

**Educator's Readiness to Implement Inclusive Education: The
case of Umzumbe Rural Schools, Sayidi Circuit**

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Abstract

It is the responsibility of a democratic government to democratize all its spheres: as such, the South African government has the responsibility to democratize its education system. The inclusive education framework was developed to bring about a fair, just, equal and non-discriminatory education system that caters for all learners irrespective of their race, class and health status. This means that everyone should familiarize themselves with the new education system while doing away with the old way of doing things. This is a continuous process which involves dealing with resistance and attitudes. It also involves dealing with the previous system's legacy. It demands of the policy developers or decision makers that they ensure that the public are educated and capacitated enough to bring about the desired outcomes. This research investigates specifically how educators in schools under the Sayidi Circuit respond to the challenges brought by having learners with Special Education Needs and those learners without learning difficulties in the same classroom. This is done by investigating educator's readiness to implement inclusive education in Umzumbe rural schools under the Sayidi Circuit by elucidating on the state of readiness, what constitutes readiness and the importance of being ready to implement positive change. A literature overview to provide an understanding of the readiness of educators to implement inclusive education in South Africa is provided. The readiness theory is used for the purpose of this study. Educators are arguably the most important stakeholders, actors or implementers of inclusive education since they are the ones who deal directly with the challenges that come with inclusion in the classrooms. Having a picture of how they understand inclusive education, how well they are prepared to implement it, and how they actually implement inclusive education is important. A total of 20 educators were surveyed alongside interviews with officials from Department of Education and School Governing Bodies. The findings indicate that educators are not ready to implement inclusive education in Umzumbe rural schools under the Sayidi Circuit. There is still a lot to be done to support educators. This research project is aimed at contributing towards the progress of inclusive education by interrogating the challenges of its implementation. It will also contribute towards furthering the awareness of an inclusive education policy on the part of teachers and learners. Recommendations made here will also help improve the performance of educators regarding their response to the challenges brought by diversity in their classrooms.

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Chapter One: Introduction

1.1. Introduction

Inclusive education has been on the international community agenda for decades. The United Nations through the United Nations Organization for Education, Science and Culture (UNESCO) has been promoting inclusive education around the globe. Countries under the United Nations have also adopted inclusive education in their domestic education agenda. More than two decades ago more than 300 participants representing 92 countries and 25 international organisations gathered in Spain to further the objectives of inclusive education (UNESCO, 1994). This study is aimed at contributing towards the progress of inclusive education. Specifically, the purpose of this study is to determine the extent to which educators in the Sayidi Circuit are willing and able to facilitate the implementation of inclusive education in classrooms and respond to the challenges that arise from dealing with Learners with Special Education Needs (LSEN) and those who do not. This chapter is divided into the following five sub-titles: Historical Background, Objectives, Broader Issues to be Investigated, Key Questions of the Study, and the Conclusion.

1.2. Historical background

With the world globalizing and countries becoming interdependent, there has been a rise in the recognition of human rights. This goes hand in hand with the democratization of governments across the globe. As globalization brings countries closer, a process of adoption of ideologies amongst different countries is evident. Countries adopt and adapt to the demands of the global community since countries are interdependent. This has also been driven strongly by international organizations such as the United Nations. Education is an important part of government's agendas and has unequivocally been part of the international community's agenda. As the world continues to democratize, education itself has also steadily democratized. That is how inclusive education as a framework came into the picture. It is driven by the values of democracy and is aimed at achieving the rights for all humans in education regardless of their background, race, or state of their health (Pienaar, 2013).

What this means is, education systems should become increasingly human rights sensitive and cater to all the learners and stakeholders involved with equality and fairness. South Africa as a democratic state has a constitution that provides assurances for the human dignity of its citizens, by ensuring equality and the advancement of human rights and freedom (Department

of Education (DoE, 2001). This is to say that South Africa committed itself to bringing about an education system that is inclusive of all people from different backgrounds. This is aimed at ensuring that all learners are provided with an equally conducive platform that will enable them to perform at their peak and to realize their potentials.

This was after the existence of an education system that discriminated against other groups of people while prioritizing certain groups. The apartheid government with its separatist laws ensured that there was no equality in the South African education system. Education departments were separated, rules governing those departments were different, and these departments were separated along racial lines (Engelbrecht, 2006). The majority of the learners were the victims of apartheid's education system. These included mainly black learners and LSEN. As such, the development of an inclusive education policy was aimed at redressing such past injustices in education.

1.3. Objectives

- To identify the difference in abilities between the younger or recently graduated educators, unqualified educators and the experienced educators in their understanding and implementation of inclusion in the Umzumbe rural schools.
- To investigate if educators are provided with the proper training or development.
- To investigate educator's attitudes towards inclusive education.
- To investigate if there are enough resources in schools.

1.4. Research problem: Broader Issues to be investigated

Inclusive education is a broad socio-economic issue. It involves changes which provoke certain feelings in the people involved. These feelings may lead to the development of certain attitudes which play a very crucial role with regards to the quality of implementation. The overarching objective of this study was to explore the concept of readiness with regards to educator's implementation of inclusive education. Within this broader object, there are issues to be addressed. Such issues include:

- The readiness of educators to implement inclusive education.
- Educator's attitudes towards inclusion.
- The quality of training provided to educators for them to be able to respond to diversity in their classrooms.

Previous studies conducted on inclusive education indicate that there is very slow progress in inclusive education in South Africa. This slow progress may be attributed to many reasons and caused by many factors. Some of these studies point to implementation as one of the factors that contributes to the slow progress of inclusive education in this country. It is therefore very important to investigate educator's readiness to champion the implementation of inclusive education.

1.5. Research Problems: Key questions to be asked

In some communities LSEN find themselves exposed to further discrimination, ill-treatment, and infringement of their right to human dignity. According to the constitution of The Republic of South Africa (1996: 6), "Everyone has inherent dignity and the right to have their dignity respected and protected". However, LSENs find themselves having to leave schools because of the above and many other reasons. Additionally, this is a further infringement on a learner's right in terms of South African Schools Act, Act no 84 of 1996 (DoE, 1996) which points out that education is a basic human right for all children. In unpacking the concept of readiness with regards to educator's implementation of inclusive education, this study engaged four critical questions:

1. Are educators ready to implement inclusive education?

This is a very important question to ask since it will provide allude to the relationship between teacher's readiness to implement the policy and how they actually perform or respond to the challenges brought by inclusion in their classrooms.

2. Do educators treat learners equally in the classrooms?

Both this question and the ones below seek to investigate educator's attitudes regarding inclusion and their behaviour in the classrooms.

3. Do educators feel positive about the placement of LSEN together with non-LSEN learners in their classrooms?

4. Do educators receive enough training to help them respond to the challenges brought by inclusion in their classrooms?

For educators to be able to accordingly implement inclusive education they need to be empowered.

1.6. Conclusion

This chapter has provided the historical background of the study by providing a brief introduction to inclusive education. It has pointed out the role played by globalization in the development of inclusive education and how globalization has championed the concept of inclusive education. This chapter put forward broader issues to be investigated while also providing the objectives of the study. Broader issues were broken down to specific key questions. It is through key questions that the broader issues would be addressed.

Chapter Two: Literature Review and Theoretical framework

2.1 Introduction

This chapter provides both the literature review and the theoretical framework that will guide the study. The literature review helps to provide a researcher with previous findings concerning a study he or she is conducting. It is an exploration of the existing literature about the issues he or she is investigating. A literature review helps the readers to have an understanding of the reasons behind conducting a study on that specific field. The literature review here focuses mostly on educator's experiences in implementing inclusive education. It also examines what the inclusion policy itself says in conjunction with what other related policies say about inclusive education. It also looks at other important stake holders such as School Governing Bodies and the Department of Education. It begins by focusing at the essence of inclusive education. It then focuses on educator's attitudes and further looks at their training and support.

On the other hand the theoretical framework is important for helping the researcher select the relevant literature for the study and in the analysis of the study's findings. The Readiness theory is the primary theoretical framework for this study. This theory may be in the form of organizational readiness for change as espoused by Bryan J Weiner in 2009 or it may be in the form of the change readiness theory propounded by Jennifer Walinga before him in 2008. Rafferty's et al (2013) definition of individual readiness for change will be used to analyse educator's readiness to implement inclusive education as a change in the South African education system.

2.2 Literature Review

2.2.1 The Essence of Inclusive Education

The inclusive education and training system is not a genuinely South African product. It has its roots from International Human Rights Movements. It uses democratic values and principles to reshape and redirect the process of teaching and learning in schools (Pienaar, 2013). This is to say that inclusive education is being globally viewed as an instrument used to realise "Education for All" (Forlin, 2010). Inclusive education has been on the global agenda for some time and is being viewed as a continuous process (Feng, 2010). It is continuous in the sense that the state of total inclusion has not been realised. Even if that state

for argument's sake could be realized someday, inclusion would always remain relevant and continuous because of the diverse¹ nature of learners. Globalization has made the move towards inclusion possible in almost every corner of the world. Inclusive education and training systems acknowledge that there are external contextual factors that may interfere or influence the process of teaching and learning in schools. Schools do not operate in a vacuum but instead they are located within communities. That is to say, both schools and learners are in constant contact with the wider communities that have different beliefs and values. Such societal beliefs and values have a potential to influence the process of teaching and learning. They also play a huge role in shaping a child's mind when he or she grows up. Therefore it is of great importance that the education system targets these societal or contextual factors to be part of inclusive education and training system.

In general, there has been an observable advance towards a more inclusive education system. Countries both rich and poor have committed themselves to achieving inclusion in their education systems. These are countries under the United Nations and are bound to carry the United Nations mandate through UNESCO. "The convention of Rights of persons with Disabilities was adopted by the United Nations General Assembly in New York on 13 December, 2006. Article 24 of the Convention sets out the provisions of the agreement for education" (Slee, 2011:112). These frameworks seek to assist in achieving inclusive education across the globe. It is these frameworks that influence the move towards inclusive education in different countries. These frameworks drive the education systems in a sense that countries have to adopt the vital elements of these international frameworks when developing their education system frameworks.

Before 1994, South Africa had separate education systems for the different race groups. Each education system had a dual system. There were special schools that accommodated LSEN. These schools were separated from the mainstream schools. However, Black education departments in general could not afford to have special schools for LSEN. This was due to the economic status of the black community and the lack of resources. So a black learner with a special education need was bound to go to a mainstream school which did not know how to

¹ "Diversity is viewed as one of the major features of classrooms in the 21st century (Mastropieri & Scruggs, 2004) and now reflects a "salad bowl" of our multilingual and multicultural society" (Bornman & Rose, 2010: 6).

respond to challenges that come with disabilities (Lomofsky & Lazarus, 2001). This is to say that such a system affected mostly black learners.

“Special education and support services were provided mainly for a small number of ‘learners with special education needs’ in ‘special classes’ in ordinary schools or in ‘special schools’. Special education and support services were provided on a racial basis, with the best resources going to the white learners. Most learners with disabilities were either not in special schools, or had never been to a school. A few were in ordinary schools that could not properly meet their needs. In general, the curriculum and the education system failed to respond to the many different needs of learners. This caused large numbers of learners to drop out of school, or be pushed-out of school, or to fail at school. While some attention had been given to special needs and support in schools, the other levels of education (for example, ECD²) had been seriously neglected” (DoE, 2002: 1).

“The Department of Education (1995) reported that there was a total of 17 separate education departments prior to 1994, all accountable to government through the Department Of National Education which generated policies and controlled budget” (Pienaar, 2013; 5). This suggests that the harmonization of these departments was not possible which somehow brought about the lack of uniformity in the National Department of Education. So many different education systems in one country could not be equally catered for, nor could they be equally resourced and as such, they could not produce the same outcomes. South Africa had to do away with that education system after it became democratic, opting to have a harmonized system that also could address the past injustices of the previous system.

Educational provision at the end of the Apartheid era was therefore fragmented, and based on ethnic separation and discrimination. “The synchronicity of the establishment of a democratic society with human dignity, freedom and equality entrenched in the South African Constitution since 1994 with the increase of inclusive educational practices internationally, has profoundly influenced the transformation of education in post-apartheid South Africa” (Engelbrecht, 2006: 254).

The post-apartheid era did not mean that the country and its education system were now free from the apartheid legacy. The move from the apartheid to democratic era only provided an opportunity to bring about the base that would attempt to put everyone at the same level. This is to say that such a move provided a platform for positive change. This would be a gradual change which would take into consideration the diverse nature of education consumers.

² Early Childhood Development

(Denten & Vloeberghs, 2003) point out that the period around 1994 was characterized by a wide range of political and socio-economic elements that influenced almost every aspect of life. For the education system to have a positive change, there needed to be a thorough consideration of all these factors. For this reason it was of great importance that in bringing about change, a step by step approach was adopted. In this regard the Inclusive Education White Paper 6 was passed in 2001.

The South African Schools Act of 1996, the White Paper on Education and Training of 1995, the White Paper on an Integrated National Disability Strategy (Ministerial Office of the Deputy President, 1997), the National Commission on Special Educational Needs and Training, and the National Committee on Education Support Services Report (DoE, 1997) illustrate that education is in fact a basic right for all children, with or without learning difficulties. These frameworks aim at addressing the educational inequalities of the past, protecting the rights of all people and making sure that all learners are treated fairly; making sure that all learners can participate fully and equally in education and society; making sure that all learners have equal access to a single inclusive education system; making sure that all learners can understand and participate meaningfully with the teaching and learning processes in schools; making sure that there is community involvement in changing the education system for better; helping teachers and other education support services to meet the needs of all learners; and making sure that education is as affordable as possible for everyone (DoE, 2001).

The primary reasoning behind the existence of an inclusive education system is to bring about a situation where education as a basic right for all and is equally distributed to empower all learners to reach their full potential. This will help them to meaningfully contribute to societal matters (Prinsloo, 2001). “The Constitution of the Republic of South Africa Act of 1996 includes a Bill of Rights that entrenches the rights of all South Africans, regardless of race, gender, sexual orientation, disability, religion, culture or language, to basic education and access to educational institutions” (Engelbrecht, 2006: 254). The Constitution of the Republic of South Africa Act, No. 108 of 1996, Chapter 2, section 29 indicates: (1) “Everyone has the right to basic education including adult basic education” (Republic of South Africa: 1996). It further states that “The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture,

language and birth”. In fact section 9, as a whole, provides clarity as far as discrimination is concerned. These rights unbridgeable and fundamental. Inclusive education system promotes education for all and fosters the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they can develop and extend their potential and participate as equal members of society (DoE, 2002).

Inclusive Education is aimed not only at transforming the education system. It is also aimed at deepening democracy and a just society. This is because it promotes the coming and working together of different stakeholders. (Engelbrecht, 2006: 260) argues that “Since the promulgation of the South African Constitution in 1996, the transformation of schools to become democratic institutions has become a reality and it is required of schools to move from a conservative, exclusionary and authoritarian system, to a more inclusionary and democratic system”. This brings about not only the understanding of inclusive education – that is, knowledge with regards to responding to challenges accompany the placement of LSENs with non-LSENs – but it also has the possibility of bringing about tolerance between various stakeholders (Engelbrecht, 1999). (Engelbrecht, 2006: 254) further points out that “A flourishing democracy involves acknowledging the rights of all previously marginalized communities and individuals as full members of society, and requires the recognition and celebration of diversity, reflected in the attitudes of its citizens and in the nature of its institutions”. Inclusive education has been embraced as a means towards the creation of a caring, inclusive society and teachers have a critical role to play as change agents in the creation of such a society (DoE, 2001).

Since 1948 the apartheid government had been the sole player when it comes to education policy making. It used its uncontested legal powers to promulgate education policies. Its actions were also backed by its superior political power (Department of Education, 1997; Jansen, 2001; Engelbrecht, 2006). This made sure that other important stakeholders were marginalized and made it possible for the apartheid government’s education system to be biased. This was mostly at the expense of black learners.

“The 1980’s witnessed an increasing demand for a democratic government and it became increasingly clear that any system imposed by an Apartheid government would fail and that a radical transformation was necessary (du Toit, 1996). The potential for meaningful participation which the democratic elections of 1994 made apparent to the majority of South Africans, heralded a new era of

possibilities for inclusiveness in the process of developing social and educational transformation (Engelbrecht, 2006; 254).

In the post-apartheid era, inclusion in the education system was inevitable. This is because the democratic government realized that it could not be the sole player with regards to policy making. It recognized the relevance of other stakeholder participation when it comes to policy making. The Inclusive Education White Paper 6 recognizes that learners and youth are capable of learning and support for them needs to be provided. It further states that inclusive education and training promotes the acceptance and respect for diversity in the classroom (DoE, 2001). For this reason both LSEN and learners without special education needs were placed in the same classrooms. This is what inclusive education framework demands.

2.2.2 Educator's Attitudes about Inclusive Education

The success of the implementation of inclusive education is dependent not only on educators but on other stakeholders as well. However, educators remain the primary implementers. "Because teachers are significant stakeholders in education, professional development is critical, since transforming the system cannot happen if teachers are not prepared to make this shift" (Pienaar, 2013: 12). The post-apartheid South African Department of Education (DoE) inherited a legacy of inequalities. In response, it has mixed out numerous policies in its quest to redress these inequalities and provide quality education for all. Unfortunately, the reality is that new policies tend to arouse mixed feelings: excitement amongst those who see the necessity for change and uncertainty and even anxiety among those who do not identify themselves with change but who are expected to implement policies aimed at changing the status quo (Ntombela, 2011).

People react differently towards change. Change brings with it new responsibilities. These responsibilities may lead to some fears and insecurities. Change involves rejection of past behaviours, adoption of new things and adaptation to a new environment or ways of doing things. However, before educators can play such a role they need to develop an understanding of why the change is necessary (Mthembu 2009). The implementers of inclusive education also differ with regards to their opinions about the relevance of inclusive education (Ntombela, 2011). Naicker (2008: 11) argues that "it is generally accepted that change is challenging and may be perceived as a threat. Educators are currently expected to make major changes in the way they understand teaching and learning in an inclusive classroom".

Furthermore, “Research has shown that educators feel that most of the changes are forced upon them that they have no say in the changes and that changes make no meaningful contribution to their professional development” (Naicker, 2008: 11).

In preparing teachers to implement and understand inclusive education, the DoE excluded educators while preparing courses. It included academics from Universities, people from NGO’s, education officials and other players. “The government's initiatives since 1994 on development, for example, of Outcome Based Education and the revised new curriculum of 2005 have contributed to the disempowerment of educators” (Naicker, 2008: 11). “Ministry does not necessarily mean that teachers will immediately abandon their old ways of practice. Instead, there may be reluctant to try out something new under the pretext of ‘why change what works?’” (Ntombela, 2011: 7). Mthembu (2009: 10) maintains that “Until schools develop an understanding of why change is necessary, most educators will still perceive LSEN as not their problem. The role of educators in changing environments is required to also change, if there is to be a smooth transition from mainstream education to inclusive education”.

“Teachers should be willing to engage themselves on a positive relationship with the learners having learning barriers. It is this kind of relationship that will contribute towards a success of inclusive education. This deems it necessary for the educator to respect the LSEN, to trust in his educability, to understand the uniqueness of the LSEN in a positive sense and to ensure that discipline is meted out in a fair and even-handed manner” (Naicker, 2008: 84).

Educators need to understand the reason for change and this will help them to change their attitudes towards LSEN. Change also demands them to abandon some of their previous beliefs and actions and obtain new skills (Davis & Green, 1998). Naicker (2006: 4) argues that “Given, the underestimation of epistemological issues, it is increasingly difficult to shift thinking and practices. South African educationists need to be exposed to epistemological issues in order to understand the type of changes that need to take place in teaching and learning”. Additionally Nel et al (2011:77) narrates that “...the primary condition for successful inclusion of students with special needs in the regular classroom is a change from negative to positive attitudes of regular school teachers towards learners with special needs and their inclusion in the regular classroom”. As such, it is through proper educator training that educator’s perceptions and attitudes can change for the better.

“Opportunities to engage with people with disabilities and their advocates during initial teacher training have provided an avenue for addressing negative attitudes towards people with disabilities and for encouraging more positive attitude towards inclusion” (Forlin, 2010: 6). An increased interaction with learners with special needs in training brings about a positive influence on educator’s attitudes towards inclusive education (Sharma et al., 2008; Forlin, 2010). Pienaar (2013: 12) observes that “There is evidence from a number of international studies that teacher commitment to inclusive practices is determined by their attitudes towards inclusive education”.

The belief by some educators that they do not qualify to educate LSEN because they do not possess special education qualifications is also contributing negatively towards the progress of inclusive education. This has resulted in educators being unable to understand that some challenges that LSEN face may be rooted in the way they educate them, the schooling system and even from the communities (DoE, 2002). When implementers of the policy have identified with the policy, their attitudes towards the implementation of the policy change for the better. Disabled children are bullied by teachers, despite the fact that they experienced discrimination themselves during the Apartheid era and they seem unable to grasp the fact that their own attitudes towards diversity contradict basic human rights and equitable access to education (Peters, Johnstone & Ferguson, 2005). When educators perceive inclusive education the right way they should be eager to create a conducive environment for effective learning in the classroom. Such an environment should be democratic, inclusive, and characterized by respect and politeness (Bornman & Rose, 2010).

The implementers of the policy or program should feel like the program is theirs. They need to identify with the program. Successful implementation of inclusive education is largely dependent on educator’s readiness for inclusive education. The lack of preparedness of educators to deal with diversity has not only disadvantaged many learners but has often also left educators feeling inadequate (Naicker, 2008: 82). Further to that, many teachers find it difficult to come to grips with the associated additional demands of inclusion against the backdrop of “change overload” from which educators are suffering at the moment (Mthembu, 2009).

“Under the current education system, every school teacher and student is assumed to be making an effort to build an effective learning environment. Yet finding effective ways to manage students with diverse educational needs is currently problematic for local schools. Inclusion in schools requires a paradigm

shift in the way schools operate and in catering for the diversity of students” (Thomazet, 2009 cited in Yeung, 2011: 2).

Educators are in schools to provide change. They also believe they can bring about this change. Some educators do acknowledge the importance of inclusive education but they feel they are not equipped enough to implement it. As a result they are not sure about what they are doing.

2.2.3 Educators Support and Training

Inclusive education demands a change in the old way of doing things. It demands educators to be skilled enough for them to be able to ensure successful implementation. This is to say that educators need proper training and support from all the stakeholders in order for them to meet the needs all learners (Winifred, 2009).

“The training, knowledge, skills and competencies required for the effective implementation of inclusive education are substantial different from that of mainstream education. The competencies required to teach in an inclusive setting involve being able to adapt curricular content and teaching methods to assist the learners with special education needs. Successful inclusion also means working in collaboration with colleagues, parents and the broader community” (Mthembu, 2009: 62).

To be adequately prepared to respond to the challenges that come with inclusion in the classrooms, educators prefer formal education from universities (Forlin, 2010). However, what is noticeable is that even though educators do prefer formal education and receive formal education from universities, the kind of education they normally receive on a daily basis is an informal one. They learn with their colleagues and in the process educate one another. They also learn from their direct interaction with learners with special needs (Booth et al., 2003; Forlin, 2010). “The training, knowledge, skills and competencies required for the effective implementation of inclusive education are substantially different from that of mainstream education” (Mthembu, 2009: 62). The skills required in an inclusive environment include adaptation to curricular content and education approaches to help LSEN. Successful inclusion can be achieved when publics work together for the realization of a common goal (Mthembu, 2009). Another necessary condition for the successful implementation of inclusion is continuous support and assistance to teachers by others. This implies that educators themselves need to have mechanisms to help one another in schools.

“Educators in main-stream schools need to practice different principles of teaching such as the principle of totality, whereby a learner is taught as a whole,

taking into consideration his/her potential, life experiences, capabilities as well as background. The principle of individualization must also be practiced by educators whereby each learner's unique needs and individual abilities are taken into account when teaching and learning is in progress" (Mbelu, 2011: 4).

"Poorly trained teachers who sometimes cannot articulate the learning content in such a manner that responds to the needs of learners could be barriers to learning themselves. The learning material that is not prepared to respond to the learner needs can act as barrier to effective learning" (Mokaelle, 2012: 98). This implies that unqualified educators may not be able to implement inclusive education accordingly. "Because the research results indicated a need for professional development activities, an increasing emphasis was placed by the Department of Education on the development of in-service training programmes for teachers" (Engelbrecht, 2006: 257).

With a lack of proper support at an institutional level and resource scarcity at the school level, successful implementation of inclusive education may remain a dream. The training model or system that is currently in place to train educators is not effective in a sense that it targets very few educators. These educators are therefore required to transfer the knowledge they gained to their colleagues in their respective schools (Engelbrecht, 1996).

As much as there is a significant commitment to transformation and inclusivity at higher levels and at other supporting publics³, there still exists the old way of doing things at classroom levels: there still exists elements of old processes of teaching and learning in classrooms (Engelbrecht, 1996). This means educators and learners still have not changed their perceptions of how education should be. Most educators were trained under the apartheid regime through a deficient model which is now obsolete.

The previous studies so far referred to have identified some of the barriers that encumber educators with regards to the implementation of inclusive education in South Africa. This research seeks to identify the difference in abilities between the younger or recently graduated teachers, unqualified teachers and the old or experienced teachers to understand and implement inclusion in schools. It also seeks to expose the differences in outcomes of the trainings or the developments of the above mentioned groups.

³ Public is any group, entity or individual that has either interest or role to play in inclusive education

2.3 Literature Findings

The literature review has pointed out that educators feel that they are not provided with the necessary platform and skills that will enable them to grow in their profession. Furthermore, they feel that they lack the necessary professional development needed for their profession. This is because they feel they are not provided with opportunities to provide their input when changes are made. As such, this situation makes it difficult for them to embrace change as it is not seen to contribute meaningfully towards their professional development.

According to Naicker, (2008:11) “Research has shown that educators feel that most of the changes are forced upon them; that they have no say in the formulation of such changes and that changes make no meaningful contribution to their professional development”. Educators are the ones who interact with learners in the classrooms on a daily basis. They are the one confronted by challenges that emanate from diversity in their classrooms. Additionally, they are the ones who need to respond to such challenges daily. Therefore, they need to be involved when it comes to making changes to the process of teaching and learning.

This exclusion of educators when amending curricula is disempowering them (Naicker, 2008). It is quite strange that the major change agents are excluded when planning for change when they are expected to ensure that such change is realized at the end of the day. This therefore makes educators to be reluctant to implement inclusive education. Additionally, the confidence of educators with regard to inclusive education remains weak since they do not know what does and does not work. Educators also feel that inclusion of LSEN in their classrooms brings with it much more load on their shoulders and they fail to carry the load. Some literature indicates that most educators believe LSEN are not their problem. This speaks directly to their attitude. Some educators believe they are not equipped to educate Learners with Special Education Needs. They believe these learners (LSEN) should be a responsibility for those educators who are skilled to educate them (DoE, 2002). The literature also indicates that due to their negative attitude towards inclusive education, educators treat LSEN differently to the other learners without special education needs. The educators tend to sometimes abuse Learners with Special Education Needs (Peters, Johnstone & Ferguson, 2005). This is discrimination and is against the objectives of the inclusive education framework.

According to the literature, educators are not prepared well enough or provided with enough support and empowerment to implement inclusive education in schools. This is said to be disadvantaging LSEN. It also does not help educator's confidence. Instead it makes educators feel inadequate and not capable enough to respond to challenges brought to their classrooms by the diverse nature of learners they have to teach (Naicker, 2008). Some educators do acknowledge the importance of inclusive education but they feel they are not equipped enough to implement it. As a result they are not sure about what they are doing. There is still much need for professional development activities. Educators still need to be trained adequately to successfully implement inclusive education in schools. "South Africa has called on [the] educators to implement inclusive education. They are at the interface, they are experiencing significant challenges. Their voices have been heard. They require training and solid structured support, at all levels and from the wider community in order that they may meet the needs of all learners" (Maughreen, 2009: 138).

The lack of relevant resources to implement inclusive education in schools further hinders educators in their quest to implement the inclusive education policy. This makes educators less efficient and results in not so positive or desired outcomes. "Lack of resources and lack of institutional capacity (both in administrative systems and in suitably trained teachers) constrain the successful implementation of new education policies" (Engelbrecht, 1996: 255). The success of any project or policy is highly dependent on sufficient and relevant resources available for its implementation. The implementers may be willing and able to carry out the implementation, however the unavailability of complementary resources can undermine the process to a situation where desired outcomes are not achieved.

2.4 Theoretical Framework

The Readiness Theory is the theory that will guide this study. This theory may be in the form of organizational readiness for change created by Bryan J Weiner in 2009. It may also be in the form of the change readiness theory created by Jennifer Walinga in 2008. Rafferty's et al (2013) definition of individual readiness for change will be used to analyse educator's readiness to implement inclusive education as a change in the South African education system.

In the two forms of readiness theory mentioned above, the individual is the most important element. The theory of individual readiness for change speaks directly to the primary

implementers or the change agents. In this study, educators are the major implementers of inclusive education. They remain the primary change agents. So this form of readiness theory speaks directly to educators. The theory of organizational readiness for change also speaks to educators as the most important agents for change in the education system.

“Specifically, organizational readiness refers to organizational member’s change commitment and change efficacy to implement organizational change” (Weiner, 2009: 2). Change commitment may be understood as the willingness to adapt, adopt and identify with the new ways of carrying out daily responsibilities. Since South Africa had a dual system, educators were used to it. As such, a move away from the dual system to a single or inclusive system needs educators as change agents to change their old way of doing things. Surely, two different systems under two different contexts and environments may not demand the same commitment. This is to say, now that the post-apartheid regime has moved away from the old dual system, educators need to adapt to the new system and offer new commitments which are relevant to the goals, aims and objectives of the new system. This suggests that there should be a change in behaviour, attitude and psychology. More importantly, they need to know how they should bring about this change.

“In summary, we propose that an individual’s overall evaluative judgment that he or she is ready for organizational change is influenced by (1) the individual’s beliefs (a) that change is needed, (b) that he or she has the capacity to successfully undertake change, and (c) that change will have positive outcomes for his or her job/role and by (2) the individual’s current and future-oriented positive affective emotional responses to a specific change event” (Rafferty et al, 2012: 16).

The above judgement criterion provides what the specific elements are that need to be taken into consideration when analysing educators readiness to implement inclusive education in schools. It is worth mentioning that implementation is arguably the most important stage of any policy. Hill (1998: 17) points out that “Implementation is the crucial business of translating decisions into events: ‘of getting things done’. Here is where the objectives and aims need to be constantly taken into consideration to obtain positive results. If educators are really familiar and identify with inclusive education frameworks they should always take them into consideration when they teach in their classrooms. Such an act should be evident in the process of teaching and learning, with the possible outcome of improving the implementation of the framework, and thereby leading to positive results. Hill (1998: 17) argues that “It is dangerous to assume either that what has been decided will be achieved, or

what happens is what was intended”. This suggests that educators as the implementers of the inclusive education policy need to understand and to own the vision of the department.

Moreover, they need to identify with the vision. Investigating their readiness to implement the policy is of paramount importance. Weiner (2009: 2) in the same vein states that “Organizational members can commit to implementing organizational change because they want to (*that is*, they value the change), because they have to (*that is*, they have little choice), or because they ought to (*meaning*, they feel obliged)”. (Words in italics not in original text.)

Educators as organizational members who are change agents or primary implementers of inclusive education in their classrooms are likely to be efficient if they value or see the need for inclusion in their classrooms. They are likely to be less efficient if they feel they have little choice or if they feel obliged to implement inclusive education at school. This is because their attitude is likely not to be positive towards inclusive education therefore leading to less efficiency. Getting clarity on the above could help in measuring the educator’s input, output and the outcomes with regards to implementing inclusive education.

“Changing requires addressing the strategy (what you are trying to change), skills (what capabilities the recipients of the change need for success in the new state), and structures (the long-term and short-term organizational tools that support the new state). Moreover, if these areas are not aligned, then the desired outcome (e.g., a changed organization) may never come to fruition” (Cater, 2008:20).

The policy makers together with the DoE should have a clear strategy to equip educators to be able to implement inclusion in schools. Educators should be prepared and skilled to deliver the desired outcome. They should be clear about the inclusive education framework and more importantly its objectives and about the right way to effect positive change. These need to be relevant to the environment and context of rural schools since Umzumbe area is largely rural. If the above conditions are not met there is a possibility of resistance from the implementers. “Resistance occurs when the reason for change is uncertain, the connection between action and outcome is uncertain, and/or the outcome negatively affects the individual” (Cater, 2008: 22). This is to say the inclusive education framework should be clearly sold to the educators and as implementers they need to understand that it is not aimed at negatively affecting them. Change itself should not actually affect the implementers negatively.

“According to Lewin, the first step in the process of changing behaviour is to unfreeze the existing situation or status quo. The status quo is considered the equilibrium state. Unfreezing

is necessary to overcome the strains of individual resistance and group conformity” (Kritsonis, 2004: 2). Kritsonis further states that:

“Unfreezing can be achieved by the use of three methods: Firstly, increase the driving forces that direct behaviour away from the existing situation or status quo. Secondly, decrease the restraining forces that negatively affect the movement from the existing equilibrium. Thirdly, find a combination of the two methods listed above. Some activities that can assist in the unfreezing step include: motivate participants by preparing them for change, build trust and recognition for the need to change, and actively participate in recognizing problems and brainstorming solutions within a group” (2004: 2).

When people have been absorbed by a system they tend to conform to it and believe that it is the best. Unfreezing is very important to bring about the opportunity for the role players to see that the existing status quo can and should be improved. It should be continuous since the legacy of the previous status quo is likely to exist in the future for a given period of time.

“In the theory presented here, organizational structures and resource endowments shape readiness perceptions. In other words, organizational members take into consideration the organization's structural assets and deficits in formulating their change efficacy judgments” (Weiner, 2009: 3). This is to say that educators as primary implementers of inclusive education are likely to apply their knowledge to look at the inclusive education framework, its objectives, the allocation of resources, availability of resources and the type of skills and support provided to them for them to be able to respond to diversity in the classroom. This is important in their judgement of the success of inclusive education and in shaping their attitude and commitment. This will help in investigating if resources are sufficient for implementing inclusive education in rural schools in Umzumbe area and how the shortage or abundance of resources help educators to understand or credit and even perceive change in the process of teaching and learning. In the end, this theory which is in two forms should help us understand the readiness of educators, both theoretically and practically, to adequately and successfully implement readiness theory in schools under the Sayidi Circuit. It will do this by taking into consideration all other internal and external factors that are mentioned in this theory.

2.5 Conclusion

This chapter has summarized previously conducted studies and findings. It has also outlined the Readiness Theory as a tool for analysing the findings. The literature review has shown that inclusive education is not only a South African concept since it is a global issue. It has shown how educators and other stakeholders play their role in the progress of inclusive education in South Africa. Generally this literature review focused on educator’s experiences,

support and attitudes about inclusive education. Readiness Theory provided factors to be considered when determining an individual or organization's state of readiness. A readiness theory provided above involves changed attitude, commitment, willingness and practice to effect positive change. These are factors that are common in all the definitions of Readiness Theory. These factors make up the theory. However Rafferty et al. (2013) will be used to assess educator's readiness since it fits all these factors quite well together.

In light of the above, this study looks at the educator's readiness to implement inclusive education in rural schools under the Sayidi Circuit. Specifically in Umzumbe area where rural schools are under-resourced, information takes time to be spread across rural communities and educators normally work with less support from other stakeholders. This study looks at their readiness to implement inclusive education under these conditions. The study investigates specifically some of these stakeholders to find out how they support educators.

Chapter Three: Methodology

3.1 Introduction

The research methodology entails how the data for the study will be acquired in keeping with approved standards of empirical investigation. With a relevant research methodology, a researcher is able to adequately apply research techniques that best address the topic studied (Dawson, 2002). This chapter focuses on the research methodology applied to this study. Research methods are tools with which data will be collected. This chapter also focuses on the techniques or methods or tools used to gather the data needed in this study. This chapter is divided into subtitles namely: Research Methodology; Research Methods: Surveys, Method of Selection for Surveys; Interviews, Method of Selection of Interviews, Method of Selection of Departments in Education, Procedures, Limitation of the Study, Ethical Issues and Conclusion.

Study Area

Figure (a)



Source:

https://www.google.co.za/search?q=umzumbe+local+municipality&biw=1093&bih=514&source=lnms&tbm=isch&sa=X&ei=Me-cVc6dNoGwUbpPWgLAL&ved=0CAYQ_AUoAQ&dpr=1.25#imgrc=au_0S9Vo_Qu3xM%3A

3.2 Research Methodology

This is a mixture of an exploratory, correlational, causal and explanatory research. It is exploratory in a sense that the study investigated the possibilities of understanding inclusive education in the rural part of Umzumbe. It simply focused on how relevant stakeholders understand and perform their roles. It also included the difficulties they are faced with and therefore suggests possible solutions.

This study is explanatory in the sense that it explains the relationships between different variables such as resources and the progress of inclusive education in Umzumbe rural schools. It looked at the relationship between educator's knowledge and understanding regarding inclusive education and the output or progress of inclusive education. Lastly, the study is causal since it looked at how the lack of knowledge from the part of educators causes them to behave in a certain way which influences their efficiency with regards to implementing inclusive education in schools and how that affects the process of teaching and learning in the classrooms.

Primarily qualitative research methods were used. This allowed the researcher to study selected issues in-depth and with openness. It helped in gathering an in-depth understanding of educator's behaviour, performances and the reasons motivating such behaviour and performances. This also helps in categorizing issues as they unfold in the research. Surveys and interviews were used in this study.

3.3 Research Methods: Surveys

3.3.1 Sampling

It is usually impractical and often very time consuming to reach every individual in a given population. This is where sampling comes in order to target participants for interviews and surveys. In this study probability sampling was used to ensure that each participant had an equal opportunity to be selected.

3.3.2 Theoretical Population

The theoretical populations were all schools from the Sayidi Circuit. The study was based at Umzumbe area. Schools are relevant population sites for this study. It was plausible to make generalisations on the progress of inclusive education following the data collection from

schools which undoubtedly have a huge role to play in ensuring that inclusive education as a policy is implemented with success.

3.3.3 Study Population

“A study population is that aggregation of elements from which the sample is actually selected” (Terre Blanche & Durrheim, 1999: 174). The actual population for this study was strictly rural educators in Umzumbe schools which is under the Sayidi Circuit. Generally rural schools are disadvantaged. They lack resources that are fundamental to their programmes of action. These are not only material resources but also qualified educators. Information also takes time to reach rural areas which also puts rural school educators at some disadvantage. Investigating educator’s readiness to implement inclusive education in these rural schools was very much relevant since Umzumbe area is largely characterized by a large rural area. This study population helped in the sample selection. Educators that participated in this study were randomly selected.

3.3.4 Sampling frame

A sampling frame is the actual list of sampling units from which the sample is selected. The sampling frame was the list of rural school educators under the Umzumbe area. This was easy to obtain since the Department of Education maintains a list of schools and a database of educators registered and unregistered, permanent and temporary in the Umzumbe area.

3.4 Method of selection

3.4.1 Cluster Random Sampling

Clusters consist of geographical areas and each cluster is a small scale representation of the total population. A cluster random sampling was appropriate to use simply because the Department of Education already has a database of the schools in the rural part of Umzumbe. The list of rural schools in Umzumbe was obtained from the Department of Education, Sayidi Circuit. From the list the schools were selected randomly as explained below.

3.4.2 Simple Random Sampling

From the schools database obtained from DoE, schools were randomly selected to participate in this study. This was to ensure that each and every rural school had an equal opportunity to be selected. From those selected schools, educators were then randomly selected to participate in this study from each school’s respective sampling frame using a simple random sample.

This selection method was appropriate to this study because it made sure that every rural school educator at Umzumbe area had an equal opportunity to be selected to participate in this study whether temporary or permanent and qualified or unqualified.

In the end, a sample of four rural schools in the Sayidi Circuit were selected; and from those schools, five educators were randomly picked from each school. In total, 20 educators participated in this study.

3.5 Research Methods: Interviews

3.5.1 Theoretical Population

It was appropriate for this study to conduct interviews since it is a qualitative study. This was to ensure that issues are gathered in-depth and with openness. The theoretical population are School Governing Bodies in schools under the Sayidi Circuit and the Department of Education. These are structures that are involved in the running of schools on a day to day bases. They know how the schools operate and they know the school's programmes. They also know and understand the process of teaching and learning in their schools. It was therefore important for this study to understand their role in ensuring that inclusive education in their schools is implemented.

3.5.2 Study Population for School Governing Bodies

The study population were members of SGBs of Umzumbe rural schools.

3.5.3 Sampling frame

The list of rural schools under Umzumbe area was obtained from the Department of Education. This was a sampling frame. These schools were able to provide the lists for their SGB members.

3.5.4 Method of Selection

3.5.4.1 Cluster Random Sampling

This kind of random selection helped in selecting three SGBs from three different schools. The DoE provided the list of rural schools under Umzumbe area. The purpose was to select four different schools.

3.5.4.2 Simple Random Sampling

Simple random sampling ensured that every rural school under Umzumbe had an equal opportunity to be selected to participate in the study. Three schools were randomly selected from the list obtained from the DoE. These schools provided the list of their SGB members. From these lists, a member from each of the three SGBs was randomly selected. A total of 3 SGB members from three different schools were interviewed.

3.6 Method of selection for the Department of Education

Purposive sampling was used to interview a member of the Department Of Education. This is because the Department Of Education is responsible for the education and empowerment of educators in this country.

For both School Governing Bodies and the Department of Education, semi-structured Interviews were conducted. Different methods of selections were used for interviews. Purposive sampling was used for interviewing the Department Of Education while cluster random sampling was used for School Governing Body interviews.

3.7 Procedure

This study employed a qualitative research approach with regards to data collection. This was evident since it used interviews and surveys to collect in-depth information with openness. No statistical information was used in collecting data. Twenty questionnaires were used on the study population. A total of four interviews (three School Governing Body members and a Department of Education Representative) were conducted on the group that was not surveyed. Questionnaires were provided to the participants. This was done after the researcher had thoroughly explained the topic, the nature of the study and the purpose of the study to the participants. Participants were not forced to participate. They were informed that they were free not to participate or to withdraw their participation should they feel the need to do so. They were also informed about the confidentiality of their personal information. They were provided with a letter of consent and a consensus was reached before they participated.

With regards to the interviews, an appointment was set with the interviewees prior to the interview date. The questions were semi-structured and were open ended. This allowed for making follow ups in order to get an even deeper understanding on the subject matter. They

were also informed about the nature of the study and the purpose of the study. They were also provided with the letter of consent which they signed once a consensus was reached, this was all done before the interviews were conducted.

3.8 Limitation to the study

The limitation of this study is that it narrowed to only surveys and interviews. The total number of educators in the rural schools under Sayidi Circuit is quite large and there exists a possibility that the findings of this study may not necessarily reflect the wider view of all the educators.

3.9 Ethical Issues

Participants were provided with a letter of consent form indicating clearly that their participation was voluntary. It also stated that their personal information and identity would be confidential, thus if during the process of data collection (interviewing & surveying) they felt that they wanted to withdraw from partaking in the research, they could freely do so. Under no circumstance were children be part of this study.

3.10 Conclusion

This chapter has provided the research design employed for selecting the appropriate research techniques towards gathering the data needed. It provided its design and explained its relevance in this study. Research methods used to gather the needed data were explained. Different types of sampling utilised were also justified. Sampling procedure was also explained. The chapter ended by highlighting the limitations of the study and the ethical issues.

Chapter Four: Results and Analysis

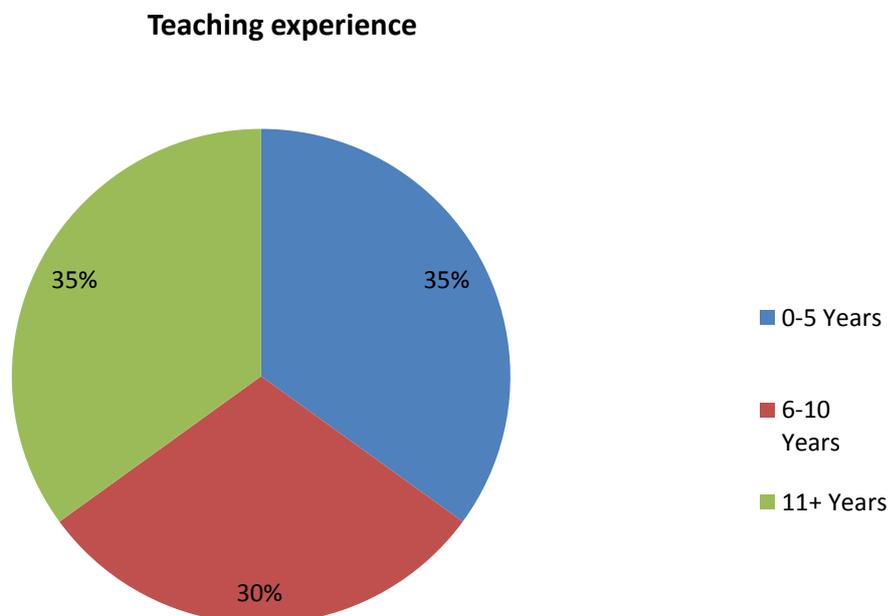
4.1 Introduction

This chapter focuses on the findings of the study. These are findings were obtained from the exploration of the literature and data collected through surveys and interviews. These findings are analysed in this chapter. The analysis takes into account the objectives of the study and the theoretical framework driving this study.

4.2 Survey results⁴

Below is a graphical representation of the survey findings

EXPERIENCE AS AN EDUCATOR (IN YEARS)



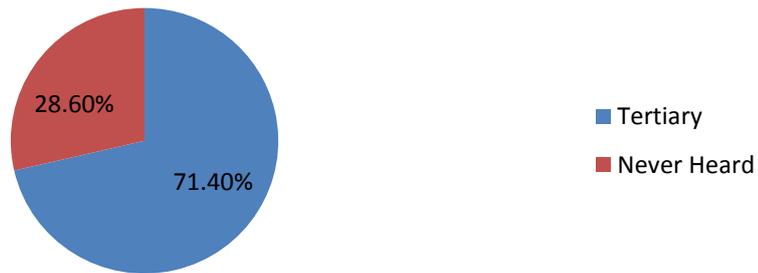
⁴ 20 surveys represent 100% of the theoretical population. Therefore: One survey represents 5% of the theoretical population.

THE (0-5 YEARS) CATEGORY BROKEN DOWN IS AS FOLLOWS:

a) How they heard about inclusive education. From 35% = 7 participants

Figure A

How they heard about Inclusive Education: (0-5 Years) category



Out of 7 participants with a teaching experience of (0-5 years), 5 of them heard about inclusive education at a tertiary level which the other 2 had never heard about inclusive education.

b) Educators support for inclusive education: From 35% = 7 participants

Figure B

Educators Support for Incusive Education: (0-5 Years) Category



Out of 7 participants with a teaching experience of (0-5 years), 5 of them support inclusive education which the other 2 are not sure

c) Post Matric qualification in teaching: From 35% = 7 participants

Post-Matric Qualification in Teaching: (0-5 years) category

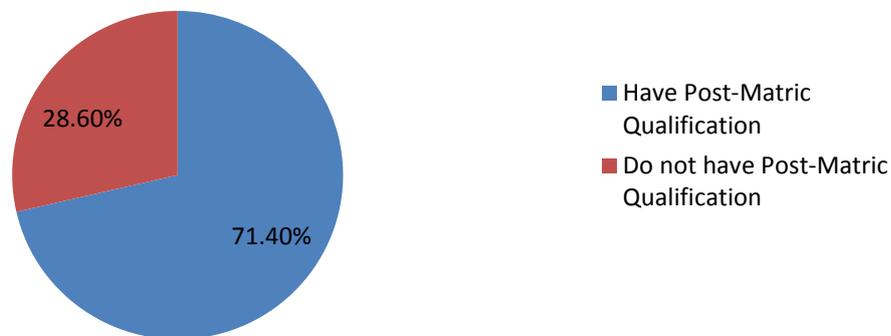


Figure C

It is important to breakdown the graphs illustrated above. This is because it is important to have an understanding of the characteristics or elements of each and every group. With the Department of Education trying to consolidate and make inclusive education work every year, their experience with regards to implementing inclusion in school is of great importance and needs to be taken into consideration.

Figure A, B and C represent the educators that have an educating experience between 0-5 years. This group as indicated earlier is 35% of educators that participated in this study. This means it is made up of 7 educators out of 20. Five out of seven educators (71.4%) in this group 71.4 % have gone to tertiary institutions. They support the placement of LSEN in mainstream schools. They also have post-matric qualifications in teaching hence they first heard about inclusion at a tertiary level. Two (28.6%) out of the seven participants from this group have never heard of inclusive education, are not sure whether they support it and do not have post-metric qualifications.

CATEGORY (6-10 YEARS) BROKEN DOWN IS AS FOLLOWS:

a) How they heard about Inclusive Education? From the 30% = 6 participants

Figure D

b) Educators support for Incusive Education: From 30% = 6 participants

How they heard About Inclusive Education: (6-10 Years) Category

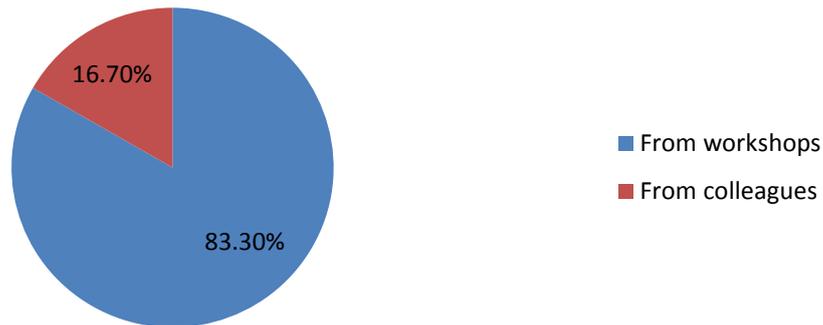


Figure E

Support for Inclusive Education: (6-10 Years) Category

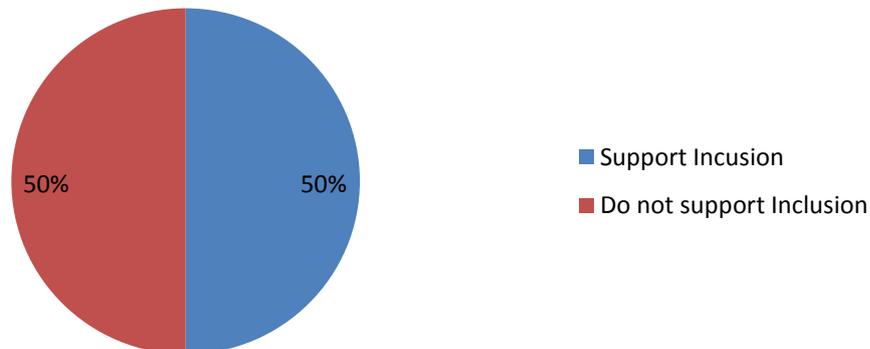


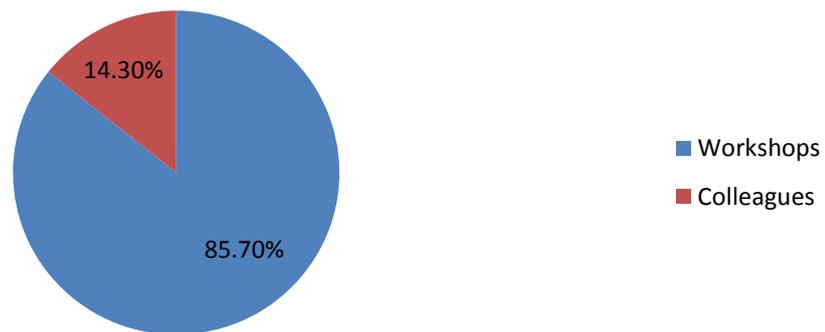
Figure D and **E** of the educator's group with 6-10 years of teaching experience indicate that 5 out of 6 educators (83.3%) of the group (which is 30% of the study) have attended workshops. Only 1 out of 6 educators (16.7 %) heard about inclusion from their colleagues while 3 out of 6 educators (50%) support the placement of LSEN in the mainstream schools. Another 3 out of 6 educators (50 %) are against inclusion. All of them have post-matric qualifications in teaching.

CATEGORY (11 + YEARS) BROKEN DOWN IS AS FOLLOWS:

a. How they heard about Inclusive Education: Out of 35% = 7 participants

Figure F

How they heard about Inclusive Education: (11+ Years) category



b. Educators Support for Inclusive Education: (11+ Years) Category

Figure G

Support for Inclusive Education: (11+ Years) category

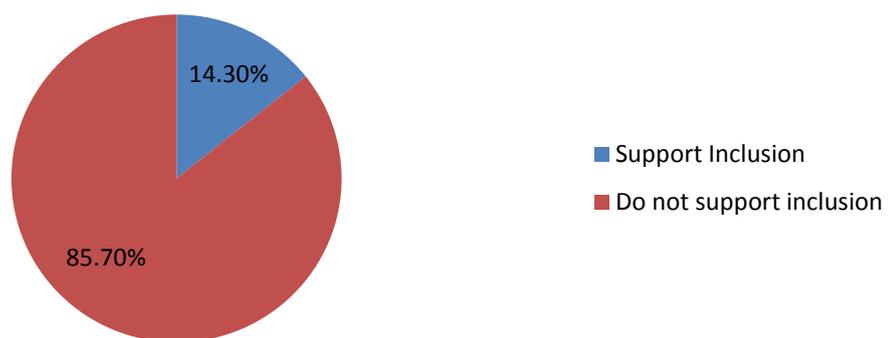
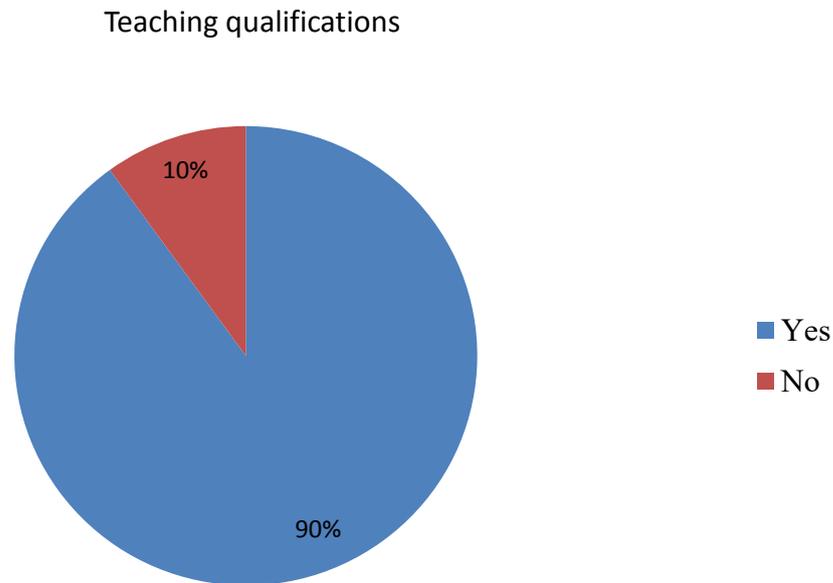


Figure F and **G** of the group with 11+ years of teaching experience indicate that 6 out of 7 educators (85.7 %) of the group (which is 35% of the study) attended workshops about inclusive education. Only 1 out of 7 educators (14.3 %) heard about inclusive education from their colleagues. 6 out of 7 educators (85.7 %) do not support the placement of LSEN in

mainstream schools. Only 1 out of 7 educators (14.3 %) support the placement of LSEN in mainstream schools. All of them have post-matric qualifications.

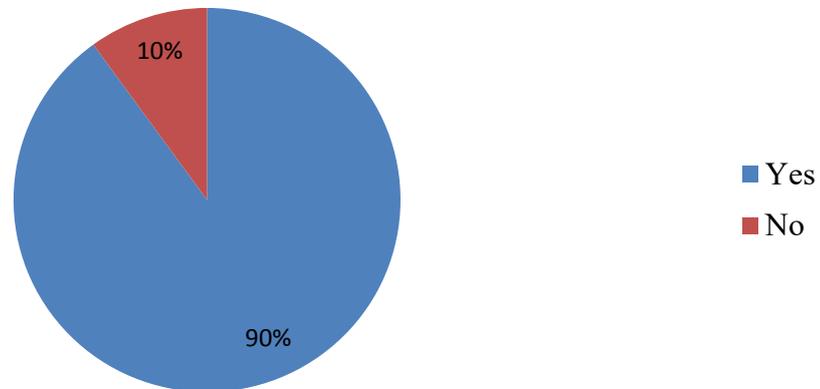
(a) Do you have post matric qualification in teaching?



Out of twenty educators that participated in this study, eighteen have post-matric qualifications. That is 90 % of the total number of participants. Two educators do not have post-matric qualifications. That is 10 % of the total participants. These two educators belong to the category of educators that have a teaching experience between 0-5 years. These are unqualified educators who only have matric qualification.

(b) Have you ever heard of Inclusive Education?

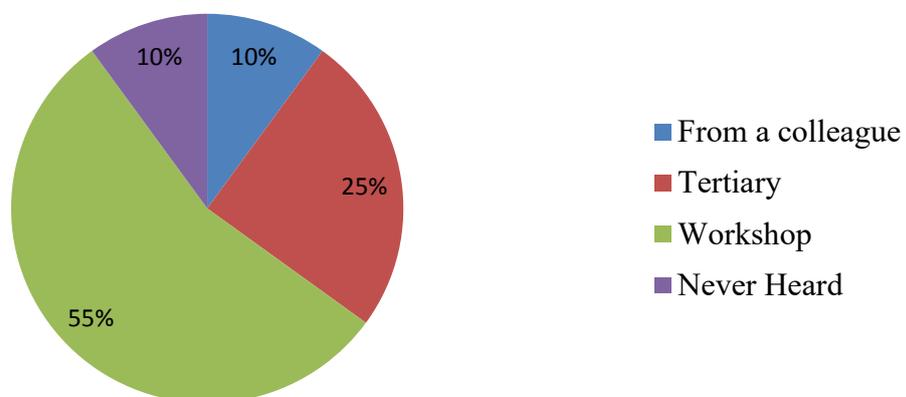
Investigating If Educators Have Heard About Inclusive Education



Again, 18 out of 20 participants (90 %) have heard about inclusive education. 2 out of 20 participants (10 %) have never heard about inclusive education. These are the same unqualified educators that only have matric qualification. This tells us that these two educators were only hired the same year of the study. They are still new in the field. This question was aimed at finding out if educators had heard about what they are expected to implement in their classrooms.

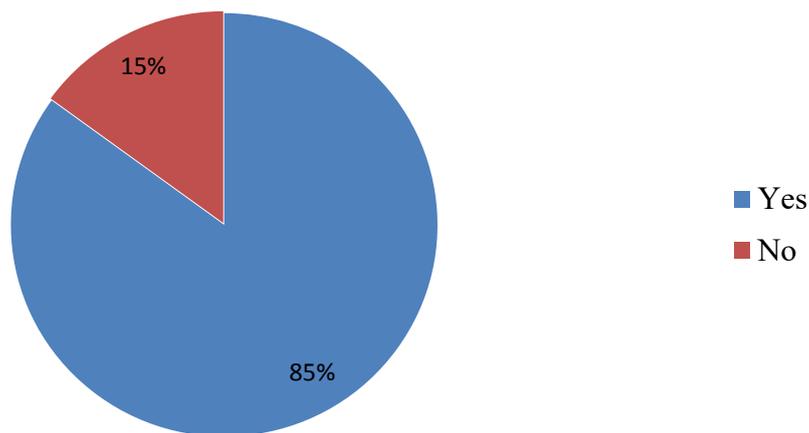
(c) How did you know about the Inclusive Education?

Educator's sources of Inclusive Education



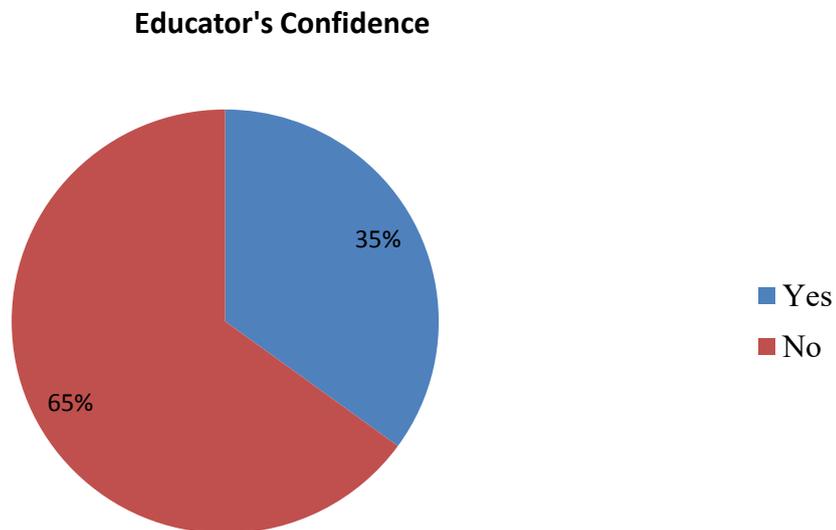
Educator's source of inclusive education is very important. This is because it is usually unlikely for different sources to transfer knowledge equally efficient. For instance, what is taught in workshops is not similar to what is taught at a university level about the same topic. It is not similar in a sense that in workshops educators have little time to understand and internalise the topic while at a tertiary level student have enough time to learn and understand the topic. As such what and how educators are taught about inclusive education has a huge influence when it comes to implementation. 2 out of 20 participants (10 %) have never heard about inclusive education. Another 2 out of 20 participants (10 %) heard about inclusive education from a colleague. 5 out 20 participants (25 %) heard about inclusive education at a tertiary level. 11 out of 20 participants (55 %) heard about inclusive education from the DoE workshops.

(d) Do you have Learners with Special Education Needs in your classroom?



This question was aimed at finding out if there are LSEN in the schools under Umzumbe area . 17 out of 20 educators (85 %) indicated that they have LSEN in their classrooms. 3 out of 20 educators (15 %) indicated that they do not have LSEN in their classrooms.

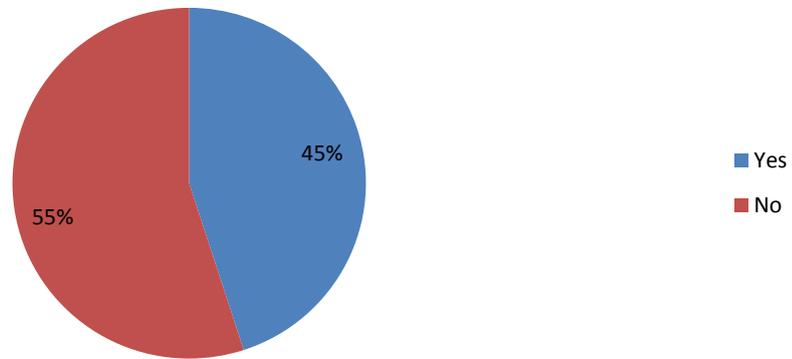
- (e) Are you comfortable having both learners with and without special needs in the same classroom?



After being taught about inclusive education whether in workshops or at a tertiary level it is important to know if educators are comfortable to implement it in their classrooms. It should also be noted that educators do also need support from other stakeholders for them to be able to implement inclusive education in schools. This question was aimed at finding out if they are comfortable with the diverse nature of learners in their classrooms. Out of 20 participants, only 7 (35 %) indicated that they are comfortable with teaching both LSEN and learners without special education needs in their classrooms. 13 out of 20 educators (65 %) indicated that they are not comfortable.

- (f) Do you support the placement of learners with special needs in the same classroom with students without special needs?

Educator's Support for placement of learners

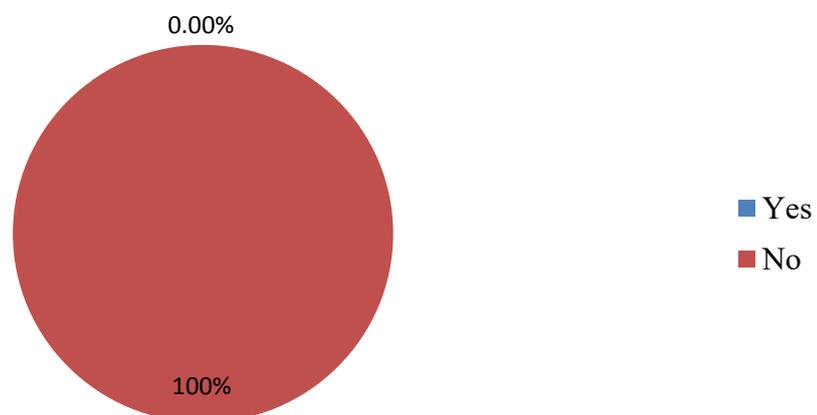


This question was aimed at investigating educator's attitudes towards inclusive education. As the graph indicates, 9 out of 20 educators (45 %) supports the placement of LSEN in mainstream schools while 11 out of 20 educators (55 %) are against it.

- (g) Does your school have the necessary resources to implement inclusive education?

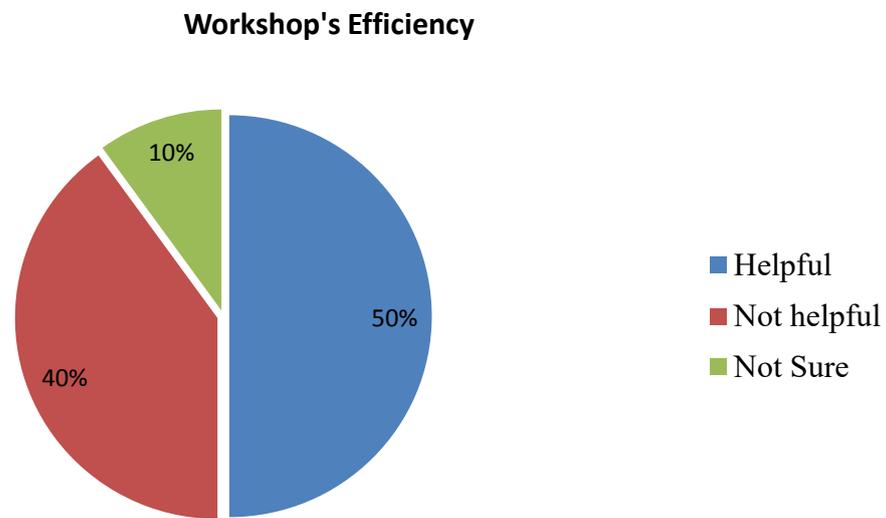
This question was aimed at finding out if the rural schools in Umzumbe area have enough resources for them to be able to implement inclusive education.

Availability of Inclusive Education Resources



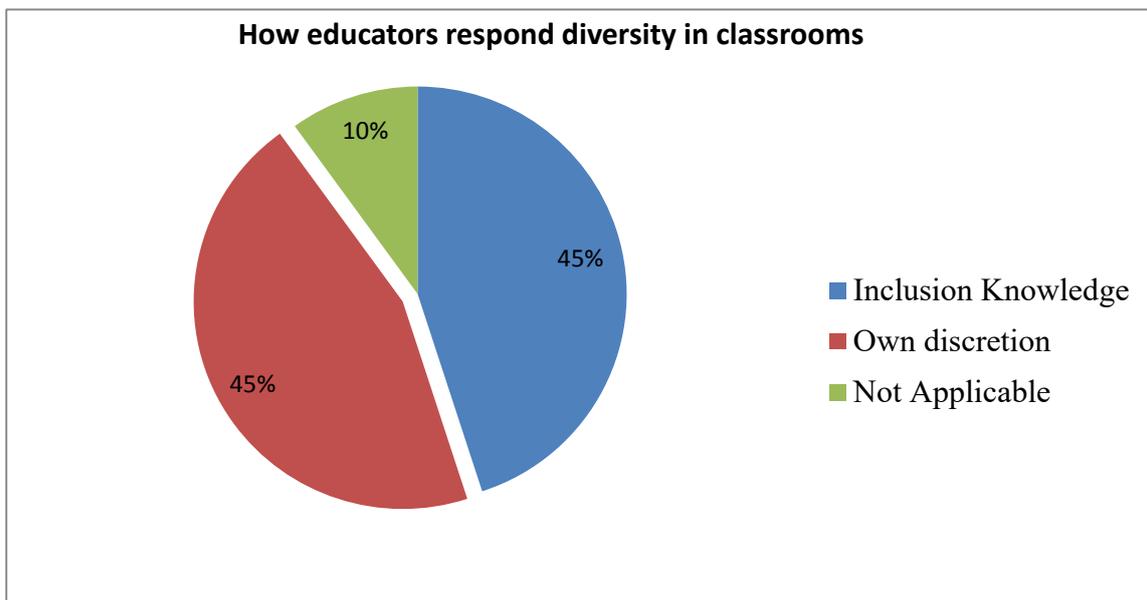
All educators believe their schools are not resourced enough to help them implement inclusive education.

(h) Would you say these workshops are helpful? Why?



The findings here show that the workshops do teach educators about inclusive education frameworks. They also indicate that the workshops teach very few educators: this is one of the reasons why some educators believe these workshops are not helpful. Specifically, 10 out of 20 educators (50 %) believe the workshops are helpful. 8 out of 20 educators (40 %) believe these workshops are not helpful. 2 out of 20 educators (10 %) are not sure.

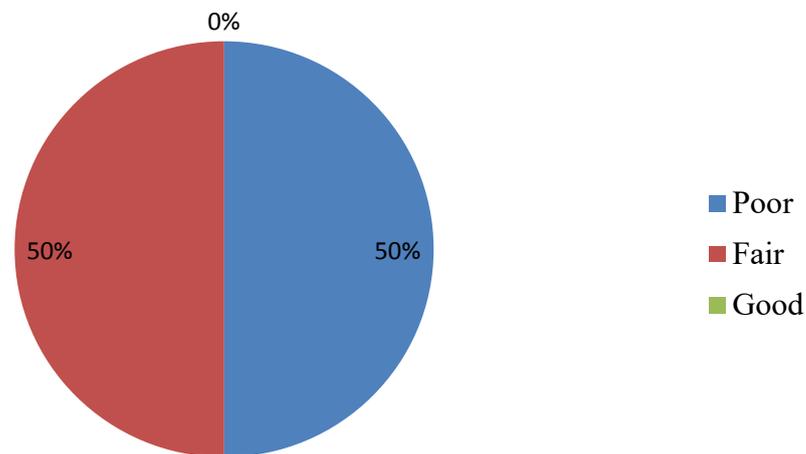
(i) What helps you in responding to challenges brought by inclusion in your classroom?



This question was aimed at finding out how educators respond to the challenges brought by inclusion in their classrooms. This is important since the tools they use to respond to those challenges indicate if they implement inclusion the right way or not. 9 out of 20 educators (45 %) indicate that they use inclusive education knowledge to respond to the challenges that come with inclusion in their classrooms. Another 9 out of 20 educators (45 %) indicated that they use their own discretion while 2 out of 20 educators (10 %) indicated that this question does not apply to them. The reason why this question did not apply to the 2 educators is that they do not know inclusive education. They also have never heard about it.

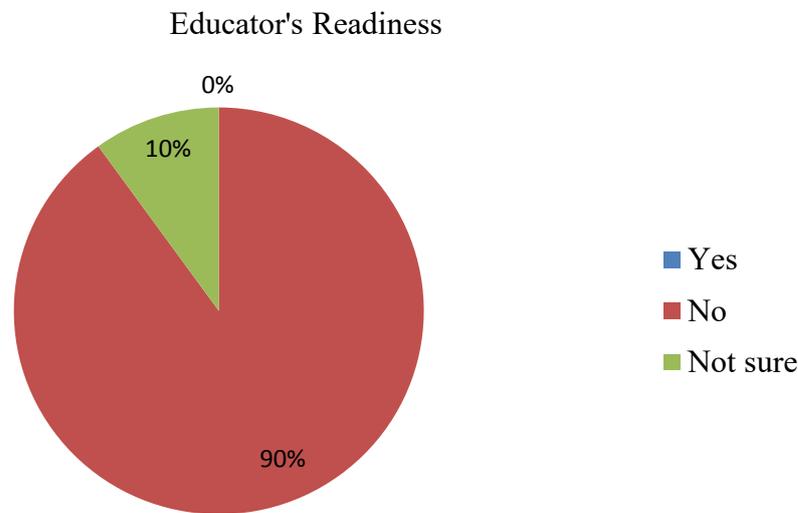
- (j) What can you say about the Overall Understanding of Inclusive Education by Educators in your School?

Educator's understanding of inclusive education



This question was aimed at finding out about educator's understanding of inclusive education in school. Only 18 educators responded to this question. The other 2 decided not to respond to this question since they have never heard about inclusive education before. They pointed out that it would not be wise of them to make judgements on something they did not know. 9 out of 18 educators (50 %) indicated that educator's understanding of inclusive education in their schools was fair while the other 50 % believed it was poor in their schools.

(k) Do you think educators in your school are ready to implement inclusive education?



This question was aimed at finding out if educators believe they are ready to implement inclusive education or not. 18 out of 20 educators (90 %) believe they are not ready while 10 % (2 out of 20) are not sure.

The findings generally indicate that the placement of Learners with Special Education Needs in mainstream school only helps them socially. According to the findings the placement of LSEN in mainstream schools does not help them academically. The challenges faced by educators in dealing with diversity in their classrooms are quite different and educators struggle dealing with them.

4.3 Interview findings: See appendix 2

4.3.1 Department of Education

The Department of Education (DoE) indicates that it is pleased with the progress of inclusive education at Sayidi Circuit. However, it was very quick to acknowledge the fact that there still remains a lot of work to be done. The department acknowledges that the educators do not fully understand the broader picture about inclusive education in schools. Respondent X points out that,

“The department of Education is happy about the progress of inclusive education in our schools although lots of work needs to be done in terms of empowering educators to understand that inclusion goes beyond physical disability. So far the majority of our educators in our schools still

do not fully understand that inclusive education also incorporates a wide range of issues from academic to socio-economic issues. Educators need to understand all the aspects of inclusive from its objective up to its implementation”.

Resources remain a challenge in schools in Umzumbe area. Schools do not have the relevant resources to implement inclusive education. For example, very few schools have toilets suitable for learners with disabilities. The rural parts of Umzumbe still lack even the most basic resources to survive and even to perform at their bare minimum. The department acknowledges that the lack of resources hinders the progress of realizing the state of total inclusion in schools. Two primary schools within Umzumbe have been upgraded to become Full-service schools so that they cater for a wide variety of learners. Interestingly the Respondent X acknowledges that “Our schools are not yet fully resourced to address inclusion for example most schools have premises that are not wheelchair friendly. In some schools even toilets are not accessible”

The Department of Education pointed out that it has a system in place to empower educators so that they are able to adequately implement inclusive education in schools. It conducts workshops to empower educators. Respondent X from the Department of Education claims that “Yes we hold workshops to empower educators to implement inclusive education. In these workshops they bring cases for discussion so that inclusive strategies are shared”.

However, the department acknowledges that local educators do not participate when it comes to designing programs since many of the programs are designed from the Head Office. In the workshops they are taught what was designed by the Head Office without their inputs.

In addressing inclusion in this area the department points out that they are working together with other stakeholders. These stakeholders include the Department of Health (DoH) and the Department of Social Development (DoSD) who have joined forces to strengthen primary healthcare in schools and thus minimizing barriers to learning through early identification of those potential barriers. Also, according to Respondent X, inclusive education goals are further achieved through Sukuma Sakhe (OSS). She stated that:

“Schools within the Full-service circuit receive support from the FSS as a nodal point for support provisioning. Schools are also encouraged to form strong links with external partners such as businesses, other government departments and NGOs. The Department also provides most needs such as learner books, school uniform for the orphaned and vulnerable children and nutrition.”

However, the department expressed a lack of satisfaction with their service delivery as well as with the role played by the SGBs with regards to the implementation of inclusive education.

According to the department, educators in schools under Umzumbe area do have an understanding of inclusive education. However, they do struggle when it comes to implementation which is why the District Office ensures that support is continuous. Respondent X claims that “There is only a few under qualified educators. Most of them have been awarded bursaries by the Department of Education to upgrade their existing qualifications so that they become professionally qualified”.

The Department says there are no unqualified educators and there are only a few under-qualified educators. It further mentions that it is in the ongoing process of offering them bursaries to further their studies. Most of educators with bursaries are enrolled at the University of South Africa. This is according to the Department of Education.

Some educators tend to put their negative feelings into the process of teaching and learning. Such an attitude is against the progress of inclusive education. The DoE does acknowledge this and it actively discourages it. Respondent X points out that,

“In high schools learner pregnancy is a common barrier and the negative attitude of educators contributes to pregnancy related dropouts. As a result, Learner Support Agents have been appointed by the KwaZulu-Natal Department of Education in 2 high schools from the Umzumbe area to support learners and help retain them in schools. Sometimes educators turn to put their own judgments in the process of teaching and learning.”

Educators need to put their feelings, attitude and beliefs aside when they are involved in a process of teaching and learning. If their attitude is negative, it is difficult for the outcomes to be positive. This is to say that the implementation of inclusive education would be adversely affected by negative attitudes.

4.3.2 Findings: School Governing Body Interview: see appendix 1

The SGBs seems to have a very limited understanding of inclusive education. Firstly, they have never seen the inclusive education policy framework, and secondly and subsequently, they do not understand their own roles as the SGB with regards to inclusive education. A member of one SGB points out that “We were told to support our teachers but as to what our role specifically is I would not be telling the truth if I say I know”.

They confirm knowledge of LSEN in their schools, however they are not empowered in any way. They have not attended any workshops for them to be empowered. They only know what the principal tells them about LSEN.

According to the SGB, the educators are struggling on their own and that makes the situation so difficult. Respondent Y who is one of SGBs said that “I think the school does encourage us, as the principal told us to support our teachers. I guess that they are also not sure what our role is. If they struggle themselves, obviously we are bound to struggle too”.

The difficulty lies with the fact that educators as the SGB’s source of information do not have a full understanding of inclusive education themselves to the end that their role remains unclear to them. They thus do not know how to support educators and their commitments to LSENs in their classrooms. The Respondent Y point out that,

“The fact that teachers are struggling and we are also struggling cannot make me happy”.

The SGBs are not happy with the progress of inclusive education in their schools. This structure of school of governance seems to be in the dark with regards to inclusive education. It does not even have a clear position with regards to inclusion in school.

4.4 Analysis of the results

4.4.1 Surveys

The research indicates that 50% of educators support inclusive education while 50% are against inclusive education. This is to say that half of the educators surveyed still resist change. “Resistance occurs when the reason for change is uncertain, the connection between action and outcome is uncertain, and/or the outcome negatively affects the individual” (Cater, 2008: 22). The above provided reasons for resisting change means the progress of inclusive education in rural schools under the Umzumbe area is bound to be slow. This indicates only 50% of educators have the right attitudes towards inclusive education in this area.

The results also indicate that 27% of the total educators surveyed are newly qualified educators who have been recently taught about inclusive education at tertiary level and who as a result support it. This is to say that as demanded by the readiness theory, the change

agents should be skilled and prepared to effect change. In that regard, the Department of Education is doing well at tertiary level to educate student educators about inclusive education. This explains why the recently graduated educators are more positive towards inclusive education, and as such understand inclusive education more than those who have been on the field for many years.

Educators with medium to extensive educating experience according to the findings do not support inclusive education. All of them heard about inclusive education either through workshops or colleagues. The fact that they (majority of the medium to extensive teaching experience) do not support inclusive education indicates that these workshops are not effective – that is, they are inadequate or insufficient. It is quite difficult for educators to grasp the concept of inclusive education through a few workshops. This is against the readiness theory. According to the readiness theory the whole concept should be effectively communicated to the change agents. If this is not done accordingly the outcome may not be fruitful.

“Changing requires addressing the strategy (what you are trying to change), skills (what capabilities the recipients of the change need for success in the new state), and structures (the long-term and short-term organizational tools that support the new state). Moreover, if these areas are not aligned, then the desired outcome (for example, a changed organization) may never come to fruition” (Cater, 2008:20).

This suggests that the workshop strategy used by the DoE does not communicate inclusive education well enough to the educators. This kind of training does not prepare educators well enough to be able to respond to the challenges brought by inclusion in their classrooms. The state of total inclusion can only be reached when all the change agents are committed and willing to implement organizational change. This is a state where members acknowledge the importance of getting rid of their old ways of doing things.

“Specifically, organizational readiness refers to organizational member’s change commitment and change efficacy to implement organizational change” (Weiner, 2009: 2). The findings have shown that educator’s attitudes and commitments to inclusive education are not so positive. “Here again, I emphasize shared beliefs and collective capabilities because implementation entails collective (or conjoint) action among interdependent individuals and work units. Coordinating action across many individuals and groups, and promoting organisational learning, are good examples of collective (or conjoint) capabilities” (Weiner, 2009: 2). This is to say all members should share a common goal and should have a belief

that bringing about change is the best thing to do. Their lack of understanding of inclusive education as indicated by the findings is a huge factor that contributes to the malaise in the implementation of inclusive education.

“In the theory presented here, organizational structures and resource endowments shape readiness perceptions. In other words, organizational members take into consideration the organization's structural assets and deficits in formulating their change efficacy judgments” (Weiner, 3: 2009). The findings indicate that 100% of the educators believe their schools do not have enough resources to implement inclusive education. Furthermore, 90% of educators have heard about inclusive education. However, only 50% support inclusion. Weiner (2009: 3) argues that “Some organizational features do seem to create a more receptive context for innovation and change. However, receptive context does not translate directly into readiness. The content of change matters as much as the context of change”. This means that educators learn or are taught about inclusive education through various sources. In that vein, they know what needs to be done and may fully understand how to do that which needs to be done. However, the context in their schools does not allow them to implement inclusive education the right way. This is how the lack of resources remains a major problem.

All of them believe that educators in their schools are not ready to implement inclusion. According to the readiness theory, the latter is because of the former. From the findings, the necessary conditions for readiness theory to be met in order to conclude that change agents are ready to effect change are not met. Therefore these survey results tell us that educators are not ready to implement inclusive education in schools.

4.4.2 Interview Analysis

4.4.2.1 The Department of Education

Readiness theory requires that DoE provide support to educators in terms of training them and providing them with relevant skills to implement inclusive education in schools. However, the results show that DoE does not do enough to provide such a support to educators. According to Weiner (2009), “Organizational members can commit to implementing organizational change because they want to (they value the change), because they have to (they have little choice), or because they ought to (they feel obliged)”.

Change agents are likely to value change if they are taught about it and what to do to bring it about. The findings show that educators are not confident enough in their abilities to implement inclusive education. Low self-confidence means that educators are unlikely to perform at their peak. Their efficiency is adversely affected when they lack that much needed confidence. “Organizational readiness is likely to be highest when organizational members not only want to implement an organizational change and but also feel confident that they can do so” (Weiner, 2009: 3). The findings indicate that some educator do not fully understand inclusive education. As a result they do struggle with implementation. That strikes their confidence.

The DoE as indicated on the findings provides workshops to empower educators about inclusive education. At a tertiary level, students pursuing their studies in teaching are taught about inclusive education. This means that inclusive education is included on the tertiary curriculum. Tertiary trained student educators thus have better knowledge or training than those attending workshops about inclusive education. As such, “Consistent leadership messages and actions, information sharing through social interaction, and shared experience - including experience with past change efforts – could promote commonality in organisational member’s readiness perceptions” (Weiner, 2009: 3). This is to say that harmonized sources of information that are used for communication by leaders help galvanise members towards a common understanding. This common understanding helps when it comes to implementation. This is because members are likely to share similar beliefs. In our findings however, two sources of information were reported by educators. This makes it unlikely for organisational members to “...hold common perceptions of readiness...” precisely because “...leaders communicate inconsistent messages or act in inconsistent ways...” especially when “...intra-organizational groups or units have limited opportunity to interact and share information, or when organizational members do not have a common basis of experience” (Weiner, 2009: 3). This is a possible reason behind the difference between educators who were taught about inclusive education at tertiary institutions and those who only attend workshops. Their perception of inclusive education is different. This then brings about inconsistent application of inclusive education framework.

The lack of resources as acknowledged by DoE remains a challenge in schools. This means that educators are unable to implement inclusive education in schools since there is a lack of resources. According to the readiness theory there has to be enough resources for an

organization to be able to bring about change. “Effectively meeting any challenge demands certain physical, emotional, and psychological resources in such areas as creativity, problem solving, focus, memory recall, and task performance” (Walinga, 2008: 321). So this is to say educators need to have enough resources at their disposal to properly implement inclusive education. According to DoE, educators under Umzumbe area still struggle with the implementation of the inclusive education. This goes back to them not being fully ready to implement inclusive education.

4.4.2.2 School Governing Body Interview

School Governing Bodies (SGBs) do not understand inclusive education as seen in the findings. This therefore means they do not provide educators with necessary support with regards to inclusive education. The findings indicate that the SGBs do not play their role with regards to inclusive education. Such does not contribute in any way towards the readiness of educators to implement inclusive education in schools.

4.5 Conclusion

This chapter has presented the findings of the study. It used the readiness theory to guide the analysis of the results. From the results analysis it transpired that there is an inconsistency in an application of inclusive education framework in rural schools under Umzumbe area. Such inconsistent application of the inclusive education framework leads to a compromised implementation of inclusion in schools.

Chapter Five: Conclusion

5.1 Introduction

This chapter is mainly a summary of the entire study. It looks at the objectives of the study in conjunction with the guidance provided by the theoretical framework. In this way, this chapter will attempt to ascertain if the objectives of this study were satisfied or not.

It is apparent from the inclusive education framework that the South African government has committed itself to providing an education system that caters for all learners. Inclusive education is one of the tools aimed at achieving that goal. However, in terms of objective one, the study has shown that there is a difference amongst recently graduated educators, those with medium experience, and those educators with long experience in teaching. How they understand and support inclusive education differs.

As educators accumulate experience in their field, their support for inclusive education decreases. What is currently happening on the field is that the system has the ability to absorb newly graduated educators. The newly graduated educators therefore fail to effect change as much as they can once they get used to the field. This is to say that there is still a very huge difference between theory and practice when it comes to inclusive education. Educator's experience is what explains this better.

There are common issues raised in the two instruments, namely the interview and survey analysis. In terms of objective two, the kind of training that is provided to the educators is not enough for them to perform their inclusive education duties in schools. Educators fail to grasp the broad concept of inclusive education through workshops. Therefore, they are unable to implement it in schools. It is of greatest importance to note that this training is for educators already in teaching service. It should not be confused with the training of student educators in tertiary institutions. What educators gain from the workshops is not enough and to some extent educators choose not to take what they are taught. This is evident in their responses when they acknowledge that they have attended these workshops but still do not support inclusive education.

With these observations, there arise the following possibilities:

- A. The workshops lack quality in their content to speak to educator's attitudes towards inclusive education; or
- B. The workshops have the necessary quality but educators choose to reject what they are taught.
- C. There exist both poor quality in the workshops and the resistance by the educators to accept what they are taught.

Whatever the case may be, all it shows is that the kind of training that educators are provided with is not proper or is not enough to achieve the inclusion goals.

Additionally, these workshops also do not cover a large enough number of educators. Ideally, such workshops should be extended to all educators. Educators should experience first-hand what the workshops are about. Trusting other educators to transfer what they are taught in workshops to their fellow colleagues is problematic on its own. This is because of the persistence of negative attitudes even amongst those educators who attend the workshops about inclusive education. When their attitude is not positive about inclusive education, the transfer of knowledge to colleagues may be perfunctory.

In terms of objective three, and as seen in the study results, the more experienced an educator gets in the field the more their attitude becomes negative towards inclusive education and the more they resist inclusive education. This is to say that the workshops that DoE relies on with regard to selling the inclusive education framework to educators are not efficient. Other relevant stakeholders also need to be empowered for them to be able to support educators. Seemingly the SGBs are removed altogether from the idea of inclusive education as seen in the findings. As a result educators are not getting enough support from all these stakeholders: and this results in them being ill-equipped to implement inclusive education.

In terms of objective four, the lack of resources also contributes hugely towards educator's lack of support for inclusive education. All the parties concerned stated categorically that the schools under the rural part of Umzumbe area suffer from a serious lack of resources. Some schools also even lack the most basic resources for mainstream schools such as Toilets, path for wheel chairs etc. This makes the achievement of inclusive education goals and objectives to be even more difficult. As a result educators are unable to implement the little that they know about inclusive education. And furthermore, this might contribute towards negative attitudes about inclusive education generally. It is this attitude that contributes to their failure

to adequately implement inclusive education in schools. And as such, the treatment of LSENs further deteriorates beneath the standards promised to them by the inclusive education framework.

Moreover, structures like the SGBs do not know their role as far as inclusive education is concerned. As a structure that is supposed to be supporting educators, their failure to identify and then perform their role furthermore compounds the difficulties associated with the implementation of inclusive education especially when the educators themselves are not ready, or able, or willing to implement inclusive education.

This study has shown that there is still a very long way to go to achieve at least a satisfactory state of inclusive education in rural schools in the Sayidi Circuit. Educator training remains a major concern. Educators, especially those who have been in the field for longer periods seem to hold negative attitudes. This alludes to the persistence of an older legacy of facilitating and administering education. More emphatically, this indicates that the current system has not been successful in eradicating the legacy of the previous education system. It has failed to instil the new process of teaching and learning that seeks to move away from the belief that a learner is the one with a problem when it comes to grasping what is taught. As much as there is some kind of integration with regards to newly qualified educators and those with massive experience working in same schools, it seems as if the newly qualified educators are swallowed by the system and end up conforming to the conditions they find themselves in.

5.2 Recommendations

The government (through the DoE) needs to seriously begin including more stakeholders in their workshops. The results have shown that other stakeholders do not know what their role is when it comes to inclusive education. Additionally, SGBs should be educated as well so that they provide proper support to educators. This could help in terms of letting the parents who are part of the communities know about inclusive education towards bringing about a situation where the community also knows about inclusive education. In that sense, the support for educators could be deepened and widened, and this would better place educators to implement inclusive education in schools.

Also, schools under the Sayidi Circuit need to be better resourced. The government should endeavour to ensure that schools at least meet the basic requirements to implement inclusive education. This could make things easier for educators.

Government should also invest in research. As results have shown, the more educators spend time in the field, the more they become negative towards inclusive education. The government should continuously investigate the causes of such a situation. It would help the DoE try to ensure that newly qualified educators do not find themselves conforming to counter inclusive education tendencies. This should be coupled by intensive education support for educators for them to be able to adequately implement inclusive education in schools.

5.3 Conclusion

This chapter is drawn from the results, results analysis and the theoretical framework by examining each objective that was set out at the beginning of the study. What transpired in this chapter is (a) that there is a serious lack of resources in schools, (b) that educators are not provided with enough training or development, that (c) workshops that are provided for in-service training are largely ineffective, and that (d) there are indications of an inverse relationship between an educators length of experience in the field and their attitudes towards inclusive education. These factors contribute to educator's lack of positive attitudes towards inclusive education. This hinders the adequate implementation of inclusive education. Taking all these observations into consideration it would not be illogical to say that educators are currently not ready to implement inclusive education.

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7 Appendixes

Appendix 1:

Interview with a School Governing Body Representative

Name of Interview: Khulekani Mhlongo

Name of interviewee: Respondent Y

Time and Date of Interview: 13h00; 23/10/2014

Place of Interview: Principal's Office.

KM: Good day Madam.

Respondent Y: Good day mntanami unjani (my child how are you?).

KM: I am fine how are you Madam?

Respondent Y: I am feeling young today look at me (smiles).

KM: Like I said over the phone the first day of our appointment and yesterday, I am Khulekani Mhlongo. I am a Masters student at the University of KwaZulu-Natal. I am doing Public Policy. My full details are right there in the letter of consent that is in front of you right now. I am conducting a research in inclusive education. I am looking at the educator's readiness to implement inclusive education in Sayidi Circuit. You have been identified as an important stakeholder and your participation in this study will be of greatest value. That is why I am here with you right now. I hope you feel comfortable.

Respondent Y: I understand.

KM: Have you ever heard of Inclusive Education?

Respondent Y: The principal once told us about it in one of our usual meetings.

KM: What do you understand about Inclusive Education?

Respondent Y: All I know is what the principal told us. The fact that our disabled kids have to attend normal schools is what I know.

KM: Do you support the placement of learners with special needs and those without special needs in the same classroom?

Respondent Y: Unfortunately I am not the one who has to teach them. However, the principal did mention that teachers are struggling to cope with the situation.

KM: What role do SGB's play in Inclusive Education?

Respondent Y: We were told to support our teachers but as to what our role specifically is I would not be telling the truth if I say I know.

KM: Does your school encourage you to contribute towards the implementation of Inclusive Education?

Respondent Y: I think the school does encourage us as the principal told us to support our teachers. I guess that they are also not sure what our role is. If they struggle themselves, obviously we are bound to struggle too.

KM: Does your school have unqualified educators? If yes, what effect does that have on the implementation of Inclusive education?

Respondent Y: All the teachers are qualified here.

KM: How would you explain the relationship between educators and the SGB's with regards to the implementation of Inclusive Education in your school?

Respondent Y: The relationship is good just that we all seem to be swimming in the pool of darkness with regards to inclusive education.

KM: Have you ever attended any workshop about Inclusive Education?

Respondent Y: No not at all

KM: Would you say parents know what is happening in your school regarding inclusive education?

Respondent Y: We are the representatives of the parents as the School Governing Body. Since we do not understand everything about this it is hard to inform parents about something we do not know ourselves.

KM: Are you happy with the progress of inclusive education in your school?

Respondent Y: The fact that teachers are struggling and we are also struggling cannot make me happy.

KM: What are the most common challenges that have been reported to the SGB with regards to inclusive education in your school?

Respondent Y: There has not been any case that was formally reported to us. But we see that the physically disabled students in this school and we know that it is not easy for them. We know also that there are pregnant students.

KM: Would you say the SGB in your school is capacitated enough to respond to these challenges?

Respondent Y: No not at all like I said above.

KM: Do you see inclusive education relevant in your school?

Respondent Y: I am really not sure.

KM: We have come to an end of our interview. Thank you very much for your time Madam.

Respondent Y: It is my pleasure boy.

Handshakes as both the researcher and the participant leave the office of the principal.

Appendix 2:

Interview for Department of Education Representative

Name of Interview: Khulekani Mhlongo

Name of interviewee: Respondent X

Time and Date of Interview: 10h00; 28/10/2014

Place of Interview: Interviewee's Office.

Khulekani Mhlongo: Good morning Madam.

Respondent X: Good morning, how are you doing?

KM: I am fine how are you Madam?

Respondent X: I am well.

KM: Like I said over the phone the first day of our appointment and yesterday, I am Khulekani Mhlongo. I am a Masters student at the University of KwaZulu-Natal. I am doing Public Policy. My full details are right there in the letter of consent that is in front of you right now. I am conducting a research in inclusive education. I am looking at the educator's readiness to implement inclusive education in Sayidi Circuit. You have been identified as an important stakeholder and your participation in this study will be of greatest value. That is why I am here with you right now. I hope you feel comfortable.

Respondent X: No problem.

KM: Is the District Department of Education happy about the progress of inclusive education at the Sayidi Circuit ?

Respondent X: The department of Education is happy about the progress of inclusive education in our schools although lots of work needs to be done in terms of empowering educators to understand that inclusion goes beyond physical disability. So far the majority of our educators in our schools still do not fully understand that inclusive education also incorporates a wide range of issues from academic to socio-economic issues. Educators need to understand all the aspects of inclusive from its objective up to its implementation.

KM: Do schools at Umzumbe have enough resources to implement inclusive education?

Respondent X: Our schools are not yet fully resourced to address inclusion for example most schools have premises that are not wheelchair friendly. In some schools even toilets are not accessible. Only very few schools have disability toilets. School in the rural part of Umzumbe area still lack even the basic resources to survive or to perform at their basic minimum. The department knows it delays the progress of realizing the state of total inclusion in our school. We should applaud our educators though. They operate under these very unfavourable conditions but the overall outcomes seem to be improving year after year.

KM: Do you have a system or systems in place to empower educators so they can implement inclusive education accordingly in schools under the Sayidi Circuit ?

Respondent X: Yes we hold workshops to empower educators to implement inclusive education. In these workshops they bring cases for discussion so that inclusive strategies are shared. Two primary schools within the Umzumbe have been upgraded to become Full-service schools (FSS) so that they can cater for a wide variety of learner needs. FSS' support learners with moderate learner needs. Those that require high level of support are enrolled at Special schools as a policy (Education White Paper 6) requirement.

KM: Would you say educators understand the principles of inclusive education in the Umzumbe rural schools?

Respondent X: Yes they do understand principles but they sometimes struggle with application that is why as the District office we ensure that support is continuous.

KM: What is the Department of Education doing about the issue of resources in schools?

Respondent X: Schools within the Full-service circuit receive support from the FSS as a nodal point for support provisioning. Schools are also encouraged to form strong links with external partners such as businesses, other government departments and NGOs. The Department also provides most needs such as learner books, school uniform for the orphaned and vulnerable children and nutrition.

KM: Do schools under Umzumbe have unqualified educators?

Respondent X: No there is only a few under qualified educators. Most of them have been awarded bursaries by the Department of Education to upgrade their existing qualifications so that they become professionally qualified. Most of them are enrolled at the University of South Africa. This is to ensure that they are able to contribute meaningfully towards the improvement of education in this region. The department is also pleased with their progress.

KM: What are common inclusion problems in schools in Umzumbe area?

Respondent X: In primary schools, most learners have medical barriers to learning. In high schools learner pregnancy is a common barrier and the negative attitude of

educators contributes to pregnancy related dropouts. As a result, Learner Support Agents have been appointed by the KwaZulu-Natal Department of Education in 2 high schools from Umzumbe area to support learners and help retain them in schools. Sometimes educators turn to put their own judgments in the process of teaching and learning. This act is against the progress of inclusive education since inclusion is about providing equal service to all learners regardless of their situations. Parents remain the ones to discipline their kids if they fall pregnant not the educators. An educator as a parent figure, should not get into such a so called parental role that they feel they can punish learners for being pregnant.

KM: Do you allow educators to participate when designing inclusive education programs for schools under the Sayidi Circuit?

Respondent X: Yes but most programs are designed by the Head Office addressing needs identified by districts. So in most programs our local educators do not participate in the actual designing of programs. However they are taught in the workshops.

KM: Are there any other stakeholders that the District Department of Education works with in trying to ensure that the goals of inclusive education are reached?

Respondent X: Yes, through the programme of Integrated School Health Programme (ISHP) Department of Education, Department Of Health and the Department of Social Development have joined forces to strengthen primary healthcare in schools and thus minimizing barriers to learning through early identification. Also, through Operation Sukuma Sakhe goals of inclusive education are achieved.

KM: Is your department happy about the roles played by other stakeholders in schools and especially with regards to inclusive education in Umzumbe rural schools?

Respondent X: Some of our teachers do not get prompt responses when referring learner cases the Department of Social Development e.g. cases of substance abuse or sexual abuse. They do play their role but there remains room for improvement.

KM: How would you define the relations between educators and School Governing Bodies in schools in Umzumbe area?

Respondent X: There are variations in some schools they are very good in some they are bitter. There are schools where they only become active when they have to bring grievances to educators.

KM: What is the District Department of Education's vision for the schools under the Sayidi Circuit regarding inclusive education?

Respondent X: Is to have all schools becoming centres of learning care and support where all stakeholders including parents would play an active role in education.