the international learners struggle to adjust to the new school environment and to develop new social networks and roles (Mojapelo, 2014; Inyama, Williams, McCauley, 2016).

1.5 Aim and objectives of the study

The study aims to explore teachers' understanding of inclusion in urban primary schools in Pinetown District by answering the following objectives:

- To understand teachers' understanding of inclusion in urban Primary schools
- To explore the teachers' experiences of inclusion.
- To understand why teachers' understand inclusion the way they do.

1.6 Critical Questions

- What are the teachers' understanding of inclusion in urban primary schools?
- What are primary school teachers' experiences of inclusion in urban primary schools?
- Why do primary school teachers understand inclusion the way they do?

1.7 Delimitation of the study

This study falls within Educational Psychology focusing on inclusive education. The study focuses on unpacking teachers' understanding of inclusion in urban primary schools in Pinetown district. The sample size for the study consists of four teachers from two primary schools in Pinetown district.

1.8 Definition of Key Concepts

1.8.1 Curriculum

Marsh and Willis (2007, p. 15) define curriculum as "an interrelated set of plans and experiences that a student undertakes under the guidance of the school." Curriculum can also be defined as a "plan for learning" (van den Akker, de Boer, Folmer, Kuiper, Letschert, Nieveen & Thijs, 2009, p. 9). In this study curriculum entails the plans and experiences that learners are exposed to during the course of learning at school.

1.8.2 Migrant

A person who was born outside the country he or she is living in and is not a citizen of the country he or she is staying in (Hungwe, 2017). In this study a migrant refers to any person who is not a citizen but staying in South Africa.

1.8.3 International learner

A learner who is learning in a country other than the country of his or her birth or citizenship (European Union, 2017). In this study an international learner means any learner whose parents are not citizens of South Africa.

1.8.4 Inclusion

Hallahan and Kauffman, (2014) state that inclusion involves moving people with disabilities from segregated disability institutions to communities of normal people and from special schools or classes to normal ones. In this study inclusion entails accommodating previously excluded groups of learners in school.

1.8.5 Inclusive Education

Winzer (2016) alludes that inclusion is the practice of placing students with disabilities in the mainstream education classes for instruction. Mitchell (2001, p. 11) states that inclusive education means "accept the rights of all students to enrol and receive education, to be treated with respect, to have dignity and independence, to have access to a fair share of available general and special education resources and not be directly or indirectly discriminated against and have a philosophy of providing education for all students, including those with special

educational needs." Therefore, in this study entails the provision of education to all students without any discrimination for learners with special needs.

1.9 Outline of the chapters

Chapter One

The first chapter of this study provides the background to the study, which essentially gives the reader the research context. Additionally, the chapter covers the aim, objectives and critical questions guiding the study on the teachers' understanding of the inclusion in urban primary schools in Pinetown district.

Chapter Two

This chapter discusses the relevant contemporary literature that provides the contextual framework of the study. This review draws from international and national literatures on the inclusion of learners.

Chapter Three

The third chapter of the study unpacks the theoretical framework guiding this study. I provide a discussion of the typology of curriculum representations as espoused by Van den Akker (1998, 2003).

Chapter Four

In the fourth chapter, I explain the research methodology utilized to generate data for this study. This study will be qualitative and falling under the interpretive paradigm. A case study of primary schools in Pinetown district will be utilised. Data will be generated using semi-structured interviews and focus group discussions.

Chapter Five

This chapter presents the data, analysis, and interpretation of the results of this study that highlight the teachers' understanding of inclusion in urban primary schools in Pinetown district.

Chapter Six

This chapter provides the summary of the study, discussion of the findings, conclusion, and recommendations, including future research directions.

1.10 Summary

This introductory chapter provided a background to the study on the teachers' understanding of inclusion in urban primary schools in Pinetown district. I presented the rationale, aim, objectives and critical questions guiding this study. The next chapter will review literature related to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the previous chapter I provided the background on the teachers' understanding of inclusion in urban primary schools in Pinetown district. In this chapter, I present and analyse relevant literature on the inclusion of learners locally and internationally in order to amplify the research gap. In order to adequately address these critical questions guiding this study, the chapter unpacks the history of inclusion, defines the concept of inclusive education, studies on inclusion internationally, inclusion regional and lastly inclusion locally.

2.2 Historical perspective: Inclusive Education

This section provides a brief history of the concept of inclusive education. Numerous definitions have been proffered on the concept inclusion around the world. Inclusion is seen through diverse lenses. It is seen from the broader perspective of societal reform and change, as well as from the narrower perspective of full integration of children into mainstream schools. On a broader perspective, Corbett (2011, p. 10) opines against the indiscriminate application of the term inclusive education "to everything from school effectiveness to civil rights to political manifestos", that "renders it vacuous and susceptible to those critiques which accuse it of masking inadequacies". Education inclusion and social inclusion have a "didactic relationship"; education can guarantee some level of equality of opportunities in society, while a democratised access to knowledge cannot be possible without some basic level of social equity (Acedo, Amadio & Operatti, 2008, p. 13). Ballard (2003, p. 59) argues that "the difficulty of envisaging inclusive schools within a society that pursues policies and practices that exclude some of its citizens from social rights and participation is a major challenge facing the implementation of inclusion." Therefore, inclusion focuses on the removal all forms of oppression from social structures (Magongwa, 2013). UNESCO in Mafa (2012, p. 16) defines inclusion as:

A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content,

approaches, structures and strategies, within a common vision which covers all children of the appropriate age range and a conviction that it is responsibility of the regular system to educate all children.

From this UNESCO conceptualization, it can be deduced that it is essentially a process of looking for the most appropriate ways of responding to diversity, as well as of trying to learn how to learn from differences. Inclusion is about recognising and respecting the differences among all learners and building on the similarities. These differences range from abilities, gender, race, family background among others. Inclusion is about equality and supporting all learners, educators and the system as a whole so that the full range of learning needs can be met (Education White Paper 6, 2001, p. 17). Inclusive practice is concerned with the process of changing the educational environment to remove barriers to learning and increase participation of all learners (Fraser, Moltzen & Ryba 2005, p. 95). Full inclusion is defined as spending at least 80% of the day in general education (IDEA 2004 in Smith 2012, p. 25).

The genesis of inclusive education can be traced to the United Nations` Universal Declaration of Human Rights (United Nations, 1948) and International Conventions on Human Rights. Determined efforts in the promotion of learning of learners with disabilities gained momentum after that introduction of the Universal Declaration of Human Rights and the International Convention on Human Rights. These two international documents were authored to promote equality of people irrespective of their abilities. Additionally, these two documents advocated for equal rights and freedom to education. A further affirmation of equal rights and freedom to education was established by the International Community in Jomtien, Thailand in 1990 with a momentous pledge on Education For All (EFA) and in April 2000, at The World Education Forum in Dakar, Senegal and at the United Nations Conference, in New York (UNICEF, 2006). The World Conference on Education in Thailand which made the World Declaration on Education for All can be traced to the Universal Declaration of Human Rights. Mahanya (2016) writes that the World Conference on Education despite not stating inclusive education for specific categories of disabilities, it identified steps that needed to be followed to provide equal access as an integral part of the education system the world over. Mahanya (2016) argues that the steps taken to implement inclusive education depend on governments, which leads to uneven implementation of inclusive education. Additionally, the World Conference on Education in Thailand assumed that only learners with disabilities were being segregated by

the education system as evident by the omission of other learners who are discriminated. However, the researcher noted that the world made a commitment that reflects that all children, young people and adults have the human right to benefit from an education that would meet their basic learning needs in the best fullest sense of them. The World Education Forum in Dakar established targets, with the aim of escalating both the quantity and quality of inclusive education.

Central to the concept of inclusive education around the world are the ideology of equity and quality of learning as well as diversity of resources provision (UNICEF, 2006). The diverse provision of resources helps to strengthen the motivation to lifelong learning. Lifelong learning strategies can promote equity to individuals with disabilities both in education and social opportunities. Slee (2010) confirms that inclusive education has firmly planted itself in education and public discourse. The implication is that the world has adopted the concept of inclusiveness; hence it has become the key influence in continuing to shape the everyday responsibilities and diverse duties of students with visual impairment. Despite decades of universal declarations, there is clearly still a large gap between the ideal and the reality of achieving universal education (Abualia, 2006). Although an inclusive education concept underpins Education For All, Chimedza (2007) asserts that education systems and structures around the world do not effectively meet the needs of all students with disabilities. This means the social, emotional and academic needs of students with visual impairment may not be met by inclusive education arrangements. Inclusive education has mainly been implemented and studied with particular emphasis on learners with disabilities and there is an apparent omission of international learners.

Building on the trends on inclusive education reflected in the earlier proclamations such as the Universal Declaration of Human Rights and the International Conventions on Human Rights, recently are the Millennium Development Goal (MDGs) and later the Sustainable Development Goals (SDGs). Booth and Ainsow (2002, p. 3) state that inclusion involves change. It is an unending process of increasing learning and participation for all students". Central to the concept of inclusion is ensuring that all learners participate in the activities which include education without regard for personal circumstances. Personal circumstances are not limited to

disabilities in this case but include language, gender, race and nationality. The inclusive agenda is in line with the Millennium Development Goal (MDG) number 2 on universal primary education by 2015. Everyone must have access to education. Sub Saharan Africa is reported to have recorded the best record improvement in net primary education enrolment of 20% (United Nations-UN 2015). The principle of inclusion is further in line with the Sustainable Development Goals (SDGs) 2030 replacing the MDGs. The Sustainable Development Goal number 4 on quality education emphasises that nations should strive to provide an inclusive and equitable quality education and promote lifelong learning opportunities for all. The school is the best avenue for promoting the principle of inclusive education. Thus, the school should value all learners and staff, increase their participation and reduce their exclusion from, the cultures, curricula and communities of local schools (Booth & Ainsow 2002). Essentially the school is viewed within inclusion discourse as an instrument to address exclusion in societies globally.

In the United States of America, inclusive education is interrogated from the view that it anticipates addressing exclusion and everyday responsibilities of all learners. The NBCS (2008) posits that inclusive education is rooted in the principle of democratic values of liberty. Education in the United State of America is viewed as a vehicle for the promotion of civil liberties. The implication of this statement is that, the world's concept of inclusive education fosters acceptance of those students who are disadvantaged. In America the Individuals with Disabilities Act Public Law 101-476 clearly spells out the rights of those with visual impairment and mandate the state to provide services to those with disabilities. The Individuals with Disabilities Education Act (IDEA) is a federal law that commands that in all states children, including those with visual impairment, access a free appropriate public education (IDEA, 2014). Furthermore, in the United States of America in 2002, the No Child Left Behind Act also reiterated the need for inclusive education through a unified curriculum requiring states to set standards for the adequate yearly progress of students in mathematics, language arts, and, later, science (Marsh & Willis, 2007). Consequently, it was noted from the literature that the USA has passed a number of complementary legislation in order to promote inclusive education.

Additionally, the importance of a comprehensive legal framework in inclusive education is demonstrated by the Basic Education Act of 1997. Pesonen, Itkonen, Jahnukainen, Kontu, Kokko, Ojala and Pirttimaa (2015) reveal that inclusion of learners with disabilities was only facilitated by the Basic Education Act of 1997 in Finland. Before the Basic Education Act of 1997, Pesonen et al. (2015:163) report that learners with significant disabilities were under the social welfare, home-based care centres and non-formal education institutions. Hence, it can be argued that before 1997 there was no comprehensive inclusive education in Finland. However, the Finnish legislation stipulate that "the Finnish education system is based on equality, justice of learning and on the principle of inclusion. The most important goal of education is to support growth and development of unique personality in all possible ways" (Järvinen 2007, p. 2). While in China, the Chinese Decree (CD) No 36 provides room for litigation. Anyone who breaches the right to services is liable to a criminal law. Hence, it can be noted from the legal framework in the United States of America and China that discriminatory and non-inclusive practices are criminalised by the law. Any learner who feels excluded from learning by any particular school or educational institution can approach the courts for redress. Consequently, it can be reasoned that inclusive education needs more than just ratification of international conventions but an appropriate legal framework as in the case of the USA, Finland and China to ensure that all learners are included adequately.

2.3 State of Inclusive Education in schools

This section presents the status of inclusive education in different parts of the world. The section starts with international studies (United States of America; Finland and India), continental studies (Nigeria) and regional studies (Zambia, Botswana and Zimbabwe) and concludes with local studies.

Mellon, Ouellette, Greer and Gates-Ulanet (2009, p. 232) established from a study of inclusion of learners with hearing impairment in the United States that "inclusion can only be considered successful when social integration is achieved along with academic integration." The study revealed that inclusion needs to establish a balance between social integration and academic integration. Essentially, I noted from the study that it is important to ensure that the inclusion of learners has to be based on the endeavour to promote social integration as well as academic integration. Therefore, inclusion strives to ensure that learners are integrated holistically.

Mellon et al. (2009) further noted that social integration and academic integration of learners can be promoted through the use of play. "Inclusion programs for young children use play as the venue for helping children establish and maintain social relationships." (Mellon et al, 2009, p. 234). Hence, according to this study inclusion of learners in the United States of America was promoted through involving learners in play in order to establish social relationships. Additionally, play helps to soften any forms of stigma against learners from minority groups, learners with disabilities among others. Interaction among learners during play helps them to change their views of their peers.

Another study carried in India on inclusive education by Prakash (2012) focused on the inclusion of learners with hearing impairment. Prakash (2012) revealed that inclusion of learners in mainstream classrooms benefited them both academically and socially due to the provision of opportunities to communicate and social interaction. Central to the findings from the study by Prakash (2012) was the view that inclusion fosters affirmative attitudes towards learners with disabilities. Additionally, the study also concurred with findings by Mellon et al (2009) in the United States of America that inclusion is facilitated by play.

Play was noted to be valuable in the promotion of social interaction and communication. Learners learn to tolerate and interact with learners with different abilities from themselves through interacting as fellow teammates in play. Hence, there is an established trend in literature appreciating the instrumentality of play in fostering the holistic inclusion of learners to a larger extent. Prakash (2012, p. 91) elaborates "inclusion has academic and social benefits for all students, whether with or without disabilities, such as increased communication and social interaction opportunities, age-appropriate models of behaviour skills, more active participation in the school community, individualised education goals, as well as access to the rich core curriculum." From the study in India it can also be noted that both learners with or without disabilities benefited from the inclusive settings. Furthermore, it was established that inclusive settings have the strength of providing age appropriate models as opposed to the situations whereby learners are in special classes or special schools. However, these studies by Mellon et al (2009) and Prakash (2012) essentially focus on learners with disabilities such as hearing impairment and visual impairment while leaving out international learners. This

present study focuses on the inclusion of international learners because the researcher noted that literature on the inclusion of international learners was limited and in most cases non-existent.

Inclusive education in Nigeria takes an interesting perspective different from other countries reviewed. Inclusive education has a long history in Nigeria which can be traced to the concept of Universal Primary Education in 1955 and the National Policy on Education of 1977. Labo-Poopola, Bello and Atanda (2009) state that the National Policy on Education was revised in 1981, 1998 and 2004. Through the National Policy on Education the Nigerian Federal Government emphasised the right of every child to equal educational opportunities whether non-disabled or disabled. According to this policy, education is supposed to equalize opportunities so that any individual, regardless of background can achieve success. Odetoro (2014) argues that the concept of inclusive education in Nigeria as depicted in the National Policy on Education in 2004 included people with physical, visual, hearing, mental, emotional, social, speech, learning and multiple impairments. The policy further includes disadvantaged groups involving the children of nomadic pastorals, migrant fisher folks, migrant farmers and hunters. The gifted and talented persons were also included in the category of learners that needed inclusive education.

From the Nigerian curriculum perspective, the inclusion of children of nomadic pastorals, migrant fisher folks, migrant farmers and hunters is a unique understanding of special education provision. This demonstrates that special education understanding should not be restricted to persons or children with disabilities. Human beings find themselves in different circumstances requiring special attention of some kind and the Nigerian context in this literature gives many countries including South Africa a piece to learn from. Inclusive education in Nigeria is interesting in the sense that it is not confined to the education of learners with disabilities but also ensure the education of other groups of learners which are sometimes neglected. Most relevant to this study on the inclusion of international learners is the observation that Nigeria's inclusive education approach mentions children of migrants.

In Zambia numerous studies have been carried out on various aspects of inclusive education in recent years. On the status of inclusive education in Zambia, Munsanje, Kalabula and Nzala (2010) established from a situational analysis that inclusive education was still in its infancy. Munsanje et al. (2010) reveal that education of learners with impairments was carried out in residential school, residential unit in an ordinary class and inclusive school. However, the study established that inclusive schools lacked educational materials and there were no specialist teachers in most institutions. Hence, it was noted from the study that numerous challenges rendered the inclusive education in Zambia a hindrance to learners with disabilities.

The findings from the study by Munsanje et al (2010) further revealed that the schools and education system in Zambia were not adequately prepared for inclusive education. However, surprisingly the learners with visual impairment who took part in the study and their parents and guardians expressed positive attitudes towards inclusive education. The participants in the study by Munsanje et al. (2010) reiterated the social benefits of inclusive education as learners with visual impairment were able to build friendships with their sighted peers. Hence, it can be argued that despite the challenges encountered in inclusive education in Zambia, learners with visual impairment were benefiting tremendously socially and academically. However, the study by Munsanje et al (2010) follows the trend by the majority of studies on inclusion which focus on different categories of disabilities whilst neglecting the inclusion of international learners. Another study in Zambia by Miles (2017) established that efforts to promote inclusive education in primary schools was severely hampered by poverty. Poverty adversely affected the availability of resources which are crucial in the implementation of inclusive education. Muzata (2017) in another study in Zambia concurred that inclusive education in Zambia was not adequately implemented. The learning of learners with special needs did not receive adequate attention in Zambia as the school curriculum before 2013 was largely premeditated for mainstream learners and teachers. Additionally, Miles (2017) and Muzata (2017) acknowledged that despite numerous policy documents and pronouncements there was no adequate implementation of inclusive education on the ground. Therefore, it can be noted from the studies in Zambia that it takes more than policy documents and pronouncements for inclusive education to be adequately implemented in the schools in a country. A country might have elaborate policy documents as in the case of Zambia but fail to adequately ensure that there is inclusive education in its schools.

Historically in Zimbabwe, significant strides have been acknowledged in the provision of Special Needs Education in Zimbabwe (Chitiyo & Wheeler, 2004). The inclusion of learners with disabilities in Zimbabwe is informed by Article 26 of the 1948 Universal Declaration Human Rights and Convention against Discrimination in Education. Ncube and Hlatywayo (2014) reveal that the provision of Special Needs Education is guided by the Education Secretary's Policy Circular Number 36 of 1990 which addresses four types of curricula options in inclusion. The policy circular identifies four types of inclusion options which are locational inclusion; inclusion with partial withdrawal; inclusion with clinical remediation instruction and unplanned or de facto inclusion. However, it was noted by Mkandla and Mataruse (2002) that unplanned or de facto inclusion is the most common type followed in Zimbabwean schools. De facto inclusion entails a curriculum whereby students with special needs are exposed to the main curriculum of the regular school and in regular school settings. Research shows that de facto inclusion poses a number of challenges on both the schools and the learners with special needs (Chireshe, 2013). Therefore, literature (Chireshe, 2013; Ncube & Hlatywayo, 2014) suggests significant strides in the educational provisions for learners with impairments. However, the studies in Zimbabwe neglect the inclusion of learners in other circumstances while focusing on learners with impairments.

In Botswana, Mangope, Otukile-Mongwaketse, Dinama and Kuyini (2018) trace the beginning of inclusive education from the time of the country's independence. The study revealed that officially inclusive education in Botswana started after independence. Mangope et al (2018) state that inclusive education was introduced in a mainstreaming approach in Botswana through the adoption of the National Education Policy in 1977. The government of Botswana ratified the Salamanca Declaration in 1994 and the present inclusive education policy was passed in 2011. The Ministry of Education and Skills Development (2011, p. 4) defines inclusion as education that "includes and meets the needs of all, including those with special educational needs, whatever their gender, life circumstances, health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstance." This comprehensive definition guiding inclusive education in Botswana indicates that inclusion is not specific to learners with disabilities but other categories of special educational needs. It can be argued that the inclusive education policy in Botswana covers the inclusion of international learners under its classification of any other circumstances. Additionally, the Government of

Botswana committed itself to promote the provision of inclusive education through availing resources that make schools user-friendly to all learners.

The status of inclusive education in South Africa cannot be discussed divorced from its historical background. There is an apparent marriage between a country's history and its educational policies. Donogue and Bornman (2014, p. 2) state "the current state of education in South Africa can, in part, be attributed to the legacy of the education policies instituted during apartheid." Disparities created by apartheid are still evident in the delivery of education in South Africa. Poutiainen (2009, p. 24) confirm that "by the early 1990s shortage of teachers, classrooms, and equipment in black schools were great. The policies of apartheid had taken their toll on education." In addition, Donohue and Bornman (2014), throughout apartheid, schools were also segregated in terms of disability. Schools for white learners with disabilities were well-funded, whereas support services for learners with disabilities who attended black schools were minimal. Hence, it can be noted that segregation was deeply ingrained in the South African education system to a greater extent as reflected by the disparities in the funding of schools for white learners with disabilities and those for black learners with disabilities.

The democratic transition in 1994 introduced compulsory education for all children, thereby eliminating segregation in education (Donohue & Bornman, 2014). Since 1994, South Africa has made progress toward inclusion of all people including persons with disabilities into their developing democratic nation. According to the Department of Basic Education Report of the Republic of SA (2015), as early as 2001, the inclusive education agenda was already under way in South Africa reflected through the Department of Education White Paper 6 highlighting 'Special Education: building an inclusive education and training system.' The Department of Basic Education Report of the Republic of SA (2015, p. 8) elaborates "The White Paper 6 (DOE, 2001) on Special Needs Education commits government to provide access to education to all learners who have a disability and those who experience barriers to learning whether it be economic, social, language, class, behaviour or other barriers." However, despite this commitment by the government, Jiyane, Fombad and Mugwisi (2016, p. 3) note that, "although the South African Schools Act (No.84) of 1996 provides for a system that encourages inclusive

education and lifelong learning, it is vague and ambiguous regarding the provision of school libraries, for example." Hence, it can be noted that there are areas that need to be improved in the country's provision of inclusive education to certain extent. Additionally, there is also an apparent silence on the inclusion of international learners in schools in South Africa. It is a reality that there are increasing numbers of international learners in schools in South Africa. The 2016 Community Survey revealed that there were 1,578 541 people living in South Africa who were born outside of the country (of which 175,709 were children). It is crucial to appreciate that South Africa is often referred to as the "rainbow nation" because of its rich diversity and multicultural/multilingual composition according to Storbeck and Martin (2010). The differences which has made South Africa a rainbow nation, thus call for an inclusive education accommodating the different learners in the schools. Hence, it was noted from contemporary literature that there was a neglect of the inclusion of international learners even though there were remarkable efforts in the inclusion of learners with disabilities.

2.4 Summary

This chapter provided a review of contemporary literature on inclusion and inclusive education. I started the chapter by tracing the historical origins of inclusive education from the Universal Declaration of Human Rights, International Convention on Human Rights among others. The chapter proceeded to unpack the state of inclusive education around the world, continentally and locally. The next chapter presents a discussion of the theoretical framework guiding this study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

In the previous chapter I provided a review of literature in order to place this study on the teachers' understanding of inclusion in urban primary schools in Pinetown district into context. In this chapter I discuss the theoretical lens that was utilised to unpack the phenomenon under study. Adom, Hussein and Agyem (2018, p. 438) view a theoretical framework as "a blueprint that is often 'borrowed' by the researcher to build his/her own house or research inquiry." Principally, a theoretical framework comprises concepts and their definitions as well as existing theory/ theories that guide a particular study. In this study the theoretical framework is composed of the typology of curriculum representations by Van den Akker (1998, 2003). The next section presents the typology of curriculum representations theory as the theory guiding this study.

3.2 Typology of curriculum representations theory

This study on the experiences of teachers in the inclusion of international learners is guided by the typology of curriculum representations by Van den Akker (1998, 2003). Van den Akker (1998) initially conceptualised the typology of curriculum representations as a table depicting three levels. However, later on Van den Akker (2003) modified the theory to reflect a table with ten components, which was also developed into a curricular spider web. All these depictions and representations have a bearing on the understanding of the inclusion of international learners in primary schools in Pinetown district.

According to Van den Akker (2003) there are three curricula: intended curriculum; implemented curriculum and attained curriculum. In order to clearly explain the typology of the curriculum representations, below I include Table 3.1 which outlines Van den Akker's (2003) typology of curriculum representations.

Table 3.1: A typology of curriculum representations

INTENDED	<i>Ideal</i>	Vision (rationale or basic philosophy underlying a curriculum)
	<i>Formal/ Written</i>	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED	<i>Perceived</i>	Curriculum as interpreted by its users (especially teachers)
	<i>Operational</i>	Actual process of teaching and learning (also: curriculum-in-action)
ATTAINED	<i>Experiential</i>	Learning experiences as perceived by learners
	<i>Learned</i>	Resulting learning outcomes of learners

Reference: Van den Akker (2003, p.3)

Table 3.1 essentially breaks down the three dimensions of the curriculum into sub-levels within each level. For example, the first level which is the intended curriculum, is broken into ideal and formal. The intended curriculum captures the philosophy underpinning the curriculum and the intentions captured in official documents. Therefore, in this study I use the intended curriculum to unpack what the official documents state about inclusion in general and the inclusion of international learners in particular. Fundamentally, what does the philosophy underlying the curriculum in South Africa entail about the inclusion of international learners? The teachers' understanding of the inclusion of international learners should basically be informed by the intended curriculum to a greater extent.

Additionally, according to Van den Akker (2003) the implemented curriculum includes operational and perceived. Operational entails the actual process of teaching and learning (Van

den Akker, 2003). The perceived component involves the curriculum as interpreted by its users especially the teachers. Lastly, the implemented curriculum is experiential in the sense that it focuses on the learning experiences as perceived by the learners. In this study I draw from the implemented curriculum the operational and perceived implementation of inclusion of international learners in primary schools in Pinetown. The typology of curriculum representations is relevant in this study because the experiences of teachers in the teaching of English language to international learners falls under the implemented curriculum. More specifically, the experiences of the teachers in this study are framed by the interpretation of the curriculum by the teachers themselves. In addition, it is the typology is relevant to this study as it explains the actual teaching of English language to the international learners in the context of the operational curriculum. Hence, it can be argued that this study will draw various aspects from Van den Akker (2003)'s typology of curriculum representations theory. It is crucial to note that there are disparities between the intended inclusion of international learners and the actual inclusion of international learners in the classroom. Therefore, drawing from the implemented curriculum in this study, I interrogate the interpretation of the primary school teachers of the inclusion of international learners in Pinetown district schools.

The attained curriculum according to Van den Akker (2003) covers the learning outcomes of learners. The last level of curriculum representations has two key aspects: experiential and learned. The attained curriculum is composed of the learning experiences as perceived by the learners and in this study this entails the learning experiences of international learners. While this study focuses on the teachers' understanding of inclusion of international learners, the attained curriculum is relevant as teachers have an influence on the learning experiences of learners. Hence, I argue that the teachers' understanding of inclusion is central to the learning experiences of international learners to a greater extent.

The typology of curriculum representations was further developed into curriculum components by Van den Akker (2003). Van den Akker (2003, p.4) states "(o)ne of the major challenges for curriculum improvement is creating balance and consistency between the various components of the curriculum", and he provides a list of ten components that address ten specific questions about the planning of student learning (Table 3.2):

3.3 Curricular Components

Table 3.2: Curriculum components

COMPONENT	QUESTION
Rationale	<i>Why are they learning?</i>
Aims and objectives	<i>Toward which goals are they learning?</i>
Content	<i>What are they learning?</i>
Learning activities	<i>How are they learning?</i>
Teacher role	<i>How is the teacher facilitating learning?</i>
Materials and resources	<i>With what are they learning?</i>
Grouping	<i>With whom are they learning?</i>
Location	<i>Where are they learning?</i>
Time	<i>When are they learning?</i>
Assessment	<i>How far has learning progressed?</i>

Reference: Van den Akker (2003, p.4)

Table 3.2 presents the ten curriculum components which vary across the curriculum level. According to Van den Akker (2003) the *Rationale* component serves as a major orientation point offering overall principles or the central mission of the plan, with the nine other

components ideally being linked to this rationale. The *rationale* seeks to answer the critical question 'Why are they learning?' The rationale component is viewed in this study as entailing the reasons why international learners are learning.

In addition, the curriculum components are good because they explain all the aspects that are critical in understanding inclusion of international learners in Pinetown district. An analysis of each and every component was evidently essential to this study as revealed by the explanation of rationale, aims and objectives among others.

Additionally, this study draws from the *aims and objectives* component of the curriculum to answer the question 'Toward which goals are they learning?' Fundamentally, are the aims and objectives inclusive of international learners in primary schools in Pinetown district? The *content* that is taught in primary schools in Pinetown is it ensuring that all learners are included? The *content* component has a significant impact on the inclusion of minorities such as international learners in learning spaces. Attempting to answer the question 'How are they learning?' is instrumental in unpacking the teachers' understanding of inclusion of international learners. *Learning activities* in the classroom reflect a teachers' understanding of inclusion of international learners. Some learning activities can be deemed exclusionary to international learners.

Additionally, it is also vital to understand the *teacher role* in facilitating learning. Inadequate understanding of inclusion of international learners can be a bedrock of their exclusion in learning. Not all address what knowledge is important for inclusion of international learners in teaching and learning, for instance, *Grouping, Location* and *Time* refer to organisational aspects. Furthermore, *Rationale, Aims and objectives* and *Content* components are usually dealt with in curriculum documents at the macro level. All ten components are involved when looking at the operational curriculum in schools and classrooms, and have to be coherently addressed for successful implementation and continuation. The *Teacher role, Materials and resources* and *Learning activities* components are central to the micro-curriculum, whereas *Assessment* must receive attention at all levels and representations as alignment between assessment and the rest of the curriculum may be critical for successful curriculum change

(Van den Akker, 2003). Hence, I argue that the typology of curriculum representation theory in its various depictions is relevant to the analysis of the teachers' understanding of inclusion of international learners.

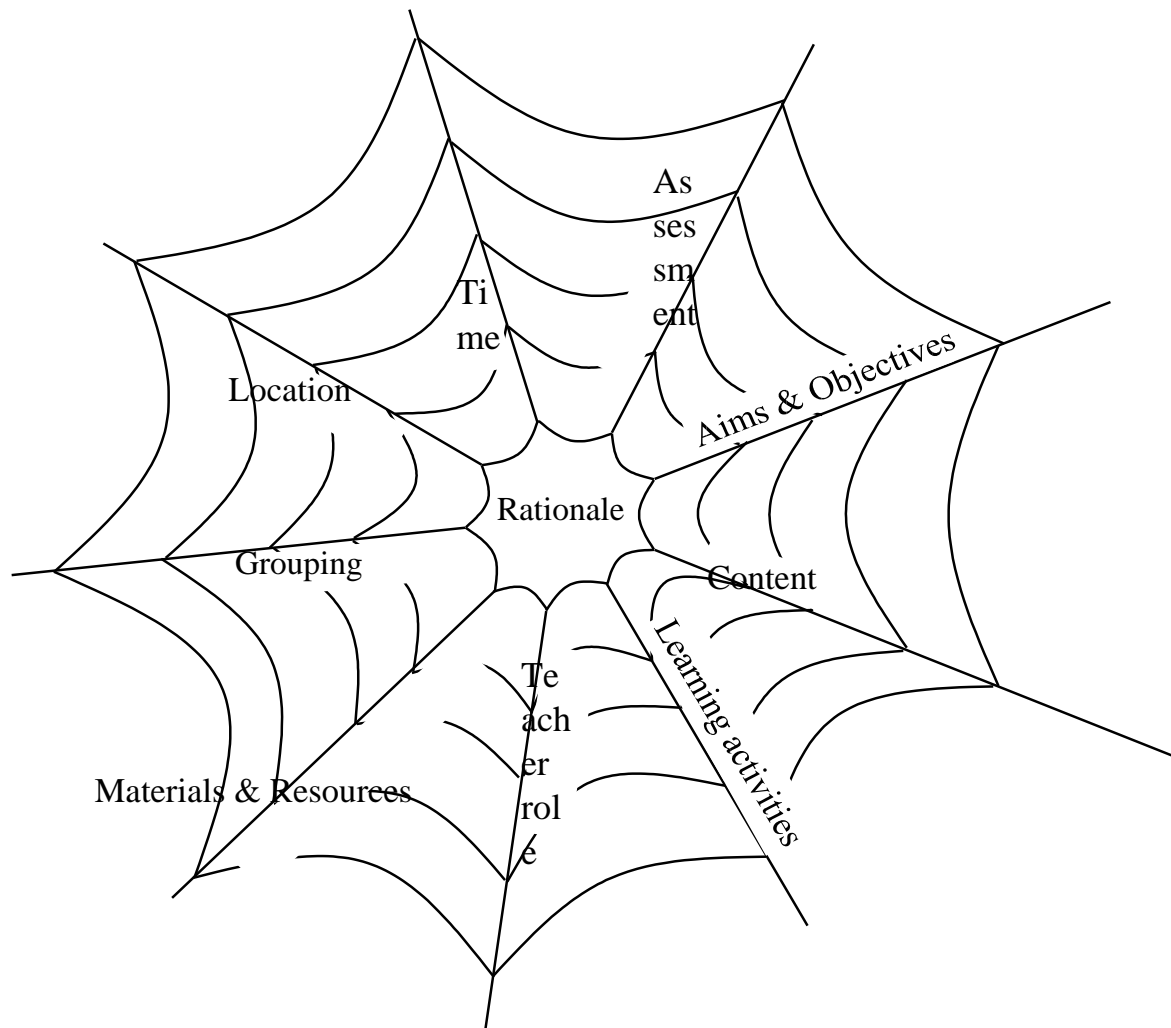


Figure 3.1: Curricular spider web (source: Van den Akker, 2003, p.5)

Lastly, Van den Akker (2003) advances the typology of curriculum representations as a curricular spider web. Van den Akker (2003) actually prefers to arrange these ten components in a spider web (Figure 3.1, above), a visualisation that demonstrates not only their interconnectivity but also their vulnerability. The spider web is illustrative of the expression that "every chain is as strong as its weakest link". The curricular spider web is essentially in this study because it helps unpack areas of exclusion for international learners. The circular spider web reflects that the teacher plays a central role in the inclusion of international learners through teacher roles and teaching activities. Although in curriculum design these components

may receive attention at different stages, eventually they need to show some kind of alignment to maintain coherence (Van den Akker, 2003, p.5).

3.4 Relevance of the curriculum representations to inclusion

The preceding sections have unpacked the critical components of the curriculum representations. The model is relevant to this study as the curriculum is viewed as one of the sources of exclusion of international learners in South Africa. The components discussed indicated that there was interconnectivity amongst the components and therefore any exclusion would likely have a bearing on other components. Thus, I argue that *Rationale, Aims and objectives, Content, Teacher role, Materials and resources* and *Learning activities* are all viewed as relevant to this study on inclusion. All these components need to factor in the needs of learners with special needs, learners from minority groups as well as international learners.

3.5 Summary

This chapter unpacked the theoretical framework guiding this study. I discussed the typology of curriculum representations by Van den Akker (2003) and its apparent relevance to this study on the teachers' understanding of inclusion of international learners in primary schools in Pinetown district. The next chapter presents the research methodology utilised in this study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

In the previous chapter I provided the theoretical framework guiding this study on the teachers' understanding of inclusion in urban primary schools in Pinetown district. In this chapter I discuss the research methodology that I utilized to generate data for this study. The research paradigm, research approach, research design as well as other critical aspects of this research methodology are unpacked in detail. The selection and justification of data generation methods is provided together with ethical considerations.

4.2 Research Paradigm

The study falls within the interpretive paradigm. A seminal view by Kuhn (1962, p. 23) states that "A paradigm is a way of looking at or researching phenomena, a world view, a view of what counts as accepted or correct scientific knowledge or way of working, an accepted model or pattern." The worldview has to be accepted among a group of scholars. Among the most prominent worldviews are interpretivism, positivism and critical theory. Weaver and Olson (2006, p. 460) opine that, "paradigms are patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished." A paradigm thus, can be viewed as a worldview adopted by a researcher. Essentially, a paradigm is basically how a researcher views the world. Cohen, Manion and Morrison (2018, p. 1) recommends that they should be a "fitness of purpose" entailing "different research paradigms for different research purposes."

In this study in order to unpack the teachers' understanding of the inclusion of international learners I chose the interpretive paradigm. According to Cohen et al (2018, p. 19) the interpretive paradigm "is characterized by a concern for the individual." Chowdhury (2014, p. 433) state "interpretivism refers to the approaches which emphasise the meaningful nature of people's character and participation in both social and cultural life." Therefore, it can be argued that interpretivism is a research approach that encourage people to participate and express themselves in multiple realities instead of a single reality. Creswell (2009, p. 8) avers "interpretive methodology is directed at understanding phenomenon from an individual's

perspective, investigating interaction among individuals as well as the historical and cultural contexts which people inhabit." Whereas, Scotland (2012, p. 12) states further "interpretive method yield insight and understandings of behaviour, explain actions from the participant's perspective, and do not dominate. Examples include: open-ended interviews, focus groups, open-ended questionnaires, open-ended observations, think aloud protocol and role playing. These methods are used to generate qualitative data." Therefore, the researcher and co-researchers are anticipated to interact and generate qualitative data through the utilization of the interpretivism paradigm.

4.3 Research Approach

Research methodology literature reveal that there are three main research approaches: qualitative, quantitative and mixed methods. In this study I utilised qualitative research approach. Numerous definitions have been suggested in trying to understand the essence of qualitative research approach. Denzin and Lincoln (2011, p. 3) elaborate:

Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible....This means that qualitative researchers study things in their natural settings, attempting to make sense of, interpret phenomena in terms of the meanings people to them.

Creswell and Poth (2018, p. 42-43) argue that the basic definition of qualitative research should emphasize the following characteristics; "natural setting, researcher as key instrument, multiple methods, complex reasoning through inductive and deductive logic, participants' multiple perspectives and meanings, context-dependent, emergent design reflexivity and holistic account". McMillan and Schumacher (2006, p. 479) state, "qualitative research as primarily an inductive process of organizing data into categories and identifying patterns among categories." It is evident from these definitions that qualitative researchers study phenomena in its natural settings as opposed to quantitative researchers who use experiments. Additionally, Abawi (2008, p. 10) explain, "the aim of qualitative research is to achieve an in-depth understanding of a situation and is ideal in extracting feelings, emotions, motivations, perceptions, attitudes and experiences." In this study I seek to interrogate the teachers' understanding of inclusion of international learners in Pinetown district and therefore qualitative research provides an opportunity to understand the perceptions, attitudes and experiences of teachers.

4.4 Participatory Action Research (PAR)

Recent interest in Participatory Action Research (PAR) as a methodology of generating data in social sciences has led to numerous definitions emerging. Wheeler, Shaw and Howard (2020, p. 48) state "PAR is well-documented in its uses for surfacing and addressing concerns around social, spatial and economic injustices with marginalized groups." Various scholars have proffered interesting definitions in trying to unpack the concept of PAR. Central to all the definitions reviewed in this section are the three key elements of PAR: Participation, Action and Reflection. Johnson, Gallagher and Appleton (2019, p. 1) elaborate that:

involves researchers and participants working together to understand a problematic situation and change it for the better. There are many definitions of the approach, which share some common elements. PAR focuses on social change that promotes democracy and challenges inequality; is context-specific, often targeted on the needs of a particular group; is an iterative cycle of research, action and reflection; and often seeks to 'liberate' participants to have a greater awareness of their situation in order to take action.

This study focused on the inclusion of international learners in schools in Pinetown district. International learners have been variously viewed as marginalized and excluded to a greater extent. Therefore, the selection of participatory action research resonates with the exclusion of international learners as the methodology focuses on the marginalized and disenfranchised (Wheeler, Shaw & Howard, 2020; Jacobs, 2016). Additionally, I chose PAR in this study because PAR is suitable for studies which seek to unpack inequities based on age, gender, disability, sexual orientation, socio-economic class among others. The lived realities of the international learners in schools in Pinetown are constructed within the framework of inequities stemming from their status as migrants. I have the privilege of being a teacher at one the schools that participated in this study and hence I got an in-depth understanding of teachers' everyday lives in order to see whether their actions were in line with what they say. Therefore, I was a participant observer of the lived realities of teachers who were co-researchers in this study.

Creswell and Poth (2018) state that in Participatory Action Research there are essential aspects of active participation and empowerment of the participants as co-researchers. This is because participatory research affirms stakeholders as agents bringing diverse knowledge and

techniques, and a commitment to and ownership of research findings and outputs in ways that are deemed more likely to be translated into action. Participatory action research is used widely as a research strategy across the social and health sciences wherein it has become strongly associated with the production of knowledge for action that is of direct benefit and use to people, most of all to those living in conditions of social vulnerability, disadvantage and oppression. PAR is therefore viewed as distinguished from conventional research less by the specific methods it uses than by the methodological contexts in which particular methods are used, and by its overarching emancipatory orientation towards the research participants who take ownership of the research and seek to apply its results to improve their living conditions or effect other kinds of social change.

In addition, Amaya and Yeates (2014, p. 6) argues "Participatory research is in theory not a specific research method but an orientation or approach to research based on a commitment to egalitarianism, pluralism and interconnectedness in the research process." It is distinguished from 'conventional' research by virtue of the purpose of research and the process by which it is carried out. PAR is also distinguished from 'extractive research' where research is conducted in a country using valuable resources that are never fed back to the participants or research subjects, or applied in the studied communities. Participatory research advocates argue that valuing otherwise marginalised knowledge and experiences through active participation of research 'subjects' in the research process democratises knowledge production, secures ownership of the research and improves research quality, leading to a greater likelihood that results will be put into practice (Amaya & Yeates, 2014). There is, then, a growing belief that participatory approaches can improve research quality and wider impact. PAR tends, then, to be used in a range of involving social groups living in conditions of social disadvantage and/or oppression. International learners are considered disadvantaged and oppressed due to their exclusion from the education system through language barriers among others. Hence, PAR in this study is anticipated to enhance the role of the teachers in Pinetown as co-researchers in facilitating inclusion of international learners in the education system in South Africa.

A more comprehensive and elaborative conceptualization of PAR is proffered by Kindon, Pain and Kesby (2014, p. 1) "PAR is an umbrella term covering a variety of participatory approaches to action-oriented research... it is defined as a collaborative process of research, education and

action ... explicitly oriented towards social transformation ..." This definition reveals that PAR is collaborative in the sense that there is cooperation between the researcher and the researched, which should be mutually beneficial. Whitman, Pain and Milledge (2015, p. 2) views PAR as "collaborative research, education and action used to gather information to use for change on social issues." Key features at the epicentre of PAR include "it is driven by participants; it offers a democratic model of who can produce, own and use knowledge; it is collaborative at every stage, involving discussion, pooling skills and working together; it is intended to result in some action, change or improvement on the issue being researched." (Whitman et al, 2015, p. 2).

From the foregoing exposition of definitions and unpacking of PAR it can be noted that the methodology of PAR draws from "pragmatism, the practice of democracy, constructionist theory, and feminist inquiry" (Jacobs, 2016, p. 49). Additionally, the above definitions suggest that PAR is relevant to feminist perspectives, racial theories, critical theory, queer theory and disability inquiry to a greater extent. PAR has a long history which can be traced to the work of Kurt Lewin on action research in the USA in the 1940s; Paulo Freire on conscientization in the 1960s and 1970s as well as the 1970s resistance to colonialism in India, Africa, Latin America. Additionally, the 1980s development of RRA and PRA alternatives to international development initiatives. The eventually development of PAR in the 1990s as a methodology in critical social science. Essentially, PAR is a movement away from the traditional research which involved power relations and dynamics being skewed towards the researcher. In traditional research, the researcher did not collaborate with the researched, it was a matter of going into the field to 'collect' data and the researched are viewed as participants. Jacobs (2016, p.48) argues "A research project which utilizes a PAR methodology rejects traditional positivist research paradigms and challenges traditional hierarchies between the researcher and those being researched." Waite and Conn (2011, p. 115) hold a similar view:

the ethos of such research encapsulates a desire to move away from 'traditional' qualitative research where a researcher elicits information about 'them' in an extractive manner in favour of interactive research with an avowed commitment to the co-production of knowledge between the researchers and the researched.

There is consensus among scholars that PAR is a transformative research methodology due to its perceived deviation from the traditional views and approaches to research as revealed above. Hence, in this study I utilised PAR in a way that challenged the traditional hierarchies between myself and the teachers who were co-researchers in the schools in Pinetown.

4.5 Data generation methods

A multiplicity of definitions have been proffered on semi-structured interviews in contemporary literature. Blandford (2013) defines semi-structured interviews as qualitative research tools for the generation of verbal data from planned questions, with room for the probing of unexpected answers through the construction of probing questions aimed at understanding people's perceptions and experiences in depth. Flick (cited in Zohrabi, 2013, p. 255) adds that the purpose of semi-structured interviews "is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation." Gill and Johnson (2002, p. 290) aver "that semi-structured interviews involve numerous crucial questions that make it easier to discover the parts that give meaning to the research and it also allows the interviewer to chase an impression of the interviewee or get them to explain a response more thoroughly." Gill and Johnson (2002, p. 291) further state "semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail." "Virtual face-to-face interview allows the researcher control over the process and the interviewee the freedom to express his or her thoughts" (O'Leary, 2014, p. 218). Thus, semi-structured interviews will allow the researcher to add new aspects that might not have been included in themes to be covered during the interviews. Kendall (cited in Harris & Brown, 2010, p. 1) states that "qualitative interview data often gather more in-depth insights on participant attitudes, thoughts, and actions", while Bryman (also cited in Harris & Brown, 2010, p. 2) believes that results from studies of a qualitative nature are difficult to replicate or generalise since they are conducted using small samples. All interviews were conducted via online platforms due to the Covid-19 pandemic and lockdown restrictions with the selected teachers in Pinetown district.

In order to complement data generated from semi-structured interviews, the researcher made use of focus group discussions. According to Krugger and Casey (2012, p. 5) focus group discussions are "carefully planned series of discussions designed to obtain perceptions in a permissive, non-threatening environment." The researcher arranged a focus group discussion

on the Zoom online platform for teachers at each of the two participating schools in Pinetown district. Additionally, Johnson and Christensen (2004, p. 185) state "a focus group is a type of group interview in which a moderator leads a discussion with a small group of individuals to examine in detail, how the group members think and feel about a topic." Mack et al (2005, p. 51) contend that "a focus group is a qualitative data collection method in which one or two researchers and several participants meet as a group to discuss a given research topic." It is interesting to note that Willig and Rogers (2008) highlight the fact that focus group interviews are an avenue to comprehend how people perceive an issue, in this case the inclusion of international learners. Breen (2006) argues that since opinions are socially constructed, focus group discussions are conducive for the articulation of these opinions in addition to providing a social environment in which to articulate them, provide a comprehensive interrogation of the phenomenon in a relatively short period. While, Johnson and Christensen (2004) aver that a focus group could be useful for exploring ideas and concepts, availing a window into participants' internal thinking, obtaining in-depth information, examining how participants react to each other, allowing probing, tapping and a quick turnaround.

4.6 Selection of Participants

The study on the experiences of teachers in the inclusion of international learners in schools in Pinetown made use of purposive sampling as it was impossible to study the whole population of teachers teaching international learners and moreover. Cragley (2010) defines a sample as a representative or an element of the populace with the reason of ascertaining procedure or features of the entire population. Thus, this study was conducted within one purposively selected district namely that of Pinetown in Kwazulu-Natal province. Within this district I further purposively selected two primary schools. These schools were selected because of the presence of international learners at the schools. This choice echoes with the point upraised by Johnson and Christensen, (2000, p. 175) that, "purposive sampling constitutes the selection of information-rich cases."

Additionally, Kurebwa (2013, p. 177) argues that purposive sampling is "a set of procedures where the research manipulates its analysis, theory and sampling activities interactively during the research process. It is intended to facilitate a process whereby research generates and tests

theory from the analysis of data rather than using data to test out or to falsify a pre-existing theory." Fraenkel, Wallen and Hyun (2012, p. 100) further add "that qualitative researchers prefer purposive sampling since it allows them to use their personal judgments to select participants that they believe will provide the data they need." Furthermore, Patton (1990, p. 478) adds that "purposive sampling seeks information-rich cases which can be studied in-depth." Thus, purposive sampling entails the identification and utilization of information-rich cases a researcher can study thoroughly. Purposive sampling is defined by Bernard (2012) and Bryman (2010) as a process when a researcher selects precise people within the population to use for a specific study. Hence, it entails the researcher concentrating on people with particular characteristics who were able to assist with the relevant information. A purposive sample of four teachers was selected for this study.

4.6.1 Profile of the teachers

The participants in this research were given simple codes. The codes were Teacher A (TA); Teacher B (TB); Teacher C (TC) and TD (TD). The individual profiles of the teachers are presented below:

Research Participants	Teaching expereince	Gender	Qualification
Teacher A (TA)	38 year-old	Female	Masters degree
Teacher B (TB)	30 year-old	Male	Bachelor of Education degree
Teacher C (TC)	5 years	Female	Bachelor of Education degree
Teacher D (TD)	26 years	Female	Bachelor of Education degree

4.7 Ethical issues

The researcher will ensure anonymity and confidentiality to all participants by clearly informing them that they have a right to choose to participate or not to participate in the study (O'Leary, 2014). Creswell (2014) states that researchers should not force participants to give their consent to participate in a study. Participation in a study should be seen as voluntary, and the researcher will explain in the instructions for the questionnaire and interview guide that participants can decide not to participate in the study. On that note, the participants' right to privacy will be respected and no information pertaining to the study will be deliberately

withheld from the participants in order to deceitfully obtain information. The researcher also intends on disguising names of participants and obtaining consent from all participants in writing (Leedy & Ormrod, 2005). This is supported by Isreal and Hay cited in Creswell (2014, p. 137) who assert that, "researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organisations or institutions".

Creswell (2014, p. 90) emphasizes that, "ethical procedures during data collection involve gaining agreement of individuals in authority (e.g. gatekeepers) to provide access to study participants at research sites". The researcher will seek permission to carry out the study from the Department of Education. The Department of Education will be given copies of the research proposal, data collection instruments and all the relevant details pertaining to the study.

4.8 Validity, Reliability and Rigour

The researcher will strive that there is trustworthiness in this study. Seminal scholars Lincoln and Guba (1994, p. 331) state that "Trustworthiness is when reliability is ensured in the qualitative research." Additionally, trustworthiness in qualitative research is influenced by credibility, transferability, dependability and conformability (Kumar, 2011). According to Trochim and Donnelly (2007, p. 149), transferability "refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts and settings." The researcher will provide detailed records of the research process so that other interested scholars can follow and transfer findings to other studies. In other words, the findings of this study can be applicable to other studies on the inclusion of international learners in similar contexts. Credibility refers to the "extent of the results of the qualitative study can be credible and believable" (Trochim & Donnelly, 2007, p. 149). The researcher was able to maintain complete honesty and accuracy throughout the study to ensure credibility (Peterson, Homer & Wonderlich, 1982). Furthermore, the researcher will ensure that the data retrieved is accurate and a true presentation of the actual situation. In addition, triangulation will also be used by the researcher to enhance trustworthiness of the study. Triangulation is accomplished by asking the same research questions to different study participants and by collecting data from different sources and by using different methods to answer the critical questions. Member checks will also be used by the researcher to ask teachers and school administrators to review both the data collected by the interviewer and the researchers' interpretation of that interview data.

Confirmability refers to "the extent the results of the findings could be confirmed by others" (Trochim & Donnelly, 2007, p. 149). To ensure confirmability, the researcher will limit biasness and subjectivity throughout her study through validating the actual spoken words of the participants. Dependability is associated with reliability and "is concerned with whether we would obtain the same results if we could observe the same thing twice" (Trochim & Donnelly 2007, p. 149). Moreover, within the framework of this study the researcher will ensure the dependability by following a careful plan of action for my research.

4.9 Limitations of the Study

This study was carried out during the Covid-19 pandemic which limited face-to-face interaction between the researcher and her co-researchers. However, this limitation was addressed through the use of online platforms which allowed the researcher to generate data for the study. This study was a case study of one district in Kwazulu-Natal province and therefore the findings cannot be generalized to other parts of the country.

4.10 Pilot Study

The researcher conducted a pilot study prior to the full scale study in order to improve the data generation instruments. The pilot study involved interviewing two teachers from the same district but who were not going to be part of the sample for the study. The results from the interviews were utilised to improve the wording of the data generation instruments and make the researcher familiar with the online platforms used in the full scale study.

4.11 Summary of data analysis procedures

Data analysis in this study will be done simultaneously with data generation in the two schools in Pinetown. Therefore, in this study data analysis will start when the first data are collected, which in turn steered judgements towards more data collection (Burns & Grove, 2005). LeCompte and Schensul (1999, p. 6) concur "qualitative data analysis begins almost as soon as the researcher enters the field site until the final page of the last written report." Strauss and Corbin (1990) also concur that there is simultaneous data collection and analysis during the inquiry. This study will utilize thematic analysis, which entails an elementary method used for analysing as well as interpreting data. Braun and Clarke (2006, p. 4) reveal that, "thematic analysis is a poorly demarcated and rarely-acknowledged, yet widely-used qualitative analytic

method with and beyond psychology." In addition, Braun and Clarke (2006, p. 6) state that, "thematic analysis is a method of identifying, analysing and reporting patterns (themes) within data." Kumar (1996) avers that thematic analysis traditionally consists of sifting data to detect recurring patterns. Braun and Clarke (2006, p. 10) further reveal, "a theme captures something important about data in relation to the research question, and represents some level of patterned response or meaning within the data set." Lack of previous exposure to the topic can be argued to improve the fact-finding power of this approach. The researcher utilized six main stages as suggested by Braun and Clarke (2006) which are; "familiarise oneself with data, generate initial codes, comb for themes, review themes, define and narrate themes and finally produce the report." Similar categories finally formed themes in the study (Merriam, 2009; Basit, 2003; White, 2012). The themes that will be used in this study are the challenges faced by international learners and the experiences of teachers in the inclusion of international learners.

4.12 Conclusion

In this chapter I unpacked the participatory research approach that was utilized to generate data on the inclusion of international learners in Pinetown district. Using the participatory action research enlightened me on the need to give the research participants a voice. In this study the researcher worked with co-researchers as recommended by participatory action research. The following chapter will present the findings from the study in detail.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

In the previous chapter I presented the research methodology utilised to generate data in this study on the teachers' understanding of inclusion in urban primary schools in Pinetown district. The data was generated using participatory action research. In this present chapter I present the findings, analyse and interpret the data using themes that emerged from the conversations with teachers who were co-researchers in this study. The data was generated in order to get answers to the following critical questions:

1. What are the teachers' understanding of inclusion in urban primary schools?
2. What are primary school teachers' experiences of inclusion in urban primary schools?
3. Why do primary school teachers understand inclusion the way they do?

5.2 Data presentation

In this section I present the data generated from the semi-structured interviews and focus group discussions with the aid of verbatim quotes. The researcher presents the data with the help of teacher codes captured in the previous chapter on the profile of the teachers (Section 4.6.1). Some of the emerging themes that are presented in detail below are: Understanding of inclusion; methods of promoting inclusion of international learners and challenges in the inclusion of international learners.

5.2.1 Theme 1: Understanding of inclusion

From both the semi-structured interviews and focus group discussion it was noted that the teachers understood the concept inclusion in a variety of ways. The views of the teachers on their understanding of inclusion are presented and interpreted below in detail.

One of the teachers TC elaborated,

My understanding of inclusion is influenced by the view that South Africa is a rainbow nation. We have people from different races, religions, tribes and languages. This means that the education system in order to be inclusive should not discriminate based on race, religion, tribe or language.

The above statement by TC explains inclusion as an education system that is non-discriminatory. The position is informed by the understanding that South Africa is a rainbow nation composed of people of different races, religions, tribes and languages. Hence, TC's understanding of inclusion can be viewed as a situation whereby teaching of learners in the classroom is fair to learners from of all races, religions, tribes and language.

Another view of inclusion was offered by Teacher A (TA),

The South African Schools Act (SAFA) states that schools must enrol learners regardless of their race. Learners must not be excluded from a school because of their race. The learning in the classroom should not discriminate learners because of the race.

Teacher A's understanding of inclusion was derived from the South African Schools Act. TA explained that inclusion was a legal requirement and that learners must not be discriminated based on their race. Thus, it can be argued that for TA inclusion was a legal requirement which has to be implemented based on the South African Schools Act.

Teacher B explained,

Inclusion means that learners with special needs like learners with disabilities should be given an opportunity to learn. Disabilities should not be used to discriminate against learners with disabilities to exclude them from participating in education. Hearing impairments, physical impairments, visual impairment among others should not stop learners from getting an education.

Teacher B basically views inclusion from the standpoint of learners with disabilities. TB explained that learners with disabilities are not supposed to be discriminated in an inclusive education system. Examples of impairment that should not be discriminated against were listed by TB as hearing impairment, physical impairment and visual impairment. Fundamentally for TB the education system must be non-discriminatory of learners with disabilities in order to be viewed as inclusive. However, it can be noted that there is a gap between TB's understanding

of inclusion and what Mafa (2012) understanding of inclusion. Mafa (2012) explains that inclusion is a process that responds to diversity of needs of learners, which can be argued to include international learners. The diversity established by Mafa (2012) does not focus on learners with disabilities but also international learners.

An interesting understanding of inclusion was stated by Teacher D (TD). TD elaborated,

Inclusion and inclusive education covers a lot of aspects. It is informed by the Salamanca policy [(statement)]. Learners living with disabilities must be included in all learning activities. Learning activities and materials should be adapted in order to include learners with disabilities. In South Africa after the coming of democracy, inclusion also talks about race and language. Black learners who were previously disadvantaged are now going to school with Indian and white learners. That is inclusion.

Teacher D drew her explanation of inclusion from the Salamanca statement which advocates for the inclusion of learners with disabilities. TD added that learning activities and materials were supposed to be adapted in order to ensure that no learner is excluded. The view by TD on the contribution of learning activities to inclusion of learners coincides with curriculum representations theoretical framework guiding this study. Additionally, TD linked the concept of inclusion to South Africa after 1994 and stated that learners previously disadvantaged by apartheid were now being included in the education system. The understanding of inclusion reflected by the teachers in this study is consistent with the work of scholars such as Fraser et al (2005) and Mahanya (2016). These scholars view inclusion from the perspective of disabilities, whereby inclusion entails offering educational opportunities to all learners regardless of their disabilities.

The above views by the teachers who participated in this study indicate a limited understanding of inclusion, which neglects international learners. While, the participants were able to point out that inclusion involves non-discrimination in the education system, they all did not talk about inclusion of international learners. The views above mainly understood inclusion as exclusively applied to learners with disabilities. However, there was apparent silence on the need for the inclusion of international learners in schools in South Africa.

However, in the focus group discussion the researcher probed the teachers on the inclusion of international learners and there was consensus that the concept of inclusion was really wider

that learners with special needs. The teachers added that at first when they heard about inclusion it referred to learners with special needs. Teacher D stated,

When I was training to be an educator, inclusion was mainly understood in relation to learners with special needs. However, no it includes different groups of learners. This conversation has just reminded me that on a daily basis we deal with inclusion of learners from outside South Africa. Among our staff we have colleagues from other African countries.

Teacher B added,

I forgot to talk about the inclusion of children of migrants in my earlier response. Children of migrants can also be seen as special in the sense that they might not be able to speak isiZulu fluently enough. Children of migrants are mostly unaware of our local culture and values. I think there is need for the inclusion of children of migrants in the learning activities in the classroom.

The above views fundamentally support the argument that the teachers had a limited understanding of inclusion. In the teachers' comprehension of inclusion, the concept meant efforts to ensure an inclusive learning environment for learners with disabilities. Special needs in the learning environment in Pinetown excluded the needs of international learners. The above findings are consistent with the conclusions by Crush and Tawodzera (2011) on the challenges faced by migrant children in South Africa. Crush and Tawodzera (2011) argued that the inclusion of migrant children encountered numerous challenges due to teachers' limited understanding of inclusion. Essentially, the meaning of an inclusive learning classroom encompasses all forms of disadvantages that learners bring to the classroom. These disadvantages are not limited to disabilities but include language barriers, race, origin, economic status among others (Makoelle, 2014; Walton, 2011). The diagram below summarises the teachers' understanding of inclusion.

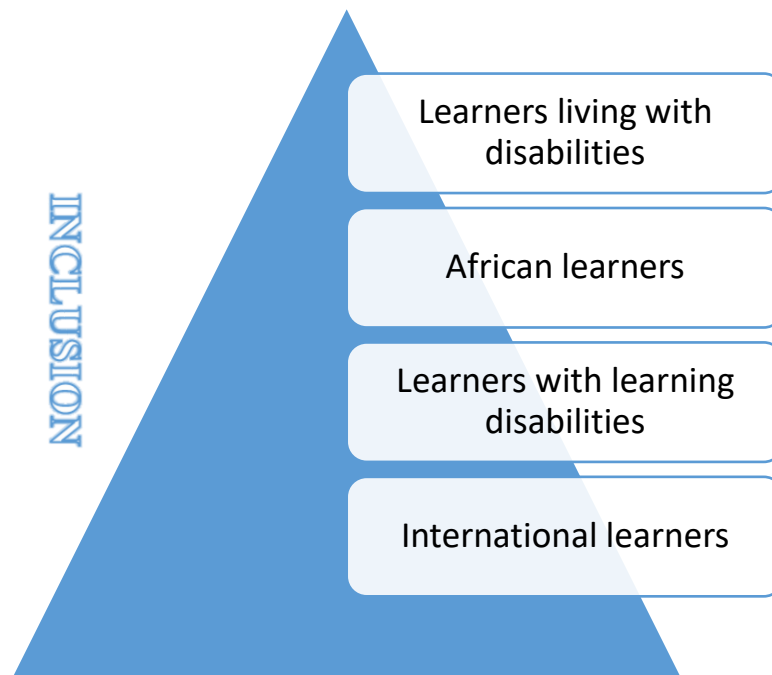


Figure 5.1 Teachers' understanding of inclusion

Figure 5.1 captures the groups of learners that were covered in the teachers' understanding of inclusion in primary schools in Pinetown. Inclusion was viewed as ensuring that learners with disabilities, African learners previously disadvantaged, learners with learning disabilities and international learners were not left behind in the classroom. The teachers were aware that central to inclusion in the classroom was non-discrimination of all learners. The next section unpacks the teachers' views on ways of implementing inclusion in the classroom.

5.2.2 Theme 2: Methods of inclusion of international learners

The teachers were further asked to identify the ways of inclusion of international learners that they practiced in their classrooms. Despite their earlier limited view of inclusion which neglected international learners they were able to identify a few methods. The methods which emerged in both the semi-structured interviews and focus group discussions are presented below.

5.2.2.1 Language as an instrument for inclusion

All the teachers who participated in the semi-structured interviews identified language as a source of exclusion for international learners in primary schools in Pinetown. Using participatory action research in this study facilitated the teachers to generate a solution to the

problem. The teachers revealed a number of language based strategies to promote the inclusion of international learners. The views of the teachers are captured and interpreted below.

TA stated,

Basically international learners are mainly excluded through the use of language. South Africa is a multilingual society with ten official language. While learners learn new languages relatively faster, I have noticed that international learners struggle learning African languages. In order to ensure that international learners are not left behind I always make sure that I also explain everything in English.

The use of language to ensure inclusion of international learners was reiterated by TC who stated,

Language can be used to both exclude and include international learners in learning spaces. In the classroom I have noticed that international learners are not very active when content is delivered in African languages say isiZulu. However, when the discussion is in English, international learners are more active. So in my class I ensure that international learners remain active by using a language that is inclusive.

Another TD revealed,

In my class I always ensure that I give instructions in both isiZulu and English. Teaching in isiZulu might exclude learners who are not fluent in the language. While at the same time teaching in English only might also disadvantage learners with other first languages. So I try to make sure that there is a balance on the languages that I use in my classroom.

The above views indicate that language was both exclusionary and an instrument for inclusion of international learners according to the teachers who participated in the focus group discussion. The use of African languages was viewed as exclusionary in the sense that some international learners were not fluent and therefore end up not being active in class discussions. Therefore, the teachers indicated that they used English in order to ensure that international learners also follow the class discussions. Essentially, inclusion of international learners through the use of English can be viewed as adapting learning content to ensure that it is delivered in an inclusive language.

However, it also emerged from the conversations in the focus group discussion that the inclusion of international learners was being facilitated through helping them learn local languages. TB explained,

I noticed that international learners in my class struggled with African languages. I then engaged with the administration and the parents of international learners to encourage them to learn isiZulu. It was not easy but slowly they learning interact in isiZulu. I felt that since the international learners will be interact with locals in shops, taxis, they needed to be able to speak the local language.

The above statement reflects that international learners were being included by TB through empowering them in isiZulu language. TB argued that since the international learners were going to interact with other sections of the society in South Africa it was important that they get empowered to speak the local language. It was also noted that the strategy to empower the international learners required approval and support from the parents and school administration.

5.2.2.2 Promotion of learner-to-learner interaction

Another way the teachers implemented inclusion of international learners is through promotion of learner-to-learner interaction in the classroom. It was noted from the teachers who participated in this study that international learners struggle to settle into the new learning environment. Hence, the teachers indicated that in order to overcome settling in challenges, international learners are assisted through learner-to-learner interaction. The teachers' views on learner-to-learner interaction are presented below.

Teacher D stated,

It noticed in my class that international learners, especially those recent migrants struggle with making friends. In order to enable international learners to fit in among their peers and make friends, I encourage interaction amongst my learners.

Upon further probing on the ways that Teacher D use to promote the interaction among the learners in their class stated,

It is important to make learners understand that they need each other in order to learn better. Usually I try to include pair work and group work in my classes. Both pair work and group work provide international learners with an opportunity to interact and make friends.

The above statements reveal that inclusion of international learners was being promoted through the use of learner-to-learner interaction in the classroom. Teacher D indicated that international learners struggle with making friends and therefore pair work and group work were viewed as opportunities to promote inclusion. It can be noted that Teacher D did not only

identify a problem but managed to be creative and come up with a solution that promoted inclusion of international learners.

Another teacher TB stated,

When three international learners joined my class last year, they really struggled to adjust. It seems everything was new and unfamiliar for the international learners. As a way of helping the new learners to adjust I decided to involve them in group work. Group work facilitated the international learners' integration and inclusion. International learners were able to open up and contribute to the group discussion and feedback. It was no surprise that the first friends for the international learners were from these groups.

Teacher A added,

Learner interaction contributes significantly to the international learners fitting into the learning environment here in South Africa. As teachers we may try to assist the international learners but it's easier when they learn from their colleagues. I sometimes sort of assign friends or playmates to new learners to speed up their settling in.

From the above contribution by Teacher B it can be noted that the inclusion of international learners was promoted through group work. The view by Teacher B, Teacher A and Teacher D coincided on the contribution of making friends on the inclusion of international learners. Additionally, it can be argued that learner-to-learner interaction through pair work, group work and making friends were viewed as important aspects in the inclusion of international learners.

The above findings on the contribution of friendship in the learning of learners confirm conclusions by Ferrer and Fugate (2014). Ferrer and Fugate (2014, p. 1) argue "Friendships help children develop emotionally and morally. In interacting with friends, children learn many social skills, such as how to communicate, cooperate, and solve problems." Essentially, in the inclusion of international learners, friendship was viewed as promoting the international learners learning of local languages. Furthermore, it can be argued from the views above that the peers and classmates of the international learners were contributing to their inclusion.

5.2.2.3 Creation of a non-discriminatory learning environment

It also emerged from the semi-structured interviews and focus group discussions that the inclusion of international learners can be facilitated through creation of a non-discriminatory

learning environment. The views of the teachers on the contribution of a non-discriminatory learning to the inclusion of international learners are presented below:

Teacher C explained,

The teacher plays an important role in welcoming and integrating international learners into the school and classroom. I make sure that I provide an all-inclusive classroom. I do not see different races or any differences in my learners. All learners are equal and this promotes inclusion in my class.

It can be noted from the statement by Teacher C that there was an understanding that the teacher is pivotal in the inclusion of international learners in primary schools in Pinetown. Teacher C indicated that inclusion of international learners is hinged on the view that all learners are equal regardless of their apparent differences.

Teacher D added,

I am of the view that any form of discrimination in the classroom be it, against learners with disabilities, international learners among others can be actually be linked to the teacher's approach. As a teacher I have to be exemplary that all learners are equal. Our learners are young and they learn more through observation. So in my class I treat my learners equally.

Teacher A indicated,

Some learners in our schools and classrooms come from homes and communities which view migrants as different and less welcome in South Africa. It is obvious that even some of the international learners come from homes which view differences in people. It is my task as an educator to remove those biases and create an inclusive classroom. Hopefully some of these lessons are being taken home by the learners.

Teacher B stated,

Both local learners and international learners are exposed to the challenges that are sometimes faced by migrants in South Africa. So when they come to school a non-discriminatory learning environment is important for their wellbeing. I support the view that a non-discriminatory teacher is important in the inclusion of international learners. There are certain names used to refer to foreigners in society, I make it clear that they do not have any place in my classroom.

From the preceding statement by Teacher D, it can be noted that a non-discriminatory learning environment can be created through the teacher being exemplary. In this case Teacher D revealed that the learners in primary school are young and therefore learn mainly through observation. Teacher A also added the view that some learners, both local and international learners come from discriminatory homes and therefore the school and teacher should be non-discriminatory. The views by all the teachers cited above are consistent with the argument that inclusive education is largely dependent on the teacher's contribution (Tyagi, 2016). Tyagi (2016, p. 1) states "Inclusion requires teachers to accept the responsibility for creating schools in which all children can learn and feel they belong." Thus, it can be argued that the inclusion of international learners was noted from this study to be mainly dependent on the role of teachers. Teachers play that important role by being exemplary in their work so that the young learners do not see any differences between them and their peers.

It also emerged from the above statement by Teacher B that both local and international learners are exposed to challenges faced by foreigners in some societies in South Africa. While Teacher B noted that the school cannot control what happens in the wider society, name calling on foreigners had no place in her classroom. According to Teacher B, she does not allow names used by some sections of the society to refer to foreigners to be used in the classroom. Thus, it can be argued that another critical component of inclusion of international learners adopted in primary schools in Pinetown was a non-discriminatory learning environment free of name calling. Additionally, the teachers' role indicated above by the teachers who participated in this study are consistent with the curriculum representations theory by Van den Akker (2003) explained in one of the previous chapters (Chapter 3). Van den Akker (2003) explains that teachers play a central role in the curriculum and therefore I argue that teachers also play an important role in the inclusion of international learners.

5.2.3 Theme 3: Factors influencing teaching understanding of inclusion

In order to get a better understanding of the status of inclusion of international learners in primary school in Pinetown district, I sought the factors influencing the teachers' views on inclusion. The teachers in both the semi-structured interviews and focus group discussions revealed a number of factors that shaped their understanding of inclusion. The sub-themes that emerged were formal training, regulatory framework and informal interactions. The verbatim narrations and interpretations of these sub-themes are presented in more detail below.

5.2.3.1 Formal training

There was consensus in the focus group discussions that the teachers' understanding of inclusion was mainly shaped by formal training. Formal training included university training and staff development workshops.

Teacher A stated,

My understanding of inclusion can be traced to the lectures at university. There was emphasis in lectures that the transition to democracy in our country means no discrimination in education. So every time that I am teaching I always remember that all learners are equal and should be treated fairly.

The above view reflects the influence of the university education on TA's understanding of inclusion. Additionally, TA revealed that during university she learnt that inclusion was related to the transition to democracy in South Africa. Prior to the democratic transition in South Africa, there was apartheid which denied black children an equal opportunity to learn and progress in life.

Teacher D explained,

At university, I was taught about the international conferences such as the Salamanca. The Salamanca conference was about inclusion of learners with disabilities. I always think about the lectures on inclusion every time I have learners with disabilities in my class or even when I meet people living with disabilities.

Teacher B indicated,

For me workshops by department have contributed to my understanding of inclusion. Yes, at university we were taught about inclusion but it was not as practical as workshops. At workshops we get to meet with colleagues in similar circumstances.

From the above statements it can be noted that formal training at university and workshops shaped the understanding of teachers in primary schools in Pinetown. Additionally, Teacher B revealed that the teaching of inclusion at university was largely theoretical as compared to the practical approach during workshops.

5.2.3.2 Regulatory framework

The other factor which was influential on the teachers' understanding of inclusion in primary schools in Pinetown was the constitution and the South African Schools Act. Teacher D elaborated,

Our understanding of inclusion draws from the constitution of the country. Our democratic constitution does not allow any discrimination in the society. So that non-

discrimination also extends into the classroom with the inclusion of learners with disabilities, learners from different races among others.

Teacher C added,

Even the South African Schools Act does not allow discrimination. I believe that the SASA is clear on what we should do as teachers in order to promote fairness in the classroom. In university we were taught that inclusion was a legal requirement according to SASA.

The views by Teacher C revealed an interconnection between university training and the legal influence on her understanding of inclusion. Teacher C's legal understanding of inclusion is influenced by the South African Schools Act. Additionally, this legal knowledge was obtained through university education, which reflects some interconnectedness. I argue that a teacher's understanding of inclusion is attributable to numerous factors, according to findings from this study.

5.3 Teachers' understanding of inclusion in reference to the curriculum component

The primary school teachers understood inclusive education from the policy documents used in all the schools. The challenges were seen in implementing what they have learnt. Thought it was difficult to find out why they were unable to implement inclusive education in their classrooms because of the Covid-19. The fact of the matter was that, policies have to be implemented. Whether it was in their teaching and learning or when playing with learners in the playgrounds, the inclusivity had to play a significant role. What I am taking away as a researcher is that teachers in this urban school were able to learn more about inclusive education. Each teacher involved in the research had a responsibility to learn and implement inclusive education in their classrooms.

5.4 In terms of the intended, implemented and attained curriculum

It became the duty of each and every single teacher to be inclusive in each and every classroom, that is making every difference become less different. Inclusivity in the classrooms are filled with diverse learners, each of whom has strengths and challenges. Inclusion give each learner a way to talk about how everyone learns in their own way. They may find that they have more

in common with other learners than they thought. This can go a long way in helping learners know that difference is just a normal part of life. Including what is intended makes it easy to be attained by all learners in the classroom. The findings revealed that teaching and learning materials are important elements in enhancing an enabling learning environment in rural primary schools for inclusion to take place. When the teaching and learning materials are prepared well in advance, teaching and learning can be an enabling experience for both the teacher and learners, particularly LSEN in rural primary schools. Schools in rural areas fail to adequately respond to the needs of children with learning barriers (Khanare, 2012). Resources have an important role to play in supporting the development of inclusive practices. That involves the utilisation of the expertise and specialised resources to effectively meet the needs of pupils with a range of needs within mainstream settings (Ekins, 2012). The findings reveal that the flexibility of human resources is important in enhancing an enabling environment for LSEN in rural schools. The participants fully advocated the flexibility of teachers and the entire learning environment. The participants reported that an enabling environment for LSEN is not just a pipedream as it can be achieved through serious commitment on the part of all educational stakeholders (Hornby, 2015).

5.5 Summary

This chapter presented, interpreted the findings from this study using a thematic approach. The main themes that I identified were the teachers' understanding of the concept inclusion and the ways that inclusion was being implemented by teachers. The findings were analysed using views from contemporary literature and the theoretical framework guiding this study. The findings revealed that there was a gap in the teachers' understanding of inclusion which excluded international learners. Numerous ways of inclusion are being implemented by teachers in primary schools in Pinetown. The next and final chapter of this study presents the summary of findings, conclusions and recommendations of this study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter engaged in the presentation, interpretation and analysis of the findings of this study on the teachers' understanding of inclusion in urban primary schools in Pinetown district. In this chapter, I provide a summary of the entire study, conclusions and recommendations from this study. The study set out to investigate the teachers' understanding of inclusion in urban primary schools in Pinetown district. I was guided by the endeavour to answer the following questions:

- What are the teachers' understanding of inclusion in urban primary schools?
- What are primary school teachers' experiences of inclusion in urban primary schools?
- Why do primary school teachers understand inclusion the way they do?

The next section summarises the study using a chapter-by-chapter approach.

6.2 Summary of the study

This study on the teachers' understanding of inclusion in urban primary schools in Pinetown district was presented in six chapters. All the chapters contributed to pursuit to answer the critical questions that guided this study.

In Chapter One I provided the background to the study which identified research gaps in inclusion discourse. The research gaps revealed that studies on inclusion have mainly focused on the inclusion of learners with various disabilities while neglecting research on the inclusion of international learners. The chapter also presented the research problem and critical questions. Additionally, I also explained my interest in the study that was derived from personal and professional experiences.

Chapter Two provided a historical perspective on inclusive education which drew from the United Nations' Universal Declaration of Human Rights (United Nations, 1948) and international conventions. I further unpacked the state of inclusive education in different parts of the world in general and in South Africa in particular. The chapter also linked inclusive education to the constitution of South Africa and the concept of the rainbow nation.

Chapter Three of the study presented a detailed discussion of the theoretical framework that guided this study. The study drew from the curriculum representation model by Van den Akker.

Chapter Four discussed the research methodology that was utilised to generate data in this study. I used a qualitative approach and participatory action research to generate data. Semi-structured interviews and focus group discussions were utilised to generate data on the teachers' understanding of inclusion. I also explained the ethical considerations that I took heed of in this study.

In chapter five I presented the findings from this study. The presentation of findings was supported by verbatim quotes from the participants. The findings were analysed in line with the critical questions, contemporary literature and theoretical framework. The main themes that emerged from the analysis were: the teachers' understanding of inclusion, methods of inclusion of international learners and factors influencing the teachers' understanding of inclusion.

6.3 Conclusions from the study

This section presents the main conclusions from the findings in this study:

6.3.1 Teachers' understanding of inclusion

From the findings presented in the previous chapter, I conclude that teachers in urban primary schools in Pinetown district who participated in this study understood inclusion in relation to learners with disabilities and different races. The participants understood inclusion as a non-discriminatory teaching and learning environment, inclusive of learners of different races and learners with disabilities.

6.3.2 Methods of inclusion of international learners

From the findings in this study, I conclude that international learners are included in urban primary schools in Pinetown district through the use of language, promotion of learner-to-learner interaction and creation of a non-discriminatory learning environment.

6.3.3 Factors influencing the teachers' understanding of inclusion

The teachers' understanding of inclusion in urban primary schools in Pinetown district was influenced by their formal training and staff development workshops and the regulatory framework. From the findings, it can be concluded that the teachers' understanding of inclusion was largely influenced by their training in university and during staff development workshops. All stakeholders; teachers, parents, the entire community, school administrators, policymakers, the government, and its respective supportive ministries should acknowledge that inclusivity requires teamwork. Every stakeholder should fully support learners with special educational needs at schools. All should embrace the principles of inclusivity in education.

6.3.4 1 Recommendations from this study

The researcher makes the following recommendations:

- The Department of Education should include the inclusion of international learners in its workshops and training programmes for educators in Pinetown district.
- Teachers teaching in schools with international learners should implement learner-to-learner interaction and a non-discriminatory learning environment.
- Policymakers need to examine the importance of inclusion in schools in South Africa.
- Future researchers are recommended to carry studies on the teachers' understanding of the inclusion of international learners in other provinces in South Africa.
- Parents were not supporting the learners with their homework due to the school's rural context.
- Learners' backgrounds are very important for a learner to master the concepts of fractions. It is recommended that parents should support their children as teachers should possess the knowledge of different contexts (DBE, 2011).

- The time provided for the teaching of fractions was not sufficient and teachers occasionally use time for other important subjects such as P.E. to cover fraction concepts. It is recommended that the policymakers assist teachers to utilise their instructional time to teach fractions efficiently and be taught throughout the year.
- The DoE should ensure that teachers all have the same understanding of “assessment” in order to teach the same content at the same school. The in-service training is essential. Further, the assessment set in CAPS should accommodate all levels of learners in order to attain their full potentials.

6.5 Conclusion

The learning concepts, referred as the ten components of a curricular spider web, according to Akker (2010) allow teachers to understand their practice with different learners. This promotes both the community understanding and the subject understanding of teachers’ practices. In this case, these concepts within the conceptual framework must communicate theory in practice. Learners' backgrounds are very important for a learner to master inclusive education. This suggests that spider web components will be affected because each component is attached to each other. A conducive learning environment will enable teachers to use professional content knowledge effectively. Moreover, teacher development in the implementation of curriculum differentiation through CAPS is needed in order to acquire the intended results of the curriculum. This chapter also included a summary of the research inquiry and the pertinent findings and I outlined the suggestions for further research. Lastly, I expressed achievable recommendations from each curriculum spider-web concept.

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Appendices

Appendix 1 Permission to conduct research in the KZN Institutions



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma/Buyi Ntuli

Tel: 033 392 1953/51

Ref.:24884/13

Mrs Princess Ngidi
32 Deenhurst Way
93 Inanda Road
HILLCREST
3050

Dear Mrs Ngidi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "TEACHERS' UNDERSTANDING OF INCLUSION IN URBAN PRIMARY SCHOOLS IN PINETOWN DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 24 March 2020 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/observation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag 30137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

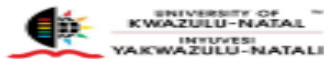
Dr: E.V. Nzama
Head of Department: Education
Date: 24 March 2020

...Leading Social Compact and Economic Emancipation
Through a Revolutionary Education for all...

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag 30137 - Pietermaritzburg - 3200 - Republic of South Africa
Physical Address: 238 Pietermaritzburg Street - SaMEDI Building - Pietermaritzburg - 3200
Tels: +27 33 392 1953 - Fax: +27 333 392 1000 - Email: PhindileDuma@education.kz.nu - Website: www.education.kz.nu
Facebook: KZNDOE... Twitter: @DOE_KZN... Instagram: kzn_education... YouTube: kzn

Appendix 2 Ethical clearance

1



22 May 2020

Mrs Princess Thembile Ngidi (219002110)
School Of Education
Edgewood Campus

Dear Mrs Ngidi,

Protocol reference number: HSSREC/00001361/2020

Project title: Teachers understanding of inclusion in urban Primary schools in Pinetown District
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 12 May 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

This approval is valid until 22 May 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,

A black rectangular box redacting the signature of Professor Dipane Hlalele.

Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8200 / 8507 / 5987
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

Appendix 3 Letter to the Department of Basic Education

32 Deerhurst Way

93 Inanda Road

Hillcrest

3650

27 February 2020

Attention: The Head of Department

Department of Basic Education

Province of Kwazulu-Natal

Private Bag x9137

Pietermaritzburg

3201

Dear Sir/ Madam

I am Princess Thembile Ngidi (Student Number: 219002110) currently enrolled for a master's in education degree at the University of Kwazulu-Natal (Edgewood Campus). As part of my degree requirement, I am required to conduct research. I therefore kindly seek permission to conduct research in April in two schools under your jurisdiction in Pinetown District.

My study title is: *Teachers' understanding of inclusion in urban Primary schools in Pinetown District*. The aim of the study is to explore teachers' understanding of inclusion in urban primary schools in Pinetown District. The planned study will be focused on purposively selected teachers. The sampled participants will participate in interviews (Zoom) and focus group discussions (Zoom). The interviews will be 30 minutes while the focus group discussions will only last for one hour and 30 minutes.

The confidentiality of the participants will be protected. There will be voluntary participation in the interviews and focus group discussions. Additionally, the participants are free to withdraw their participation during the course of the study. Pseudonyms will be used to ensure confidentiality. Kindly note that there will be no financial benefits that the participants may accrue as a result of their participation in this research project.

For further information on this research project, please feel free to contact my supervisor or the research office whose contact details are as follows: Dr Blanche Hadebe-Ndlovu. Cell Number: 0724109046. ndlovubl@ukzn.ac.za. The Name of researcher: Princess Thembile Ngidi. 0781453239. thembilengidi@yahoo.com. You may also contact the Research Office through: HSSREC. Research Office Tel: 0312604557. Email: hssrec@ukzn.ac.za

Thanking you in advance for your time and consideration.

Yours Sincerely

Princess Thembile Ngidi

Appendix 4 Letter to Schools

32 Deerhurst Way

93 Inanda Road

Hillcrest

3650

27 February 2020

Attention: The Principal

Sample School

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Princess Thembile Ngidi (Student Number: 219002110) currently enrolled for a Masters in Education degree at the University of Kwazulu-Natal (Edgewood Campus). As part of my degree requirement, I am required to conduct research. I therefore kindly seek permission to conduct this research at your school in April 2020, at any day of your choice.

My study title is: *Teachers' understanding of inclusion in urban Primary schools in Pinetown District*. The aim of the study is to explore teachers' understanding of inclusion in urban primary schools in Pinetown District. The planned study will be focused on purposively selected teachers. The sampled participants will participate in interviews (Zoom) and focus group discussions (Zoom). The interviews will be 30 minutes while the focus group discussions will only last for one hour and 30 minutes.

The confidentiality of the participants will be protected. There will be voluntary participation in the interviews and focus group discussions. Additionally, the participants are free to withdraw their participation during the course of the study. Pseudonyms will be used to ensure confidentiality. Kindly note that there will be no financial benefits that the participants may accrue as a result of their participation in this research project.

For further information on this research project, please feel free to contact my supervisor or the research office whose contact details are as follows: Dr Blanche Hadebe Ndlovu. Cell Number: 0724109046. ndlovubl@ukzn.ac.za

Name of researcher: Princess Thembile Ngidi. 0781453239. thembilengidi@yahoo.com

You may also contact the Research Office through: HSSREC. Research Office Tel: 0312604557. Email: hssrec@ukzn.ac.za

Thanking you in advance for your time and consideration.

Yours Sincerely

Princess Thembile Ngidi

Declaration

I..... the Principal of
..... give consent to Princess Thembile Ngidi to conduct her study at my school provided that the study will not interfere with the official business of the school. I also confirm that I understand the contents of this document and the nature of the research project for the study: Teachers’ understanding of inclusion in urban Primary schools in Pinetown District. I am fully aware that there is no financial benefit from this research.

Signature of the Principal..... Date.....

Signature of witness.....Date.....

Thank you in advance

Appendix 5 Letter to research participants

32 Deerhurst Way

93 Inanda Road

Hillcrest

3650

27 February 2020

Dear Participant

INFORMED CONSENT LETTER

I am Princess Thembile Ngidi (Student Number: 219002110) currently enrolled for a Masters in Education degree at the University of Kwazulu-Natal (Edgewood Campus). As part of my degree requirement, I am required to conduct research. My study title is: **Teachers' understanding of inclusion in urban Primary schools in Pinetown District**. The aim of the study is to explore teachers' understanding of inclusion in urban primary schools in Pinetown District. The planned study will be focused on purposively selected teachers. The sampled participants will participate in interviews (Zoom) and focus group discussions (Zoom). The interviews will be 30 minutes while the focus group discussions will only last for one hour and 30 minutes.

The confidentiality of the participants will be protected. There will be voluntary participation in the interviews and focus group discussions. Additionally, the participants are free to withdraw their participation during the course of the study. Pseudonyms will be used to ensure confidentiality. Kindly note that there will be no financial benefits that the participants may accrue as a result of their participation in this research project.

For further information on this research project, please feel free to contact my supervisor or the research office whose contact details are as follows: Dr Blanche Hadebe Ndlovu. Cell Number: 0724109046. ndlovubl@ukzn.ac.za. Name of researcher: Princess Thembile Ngidi. 0781453239. thembilengidi@yahoo.com . You may also contact the Research Office through: HSSREC. Research Office Tel: 0312604557. Email: hssrec@ukzn.ac.za

Thanking you in advance for your time and consideration.

Yours Sincerely

Princess Thembile Ngidi

DECLARATION FOR PARTICIPANTS

I (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	Yes	No
I agree to participate in the study.		
I understand that participation is voluntary.		
I understand that I may withdraw from the study at any time with no penalties.		
I understand that there will be no financial or material gain from the study.		
I understand and consent that an audio recorder will be used during the interviews.		
I agree to participate in a Zoom meeting.		

Signature Date

Appendix 6

INTERVIEW SCHEDULE

Greetings. I am very pleased that you have agreed to join me today for this Zoom meeting. I will not refer to any participant by name in the reports I prepare. The information will be kept confidential and used only for research purposes. Thank you.

OBJECTIVE 1: To understand teachers' understanding of inclusion in urban Primary schools

1. How do you understand the concept of inclusive education?
2. What are your personal strengths as a teacher regarding the implementation of the policy on inclusion?

OBJECTIVE 2. To explore the teachers' experiences of inclusion.

1. What challenges have you encountered in the inclusion of migrant learners in your classroom?
2. What resources are available at your school to help you deal with migrant learners?
3. How do you address diversity in your classrooms to accommodate all the learners?

OBJECTIVE 3: To understand why teachers understand inclusion the way they do.

1. How do you adapt your teaching practice to accommodate migrant learners in your classroom?
2. If you had a choice would you allow your principal to admit migrant learners into your class?

Appendix 7

FOCUS GROUP DISCUSSION SCHEDULE

Greetings. I am very pleased that you have agreed to join me today for this Zoom meeting. I will be moderating the session and moving us along so that we touch on all of the key subjects on our agenda. My role today is to see that we have a productive discussion and to summarize your contributions. I will not refer to any participant by name in the reports I prepare. The information will be kept confidential and used only for research purposes. Thank you.

OBJECTIVE 1: To understand teachers' understanding of inclusion in urban Primary schools

1. How do you understand the concept of inclusive education?
2. What are your personal strengths as a teacher regarding the implementation of the policy on inclusion?

OBJECTIVE 2. To explore the teachers' experiences of inclusion.

1. What challenges have you encountered in the inclusion of migrant learners in your classroom?
2. What resources are available at your school to help you deal with migrant learners?
3. How do you address diversity in your classrooms to accommodate all the learners?

OBJECTIVE 3: To understand why teachers understand inclusion the way they do.

1. How do you adapt your teaching practice to accommodate migrant learners in your classroom?
2. If you had a choice would you allow your principal to admit migrant learners into your class?

Appendix 8

TURN-IT-IN REPORT

The screenshot shows a Turnitin Originality Report for a document titled "Thembile Nidi August 2020.pdf". The report is displayed within the Adobe Acrobat Pro DC interface. The document title is "3/26/2020 Turnitin Originality Report". The text of the document is "Teacher's understanding of inclusion in urban primary schools in Pinetown District". The report indicates it was processed on 26-Mar-2020 at 13:23 SAST, with ID: 1282429429 and a word count of 58463. The Similarity Index is 7%. The Similarity by Source breakdown is: Internet Sources: 7%, Publications: 2%, and Student Papers: N/A. The sources list includes three items: 1. 1% match (Internet from 07-Feb-2019) with URL https://repository.up.ac.za/bitstream/handle/2263/60971/Nhulana_Challenges_2017.pdf?isAllowed=y&sequence=1; 2. 1% match (Internet from 26-Jun-2018) with URL https://repository.up.ac.za/bitstream/handle/2263/62892/Morgan_Grade_2017.pdf?sequence=1; 3. < 1% match (Internet from 13-Mar-2019). The interface also shows a "FORMAT" panel on the right with font settings and a "SCANNED DOCUMENTS" panel with options like "Recognize text" and "Show bounding boxes".

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https://repository.up.ac.za/bitstream/handle/2263/62892/Morgan_Grade_2017.pdf?sequence=1
- < 1% match (Internet from 13-Mar-2019)

Appendix 9

EDITORS CERTIFICATE

Editor's certificate

BHEK MTHEMBU & ASSOCIATES

22 McIver Lane
Ashley
3610

2 September 2020

To whom it may concern

This is to certify that the manuscript titled: *Teachers' understanding of inclusion in urban Primary schools in Pinetown District* has been edited by me for language.

Please contact me should you require any further information.

Kind Regards
ASB

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