SUPPORTING LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING: A CASE STUDY OF A FULL-SERVICE SCHOOL AT UMLAZI DISTRICT

COLLEGE OF HUMANITIES

MASTERS OF EDUCATION

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DECLARATION

I, Sibusisiwe Ndinisa declare that:

a) The research reported in this dissertation is my original research work.

b) This dissertation has not been submitted for examination at any other university.

c) This dissertation does not contain other people's data, graphs, or pictures.

d) This dissertation does not contain other people's writing, unless acknowledged and referenced accordingly in the reference section.

e) This dissertation does not have texts, graphics or tables copied and pasted from the internet.

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I …………………………………… the candidate supervisor hereby agrees to the submission of this dissertation.

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DEDICATION

I dedicate this dissertation to my family; my husband, Thami for being there for me, for his support and encouragement, and for all those sleepless nights and to my sons, Lihlithemba, Tobe and daughter, Akilah, for their understanding and patience.

ACKOWLEDGEMENTS

ABSTRACT

Education qualifies and equips us to move forward in life with confidence and skills to manage ourselves. It is, therefore, imperative that everyone accesses it whether they have a disability or not. Education is a right, not a privilege that is why all of us should be able to enjoy it without fear or favour. Some of us, if not all of us, experience barriers to learning one way or the other. This study investigated what teachers consider as barriers to learning, how teachers support learners who experience barriers during teaching and learning, and lastly, it identified strategies that teachers use in supporting these learners.

Using a qualitative methodology and an interpretive research paradigm, the study employed focus group interviews and questionnaires to gain insight into how teachers support learners experiencing barriers to learning every day in the classroom. Barriers these teachers deal with include academic barriers (language), physical barriers, socio-economic factors, physical, emotional and sexual abuse, psychological problems, lack of parental involvement and minimal or inadequacy of resources. Teachers, therefore, use different strategies in supporting learners and these include remediation, extra tuition, individual attention and/or group work.

The approach that was chosen for this study is a case study. Purposive and convenience sampling were employed to select the six participants who participated in this study voluntarily. Questionnaires and focus group interviews were the data collection techniques employed. The findings show that although teachers are willing to support learners, they experience challenges when it comes to implementing this policy because of resource scarcity as well as minimal support from the Department of Education and parents. This is a major challenge for them in properly supporting learners because they themselves need support.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Background to the study

South Africa has acknowledged that there are many factors that interfere with learning. These factors have been termed barriers to learning and development. Barriers to learning and development can be found in the learner (chronic illness or disability), in the school (inaccessible buildings or lack of resources), the education system (lack of teacher and school development), or in the broader social system (negative attitudes and inadequate resource allocation) (DoE, 2001). It is because of the existence of these barriers that a policy of inclusive education was adopted in July 2001. The inclusive education policy has called for the development of three types of schools, namely, mainstream, full-service and special schools which will offer varying levels of support to ensure that all learners can participate meaningfully in their learning (DoE, 2001). Learner placement in each of these schools is determined by the intensity of support required, with mainstream schools offering moderate levels of support and special schools offering intense levels.

The Department of Education acknowledges that if barriers to learning are not addressed, they lead to learning breakdown and/or exclusion (DoE, 2001). Thus, the focus of the policy is to identify these and, where possible, remove them completely or minimise them by providing the necessary support to individuals or the system (DoE, 2001).

Inclusive education is important now since it allows for equality and belonging to those who have been segregated before. Those segregated were blacks, segregated by the apartheid system of government. The Bantu Education Act enforced racially separated educational facilities for blacks and whites (Africa, 1953). Segregation became unconstitutional after the introduction of the Interim Constitution in 1994 and most of the sections of the Bantu Education Act were repealed by the South African Schools Act (RSA, 1996). The major national force that led to an inclusive education in South Africa was the establishment of the democratic state founded on democratic values in 1994 (Phasha, 2010). These democratic values required that everyone is treated equally and every person's rights are respected.

Concerning education, every child has a legal right to attain it and that education is for all persons.

After the 1994 elections, it was imperative to address the inequities in the education system and to align education with the principles of democracy. Inclusive education, therefore, creates a sense of balance in the education system since it does not discriminate no matter the disability. Inclusive education aims for physical togetherness, social belonging and circular cohesion (Baglieri, 2012). This study is motivated by the Department of Education's reasons to promote inclusive education. The Department of Basic Education (DoE, 2001) promotes inclusive education which is defined as outlined below:

- A system of education which acknowledges that all children and youth can learn and that all children and youth need support (p6)
- It seeks to create enabling education structures, systems and methodologies to meet the needs of all children (p6)
- It is concerned about changing attitudes, behaviours, teaching methods, curricula and environment to meet the needs of all learners (p7)

From what is outlined above it is clear that education is the driving force of every human being and every nation. That is why therefore it is very important to make sure that all persons are educated because a nation that is not educated, currently, is a broken, dysfunctional and unproductive nation.

This study looked at barriers that learners encounter daily at school, through the eyes of teachers. It explored what teachers considered to be barriers to learning (that their learners face), how teachers dealt with such barriers and what strategies did teachers enforce in dealing with these barriers.

This chapter provides the background of the study by outlining its motivation, the objectives of the study, problem statement, significance, research questions, the research methodology, trustworthiness issues, ethical considerations and limitations.

1.2 Motivation for the study

I chose this study based on personal experience of working with learners who experienced barriers to learning at a Full-Service School where I used to teach. I realised the need to find out possible ways and means of assisting learners experiencing barriers to learning and development and to look at support structures that are available for them which in most cases are not utilised, especially by schools, structures like people in the community (retired teachers), NGOs and private companies. It is very important that the lives of learners be impacted and moulded in a positive manner, meaning all stakeholders need to support children in their pursuit of education. Teachers need to be mindful of the challenges that learners experiencing barriers go through and be willing to support them in any way they can. Teachers need also to bear in mind that they are teaching these learners not for the now but for the future because at the end of it all they must lead productive lives as adults.

Theoretically, I realised that inclusive education has a deeper meaning than what I initially thought and wanted to explore more. I was interested in knowing how inclusive education seeks to support learners experiencing barriers and whether these learners get the appropriate support from the full-service schools that they are placed in. Inclusive education is not just about the inclusion of learners who have been excluded but also nurturing them and preparing them for their future endeavours. I also wanted to get a clear understanding of inclusive education in that it is not just about letting learners fit in within an already established system but recognising learner differences and therefore finding a way forward on how to support and assist learners with these differences. I wanted to find out whether policies set out by the Department of Education on inclusive education are implemented in supporting learners. I was also interested in finding out how teachers at this full-service school understand inclusive education to be (in terms of its meaning, application and significance), how they implement different policies set out by the Department of Education and which methods do they use in making sure that learners get the support they need.

My review of literature also showed that education systems all over the world are working tirelessly in ensuring that all learners are included and that all are given necessary support (UNESCO, 1994). Reviewing the literature also gave me an understanding that inclusion does not only end with learners in terms of the support they must receive from teachers and

parents but also emphasises the fact that teachers and parents themselves need to be supported for them to offer appropriate support to learners (DoE, 2001).

1.3 Objectives of the study

Learners need to be supported in every way and it is up to different stakeholders such as, teachers, parents, Department of Education, community members, specialists and professionals, to see to it that learners receive this support and that these stakeholders understand the role they must play in supporting learners. They must also be aware of the significance of their participation by understanding that it is not just about supporting a child but future generations. To make these learners become part of a bigger community they need to be supported and encouraged.

There were three objectives that this study sought to achieve. These objectives were:

1. To investigate what teachers, consider as barriers to learning.
2. To explore challenges and needs teachers experience in implementing Inclusive Education.
3. To establish how teachers, at this school support learners experiencing barriers to learning during teaching and learning.

1.4 Significance of the study

This study is significant in so far as it brings to light how inclusive education is implemented in the form of a full-service school. It also highlights the support that teachers and learners require in such schools, something that the Department of Education, in this case, the District Office, should pay attention to. Most importantly, it is hoped that the findings of this research will assist teachers in all schools with insights into how to support learners experiencing barriers. The study is also very significant to the Provincial Department of Basic Education in that it highlights the reality of teachers lived experiences in as far as the implementation of this policy is concerned. The findings will assist the department to strengthen teacher development and school support in line with the dictates of Education White Paper 6.

There is a need for understanding the role parents need to play and the extent to which they need to go in making sure that their children are supported and get the education they deserve. Parents also need to find out what structures are there to support learners (UNESCO, 1994). This is important if parents are to ensure that their children get to schools where they can be properly supported and to enable parents to know how to support their children at home. One needs to be able to understand and be sympathetic to their different barriers and knows that these children deserve all the attention and love for them to succeed in life.

1.5 Statement of the problem

Most teachers working for the South African Department of Education were not trained to work in the inclusive learning environment. Before 2001, most of us believed that learners who did not fit in mainstream schools for whatever reason should be referred to special schools where specialist teachers and other personnel were better prepared to address their learning needs. The introduction and adoption of Education White Paper 6 as policy (DoE, 2001) demanded a paradigm shift in how all of us think and work. This policy also brought about changes in how schools are organised and resourced. As per Education White Paper 6, Inclusive Education acknowledges that all learners can learn and need support to do so. This has implications for teacher attitudes and competencies in every classroom.

My study focused on a full-service school which is expected to support learners experiencing barriers to learning, taking into consideration what they consider as barriers and offering appropriate support. The support that teachers offer to these learners means that they engage themselves in intense research, reading and attending workshops to make certain that they offer this support accordingly. Teachers need to work and support learners taking into consideration inclusive policies to offer appropriate support. Teachers need to be well versed with these policies because they are the core of teaching since the school is a full-service one. Teachers at this school understand that they need to work closely with the Department of Education to be able to support learners and equip themselves with knowledge and skills on teaching and support.

Learners at the Full-Service School I chose are faced with learning barriers on an on- going basis. These barriers hinder their learning and they are not able to cope with the demands of

the curriculum, which is extensive, demanding, centrally designed and rigid (Timmons, 2010). Learners require support for them to be able to cope with the demands of learning and life in general. It is vital that learners get support from different stakeholders, like teachers, parents, peers, Department of Education, health care practitioners and the community in order that they handle the stress brought on by the barriers.

The following are research questions that the study sought to answer:

1. What do teachers consider to be barriers to learning?
2. What challenges and needs do teachers experience in implementing Inclusive Education?
3. How do teachers at this school support learners experiencing barriers to learning during the teaching and learning process?

The answers to the above questions will guide other teachers not only in full-service schools or inclusive schools on what to consider and do in dealing with learners experiencing the kind of barriers outlined in this study.

1.6 Research methodology and trustworthiness issues
1.6.1 Research methodology

This study used qualitative research design to gather data. (McMillan, 2006) define qualitative research design as a systematic study that emphasises gathering data on naturally occurring phenomena and this data is in a form of words. The goal of choosing this research design was to gather from teachers, as per research questions, what they consider to be barriers to learning or what they understand them to be, what challenges and needs do they experience in implementing inclusive education and how do they support learners experiencing barriers during the teaching and learning process. All the responses and ideas were going to be relayed in answering the research questions thereby gaining insight from the teachers' point of view.

Since I wanted a specific group of teachers to participate in this study because they were familiar with teaching learners experiencing barriers, I chose purposive sampling as my tool in choosing these teachers. (Bertram, 2014) define purposive sampling as meaning specific choices that the researcher makes about which people, group or objects to include in the

sample and it relies on the judgement of the researcher when it comes to selection. Purposive sampling also increases the range of data disclosed (McMillan, 2006). The school that the study was conducted at was chosen because it had the characteristics that were relative to the study as it is a full-service school. As it is the main goal of purposive sampling to focus on characteristics of a population that is of interest in enabling the researcher to answer the research questions, (Bertram, 2014), the school selected has the kind of learners that the study required, learners who experience barriers to learning that are found in full-service schools and sought to gather data from the teachers that deal with these learners daily in the quest to support them.

I used questionnaires and group interviews as a technique of collecting data from participants. The interview guide approach has been used since it allows the interviewer to decide on the sequence and wording of the questions (Fraenkel, 2008). The research paradigm used is the interpretive paradigm which seeks to emphasise the kind of support learners with barriers to learning need in order that they can be able to cope with their learning. This paradigm focuses on how people make meaning on their own and in interaction with others (Woolfolk, 2007).

The study also used the Sociocultural Theory of Lev Vygotsky as the theoretical framework. In this framework, Vygotsky posits that learning begins on what he called an interpersonal plane which depends on interactions we have with others as well as the intrapersonal plane where individuals internalise concepts (Woolfolk, 2010) He argued that humans master themselves through external symbolic, cultural systems rather than being subjugated by and in them (Daniels, 2008). For a child to master what is being taught, it is important that she/he is supported. That support can be offered by teachers, peers, parents and professionals.

1.6.2 Trustworthiness issues

There are four issues of trustworthiness that were considered in the completion of this study, namely, confirmability, transferability, credibility and dependability.

Confirmability is based on the acknowledgement that research is never objective, it is also based on the perspective that the integrity of findings lies in the data and the researcher must adequately tie together the data (Morrow, 2005). Confirmability is the confirmation of data

by someone else other than the researcher (Conrad, 2011). Confirmability, therefore, eliminates biases and subjectivity on the side of the researcher. Data will be tied together through an analysis of questionnaire and focus group interviews.

Credibility is the internal consistency where the core issue is how rigour in research will be ensured. It can be achieved by prolonged engagement with participants, persistence observation in the field, validation and co-analysis. Credibility is established if participants agree with the constructions and interpretations of the researcher, meaning the description of the case is exactly based on the understanding of the participants (Conrad, 2011). Credibility will be achieved through engagement with teachers during the study and through focus group interviews.

Transferability refers to the extent to which the reader is able to generalise the findings of a study to his or her own context (Morrow, 2005). A case can be deemed transferable if it is applicable to another group or setting (Conrad, 2011). As the study is about supporting learners with barriers to learning it can be generalised into the reader's own context through common strategies that teachers use in supporting learners and can also have common things that they consider as barriers to learning.

According to (Smit, 2010), dependability refers to stability over time, the consistency through repetition and the extent to which findings can be reciprocated by another inquirer. The study can be consistent because learners can experience the same barriers even though they are not in the same school. Barriers experienced can be one and the same as the ones that have been experienced over many years.

1.6.3 Ethical considerations

People do and believe in different things. Since this is the case it is important to be considerate of people's values and cultural background. It was important to ensure that my behaviour as the researcher was not harmful or offensive to my participants. It was important, as a researcher, to make sure that I did not impose my views on the participants but allowed them freedom to speak their mind and express their views without fear or being intimidated. Ethical issues, during the study, needed to be taken into consideration because I was dealing with

people as participants. Permission to conduct research was obtained first from the University of KwaZulu-Natal's research office (Ethical certificate reference number: HSS/1365/015M, Appendix A), then from the school Principal of this full-service school (Appendix B). Informed consent was obtained from all participants, prior to conducting the study. I ensured that no harm was done to people's emotions, dignity and/or privacy. The rights of the participants were not violated in any way, as per the Bill of Rights and the Constitution of S.A. The right to dignity was maintained as much as possible per section 2 (5) the Bill of Rights. The participants' rights to privacy were maintained as per the Bill of Rights, section 2(32).

1.7 Definition of concepts

There are different concepts that are used throughout this study. It is imperative therefore that they are explained for a clear understanding of the study.

- Barriers to learning – Difficulties that arise within the education system in its totality, the learning sites and or within the learner himself or herself which prevents access to learning and development for learners (DoE, 2010).

- Learning disability – A condition in which a student has a dysfunction in processing information typically found in language-based activities, resulting in interference with learning (Friend, 2012).

- Inclusive Education – An educational system in which learners are accepted and fully integrated both educationally and socially promoting equal participation and no-discrimination within a single system (Bornman, 2010).

- Full-service school – A school that is equipped and supported with, among other things, physical and material resources as well as professional development for staff, to provide for the full range of learning needs among all learners (DoE, 2001).

- Special Education – A customised instructional programme designed to meet the unique needs of an individual learner with a disability or a special need and is incapable of benefiting from mainstream education (Gargiulo, 2012).

1.8 Limitations of the study

The limitations that I, as the researcher anticipated was time, as to the actual time teachers were to be available for me to do the focus group interviews with them and time in terms of days they were going to offer me to conduct the interviews. The availability of teachers, how they were going to accommodate me in their busy schedules. I was going to try and avoid these limitations by working as per the schedule that the teachers were going to give me and work around it. Limitations were also to be avoided through communication with the teachers. Communicating extensively with teachers so that the study run as planned.

1.9 Conclusion

This chapter has provided an overview of the study by taking into consideration the discussion on the motivation of the study which was discussed in detail. The objectives, as well as the research questions, were clearly presented. The research methodology and trustworthiness issues were presented. For clear understanding and internalising of the study, concepts were defined in detail. The study is further outlined as follows:

Chapter 2 looks at the literature around Inclusive Education, support that is available for learners, educators and parents in making sure that its principles are met and implemented.

Chapter 3 looks at the methodology: in particularly, the design of the study, sample and sampling methods, data collection method, research paradigm and ethical issues that the study took care of.

Chapter 4 presents the findings, what the participants had to say about the barriers that learners experience in the teaching and learning environment, the challenges that emerged from the data.

Chapter 5 discusses the findings, identifies limitations of the study, suggests recommendations and makes a conclusion of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

People are unique and in their uniqueness, they are sometimes labelled either negatively or positively. It is imperative therefore that we, as a people, refrain from labelling one another because we all are different. There is a thin line between what we consider as 'normal' and/or 'special/abnormal' therefore labelling people negatively is not wise. The World States came up with Inclusive Education which seeks to include all persons: able or disable, normal or abnormal, in one school and in one classroom. This chapter looks at the international perspectives of inclusive education, inclusive education in the South African context, support that is available for learners in the inclusive schools, support available for teachers, support available for and from parents, the teams that offer support and the theoretical framework.

2.2 What are barriers to learning?

Barriers to learning are difficulties that arise within the education system the learning site and or within the learner himself or herself which prevents access to learning and development for learners (DoE, 2010). There are many factors that contribute and/or manifest themselves as barriers to learning. Here I will just highlight some of the factors that literature diagnose as barriers. Chapter 4 will go into detail pertaining to those that teachers experience in their school and which are much prevalent. One of the most crucial barrier in inclusive education is the curriculum in that it is not flexible in terms of content that is taught, medium of instruction that is used, methods used in teaching, pace and teaching time that is available to complete the curriculum, learning material and how learning is assessed (DoE, 2010).

Overcrowded classrooms affect learners who experience barriers to learning negatively because there is less individual attention that is offered to them (Materechera, 2014). These classrooms become a barrier because learners with barriers need individual attention and support to be able to cope with what is being taught in class. Physical abuse, drug abuse and emotional abuse place learners at risk because they end up missing school time and subsequently drop out of school (DoE, 2001). Learners end up being drop outs because they

cannot cope with the pressure of work that has been missed. This barrier leads to a lot of illiterate people who become dependent on others because they cannot take care of themselves. Negative attitudes in terms of race, class, gender, culture, disability, religion and sexual preference become barriers when they are directed to the learner in the education system (Donohue, 2014).

2.3 Education in a non-democratic South Africa

Prior to the 1994 Democratic government, the education system in South Africa was ruled by apartheid laws. In 1948 the National Party came to power; it was confronted by the growing need for black education and in 1954 black education was introduced which was controlled by the government in terms of the apartheid policy. Blacks had to accept the financial, administration maintenance and expansion of their own schools (Booyse, 2010). Blacks had it tough in those days.

The introduction of Bantu Education led to the substantial increase in government funding to learning institutions of black Africans but it did not keep up with population increase and their education was not free, even schools reserved for while learners were of Western standards whereas the one for black learners, only a limited few had plumbing, electricity and running water (Africa, 1953). Bantu Education was received with reservation by most of the black community. It was opposed because it was not offered the same way as in white schools, which were more privileged and received the best recourses than those of blacks. Protests manifested and school boycotts broke out, in 1955, to established an alternative education system. Further entrenchment of apartheid law was enforced because of boycotts and this lasted for decades.

2.4 What is Inclusive Education?

Inclusive education is a system of education which seeks to normalise education in terms of allowing learners to be taught in one school and in one classroom. Bridging the divide between what is considered "normal" and "special/abnormal", allowing all learners to be socialised together and be taught together and not look at the disability but look at a person

and support accordingly with love and respect for him or her and for his or her rights and for the total well-being of all learners in the inclusive school.

Researchers and writers have come up with different definitions of inclusive education because no one definition is the definition but they all depend on the context in which the term is used. The following are but a few of the definitions of inclusive education.

> (DoE, 2001) define inclusive education and training in different ways, first and foremost as acknowledging that all children and youth can learn and that all children and youth need support, as enabling education structures, systems and learning methodologies to meet the needs of all learners, as acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, class, disability, HIV or other infectious diseases, as a system that is broader than formal schooling and thus acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures, as a change in attitudes, behaviour, teaching methods, curricula and environment in order to meet the needs of all learners and finally as a way of maximizing the participation of all learners in the culture and curriculum of educational institutions and uncovering and minimising barriers to learning.

It is clear from the above statements that inclusive education is very broad and it touches upon all spectrums of education and of educating learners. It does not only look at one aspect, which is mainstreaming of learners or including them in what we call "normal" schools, but it touches upon all aspects of education including the learner himself or herself. It is also important to note the fact that inclusion does not only happen in a school setting but also at home as that is where children are brought up from an infant stage. Homes can also exclude learners in a way that the child is not included in any conversations or tasks that are done at home just because he or she has a disability, of which it is important to note that they also need to be included because they are part of the communities and families they are born into.

Inclusive education is the policy for achieving educational gain for all learners (Phasha, 2010). All learners gaining access to education irrespective of their disability but being motivated by the eagerness to learn. (Timmons, 2010) defines inclusive education as the provision of educational services of students with disabilities in schools where their non-disable peers attend, in age-appropriate general education classes under the teachers' supervision. Making sure that each learner is not excluded because of the disability but included because of his or her abilities and what he or she can achieve. Inclusive education speaks of a single system and closure of dual special-ordinary education system (Naicker, 2001).

On the other hand, (Bornman, 2010) and (Savolainen, 2000) define inclusive education as, not only about including learners who have been excluded but also the transformation of educational system thereby accepting all learners and fully integrate them both educationally and socially thus promoting equal participation within a single system that does not discriminate. Integration can be achieved through support as learners need this support for diverse educational needs to be attained. Not forgetting that they also need to be socialised with other people for them to have confidence in themselves and their capabilities.

Inclusion cannot only be defined in perspective of disability issues but also issues related to, emotional, social, spiritual and sexual identities and in its totality, is not a solution but a means to discovery (M. A. Shuttleworth, 2012). Learners discovering for themselves what they can achieve thus giving them a sense of pride in themselves. (Menzies, 2008) looks at inclusive education as an attempt to normalise disability by eliminating the divide between special and general education in order that the cultural view of how we interpret the meaning of disability be changed. This, in turn, makes other people look beyond the disability but at a person per se and what he or she can do and achieve. It is important also to note that inclusion is defined in terms of the context in which it is to be implemented.

If inclusion is defined in terms of the context to which it is to be implemented it is also vital to note that in South Africa, with the diverse and indigenous languages it can be summed up to mean, acceptance with love and respect (Phasha, 2010). One needs to accept these learners, embrace them and show them love and most importantly respect them because they are people they deserve to be treated right. They also need to be socialised well in order that they are to feel a sense of belonging within their families and the communities they live in.

2.5 Why Inclusive Education?

The World States met in Salamanca, Spain, in 1994, to discuss Education for All, whereby all learners were to be included regardless of the disability and be taught in one school and in one classroom with non-disabled peers. It is recommended that educational planning by the government should concentrate on education for all persons, in all regions of a country and in all economic conditions, through public and private schools (UNESCO, 1994).

The goals of Inclusive Education are therefore to firstly, improve learning, where learning is improved for learners with disabilities when they are placed in regular classrooms because they learn to interact with ordinary learners socially and academically (Baglieri, 2012). They can perform tasks that are performed by their abled counterparts and not be afraid even if they fail but keep on in order that they improve their learning. Secondly, allow growth for peers whereby, peers without disabilities learn the skills of living with people with disabilities, learning not to ridicule them or pity them, but treat them with care and support (Baglieri, 2012). They learn to interact with their peers and this socialises them better because they become part of a school society. This also helps their peers in learning to live with people with disabilities and know that they are human beings just like them, who go through life and experience things just like them. They go through all life processes just like they do because they are human. Learners learn through peers in the same age group irrespective of their developmental or performance levels (Rose, 2010).

Thirdly, develop friendship: Peers with and without disabilities learn to live together and be friends despite their differences. Developing of friendship is important because if it is not encouraged it may lead to withdrawal, anxiety and shyness (Deiner, 2005). Making friends also make them be confident about themselves. They learn to interact, play, making sense of their lives and learn that there is life outside of their disability which they need to embrace and live it to the fullest. Lastly, prepare for an adult living: The goal of education is to prepare individuals with special needs to be contributing members of society (Baglieri, 2012). Schools should provide them with skills needed in everyday life, these skills include social and communication skills, training in technology, support to enter higher education and specific transitional programmes for life outside school (UNESCO, 1994). Learners are not included just for learning but also to prepare them for adult life because there is life after schooling. They need to work and be productive members of society.

It makes it clear why there was a need to introduce inclusive education. That is why also the delegates of the World Conference on Special Needs Education believed and proclaimed that:

> ..every child has the fundamental right to education and must be given the opportunity to achieve and maintain an accessible level of learning, every child has unique characteristics, interests, abilities and learning needs, education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs, those with special educational

needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs and regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994).

The above points are the driving force of inclusive education and education for all. If they are adhered to and implemented effectively the world will see a major shift in education, especially the developing countries of the world who are usually seen as lagging in innovations and development.

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994). It is crucial that the school considers the fact that every child has diverse and unique learning patterns and that that diversity should not be a course for segregation. It is also important to note ad taken into consideration that barriers are not always intrinsically linked to the disability of the learner, but very often linked to circumstances arising from his or her living and learning context (DoE, 2010).

Inclusive schooling can be successful if implemented with close attention to each school's unique context (Menzies, 2008). It is therefore important that each school looks at its individual needs and makes sure that each learner is assisted accordingly, making sure resources are put in place in order that support is offered to learners, take time in supporting them and not forget that they need all the love and support they can get in order that they succeed in life. The school also needs to look at its infrastructure, checking whether it is suitable for physically disabled learners to move around without any fear of falling over especially the ones who are using wheelchairs. It also needs to check its policies whether are they in line with those of the Department of Education. The school's committees need to outline their working policies in making sure that goals are set and need to work towards achieving those goals. Every teacher needs to have a positive attitude in helping learners achieve their goals and working together with the community to support learners. The school has the responsibility of developing and sustaining a place of learning that enables every child to exercise the fundamental right to education and learning, a right to an equal place in

society, including all right that are dependent on learning, including the right to vote, to work and to participate in the society (Rioux, 2007).

Teachers need to be taught the value of collaboration, cooperation, participation and to listen to marginalised voices (M. A. Shuttleworth, 2012). The onus is on teachers because they are the driving force behind the implementation of inclusive education and they are also facilitators and shapers of young minds. They are the core of inclusive education because without them there is no education and this education system would not function. Since they are drivers of this system they need to be on point and clearly understand the reasoning behind inclusion and embrace it.

The move to inclusive education was to make segregation difficult (Lovey, 2002). Difficult in a sense that no learner was left behind and that no child will be segregated because of his or her disability.

2.6 Successes and challenges in the implementation of Inclusive Education in South Africa

Inclusive Education in South Africa was piloted in three of the nine provinces, that is, Eastern Cape, North West and KwaZulu-Natal (Savolainen, 2000). The Department of Education worked hand in hand with the Denmark Government through the Danish International Development Assistance (DANIDA), working on the project that was introduced in South Africa in the above provinces in 2001-2002 and this pilot project was called the 'Resource and Training Programme for Educator Development: Building an Inclusive Education and Training System' (an Inclusive Education Pilot Project) and this project was funded by DANIDA (Phasha, 2010). The Inclusive system of education came with a lot of challenges, especially for teachers since they were the ones who were going to teach learners experiencing barriers to learning.

There was much uncertainty from the teachers since they had no idea what was expected of them, in terms of how they were going to teach such learners and how to handle them and the stress of doing something that they did not know. The biggest challenge of preparing teachers for inclusive education is to help them understand what inclusive education is and how to put it into practice in their own classrooms and schools (DoE, 2002).

The challenge of implementing inclusive education in South Africa is mainly in the different ethnic and language groups together with the apartheid past and poverty, this is also compounded by the fact that parents are unable to send their disabled children to school due to lack of funds as they have other able children that need to go to school thus the ones that are disabled suffering because they are left at home and do not attend school (Donohue, 2014). Teachers were worried because they had not been trained to teach learners who experience barriers to learning thus feeling that they fall short and see themselves as being inadequate (DoE, 2002).

Teachers were also of the opinion that they did not possess the adequate training, skills, time or support networks to ensure quality education for all (Swart, 2002). This was a challenge to them since they did not feel confident enough to teach learners with barriers. The results of the inadequate training and skills created a sense of uncertainty for the teachers. Other challenges that teachers experienced were the teacher-learner ratio which was too high. Classes were overcrowded which did not allow for individual attention (Savolainen, 2000). Inclusive education requires that learners be given individual attention since they have barriers and if the class is overcrowded it does not allow teachers to give enough time to every learner in class thus they end up not being appropriately supported and given the individual attention they need. Most learners with disabilities who attend school are still in separate "special" schools for learners with disabilities, they are still in these schools after a decade of the introduction of inclusive education (Donohue, 2014).

Teachers were made to believe that learners experiencing barriers to learning had to be taught by teachers with special qualifications when in fact they were the ones who were going to teach them. This posed a big challenge because teachers felt inadequate and out of place. Other challenges were inaccessible buildings (for those on wheelchairs), lack of transport for the learners and resistance to change (Swart, 2002). It is always difficult for any individual to adapt to change easily, and for teachers as well, it was difficult for them to adapt to this new system of teaching and learning for fear of failure more than anything, being unsure of the result.

A way forward in making sure that inclusive education was a success in South Africa was to run capacity building workshops. The South African Finnish Co-operation Programme in the

Education Sector (SCOPE), one of the Department of Education's initiative to inclusive education, aimed to make sure that Learners with Special Education Needs (LSEN) achieve an optimal level in mainstream schools, and that teachers adapt teaching methods, material and classroom management to support LSEN (Savolainen, 2000). Learners were to achieve at their optimal since teachers had to undergo workshops in order that they capacitate them and equip them with skills and knowledge on how to teach learners with barriers. SCOPE hoped to achieve these goals by emphasising capacity building workshops at different levels and through training programmes to be organised for teachers, personnel of Education Support Services, members of the SGB and management at provincial, regional and district levels (Savolainen, 2000). After teachers had been workshopped they were then expected to put all the training into practice in their individual classrooms. These workshops emphasised for teachers that they needed to plan what they want to teach and how they want to do it, teach in a way that they have planned to, reflect on what they did, how they did it and how well it worked for learners (DoE, 2002). By reflecting they could identify areas that needed to be improved in that lesson particularly and others that were still to be taught. (Materechera, 2014).

The inclusive education of a diverse body of children allows children who are different to become acquainted with one another thus helping them to discover common grounds and this acquaintance happens in schools where they learn to interact without any boundaries (Donohue, 2014). Other challenges that become barriers to learning range from schools fail to implement Screening, Identification, Assessment and Support (SIAS) to poor infrastructure caused by poor workmanship (Materechera, 2014).

2.7 International perspective on Inclusive Education

The introduction of inclusive education sought to develop self-sufficient members of society and not look at the disability. Education is influenced by a variety of factors, including, social, economic, environmental and commitment on the education system in general. Different approaches need to be applied in making sure that education takes place accordingly and without any infringement of people's right and freedom.

The French physician, Jean-Marc Gaspard Itard (1774-1838), was the pioneer of special education for his efforts at educating Victor, 'the wild boy of Aveyron', who was discovered by hunters in the forest, who was without language and exhibit animal-like behaviour, to master the basic social and self-help skills, his work and other pioneers helped to establish a foundation for many contemporary practices in special education (Gargiulo, 2012). The very first special education classrooms were self-contained, students were grouped together and segregated from other pupils and children with significant intellectual or physical disabilities did not attend school at all (Gargiulo, 2012). Labelling children based on perceived capacity to learn resulted in exclusion from schooling which was unjust and unjustifiable (Rioux, 2007).

In Britain, the first special schools were set up in the late 18th century. Very few children with disabilities, in the past, had access to education, especially in developing regions of the world, thus millions of adults lack even the rudiments of basic education (UNESCO, 1994). The reason for this was in the belief that these children were uneducable and not expected to lead independent and productive lives (Huerta, 2008). Special education programmes were available in many schools by the 1950s. In 1965 Special schools were intended to provide for children with severe hearing and visual difficulties that could not learn in general schools using methods and materials available there (Frederickson, 2011). The Education Act of 1970 removed the legal distinction between those who were not educable in schools (Gargiulo, 2012).

Inclusive education in the United Kingdom and the United States of America came with challenges because it was not easy to determine which disabilities were suitable for special schools and which ones were suitable for inclusive schools. Professionals argued that children with disabilities need small groups and a highly structured, environment which is difficult to attain in a general education classroom and that inclusion was not a sound educational practice (Friend, 2012). These reservations were mainly because they understood that these learners need specialised care but did not take into consideration the fact that they also needed to be socialised accordingly as socialisation plays an important part in a person's life. Mixing with other people, by sharing ideas, communicating with them is also important. Giving them freedom and allowing them to live. Learners need to be taught based on their abilities, by looking at what they are capable of learning and not their disabilities, whereby

one looks at the disability thus concluding that there is nothing that he or she can learn or is incapable of learning because of the disability.

Segregation came in different forms; some were segregated by their disabilities and some by race. Some parents had to seek the assistance of the court for their children to be accepted in mainstream schools, taking into consideration the, Brown v. Board of Education of Topeka (1954), which was race based and Eaton v. Brant County Board of Education (1995), this one was disability based, a child with cerebral palsy, (Huerta, 2008), (Rioux, 2007). In the case of Brown v. Board of Education of Topeka, the U.S. Supreme Court ruled that it was unlawful to discriminate against any group of people (Friend, 2012). The Court also applied this ruling to the education of children, African American, thus the Court introduced the concept of integration into public education, this also applied to children with disabilities.

Disability rights activists began to advocate for children with disabilities and took the matter to the U.S. Supreme Court where it was concluded that separation of students by race generated feelings of inferiority and stigmatisation and as such the segregation policies violated the constitution thus the composition of school populations was altered forever (Huerta, 2008). These parents were fighting for the rights of their children, wanting them to be educated with their peers as per the laws of the IDEA.

The separate but equal clause is not allowed with regard to race either should it be allowed to separate students because of their disabilities thus the Congress in the U.S. enacted the first generation of education laws relating to students with disabilities (Huerta, 2008). This showed segregation and it was not going to be accepted because all people are equal before the law. Another serious problem that the Congress in the U.S. had to take care of was: minority students who were placed in special schools not because of their disabilities but because of their limited English proficiency, and the Congress resolved that these students should have access to the general curriculum to the maximum extent possible with appropriate support (Huerta, 2008).

This shows without a doubt that the education department in the U.S. had their work cut out for them because this shows that students were not placed in special schools because of their inability to grasp the content but because of language which could have been dealt with within the general classroom. In this way, a lot of resources were wasted on students who, in

my opinion, did not necessarily need special school facilities and this also had racial undertones because if a language of teaching and learning is not your mother tongue, of course, you are going to have a problem understanding but as you become acquainted with the language, by speaking it more often and reading people speaking it you become familiar with it and it is easy for you to speak and understand the language. There was, therefore, a need to introduce inclusive education because these learners would have spent almost their entire learning lives confined in these special schools wasting resources which would have been spent on other more important issues.

What happened thereafter was that children with disabilities were given the opportunity to participate in societies and recognised as people capable of living normal lives and were no longer housed in institutions but were returned to local communities and local schools. In 1975, the U.S. enacted their Education for All Handicapped Children Act (EAHCA), which ensured that all children with disabilities would receive a free and appropriate public education (Ntombela, 2013a).

The Individuals with Disabilities Education Act (IDEA, 1990) requires that teachers working with students having exceptionalities or disabilities, provide a free and appropriate public education, educate children in the least restrictive environment, protect against discrimination in testing, involve parents in developing each child's educational programme and develop an individualised education programme of study for each student. IDEA has affected every school in the United States and has changed the roles of teachers in the general education and special education (Eggen, 2010). In 1997 IDEA was revised and it recognised that most students with disabilities must spend all or most of their time in the general education setting (Friend, 2012). Spending most of their time in general education setting will make them have an ability to socialise with their peers and gain confidence in themselves and learn to interact well with them.

Both the United State of America and Britain were required by law that they educate students in the least restrictive environment (Friend, 2012). This may, therefore, come as a justification that learners need not be confined to special schools just because they have disabilities but rather need to be taught together with abled learners in general schools so that they can learn freely and be socialised better. In the USA, the inclusive education system was enacted and

its purpose was to ensure that all handicapped children have a free appropriate public education which emphasises their unique needs and to provide for their education (EAHCA, 1975).

The Education for All Handicapped Children Act, EAHCA (1975), mandated the states to put in place programmes that allow them to identify and evaluate learners who needed extra help and that they identify and evaluate them without any form of discrimination. In the USA as well as the UK, inclusion became an answer to concerns about the effects of segregated services in schools (Ntombela, 2013a).

Even though there has been so much talk about inclusion, to some access to education is still a distant goal and the chance of being denied schooling is greater for some children than others, with girls and those with disabilities having much less chance than others even within the same economic class (Rioux, 2007). This shows that much still needs to be done in order that the gap of segregation that exists in the education system of the world be bridged. There is a growing recognition of the importance of professionals working together as this co-operation and partnership are the keys to delivering services in an efficient and integrated manner (Gargiulo, 2012).

2.8 Inclusive Education in the South African context

In South Africa, the right to education is entrenched in the Bill of Rights in the Constitution (RSA, 1996). This means that all South Africans should have access to education, not just a selected few. Prior 1994 elections, special schools were mainly for white learners who had special educational needs and very few, if any, for black learners thus learners with special needs attended regular schools where teachers were not experts and the teaching and learning environment was not supportive at all (Ntombela, 2013a). Segregation in education that was based on race and disability were the order of the day during the apartheid system (Nel, 2013). The system of government did not see any need in teaching a black child because they saw it as nothing but a labourer, a maid and a garden boy who will not end up anywhere in life.

When the Government of National Unity came to power, in 1994, it committed itself to social transformation (Booyse, 2010). New policies were introduced and were aimed at unity and equality. The new system of government sought to provide a nondiscriminatory school environment, which included all learners disabled or abled in one school and in one classroom.

With this background in mind, the Department of Education saw it fit to change the system of education and include learners who have been excluded before because of their special education needs. The introduction of inclusive education in South Africa was influenced by the Salamanca Conference, which urged all governments to: give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties, adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise, develop demonstration projects and encourage exchanges with countries having experience with inclusive schools and lastly, establish decentralised and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs (UNESCO, 1994).

The rationale behind the introduction of Inclusive Education in South Africa was that segregation and discrimination deprived learners of experiencing the same curriculum and limited their opportunities to know, appreciate and understand each other (Phasha, 2010). Learners were segregated because the then apartheid government was afraid that if blacks were educated it would be easy for them to dethrone them and take over the government and the country since they were the majority anyway (Phasha, 2010).

In South Africa, inclusive education seeks to redress the imbalances created by the apartheid system of education (Phasha, 2010). These imbalances were caused by the fact that black education in South Africa was primarily controlled by the government in terms of the of the policy of apartheid, which aimed at maintaining the white's cultural and social way of life and the protection of their national integrity in the face of a common mass of black people thus subjugating them to white dominance (Booyse, 2010). Whites placed themselves on high regard at the expense of black people.

The results of decades of segregation and systematic under-resourcing are apparent in the imbalance between special schools that catered exclusively for white disabled learners and those that catered exclusively for black disabled learners, it is, therefore, imperative that the continuing inequities in the special schools sector are eradicated and that the process through which the learner, educator and professional support services populations become representative of the South African population, is accelerated (DoE, 2001). It is important also to note that even though there is much talk about learners being included irrespective of their disabilities, one should also bear in mind that the mere inclusion is not enough if there is no support that is in place. (Savolainen, 2000) affirms this by pointing out that, the physical inclusion of learners with disabilities is not enough to ensure the meaningful development of their relationships with others, which makes it crucial that teachers structure education and social environment for learners develop skills and attitudes required to interact across perceived differences and disabilities.

Another rationale that influenced the introduction of Inclusive Education was mainly to right the wrongs of the past, with regards to education in South Africa. The Department of Education sought to rectify firstly, specialised education and support that have predominantly been provided for the small percentage of learners with disabilities within 'special' schools and classes; secondly, where special education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites; and lastly, the fact that most learners with disability have either fallen outside of the system or been 'mainstreamed by default' (DoE, 2001).

The National Commission on Special Needs in Education and Training and the National Committee on Education Support Services recommended that the education and training system should promote education for all and enable learners to participate actively in the education process so as to develop and extend their potential and participate as equal members of society (DoE, 2001). In South Africa, Full-service or Inclusive Schools were introduced in order that learners with barriers to learning be accommodated in these schools without them being accommodated in special schools only. A Full-service or Inclusive School is a school which, strives to achieve access, equity, quality and social justice in education by promoting a sense of belonging so that all learners, staff and families experience a sense of

worth in the learning community (DoE, 2009). Such schools have the capacity to do the following:

- respond to diversity by providing an appropriate education for individual needs of learners, irrespective of disability or differences in learning style or pace, or social difficulties experienced,

- establish methods to assist curriculum and institutional information to ensure both an awareness of diversity and that additional support is available to those learners and educators who need it

- embrace the vision of a society for all, based on the United Nations Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities,

- celebrate diversity through recognising potential, increasing participation, overcoming and reducing barriers, and removing stigmatisation and labelling

- seek to adopt a holistic, flexible and accommodative approach to development and upholds a spirit of collaboration among all members of the school community

- nurture a philosophy that is underpinned by inclusion principles, and lastly,

- have an atmosphere that reflects a culture of respect for all people in the school and the community including parents, and have educators and parents who recognise learners have the potential to learn, with abilities, aspirations and talents being equally valued (DoE, 2009), (p 7-8).

If all the above is recognised and met by every full-service school, it is possible for inclusive education to work. It only requires that all parties concerned brace themselves and be willing to give their all in making sure that it works and that learners are supported in in a way that they should and grow to be productive members of society. A full-service school should bear in mind that barriers to learning and learning needs vary, therefore it should develop capacity and potential to deal with learners in a strategic manner.

The Department of Education outlines the determining level of need and admissions for learners in a full-service school by stressing that: Full-service schools should admit and must be willing to support all learners from their locality according to the principle of natural proportion, irrespective of whether they have low, moderate or high-level support needs, when deciding on the level and nature of support which needs to be provided to learners,

full-service schools should bear in mind that the category of disability does not determine the level or type of support which is needed by any individual learner, neither does a learner have to be moved to a certain setting to have access to certain types of support programmes, these schools must also review their capacity to accommodate the needs of each individual learner who has additional support needs, before considering permanent outplacement to a special school and lastly the schools must work collaboratively with the DBST in supporting learners with moderate, high or very high support needs as it is the responsibility of the DBST to ensure that the full-service school receives the physical, material and human resources as advised through the SIAS process of funding inclusive schools. (DoE, 2010).

Much emphasis needs to be placed on supporting learners through full-service schools that will have a bias towards specific disabilities (DoE, 2001). Pilot schools all over South Africa were chosen to see if inclusion could work. These were faced with challenges since educators were not trained on inclusion and learners did not get enough support for them to access education so there were lots of dropouts in schools. The high level of dropouts also led to dependency, illiteracy and poverty, some learners were not accommodated in schools because of inaccessible buildings, people's attitudes, lack of transport and lack of education among parents (Savolainen, 2000). That is why it is important for everyone involved in the school community to make sure that they support one another and especially learners in order that these illustrated above be avoided.

Since there were so many challenges the Education Department sought to fund the schools so that inclusion would work. The policy development in South Africa was a response to the international imperatives of the Education for All movement and the Salamanca Statement and Framework for Action (DoE, 2001). If inclusion is defined in terms of the context to which it is to be implemented it is also vital to note that in South Africa, with the diverse and indigenous languages it can be summed up to mean, acceptance with love and respect (Phasha, 2010). As a teacher one needs to accept learners with barriers and embrace them, show them love and most importantly respect them because they are people and they deserve to be treated right.

It is important also to note that an inclusive education policy is not an addition to the process of transformation, which must go on in all South African schools, but it is a means by which

such transformation can be accomplished (DoE, 2010). The objectives of the Salamanca Statement and Framework for Action were to enable schools to serve all children, particularly those with special needs (UNESCO, 1994). Making sure that they are not segregated because of their disabilities. The Government's obligation to provide basic education to all learners and its commitment to the central principles of the Constitution are also guided by the recognition that a new unified education system must be based on equity, on redressing past imbalances and on progressive raising of the quality of education and training (DoE, 2001), which of course can only be achieved if there is understanding of the principles of inclusive education and total embracing thereof. The government, as is, cannot do anything about inclusive education but rely solely on teachers, parents and professionals to do it. It is therefore up to every individual to play their part in making sure that learners with barriers are included and supported.

The Salamanca Statement reaffirmed the right to education of every individual regardless of their differences, it also urged World States to ensure that the education of persons with disabilities is an integral part of their education systems and the increased involvement of governments, advocacy groups, community and parent groups and organizations of persons with disabilities in seeking to improve access to education for most those with special needs (UNESCO, 1994). It is clear from these government initiatives that the children are placed at the forefront which is commendable because they are the future and giving them knowledge no matter the disability is of advantage to them and to the community. In this way, no child will be left behind. Everyone and anyone have access to education making our world a better place with everyone held in high regard, not just a selected few.

2.9 Support in a Full-service/Inclusive School

Every learner and every teacher need support in the teaching and learning process. No one person can survive without assistance or support, one way or the other in this life that is why it is important for learners with barriers also to be supported. Support is necessary and it can come in all forms and from anyone who is concerned about the learning of children with barriers. Support can come from different stakeholders like the government (Department of Education), school, peers, parents, community, Department of Health and/or psychologists.

It is important for teachers to enlist the support and expertise of individuals outside the field of education, and these individuals can offer services like physical therapy, audiology, speech and language, social workers, to mention a few (Gargiulo, 2012). It is important also to note that there are teams that are available within the school and the Department of Education that are designed to support learner needs, these teams are the Institutional Level Support Team (ILST) and the District Based Support Team (DBST).

2.10 Support for learners in a Full-service/Inclusive School

Support is the powerful tool in making sure that learners succeed in life. The support tool should, therefore, be the centre of education, especially in the full-service or inclusive schools. Support is the engine behind the development of each and every learner that is within the school community and must be utilised to its maximum in order for it to yield positive and acceptable results.

An essential feature of support within a full-service school is one of being site-based and offered by a structure constituting the School Management Team, principal and educators (DoE, 2010). Support for learners does not only depend on teachers and the school community but on other forms as well, those are: peer support - where learners support one another in classes and peer counselling (buddy groups) and out of classroom activities (sports, hobbies, etc.) parental support - whereby parents support their children with their homework and the community as a whole (Landsberg, 2011).

In collaboration with the provincial departments, the Ministry will investigate measures to raise capacity in primary schools for the early identification and support of learners who experience barriers to learning and require learning support (DoE, 2001). Collaboration is very important since it makes for certain that there is working together amongst teachers and that learners are given the appropriate support which makes it easy for them to learn accordingly. Support for learners takes place when teachers plan lessons in such a way that they accommodate all learners (DoE, 2001).

Support for learners can only be effective if teacher attitudes are taken into consideration. For teachers to develop and for learners to get the support they need, much attention needs

to be paid on resources. Woolfolk (2010) maintains that three types of resources are important: (1) People as resources to one another, helping each other out, (2) Time - time being devoted to meetings, planning and staff development activities, and, (3) Financial support, where activities must be paid for, venues, etc. Time is of utmost importance because it has to be used effectively for the achievement to take place (Woolfolk, 2010). It is important to acknowledge that all children and youth can learn and that all children and youth need support (DoE, 2001). Support for learners is very crucial in making them and building them up to what they are supposed to be. Within the inclusive schools, children with special educational needs should receive whatever extra support they may require ensuring their effective education.

It is important also to monitor whether the activities needed for proper inclusion are met, these involve reviewing progress; writing progress reports for the school and evaluating how the respective projects are going (Ainscow, 1999). This is very important because it makes for certain that learners are supported accordingly because if there is no monitoring it easy for parties involved too and not do accurate and proper support. The monitoring needs to be done by the ILST, the DBST and the Department of Education in ensuring that learners get the appropriate support. All these people need to work collaboratively for the benefit of the learners.

Support for learners can only be effective if teacher attitudes are taken into consideration. They must have a love for the learners they are teaching. The type of resources teachers use, are crucial in making sure that learners understand and they become involved in a lesson. Use of visual, manipulating and exploring objects, hands-on activities, group or pair work and other creative methods can be used in maintaining the learners' interests in a lesson thus increasing their level of participation (Grech, 2010). Positive attitude and love are important factors in making sure that learners get the support they need. It does not just end with the teacher teaching the child but extra care should be taken in making sure that learners are shown care and love because some of them do not get this love and care at home. Since the school is the extension of the home it is important that care and support are offered.

It is also important to note that learners can be supported through strategies that are used within the classroom. These play a vital role in learner performance and achievement. No one

strategy is effective in the classroom, there need to be a lot of interchanges when it comes to strategies because no one child can be taught in the same way as the other throughout their school life. It is imperative therefore to note that teaching methods need to vary in order that all learners' learning styles are included and the diversity of learning be addressed (Lebeloane, 2013). (Walton, 2013) supports the idea of using strategies as a means of supporting learners, when stating that teachers should let learners who find it difficult to write do oral assessments or do models or design posters. One must always consider the uniqueness of learners in the classroom.

Teachers' positive attitude towards inclusion depend strongly on experience with learners with special educational needs, teacher education (on inclusion and its purposes), availability of support (from the department, parents and colleagues), class size (a manageable number of learners for face to face assistance) and workload (concentrating solely on learners). All these overlaps each other when applied signifying interdependence and independence. Support for learners depends not only on teachers but also on the family, school and community (Landsberg, 2011).

Parents need to be responsible for their children and ensure their support by making sure that their children attend school (DoE, 2010). Parents are required to make sure that their children attend school because it is their responsibility to do so and the right of their children to attend school. Support from parents is very crucial for the development of the children. Resource centres provide short-term or long-term support for individual students and support students in entering the labour market (Peters, 2007). Support for learners goes a long way it does not end with their schooling career but goes beyond that even to their adulthood. The support that is offered to learners now prepares them for their future as well.

2.11 Support for and from teachers in a Full-service/ Inclusive School

It is not only learners that need support in the inclusive education system but teachers also need support so as to support learners. It is important therefore for teachers to have a positive attitude when dealing with learners so that it will be easy for them to teach and support accordingly. (DoE, 2010) stresses that general and ongoing support provision in the school comes in the form of, educators meeting regularly to discuss and find solutions to

various problems which learners may be experiencing, educators working together as a team, educators, school management and parents working together to address barriers to learning and teaching, all educators receiving ongoing classroom support and training to address barriers to learning and teaching, and lastly, educators knowing and understanding how to get different forms of support from both in and outside the school.

If all of the above is to be attained it is important that educators understand and implement the principles and policies of inclusive education to the fullest and with eagerness. Educators must be active participants in the administering of inclusive education in order for it to succeed. Staff development teams are important because they let teachers become clearer about purposes and priorities of inclusion. Teacher development is important since it gives teachers confidence to do what they are asked to do (Ntombela, 2013a). This clarity can lead to a greater sense of empowerment and an increased willingness to experiment with alternative responses to problems experienced (Ainscow, 1999).

Staff development can also be in a form of consultative services whereby consultation is a focused problem-solving process in which one individual offers expertise and assistance to another (Gargiulo, 2012). The consultation seeks to modify teaching tactics in order that the needs of learners be accommodated. Teachers also can do co-operative teaching whereby general education teachers and special education teachers work together sharing in the planning and delivery of instruction to a heterogeneous group of learners.

There is much talk about what the ILST and the DBST are responsible for but, from my experience working as a teacher in a full-service school, not much is being done by these teams and my suspicion is that both lack the knowhow and the ability to render support. Since there is no sufficient knowledge on the side of educators on inclusion it is important that support is given to them so that they can be able to support learners in the classroom. Staff development activities are most successful when linked to whole school improvement. Teachers need to be proactive in their planning and lesson presentation.

Educators need to work hand in hand with the Department of Education and professionals for it to succeed. Educators are at the forefront, as they are the ones who spend more time with learners and know their academic capabilities and therefore should get all the support

they need to produce the desired results in so far as supporting learners in accordance with the principles of inclusive education.

2.12 Support for and from parents in a Full-service/Inclusive School

Supporting learners do not only start and ends with teachers. Parents also need to be involved in the education of their children by offering unending support to them. This unending support that is to be offered by parents is significant to learners because children will be encouraged to do more and excel if they see that their parents encourage them. Parents who are involved in their children's learning make their children motivated to do their best thus not wanting to disappoint them in any way. As much as children need support in their school work, one also need to bear in mind the fact that parents need support themselves in order that they can support their children's education needs more especially for children with disabilities. Parental involvement and quality interactions with them are very important in ensuring that the child is given proper support. Good interaction with the parents will always ensure best results because parents know more about their children than teachers. Research on parental involvement has shown a positive effect on learner achievement (van Wyk, 2010). It is important for learners to be provided with appropriate home environment to be successful in learning (Hay, 2013). Knowledge of family background helps in giving learners appropriate support.

Parents react in different ways after finding out their children have barriers or physical barriers / disabilities. It is important that they stay strong and positive for the sake of their children. It is also important for the teachers and other professionals to realise that the identification of an individual as disable or has a learning barrier affects the entire family constellation and produces a wide range reaction, responses, and feelings. (Gargiulo, 2012). Parents go through different emotions of, though not all of them, shock, denial, grief, ambivalence, guilt, anger, shame, bargaining, adoption and acceptance (Gargiulo, 2012).

Parents grieve about their child's disability, they feel a sense of loss for what their child may not have become and pain or discomfort their child may have to experience (Friend, 2012). They may have feelings of guilt, that somehow, they may have contributed to their son or daughter's disability, at the end the feeling of acceptance is manifested whereby a deliberate

effort is made to recognise, understand and resolve the problem (Gargiulo, 2012). Looking at these different feelings that parents go through, it is important that teachers and professionals be sympathetic to these parents and learners by treating them with care and understanding because it is not easy for a parent to have a child who is physically challenged or who has a learning disability.

There should, therefore, be a good parent - professional relationship for the betterment of the child. Parents are a valuable resource for professionals since they typically have a greater investment in their children, not only of time but also of emotions (Gargiulo, 2012). Parents care more about their children than any other person and have the entire history of the child, how he or she was born, what challenges did he or she encounter or what challenges the mother encounter during childbirth. Hay (2013) confirms that collaboration with parents is critical since they will have had to make the most effort with the learner in terms of support.

Furthermore, family – professional partnerships are being encouraged and implies that families are full and equal partners with professionals, and this partnership leads to collaboration which involves the sharing of information, resources, expertise and a commitment to jointly reaching decisions (Gargiulo, 2012). Collaboration in an inclusive education framework would certainly involve communicating, volunteering and learning at home emphasising excellent communication between the teacher and parents (Hay, 2013). Parents teachers should communicate on a regular basis concerning the learner since this will any uncertainty about what needs to be done, by whom and when. If there is an ongoing communication between the parent and the teacher there will be less stress on both parties and the learner will receive the necessary support.

(UNESCO, 1994) emphasises that both parents and teachers need support and encouragement in learning to work together as equal partners. Effective arrangements are made for involving parents in all aspects of their children's school lives and decisions that have to be made and such arrangements should involve counselling and support that lead to independence (DoE, 2010). Parents, teachers and administrators should work hand in hand to yield positive results in so far as supporting each other are concerned and in supporting learners is concerned.

The development of parents' associations should be promoted and involved in the implementation of programmes designed to enhance the education of their children in order for them to be productive and for parents to stay abreast with the education of their children (DoE, 2001)). These parents' associations can be of great help to the parents in terms of creating self-esteem and be knowledgeable about what is happening in the school and the Department of Education. They will also be able to establish all forms of support that they can offer their children regarding their different learning barriers and offer for those with physical barriers.

Grech (2010) agrees with other authors in pointing out the significance of parent involvement in saying that parents are an invaluable part of the educational team and an excellent resource and can be roped in to help consolidate learning because their exclusion or not involvement puts the school and the child at a disadvantage. Parent involvement is beneficial to the learners and the school because it decreases the rate of absenteeism because learners know that their parents will not accept it. Through parent involvement truancy rate also decreases. Learners develop a sense of ownership of their studies because they know their parents check their work on a regular basis and the rate of drop outs is decreased to some extent, so parent involvement is very beneficial and highly recommended.

2.13 Support from the Institutional Level Support Team

The Institutional Level Support Team (ILST) is a team that is school based and it consists of teachers with specialised knowledge and interest in resolving barriers to learning and it has a member from the school management team, and sometimes administrative staff and learner representative who are all dedicated to supporting learners (Hay, 2013). Dedication and commitment are important in the ILST as it is the core team of inclusive education as it is based in school and is the team that works closely with teachers and learners. The success of inclusive education in the school depends on the effectiveness of the ILST. The ILST and the District Based Support Team (DBST) are both mandated with supporting the teaching and learning the process by identifying and addressing learners, educators and institutional need (DoE, 2001). For the ILST to perform and accomplish it's duties, according to (DoE, 2010), in supporting learners and educators the ILST must be well trained to help educators to address

barriers to learning and teaching, it must have a structured approach towards implementing the strategy on, Screening, Identification, Assessment and Support (SIAS), it must establish Individual Support Planning (ISP) teams in each phase to coordinate individual support planning, it must track support provisions and keep records of meetings and individual support provisioning, it must organise regular consultation sessions with parents and lastly identify training needs of phase educators and organise ongoing staff development and joint planning of support.

In essence, the function of the ILST is to make sure all learner and educator support services are put in place and that the school is a coordinated one (DoE, 2001). It is important also to note that the ILST must not rest on its laurels in the hope that things will work out on their own but it must work tirelessly in ensuring that learners and educators are supported. Support is crucial because no one component in the school environment can survive without proper support. Every care should be taken in making sure that support is offered in its abundance.

It is also important to note that the ILST should liaise with the DBST and other potential support providers (Hay, 2013). The liaison between the two teams will make the act of supporting learners much easier for the teachers because they will know that they are not alone in their endeavour to support learners effectively. It is important also to understand that the members of the ILST work collaboratively as a team putting aside their differences in order to reach a goal that will benefit the learners.

2.14 Support from the District Based Support Team

The District Based Support Team (DBST) has a bigger role to play in providing and ensuring support. The DBST aims at promoting inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management (DoE, 2001).

The DBSTs are mandated with the implementation and performance of these core duties (DoE, 2005):

- To support all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus will be on teaching and learn factors, and emphasis will be placed on the development of good teaching strategies that will be of benefit to all learners; on overcoming barriers in the system that prevent it from meeting the full range of learning needs; and on an adaptation of support systems available in the classroom. (p19)

- To assist educators in institutions in creating greater flexibility in their teaching methods and the assessment of learning. They will also provide illustrative learning programmes, learning support material and assessment instruments. (p20)

- To evaluate programmes, diagnose their effectiveness and suggest modifications. Through supporting teaching, learning and management, they will build the capacity of schools, early childhood and adult basic education and learning centres, colleges and higher education institutions to recognise and address severe difficulties and accommodate a range of learning needs. (p29)

- To provide direct interventionist programmes to learners in a range of settings, and/or, serve as 'consultant-mentors' to school management teams, classroom educators and governing bodies. (p41)

The DBST has to intervene in the teaching and learning the process by bringing in skilled personnel to provide consultative support or training with the educators by specialist staff based at the District office or Resource Centres (DoE, 2010).

The core purpose of the DBST is to foster the development of effective teaching and learning, primarily through identifying and addressing barriers to learning at all levels of the system. The key functions that support this purpose include, the development and ongoing support of local institutional-level support teams in school, colleges, early childhood and adult learning centres. In this regard, the key focus areas of these teams are: supporting the capacity building of schools/ education institutions; identifying and prioritising learning needs and barriers to learning in their local context; and identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework. A second key focus of these teams is to link these institutions with formal and informal support systems in the surrounding community so that these needs and barriers can be addressed (DoE, 2005).

The main focus for district-based support teams would be to provide indirect support to learners through supporting educators and school management, with a particular focus on curriculum and institutional development, to ensure that the teaching and learning framework and environment is responsive to the full range of learning needs. This indirect support role is often referred to as 'consultancy'. A secondary focus would be to provide direct learning support to learners where necessary and possible, where institutional level support teams are unable to respond to particular learning needs (DoE, 2005).

The DBST is important since it brings to school specialists on inclusive education, who could be of great help to teachers, who must deal with teaching learners on a daily basis. The DBST's involvement is crucial since it is closer to the Department of Education and can easily make things happen in so far as supporting learners and teachers are concerned, by bringing in psychologists and health practitioners to render much-needed support to learners and educators.

The DBST is required to provide curriculum, assessment and instructional support in the form of illustrative learning programmes, learner support material and equipment and professional support for educators (DoE, 2001). Both the ILST and the DBST are important in carrying the torch of inclusive education burning by applying its principles.

Support can also be rendered by the Department of Health and the Department of Social Development and non-profit organisations and teachers can be able to educate parents about these services and retired teachers whom if willing can tutor learners after school (Hay, 2013).

2.15 Theoretical framework

The Sociocultural Theory of Lev Vygotsky has been chosen as the theoretical framework for this study. Learners are part of society and culture dictates how they are socialised, within it and within the school environment. As they are included or taught with their peers they get to socialise with them and not feel isolated in the special schools like before. As they socialise with their peers they use language to communicate which in turn help them to learn the language and overcome the language barrier. Vygotsky believed that learning begins on what he called an interpersonal plane which happens through interaction with others and the

intrapersonal plane where concepts are internalised by an individual (Woolfolk, 2010). Vygotsky argued that humans master themselves through external symbolic, cultural systems rather than being subjugated by and in them (Daniels, 2008). For a child to master what is being taught it is important that support is offered to that child, the support can be offered by teachers, peers, parents and professionals?

The Sociocultural Theory provides a powerful theoretical account of human development that recognizes the central importance of social relationships (van Compernolle, 2014). An individual is an active agent in development, this development on its own requires support for those experiencing barriers because they cannot develop on their own since they experience these barriers. For these individuals to develop they must be supported immensely by teachers and capable peers. A person learns through interaction with others and through support this can be achieved. Concepts in the theory have been chosen for this study, that is, the Zone of Proximal Development, assisted learning, magic middle, scaffolding and cognitive apprenticeship in showing the support that is offered to learners in the inclusive classroom.

The Zone of Proximal Development (ZPD) is the phase at which a child can master a task if given appropriate help and support (Woolfolk, 2010). ZPD is a concept of reference for education and teaching and works as a heuristic concept of Vygotsky's history on development (Cole, 2007). ZPD allows learners to ease into the given task since they are supported in mastering that task. This study seeks to answer a question on how teachers support learners and through ZPD the support offered is sufficient for the learner to master and understand the given task. In the zone, the more experienced other, which can be an adult, is central in supporting learners (Wearmouth, 2012). Since the focus of the study is to explore the support that is given to learners with learning barriers, the ZPD is suitable for the study since it also focuses on supporting learners in order that they master the given task. ZPD necessitates the 'assistance of others' in the social context of learning, making it easier for learners to master the given task and be able to socialise with others while performing the task.

Vygotsky believed that support is important in teaching and learning since it facilitates understanding and mastering of concepts (Woolfolk, 2010). Learners with barriers to learning

receive support from teachers on matters they do not clearly understand this can be done through the restructuring of learning environments to support learners and being socialised differently as they move away from their special schools to mainstream schools.

The interactions of 'assisted learning' happen through the dynamic exchanges between teacher and learner that allow the teacher to support a learner in a part of the task he/she cannot do alone (Woolfolk, 2010). Assisted learning can be in a form of prompts, reminders, giving information and encouragement at the right time in the right amounts and gradually allowing the learner to do more on his/her own. Assisted learning also facilitates the interaction with others whereby learners with barriers learn to interact with ordinary learners in an inclusive school thus allowing them to gain confidence and support from their peers. Vygotsky believed that learners, with learning barriers, have to reach a position of understanding with the support of other learners or teacher - magic middle (Woolfolk, 2010). Learners with barriers working together with their peers and teachers in doing tasks and getting appropriate support in mastering the tasks.

Scaffolding is one other form of support that can be given to learners when experiencing barriers. Scaffolding is a technique whereby teachers provide support to students and decreasing it as the students' proficiency increases (Eggen, 2010). It is important also to emphasise that teachers do not need to do tasks for learners which they can be able to do for themselves for but to monitor and give support and assistance where needed.

Another form that can be used in supporting learners is called cognitive apprenticeship which (Woolfolk, 2007) define as a relationship where a less experienced learner acquires knowledge and skills from an expert, in this case, it can be a teacher or a peer. There are steps, as illustrated by (Santrock, 2009), that are significant in cognitive apprenticeship and those are; the teacher models strategies for students, the teacher supports the students' effort at doing the task and students are encouraged to do the task independently. It is important that learners be given the opportunity to do the work on their own if it has been explained to them thus making them feel at ease with the tasks that they have been given. The teacher must always make sure that support is given but also let learners do tasks on their own so that they get to practice and this also makes it easy for the teacher to do assessments.

2.16 Conclusion

The more teachers and parents embrace inclusive education the more possible it will be for teachers to implement it and for parents to support it. This will ensure that learners receive appropriate and meaningful support in a way that will benefit them through to adulthood. Policies and laws are there to guide and all of them emphasise that all learners who experience barriers to learning should be supported.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter looks at the research methods that were used in this study. The research design which is, the qualitative research design has been used for this study. Sampling procedures that were used were purposive sampling and convenience sampling. Data collection methods used in order that data be generated were questionnaires and focus group interviews. A case study has been chosen and used as the approach for the study. The research paradigm chosen was interpretive paradigm. Ethical considerations are discussed in detail. Trustworthiness issues such as confirmability, credibility, transferability and dependability have been looked at.

3.2 The design of the study

3.2.1 Research design

A qualitative research design was used in this study, the reason for that is rooted in the idea defined by (McMillan, 2006) that qualitative research design is a systematic research design that emphasises gathering data on naturally occurring phenomena and this data is in the form of words. The goal of qualitative research is to understand social phenomena from participants' point of view. This design enabled me, the researcher, to gather data that was needed for the study from teachers through questionnaires and focus group interviews. First-hand information was gathered through these interviews as teachers expressed their views in relaying how they support learners experiencing barriers also stating strategies that they use in supporting such learners. Qualitative analysts do not believe that there is a single truth but believe that people can subscribe to different views and valid but different truth (Newby, 2014). I chose qualitative research design for this study also following this premise whereby the study sought to find an understanding pertaining to barriers to learning because teachers have different views on what barriers are. There is no one barrier but there are so many factors that affect learning and thus becoming barriers.

I chose qualitative research design also to get more insight and information from teachers on the kind of support they give to learners who experience barriers to learning. This sort of information can only be clearly conveyed through one on one interaction, through interviews as interviews are predominant in the qualitative methods (Mertens, 2015). Qualitative research design fits well in this study because it allows the researcher to explore teachers' experiences and their narratives on how they support learners with special needs. Furthermore, qualitative paradigm ensures the gathering of in-depth and rich data using small scale sample (Cohen, 2011).

3.2.2 Sample and sampling methods

I used a sample of 14 participants to answer a questionnaire and 6 participants to participate in the focus group interview. McMillan (2006) define a sample as a group of subjects from whom data is collected. According to (Bertram, 2014); (M. Shuttleworth, 2008) purposive sampling means specific choices that the researcher makes about which people, group or objects to include in the sample and it relies on the judgement of the researcher when it comes to selection. As it is the main goal of purposive sampling to focus on characteristics of a population that is of interest in enabling the researcher to answer the research questions, (M. Shuttleworth, 2008), the school selected has the kind of learners that the study required, learners who experience barriers to learning that are found in full-service schools and sought to gather data from the teachers that deal with these learners daily in the quest to support them.

I therefore chose purposive sampling purposefully because I wanted a full-service school where learners experience barriers to learning also because I wanted to get information from their teachers on how they support them and what challenges they face as teachers in implementing inclusive education in their quest to support learners with barriers. Purposive sampling increases the range of data disclosed and it also increases the utility of information obtained from small samples (McMillan, 2006). Purposive sampling was used in this study since the school that I chose has the characteristics that are relative to the study since it is a full-service school and it was not chosen at random. The school was chosen for purposes of getting answers to the research questions since it is a full-service school that services all

learners, those with learning barriers, those with disabilities and those without. Purposive sampling was used for this study in choosing the six participants whom I knew I will work well with and will be able to give me the sort of information that I wanted.

Another form of sampling that I used was convenience sampling. Convenience sampling is a sample that is easily accessible (Fraenkel, 2008). This type of sampling was chosen because the group of teachers that I worked with was easily accessible and nearby and I did not have to travel long distances to carry out the study. I used a sample of fourteen educators that were purposely selected knowing that they would be willing to participate as they were teachers who always show eagerness in assisting others.

Teachers at this school knew about inclusive education and what it entails and how to go about assisting learners during teaching and learning as they had all participated in a workshop where inclusive education was unpacked. Most of the teachers have quite an experience in teaching in general. Fourteen participants across all grades, 1 from grade 1, 2 from grade 2, 3 from grade 3 (1 of whom is a HOD), 3 from grade 4, I from grade 5, 2 from grade 6 and 2 from grade 7 were given questionnaires. Gender wise it was 4 males and 10 females, the reason for such an imbalance is that there are more females than males in this school and it is easy to approach a female since I am a female myself.

Six participants were chosen to take part during the focus group interviews. I chose only six because I had already given out quite a few questionnaires and I wanted to work with a number that I could manage as it was my first time conducting an interview. Dealing with a manageable number was ideal for me. There were five females and one male. I had chosen 2 teachers from grade 1, 1 from grade 2, 1 from grade 3 (a HOD), 1 from grade 5, and 1 from grade 7. I selected teachers from all phases because it was going to assist the study in getting information from all grades in order that I get a broader perspective of what it going on in each grade.

3.2.3 Data generation method

I used two forms of data collection which are questionnaires and interviews. I selected the participants who were going to participate in the study. The participants were purposefully

selected based on their knowledge and understanding of the principles and guidelines of inclusive education. Some of them participated both in the questionnaire and focus group interviews. These were done on different days starting with the questionnaires. Focus group interviews were done at a later stage when questionnaires were collected from the participants. The reasoning behind this was so that participants would have enough time to answer the questionnaire and not be disturbed in their daily duty of teaching. Focus group interviews were done after. Interviews were done during school days but after teaching time, in the afternoon.

3.2.3.1 Questionnaire

A questionnaire was used to generate data from participants. A questionnaire is a list of questions which the respondents answer which can contain either closed-ended or open-ended questions (Bertram, 2014). A questionnaire was suited for this study because it made it easy and quick for me to gather data from many teachers in a short span of time. A questionnaire is economical, have the same questions for all participants and can ensure anonymity (McMillan, 2006). Questionnaires were issued to fourteen teachers (refer to Appendix D). Each teacher could answer the questionnaire at his or her own free time thus not interfering with the teaching and learning process.

The use of questionnaires allowed teachers freedom to work at their own pace because the questionnaires were handed out but collected after some time to allow teachers time to answer. Questionnaires were given to fourteen participants across all grades, 1 from grade 1, 2 from grade 2, 3 from grade 3 (1 of whom is a HOD), 3 from grade 4, I from grade 5, 2 from grade 6 and 2 from grade 7. Gender wise it was 4 males and 10 females, the reason for such an imbalance is that there are more females than males in this school and it is easy to approach a female since I am a female myself. All fourteen were questionnaires were collected. No questionnaires were spoiled; they were all filled in. No questionnaires were returned blank.

3.2.3.2 Focus Group Interview

Focus groups interviews enable the researcher to collect data from multiple participants and to observe and record the interactions and group dynamics that unfold (Lodico, 2006). The rationale for using focus group interview in this study was to get more information from different participants and to get the participants' views on the study that was conducted and to get specific answers. The interview guide approach (refer Appendix E) was used as topics and issues to be covered were specified in advance. In the interview guide approach, the interviewer decides sequence and wording of the questions during the interview and the interviews are conversational and situational (Fraenkel, 2008). Interviews give out more information and clarity when needed. The audio recordings were conducted for the interviews.

Focus group interviews were conducted with a sample of six participants. I chose only six participants because I had already given out quite a few questionnaires and I wanted to work with a number that I could manage as it was my first time conducting an interview. Dealing with a manageable number was ideal for me. There were five females and one male. I had chosen 2 teachers from grade 1, 1 from grade 2, 1 from grade 3 (a HOD), 1 from grade 5, and 1 from grade 7. I selected teachers from all phases because it was going to assist the study in getting information from all grades to get a broader perspective of what it going on in each grade.

All the participants could come for the first interview. On the day of the interview, one participant reported that she had to leave early as she had some family business to attend to. The other one came in a bit late since she had to finish up with her learners before coming to the interview. The interview was an hour long. Before the interview started I asked teachers for permission to use a recorder and they did not have any objections. I used a recorder because I felt that taking notes will make me lose focus and concentration and not be able to hear what the participants are saying.

The interview was in the afternoon right after learners were dismissed. That was the time allocated to me by the principal of the school because he did not want to disturb learners and teachers during their teaching and learning time. The teaching and learning are the core of

the school that is why teachers and learners are at the school and everything else comes second.

Since I conducted two interviews, on the day of the second interview four of the six participants could come since the other two were held up in workshops. These were the same participants as in the first interview. The second interview was done in order that I get some more information and clarity. In selecting the participants, I chose to represent all the foundation phase grades and one intermediate phase and one senior phase. It was my intention that each phase was represented. I wanted to find out whether learners experience the same barriers across all grades or do they differ and whether do teachers across all grades use same strategies in supporting learners and is what they consider to be barriers the same or not.

3.2.4 Case Study

A case study provides a unique example of real people in real situations and can penetrate situations in ways that are not always susceptible to numerical analysis (Cohen, 2011; Morgan, 2016). The case study enabled me to gather data more effectively, in that I was there with the participants and gathered data first hand. I gathered data personally and from real participants. A case study is more a method of organising and reporting the results of your study than it is a method of collecting data (Willis, 2008). The case study involves taking extensive data from people being observed, extracting extracts and expressing it to an audience (Bassey, 2010). It was easy to gather data because I got it first hand from the participants. A case study research design is useful for testing if theories work in the real world (Shuttleworth, 2008). A case study can either use a single or multiple case designs (Morgan, 2016).

I chose a case study as the approach for conducting this study. Case study design is generally descriptive and enables the researcher to investigate important topics by narrowing them down in order that they are easily researchable (Shuttleworth, 2008). The school that I researched is situated in the rural area. It serves a community that is socio-economically challenged. Most of the parents are unemployed, they are not able to provide for themselves and their children. Most of them live on social grants and old age pension pay-outs. There are

+/- 1200 learners in this school, 38 teachers. As most of the parents live on child support grants, the school is a non-fee paying school. There is a feeding scheme that helps cook for learners. There is no evident parent involvement and the community does not do much in supporting the school and the learners.

3.2.5 Research Paradigm

Positivism is one paradigm which held that all genuine knowledge is based on sense experience and can only be advanced by means of observation and experiment (Cohen, 2011). Another paradigm is pragmatism. Pragmatism is not concerned with whether research is describing either a real or a socially constructed world but for pragmatists, research simply helps us to identify what works (Lodico, 2006). What works, for pragmatists would mean something that makes us accomplish a certain goal.

I chose the interpretive paradigm in gaining insight on the kind of support learners with barriers to learning need in order that they overcome them. This paradigm has been chosen since I want views of the participants in finding out the kind of support that they give towards learners with barriers to learning. This paradigm focuses on how people make meaning, both on their own and in interaction with others (Woolfolk, 2007).

3.2.6 Ethical Considerations

It is important to note that ethical issues need to be taken into consideration when dealing with people as participants. This study sought to make sure that no harm was done to people's emotions, dignity and/or privacy. I made sure that the rights of the participants were not be violated in any way, as per the Bill of Rights and the Constitution of S.A. Making sure that I do not make silly comments while the participant is still talking or look down upon what they say by making snide remarks about what they were saying or the idea they were trying to put across. The right to dignity was maintained always, section 2 (5) the Bill of Rights. I gave them the respect that was due to them since all of them were my seniors, in terms of age and teaching experience. I made sure that the participants' rights to privacy were maintained as per the Bill of Rights section 2(32).

Permission to conduct research was obtained from the school where the research was done. Informed consent was obtained from participants, prior conduction of the study. Before I even went to the school to ask for permission to do field work, I got the ethical clearance from the University of KwaZulu-Natal, Edgewood Campus (Ref No. HSS/1365/015M). I also got the permission from the school to conduct research, I got the gate keeper's letter from the school. I got consent from the participants to allow me to give them questionnaires and to conduct interviews with them. It was stated clearly on the questionnaires that the participants were not supposed to write their names on it. Before the interview started I assured the participants that their names will not be mentioned anywhere in the dissertation and what they were saying was going to be confidential.

3.2.7 Trustworthiness Issues

There are four issues of trustworthiness. These are confirmability, transferability, credibility and dependability. Confirmability is based on the acknowledgement that research is never objective, it is also based on the perspective that the integrity of findings lies in the data and the researcher must adequately tie together the data (Morrow, 2005). Data was tied together through the analysis of questionnaires and focus group interview. Conrad (2011) further explains confirmability as the confirmation of data by someone else other than the researcher. Through the analysis of data and through quotes from the participants, data was not subjective but rather objective since it was not altered.

Credibility is the internal consistency where the core issue is how rigour in research will be ensured. Credibility was achieved through interaction with the participants through observation during focus group interviews. Credibility was achieved through engagement with teachers during the study and through focus group interviews. Credibility is established if participants agree with the constructions and interpretations of the researcher, meaning the description of the case is exactly based on the understanding of the participants (Conrad, 2011).

Transferability refers to the extent to which the reader can generalise the findings of a study to his or her own context (Morrow, 2005). As the study is about supporting learners with barriers to learning it can be generalised into the reader's own context through common

strategies that teachers use in supporting learners experiencing barriers. Transferability can also be generalised through common support systems that are available in supporting learners, like parents, the Department of Education and teachers themselves. A case can be deemed transferable if it is applicable to another group or setting (Conrad, 2011).

Dependability - the study can be consistent over time because learners can experience the same barriers even though they are not in the same school. Barriers experienced can be one and the same as the ones that have been experienced over many years. The kind of support that can be used by other teachers can be the same as the ones that this study has pointed and be useful and be consistent over time.

3.3 Conclusion

In this chapter, the design of the qualitative research design has been discussed. A detailed description of the sampling methods has been outlined and discussed, data collection technique and analysis methods have been detailed.

CHAPTER 4

FINDINGS

4.1 Introduction

The sample drawn from the school under study consisted of 14 educators who completed the questionnaire. The return rate of this questionnaire was 100%. From the 14 educators, 6 were selected to participate in the focus group interview which lasted for an hour. Data generated from the focus group interview was useful in that it corroborated what educators had said in the questionnaires. Most importantly, the focus group session allowed the researcher to obtain in-depth understandings and responses to the research questions.

My analysis will follow my research questions, which are: (1) What do teachers at this school consider to be barriers to learning? (2) How do teachers at this school support learners experiencing barriers to learning during the teaching and learning process? and (3) What strategies can be used to support learners experiencing barriers to learning at this school?

Themes	Sub-themes
What teachers consider as barriers to learning	1. Teachers 2. Language 3. Physical barriers 4. Physical, emotional and sexual abuse 5. Socio-economic factors 6. Lack of parent involvement
What challenges and needs do teachers experience in implementing inclusive education	1. Inadequate resources 2. Inadequate professional development
How teachers support learners experiencing barriers	1. Remediation 2. The Curriculum 3. Group Work 4. Individual Work

Table 1: Themes that were identified

4.2 What do teachers at this school consider as barriers to learning?

There are a lot of barriers that prevent learners from accomplishing their education. These barriers impede them from reaching their goal and in making something of themselves in the future. These barriers need to be overcome so that learners experiencing them can be able to live productive lives and belong to the societies in which they live. When asked, what do they think barriers to learning are, teachers said that:

Miss Khuzwayo: *Barriers to learning are difficulties to learning.*

Mr Majozi: *Barriers to learning are things that hinder learners from achieving a certain goal in class. It also refers to problems that the teacher encounters during teaching. These are contextual factors and factors that can be solved feasibly. All in all, things that can hinder teaching and learning in two ways: learners or teachers.*

Miss Zulu: *A problem or difficulties some learners are facing when it comes to learning atmosphere which is hindering them from progressing effectively. Barriers on the learners' side can be health issues, home environment or home background.*

Below are barriers that are prevalent at this school that teachers are faced with daily.

4.2.1 Teachers

Teachers felt that teachers themselves can be barriers to the children's learning.

Mr Majozi: *I think when we consider barriers we cannot leave alone the teacher. Sometimes the teacher himself or herself can be a barrier to learning. The way in which he or she conducts his or her teaching, maybe you are placing a teacher in a low grade and learners are afraid of him. Maybe he or she does not have enough training on how to deal with those learners.*

Mrs Thabethe: *I agree with what my colleague is saying when he says a teacher himself or herself can be a barrier because some do not have that love. Attitude is very*

important when teaching learners because most are without parents so you need to be a parent, be a mother or father.

Miss Khuzwayo*: When a learner is taught by a teacher as described by Mr Majozi, the love as they have said, as well as attitude are very important because the child becomes aggressive in class if he/she feels that he cannot cope with learning and the teacher does not show love and care for the learners.*

Miss Khuzwayo: *That is true attitude and love is very important when you are dealing with learners.*

It is important for teachers to understand and acknowledge that they are not in schools only to teach learners but they automatically become parents to learners that they teach, that is why it is important that teachers are passionate about teaching and about learners that they teach. Learners rely on them immensely and as adults, they have a responsibility to take good care of them and love them.

4.2.2 Language

Teachers at this school have a challenge with learners' use of language, when speaking and/or writing it. This is a great challenge because language is the core component in education. Without language, it is difficult to communicate properly and for learners to understand what is being taught. Therefore, it is crucial that learners acquire good language skills in so that they can understand what is being taught. Below are responses from teachers with regards to language as a barrier.

Questionnaire 1: *Learners lack word recognition skills. Learners lack language knowledge and fluency in reading, and this makes them struggle with spelling and dictation exercises.*

Questionnaire 13*: Learners are unable to read and write phonics.*

Questionnaire 11: *Learners are unable to read and write.*

Questionnaire 14: *Some learners lack listening skills.*

Questionnaire 5: *Some learners have incomplete work.*

Questionnaire 7: *Some learners have reading and spelling difficulties.*

Questionnaire 6: Learners cannot read well. They are slow and perform poorly academically.

Questionnaire 9*: The English language is a great challenge to learners since it is not their mother tongue.*

Miss Khuzwayo: *The difficulties that we encounter with these learners are different because some cannot even identify the words. Some can transcribe from the board but some cannot.*

Miss Zulu: *Some learners cannot listen properly due to their problem with hearing and they cannot listen with understanding.*

Mrs Thabethe*: Some learners cannot write, read or listen properly. Some have speech problems.*

The ability to communicate is an essential life skill for all children and it is the core of social interaction and without good communication skills children struggle to learn and to achieve in school (Mountstephen, 2011).

Donald (2012) agrees with Mountstephen with regards to communication and further states that communication is vital in the whole process of education. This clearly shows that communication is not just communication on one on one basis but for every child to progress effectively he/she needs to communicate well. In school, it is important that children learn to

communicate effectively and write appropriately because these go hand in hand. In most cases, it becomes a challenge if a learner cannot write because most assessments are done through writing.

4.2.3 Physical barriers

Learners with physical barriers find it difficult to cope in class because they sometimes are absent most of the time due to their illnesses. The prevalent physical barriers at this school as identified by teachers are:

Miss Madlala: *Learners have problems with their vision, they cannot see properly what is written on the board.*

Questionnaire 10: *Some learners have physical disabilities such as hearing, sight and speech problems.*

Questionnaire 4: *Some are far-sighted and others are short sighted. Some learners cannot hear properly.*

Questionnaire 11: *Health and biological factors located within the learner.*

If a learner cannot hear properly it becomes a challenge because now the teacher must shout and this affects her and other learners as well. The hearing impairment is significant enough that even with correction it adversely affects the learner's educational performance (Raymond, 2013).

Miss Zulu: *As you know there are different problems or difficulties that some learners are faced with when it comes to learning atmosphere which is hindering them to progress effectively. It can be health issues. In my class I have a learner who got a stroke when he was a year old, this child cannot write, he cannot even hold a pencil. It is very difficult.*

Mrs Shabangu: *Some have speech problems they cannot speak properly or even read.*

Mrs Thabethe*: Some of these children are very hyperactive and chaotic. There is one in grade 3 he is deaf, absent-minded and cannot even write.*

When asking teachers about these physical barriers one question that was asked was: how would they assist a learner who is blind? The following are their responses pertaining to that.

Miss Khuzwayo: *We cannot assist children who are blind because they need braille of which we know nothing about.*

Mr Majozi: *We are not trained to deal with such cases. The only thing we can assist with is leading the child to a chair and sit him down but we cannot help the child by guiding him on how to read or write. The only thing we can do is refer the child to the right school.*

Miss Zulu: *We do not have teachers who are trained in braille maybe if we have few teachers who are fully trained in braille those teachers can fully support those learners. For safety's sake, we cannot assist such a learner.*

Miss Madlala*: Even our infrastructure does not cater for blind children. We can only refer them to the school for the blind. That is the assistance we can offer.*

It is obvious that there is still a long way to go for our school to be fully inclusive because there are still learners who are not accommodated in these schools.

4.2.4 Physical, emotional and sexual abuse

Some learners' behaviour is not good due to psychologically related issues of abuse. Some of the learners at this school are victims of neglect by parents, some are sexually abused and some are victims of physical abuse. Below are abusive acts that are prevalent at this school and which causes barriers to learning.

Questionnaire 13: *Some children are abused by elders.*

Questionnaire 10: *Some learners are victims of abuse.*

Miss Zulu*: As my colleague, has said these children are abused. Some are even neglected by their parents. Children living alone with no adults, something does happen especially at night and they are scared to tell. These are serious issues. I feel touchy because I know some cases whereby the learner is scared to tell even the teacher or let alone the parent, for example in the case of sexual abuse, which is a more serious issue.*

Mr Majozi*: Some learners are affected by their home environment whereby you find that the father is violent and the mother does not pay attention to her children, that also causes barriers to learning.*

It is concerning and hurting that young children suffer like this and go through such painful experiences because this abuse causes them to lose concentration in their school work. Some find it even difficult to cope with their school work and drop out of school. That is why it is important for teachers to give learners love because some of them really need it to cope with their stressful lives.

4.2.5 Socio-economic factors

Teachers also listed socio-economic factors that are prevalent at this school which impact negatively on learners' ability to learn, causing learning breakdown.

Mrs Thabethe: *Some learners come from very poor families. Some are from child-headed families. No adult to look after them, they are all on their own.*

Mr Majozi: *Learners from poor households are most affected when it comes to barriers. They have very strong barriers when it comes to learning. They come to school hungry and they cannot even concentrate on the teaching.*

Miss Khuzwayo: *They are financially constrained. What I have observed is, they can persevere even if they are hungry.*

Questionnaire 9*: Some learners are neglected.*

Questionnaire 6: *They come to school with empty stomachs which are a cause of poor concentration.*

Questionnaire 11: *They lack concentration due to hunger. Most of them are orphans.*

Questionnaire 4: *Some come to school hungry. Some did not receive pre-school foundation learning because no one at home can pay for pre-school fees.*

Questionnaire 10: *Some learners are from child-headed families. They are orphan vulnerable children.*

Poverty contributes to learners' inability to access educational provisions and other services that contribute to their learning thus creates risk factors that jeopardise development and school achievement (Stofile, 2013). It is quite possible also that learners from poor households do not eat healthy food but eat whatever they can get just to fill up their stomachs. Poor diet and lack of exercise are often linked to sleep problems and these, in turn, are often associated with learning problems (Mountstephen, 2011). These are children who are orphaned due to HIV/AIDS deaths and they suffer poorer health, emotional difficulties and loss of income (Pienaar, 2013).

4.2.6 Lack of parent involvement

Teachers have a challenge with the lack of parents' involvement in their children's learning at this school. Some parents do not support their children in terms of their learning or helping them with homework at home.

Questionnaire 12: *There is a lack of parent involvement in their children's education.*

Questionnaire 8: *Parents do not involve themselves.*

Questionnaire 6: *There is a lack of motivation from home about schooling.*

Mrs Thabethe: *Parents are more problematic than their children. Parents do not talk about their children's problems. One parent denied that his child has a problem. He was in a denial stage such that he said he will take me to Isolezwe (local daily newspaper) because I am talking like this about his child. You invite parents they do not come. Most of these parents are young and very stubborn.*

Miss Zulu: *Lack of parent involvement is a big problem. Parents do not want to accept that their children have problems. That is one of the biggest problems we are facing. To be fair enough it is very hard to inform the parent that your child has got a problem. He or she, as a parent is the one who is supposed to let the teacher know the exact problem about the child, so that we can take it from there, we know that so and so has got this problem from an early age and it will be easy to understand why the child is behaving like this. Children also do suffer because parents do not want to admit that their children have got learning problems. I cannot help the child fully because of the parent who does not want to be fully involved in the development of the child. It is very rare for a parent to admit, a parent who will tell you that when I was pregnant I had this problem or I have been waiting for someone to tell me about my child because I have noticed something. If all parents can accept for the sake of their children everything would be fine, things will fall into place.*

Mr Majozi: *What prevents teachers from implementing inclusive education is that you, as a teacher, identify that a child has got a problem, you call the parent and tell the parent that, your child has got a problem coping with school work, the parent is not willing to help or co-operate with you. You cannot, therefore, keep on identifying*

problems and at the end there is nobody who is supporting you after you have identified the problem.

Some parents find it very difficult to accept that their children have learning disabilities and they go through a roller coaster of emotions before accepting their children's disability (Lerner, 2003).

Motivation from home is very crucial in making the learner be confident and perform better in school. If they lack motivation even if they have the potential of boosting his/her performance it will not happen because there is no one at home encouraging him/her to do well in school.

4.3 Challenges teachers experience in implementing Inclusive Education

Teachers are faced with challenges on daily basis. These challenges hinder them immensely in implementing inclusive education. Below are some comments made by teachers about those challenges. The challenges experienced are the inadequate resources and inadequate professional development. Each school and each classroom require resources in order that effective teaching and learning is rendered and if there is a lack then teachers become challenged.

4.3.1 Inadequate Resources

Teachers have a challenge with the limited number of resources at this school. Below are their comments on the inadequate resources which pose as a barrier to the smooth running of learning and teaching.

> Miss Khuzwayo: *The school does not have audio-visual aids which could help learners in their learning.*

> Mr Majozi: There are limited *teaching aids on different levels. We have limited charts and readers. We do not receive enough resources from the Department, even though we receive the resources but they do not come at a time when they are expected to*

come. The Department has got a tendency of delaying things. Another problem is as we have large numbers in our classes it is even difficult to make copies for learners because if you want to make copies quickly for learners to go and do the work at home, you find that the queue is very long and there is only one photocopying machine and you end up not doing those copies. We do not have enough resources to speed up the teaching process.

Miss Zulu: *We need specially trained personnel who are well trained, whom we can rely on in assisting and developing us so that we can develop more skills in teaching and assisting these poor souls who need us most. Psychologists, physiotherapists or social workers to assist us with these children.*

Questionnaire 6: *Maybe programmes like one school one garden can assist to address poverty and hunger problems.*

Questionnaire 1: *Building groups of teachers at cluster level who have acquired strong instructional knowledge in reading as well as coaching.*

Questionnaire 9: *A school library can be of great help. Teaching aids on different levels can help.*

There are large class sizes at this school and teachers see this as a challenge because they are not able to reach all learners. Overcrowding is a big challenge and individual learning is difficult to implement.

Mr Majozi: *Our problem is overcrowding. The weighting is not the same, learners experiencing barriers weigh 5 times the normal learner and as a teacher you end up with a very high enrollment in one class.*

Mrs Thabethe: *Inclusive is too much for educators because the enrollment is too high.*

> Miss Zulu: *We are not against inclusive education because they are part of us, we cannot say no. We want to help, we want the Department to come up with strategies, we want to assist but the Department is doing nothing. The number of learners must be decreased or be given assistant teachers.*

> *Questionnaire 9: The teacher-learner ratio is also a barrier as classes are overcrowded.*

Teachers feel that overcrowded classes make it difficult for them to exercise multi-level teaching. Individual attention is much more difficult to do with large class sizes. Individual work is crucial to learners experiencing barriers because they need as much support as one can give, if the classrooms are overcrowded then that creates a challenge because such learners will not get the support they need.

4.3.2 Inadequate professional development

Teachers voiced their concerns about the inadequate support they get from the Department of Education. Teachers feel that they are left alone to deal with learners with no support from the Department. Below are some of the concerns that they raised with regards to the inadequacy of their professional development support. Teachers do not only want to be supported for their own benefit but they want this support so that they can be able to support learners because if teachers do not get support then learners suffer as well. Below are some of the concerns that were raised by teachers concerning professional development.

> Miss Zulu: *A gentleman came from the Department of Education to render workshops for us on inclusive education but to be fair enough those workshops were not enough. If it was continuous we will be well equipped. We want to assist but the Department is doing nothing. The Department must hire assistant teachers to deal with learners with barriers.*

> Mrs Thabethe: *The gentleman was not well trained to cascade the information. Not enough time was allowed for workshops. There are no specialised educators to deal*

with the learners with barriers. There is no co-operation with the Department. We need the Department's intervention and for it to deploy more psychologists in schools.

Mr Majozi: *I attended a workshop which was for a few hours not even days and those hours are not sufficient at all. They told us how to identify a learner with a barrier of which it is much difficult for me to identify those barriers so I still need some more training, these short trainings are not working for us. I also attended one that was organised by an NGO. We attended for 2 days and they also were training us on how to help learners with barriers, time was very short. The Department of Education needs to make a follow-up training for us as teachers. These short workshops are totally not working for us. We need proper training from the Department. Proper training is needed. These short trainings are not working.*

Miss Zulu: *To agree with my colleague the days were not like for the whole week, they were separate, it was going to be better if it was for the whole one week so that we would be able to have enough time to ask more questions more especially about resources. When it comes to resources concerning this issue it's disastrous. We need more resources when we talk about learners with difficulties in learning.*

Miss Khuzwayo: *I am having a problem with learners with barriers and we do not know exactly how to help them because even the lady who came with the SNA forms did not give us a clear understanding, we were asking questions but she could not answer all the questions.*

Mrs Thabethe: *I agree with the ladies and a gentleman that not a lot of training has been done and not all educators have done a lot of training but I think the lack is with the Department of Education because they only take those individuals train them and what about the others? They promised they will do other training but they are delaying on it and yet there is a lot to be done.*

Mrs Shabangu*: All I can say is that we, as teachers, need more training so that we can understand what we need to do. We need to know the people we can consult to assist with learners experiencing barriers so that we can discuss.*

Inadequate support for teachers is a big challenge because if they are not supported they cannot be able to support learners. Teachers will always feel inadequate themselves if they do not get support. The adoption of inclusive education calls for serious changes in the roles and responsibilities of teachers, however, teachers are not well prepared for these demands thus they become overwhelmed with frustration and anxiety which ultimately weaken their morale which shows that extensive professional development for teachers is desperately needed (Phasha, 2010). It is important also to note that the inadequate professional support that teachers get does not only affect the teachers but it affects learners as well because learners are dependent on the teachers to give them support and equip them with knowledge.

There are not enough workshops or training that the Department is rendering to assist teachers to further gain skills on how to support learners experiencing barriers.

When asked, what support do you need as teachers? Responses were:

Miss Zulu*: We need specially trained personnel. People who are well trained, whom we can rely on in assisting and developing us so that we develop more skills in teaching and assisting these poor souls who need us most. Psychologists, physiotherapists or social workers to assist us with these children. We also need assistant teachers to help us with learners with barriers.*

Mrs Thabethe: *There are no specialised educators to deal with the learners with barriers. There is no co-operation with the Department. We need the Department's intervention and for it to deploy more psychologists in schools. We need specialised educators. We need the decrease of learner enrolment in classes so that inclusive education can work.*

Mr Majozi: *We need proper training from the Department. Proper training is needed. These short trainings are not working.*

Questionnaire 14*: I need support from the Department with the training on how to support learners so that learners get whole support.*

Questionnaire 10*: I need more training and support programmes.*

Questionnaire 9*: More teacher training workshops.*

Questionnaire 1: *Build groups of teachers at cluster level who have acquired strong instructional knowledge in coaching.*

There is little support from the Department of Education in combating the challenges faced by teachers every day in their classrooms. Teachers are left all alone to deal with these children and there is therefore little support they give to learners if they also do not get support from the Department of Education. Since its implementation, it is surprising that there are teachers who do not know how to implement or support learners experiencing barriers yet they teach at a full-service school and the ones who have been trained still lack the necessary skills of implementing inclusion properly.

4.4 How teachers support learners experiencing barriers

Teachers at this school use different techniques in supporting learners. These include: remediation, the curriculum, group work and individual work. There is a big need for learners to be supported one such need is belonging. They are at school but they come from different communities and in these communities, they need to belong and be part of therefore it is important that that are supported in the classroom for them to make it in life.

4.4.1 Remediation

Teachers at this school offer remedial classes to learners with barriers so that their inability to grasp given tasks is addressed.

> Miss Zulu*: I design work to be given after teaching time to try and give each learner attention. I teach them for 30 minutes after normal teaching time for three days a week, to give them enough time to understand.*

> Mrs Thabethe*: I assess them first to get their level and set the tasks as per the level of complexity and their pace. I give them extra time to finish the work. Do not rush them to finish. I give them simple tasks.*

> Questionnaire 10*: I use multi-level teaching ensuring that all learners are catered for. Remedial teaching is always my tool for effective teaching.*

> Questionnaire 2: *I create time with them and give them homework after each lesson.*

> Questionnaire 14*: I always help them after hours and during break time.*

> Questionnaire 13*: I support them by giving them expanded time after school.*

Children are different and that means they do not cope with the given tasks the same way. As these are learners who experience barriers it is important that they are supported immensely and in every way, possible for them to progress effectively.

4.4.2 The curriculum

Teachers design tasks to accommodate all learning levels of learners.

> Mrs Thabethe: *I tell some learners to draw if they cannot write the word. If I call out the word 'cat' I ask them to draw the cat. I sometimes let them mould the sound when*

I introduce it. I think we need to be more concrete than abstract if you are counting use counters so that they can apply all their senses.

Miss Khuzwayo: *I give them newspapers to look at the pictures and tell the story orally, letting them look at the pictures I am trying to find out whether they can identify what is happening in the picture so that they can relay the story.*

Questionnaire 11: *I reduce or extend the number of activities within a lesson. I design tasks that accommodate all ability levels. I provide learning support material when needed. I ensure programmes designed cater for all.*

Questionnaire 1*: I use pictures to make meaning. I help learners understand the text by reading it aloud and then encourage discussion.*

Questionnaire 6: *I establish heterogeneous groups so that learners learn from each other.*

It is always of advantage to encourage the maximum participation of learners whenever they are being taught because that makes it easy for understanding. I agree with the participant who says learners need to use their senses when being taught, being concrete than abstract is the solution to effective teaching.

4.4.3 Group work

Group work seems to be a popular strategy in teaching learners at this school. Most of the teachers use it as a means of supporting learners in their learning.

Questionnaire 6*: I establish heterogeneous groups so that learners learn from each other and giving individual attention matching up with learner pace of learning.*

Questionnaire 4: *I teach learners in groups to let them progress in their level of understanding.*

Mrs Shabangu: *What I usually do in my class, I design a programme for each group. They do these tasks as per their own levels. Different programmes for different groups.*

Miss Zulu: *What I have noticed over time is that these learners are different and they learn differently because their level or abilities are not the same. I give learners with barriers work which is of a lower level with others, in other words, I set the task which may be suitable for boy 1 then he may practise this task which is in his level rather than living him behind.*

Mrs Thabethe: *I group learners as per their abilities to cater for them all. They are given different work in those groups, they do not do the same work.*

Mr Majozi: *We also do the multi-level teaching. The tasks are not the same. Learners who cope are given tasks that are challenging than those who are slow in learning.*

Group work makes it easy for the teacher to teach because if they are taught in groups then the teacher can see and be closer to all members of a group and no learner can be able to avoid the teacher or avoid doing the given task. Learners are also able to help one another if they are taught in groups because the groups are heterogeneous, meaning they consist of learners of different abilities.

4.4.4 Individual work
Teachers have said although they have large numbers in their classrooms they do try and administer individual attention especially to those learners who are struggling to cope with the given tasks within the classroom.

Questionnaire 5*: I always give learners more work if I see that they need special attention.*

Questionnaire 2*: I plan lessons to their level of understanding. I create much time with them and give them homework.*

Miss Zulu: *What I have noticed over time is that these learners are different and they learn differently because their level or abilities are not the same. I give learners with barriers work which is of a lower level with others, in other words, I set the task which may be suitable for boy 1 then he may practise this task which is in his level rather than living him behind or giving him a task that he will not cope with.*

Miss Khuzwayo: *I give each learner a newspaper to look at the pictures and let him/her tell the story looking at the pictures trying to find out whether they can identify what is happening in the picture so that they can relate the story orally.*

Learners need individual attention to support them to cope well with given tasks. If learners are not paid attention to they do not perform well. That is why individual attention is crucial in supporting learners.

4.5 Responses from questionnaires

Fourteen teachers were given questionnaires to answer. The following are their responses to questions asked.

100% said they know what inclusive education is, that it is practised at this school and that teachers understand what is meant by barriers to learning.

100% indicated that they have learners who experience barriers in their classrooms.

11 said they know how to support learners during the teaching and learning process and 3 said they do not know how to support them.

100% indicated that they need support from the of Education for inclusion to happen.

9 said they get support from the Department of Education to enable them to support learners and 5 said otherwise.

100% agreed that learners with disabilities have a right to learn.

100% said it is necessary for parents to be involved in their children's learning.

12 said they understand what the responsibilities of a full-service school are, 2 said otherwise.

9 strongly agree that learners with disabilities should be allowed to attend school in their neighbourhood, 1 agrees, 3 disagree and 1 strongly disagrees with the statement.

11 strongly agree that they require support themselves for them to support learners and to face challenges posed by inclusion, 2 agree and 1 strongly disagrees with the statement.

100% strongly agree that having smaller numbers of learners in one classroom would make it easier for teachers to support learners accordingly.

8 strongly agree that supporting learners with barriers to learning would take place if teachers plan lessons that accommodate all learners, 4 agree, 1 strongly disagrees and 1 did not respond.

9 strongly agree that supporting learners require specific strategies, 4 agree and 1 is neutral.

13 strongly agree that teachers need specialist training to support learners and 1 agrees.

2 strongly agree that this school has the necessary resources to support all learners, 1 agrees, 5 are neutral, 3 disagree and 3 strongly disagree.

12 strongly agree that parents need to be supported to deal with children with barriers and 2 agree.

8 strongly agree that teachers need to have a frame of mind that is open to many possible solutions for inclusive education to be implemented effectively and 6 agree.

11 strongly agree that staff development activities are most successful when linked to whole school development thus making easier for teachers to support each other as they address barriers to learning, 2 agree and 1 did not respond.

6 strongly agree that as a full-service school they have the knowledge and skills to deal with barriers to learning, 2 agree, 4 are neutral and 2 disagree.

10 strongly agree that training is needed to equip teachers to fulfil their responsibilities as a full-service school, 2 agree and 2 are neutral.

From the above responses, it is concerning that although teachers know what barriers to learning are and have children who experience barriers in their classrooms but out of the fourteen not all of them can provide these learners with the support they need. It is also concerning that if teachers are not able to provide learners with the necessary support then learners will not achieve as well as they should. It is also very concerning that the Department of Education which is the backbone of inclusive education does not give teachers its full support.

4.6 Conclusion

This chapter has laid out the responses from teachers pertaining to the barriers that their learners experience, what support is available for the learners and teachers and strategies that teachers use in supporting learners. Challenges that emerged from the data have also been outlined.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The aims of the study were to find out the support that is given to learners experiencing barriers to learning, what teachers consider to be barriers to learning and find out strategies that teachers use to support learners experiencing barriers. This chapter presents the findings of the study, identifies limitations to the study, draws conclusions and suggests recommendations of the study.

5.2 Overcoming barriers to learning through support

Data collected shows that teachers need much support themselves to be able to support learners during the teaching and learning. It is concerning though that there is not much support that is offered to teachers in making sure that they have adequate knowledge and skills in implementing inclusive education. Inadequate resources make it difficult for teachers and learners to work accordingly and freely. It is also concerning that parents are still not actively involved in their children's education which on its own creates a problem for learners in the class. It is crucial that much support is rendered to all in the school environment for teaching and learning to run smoothly and effectively.

It is clear from the data gathered that the support that learners with barriers are getting is not enough. If one considers teachers' comments, there is still a long way to go. Learners should be getting support not only from the teachers but from all stakeholders who have their vested interest in the well-being of the learners. It is important to note that the physical, cognitive, social, emotional, moral and spiritual aspects of development are interdependent and occur throughout life, therefore, it is important, as a teacher, to promote all these aspects of development in learners (Donald, 2012).

Support should be coming from all directions even from the communities that these children live in because at the end of the day they are living within the community and will end up there also in their old age. Business owners benefit from sponsoring schools because learners

will have marketable skills on completion and become future employees or customers (Hay, 2013).

It goes without saying therefore that learners need the support to be able to cope in the future. Support from the community and associations comes in a form of performing certain supportive tasks or through sponsorships (Hay, 2013). The findings in the analysis proved that learners do get support though it is minimal. Inclusion requires strong leadership to establish and support a common set of all stakeholders in the school's educational community (Menzies, 2008). Without a strong leadership, the school is doomed to failure. The school must have a strong management team for it to function appropriately.

Some teachers believe that assistant teachers would be of great advantage in lightening the load in the classroom environment. Assistant teachers will be assisting in supporting learners and working hand in hand with the class teacher. Most teachers think that with increased support learners can achieve. All learners whether they have barriers or not they have a need for support one way or the other.

This study has shown that to some extent and it has also shown that barriers are not only the ones that deal with cognition. Suffice to say that every learner experiences barriers though they are at different levels. From what the teachers have said policies are there but they are not implemented fully. The onus is on the Department of Education to see to it that policies are implemented fully so that there will be a positive difference in our education system. It will be of great advantage to the school to network with other schools and support one another to empower themselves more and can support learners accordingly. Not forgetting also that by networking they will also be enabling themselves to acquire more skills on how to support thus minimising the stress of relying solely on the Department of Education to do things for them.

It is important that the Department visit schools on a regular basis to check whether are inclusive policies being implemented if not what are the challenges that teachers are going through so that they can be fixed for the betterment and benefit of learners. It is easy to play a blaming game when it comes to checking progress, therefore, the Department should make sure that every house is put in order and visit schools. Teachers will always complain that they do not do things accordingly because the Department of Education does not listen to them

and fix challenges they encounter together. The Department of Education must be proactive and make sure that policies are implemented. The Department of Education must visit the schools on a regular basis because things will fall apart because seemingly inclusive education is good on paper but challenges that teachers go through are not taken into consideration and that should not be the case.

Teachers should be proactive in finding ways and means of supporting their learners because they are placed in their hands. Teachers should look for sponsors instead of waiting for the Department to bring resources to them. They should seek for funding from businesses and associations within the community they are serving. Truth be told it is their children that are in the school and they must make every effort to help and let their community shine.

Teachers must educate themselves by familiarising themselves with policies on inclusive education so that they will be able to know what they need to know and do when it comes to inclusive education. If it means furthering their studies by enrolling in universities to study on inclusive education, that is what they must do because inclusion is not guess work but hard work. Right now, they are facing challenges on service delivery in terms of resources and that the workshops they attend are not enough, so they must not rely on those workshops but must educate themselves and be self-reliant. Help is at hand for them to do so because bursaries for teacher development in inclusive education are created in collaboration with higher education institutions and funding sources (DoE, 2010).

Parents should be made to be involved in their children's learning and be made aware that supporting their children does not mean that they should pay money but their time, their presence, their inputs is all it takes to make things happen. It is also important to note that the curriculum has a lot to play when it comes to teaching and learning. The way the curriculum is, it is not friendly to those learners experiencing barriers. The curriculum is so extensive, demanding, centrally designed and rigid, it is one of the major obstacles in inclusion (Timmons, 2010).

Since second language learning is a huge challenge in most black schools it could be ideal if the Department of Education could hire English language speaking educators to teach English in these schools as they have done in the ex-model C schools with the transformational posts, black teachers teaching isiZulu, especially in KZN where the African language mostly spoken

is isiZulu. This could be of great help since in the foundation phase all subjects are offered in home language, which is IsiZulu, and from the intermediate phase, which is grade 4 to 6 and in the senior phase, grade 7, all subjects are offered in English. This is the biggest challenge because learners do not understand English as a second language and teachers must code switch to accommodate learners.

Code switching is a challenge because all assessments are done in English. You find that learners do not finish their tasks because they cannot understand what is written. For most learners learning takes place through a second language and teachers themselves struggle with the language of teaching and learning (LoLT), (Ntombela, 2013b). If teachers themselves struggle with the language how much more for learners. Support is important for inclusive education to work. If there is a part of the school community that does not do its job properly that will be manifested in the way teachers perform or do not perform. It is always important to maintain an elevated standard when teaching because that will be evident in the learners that one teaches. What was evident to me when I conducted this study and after interviewing teachers was the fact that there is no proper support that teachers get from the ILST.

One of the duties that the ILST is supposed to do is to, organise regular consultation sessions with parents. The ILST does not perform this duty because teachers complain about the lack of parent involvement in their children's learning. This should not be the case, as parents should be at the forefront in making sure that they support their children. It is also clear that the ILST is not properly trained to handle the task of supporting teachers. There is no liaison between the ILST and the DBST since teachers are challenged with the fact that there have never been any psychologists or speech therapists to visit the learners to support them accordingly.

5.3 Limitations to the study

The study mostly worked with a small group of teachers which only represented 38% of the school population of teachers. It would have been good to get at least 50% of the population of the teachers to get a much broader spectrum of ideas. Teachers sometimes had a challenge of using English as a medium of instruction for the interviews. It is challenging for everyone to use a language that is not your mother tongue bearing in mind that all teachers there are

isiZulu speaking. Most of them do not use English in class as their language of learning and teaching is IsiZulu.

Another limitation was minimal knowledge of how to answer questions and elaborate on their responses. Time was also a disturbing factor because the interviews were done after school hours and teachers had errands to run and the interview had to be rushed a bit. The challenge also was with me as the interviewer, I had no experience with regards to conducting an interview. I was unable to probe my participants when they answered questions due to lack of experience. I think also it would have been of help to let teachers use their mother tongue at times when they seem to struggle with explanations. There were some biases in terms of choosing teachers as participants. I selected the ones that I could easily approach.

5.4 Recommendations for further research

It is recommended that a larger study is conducted on how full-service schools are prepared and able to provide the necessary support to learners. It may also be useful to include the district in such a study as they are the custodians of this policy initiative. Another useful study could involve learners to ascertain how they are experiencing support in such settings as this will give them the platform to voice their experiences of being schooled in a full-service school.

5.5 Conclusion

The study has shown that everyone needs to play their role no matter how small it is but it has an impact on a long run. The study is about helping learners but it is not only about that but letting everyone know that they are significant in their individual corners. No one person can do this work on supporting learners but it calls upon all of us to join hands in uplifting our children because they are the future.

Teachers need to understand that for them to do this task they must uplift themselves and keep on learning because these times seek for people who are willing to learn and make a difference. It is very important for all stakeholders to play their part and play it well for the benefit of the child and education. Teachers, parents, professionals, the Department of

Education, the ILSTs, the DBSTs and the community need to work together collaboratively for inclusive education to work and for learners to get the proper support they so urgently need.

Everything in life needs to be worked hard upon to be attained, so does inclusive education. We need to work together as a nation to make sure that it is administered accurately as per its policies and those who are supposed to benefit do benefit from it. Development is all that is needed and it can only be attained through collaboration and a positive attitude. I hope this study will make sense in terms of looking at barriers as something that can be overcome if we stick to policies and implement them thus supporting learners appropriately.

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5.7 APPENDICES

5.7.1 APPENDIX A: Ethical clearance certificate

5.7.2 APPENDIX B: Permission from the school

5.7.3 APPENDIX C: Informed consent form (sample)

5.7.4 APPENDIX D: Questionnaire

5.7.5 APPENDIX E: Interview schedule

5.7.1 APPENDIX A: Ethical clearance certificate

UNIVERSITY OF KWAZULU-NATAL ™
INYUVESI YAKWAZULU-NATALI

03 November 2015

Mrs Sibusisiwe Ndinisa 205511702
School of Education
Edgewood Campus

Dear Mrs Ndinisa

Protocol reference number: HSS/1365/015M
Project title: Supporting learners who experience barriers to learning: A case study of a full-service school, Umlazi District.
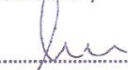
Expedited Approval

In response to your application dated 05 October 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

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

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

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

Yours faithfully

....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr S Ntombela and Mr P Mweli
cc Academic Leader Research: Professor PJ Morojele
cc School Administrators: Ms B Bhengu, Ms T Khumalo & Ms PW Ndimande
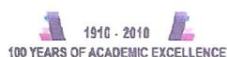
5.7.2 APPENDIX B: Permission from the school

PO Box 43

Illovo Beach

4155

Phone:0319768184

TO WHOM IT MAY CONCERN

This is to confirm that S Ndimisa, student no. 205511702, has been granted permission to conduct research whereby research participants had to respond to questionnaire given to them.

Hoping you will find the above information in that order.

Dept. Of Education
    Full Service School
P.O. Box 43, Illovo Beach, 4155
Tel: 031 9768184
EMIS: 500101380

(Acting Principal)

5.7.3 APPENDIX C: Informed consent form (sample)

.

Social Sciences, College of Humanities,

University of KwaZulu-Natal,

Pietermaritzburg Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is …………………………………. I am a MEd candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

The purpose of my study is to establish how teachers support learners with barriers to learning, what teachers consider as barriers and to identify strategies that can be used to support such learners. I am studying a Full-Service School at Umlazi District. I have chosen your school as my case study. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at establishing how teachers at this school support learners with barriers to learning.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		

I can be contacted at:

Email: sibundinisa@gmail.com

Cell: 073 366 3651

My supervisor is Dr S. Ntombela who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Email: Ntombelas1@ukzn.ac.za

Cell number: 074 100 8689

My Co-supervisor is Mr. P. Mweli
School of Education, Edgewood campus, University of KwaZulu-Natal
(Tel) 031 260 3549, Email: Mwelip@ukzn.ac.za.

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office: Ethics

Govan Mbeki Centre

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I…………………………………………………………………… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

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

SIGNATURE OF PARTICIPANT   **DATE**

…………………………………………   …………………………………………

5.7.4 APPENDIX D: Questionnaire

Thank you for agreeing to take part in this study. The purpose of the study is to understand how teachers support learners experiencing barriers to learning and development. Please note that there are no right or wrong answers.

- **Do not write your name on this questionnaire.**

1. **Please respond to these questions by ticking YES/NO**

- Do you know what Inclusive Education is?   Yes/No

- Is Inclusive Education practised at this school?   Yes/No

- Do you understand what is meant by barriers to learning?   Yes/No

- Do you have learners who experience barriers to learning in your class?

  Yes/No

- Do you know how to support learners with barriers during the teaching
  and learning process?   Yes/No

- Teachers need support from the Department of Education for
  inclusion to happen.   Yes/No

- Do teachers get any support from the Department of Education
  to enable them to support learners?   Yes/No

- Do you agree that learners with disabilities have a right to learn?   Yes/No

- Do you think it is necessary for parents to be involved in their children's learning?

  Yes/No

- Do you understand what the responsibilities of a full-service school are?   Yes/No

2. Please decide how strongly you agree or disagree with the following statements by ticking numbers 1-5.

1–Strongly Agree   **2**–Agree   **3**–Neutral   **4**–Disagree   **5**–Strongly Disagree

- Learners with disabilities should be allowed to attend school in their neighbourhood.   1 2 3 4 5

- Teachers require support themselves for them to support learners and to face challenges posed by inclusion.   1 2 3 4 5

- Having smaller numbers of learners in one classroom would make it easier for teachers to support all learners accordingly.   1 2 3 4 5

- Supporting learners with barriers to learning would take place if teachers plan lessons that accommodate all learners.   1 2 3 4 5

- Supporting learners requires specific strategies.   1 2 3 4 5

- Teachers need specialist training to support learners experiencing barriers to learning.   1 2 3 4 5

- This school has the necessary resources to support all earners.   1 2 3 4 5

- Parents, just like teachers, need to be supported to be

able to deal with children with barriers.   1 2 3 4 5

- In supporting learners, teachers need to have a frame of mind
  that is open to many possible solutions for inclusive education
  to be implemented effectively.   1 2 3 4 5

- Staff development activities are most successful when linked
  to whole school development thus making it easier for teachers
  to support each other as they address barriers to learning.   1 2 3 4 5

- As a full-service school, you have the knowledge and skills to
  deal with barriers to learning.   1 2 3 4 5

- Training is needed to equip you to fulfil your responsibilities
  as a full-service school.   1 2 3 4 5

3. Please fill in your answers to these questions:

a. Can you briefly explain strategies that you use to support learners experiencing
   barriers to learning in your class?

----

b. What barriers to learning do your learners experience?
_____
_____
_____
_____

c. What support do you need to be able to support these learners?

THE END

THANK YOU VERY MUCH FOR YOUR SUPPORT

5.7.5 APPENDIX E: Focus group interview

1. Have you had any training in inclusive education? How many of you have attended courses on inclusive education? What kind of training have you had, how long was it? Did it give you the skills to deal with classroom issues?

2. What do you think is meant by barriers to learning? Can you give examples of barriers to learning that are prevalent at this school?

3. How do you deal with barriers to learning in your teaching? What strategies do you use when learners experience barriers to learning? Please give examples.

4. As a full-service school, you are expected to provide support not only to your learners but to neighbouring schools as well. What support structures are available to you and your learners regarding barriers to learning? What support do you receive to enable you to support other schools? What support do you need?

5. What strategies do you use to support learners? What strategies do you think can be beneficial in addressing barriers to learning?

6. If your school admitted a child with visual disability, how would you ensure that he/she is supported?

7. Do you think children from poor households experience any barriers to learning? Please explain.

8. Are there any challenges you are facing in implementing inclusive education?

9. What do you think prevents teachers from supporting learners who experience barriers to learning? How can these challenges be addressed?

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SUPPORTING LEARNERS WHO EXPERIENCE BARRIERS TO
LEARNING: A CASE STUDY OF A FULL-SERVICE SCHOOL AT
UMLAZI DISTRICT

SIBUSISIWE NDINISA

November 2016

UNIVERSITY OF KWAZULU-NATAL ™
INYUVESI YAKWAZULU-NATALI

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